The information contained in this Handbook is valid as at the date mentioned below. The University of Southern Queensland reserves the right not to offer any program or course and to decline the enrolment of students in a program or course, in the light of student demand and resource constraints. Program structures, course objectives and content are subject to amendment as circumstances dictate.

The most up-to-date version of the USQ Handbook is the electronic version at http://www.usq.edu.au/handbook/current/. Any printed version or other saved electronic version will be up to date at the time of printing or saving but may not contain the most recent information. Please always refer to the Internet address provided.

This version produced 19 Nov 2008.
Course synopses

General Information

This section contains information on each course approved for the University’s teaching program for this year. A course is the smallest component of a program of study for which a separate final grade is awarded. The University reserves the right not to offer any course. If this occurs, students should consult their Faculty on the selection of a substitute course.

All students must ensure that courses selected are appropriate for their level of study and that they have satisfied the pre-requisite, co-requisite and other requisite requirements for each course. Careful reading of the Program Structures and Recommended Enrolment Patterns in the relevant sections of the Handbook (http://www.usq.edu.au/handbook/current/) provide this information. Students should consult their Faculty if in doubt.

Synopses and course specifications included in the introductory course materials are correct at the time of publication. Alternatively, current versions of the synopses and course specifications are available online - http://www.usq.edu.au/coursespecification/current.

Legend

The five letters in brackets after the Course Title represent the academic group (faculty or department) which runs a course:

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
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<tbody>
<tr>
<td>FOART</td>
<td>Faculty of Arts</td>
</tr>
<tr>
<td>FOBUS</td>
<td>Faculty of Business</td>
</tr>
<tr>
<td>FOEDU</td>
<td>Faculty of Education</td>
</tr>
<tr>
<td>FOENS</td>
<td>Faculty of Engineering and Surveying</td>
</tr>
<tr>
<td>FOSCI</td>
<td>Faculty of Sciences</td>
</tr>
<tr>
<td>KUMBN</td>
<td>Kumbari/Ngurpai Lag</td>
</tr>
<tr>
<td>LTSUN</td>
<td>Learning and Teaching Support Unit</td>
</tr>
<tr>
<td>OFFRE</td>
<td>Office of Research and Higher Degrees</td>
</tr>
</tbody>
</table>

The following abbreviations are also used:

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
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<tbody>
<tr>
<td>EXT</td>
<td>Available externally</td>
</tr>
<tr>
<td>ONC</td>
<td>Available on-campus</td>
</tr>
<tr>
<td>WEB</td>
<td>Available via the Internet</td>
</tr>
<tr>
<td>Toowoomba</td>
<td>Toowoomba campus</td>
</tr>
<tr>
<td>Springfield</td>
<td>Springfield campus</td>
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<tr>
<td>Fraser Cst</td>
<td>Fraser Coast campus</td>
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</table>
ACC1101 ACCOUNTING FOR DECISION MAKING (FOBUS - UGRD)
Units 1.0 (Accounting) Band 3A
Pre-requisite: ACC1101
This course introduces students to the concepts of accounting information and introduces the role of accounting in decision-making processes. It covers financial statements, ratio analysis, and the use of accounting information in making investment and credit decisions.

ACC2101 FINANCIAL ACCOUNTING SYSTEMS (FOBUS - UGRD)
Units 1.0 (Accounting) Band 3A
Pre-requisite: CS1100 and ACC1101
This course provides an introduction to accounting systems and the role of accounting in the business environment. It covers the preparation and analysis of financial statements and the use of accounting information in decision-making processes.

ACC2103 CORPORATE REPORTING AND ANALYSIS (FOBUS - UGRD)
Units 1.0 (Accounting) Band 3A
Pre-requisite: ACC2101 and ACC2103
This course introduces students to the theory that is integral to financial reporting. It covers accounting for partnerships and corporations, the preparation and analysis of financial statements, and the use of accounting information in decision-making processes.

ACC2115 COMPANY ACCOUNTING (FOBUS - UGRD)
Units 1.0 (Accounting) Band 3A
Pre-requisite: ACC2101 and ACC2103
This course introduces students to the concepts of accounting information and introduces the role of accounting in decision-making processes. It covers financial statements, ratio analysis, and the use of accounting information in making investment and credit decisions.

ACC3111 MANAGEMENT ACCOUNTING I (FOBUS - UGRD)
Units 1.0 (Accounting) Band 3A
Pre-requisite: ACC2113
This course introduces students to the concepts of accounting information and introduces the role of accounting in decision-making processes. It covers financial statements, ratio analysis, and the use of accounting information in making investment and credit decisions.

ACC5211 ACCOUNTING MANAGEMENT I (FOBUS - PGRD)
Units 1.0 (Accounting) Band 3A
Pre-requisite: ACC2123
This course introduces students to the concepts of accounting information and introduces the role of accounting in decision-making processes. It covers financial statements, ratio analysis, and the use of accounting information in making investment and credit decisions.

ACC5212 ACCOUNTING MANAGEMENT II (FOBUS - PGRD)
Units 1.0 (Accounting) Band 3A
Pre-requisite: ACC2123
This course introduces students to the concepts of accounting information and introduces the role of accounting in decision-making processes. It covers financial statements, ratio analysis, and the use of accounting information in making investment and credit decisions.

ACC5213 COST AND MANAGEMENT ACCOUNTING (FOBUS - PGRD)
Units 1.0 (Accounting) Band 3A
Pre-requisite: ACC2123
This course focuses on the provision and use of management accounting information. It covers cost-volume-profit analysis, performance measurement, and the use of accounting information in decision-making processes.
The principles of the acting process.

Pre-requisite: Students must be enrolled in Program: BTHR

3.0 Forensic investigation skills and techniques in order to be able to understand and assess the impact of environmental and socio-environmental factors on the likelihood of failure. Students will gain an understanding of the role of financial statements and their importance in decision making.


Students are required to have access to a personal computer, e-mail capabilities and Internet access to USQConnect. Current details of computer requirements can be found at <http://www.usq.edu.au/business/aboutfob.htm>.

Concerns about the survival of planet earth and the role played by business organizations in creating a sustainable environment have triggered a need for information that is useful for formulating strategy and making decisions. While much work has been undertaken by the accounting profession to improve corporate reporting to stakeholders that includes environmental impacts, little has been proposed on in terms of how to develop systems that capture impacts in both financial and physical metrics. This course is designed to provide the necessary skills for students to develop sustainable management accounting systems that will capture appropriate data to be able to report sustainability performance measures to management. Information report can then be used for strategies and make decisions that will improve their long-term sustainable development.

ACC8105 FORENSIC ACCOUNTING (FOBUS - PGRD)

Units 1.0 (Accounting) Band 3A

Students are required to have access to a personal computer, e-mail capabilities and Internet access to USQConnect. Current details of computer requirements can be found at <http://www.usq.edu.au/business/aboutfob.htm>.

In an environment of increasing corporate collapse many organisations are turning to professionals with forensic investigation skills. Executives and senior management are becoming more aware of the need to incorporate forensic accounting as part of their corporate governance strategy to combat fraud and corruption. This course will provide students with an understanding of how fraud can lead to an impact on performance and possible failure. Students will gain an understanding of the risks of fraud and the controls that can be implemented to prevent and detect it. The course also covers the legal and regulatory issues related to forensic accounting.

ACT1021 ACTING 1 (FOART - UGRD)

Units 1.0 (Drama and Theatre Studies) Band 1

Pre-requisite: Students must be enrolled in Program: BTHR Co-requisite: ACT1031 and THS1001

This course seeks to introduce students to a basic understanding of the principles of the acting process.

ACT1031 VOICE AND MOVEMENT 1 (FOART - UGRD)

Units 1.0 (Drama and Theatre Studies) Band 1

Pre-requisite: Students must be enrolled in Program: BTHR Co-requisite: ACT1021 and THS1001

Audition interviews: appropriate academic requirements.

The course introduces students to the psycho-physical processes at work in performance. It focusses upon the function of the body and the voice in performance through training and development of basic skills.

ACT2022 ACTING 2 (FOART - UGRD)

Units 1.0 (Drama and Theatre Studies) Band 1

Pre-requisite: ACT1021 and ACT1031 and THS1001 and Students must be enrolled in Program: BTHR

This course is based on the Stanislavsky system of actor training as applied to stage and screen. Work continues to focus on the application of Stanislavsky’s text/character technique. Improvisation for workshop and performance continues to be explored.

ACT2023 ACTING 3 (FOART - UGRD)

Units 1.0 (Drama and Theatre Studies) Band 1

Pre-requisite: ACT2022 and ACT2032 and THS2001 and Students must be enrolled in Program: BTHR

Working within the constraints of a formal rehearsal and production process is essential to actor training. This course continues work on the Stanislavsky system of actor training and the Stanislavsky is recognised as the most relevant method for realistic acting both for stage and screen.

ACT2024 ACTING 4 (FOART - UGRD)

Units 2.0 (Drama and Theatre Studies) Band 1

Pre-requisite: ACT2023 and ACT2033 and Students must be enrolled in Program: BTHR Co-requisite: ACT2024

This course continues training in stage and screen acting concentrating on the development of the actor through physical and vocal techniques to support performance and public class exercises. This course introduces different styles of acting and continues work on acting for the camera.

ACT2032 VOICE AND MOVEMENT 2 (FOART - UGRD)

Units 1.0 (Drama and Theatre Studies) Band 1

Pre-requisite: ACT1031 and THS1001 and Students must be enrolled in Program: BTHR Co-requisite: ACT2032

This course continues the training and conditioning of the voice and body. It extends the range of physical and vocal skills and competence of acting students and applies these in live and non-based performance projects. Singing classes commence.

ACT2033 VOICE AND MOVEMENT 3 (FOART - UGRD)

Units 1.0 (Drama and Theatre Studies) Band 1

Pre-requisite: ACT2032 and Students must be enrolled in Program: BTHR Co-requisite: ACT2033

Movement classes are designed to develop fitness and flexibility, refine balance and control, increase the actor’s movement vocabulary as well as introduce specialised movement and dance skills. Work on characterisation through movement is also developed in group workshops. Voice classes develop and consolidate the principles and techniques underlying voice production and speech for the actor in live performance. Ear-training is carried out through listening and analysis of live and recorded voice, poetry and dramatic texts. Speech characterisation is addressed through the study of dialects of English and foreign accents. Singing classes continue. Stage Combat classes commence.

ACT2034 VOICE AND MOVEMENT 4 (FOART - UGRD)

Units 1.0 (Drama and Theatre Studies) Band 1

Pre-requisite: ACT2033 and Students must be enrolled in Program: BTHR Co-requisite: ACT2034

The course continues the development of voice production and singing interpretation. Classes in Stage Combat also continue.

ACT3025 ACTING 5 (FOART - UGRD)

Units 2.5 (Drama and Theatre Studies) Band 1

Pre-requisite: ACT2024 and ACT2034 and THS2000 and Students must be enrolled in Program: BTHR Co-requisite: ACT3025

This course further exposes students to the discipline of public performance and the rehearsal process with at least two major public performances during the semester. The course also continues to develop a range of theatrical styles. Screen testing techniques are also developed as well as continuing work in self devised projects.

ACT3026 ACTING 6 (FOART - UGRD)

Units 2.0 (Drama and Theatre Studies) Band 1

Pre-requisite: ACT2035 and Students must be enrolled in Program: BTHR Co-requisite: ACT3026

This course is concerned with the preparation and presentation of stage and screen audition pieces for professional agents, casting agents and theatre companies through showcase presentations, show reels, public performance and film exercises.

ACT3035 VOICE AND MOVEMENT 5 (FOART - UGRD)

Units 1.0 (Drama and Theatre Studies) Band 1

Pre-requisite: ACT2024 and ACT2035 and Students must be enrolled in Program: BTHR Co-requisite: ACT3035

In addition to the demands of the core acting training program, this course will continue with the production-based co-requisite course ACT3036. Specialist workshops are introduced as required. Work focusses upon the preparation and presentation of self devised work, and material from the western classical and contemporary repertoire. Singing classes continue in group and private sessions with a focus on interpretation and presentation of material from the music-theatre repertoire. Voice-over skills are introduced.

ACT3036 VOICE AND MOVEMENT 6 (FOART - UGRD)

Units 1.0 (Drama and Theatre Studies) Band 1

Pre-requisite: ACT3025 and ACT3035 and Students must be enrolled in Program: BTHR Co-requisite: ACT3036

This course seeks to ensure a high exit standard of physical and vocal fitness, flexibility and skills. It also applies a learnt movement vocabulary to performance and addresses the continuing development of the performer's voice and speech skills in private sessions and through dialogue coaching for performance, rehearsal and auditions. Audio studio voice-over skills are addressed.

AGR2301 AGRICULTURAL SCIENCE (FOENS - UGRD)

Units 1.0 (Agricultural Science) Band 2

A knowledge of agricultural systems is important to professionals in earth and biological sciences, arts, agriculture and environmental engineering. This is an introductory course in agricultural plant morphol gy, physiology, grazing and cropping systems, animal production systems, integrated pest management, production economics and systems management. It also discusses the physical, economic and social constraints to land use and agricultural production and the processes of land degradation, and the principles of property management and sustainable farming system management.

AGR2302 AGRICULTURAL MACHINERY (FOENS - UGRD)

Units 1.0 (EngTech not classified) Band 2

Machinery is an important component of any farming system, and an understanding of its specification, operating principles and performance is essential for engineers involved in agriculture. This course examines the functional requirements of the major groups of machines and investigates the engineering principles and subsystems which underlie their operation. It develops the knowledge and skills necessary to analyze and predict machine performance, and to advise and assist farmers in the choice and efficient operation of a wide range of machinery. It also includes discussion and analysis of recent research and developments in precision agriculture. Tractor stability, safety, testing and performance are investigated, and tillage, planting, spraying and harvesting machinery are described and analysed. The use of technology for the rational selection of suitable developments in a farming system are outlined. The design of machinery subsystems is described. The thermodynamics of engine cooling and ground and environmental conditions are also investigated. The course uses field work with farmers and other machinery to show how the theory is related to practice.
This version produced 19 Nov 2008.
and profiles of readers of their newspaper. Actively upon how their stories account for the lifestyles, interests, information to Best stories. Participants will be encouraged to reflect the centre of events and issues in local government, and always of three examples of Best journalism. Emphasis is on the people at development program and takes participants through to submission through the perspective of storytelling to build newspaper readership. Units 0.5 (Journalism) Band 1 Pre-requisite: Students must be enrolled in the following Program: APNJ

This course reviews the skill base needed by journalists assigned to report and write stories from courts most relevant to regional media in Australia. Rules and procedures in avoiding Contempt of Court and defamation actions will be covered, along with protocol for attending court hearings and dealing with sources. The means by which journalists can work with these rules and protocols to write engaging, interesting stories for readers will; however, be the emphasis of this course. Turning a conventional court hearing into a story with human interest value and impact will be explored through connection to Readers First principles and practices.

APNJ007 JOURNALISM TOOL KIT (FOART - NONA)
Units 0.5 (Journalism) Band 1 Pre-requisite: Students must be enrolled in the following Program: APNJ

This course centres on development of skills in photom Thomson and sub-editing and design. It applies the specific situation of the working APN journalist to showcase and explore storytelling through Readers First principles. Participants will build a newsletter page using concepts of photographic and page design in place at their newspaper and produce a rationale and self-evaluation of their work, to publication standard.

AST2002 CONTEMPORARY ISSUES IN ASIA (FOART - UGRD)
Units 1.0 (Studies in Human Society) Band 1 Major theories of political, social and economic development are analysed, with the relevance of these theories to Southeast Asia as East Asia being examined. The political development of Indonesia and Malaysia and the political and social change in the region are considered.

AST3001 CHANGE IN CONTEMPORARY CHINA (FOART - UGRD)
Units 1.0 (Studies in Human Society) Band 1 China is one of the world's most significant countries. It is one of the world's largest and most populated countries and it is one of the world's oldest civilizations, having centuries of cultural tradition and achievement. Unquestionably, it still plays an increasingly important role in the affairs of the Asia-Pacific region. Since 1949 when the People's Republic was established a succession of Chinese leaders has perceived a gap between the economy and social and economic change, political and social change, the military, political institutions and ethnic groups being considered.

BIO2110 ANATOMY AND PHYSIOLOGY I (FOSCI - UGRD)
Units 1.0 (Human Biology) Band 2 An organ systems approach is used in this course to study the anatomy and physiology of healthy people. Body systems covered in this course include cardiovascular system, blood, lymphatic and immune systems, respiratory system, digestive system, urinary system, integumentary system, muscular system, and an introduction to nervous and endocrine systems. The residential school is a compulsory component of the external offering of this course.
This introductory study in microbiology is aimed at providing knowl edge of the metabolic processes on the relevance of this subject to different fields of biology and the impact it can have on improving our daily lives in an agricultural context. Explored in this course are the history and diversity of microorganisms, cell structure and function, metabolism and genetic organization of microorganisms including bacteria, viruses, fungi and protozoa with plants, animals and humans and their impact in the management of health and disease. Significance to industrial microbiology, and the way the human or animal body defends itself against attack by foreign invaders.

BIO2027 GENETICS (FOSCI - UGRD)
Units 1.0 (Genetics) Band 2
Pre-requisite: BIO1033 and STA2000
Recommended prior study: BIO1011 and BIO2011
This course presents the scientific basis of heredity. The principles of genetics play an increasingly important role in the modern world in the understanding of the mechanisms governing the development and evolution of the world’s biota. Genes determine the properties and characteristics of organisms, including the capacity to defend themselves against attack by foreign invaders.

BIO2028 INTRODUCTORY MICROBIOLOGY (FOSCI - UGRD)
Units 1.0 (Microbiology) Band 2
Pre-requisite: BIO1011
This introductory study in microbiology is aimed at providing knowl edge of the metabolic processes on the relevance of this subject to different fields of biology and the impact it can have on improving our daily lives in an agricultural context. Explored in this course are the history and diversity of microorganisms, cell structure and function, metabolism and genetic organization of microorganisms including bacteria, viruses, fungi and protozoa with plants, animals and humans and their impact in the management of health and disease. Significance to industrial microbiology, and the way the human or animal body defends itself against attack by foreign invaders.

BIO2029 INTRODUCTORY MICROBIOLOGY FOR WINE SCIENCE (FOSCI - UGRD)
Units 1.0 (Microbiology) Band 2
Pre-requisite: BIO1011
This introductory study in microbiology for wine science is aimed at providing knowledge to students in the wine industry to understand the role of microorganisms in wine making and then to proceed to discuss principles of acidity, buffering and chemistries and controversies surrounding the internal working of this course.

BIO2401 WINE SCIENCE 1 (FOSCI - UGRD)
Units 1.0 (Food Science and Biotechnology) Band 2
Pre-requisite: BIO1041 and CHM1011
This course focuses on the practical aspects of wine making. Students are provided with an understanding of how chemistry and microbiology can interact, unify and predict outcomes of wine making. Students are introduced to the introduction of wine making and then to proceed to discuss principles of acidity, buffering and chemistries and controversies surrounding the internal working of this course.

BIO2405 INTRODUCTORY MICROBIOLOGY FOR WINE SCIENCE (FOSCI - UGRD)
Units 1.0 (Microbiology) Band 2
Pre-requisite: BIO1011
This introductory study in microbiology for wine science is aimed at providing knowledge to students in the wine industry to understand the role of microorganisms in wine making and then to proceed to discuss principles of acidity, buffering and chemistries and controversies surrounding the internal working of this course.

BIO2901 CURRENT TOPICS IN BIOMEDICAL SCIENCES (FOSCI - UGRD)
Units 1.0 (Natural and Physical Sciences) Band 2
Pre-requisite: BIO2029
In this course students extend their knowledge of basic biomedical sciences to include new technologies and alternative therapies that are utilised in diagnosing diseases or improving human health.

BIO3030 PLANT BREEDING (FOSCI - UGRD)
Units 1.0 (Botany) Band 2
Pre-requisite: BIO2203 and BIO2201
This course allows students to develop skills in both the theoretical and practical aspects of plant breeding. The course commences with an overview of Mendelian genetics and introduces concepts of importance to both plant and animal breeding. The theory and practice of manipulating and mapping the location of genes on chromosomes and the effects of mutations on gene expression are studied. The science of genetic engineering is briefly introduced. Changes in chromosome number and structure in plants (e.g. evolution of wheat) and animals (e.g. Drosophila) are examined as are the important processes of recombination and recombination and non-reassorting genetic material.

BIO3031 BIOCHEMISTRY 1 (FOSCI - UGRD)
Units 1.0 (Biochemistry and Cell Biology) Band 2
Pre-requisite: BIO2029
This course covers the molecular basis of life. An understanding of the theory and techniques of molecular biology is essential to many diverse areas of study in biology, ranging from biodiversity to evolutionary relationships to genetic engineering of microbes, plants and animals. Drawing on this knowledge base, the course examines cellular ultrastructure, organisation and function and introduces the nature of gene organisation, replication and expression in both prokaryotic and eukaryotic systems. Applications of this technology in agriculture and medicine are also explored. Practical work will include compulsory extended field studies.

BIO3032 MOLECULAR BIOLOGY (FOSCI - UGRD)
Units 1.0 (Biochemistry and Cell Biology) Band 2
Pre-requisite: BIO2209 and BIO2201
The course allows students to develop skills in both the theoretical and practical aspects of plant breeding. The course commences with an overview of Mendelian genetics and introduces concepts of importance to both plant and animal breeding. The theory and practice of manipulating and mapping the location of genes on chromosomes and the effects of mutations on gene expression are studied. The science of genetic engineering is briefly introduced. Changes in chromosome number and structure in plants (e.g. evolution of wheat) and animals (e.g. Drosophila) are examined as are the important processes of recombination and non-reassorting genetic material.

BIO3309 MOLECULAR BIOLOGY (FOSCI - UGRD)
Units 1.0 (Biochemistry and Cell Biology) Band 2
Pre-requisite: BIO2209 and BIO2201
This course allows students to develop skills in both the theoretical and practical aspects of plant breeding. The course commences with an overview of Mendelian genetics and introduces concepts of importance to both plant and animal breeding. The theory and practice of manipulating and mapping the location of genes on chromosomes and the effects of mutations on gene expression are studied. The science of genetic engineering is briefly introduced. Changes in chromosome number and structure in plants (e.g. evolution of wheat) and animals (e.g. Drosophila) are examined as are the important processes of recombination and non-reassorting genetic material.

BIO3313 PHARMACOLOGY (FOSCI - UGRD)
Units 1.0 (Pharmacology) Band 2
Pre-requisite: BIO2023
This course builds on the foundations of human biology obtained in the course BIO2023 (Systems Physiology). It provides students with an understanding of how drugs act on the body in both health and disease. The processes of absorption, metabolism and excretion; methods and measurements in pharmacology; various drug classes and uses of drugs in specific clinical cases or diseases will be presented.

BIO3314 APPLIED MICROBIOLOGY (FOSCI - UGRD)
Units 1.0 (Microbiology) Band 2
Pre-requisite: BIO2029
This course provides the principles underpinning microbial or cellular defence mechanisms associated with the host response to infection. The course includes a study of innate defence mechanisms, antimicrobial specificity, induction of humoral and cellular immune responses, the microbial structure, function and genetic basis of antibiotic drug steryl, the role of the immune system in health and disease including cell-mediated immunity, hypersensitivity reactions, autoimmunity, immune tolerance, and vaccine development strategies. The course also leads students to understand the mechanisms of microbial pathogenesis with specific emphasis on viral diseases affecting humans. The practical component of the course is project-based and is intended to provide students with hands-on experience in undertaking immunological and virological investigations. The course presents the scientific basis of heredity. The principles of genetics play an increasingly important role in the modern world in the understanding of the mechanisms governing the development and evolution of the world’s biota. Genes determine the properties and characteristics of organisms, including the capacity to defend themselves against attack by foreign invaders.
This course examines the major control systems of the human body. The initial components will examine neural control mechanisms including sensory perception, central neural regulation of sensory and motor function and the neural basis for synaptic plasticity memory and learning. Subsequently, endocrine mediators of sleep, metabolism and stress will be investigated. The physiology of gestation and parturition will be discussed along with the developmental changes associated with the fetal cardiovascular and respiratory systems. Finally, the pathophysiology of various neural and endocrine disorders will be considered. Note: Students who have completed BIO4101 Advanced Neuroendocrine Physiology 1, Students for the UGRD will be ineligible to enrol in this course. BIO4101 Academic Neuroendocrine Physiology (FOSCI - PGRD)

Units 1.0 (Human Biology) Band 2
Pre-requisite: BIO2005 or equivalent

This course provides the principles underpinning hormonal or cellular defence mechanisms associated with the host response to infection. The course includes an overview of innate and adaptive immunity, specificity, induction of humoral and cellular immune responses, in vivo stimulation and characterization of immunity, including cytokines, interferons, antibodies, cell-mediated immunity, hypersensitivity reactions, autoimmunity, the role of the immune system in health and disease including cancer, and immunity, tolerance, and vaccine development. The course also covers the understanding of the mechanism of microbial pathogenesis with specific emphasis on viral diseases affecting HIV. The course provides candidates with a perspective of the way associated with medical microbiology investigations and pre-vision students with career choices for their future. Candidates will undertake research methods training by completing an Investigative Research report.

BIO5001 POSTGRADUATE DIPLOMA OF SCIENCE PROJECT 1 (FOSCI - PGRD)
Units 2.0 (Natural and Physical Sciences) Band 2
Pre-requisite: B2005 or equivalent

This course involves a research project which will be supervised by a member of staff with appropriate expertise and which forms the basis of the project component of the Postgraduate Diploma of Science Project 1 and 2. Students will undertake laboratory exercises in a group environment, but will be required to prepare independent reports for assessment. The course will provide advanced practical experience in conventional and molecular technologies for organizing, analysing and interpreting complex microbiological data. The course will provide advanced practical experience in conventional and molecular technologies for organizing, analysing and interpreting complex microbiological data. Students will be required to prepare independent reports for assessment. Assessment involves a practical component and a written report. The students will be required to participate in a literature survey and presentation of the results.

BUS8101 BUSINESS PROJECT A (FOBUS - PGRD)
Units 1.0 (Business Mgt not classified) Band 3A

Students are required to have access to a personal computer, e-mail capabilities and Internet access to USQConnect. Current details of computer requirements can be found at <http://www.usq.edu.au/business/aboutfob.htm>

This course involves the review of the literature associated with a project topic that will incorporate significant theoretical issues as well as providing practical experience relevant to the project. The project may be sponsored by the student's employer. The literature review will identify the major issues associated with the project and provide a theoretical and conceptual basis for the project. Enrolment in this course is subject to the availability of a supervisor.

BUS8102 BUSINESS PROJECT B (FOBUS - PGRD)
Units 1.0 (Business Mgt not classified) Band 3A

Students are required to have access to a personal computer, e-mail capabilities and Internet access to USQConnect. Current details of computer requirements can be found at <http://www.usq.edu.au/business/aboutfob.htm>

This course involves the development and implementation of a project which builds on the learner literature review in the previous course. It normally involves data gathering and an analysis based on a research proposal. Students could use an action learning strategy designed to achieve the aims of the project. The project aims to provide a set of career enhancing experiences for a student. The project will also provide general recommendations on professional and personal development that is involved in the project. Enrolment in this course is subject to the availability of a supervisor.

BUS8103 BUSINESS PROJECT C (FOBUS - PGRD)
Units 1.0 (Business Mgt not classified) Band 3A

Students are required to have access to a personal computer, e-mail capabilities and Internet access to USQConnect. Current details of computer requirements can be found at <http://www.usq.edu.au/business/aboutfob.htm>

This course involves the development and implementation of a project which builds on the learner literature review in the previous course. It normally involves data gathering and an analysis based on a research proposal. Students could use an action learning strategy designed to achieve the aims of the project. The project aims to provide a set of career enhancing experiences for a student. The project will also provide general recommendations on professional and personal development that is involved in the project. Enrolment in this course is subject to the availability of a supervisor.

BUS8104 BUSINESS PROJECT D (FOBUS - PGRD)
Units 1.0 (Business Mgt not classified) Band 3A

Students are required to have access to a personal computer, e-mail capabilities and Internet access to USQConnect. Current details of computer requirements can be found at <http://www.usq.edu.au/business/aboutfob.htm>

This course involves the development and implementation of a project which builds on the learner literature review in the previous course. It normally involves data gathering and an analysis based on a research proposal. Students could use an action learning strategy designed to achieve the aims of the project. The project aims to provide a set of career enhancing experiences for a student. The project will also provide general recommendations on professional and personal development that is involved in the project. Enrolment in this course is subject to the availability of a supervisor.

BUS8201 MASTERS DISSERTATION A (FOBUS - PGRD)
Units 2.0 (Business Mgt not classified) Band 3A

Students are required to have access to a personal computer, e-mail capabilities and Internet access to USQConnect. Current details of computer requirements can be found at <http://www.usq.edu.au/business/aboutfob.htm>

The Dissertation comprises the research and writing of a thesis (maximum of 40,000 words). Students examine a professional area of interest related to their work experience and are assisted by one or more supervisors with appropriate background. Each candidate for the applied research project is required to submit a literature review proposal to the Head of Department and Faculty Research and Higher Degrees Committees for approval and endorsement by the Dean prior to the commencement of research. Most topics are drawn from the candidate’s work experience and interest. However, it is recognised that the work of some candidates is not necessarily suited to that purpose and the Head of Department and Faculty Research and Higher Degrees Committee then considers topics drawn from elsewhere. The dissertation will normally be of publishable standard and will incorporate significant theoretical issues as well as providing practical experience relevant to the project. The dissertation may be sponsored by the student's employer. The literature review will identify the major issues associated with the project and provide a theoretical and conceptual basis for the project. Enrolment in this course is subject to the availability of a supervisor.
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Consult the Handbook on the Web at http://www.usq.edu.au/handbook/current for any updates that may occur during the year.

Course synopses (2008)

CHE2202 ORGANIC CHEMISTRY 1

Units 1.0 (Chemical Science and Industry) Band 2
Pre-requisite: CHE2120

This course is offered in Even Numbered Years Only. This course provides a basic understanding of the field of organic chemistry. It covers in detail the reactions and uses of molecules containing functional groups such as alcohols, aldehydes, ketones, carboxylic acids, aromatic rings and amino acids in both aliphatic and aromatic structures. The three dimensional shape of molecules and its application is also studied. The course is supported by appropriate laboratory experimental work where students develop safe manipulative skills relevant to organic chemistry. A field trip to an NMR laboratory facility may also be included as part of the laboratory component.

CHI1000 ADVANCED MANDARIN A

Units 1.0 (South Asian Languages) Band 1
Pre-requisite: CHI2022

Mandarin Chinese is one of the official working languages of the United Nations and is spoken by a very large population in the world. The Chinese were among the first migrants to settle in Australia and their language has been used for a long time in various community fields in Australia. Mandarin has been selected by the Education Department as one of the foreign languages to be taught in educational institutions at primary and secondary levels. Mandarin Chinese is also offered in most universities in Australia and abroad. The ever increasing diplomatic, trade and cultural relations between Australia and China have created a need for more and more people trained in Mandarin Chinese to promote wider-ranging exchanges between the two countries. In China, about 80% of the population speaks Mandarin and it is the official language in Modern China. Mandarin is also spoken in other countries and regions such as Singapore, Taiwan, and Hong Kong.

CHI2002 ADVANCED MANDARIN A

Units 1.0 (South Asian Languages) Band 1
Pre-requisite: CHI2000

Mandarin Chinese is one of the official and working languages of the United Nations and is spoken by a very large population in the world. The Chinese were among the first migrants to settle in Australia and their language has been used for a long time in various community fields in Australia. Mandarin has been selected by the Education Department as one of the foreign languages to be taught in educational institutions at primary and secondary levels. Mandarin Chinese is also offered in most universities in Australia and abroad. The ever increasing diplomatic, trade and cultural relations between Australia and China have created a need for more and more people trained in Mandarin Chinese to promote wider-ranging exchanges between the two countries. In China, about 80% of the population speaks Mandarin and it is the official language in Modern China. Mandarin is also spoken in other countries and regions such as Singapore, Taiwan, and Hong Kong.

CHI1200 MANDARIN A 1B

Units 1.0 (South Asian Languages) Band 1
Pre-requisite: CHI1100

Mandarin Chinese is one of the official and working languages of the United Nations and is spoken by a very large population in the world. In Australia, the Chinese were among the first migrants to settle in Australia and their language has been used for a long time in various community fields in Australia. Mandarin has been selected by the Education Department as one of the foreign languages to be taught in educational institutions at primary and secondary levels. Mandarin Chinese is also offered in most universities in Australia and abroad. The ever increasing diplomatic, trade and cultural relations between Australia and China have created a need for more and more people trained in Mandarin Chinese to promote wider-ranging exchanges between the two countries. In China, about 80% of the population speaks Mandarin and it is the official language in Modern China. Mandarin is also spoken in other countries and regions such as Singapore, Taiwan, and Hong Kong.

CHI2002 MANDARIN B

Units 2.0 (South Asian Languages) Band 1
Pre-requisite: CHI2000

Mandarin Chinese is one of the official and working languages of the United Nations and is spoken by a very large population in the world. The Chinese were among the first migrants to settle in Australia and their language has been used for a long time in various community fields in Australia. Mandarin has been selected by the Education Department as one of the foreign languages to be taught in educational institutions at primary and secondary levels. Mandarin Chinese is also offered in most universities in Australia and abroad. The ever increasing diplomatic, trade and cultural relations between Australia and China have created a need for more and more people trained in Mandarin Chinese to promote wider-ranging exchanges between the two countries. In China, about 80% of the population speaks Mandarin and it is the official language in Modern China. Mandarin is also spoken in other countries and regions such as Singapore, Taiwan, and Hong Kong.

CIS1000 INFORMATION SYSTEM CONCEPTS

Units 1.0 (Information Technology) Band 2
Pre-requisite: CIS1001

Students are required to have proficient computer, e-mail capabilities and Internet access to USQConnect. Current details of computer requirements can be found at <http://www.usq.edu.au/business/aboutfob.htm>. The aim of this course is to offer the traditional coverage of computer concepts, but through placing the context within the context of local and national information systems, to enable students to effectively apply business computing systems as support tools within their study programme, profession or practice. The course will explore fundamental concepts and principles of computing, including: new business computing systems are involved in organisations and software usage within businesses; communications; telecommunications and internet technologies, including internet, intranets, extranets, and e-commerce; state-of-the-art business computing systems, including artificial intelligence, expert systems, and virtual reality; systems development and security, privacy, and ethical issues. In addition, students will be exposed to a range of business computing applications and languages, including: spreadsheet usage, database manipulation and report generation, use of spreadsheets; the business aspects of integration, and web development using HTML code.

CIS1001 INTRODUCTION TO BUSINESS PROGRAMMING

Units 1.0 (Programming) Band 2
Pre-requisite: CIS1001

Students are required to have access to a personal computer, e-mail capabilities and Internet access to USQConnect. Current details of computer requirements can be found at <http://www.usq.edu.au/business/aboutfob.htm>. This course aims to introduce students to programming in a practical way. Javascript is used to demonstrate concepts and techniques that are fundamental to the development of efficient and effective solutions in any programming language. Students will create interactive web pages, and in doing so discover the practical use of variables, functions, operators, conditional statements and loops, event handlers, objects, string handling, and other general programming techniques, as well as learn JavaScript, and how to use it. Assuming no previous programming experience, the course provides a very good introduction to the principles of programming in a relatively inexpensive and unintimidating environment.

CIS2000 SYSTEMS ANALYSIS AND DESIGN

Units 1.0 (Systems Analysis and Design) Band 2
Pre-requisite: CIS2000

Students are required to have access to a personal computer, e-mail capabilities and Internet access to USQConnect. Current details of computer requirements can be found at <http://www.usq.edu.au/business/aboutfob.htm>. One of the major strands in the information technology field is that of systems analysis and design. The analysis of a case studies requires effective listening and note-taking skills. The course will cover the design of effective computer systems and efficient system development using format which will maximize effective communication. The outcome for this course will be a better understanding of the need for systems and how they can be designed.
CIS2202 ADVANCED OFFICE APPLICATIONS: EXCEL & POWERPOINT (FOBUS - UGRD)

Units 1.0 (Practical Computing Skills) Band 2

This unit is highly recommended that students successfully complete CIS1000 before enrolling in this course. Current details of computer requirements can be found at [http://www.usq.edu.au/business/aboutfob.htm](http://www.usq.edu.au/business/aboutfob.htm). Students are also required to provide USQ with their current e-mail address, and regularly check this e-mail address during the course. Students are also required to have Internet access to USQConnect, and regularly visit the StudyDesk site for the latest course updates.

This course has a major focus on the use of Excel, a popular desktop spreadsheet application commonly found in business and administrative workplaces. Topics include entering data, manipulating data, and analysis of organisational data in order to generate useful business information. The course also requires students to demonstrate the ability to effectively use Microsoft Word software to produce files and templates to support professional-quality presentations and documents for a broad range of situations. Students will apply problem-solving techniques to simulated business scenarios. Successful students should be ready to sit for certification as Microsoft Office Specialists in Excel and PowerPoint. Formerly MGT2202.

CIS3001 OBJECT-ORIENTED PROGRAMMING WITH JAVA (FOBUS - UGRD)

Units 1.0 (Programming) Band 2

Students who have not completed CIS1001 or CIS1401 at USQ will need to have foundation skills in programming logic. Students are required to have access to a personal computer, e-mail capabilities and Internet access to USQConnect. Current details of computer requirements can be found at [http://www.usq.edu.au/business/aboutfob.htm](http://www.usq.edu.au/business/aboutfob.htm).

This course introduces the student to the fundamentals of object-oriented programming using the Java programming language. It lays a solid foundation for the development of practical business solutions in an object-oriented environment.

CIS3002 BUSINESS SYSTEMS ANALYSIS, DESIGN AND IMPLEMENTATION (FOBUS - UGRD)

Units 1.0 (Theory and Analysis) and Design Band 2

Students are required to have access to a personal computer, e-mail capabilities and Internet access to USQConnect. Current details of computer requirements can be found at [http://www.usq.edu.au/business/aboutfob.htm](http://www.usq.edu.au/business/aboutfob.htm).

This course further develops the techniques for systems analysis and design with an emphasis on object-oriented methodologies. The latest analysis requirements and design specification methods are given prominence. The course will be offered to students who have already completed a unit in systems analysis and design.

CIS3003 NETWORKS AND DISTRIBUTED SYSTEMS (FOBUS - UGRD)

Units 1.0 (Networks and Communications) Band 2

Students are required to have access to a personal computer, e-mail capabilities and Internet access to USQConnect. Current details of computer requirements can be found at [http://www.usq.edu.au/business/aboutfob.htm](http://www.usq.edu.au/business/aboutfob.htm).

This course seeks to broaden the student's knowledge of telecommunication networks and distributed systems. The student will be introduced to a greater depth of understanding of networking concepts introduced earlier in the course. The course will extend upon their knowledge of distributed systems models and concepts. Finally, the student will be provided with the opportunity to combine their knowledge of networking fundamentals and distributed systems to provide solutions for contemporary business problems.

CIS3007 ENTERPRISE SYSTEMS DEVELOPMENT AND ARCHITECTURE (FOBUS - UGRD)

Units 1.0 (Programming) Band 2

Students who have not previously completed CIS3001 at USQ will need to have an equivalent level of understanding and experience in object-oriented programming preferably in Java. Students are required to have access to a personal computer, e-mail capabilities and Internet access to USQConnect. Current details of computer requirements can be found at [http://www.usq.edu.au/business/aboutfob.htm](http://www.usq.edu.au/business/aboutfob.htm).

This course extends the basic language skills taught in the introductory Java course to cover more advanced Java based technologies. Students will gain further experience in object oriented design and will align the development of systems that exploit many leading-edge technologies and techniques (for example, Design Patterns, JavaBeans, JDBC, JAX, SOAP, Security services, JSPs, EJBs). Case studies will be used to demonstrate the use of these features while developing practical design and programming skills that will provide a solid foundation for the future. This course will provide you with the skills to design and develop professional solutions to real business applications.

CIS3008 INFORMATION TECHNOLOGY SERVICE MANAGEMENT (FOBUS - UGRD)

Units 1.0 (Information Technology) Band 2

Students are required to have access to a personal computer, e-mail capabilities and Internet access to USQConnect. Current details of computer requirements can be found at [http://www.usq.edu.au/business/aboutfob.htm](http://www.usq.edu.au/business/aboutfob.htm).

The IT Infrastructure Library (ITIL) and ISO/IEC 20000 are recognised as providing a best practice framework for IT service management and information technology service management. The course will cover the practical aspects of these frameworks and how to implement and manage IT services in order to meet customer requirements. The course focuses on the processes used in the IT Infrastructure Library (ITIL) and ISO/IEC 20000 best practice frameworks. As well as the objectives of each process, the associated roles and responsibilities of IT service providers, management, staff and clients are described.

CIS3009 E-BUSINESS DESIGN AND IMPLEMENTATION (FOBUS - UGRD)

Units 1.0 (Theory and Analysis) and Design Band 2

Students who have not previously completed CIS1001 at USQ will need to have access to a personal computer, e-mail capabilities and Internet access to USQConnect. Current details of computer requirements can be found at [http://www.usq.edu.au/business/aboutfob.htm](http://www.usq.edu.au/business/aboutfob.htm).

Introduction to e-commerce with a detailed examination of the business process for electronic commerce. Students will gain an understanding of the principles of creating business to consumer and business to business solutions. This course will lay the foundations for understanding the processes of creating electronic commerce solutions.

CIS3100 ORACLE DEVELOPMENT (FOBUS - UGRD)

Units 1.0 (Database Design) Band 2

Students are required to have access to a personal computer, e-mail capabilities and Internet access to USQConnect. Current details of computer requirements can be found at [http://www.usq.edu.au/business/aboutfob.htm](http://www.usq.edu.au/business/aboutfob.htm).

This course includes practical sessions in implementing custom database tables as well as the development of database queries and database trigger development. Students are also required to use the Oracle database server. Students who have not previously completed CIS2002 at USQ will need to study module 1 of the Study Book in some detail in order to gain an understanding of the fundamentals of data modeling and normalization. Current details of computer requirements can be found at [http://www.usq.edu.au/](http://www.usq.edu.au/).

In this course, students build practical skills in the implementation of commercially oriented databases as well as the development of database queries and database trigger development. Students are also required to use the Oracle database server. Students who have not previously completed CIS2002 at USQ will need to study module 1 of the Study Book in some detail in order to gain an understanding of the fundamentals of data modeling and normalization. Current details of computer requirements can be found at [http://www.usq.edu.au/](http://www.usq.edu.au/).

CIS3101 Oracle Development (FOBUS - UGRD)

Units 1.0 (Database Design) Band 2

Students are required to have access to a personal computer, e-mail capabilities and Internet access to USQConnect. Current details of computer requirements can be found at [http://www.usq.edu.au/business/aboutfob.htm](http://www.usq.edu.au/business/aboutfob.htm).

This course examines the total information system planning cycle. It includes the management issues concerned with specification of information systems requirements to achieve corporate goals by emphasising the systems development life cycle and corporate decision making. A range of methodologies for deriving information requirements for the various levels of management are covered, including systems requirements and system-oriented and process-oriented approaches. Automated aids, including computer-based project management tools, are also used.

CIS3102 BUSINESS SYSTEMS PLANNING AND IMPLEMENTATION (FOBUS - PGRD)

Units 1.0 (Information Technology) and Design Band 2

Students are required to have access to a personal computer, e-mail capabilities and Internet access to USQConnect. Current details of computer requirements can be found at [http://www.usq.edu.au/business/aboutfob.htm](http://www.usq.edu.au/business/aboutfob.htm).

This course applies the nine project management knowledge areas to a personal computer, e-mail capabilities and Internet access to USQConnect. Current details of computer requirements can be found at [http://www.usq.edu.au/business/aboutfob.htm](http://www.usq.edu.au/business/aboutfob.htm).

This course helps the student to understand the implications of the role of management in telecommunications planning. Students will gain an understanding of the business planning process, a range of methodologies for deriving information requirements for the various levels of management are covered, including systems requirements and system-oriented and process-oriented approaches. Automated aids, including computer-based project management tools, are also used.

CIS3103 INFORMATION SYSTEMS DECISION SUPPORT (FOBUS - PGRD)

Units 1.0 (Decision Support Systems) Band 2

Students are required to have access to a personal computer, e-mail capabilities and Internet access to USQConnect. Current details of computer requirements can be found at [http://www.usq.edu.au/business/aboutfob.htm](http://www.usq.edu.au/business/aboutfob.htm).

This course covers some key issues for network and management analysts, including: the field of data communications and telecommunications, under three broad headings: data communications and telecommunications technology, using data communications and telecommunications for competitive gain, and the role of management in telecommunications planning. While no course in data communications and telecommunications can be remote from the technology, each issue is viewed from a management point of view (strategic, tactical, operational) rather than an engineering or technical one.

CIS3104 INFORMATION SYSTEMS PROJECT MANAGEMENT (FOBUS - PGRD)

Units 1.0 (Networks and Communications) Band 2

Students are required to have access to a personal computer, e-mail capabilities and Internet access to USQConnect. Current details of computer requirements can be found at [http://www.usq.edu.au/business/aboutfob.htm](http://www.usq.edu.au/business/aboutfob.htm).

This course covers the nine project management areas - project initiation, scope, time, cost, quality, risk, human resources, communication, and procurements. It also covers the project management life cycle of initiation, planning, executing, controlling and closing. The use of computer based project management tools and techniques suitable for IS project management are also covered and form a videotape.
CIV2503 STRUCTURAL DESIGN I (FOENS - UGRD)
Units 1.0 (Structural Engineering) Band 2
Pre-requisite: ENG1100 and CIV1501

Structural design is concerned with buildings and other structures such as bridge, viaducts, tunnels, etc. This course aims to provide an understanding of how decisions about buildings and other structures will be built such that they will perform satisfactorily and will not rapidly deteriorate, deflect excessively or in any other way fail. The design engineer makes decisions about the general arrangement of the structural members, the materials to be used, their size and shape and how they are connected together. Structural designers make use of information about materials and construction processes together with various analytical techniques to assist in making the correct decisions about how structures should be built. Pre-requisite courses students will have already acquired some of this knowledge. In particular they have learnt how to analyse structures to design the system of supports, limits, bending moments and stresses. In this course they will revise, extend and utilize this knowledge in a design environment.

CIV2601 JOB ORGANISATION (FOENS - UGRD)
Units 1.0 (Construction Engineering) Band 2

The course outlines the principles of modern civil engineering construction management and development skills in the taking of off of quotations, the preparation of engineering estimates and the preparation of construction plans. Aspects of contract supervision are examined, particularly the use of the Australian Standard General Conditions of Contract. On-site supervision of civil construction work is covered, including the aspects of job safety and industrial relations.

CIV2605 CONSTRUCTION ENGINEERING (FOENS - UGRD)
Units 1.0 (Construction Engineering) Band 2

This is the construction sector is a major part of the total civil engineering and building industry. Construction projects range in size from the small (such as the construction of a servicing and a subdivision cut or a subdivision cut off to the very large (such as the construction of a hydro electric power scheme or a freeway system). However, all projects are the common factors of utilising workers, machines and materials, and of requiring organisation and control. The graduate civil engineer must, therefore, be familiar with the range of construction management, planning and control techniques, construction management and computer technology.

CIV2701 ROAD DESIGN AND LOCATION (FOENS - UGRD)
Units 1.0 (Transport Engineering) Band 2
Pre-requisite: (ENG1100 or QIS1401) and (SVY1102 or SVY1101)

The design and construction of roads impacts on almost all sectors of society. The design of a safe and efficient road network requires an understanding of the use of road capacity, driver characteristics, traffic volumes and many other factors. This course introduces the student to the design of road location with particular emphasis on the design of the geometric elements of the road including horizontal and vertical alignment. The design will be examined from the context of road design, however some consideration will be given to urban roads will be examined. Theory will be supported by the use of computer aided design and modelling packages.

CIV2702 MUNICIPAL SERVICES (FOENS - UGRD)
Units 1.0 (Transport Engineering) Band 2
Pre-requisite: ENV1101

Topics covered in this course are road pavement design and construction (including bituminous surface treatments), traffic surveys and management, road maintenance, basic water treatment and distribution, and the collection, treatment and disposal of wastewater.

CIV3403 GEOTECHNICAL ENGINEERING (FOENS - UGRD)
Units 1.0 (Geotechnical Engineering) Band 2
Pre-requisite: CIV2401 or Students must be enrolled in one of the following Programs: GCEN or GDET or METC or MEMP

Geotechnical Engineering is concerned with applying the principles learnt in CIV2400 and CIV2401 to solve the stability of geotechnical structures. Topics covered include soil shear strength, slope stability analysis, subsurface exploration, and sheet pile wall analysis, shallow foundations and pile foundations. An introduction to the topic of rock mechanics is included. Geotechnical solution methodologies and procedures for methods in this course are presented. The course material is illustrated using a variety of realistic case studies to give a practical understanding of the design and analysis of the common form of foundations for the construction of buildings and bridges. The course is aimed at providing a broad overview of the performance of various types of material, from clay, sand and gravel to rock.
The course describes the physical processes underlying the behaviour.

Pre-requisite: (CLI1110 or PHY1102) and MAT2100 (FOSCI - UGRD)

This course encourages students to appreciate the level of detailed knowledge required in a thorough study of climatology. It provides a particularly thorough and relatively advanced insight into key climatic indicators such as El Niño, La Niña, The Southern Oscillation, the Walker Circulation, and feedback processes. These systems are the major ocean-atmosphere systems responsible for much of the world's climatic variability. Additionally the course will provide an understanding of the causes and processes involved in decadal to interdecadal variability in the world's oceans and atmospheres. These low-frequency modes are believed to be related to long-term or periods of excess rainfall around the world. Finally, the course will introduce students to key components of the ocean systems. Access to the internet is required.

This course presents an introduction to the theory and practice of communication with a particular application to academic and professional settings. Students study the processes of research and scholarship, and of tailoring communication for specific audiences. Students develop a range of generic communication and research strategies and can be used to overcome these barriers. Verbal and nonverbal communication thinking skills, and the dynamics of interpersonal and group communication will be explored. Students also gain the written and oral communication skills essential to their role in a rapidly changing environment.

This course provides students with a study of aspects of the expressive and aesthetic history of cinema, with attention to feature films prior to the 1950s. Key themes of the working narrative, and narrative and textural dynamics of cinematic forms and the institutional practices of film production will be studied with close reference to a selection of popular and "classic" movies. Considerable emphasis will be placed on viewing and analysing representative films and on the analytic; theories and written statements of various seminal film makers and theorists. A selection of "national" cinemas, including American and Australian, will be studied.

This course continues of studies begun in CMS2013 Cinema Text and Theory. The course offers textual and institutional studies of American mainstream films of the ’40s through the “New Hollywood’ or “New American” period of cinema from about 1965 to the present. The course examines the influence of French Nouvelle Vague cinema theory and the Italian neo-realist genre on narrativity in American popular cinema, an impact that was accentuated by the changing nature of Hollywood production processes and the emergence of the younger, more affluent and more discriminating post-WWII prop consumption generation. The course considers both textual and interpretative theories of narrative and their reception and delineations of institutional processes and contexts, including the development of the studio system, changes in the distribution and exhibition, and the reception in America of foreign, especially European and Australian films.

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CIV3906 CIVIL MATERIALS PRACTICE (FOENS - UGRD)
Units 0.5 (Structural Engineering) Band 2

This course will involve the student in an investigation of the range of materials commonly used in civil engineering. The characterisation of materials and the need for material properties for design will be considered. The student will test a range of materials in the laboratory to establish their characteristics and the interpretation of test results will also form an important part of the course.

CIV3907 CIVIL SYSTEMS PRACTICE (FOENS - UGRD)
Units 0.0 (Structural Engineering) Band 2
Pre-requisite: CIV3003

These days most engineering tasks require a "system approach". Knowledge, design skills, theory, (computer) tools etc will have to be combined in system wise way to complete a complex task. This is a practical introduction to this approach. Elementary building blocks and theory covered in previous courses will be combined to design and evaluate a complete system. Students will also have to work in teams to solve this type of problem. The course will be designed to include structural systems such as concrete, road design using software, water distribution, sewerage and drainage. Teams of students will test reinforced concrete beams and a steel column and describe their behaviour.

CIV4508 STRUCTURAL DESIGN II (FOENS - UGRD)
Units 1.0 (Structural Engineering) Band 2
Pre-requisite: CIV3508 or Students must be enrolled in one of the following Programs: GCEN or GDET or MET or MEPR

This course design course represents the end point of many of other courses including, Engineering Statics, Stress Analysis, Structural Design I, Concrete Structures and Structural Analysis. The course applies the knowledge and skills developed in those earlier courses and the need for some standard structural systems and buildings. The course also introduces structural analysis using computer software. The course will use the latest model of reinforced concrete members using the strut and tie model approach, reinforced concrete footings, steel members under combined actions, steel connections, and design codes. This course material is presented in parallel to two major design projects.

CIV9006 CIVIL DESIGN PRACTICE (FOENS - UGRD)
Units 0.0 (Structural Engineering) Band 2
Pre-requisite: CIV2703 and CIV5458 and CIV3907 or Students must be enrolled in the following Program: MEPR

In this course, students will work as part of a design team with other students on three projects. Team work and other interpersonal skills will be assessed in the project. Facilities to be used will be provided by the University. No other facilities will be provided. This course material is presented in parallel to two major design projects.

CIV5704 ROAD AND STREET ENGINEERING (FOENS - PGRD)
Units 1.0 (Transport Engineering) Band 2

This course covers major principles of road and street engineering introduced in undergraduate programmes. The course also covers the general and technical requirements of road and street engineering to the post graduate level. Postgraduate development is contingent upon the current materials, pavement design, pavement evaluation, traffic surveys and equipment, local area traffic management and interaction design; and some aspects of bitumen surfacing, road construction, traffic control measures and road design.

CL1110 INTRODUCTORY CLIMATOLOGY (FOSCI - UGRD)
Units 1.0 (Atmospheric Sciences) Band 2

This course presents an introduction to the theory and practice of communication, with particular reference to academic and professional settings. Students study the processes of research and scholarship, and of tailoring communication for specific audiences. Students develop a range of generic communication and research strategies and can be used to overcome these barriers. Verbal and nonverbal communication thinking skills, and the dynamics of interpersonal and group communication will be explored. Students also gain the written and oral communication skills essential to their role in a rapidly changing environment.

This course provides students with a study of aspects of the expressive and aesthetic history of cinema, with attention to feature films prior to the 1950s. Key themes of the working narrative, and narrative and textural dynamics of cinematic forms and the institutional practices of film production will be studied with close reference to a selection of popular and "classic" movies. Considerable emphasis will be placed on viewing and analysing representative films and on the analytic; theories and written statements of various seminal film makers and theorists. A selection of "national" cinemas, including American and Australian, will be studied.

This course continues of studies begun in CMS2013 Cinema Text and Theory. The course offers textual and institutional studies of American mainstream films of the ’40s through the “New Hollywood’ or “New American” period of cinema from about 1965 to the present. The course examines the influence of French Nouvelle Vague cinema theory and the Italian neo-realist genre on narrativity in American popular cinema, an impact that was accentuated by the changing nature of Hollywood production processes and the emergence of the younger, more affluent and more discriminating post-WWII prop consumption generation. The course considers both textual and interpretative theories of narrative and their reception and delineations of institutional processes and contexts, including the development of the studio system, changes in the distribution and exhibition, and the reception in America of foreign, especially European and Australian films.

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CMS2016 COMMUNICATION, TECHNOLOGY AND POLICY (FOART - UGRD)
Units 1.0 (Communication & Media Studies) Band 1
Pre-requisite: (CMS1000 or AS1000) and CMS1010
Technological change has had major impacts upon the modes of transmission, processing and storage of information and electronic forms of communication. This course explores the social and policy implications of the digitisation of Australian and international telecommunications and broadcasting. Specific policy and technology themes and debates will be selected to illustrate the choices facing the information society. The course will also examine media discourses of communication technology.

CMS3010 ENVIRONMENTAL DISCOURSES: DEMOCRACY, SCIENCE & ECONOMICS (FOART - UGRD)
Units 1.0 (Communication & Media Studies) Band 1
Concern about environmental issues is fueling vigorous popular debate. These debates raise questions concerning the social and ethical limits of technology, the role of science in decision-making and the development of a just and sustainable world. From a communication perspective, the environment question can be viewed in terms of how the knowledge, values and opinions underlying current debates and controversies affect public opinion and the manifest or latent indicators of the environment in the environment debates. What forums and institutions provide the communicative context for information and discussion to take place? This course will address these questions.

CMS3012 THEORIES AND DISCOURSES OF POWER (FOART - UGRD)
Units 1.0 (Communication & Media Studies) Band 1
This course examines the institutional and rhetorical structuring of communication in the exercise of power and control in society. The mechanisms by which communicative interactions contribute to social integration, the construction of reality and the generation of resistance and subordination, privilege and disadvantage will be considered in the context of competing theoretical frameworks making explanatory claims with respect to these phenomena.

CMS4001 ISSUES IN PROFESSIONAL COMMUNICATION (FOART - UGRD)
Units 1.0 (Communication & Media Studies) Band 1
Pre-requisite: Students must be enrolled in the following Program: BAHN
This course will take an interdisciplinary approach to immersing students in the practice of communication, journalism, public relations and the mass media. It will provide students with a strong sense of professional practice. Through class seminars students will be challenged to regard their discipline from the viewpoint of practitioners. They will learn to analyse issues and events critically by applying theories of globalisation and the mass media to specific case studies and/or projects.

CMS4006 OZFILM: IMAGE AND INDUSTRY (FOART - UGRD)
Units 1.0 (Communication & Media Studies) Band 1
Pre-requisite: Students must be enrolled in one of the following Programs: BAHN or GCFF or GCDCM or MFPM
CMS4006 OZFilm: Image and Industry is a course in the Master of Professional Communication (Communication & Media Studies), and in the Bachelor of Arts (Honours) degree. The course offers both industry and industry students of Australian mainstream film from the pioneering period of the late 1900s to the present day, with special emphasis on the so-called “New Wave” period of Australian cinema in the 1970s and 1980s. The course examines the Australian cinema as expressing cultural sensibilities that are frequently in commercial competition with foreign - especially Hollywood - films. The Australian cinema industry is also theorised as a political economy of a postcolonial culture industry that addresses both national and international, especially European and North American - film markets. The course thereby critically analyses and contextualises issues in the context of the perennial Australian dream of a robust, critically respected and commercially profitable national cinema.

CMS4000 PROFESSIONAL COMMUNICATION DISSERTATION A (FOART - PGRD)
Units 4.0 (Communication & Media Studies) Band 1
This 4 unit course enables students enrolled in the Master of Professional Communication or Master of Editing and Publishing degrees to complete their dissertation under supervision. The dissertation shall consist of 12,000-15,000 word assignment on a topic chosen by the student and approved in advance by the supervisor, and may be either the original result of original research, or embody a critical analysis of primary or secondary source material. On completion of this course, students will develop their dissertation proposal, complete a thorough review of the relevant literature and have written introductory and methodological chapters of their dissertation. This course will normally be followed by either CMS5002. Public Relations students may elect to complete a project instead of a dissertation.

CMS4002 PROFESSIONAL COMMUNICATION DISSERTATION B (FOART - PGRD)
Units 2.0 (Communication & Media Studies) Band 1
This 2 unit course enables students enrolled in the Master of Professional Communication or Master of Editing and Publishing degrees to commence their dissertation under supervision. The final dissertation shall consist of 12,000-15,000 word assignment on a topic chosen by the student and approved in advance by the supervisor, and may be either the original result of original research, or embody a critical analysis of primary or secondary source material. On completion of this course, students will develop their dissertation proposal, complete a thorough review of the relevant literature and have written introductory and methodological chapters of their dissertation. This course will normally be followed by CMS5002. Successful completion of this course normally leads to the award of Master of Professional Communication of the Master of Editing and Publishing, depending upon enrolment.

CMS5010 RESEARCH METHODOLOGY (FOART - PGRD)
Units 1.0 (Communication & Media Studies) Band 1
This course examines, from both practical and critical perspectives, a range of qualitative and quantitative research methods relevant to professional and academic needs in the communications field. These methods may include focus groups, content and semantic text analysis, in-depth interviews and survey methods. The course examines these methods in the context of current research issues and practices in the fields of Editing and Publishing, Media, Journalism, Film, Communication, International Communication and Media Studies and Public Relations. The course then addresses the processes in volved in conducting a research project, the ethics of research and questions of validity and reliability.

CSC1401 FOUNDATION PROGRAMMING WITH C (FOSCI - UGRD)
Units 1.0 (Programming) Band 2
This course covers fundamental to intermediate conceptual and practical principles that are essential knowledge for any student re requiring an understanding of computer programming. The topics in this course will provide the student with a solid foundation and operative skills in program design and elementary programming concepts. The knowledge obtained in this course is necessary for subsequent subjects and highly recommended for any student seeking a successful career where programming skills would be an advantage.

CSC1402 FOUNDATION COMPUTING (FOSCI - UGRD)
Units 1.0 (Information Technology not els) Band 2
This course will provide students with effective practical skills in using a range of computer applications. Students will learn to choose the most effective applications for specific tasks. In particular, students will gain experience in the use of applications to benefit both their study and their future careers. Students will be expected to produce high quality documents. In addition to practical skills, students will learn about fundamental computing concepts and the role of computers in society. Issues involving awareness of the impacts of computers upon society, such as ethics and privacy, will also be covered. Students must have access to the Internet.

CSC2401 ALGORITHMS AND DATA STRUCTURES (FOSCI - UGRD)
Units 1.0 (Data Structures) Band 2
Pre-requisite: CSC1401 or USQIT16 and Students must be enrolled in one of the following Programs: MPT or MGBS or MGS
This course addresses various data structures and techniques for algorithms. Sorting algorithms and graph algorithms is discussed. This course also addresses other topics such as recursive algorithms and complexity analysis.

CSC2402 OBJECT-ORIENTED PROGRAMMING IN C++ (FOSCI - UGRD)
Units 1.0 (Programming) Band 2
Pre-requisite: CSC1401 or USQIT16 and Students must be enrolled in one of the following Programs: MPT or MGBS or MGS or METC
This course extends the student's basic procedural design and programming knowledge into the object-oriented paradigm. The student will apply existing and develop the basic concepts of object-oriented design and programming, i.e. abstraction, inheritance, and polymorphism, in the context of the C++ language. Key software engineering principles such as decomposition and component reuse will also be emphasised.

CSC2404 OPERATING SYSTEMS (FOSCI - UGRD)
Units 1.0 (Operating Systems) Band 2
Pre-requisite: CSC1401 or USQIT16 and Students must be enrolled in one of the following Programs: MPT or MGBS or MGS
This course covers the design and implementation of computer operating systems. The major components of operating systems: process management, memory management and file systems are covered in detail. This course uses NCHOS, an instructional operating system system developed at the University of California at Berkeley, as the system for case study, laboratory exercises, and programming assignments. Students will have experience of design and implementation of a real operating system and a deep understanding of how operating systems work. This course is not offered at Wide Bay in odd years.

CSC2406 WEB PUBLISHING (FOSCI - UGRD)
Units 1.0 (Information Technology not els) Band 2
Pre-requisite: CSC1401 or USQIT16 and Students must be enrolled in one of the following Programs: MPT or MGBS or MGS
Recommended Pre-requisite: CSC2408
This course conveys the essential skills and knowledge required to create and maintain high quality web documents and sites and the where these are located. The course will cover document design and development, as well as the more technical issues of web-publishing such as CGI scripts, site maintenance, and site security. Program material may only be available via the web. Practical classes will be provided for internal students. Experience programming in the high level language "C" is recommended. Experience using Unix/Linux is also recommended. This course is not offered at Fraser Coast in even years.

CSC2407 INTRODUCTION TO SOFTWARE ENGINEERING (FOSCI - UGRD)
Units 1.0 (Systems Analysis and Design) Band 2
Pre-requisite: CSC1401 or USQIT16 and Students must be enrolled in one of the following Programs: MPT or MGBS or MGS
This course provides an introduction to software engineering, with a focus on requirements engineering and validation. Topics covered include requirements engineering, verification and validation, quality assurance, testing documentation and maintenance of software. Industry standard practices and specific notations will be used throughout the course.

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CSC2408 SOFTWARE DEVELOPMENT TOOLS (FOSCI - UGRD)
Units 1.0 (Systems Analysis and Design) Band 2
Recommended pre-requisites: CSC1401 or USQIT16 or Students must be enrolled in one of the following Programs: MPT or MSBN or MSMS or METC
This course develops skills in programming modern high performance computers. It examines some of the typical hardware architectures and now they affect software structure and programming. Algorithms to illustrate the principles are chosen from a range of scientific tasks. The main emphasis is the study of numerical solution of linear and non-linear equations, numerical interpolation and curve fitting, the numerical solution of ordinary differential equations, and Monte Carlo simulation. Interaction utilizing modern graphics is exploited.

CSC2409 HIGH PERFORMANCE NUMERICAL COMPUTING (FOSCI - UGRD)
Units 1.0 (Computer Science not elsewhere) Band 2
Pre-requisite: CSC1401 and MAT1102 or Students must be enrolled in one of the following Programs: MPIT or MSBN or MSMS
This course develops skills in programming modern high performance computers. It examines some of the typical hardware architectures and now they affect software structure and programming. Algorithms to illustrate the principles are chosen from a range of scientific tasks. The main emphasis is the study of numerical solution of linear and non-linear equations, numerical interpolation and curve fitting, the numerical solution of ordinary differential equations, and Monte Carlo simulation. Interaction utilizing modern graphics is exploited.

CSC3400 DATABASE SYSTEMS (FOSCI - UGRD)
Units 1.0 (Database Management) Band 1
Recommended Pre-requisites: MAT1101 and CSC2401 and CSC2407 and CSC2410 or Students must be enrolled in one of the following Programs: MCOOP or MPIT or MSBN.
This course covers the fundamental issues of the relational model, relational languages, database design and query processing. It starts with a structured overview of database systems, their history and applications. It then develops in detail the relational model and some of the main languages such as the relational algebra and calculus are discussed briefly. This is a database course. We cover the Entity-Relationship model and discuss how E/R diagrams are translated to the relational model. Topics on database design principles in this course further include functional dependencies and normalization. Students will gain an understanding of database theory and design principles and be able to develop database systems and application programs on a DBMS.

CSC3402 GRAPHICAL USER INTERFACE PROGRAMMING (FOSCI - UGRD)
Units 1.0 (Information Technology not elsewhere) Band 2
Recommended pre-requisite: CSC2402 or USQIT16 or Students must be enrolled in one of the following Programs: MCOOP or MPT or GCEN or GDET or MET or MEC.
This course covers programming in a graphical user interface (GUI) environment. The course also considers user interface design skills and how they influence the users of the software. The course covers the underlying technologies of particular interest to the International Game Developers Association (IGDA) and presents them to the student in a tutorial based learning environment.

CSC3403 COMPARATIVE PROGRAMMING LANGUAGES (FOSCI - UGRD)
Units 1.0 (Formal Language Theory) Band 2
Pre-requisite: CSC2401 or USQIT16 or Students must be enrolled in one of the following Programs: MCOOP or MPT or GCEN or GDET or MET or MEC.
This course addresses the basic principles of programming languages. It emphasizes the structure and the semantics of programming languages. It covers the major elements of languages such as types, objects, names, scopes, expressions, functions, procedures, parameters and control structures. Run-time memory management is also covered in detail. Students will gain an understanding of semantics of programming languages as well as their implementation.

CSC3406 COMPUTER GRAPHICS (FOSCI - UGRD)
Units 1.0 (Computer Graphics) Band 2
Pre-requisite: CSC1401 or USQIT16 or Students must be enrolled in one of the following Programs: MCOOP or MPT or GCEN or GDET or MET or MEC.
This course covers 2D and 3D graphics programming, graphics standards, geometrical transformations, graphs, handwriting, and computer graphics applications including visualisation, image pre- processing, and computer animation. Students will obtain general knowledge of computer graphics but will also gain confidence in working with simple rendering algorithms in addition to practical skills using C/C++ with OpenGL.

CSC3407 NETWORK FUNDAMENTALS AND ROUTING (FOSCI - UGRD)
Units 1.0 (Networks and Communications) Band 2
This course addresses the layered structure of computer communication networks. It focuses on networking basics, routers and routing protocols and the most widely used internet and TCP/IP protocol suite. After the first module, the students will have not only general knowledge about computer networking but also practical skills of designing and implementing a TCP/IP networking.

CSC3412 SYSTEM AND SECURITY ADMINISTRATION (FOSCI - UGRD)
Units 1.0 (Information Technology not elsewhere) Band 2
Recommended pre-requisites: CSC2402 or CIS3001 or USQIT16 or Students must be enrolled in one of the following Programs: MCOOP or MPT or GCEN or GDET or MET.
This course introduces students to the administration of computer systems and computer networks. Coverage includes system administration tools, security techniques, system installation, resource management, backups, kernel-rebuilding, performance measurement, network administration. Further topics include documentation policy development and disaster recovery. Practical work requires use of Unix-like operating systems on dedicated Intel-architected lecture PCs or equivalent hardware and software negotiated with the lecturer prior to commencement of the semester.

CSC3413 NETWORK DESIGN AND ANALYSIS (FOSCI - UGRD)
Units 1.0 (Networks and Communications) Band 2
Pre-requisite: CSC3407 or USQIT16 or Students must be enrolled in one of the following Programs: MCOOP or MPT.
This course will provide the student with the following subjects: surveying theory; performance in communication networks including modelling and analysis of network performance, including reliability, packet loss, throughput, and delay, and security; network architecture including layering of networks; network design including dimensioning; deciding how many of the link troublesome routers and servers there should be; routing design (where traffic should go), topological design (where to put new links) and security (authentication, VLANs). In addition, students will be taught a series of example problems of network analysis and design of increasing complexity.

CSC3414 PORTFOLIO PROJECT A (FOSCI - UGRD)
Units 1.0 (Information Technology not elsewhere) Band 2
Pre-requisite: CSC2407 or CSC3419 or CSC3416 or USQIT16 or Students must be enrolled in one of the following Programs: MCOOP or MPT.
This course is the confluence of the knowledge and skills acquired in most other courses of the major. By undertaking the design of a large project, students develop their skills and professional practices. There will be particular emphasis on the use of modern tools and notations for project design and construction, and regular reporting.

CSC3415 PORTFOLIO PROJECT B (FOSCI - UGRD)
Units 1.0 (Information Technology not elsewhere) Band 2
Pre-requisite: CSC3414 or USQIT16 or Students must be enrolled in one of the following Programs: MCOOP or MPT.
This course is the confluence of the knowledge and skills acquired in most other courses of the major. By undertaking the development of a large project, students develop their skills and professional practices. There will be particular emphasis on the use of modern tools and notations for project design and construction, and regular reporting.

CSC3416 COMPUTER GAMES PROGRAMMING (FOSCI - UGRD)
Units 1.0 (Computer Graphics) Band 2
Pre-requisite: CSC2402 or CIS3001 or USQIT16 or Students must be enrolled in one of the following Programs: MCOOP or MPT or GCEN or GDET or MET or MEC.
This course brings the current research and tools for creating computer games and presents them to the student in a tutorial-based approach. It provides an in-depth examination of 3D game enactment and programming using Direct3D, 3D modeling, play behaviour and believable character development. It will cover areas of particular interest to the students. Development frameworks such as best programming practices, pathfinding, decision trees, little slide machines, rule-based systems and goal-oriented action plan. This course introduces students to the creation of a coding production game through the use of game engine APIs towards a student team developed game asset(s) and also the understanding and practical skills of coding and managing routers and TCP/IP inter-networking.

CSC3419 XML AND THE WEB (FOSCI - UGRD)
Units 1.0 (Computer Science not elsewhere) Band 2
Recommended Pre-requisites: CSC3400 and CSC2406
This course starts with looking at XML from the perspective of data management. As such, we look at the semi-structured data model and contrast it with the relational data model and unstructured data. Then we briefly look at XML from the perspective of document lan-
guages, by comparing it to SGML and HTML. In the second module we look at two schema definition languages which enable us to check the validity and XML documents. Next we look at using XML within programming languages, by discussing two parsing techniques for document XML. Finally, the fourth module studies two query languages widely used in XML tools, namely XPath and XSLT. The latter is contrasted to XQuery in the next module, which looks at native XML databases.

CSC3427 SWITCHING, WIRELESS AND WAN TECHNOLOGIES (FOSCI - PGRD)
Units 1.0 (Networks and Communications) Band 2
Pre-requisite: CSC3407
This course introduces students to wireless LAN as a tool to provide segmentation, flexibility and security of local area networks. Access control lists are introduced as a measure for enterprise network security. Network address Translation is discussed as a method to conserve Internet Protocol Version 4 (IPv4) network address space. It also focuses on technologies which allow the coexistence of wired and wireless. After conclusion of this course, the students will be able to describe and select appropriate WAN technologies; handle switches; routers and wireless routers with confidence.

CSC3428 WIRELESS AND INTERNET TECHNOLOGY (FOSCI - PGRD)
Units 1.0 (Computer Science not elsewhere) Band 2
Pre-requisites: CSC3407 and Students must be enrolled in one of the following Programs: BNHM or GCAC or GDCAC or GDAC or MCOOP or MPIT or MCOOP.
Students will study the techniques for constructing and maintaining an e-commerce site, including the construction of a secure web-server; security management; electronic transactions; transaction processing, and web-display of and access to information in a database.

CSC3429 XML AND SEMANTIC WEB SERVICES (FOSCI - PGRD)
Units 1.0 (Computer Science not elsewhere) Band 2
Pre-requisite: Students must be enrolled in one of the following Programs: MCOOP or MPT or GCEN or GDET or MET or MEC.
Recommended Pre-requisites: CSC3400 and CSC2406
This course starts with looking at XML from the perspective of data management. As such, we look at the semi-structured data model and contrast it with the relational data model and unstructured data. Then we briefly look at XML from the perspective of document languages, by comparing it to SGML and HTML. In the second module we look at two schema definition languages which enable us to check the validity of XML documents. Next we look at using XML within programming languages, by discussing two parsing techniques for document XML. Finally, the fourth module studies two query languages widely used in XML tools, namely XPath and XSLT. The latter is contrasted to XQuery in the next module, which looks at native XML databases. Module 5 gives an overview of a selection of markup languages based on XML. Finally, we look at emerging web developments: Web Services and the Semantic Web, studying such standards as SOAP and RDF. The assessment for this undergraduate course consists of assignments and an end-of-semester examination. Note that students who have completed CSC3409 XML and Semantic Web Services may not enrol in this course.

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CSC8410 INDEPENDENT STUDIES IN COMPUTING/MATHS/STATISTICS A (FOSCI - PGRD)
Units 1.0 (Computer Science not elsewhere) Band 2
Pre-requisite: Students must be enrolled in one of the following Programs: BINF or GCAC or GDAC or GCPC or MOMP or MOPC or MPIT or MPSC or MSCP or MSBN or MSMS
Postgraduate Coordinator’s approval is required before enrolment in this course.

The course provides the opportunity for a student to pursue an area of study that will complement the other studies in the student’s program. It builds on specialized investigations extending knowledge and skills in a certain area. The studies could include, for example, directed readings, extension of a project (where appropriate), or some other approved activity which would complement the student’s studies in the program. It is also envisaged that this course could offer an expanded version of an existing course already offered at Level 4. Enrolment in this course is only available to students in Masters and some other Postgraduate programs and such enrolment requires the permission of the Department Postgrad Uaze and Research Coordinator. Students must discuss their enrolment in this course with their Program Coordinator before enrolling.

CSC8411 INDEPENDENT STUDIES IN COMPUTING/MATHS/STATISTICS B (FOSCI - PGRD)
Units 1.0 (Computer Science not elsewhere) Band 2
Pre-requisite: Students must be enrolled in one of the following Programs: BINF or GCAC or GDAC or GCPC or MOMP or MOPC or MPIT or MPSC or MSCP or MSBN or MSMS
Postgraduate Coordinator’s approval is required before enrolment in this course.

Contact the examiner to study this course by distance education. The course provides the opportunity for a student to pursue an area of study that will complement the other studies in the student’s program. Typically, the course will consist of specialist investigations extending knowledge and skills in a certain area. The studies could include, for example, directed readings, extension of a project (where appropriate), or some other approved activity which would complement the student’s studies in the program. It is also envisaged that this course could offer an expanded version of an existing course already offered at Level 4. Enrolment in this course is only available to students in Masters and some other Postgraduate programs and such enrolment requires the permission of the Department Postgrad Uaze and Research Coordinator.

CSC8415 COMPUTER NETWORK PROGRAMMING (FOSCI - PGRD)
Units 1.0 (Networks and Communications) Band 2
Pre-requisite: Students must be enrolled in one of the following Programs: BINF or GCAC or GCPC or GDAC or GCPC or MOMP or MOPC or MPIT or MPSC or MSCP or MSBN or MSMS

This course addresses development of network applications and software on the Internet. It covers both the TCP/IP transport layer, programming interface and the methodology of design and implementation of real client-server network applications on the Internet. The topics include: Socket address, Elementary TCP and UDP sockets, Design and implementation of Real World Network Applications, Reliable User, Reliable User, Unreliable User Communication and Multicasting.

CSC8416 ADVANCED PROGRAMMING IN JAVA (FOSCI - PGRD)
Units 1.0 (Programming) Band 2
Pre-requisite: Students must be enrolled in one of the following Programs: BINF or GCAC or GCPC or GDAC or GCPC or MOMP or MOPC or MPIT or MPSC or MSCP or MSBN or MSMS

This course covers the techniques of object-oriented programming in Java, and the characteristics of the Java programming language. The language features such as applets, packages, exception handling and multithreading with concurrent programming are discussed. Java, graphical user interface and animation tools are important parts of this course. The advanced topics such as network programming and client/ server and Remote Method Invocation (RMI) as well as Java Database Connectivity (JDBC) are introduced with an executable example.

CSC8417 ADVANCED WEB DATA MANAGEMENT (FOSCI - PGRD)
Units 1.0 (Computer Science not elsewhere) Band 2
Pre-requisite: Students must be enrolled in one of the following Programs: BINF or GCAC or GCPC or GDAC or GCPC or MOMP or MOPC or MPIT or MPSC or MSCP or MSBN or MSMS

Recommended Pre-requisite: CSC3480

This course has two components. The research-oriented component introduces students to advanced web data management concepts such as personalization and knowledge-based semi-structured data management, on-line analytical processing, data warehousing and web search engines.

Consult the Handbook on the Web at http://www.usq.edu.au/handbook/current for any updates that may occur during the year.

Course synopses (2008)

CSC8418 OBJECT-ORIENTED DESIGN WITH UML (FOSCI - PGRD)
Units 1.0 (Systems Analysis and Design) Band 2
Pre-requisite: Students must be enrolled in one of the following Programs: MOCP or MPIT or MOPC or MOPC

Recommended Pre-requisite: CSC4207 and CSC4208 and CSC4216

This course introduces object-oriented methods for analyzing a problem domain and designing software using an object-oriented (O-O) analysis and design methodology. The student will learn: UML (Unified Modeling Language), UML and the Java programming language, UML and the Java programming language. The language features such as applets, packages, exception handling and multithreading with concurrent programming are discussed. Java, graphical user interface and animation tools are important parts of this course. The advanced topics such as network programming and client/server and Remote Method Invocation (RMI) as well as Java Database Connectivity (JDBC) are introduced with an executable example.

CSC8419 CRYPTOGRAPHY AND SECURITY (FOSCI - PGRD)
Units 1.0 (Networks and Communications) Band 2
Pre-requisite: Students must be enrolled in one of the following Programs: MOCP or MPIT

Pre-requisite: Knowledge of programming in C, C++, Java, or other object-oriented programming languages, mathematical maturity, and basic cryptological knowledge.

The course gives a broad overview of methods of implementing security services based on cryptography in today’s communications network environments. Topics to be covered include the basic principles of modern cryptography, applications of modern cryptography, and the adaptation of classical cryptographic techniques to the modern Internet environment.

This course covers the techniques of object-oriented programming in Java, and the characteristics of the Java programming language. The language features such as applets, packages, exception handling and multithreading with concurrent programming are discussed. Java, graphical user interface and animation tools are important parts of this course. The advanced topics such as network programming and client/server and Remote Method Invocation (RMI) as well as Java Database Connectivity (JDBC) are introduced with an executable example.

CSC8420 ADVANCED WEB DATA MANAGEMENT (FOSCI - PGRD)
Units 1.0 (Networks and Communications) Band 2
Pre-requisite: Students must be enrolled in one of the following Programs: BINF or GCAC or GCPC or GDAC or GCPC or MOMP or MOPC or MPIT or MPSC or MSCP or MSBN or MSMS

This course covers the techniques of object-oriented programming in Java, and the characteristics of the Java programming language. The language features such as applets, packages, exception handling and multithreading with concurrent programming are discussed. Java, graphical user interface and animation tools are important parts of this course. The advanced topics such as network programming and client/server and Remote Method Invocation (RMI) as well as Java Database Connectivity (JDBC) are introduced with an executable example.

CSC8421 THINKING AND MOVEMENT IN EARLY CHILDHOOD (FOSCI - PGRD)
Units 1.0 (Programming) Band 2
Pre-requisite: Students must be enrolled in one of the following Programs: BINF or GCAC or GCPC or GDAC or GCPC or MOMP or MOPC or MPIT or MPSC or MSCP or MSBN or MSMS

The course introduces the importance of movement education in the 21st century. Students will examine the relationships between early childhood’s thinking, sequential movement development, and the establishment and maintenance of healthy and safe environments. It will also focus on the development of skills to enable students to make informed decisions on the wide variety of issues presented in the course. The course is suited for students who wish to work with young children in a variety of roles such as early childhood educators, childcare workers, and parents.

CSC8422 DEVELOPMENTAL MATHEMATICS (KUMBN - NONA)
Units 1.0 (Mathematics) Band 2
Pre-requisite: Students must be enrolled in one of the following Programs: BINF or GCAC or GCPC or GDAC or GCPC or MOMP or MOPC or MPIT or MPSC or MSCP or MSBN or MSMS

The course introduces the importance of movement education in the 21st century. Students will examine the relationships between early childhood’s thinking, sequential movement development, and the establishment and maintenance of healthy and safe environments. It will also focus on the development of skills to enable students to make informed decisions on the wide variety of issues presented in the course. The course is suited for students who wish to work with young children in a variety of roles such as early childhood educators, childcare workers, and parents.

CST7001 MATHEMATICS FOR LIVING (KUMBN - NONA)
Units 1.0 (Mathematics) Band 2
Pre-requisite: Students must be enrolled in one of the following Programs: BINF or GCAC or GCPC or GDAC or GCPC or MOMP or MOPC or MPIT or MPSC or MSCP or MSBN or MSMS

This course introduces the importance of movement education in the 21st century. Students will examine the relationships between early childhood’s thinking, sequential movement development, and the establishment and maintenance of healthy and safe environments. It will also focus on the development of skills to enable students to make informed decisions on the wide variety of issues presented in the course. The course is suited for students who wish to work with young children in a variety of roles such as early childhood educators, childcare workers, and parents.
This course will explore the development of oral language and the early symbolic representation of young children's understanding of literacy learning. The course will examine how emerging literacies are influenced by experiences of speaking, listening, reading, and writing. This is through various case studies.

This course focuses on the expressive arts and aesthetics in early childhood. In particular, it will focus on the role children's home and social experiences in their early literacy development. This course examines the development of children's creativity, curiosity, problem solving skills, and knowledge about the nature of art and aesthetics.

This course focuses on the expressive arts and aesthetics in early childhood. It provides students with the skills and knowledge necessary to guide children's creative development in the early years. It examines how music and drama can be integrated into the early childhood classroom environment to foster the development of an understanding of the elements of music and drama, and an ability to apply this understanding to learning, playing of metodic and percussive instruments, improvisation and movement.

This course focuses on the skills, behaviours and theories that underlie the development of children’s moral reasoning, with particular reference to the role that the child plays in accounting for their actions and the effects of their actions on others. This course will also examine the role of empathy, perspective taking and the development of social cognition in children.

This course will focus on the development of children’s understanding of the role of the family and its significance in children’s lives, learns and grows. The course will enhance student’s skills in communicating with others who work with children and heighten student’s awareness of the need for and ways of productively fostering working partnerships for the well-being of the child.

This course will examine the importance of creativity in early childhood. It provides a context for the development of children's understanding of the role of creativity in the development of children's creative and critical thinking. It examines how music and drama can be integrated into the early childhood classroom environment to foster the development of an understanding of the elements of music and drama, and an ability to apply this understanding to learning, playing of metodic and percussive instruments, improvisation and movement.

Effective learning environments in early childhood education are characterised by flexibility and responsiveness to change and are planned in relation to a range of ecological and educational considerations. At a macro level, a variety of social, economic and political and economic issues and directions on services for young children and their families.

This course will explore how the role and form of contemporary family structures. Particular attention will be paid to the role that families play in developing children's understanding of the family, the role of children's play experiences in their development of an understanding of the family and the role of children's play experiences in their development of an understanding of the family.

This course will examine the development of children's understanding of the role of the family and its significance in children’s lives, learns and grows. The course will enhance student’s skills in communicating with others who work with children and heighten student’s awareness of the need for and ways of productively fostering working partnerships for the well-being of the child.

This course will examine the importance of creativity in early childhood. It provides a context for the development of children's understanding of the role of creativity in the development of children's creative and critical thinking. It examines how music and drama can be integrated into the early childhood classroom environment to foster the development of an understanding of the elements of music and drama, and an ability to apply this understanding to learning, playing of metodic and percussive instruments, improvisation and movement.
ECE3030 LANGUAGE AND LITERACY PEDAGOGY IN EARLY CHILDHOOD (FOEDU - UGRD)
Units 1.0 (Teacher Education: Early Child) Band 5
Pre-requisite: ECE102 and ECE109
State law in Queensland (Australia) requires that all adults working/undertaking professional experience with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card). (See “Other Requirements” for further information.) Also see: http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html.

This course will explore how oral language and symbolic representations of children form the basis for the emergence of multiple literacies which eventually incorporate print. The idea of emerging literacies will be developed as a relationship between speaking, listening, reading, writing, and thinking. The roles and expression of symbols and writing, viewing (including computer use) and awareness of the social functions and conventions of communication. Educators roles will be shown to encompass the planning of environments, strategies and resources and the assessment of children’s progress from personal into shared symbolising including conventional print. The personal experiences of children, including the languages and communication styles used in the home, will be the basis for exploring motivating and meaningful early childhood centre or junior school literacy programs.

ECE3049 EARLY CHILDHOOD PROFESSIONAL EDUCATION (FOEDU - UGRD)
Units 1.0 (Teacher Education: Early Child) Band 5
State law in Queensland (Australia) requires that all adults working/undertaking professional experience with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card). (See “Other Requirements” for further information.) Also see: http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html.

This course will introduce beginning early childhood educators to employability and management issues which will be explored in a subsequent administration course and will offer professional development designed to assist students to develop confidence and professional skills for working in early childhood classrooms. It will incorporate practical skills for early childhood educators seeking employment, working with other staff and the community, responding to policy change and maintaining procedures which reflect current legal and ethical requirements. Current issues and trends in the early childhood field will be related to policy directions and the role of the early childhood professional in research, leadership, change management, conflict management, communication, public development and advocacy. This course will also focus on professional self-newness.

ECE1010 PLAY-BASED PEDAGOGIES IN EARLY CHILDHOOD (FOEDU - UGRD)
Units 1.0 (Teacher Education: Early Child) Band 5
Pre-requisite: ECE102 and ECE109
State law in Queensland (Australia) requires that all adults working/undertaking professional experience with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card). (See “Other Requirements” for further information.) Also see: http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html.

Play makes as central theme within the course, and students at all levels will be integrative in the curriculum. To this end, they are engaged in exploring children’s thinking and communication, to develop-in-depth skills in the documentation, and interpretation of play. Further to this, students explore how children’s play can be evaluated using a child-centred, play-based, integrated curriculum. Models of curriculum are explored, particularly as they apply to the teaching of mathematics, science and English. These models enable a range of curriculum traditions, and compare them to recent constructions of early childhood education. This course is relevant to those who teach or are teaching in early childhood settings, and the early childhood curriculum is examined, both theoretically, and in its practical applications, both in Australia and internationally.

ECE3104 EARLY CHILDHOOD EDUCATION CURRICULUM DESIGN P-3 (FOEDU - UGRD)
Units 1.0 (Teacher Education: Early Child) Band 5
State law in Queensland (Australia) requires that all adults working/undertaking professional experience with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card). (See “Other Requirements” for further information.) Also see: http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html.

This course will provide practical frameworks for making curriculum effective and meaningful for children in the early years of school. It is designed to assist students to develop confidence and professional competence in the development and implementation of curriculum and for further responsive learning environments in the early years of school. This course will investigate curriculum processes in the early years of school and will explore school and institutional policy and practice. It will involve an in-depth and critical examination of curriculum documents with particular emphasis on teaching in P-3. Students will explore organisation and administration of the curriculum and how this influences teaching and learning. This course examines the range of curriculum and how they influence learning and teaching in the early years of school. The focus of this course is on critical and creative teaching practice and on the development of strong learning environments supporting early childhood philosophy and pedagogical approaches in the early years of school.

ECE4009 EARLY CHILDHOOD PROFESSIONAL EDUCATION (FOEDU - UGRD)
Units 1.0 (Teacher Education: Early Child) Band 5
State law in Queensland (Australia) requires that all adults working/undertaking professional experience with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card). (See “Other Requirements” for further information.) Also see: http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html.

This course will introduce beginning early childhood educators to employability and management issues which will be explored in a subsequent administration course and will offer professional development designed to assist students to develop confidence and professional skills for working in early childhood classrooms. It will incorporate practical skills for early childhood educators seeking employment, working with other staff and the community, responding to policy change and maintaining procedures which reflect current legal and ethical requirements. Current issues and trends in the early childhood field will be related to policy directions and the role of the early childhood professional in research, leadership, change management, conflict management, communication, public development and advocacy. This course will also focus on professional self-newness.

ECE4020 SCIENCE AND TECHNOLOGY EDUCATION (FOEDU - UGRD)
Units 1.0 (Teacher Education: Primary) Band 5
State law in Queensland (Australia) requires that all adults working/undertaking professional experience with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card). (See “Other Requirements” for further information.) Also see: http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html.

The aim of the course is to develop service educators’ understanding of content in science and technology, in parallel with their awareness of ways of transforming this understanding of the content so that what they know and the ways they have come to know it come accessible to the children they teach. Further to this, students will have the opportunity to examine their own alternative misconceptions, and to understand how such misconceptions might be avoided. Problem-solving skills will be addressed together with an approach to learning that incorporates honesty, open-mindedness, creativity, problem solving and information sharing. Content will include selected topics from the Queensland Years 1 - 10 science and technology syllabus content strands. Application of the notion of pedagogical content knowledge to each content area, and the development of suitable learning activities which would be accessible to learners in the appropriate age groups.

ECE4010 PRIMARY EDUCATION (FOEDU - UGRD)
Units 1.0 (Teacher Education: Primary) Band 5
Pre-requisite: ECP3001 and ECP3002 and ECE3104 and Students must be enrolled in the following Program: BEEC
State law in Queensland (Australia) requires that all adults working/undertaking professional experience with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card). (See “Other Requirements” for further information.) Also see: http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html.

In light of P-3 curriculum documents, this course will explore individual and group management in multilevel learning environments. Abstracting appropriate resources (including human, material and web-based) and the development of community partnerships (including rural) school and classroom settings will be highlighted. The ideals of early childhood philosophy and methodology will be revisited in an undergraduate professional decision making in organizing a creative learning environment, developing assessment tools and curriculum design. A teaching practicum experience will close the completion of the course. This course emphasises literacy components in all its forms.

ECE4014 DIVERSITY IN YOUNG CHILDREN (FOEDU - UGRD)
Units 1.0 (Teacher Education: Early Child) Band 5
Pre-requisite: FOEDU101 or EDU112 or ECE1101 or TEA1101
State law in Queensland (Australia) requires that all adults working/undertaking professional experience with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card). (See “Other Requirements” for further information.) Also see: http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html.

This course explores how diversity in learning and development in young children encompasses individual and cultural differences in culture, experience and ability differences ranging from gifts to talents to learning disabilities. Emphasis will be given to how children’s development is recognized and cater for all forms of diversity necessitates expansion of their knowledge base in both practical and theoretical perspectives, in order to provide children with their own unique and self-determined education and to understand their own unique and self-determined education. The course removes the idea of students’ learning needs by their own unique and self-determined education. The course removes the idea of students’ learning needs by their own unique and self-determined education is removed.

ECE4020 MATHEMATICS TEACHING (FOEDU - UGRD)
Units 1.0 (Teacher Education: Primary) Band 5
State law in Queensland (Australia) requires that all adults working/undertaking professional experience with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card). (See “Other Requirements” for further information.) Also see: http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html.

The course aims to consolidate knowledge, skills and understanding of the specialised mathematical concepts, processes and effects of the early years of primary school. Mathematics curriculum together with a focus on the methodology used in this instruction. This will assist the development of competent and confident teachers of mathematics when working within the early years of school.

ECE4001 AESTHETICS IN EARLY CHILDHOOD ARTS (FOEDU - PGDRD)
Units 1.0 (Teacher Education: Early Child) Band 5
State law in Queensland (Australia) requires that all adults working/undertaking professional experience with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card). (See “Other Requirements” for further information.) Also see: http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html.

Through an exploration of significant writings on aesthetics and a range of practical experiences, this course aims to assist students to develop their own aesthetic awareness and appreciation of aesthetics. Since the ability to appreciate art and non-art aesthetically is closely linked to the ability to think philosophically, this course requires students to engage in aesthetic inquiry readings and practical experiences. Students through a program of work designed to challenge and extend students’ aesthetic perceptions and judgements. Students will also critically reflect on the nature of their own learning for early childhood education.
ECE5007 DEVELOPING MATTERS IN EARLY CHILDHOOD EDUCATION (FOEDU - PGRD)

Units 1.0 (Teacher Education: Early Child) Band 5
State law in Queensland (Australia) requires that all adults working undertaking professional experience teaching with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card). (See "Other Requirements" for further information.) Also see: <http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html>

This course will consider current debates in early childhood special education focused around diversity in philosophy and images of disability and the relationship of these concepts to the diversity of family life and questions the value placed on children, by engaging with current dilemmas in the field related to early childhood studies. Students will examine and critically analyse the changing roles of early childhood professionals and communities, reflecting on the implications of these changes on the education and care of young children, whilst drawing on cross-cultural perspectives.

ECE8003 FAMILIES, CHILDREN AND CHANGE (FOEDU - PGRD)

Units 1.0 (Teacher Education: Early Child) Band 5
State law in Queensland (Australia) requires that all adults working in Queensland (Australia) are required to possess a current suitability card (Blue Card). (See "Other Requirements" for further information.) Also see: <http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html>

This course examines families and children from an historical, cross-cultural, sociological and contemporary perspective. It is grounded in the social construction of concepts such as childhood, gender, fertility, parenting, families and institutions. It examines a variety of family forms and households. The theory of the diversity of family life and questions the value placed on children, by engaging with current dilemmas in the field related to family and children studies. Students will examine and critically analyse the changing roles of early childhood professionals and communities, reflecting on the implications of these changes on the education and care of young children, whilst drawing on cross-cultural comparisons.

ECE8006 ISSUES IN EARLY INTERVENTION (FOEDU - PGRD)

Units 1.0 (Teacher Population: Early Child) Band 5
State law in Queensland (Australia) requires that all adults working in Queensland (Australia) are required to possess a current suitability card (Blue Card). (See "Other Requirements" for further information.) Also see: <http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html>

This course will consider current debates in early childhood special education focused around diversity in philosophy and images of disability and the relationship of these concepts to the diversity of family life and questions the value placed on children, by engaging with current dilemmas in the field related to early childhood studies. Students will examine and critically analyse the changing roles of early childhood professionals and communities, reflecting on the implications of these changes on the education and care of young children, whilst drawing on cross-cultural perspectives.

ECO1000 ECONOMICS (FOBUS - UGRD)

Units 1.0 (Economics) Band 3A
Students are required to have access to a personal computer, e-mail capabilities and Internet access to USQConnect. Current details of computer requirements can be found at <http://www.usq.edu.au/business/aboutus/abouthtm.htm>

Ecoconcepts and ideas are used in both business and government as the basis for much decision-making. This course introduces students to the macroeconomic concepts and their affects on the opportunity to explore some of the key economic concepts is used.

ECO2000 MACROECONOMICS FOR BUSINESS AND GOVERNMENT (FOBUS - UGRD)

Units 1.0 (Economics) Band 3A
Pre-requisite: ECO1000

Students are required to have access to a personal computer, e-mail capabilities and Internet access to USQConnect. Current details of computer requirements can be found at <http://www.usq.edu.au/business/aboutus/abouthtm.htm>

It is important for businesses, households, and governments to understand the macroeconomic environment in which they operate. Consequently, students need to understand the theory and be able to apply that theory in interpreting and analyzing macroeconomic information; events and policy. This course focuses on contemporary macroeconomic events and theory that may be used to explain the world around us. Emphasis is placed on the development of skills required for macroeconomic analysis in the context of business and household decision making and government policy.

ECO2001 MICROECONOMICS FOR BUSINESS AND GOVERNMENT (FOBUS - UGRD)

Units 1.0 (Economics) Band 3A
Pre-requisite: ECO1000

Students are required to have access to a personal computer, e-mail capabilities and Internet access to USQConnect. Current details of computer requirements can be found at <http://www.usq.edu.au/business/aboutus/abouthtm.htm>

Microeconomics is part of the study of how the world works. It deals with businesses, households and government choices, the design and effects of policy and the efficiency and fairness of the way resources are used in a community. This course focuses upon a range of microeconomic issues, including decision-making in the context of the political and economic environment, and the implications of these changes on the education and care of young children, whilst drawing on cross-cultural perspectives.

ECO2002 ECONOMIC POLICY ANALYSIS (FOBUS - UGRD)

Units 1.0 (Economics) Band 3A
Pre-requisite: ECO1000

Recommended Pre-requisite: ECO2001 and ECO2000. Students are required to have access to a personal computer, e-mail capabilities and Internet access to USQConnect. Current details of computer requirements can be found at <http://www.usq.edu.au/business/aboutus/abouthtm.htm>

This course focuses on the role and work of the professional economist and policy analyst. It introduces the development and presentation of economic policy advice. Apart from emphasising applied economic analysis, the course stresses the importance of professional ethics and value judgements, the role of business economists in the Australian and other economies, and the use of economic policy as a tool in the solution of economic problems and potential conflict among policy objectives. Students are required to complete and present a small policy dissertation.

ECO5000 ECONOMICS FOR MANAGERS (FOBUS - PGRD)

Units 1.0 (Economics) Band 3A
Students are required to have access to a personal computer, e-mail capabilities and Internet access to USQConnect. Current details of computer requirements can be found at <http://www.usq.edu.au/business/aboutus/abouthtm.htm>

This course focuses on the role and work of the professional economist and policy analyst. It introduces the development and presentation of economic policy advice. Apart from emphasising applied economic analysis, the course stresses the importance of professional ethics and value judgements, the role of business economists in the Australian and other economies, and the use of economic policy as a tool in the solution of economic problems and potential conflict among policy objectives. Students are required to complete and present a small policy dissertation.

ECO8010 CORPORATE ENVIRONMENTAL MANAGEMENT (FOBUS - PGRD)

Units 1.0 (Environmental Studies not else) Band 3A
Students are required to have access to a personal computer, e-mail capabilities and Internet access to USQConnect. Current details of computer requirements can be found at <http://www.usq.edu.au/business/aboutus/abouthtm.htm>

This course introduces managers to tools and techniques (both general and specific) that may be used in best practice environmental management and sustainable development. Topics covered in the course include environmental impact assessment, environmental auditing, environmental reporting and investor and public relations, management performance tracking and measuring systems. Other areas covered include corporate environmental strategy, environmental policy and regulation, environmental management and sustainable development. Topics covered may include, inter alia, corporate environmental strategy, environmental policy and regulation, environmental management and sustainable development. Current details of computer requirements can be found at <http://www.usq.edu.au/business/aboutus/abouthtm.htm>

ECO8012 TOOLS AND TECHNIQUES FOR SUSTAINABLE DEVELOPMENT (FOBUS - PGRD)

Units 1.0 (Environmental Studies not else) Band 3A
Students are required to have access to a personal computer, e-mail capabilities and Internet access to USQConnect. Current details of computer requirements can be found at <http://www.usq.edu.au/business/aboutus/abouthtm.htm>

This subject introduces students to tools and techniques (both general and specific) that are used in best practice environmental management and sustainable development. Topics covered in the course include environmental impact assessment, environmental auditing, environmental reporting and investor and public relations, management performance tracking and measuring systems. Other areas covered include corporate environmental strategy, environmental policy and regulation, environmental management and sustainable development. Formerly MGT8101.

ECO8060 BUSINESS IN THE INTERNATIONAL ECONOMY (FOBUS - PGRD)

Units 1.0 (Sales and Marketing not else) Band 3A
Students are required to have access to a personal computer, e-mail capabilities and Internet access to USQConnect. Current details of computer requirements can be found at <http://www.usq.edu.au/business/aboutus/abouthtm.htm>

This course focuses on international business strategy in the changing global economy. The course examines the role of international business and the current global business environment are analysed. Trade, risk management, national and international business strategy and foreign direct investment are introduced. Key aspects of doing business overseas are reviewed, emphasising international business strategy and the need for companies to possess a broad vision of international business and its likely future challenges as well as practical skills in strategic analysis. Formerly MGT8660.

ECP1001 PROFESSIONAL EXPERIENCE 1 (FOEDU - UGRD)

Units 0.0 (Teacher Education: Early Child) Band 5
Pre-requisite: Students must be enrolled in the BEEC or BECH program and have completed or currently enrolled in ECE1005 and ECE1006.

State law in Queensland (Australia) requires that all adults working undertaking professional experience teaching with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card). (See "Other Requirements" for further information.) Also see: <http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html>

This course provides pre-service teachers with opportunities to apply their knowledge of child development in order to be responsive to children’s skills and needs. It challenges them to explore a range of physical activities as a basis for enhancing children’s development of skills and movement, creative problem-solving, physical and active play. Students are required to identify practical strategies for healthy and safe environments as well as understand health issues, policies and procedures that impact on the provision of programs for young children. This course will facilitate the development of skills to enable students to research, make informed decisions, plan and implement and apply strategies in practice. This course emphasises literacy competencies in all its forms. Students undertaking this course are required to complete 5 days of professional experiences in an approved educational setting.

ECP1002 PROFESSIONAL EXPERIENCE 2 (FOEDU - UGRD)

Units 0.0 (Teacher Education: Early Child) Band 5
Pre-requisite: Students must be enrolled in the BEEC or BECH program and have completed or currently enrolled in ECE1005 and ECE1006.

State law in Queensland (Australia) requires that all adults working undertaking professional experience teaching with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card). (See "Other Requirements" for further information.) Also see: <http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html>

This course provides pre-service teachers with opportunities to apply their knowledge of child development in order to be responsive to children’s skills and needs. It challenges them to explore a range of physical activities as a basis for enhancing children’s development of skills and movement, creative problem-solving, physical and active play. Students are required to identify practical strategies for healthy and safe environments as well as understand health issues, policies and procedures that impact on the provision of programs for young children. This course will facilitate the development of skills to enable students to research, make informed decisions, plan and implement and apply strategies in practice. This course emphasises literacy competencies in all its forms. Students undertaking this course are required to complete 10 days of professional experience in an approved educational setting.
Years' classroom. The complexities of management, organisation and teaching in the early years' classroom.


State law in Queensland (Australia) requires that all adults working/undertaking professional experiences/researching with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card). (See "Other Requirements" for further information.) Also see:


Pre-requisite: Professional experience is available in ECT mode for external students only enrolled in BEEC or for BEEC students holding a minimum complement in CHC/Community services or equivalent.

Pre-requisite: ECP1001 and ECP1002 and students must be enrolled in the Program BEEC and have completed or currently enrolled in ECE4001 and ECE4002.

State law in Queensland (Australia) requires that all adults working/undertaking professional experiences/researching with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card). (See "Other Requirements" for further information.) Also see:


Pre-requisite: Professional experience is available in ECT mode for external students only enrolled in BEEC or for BEEC students holding a minimum complement in CHC/Community services or equivalent.

Pre-requisite: ECP1001 and ECP1002 and students must be enrolled in the Program BEEC and have completed or currently enrolled in ECE4001 and ECE4002.

State law in Queensland (Australia) requires that all adults working/undertaking professional experiences/researching with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card). (See "Other Requirements" for further information.) Also see:


Pre-requisite: Professional experience is available in ECT mode for external students only enrolled in BEEC or for BEEC students holding a minimum complement in CHC/Community services or equivalent.

Pre-requisite: ECP1001 and ECP1002 and students must be enrolled in the Program BEEC and have completed or currently enrolled in ECE4001 and ECE4002.

State law in Queensland (Australia) requires that all adults working/undertaking professional experiences/researching with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card). (See "Other Requirements" for further information.) Also see:


Pre-requisite: Professional experience is available in ECT mode for external students only enrolled in BEEC or for BEEC students holding a minimum complement in CHC/Community services or equivalent.

Pre-requisite: ECP1001 and ECP1002 and students must be enrolled in the Program BEEC and have completed or currently enrolled in ECE4001 and ECE4002.

State law in Queensland (Australia) requires that all adults working/undertaking professional experiences/researching with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card). (See "Other Requirements" for further information.) Also see:


Pre-requisite: Professional experience is available in ECT mode for external students only enrolled in BEEC or for BEEC students holding a minimum complement in CHC/Community services or equivalent.

Pre-requisite: ECP1001 and ECP1002 and students must be enrolled in the Program BEEC and have completed or currently enrolled in ECE4001 and ECE4002.

State law in Queensland (Australia) requires that all adults working/undertaking professional experiences/researching with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card). (See "Other Requirements" for further information.) Also see:


Pre-requisite: Professional experience is available in ECT mode for external students only enrolled in BEEC or for BEEC students holding a minimum complement in CHC/Community services or equivalent.

Pre-requisite: ECP1001 and ECP1002 and students must be enrolled in the Program BEEC and have completed or currently enrolled in ECE4001 and ECE4002.
EDU1461 PHYSICAL EDUCATION AND HEALTH EDUCATION - NEW AGENDAS (FOEDU - UGRD)

Units 1.0 (Curriculum Studies) Band 5
State law in Queensland (Australia) requires that all adults working/undertaking professional experience with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card). (See "Other Requirements" for further information.) Also see: http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html.

Like the Queensland 1-10 health and physical education syllabus, this course takes a social model of health as its point of departure. Students will be encouraged to challenge what they know about health and physical activity and to seek solutions to the problems and social issues inherent in the area. Through the study of historical and philosophical perspectives, major themes of the syllabus are explored. Health as a curriculum organisation is analysed, and physical activities through which the syllabus might be delivered are undertaken. Further, this course develops and builds on the idea that physical education and health play a role in the prevention of illness and injury in children. It makes consideration of health behaviour and health choices in the period Giddens (1991) has labelled late modernity. There is an attempt to build a picture of health and health related exercise as a deeply personalised issue.

Requirements” for further information.) Also see:

In this course early years educators are introduced to a wide range of models, methods and strategies for managing student behaviour. The underlying theoretical basis of each approach is examined, along with a critical review of its efficacy and appropriateness in early childhood and primary school contexts. Due regard is also given to the congruence between the approach and the theoretical and philosophical perspectives in which the approach is grounded. Finally, the course looks at the nature and use of behaviour management data.

EDU1464 PHYSICAL EDUCATION AND HEALTH EDUCATION (FOEDU - UGRD)

Units 1.0 (Curriculum Studies) Band 5
State law in Queensland (Australia) requires that all adults working/undertaking professional experience with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card). (See "Other Requirements" for further information.) Also see: http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html.

This course provides an introduction to the role of physical education and health education in the primary classroom. Students will undertake a variety of physical activity and health experiences chosen for their potential to be linked to learning in other areas of the curriculum. Critical thinking and decision making skills will be developed. Students will develop an understanding of ways in which physical education and health education are related.

EDU1465 PHYSICAL EDUCATION AND HEALTH EDUCATION (FOEDU - UGRD)

Units 1.0 (Teacher Education: Special Ed) Band 5
Pre-requisite: Students must be enrolled in one of the following Programs: BEEC or BPER or BPMU or BEPH or BEPS or BEPSH.
State law in Queensland (Australia) requires that all adults working/undertaking professional experience with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card). (See "Other Requirements" for further information.) Also see: http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html.

This course is designed to provide physical education and health education educators with an understanding of the role of physical education and health education in the Special Education classroom. The course will cover the history of physical education and health education, the legislative and administrative requirements for participation in both areas, the development of the Special Education system, the role of the Special Education teacher, current issues in Special Education, inclusive practice and the development of an educational program for children with disabilities.

EDU2323 CLASSROOM MANAGEMENT AND BEHAVIORAL SCIENCE (FOEDU - UGRD)

Units 1.0 (Teacher Education: Special Ed) Band 5
Pre-requisite: Students must be enrolled in one of the following Programs: BEEC or BPER or BPMU or BEPH or BEPS or BEPSH.
State law in Queensland (Australia) requires that all adults working/undertaking professional experience with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card). (See "Other Requirements" for further information.) Also see: http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html.

The primary focus of this course is to provide educators with the knowledge and skills required to manage and support student learning in contemporary classrooms. The course will prepare educators to: understand the role of classroom management in supporting student learning; understand the interrelationship between classroom management and other key forms of educational support; gain an understanding of management strategies that they can utilise in their own classrooms; develop skills in classroom management; develop an understanding of the nature, development and manifestations of challenging behaviour and the skills required to support the learning of all students. The course outcomes are designed to support the central aim of the program and the broader needs of the students they work with. By the end of the course, the social and emotional wellbeing of children will be enhanced through the development of meaningful learning experiences in the classroom. In particular, the focus will be on developing strategies that will support children who exhibit challenging behaviour.

EDU2412 REALISM AND FANTASY (FOEDU - UGRD)

Units 1.0 (Education Studies) Band 5
State law in Queensland (Australia) requires that all adults working/undertaking professional experience with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card). (See "Other Requirements" for further information.) Also see: http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html.

Examination will be undertaken of the characteristics of the two genres entitled ‘realism’ and ‘fantasy’. Assessment of the story structures and themes will be made so that the impact of the genre on children’s views of the world, language growth and the growth of value systems is understood.

EDU2511 TEACHING AND LEARNING IN PHYSICAL EDUCATION (FOEDU - UGRD)

Units 1.0 (Teacher Education) Band 5
State law in Queensland (Australia) requires that all adults working/undertaking professional experience with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card). (See "Other Requirements" for further information.) Also see: http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html.

The course will explore the major themes of the syllabus, health as a curriculum area and the role and responsibility of the teacher in this area. The course will also consider the nature of health behaviour and health choices in the period Giddens (1991) has labelled late modernity. There is an attempt to build a picture of health and health related exercise as a deeply personalised issue.

EDU2422 BIO-PHYSICAL FOUNDATIONS OF PHYSICAL ACTIVITY 1 (FOEDU - UGRD)

Units 1.0 (Teacher Education) Band 5
State law in Queensland (Australia) requires that all adults working/undertaking professional experience with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card). (See "Other Requirements" for further information.) Also see: http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html.

This course provides the student with an understanding of how certain physical activities occur in school settings. It seeks to build a knowledge of the practical application of certain physical activities in relation to the core learning outcomes expressed in the Queensland 1-10 Health and Physical Education syllabus through which the core learning outcomes expressed in the Queensland 1-10 Health and Physical Education syllabus may be achieved. Students will be encouraged to engage in the traditional practical applications of aquatics, outdoor education, sport and health-based physical activity, and in the process have a basic introduction to models of skill acquisition drawing principally from information processing and dynamical systems approaches to motor development. Students will use the medium of movement to explore the processes of skilled performance and skill learning. Students will investigate and analyse the links between the processes of skill acquisition as they are understood under different theoretical approaches to teaching physical activity from direct to indirect methods. This course will include a physical activity component.
This course will examine the concepts and characteristics of the World Wide Web, along with the possible educational implications of large volumes of data being made available in this form. Students will develop skills for the development of web sites with emphasis on the use of multimedia, communication associated with teaching and learning. Techniques for developing multimedia web sites will be explored together with emerging web standards and services. The importance of the web as a form of professional communication will be emphasised throughout the course. Intending students should be aware that they will require regular access to ICT resources, e-mailing and the Internet.

EDU490 HOOKING KIDS ON LEARNING (FOEDU - UGRD)
Units 1.0 (Teacher Education: Primary) Band 5
State law in Queensland (Australia) requires that all adults working/undertaking professional experience/researching with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card). (See “Other Requirements” for further information.) Also see: http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html.

This course will enable pre-service teachers to develop competence in engaging young adolescents with purposeful learning. It will assist those students who are in the process of earning an eligibility certificate for teaching with children under the age of 16, in the state of Queensland are required to possess a current suitability card (Blue Card). (See “Other Requirements” for further information.) Also see: http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html.

EDU323 APPLIED EDUCATIONAL ASSESSMENT (FOEDU - UGRD)
Units 1.0 (Teacher Education: Special Education) Band 5
Pre-requisite: Students must be enrolled in one of the following Programs: BEECP or BPMU or BEEF or BEEH or BEEH or BESP
State law in Queensland (Australia) requires that all adults working/undertaking professional experience/researching with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card). (See “Other Requirements” for further information.) Also see: http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html.

On the completion of this introductory course, students will understand how sound assessment can enhance all aspects of their educational practice. Particular emphasis will include: (a) the nature of assess- ment; (b) bias assessments underpinning measurement in education; (c) essential measurement concepts; (d) how assessment informs and informs educational decision making; (e) principles of item writing and teacher made test construction; and (f) accommodations/special considerations for students with special needs. Notes: The assignments in this course may involve working with students in schools. Students must observe professional ethical standards in the conduct of their practical work.

EDU332 COMMUNICATION AND COLLABORATION (FOEDU - UGRD)
Units 1.0 (Teacher Education: Special Education) Band 5
Pre-requisite: Students must be enrolled in one of the following Programs: BEECP or BPMU or BEEF or BEEH or BESP
State law in Queensland (Australia) requires that all adults working/undertaking professional experience/researching with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card). (See “Other Requirements” for further information.) Also see: http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html.

Students will analyze the nature of the communication in the classroom and learn the elements of effective interpersonal communication. A major focus will be the role of verbal interaction in teaching. The importance of effective and active listening will be emphasized, with the instructor demonstrating both verbal and visual communication. Students will also learn how to conduct class and group discussions, prepare and deliver presentations to parents and fellow professionals, how to deal with anger and conflict, and some ‘front-line’ counselling skills.

EDU431 EARTH AND BIOLOGICAL SCIENCES FOR TEACHERS (FOEDU - UGRD)
Units 1.0 (Teacher Education: Primary) Band 5
Pre-requisite: Students must be enrolled in one of the following Programs: BEECP or BPMU or BEEF or BEEP or BESP
State law in Queensland (Australia) requires that all adults working/undertaking professional experience/researching with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card). (See “Other Requirements” for further information.) Also see: http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html.

This course will examine fundamental concepts of the biological and earth sciences, in relation to the science key learning area in the preschool and primary school. Children’s understandings of their world and how they can be developed will be examined to develop appropriate pedagogies for science education.

EDU455 ARTS TECHNOLOGY AND TEACHING (FOEDU - UGRD)
Units 1.0 (Teacher Education: Primary) Band 5
This course, students will be exposed to a range of technologies including scanning personal images and manipulation of computer generated sound. Students will experiment with images and sound using appropriate software. The content covered will deal with visual and aural cognition and its transference into the production of images and organised sound using technology sufficient for classroom teaching. IMPORTANT NOTE: Working with Children: State law in Queensland requires that all adults (including university students, pre-service teachers, lecturers, vocational teachers, industry education workers) working with children under the age of 18, in the State of Queensland, obtain approval before commencing such work. Many education courses include a practical component (professional experience, project work, research, assessment etc.) that may require engagement with children under the age of 18. It is the responsibility of you to ensure that you possess a current suitability card (Blue Card) before commencing any practical components of this course. DO NOT PARTICIPATE IN ANY PRACTICAL EXPERIENCE WITH CHILDREN UNDER 18 UNLESS YOU POSSESS A CURRENT "BLUE CARD." For further information: http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html.

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EDU346 PRACTICAL STUDIES IN PHYSICAL EDUCATION (FOEDU - UGRD)
Units 1.0 (Teacher Education: Primary) Band 5
State law in Queensland (Australia) requires that all adults working/university teaching/professional experience/researching with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card). (See "Other Requirements" for further information.) Also see: http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html.

This course seeks to develop a more detailed understanding of how certain physical activities are applied to primary school settings. It extends the practical activity work undertaken in the previous courses and seeks to build knowledge of the practical application of certain physical activities, the impact on students, and the care learning outcomes expressed in the Queensland 1-10 health and physical education syllabus may be demonstrated.

EDU346 A SOCIAL VIEW OF HEALTH (FOEDU - UGRD)
Units 1.0 (Teacher Education: Primary) Band 5
State law in Queensland (Australia) requires that all adults working/university teaching/professional experience/researching with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card). (See "Other Requirements" for further information.) Also see: http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html.

This course takes a critical perspective of the biomedical model of health and challenges the assumption that health is determined by biology. An analysis of health from a social perspective will occur. Students in Queensland (Australia) that social factors such as culture, employment, education and socio-economic status play in determining health. This will examine the role of the social model of health played in informing the development of the health strand of the Queensland 1-10 Health and Physical Education (HPE) syllabus and Senior Health Education syllabus. The course will explore the implications for the teaching of health education. Intending students should have regular access to electronic resources such as email and the internet.

EDU346 ACQUIRING MOTOR SKILL (FOEDU - UGRD)
Units 1.0 (Nursing Education Teacher Tae) Band 5
State law in Queensland (Australia) requires that all adults working/university teaching/professional experience/researching with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card). (See "Other Requirements" for further information.) Also see: http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html.

This unit examines in depth the Information Processing Models and how a person learns in coming to understand skilled human performance in a range of settings. Such an understanding may also inform us as coaching and teaching coaches and athletes to facilitate greater levels of success. There is likely to be some laboratory/practical work involved.

EDU3481 INTRODUCTION TO LANGUAGE AND SECOND LANGUAGE LEARNING (FOEDU - UGRD)
Units 1.0 (Curriculum Studies) Band 5
State law in Queensland (Australia) requires that all adults working/university teaching/professional experience/researching with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card). (See "Other Requirements" for further information.) Also see: http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html.

This course covers: Introduction: What is language? The various categories of language: the sounds of language (phonetics) the sound patterns of language (phonology) the meanings of language (morphology, semantics, pragmatics) the sentence patterns of lan

EDU3482 SECOND LANGUAGE TEACHING METHODOLOGY (FOEDU - UGRD)
Units 1.0 (Curriculum Studies) Band 5
State law in Queensland (Australia) requires that all adults working/university teaching/professional experience/researching with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card). (See "Other Requirements" for further information.) Also see: http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html.

This course focuses on ways in which second language learning can be organized in classrooms for primary school and middle school in particular. The pre-service student teacher learns to develop the four macro skills of listening, speaking, reading and writing, grammar and vocabulary in context with an appropriate cultural environment using the curriculum and a communicative, task-based approach to second language teaching.

EDU3451 SUPERVISED PROJECT 1 (FOEDU - UGRD)
Units 1.0 (Education Studies) Band 5
State law in Queensland (Australia) requires that all adults working/university teaching/professional experience/researching with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card). (See "Other Requirements" for further information.) Also see: http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html.

Students will, under the guidance of a member of staff, pursue an in-depth study of a topic relevant to the field of education, and in particular, to the focus of the student’s major study area. The type of study need not necessarily involve research but should include a substantial investigating component leading to the submission of a written report. All student project proposals would be subject to a critical review and final topics may be the result of extensive lecturer-student negotiation. However, if a student completing this course is an Honours student, this course will from the joint component of their major studies completed in EDU3551.

EDU441 ART AND ILLUSTRATION IN CHILDREN’S LITERATURE (FOEDU - UGRD)
Units 1.0 (Education Studies) Band 5
State law in Queensland (Australia) requires that all adults working/university teaching/professional experience/researching with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card). (See "Other Requirements" for further information.) Also see: http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html.

The historical development and role of art and illustration in children’s literature will be studied along with the media and techniques used by illustrators. A critical study of the book design and publication process will provide a further context in which to examine historical development, role, media and techniques of illustration.

EDU441A THE ORAL TRADITION IN CHILDREN’S LITERATURE (FOEDU - UGRD)
Units 1.0 (Education Studies) Band 5
State law in Queensland (Australia) requires that all adults working/university teaching/professional experience/researching with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card). (See "Other Requirements" for further information.) Also see: http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html.

Students will review the place of oral transmission of stories in past and contemporary societies. Techniques of oral presentation including chant, song and drama will be practised and examined.

EDU4451 ARTS CURRICULUM (FOEDU - UGRD)
Units 1.0 (Curriculum Studies) Band 5
State law in Queensland (Australia) requires that all adults working/university teaching/professional experience/researching with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card). (See "Other Requirements" for further information.) Also see: http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html.

This course will allow students to expand their knowledge of the arts curriculum document. The arts years 1-10 syllabus will be studied and students will be challenged to consider implications for arts education through discussion of the curriculum document and other resources. Policies and centralizing the development of the arts curriculum in schools. The specific course will aim to inform students about the arts to be integrated across discipline areas in the total curriculum and students will be encouraged to investigate teaching methodologies appropriate for both upper primary and senior school programmes. Students’ ability to use voice, gesture and dramatic techniques may be demonstrated in a prepared presentation of the planning and preparation work in creating arts learning activities. Information communication technologies will be embedded throughout this course. In part the content will focus on the arts curriculum in Queensland. State law in Queensland requires that all adults (including university student, pre-service educators, trainees, vocational/teachers, industry educators) working with children under the age of 18, in the State of Queensland,” obtain approval before commencing such work. Many education courses include a practical component (professional experience, project work, research, assessment etc.) that may require engagement with children under the age of 18. It is your responsibility to ensure that you possess a current suitability card (Blue Card) before commencing any practical components of this course. DO NOT PARTICIPATE IN ANY PRACTICAL EXPERIENCE WITH CHILDREN UNDER 18 UNLESS YOU POSSESS A CURRENT “BLUE CARD”. For further information: http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html. If you are undertaking practical experience outside the State of Queensland, Australia you should check local requirements.

EDU4461 CURRICULUM AND PEDAGOGY STUDIES IN HEALTH AND PHYSICAL EDUCATION (FOEDU - UGRD)
Units 1.0 (Teacher Education: Primary) Band 5
State law in Queensland (Australia) requires that all adults working/university teaching/professional experience/researching with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card). (See "Other Requirements" for further information.) Also see: http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html.

This course is the concluding course in the physical education specialisation. It builds on curriculum and pedagogical knowledge established throughout the completion of previous courses in the physical education specialisation through detailed exploration of contemporary curriculum and pedagogical issues. It will be the culmination of an investigation of curriculum issues that relate directly to the teaching of HPE in Queensland schools under a KLA model as well as other curriculum organisers. Students will be asked to critique traditional methods of pedagogy and develop an understanding of socially just pedagogical practices that may be applied in HPE settings.

EDU511 THE ADOLESCENT LEARNER (FOEDU - PGRD)
Units 1.0 (Education Studies) Band 5
State law in Queensland (Australia) requires that all adults working/university teaching/professional experience/researching with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card). (See "Other Requirements" for further information.) Also see: http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html.

In the period of adolescence, very significant development occurs physically, socially, emotionally and emotionally. Rapid sports in growth and the onset of physical maturity are obvious changes. Cognitive, social, personal and emotional development are central to the development of identity during adolescence and are major features in planning and implementing an educational curriculum in postprimary and training settings. Students undertaking this course will develop an understanding of the developmental characteristics of adolescents and of the implications of that development for planning and implementing educational programs.

EDU5211 CURRICULUM LEADERSHIP AND MANAGEMENT (FOEDU - PGRD)
Units 1.0 (Education Studies) Band 5
State law in Queensland (Australia) requires that all adults working/university teaching/professional experience/researching with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card). (See "Other Requirements" for further information.) Also see: http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html.

This course examines the required knowledge, skills and pedagogical and curriculum leadership and focuses upon those skills and practices seen to be appropriate for educational leaders attempting to meet the challenges of a rapidly changing environment. In particular, the course explores the knowledge and skills required for a successful curriculum developer to challenge the status quo. It explores knowledge and understanding of the processes of curriculum development within schools of the 21st century.
EDU5213 CURRICULUM THEORY AND DEVELOPMENT (FOEDU - PGRD)
Units 1.0 (Education Studies) Band 5
State law in Queensland (Australia) requires that all adults working/university experience/researching with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card). (See “Other Requirements” for further information.)

This course focuses on the development of skills, knowledge and attitudes which are involved in the process of curriculum development. It is assumed that students will have above working knowledge of curriculum development. The course involves an analysis of a context into which a course is to be introduced as well as an extensive review of the literature relating to the most appropriate objectives, content, strategies and assessment/evaluation techniques to be incorporated into the proposed program. The actual exercises selected as the practical basis of the course may involve the modification of existing materials, the selection of the most appropriate materials from among competing packages or the development of an entirely new curriculum from first principles.

EDU5232 TEACHERS PRACTICAL THEORIES (FOEDU - PGRD)
Units 1.0 (Education Studies) Band 5
State law in Queensland (Australia) requires that all adults working/university experience/researching with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card).

This course has been designed to familiarise teachers with the nature of practical theories in general and to provide opportunities for teachers to make explicit their own practical theories. The course will begin with an exploration of the origins and characteristics of teachers' practical theories. The challenges of making practical theories explicit will be discussed along with techniques for their articulation. There will be a focus on the nature of practical theories, that is, on the various ways in which teachers represent their practical knowledge and theories and on the links among such elements.

EDU5231 EDUCATING STUDENTS WITH SPECIAL NEEDS (FOEDU - PGRD)
Units 1.0 (Teacher Education: Special Edu) Band 5
State law in Queensland (Australia) requires that all adults working/university experience/researching with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card). (See “Other Requirements” for further information.)

In this course, students are introduced to a wide range of methods and strategies for meeting the needs of children with behavioural and adjustment problems in preschool, primary and secondary classrooms. The course explores research on teaching and defines what is currently known about how to effectively teach children with special needs with a particular emphasis on maintaining student at attention and on-task behaviour. First, basic classroom teaching and management skills and procedures are covered. Secondly, more comprehensive methods and strategies known to impact positively on children with special needs are introduced. The current focus is on cooperative learning strategies and peer tutoring. The major pro portion of the course will be devoted to behavioural management strategies, including the Bruner model, behaviour modification, as well as self-direct, reality therapy, logical consequences, and social skills training.

EDU5335 EMOTIONAL AND BEHAVIOURAL PROBLEMS OF CHILDREN AND ADOLESCENTS (FOEDU - NONA)
Units 1.0 (Teacher Education: Special Edu) Band 5
State law in Queensland (Australia) requires that all adults working/university experience/researching with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card). (See “Other Requirements” for further information.)

This introductory course comprises a comprehensive study of the educational support needs of students with intellectual impairment, learning disabilities, emotional and behavioral disorders, communicati on disorders, sensory impairments, and physical impairments. There is also an emphasis on the exceptional needs of students who are gifted and talented. Information about disabling conditions which may impact on school learning and adjustment is presented, but the emphasis is on evaluating the individual learning needs of students to optimise their access to the curriculum.

EDU5351 SUPERVISED PROJECT 2 (FOEDU - PGRD)
Units 2.0 (Education Studies) Band 5
State law in Queensland (Australia) requires that all adults working/university experience/researching with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card). (See “Other Requirements” for further information.)

This course will focus on the potential role of technology in achieving the goals of current educational reform efforts through the use of new pedagogic methods focusing on the development of higher-order reasoning and problem-solving skills. NOTE 1: This course (EDU5343) is available through INTERNET DELIVERY ONLY. There are NO print materials for this course. For details of the technical requirements and accessing Internet study materials, please consult the following URL: http://usqconnect.usq.edu.au.
teaching and learning in a variety of educational contexts. Emphasis


Requirements" for further information.) Also see:


Units 1.0 (Education not elsewhere classed) Band 5

State law in Queensland (Australia) requires that all adults working/undertaking professional experience/research with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card). (See "Other Requirements" for further information.)

Units 1.0 (Education not elsewhere classed) Band 5

Students will have opportunities to develop and extend existing knowledge in the use of ICTs within an educational setting. Emphasis will be placed upon exploring integration of ICT resources to enhance teaching and learning. Students will become familiar with methods for the evaluation, selection, acquisition and deployment of ICT to support the teaching of particular subject areas. This unit and its prerequisites will be considered, together with approaches to the design and implementation of professional development in the educational use of ICTS. NOTES: 1. This course (EDU5461) is available through INTERNET DELIVERY ONLY. There are NO print materials for this course. 2. For details of the technical requirements and accessing Internet study materials, please consult the following URL: http://usqconnect.us.edu.au.

EDU472 COMPUTER BASED RESOURCES IN EDUCATION (FOEDU - PGRD)

Units 1.0 (Education Studies) Band 5

State law in Queensland (Australia) requires that all adults working/undertaking professional experience/research with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card). (See "Other Requirements" for further information.) Also see:


This course will consider both the theory and practice associated with a variety of approaches to the application of computers for teaching and learning in a variety of educational contexts. Emphasis will be placed upon the use of computer technologies to support curriculum development and implementation. Students will be introduced to background of e-learning environments of educational and institutional purposes, learning design, instructional methods, educational theory and trends in the educational use of computing. NOTES: 1. This course (EDU472) is available through INTERNET DELIVERY ONLY. There are NO print materials for this course. 3. For details of the technical requirements and accessing Internet study materials, please consult the following URL: http://usqconnect.us.edu.au.

EDU472 COMPUTING IN EDUCATION (FOEDU - PGRD)

Units 1.0 (Education Studies) Band 5

State law in Queensland (Australia) requires that all adults working/undertaking professional experience/research with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card). (See "Other Requirements" for further information.)

Units 1.0 (Education Studies) Band 5

State law in Queensland (Australia) requires that all adults working/undertaking professional experience/research with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card). (See "Other Requirements" for further information.)


This course will provide an introduction to human resource management theory as a basis from which students can explore their own organisation's capacity for innovation. Students will analyse their organisation's HRM systems and performance management systems, including learning, career management, employee engagement and performance. Students will explore the ideas and processes for facilitating innovation within their organisation, and will be familiarised with other organisational contexts.

EDU5315 MANAGING RESOURCES IN THE NEW ORGANISATION (FOEDU - PGRD)

Units 1.0 (Education Studies) Band 5

State law in Queensland (Australia) requires that all adults working/undertaking professional experience/research with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card). (See "Other Requirements" for further information.)

Units 1.0 (Education Studies) Band 5

This course will require students to investigate the underlying philosophical and theoretical themes that are brought together to form an approach to teaching that has been termed "critical pedagogy". The contributions of activists, feminists and schools of thought (such as poststructuralism, critical theory and the Frankfurt School, post-colonial theory, whiteness studies and identity politics in particular) will be presented in order to examine the aims, intentions and dilemmas of a critical approach to pedagogy. More specific issues within critical pedagogy and their applications to multicultural education and anti-racist teaching - as well as the relationship between curriculum and pedagogy will be considered. Students will also study the work of late-20th Century writers such as Paulo Freire, Peter McLaren and Henry Giroux will be specifically discussed and by examining how their ideas can be re-contextualised and adapted for work in Australia. The course will provide an exploration and analysis of the postcorporate management strategies are explored in detail. Particularly, "resources" are viewed as the value-added product of work in organisational contexts, employee participation, culture and change management. Students will be encouraged to emphasise the ideas and processes for facilitating innovation within their organisation, and will be familiarised with other organisational contexts.

EDU5317 EDUCATIONAL MEASUREMENT AND ASSESSMENT IN INCLUSIVE EDUCATION (FOEDU - PGRD)

Units 1.0 (Teacher Education: Special Edu) Band 5

This course introduces students to the concepts of educational administration largely through perspectives drawn from the field of organisation theory. Students are introduced to the development of thought in the field of educational administration by examining the two major perspectives, the functionalist and interpretative paradigms. Students are then introduced to the concept of a modernist-organisation and explore the postmodern perspective on organisation theory.
EDU8313 ORGANISATIONAL TRANSFORMATION THROUGH LEARNING (FOEDU - PGRD)

Units 1.0 (Education not elsewhere classified) Band 5

State law in Queensland (Australia) requires that all adults working/undergoing professional experience/researching with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card). (See “Other Requirements” for further information.) Also see: http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html

The first module sets the context for the course, exploring the breadth and depth of organisational transformation and the various factors that influence it. The second module covers organisational transformation from both a theoretical and practical perspective, focusing on the role of leadership in facilitating change. The third module explores the implementation of organisational transformation, including the development of a transformation plan and the evaluation of its impact. The final module provides an opportunity for students to apply what they have learned in a real-world setting, working with an organisation to implement a transformation project.

EDU8319 MARKETING YOUR EDUCATIONAL ORGANISATION (FOEDU - PGRD)

Units 1.0 (Education not elsewhere classified) Band 5

State law in Queensland (Australia) requires that all adults working/undergoing professional experience/researching with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card). (See “Other Requirements” for further information.) Also see: http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html

This course introduces students to the major theories of career development and explores the practical application of these theories in educational settings. Students will learn about the role of teachers in supporting career development, including the importance of developing strong relationships with students and working collaboratively with other professionals. The course also covers the development of career education programs and the evaluation of their effectiveness.

EDU8321 LEARNING DISABILITIES: THEORY AND PRACTICE (FOEDU - PGRD)

Units 1.0 (Teacher Education: Special Edu) Band 5

State law in Queensland (Australia) requires that all adults working/undergoing professional experience/researching with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card). (See “Other Requirements” for further information.) Also see: http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html

This course will introduce students to the major theories of career development and explore the practical application of these theories in educational settings. Students will learn about the role of teachers in supporting career development, including the importance of developing strong relationships with students and working collaboratively with other professionals. The course also covers the development of career education programs and the evaluation of their effectiveness.

EDU8322 TEACHING STUDENTS WITH SEVERE ADJUSTMENT PROBLEM (FOEDU - PGRD)

Units 1.0 (Teacher Education: Special Edu) Band 5

State law in Queensland (Australia) requires that all adults working/undergoing professional experience/researching with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card). (See “Other Requirements” for further information.) Also see: http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html

This course introduces students to the major theories of career development and explores the practical application of these theories in educational settings. Students will learn about the role of teachers in supporting career development, including the importance of developing strong relationships with students and working collaboratively with other professionals. The course also covers the development of career education programs and the evaluation of their effectiveness.

EDU8324 LEARNING DIFFICULTIES: READING (FOEDU - PGRD)

Units 1.0 (Teacher Education: Special Edu) Band 5

State law in Queensland (Australia) requires that all adults working/undergoing professional experience/researching with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card). (See “Other Requirements” for further information.) Also see: http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html

This course introduces students to the major theories of career development and explores the practical application of these theories in educational settings. Students will learn about the role of teachers in supporting career development, including the importance of developing strong relationships with students and working collaboratively with other professionals. The course also covers the development of career education programs and the evaluation of their effectiveness.

EDU8325 INTRODUCTION TO EDUCATIONAL COUNSELLING (FOEDU - PGRD)

Units 1.0 (Teacher Education: Special Edu) Band 5

State law in Queensland (Australia) requires that all adults working/undergoing professional experience/researching with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card). (See “Other Requirements” for further information.) Also see: http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html

This course introduces students to the major theories of career development and explores the practical application of these theories in educational settings. Students will learn about the role of teachers in supporting career development, including the importance of developing strong relationships with students and working collaboratively with other professionals. The course also covers the development of career education programs and the evaluation of their effectiveness.

EDU8332 ADVANCED EDUCATIONAL COUNSELLING (FOEDU - PGRD)

Units 1.0 (Teacher Education: Special Edu) Band 5

Pre-requisite: EDU8332

State law in Queensland (Australia) requires that all adults working/undergoing professional experience/researching with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card). (See “Other Requirements” for further information.) Also see: http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html

This course introduces students to the major theories of career development and explores the practical application of these theories in educational settings. Students will learn about the role of teachers in supporting career development, including the importance of developing strong relationships with students and working collaboratively with other professionals. The course also covers the development of career education programs and the evaluation of their effectiveness.

EDU8334 CONFLICT MANAGEMENT (FOEDU - PGRD)

Units 1.0 (Teacher Education: Special Edu) Band 5

State law in Queensland (Australia) requires that all adults working/undergoing professional experience/researching with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card). (See “Other Requirements” for further information.) Also see: http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html

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EDU8335 CAREER DEVELOPMENT IN EDUCATIONAL SETTINGS: THEORY AND PRACTICE (FOEDU - PGRD)

Units 1.0 (Teacher Education: Special Edu) Band 5

State law in Queensland (Australia) requires that all adults working/undergoing professional experience/researching with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card). (See “Other Requirements” for further information.) Also see: http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html

This course introduces students to the major theories of career development and explores the practical application of these theories in educational settings. Students will learn about the role of teachers in supporting career development, including the importance of developing strong relationships with students and working collaboratively with other professionals. The course also covers the development of career education programs and the evaluation of their effectiveness.

EDU8336 CONSULTATION AND COMMUNICATION: THEORY AND PRACTICE (FOEDU - PGRD)

Units 1.0 (Teacher Education: Special Edu) Band 5

State law in Queensland (Australia) requires that all adults working/undergoing professional experience/researching with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card). (See “Other Requirements” for further information.) Also see: http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html

This course introduces students to the major theories of career development and explores the practical application of these theories in educational settings. Students will learn about the role of teachers in supporting career development, including the importance of developing strong relationships with students and working collaboratively with other professionals. The course also covers the development of career education programs and the evaluation of their effectiveness.

EDU8337 TOPICS IN INCLUSIVE EDUCATION (FOEDU - PGRD)

Units 1.0 (Teacher Education: Special Edu) Band 5

State law in Queensland (Australia) requires that all adults working/undergoing professional experience/researching with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card). (See “Other Requirements” for further information.) Also see: http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html

This course introduces students to the major theories of career development and explores the practical application of these theories in educational settings. Students will learn about the role of teachers in supporting career development, including the importance of developing strong relationships with students and working collaboratively with other professionals. The course also covers the development of career education programs and the evaluation of their effectiveness.

EDU8338 CONSULTATION AND COMMUNICATION: THEORY AND PRACTICE (FOEDU - PGRD)

Units 1.0 (Teacher Education: Special Edu) Band 5

State law in Queensland (Australia) requires that all adults working/undergoing professional experience/researching with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card). (See “Other Requirements” for further information.) Also see: http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html

This course introduces students to the major theories of career development and explores the practical application of these theories in educational settings. Students will learn about the role of teachers in supporting career development, including the importance of developing strong relationships with students and working collaboratively with other professionals. The course also covers the development of career education programs and the evaluation of their effectiveness.

EDU8339 CAREER DEVELOPMENT IN EDUCATIONAL SETTINGS: THEORY AND PRACTICE (FOEDU - PGRD)

Units 1.0 (Teacher Education: Special Edu) Band 5

State law in Queensland (Australia) requires that all adults working/undergoing professional experience/researching with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card). (See “Other Requirements” for further information.) Also see: http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html

This course introduces students to the major theories of career development and explores the practical application of these theories in educational settings. Students will learn about the role of teachers in supporting career development, including the importance of developing strong relationships with students and working collaboratively with other professionals. The course also covers the development of career education programs and the evaluation of their effectiveness.
EDU8416 INVESTIGATING LITERACY PRACTICES IN EDUCATIONAL CONTEXTS (FOEDU - PGRD)

Units 1.0 (Education not elsewhere classed) Band 5

State law in Queensland (Australia) requires that all adults working/undertaking professional experience/researching with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card). (See “Other Requirements” for further information.)

This course will allow students the opportunity to develop and apply understandings about literacy as social practice and educational contexts. Students will examine literacy practices, discourses and pedagogical practices, and the way that literacy learning and teaching practices are shaped and formation. Students will develop critical understandings of the role and practice of literacy and the implications for educational literacy practices with the literacy practices of other social settings and consider the potential for literacy learning in a range of contexts. Students will develop skills to analyse their own teaching practices and will consider how educational practices might change to optimise literacy learning.

EDU8417 ISSUES IN CHILDREN'S LITERATURE AND EDUCATION (FOEDU - PGRD)

Units 1.0 (Education not elsewhere classed) Band 5

State law in Queensland (Australia) requires that all adults working/undertaking professional experience/researching with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card). (See “Other Requirements” for further information.)

This course will allow students the opportunity to study current and emerging issues in children’s literature that reflect social and cultural trends in literacy education. Students will draw on the disciplines of Arts and Education in order to explore these issues in children’s and young adults’ literature. A variety of perspectives on these issues will be presented by writers from different ethnic and cultural backgrounds. Students will develop an understanding of the interplay of features relevant to reading for pleasure and understanding, critical reading and the role of children in the reading process.

EDU8421 EFFECTIVE PEGAGOGIES IN SCIENCE AND MATHEMATICS EDUCATION (FOEDU - PGRD)

Units 1.0 (Education not elsewhere classed) Band 5

State law in Queensland (Australia) requires that all adults working/undertaking professional experience/researching with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card). (See “Other Requirements” for further information.)

This course will allow students the opportunity to research and develop effective pedagogical practices in science and mathematics education. Students will explore major scientific research findings, and the implications of these findings for pedagogical practice. They will also have the opportunity to research and develop innovative learning activities that involve students in exploring and constructing scientific understandings.

EDU8431 AUTHENTIC ASSESSMENT (FOEDU - PGRD)

Units 1.0 (Education not elsewhere classed) Band 5

State law in Queensland (Australia) requires that all adults working/undertaking professional experience/researching with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card). (See “Other Requirements” for further information.)

This course will examine the evidence for the development and effectiveness of authentic assessment tools and methods. Students will be introduced to the range of strategies and tools that can be used to assess the learning of children, and the implications of these tools for the design and implementation of assessment tasks. Students will be encouraged to develop innovative authentic assessment tasks and to critically reflect on the effectiveness of these tasks.

EDU8432 MULTI-MODAL REPRESENTATIONS OF KNOWING (FOEDU - PGRD)

Units 1.0 (Education not elsewhere classed) Band 5

State law in Queensland (Australia) requires that all adults working/undertaking professional experience/researching with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card). (See “Other Requirements” for further information.)

This course will examine the use of different representations of science concepts and processes, to be able to translate these into others and coordinate their use in their own scientific knowledge. Students will learn to identify multi-modal representations and to apply them to their classroom. This course will examine how teachers and students’ practices and beliefs develop by using multi-modal representations of concepts to support science and mathematics learning. NOTES: 1. This course (EDU8427) is available through INTERNET DELIVERY ONLY. There are NO print materials for this course. 2. For details of the technical requirements and accessing Internet study materials, please consult the following URL: http://usqconnect.usq.edu.au.

EDU8441 SPORT, CULTURE AND SOCIAL THEORY (FOEDU - PGRD)

Units 1.0 (Education not elsewhere classed) Band 5

State law in Queensland (Australia) requires that all adults working/undertaking professional experience/researching with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card). (See “Other Requirements” for further information.)

This course will allow students to engage with critical issues that face the sports industry and allied professions. A range of relevant social theories will be considered through the examination of issues such as gender, race, class, and social inequality. Students will critically analyse the social and cultural trends in literacy education. Students will develop an understanding of the role and practice of literacy and the implications for educational literacy practices with the literacy practices of other social settings. Students will consider the potential for literacy learning in a range of contexts. Students will develop skills to analyse their own teaching practices and will consider how educational practices might change to optimise literacy learning.

EDU8461 ADVANCED STUDIES IN PROFESSIONAL PRACTICE (FOEDU - PGRD)

Units 2.0 (Education Studies) Band 5

State law in Queensland (Australia) requires that all adults working/undertaking professional experience/researching with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card). (See “Other Requirements” for further information.)

This course will allow students to undertake an in-depth study of their chosen area of professional interest. The course will provide an opportunity for students to develop and apply their knowledge and understanding of professional practice, and to engage critically with the literature and practice in their chosen field. Students will undertake a substantial research project, which will be based on their major research interest. This project will be completed with a final report and a presentation. Students will be required to submit a draft proposal for their major research in the Doctor of Education program. Students will also be required to participate in group meetings with their advisor and other students, to discuss and clarify their project plans and progress. Students will also be required to engage in collaborative problem-solving research groups of students and staff during the course. This course will promote and apply the skills needed for preparing, conducting and reporting research in education.

EDU9601 PROPOSAL FOR RESEARCH 1 (FOEDU - RSCH)

Units 2.0 (Education Studies) Band 5

Pre-requisite: EDU8601 or Enrolment in EDU8602 and EDU8603 and EDU8604 and EDU8605 and EDU8606

State law in Queensland (Australia) requires that all adults working/undertaking professional experience/researching with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card). (See “Other Requirements” for further information.)

This course allows students to develop a proposal for a study involving up to four related field studies based on specified criteria and include the methods which will be used to present and report the study. Students selecting the Multiple Investigations thesis alternative will prepare a draft proposal for a thesis which will be based on specified criteria and include the methods which will be used to present and report the study. Students selecting the Multiple Investigations thesis alternative will prepare a draft proposal for a thesis which will be based on specified criteria and include the methods which will be used to present and report the study. Students selecting the Multiple Investigations thesis alternative will prepare a draft proposal for a thesis which will be based on specified criteria and include the methods which will be used to present and report the study. Students selecting the Multiple Investigations thesis alternative will prepare a draft proposal for a thesis which will be based on specified criteria and include the methods which will be used to present and report the study. Students selecting the Multiple Investigations thesis alternative will prepare a draft proposal for a thesis which will be based on specified criteria and include the methods which will be used to present and report the study.

EDU9612 PROPOSAL FOR RESEARCH 2 (FOEDU - RSCH)

Units 2.0 (Education Studies) Band 5

Pre-requisite: EDU8601 or Enrolment in EDU8601

State law in Queensland (Australia) requires that all adults working/undertaking professional experience/researching with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card). (See “Other Requirements” for further information.)

This course allows students to develop a proposal for a study involving up to four related field studies based on specified criteria and include the methods which will be used to present and report the study. Students selecting the Multiple Investigations thesis alternative will prepare a draft proposal for a thesis which will be based on specified criteria and include the methods which will be used to present and report the study. Students selecting the Multiple Investigations thesis alternative will prepare a draft proposal for a thesis which will be based on specified criteria and include the methods which will be used to present and report the study. Students selecting the Multiple Investigations thesis alternative will prepare a draft proposal for a thesis which will be based on specified criteria and include the methods which will be used to present and report the study. Students selecting the Multiple Investigations thesis alternative will prepare a draft proposal for a thesis which will be based on specified criteria and include the methods which will be used to present and report the study. Students selecting the Multiple Investigations thesis alternative will prepare a draft proposal for a thesis which will be based on specified criteria and include the methods which will be used to present and report the study.
EDU9613 CONDUCT OF RESEARCH 1 (FOEDU - RSCH)
Units 2.0 (Education Studies) Band 5
Pre-requisite: EDU9132
State law in Queensland (Australia) requires that all adults working/undertaking professional experience/researching with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card). (See "Other Requirements" for further information.) Also see: http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html.

The aim of this course is to ensure that ethics clearance is obtained for the conduct of the research and that the research plan implement is acceptable. In most instances (in both the dissertation and folio alternatives) this will involve some of the following activities depending on the nature of the study: the development and trialing of instruments, development of a sampling strategy, the refinement of re search questions, the design and collection of data in accordance with the proposed research gathering data. Students will work with supervisors in the conduct of their research to implement a methodology which will permit rigorous investigation of the topic.

EDU9614 CONDUCT OF RESEARCH 2 (FOEDU - RSCH)
Units 2.0 (Education Studies) Band 5
Pre-requisite: EDU9133 or Enrolment in EDU9133
State law in Queensland (Australia) requires that all adults working/undertaking professional experience/researching with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card). (See "Other Requirements" for further information.) Also see: http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html.

The aim of this course is to continue the research activities as planned. Depending on the nature of the study, at this stage, in both the dissertation and folio alternatives, this will typically involve continuation of data collection activities and ongoing writing of planned sections of dissertation or folio. Students will work with supervisors in the conduct of their research to implement a methodology which will permit rigorous investigation of the topic.

EDU9615 CONDUCT OF RESEARCH 3 (FOEDU - RSCH)
Units 2.0 (Education Studies) Band 5
Pre-requisite: EDU9134
State law in Queensland (Australia) requires that all adults working/undertaking professional experience/researching with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card). (See "Other Requirements" for further information.) Also see: http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html.

This course is a continuation of the research project designed and commenced in EDU 9613. The specific tasks required for the completion of this course will be negotiated between the student and his/her supervisor. It is expected that the major activities during this course will be data collection and analysis depending on the nature of the study.

EDU9616 CONDUCT OF RESEARCH 4 (FOEDU - RSCH)
Units 2.0 (Education Studies) Band 5
Pre-requisite: EDU9135 or Enrolment in EDU9135
State law in Queensland (Australia) requires that all adults working/undertaking professional experience/researching with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card). (See "Other Requirements" for further information.) Also see: http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html.

This course is a continuation of the research project designed and commenced in EDU 9613. The specific tasks required for the completion of this course will be negotiated between the student and his/her supervisor. Activities at this stage, depending on the nature of the study, may include: the compilation of final data collection and analysis, or data interpretation, formulation of findings and substantial written drafts of specified sections or chapters of the dissertation or folio.

EDU9617 PRESENTATION AND DISSEMINATION OF STUDY 1 (FOEDU - RSCH)
Units 2.0 (Education Studies) Band 5
Pre-requisite: EDU9161
State law in Queensland (Australia) requires that all adults working/undertaking professional experience/researching with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card). (See "Other Requirements" for further information.) Also see: http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html.

This course is a continuation of the research project designed and commenced in EDU 9613. The specific tasks required for the completion of this course will be negotiated between the student and his/her supervisor. It is expected that this course will culminate with the production of a dissertation or folio in draft form.

EDU9618 PRESENTATION AND DISSEMINATION OF STUDY 2 (FOEDU - RSCH)
Units 2.0 (Education Studies) Band 5
Pre-requisite: EDU9167 or Enrolment in EDU9167
State law in Queensland (Australia) requires that all adults working/undertaking professional experience/researching with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card). (See "Other Requirements" for further information.) Also see: http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html.

This course is a continuation of the research project designed and commenced in EDU 9613. The specific tasks required for the completion of this course will be negotiated between the student and his/her supervisor. It is expected that this course will culminate with the production of a dissertation or folio in draft form.

EDU9619 ELECTRICAL AND ELECTRONIC PRACTICE A (FOENS - UGRD)
Units 0.0 (Elect and Elect Eng and Techn) Band 2
Pre-requisite: MAT1100 or MAT1102
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ELE2601 TELECOMMUNICATIONS PRINCIPLES
(FoENS - UGRD)
Units 1.0 (Communications Technologies) Band 2
Pre-requisite: ELE1502 or Students must be enrolled in one of the following Programs: GCEN or GDET or METC

This course introduces the fundamental principles that underlie the electronic communications industry and is an essential part of the modern world. It provides two way communications for both voice and data services as well as radio and television broadcasts. This course introduces the building blocks and the principles on which modern electronic communications systems operate. It covers the nature of signals in both the time and frequency domain and considers how information signals may be transmitted using modulated carrier signals. Radio frequency transmission lines, radio wave propagation and basic antennas are included. In general the course considers systems which operate below 1 GHz.

ELE2702 ELECTRICAL MEASUREMENT AND ANALYSIS
(FoENS - UGRD)
Units 1.0 (Electrical Engineering) Band 2
Pre-requisite: MAT1100 and ELE1001

In electrical, electronic and instrumentation industries, engineering professionals require measurement expertise for decision making and performance evaluation to comply with Australian Standards. They need to have an understanding of software, measurement techniques and to become familiar with Australian Standards. This course deals with the theoretical aspects of using analogue measuring instruments and test equipment, and analytical techniques for performance evaluation of components, devices and circuits.

ELE2704 ELECTRICITY SUPPLY SYSTEMS
(FoENS - UGRD)
Units 1.0 (Electrical Engineering) Band 2
Recommended prior or concurrent study: ELE3803 or ELE2702 or ELE1001

This course introduces the principles and practical aspects of generation, transmission distribution and control of electrical energy. On successful completion of this course, the student should be able to discuss the technical, environmental and economic considerations of power systems. It covers the operation and control of different types of electrical plant operators, transformers, circuit breakers, cables, insulators and transmission and distribution lines. Consideration is given to power system stability, load flow, and fault analysis of power systems using computer software tools.

ELE2912 ELECTRICAL AND ELECTRONIC SYSTEMS (FOENS - UGRD)
Units 0.0 (Elect and Electr Eng and Techn) Band 2
Recommended prior or concurrent study: ELE2003 and (ELE2013 or ELE2011)

The purpose of this practice course is to provide experimental support for level two of all internal programs and level three of all external programs in Electrical and Electronic Computer Systems. Instrumentation and Control Engineering, and Software Engineering. Engineer ing practice skills, such as the ability to perform practical and project work, innovation, problem identification and solution and engineering judgement will be developed as the students progress through the program. The development of communication skills is also encouraged in the engineering practice courses. This practice course will use the physical lab to reinforce the learning of theory and develop observation and interpretation skills and to stimulate interest and develop self confidence.

ELE2913 ELECTRICAL AND ELECTRONIC PRACTICE C
(FOENS - UGRD)
Units 0.0 (Elect and Electr Eng and Techn) Band 2
Recommended prior or concurrent study: ELE2001 and ELE2004 or ELE2060 and ELE2061

The purpose of this practice course is to provide experimental support for the 2nd level of day programs, and the 4th level of all external programs in Electrical & Electronic Engineering. This practice course provides experience in many aspects of experimental work in rotating machines, Transformers and Power Systems, Electronic Circuit Testing, Component and Circuit Characterisation, Waveform Analysis and Transmission Lines. The principle objectives are to allow the student to develop practical skills, a knowledge of devices, equipment and techniques; reinforce the learning of theory; develop observation and interpretation skills; stimulate interest and develop self confidence.

ELE3050 COMPUTER CONTROLLED SYSTEMS
(FOENS - UGRD)
Units 1.0 (Electrical Engineering) Band 2
Pre-requisite: ELE2103

To apply control to any 'real' problem, it is first necessary to express the system to be controlled in mathematical terms. The 'state space' approach provides a means to approach and solve control design problems, and the state equations give a means of simulating the system and its controller for both linear and nonlinear cases. Many of the implementations of on-line control now involve a computer which applies control algorithms at discrete intervals of time rather than continually. It is shown that discrete-time state equations can be derived which have much in common with the continuous ones. Simulation does not then rely on a very small time step. The operator 'z' is first introduced with the meaning of 'next', resulting in a higher order difference equation to represent the system, then shown to be a parameter in the infinite series which is summed to form a 'z-transform'. It is shown that the discrete-time transformation can be derived from the Laplace transform of the continuous system, with additional terms to represent the zero order hold of the DAC. Analysis of stability in terms of the root locus technique is extended to polynomial. Computer programs are presented for synthesising transfer functions by means of a few lines of computer code, to make stable control possible for systems which would be unstable with simple feedback.

ELE3107 SIGNAL PROCESSING
(FOENS - UGRD)
Units 1.0 (Electrical, Electronic, Engine) Band 2
Recommended prior or concurrent study: ELE2103

Signal processing is the treatment of signals to enable detection, classification, transmission or enhancement. Such signals may, for example, be the apparent noise generated by a mechanical process, music, speech or other audio, or a video image. This course aims to give the student a thorough grounding in the theoretical and practical aspects of digital signal processing. Practical applications of signal processing are emphasised via directed experimentation and assignment work.

ELE3305 COMPUTER SYSTEMS AND COMMUNICATIONS PROTOCOLS
(FOENS - UGRD)
Units 1.0 (Computer Engineering) Band 2
Recommended prior or concurrent study: ELE1001 and ELE2003

In recent times, computing and data communications have tended to converge, such that data communications has become an integral part of almost every computer system. This course is based around two central themes. The first is the logical extension of the material covered in the preceding Computer Engineering courses. This in turns a more detailed study of advanced computer design including memory management, virtual memory, process management, cache memory, processor architectures and performance. The second theme is the design, implementation and use of data communication, network protocols and co-ordination of device operations. This course covers local area network protocols such as Ethernet, together with higher level protocols such as FTP/IP. An in-depth understanding of the theoretical and practical operation of these protocols is emphasised by implemented examples.

ELE3307 REAL TIME SYSTEMS
(FOENS - UGRD)
Units 1.0 (Computer Engineering) Band 2
Pre-requisite: ELE3101 or Students must be enrolled in one of the following Programs: GCEN or GDET or METC

Recommended prior or concurrent study: CSC1401

Many engineering systems today involve the integration of computer control and software development processes to enable the physical interactions of hardware devices. The course places an emphasis on end-user requirements analysis and specification, the software development lifecycle, design and specification techniques, component testing and integration testing, and maintenance and cost issues, together with an introduction to software project management. The selection of software development paradigms, design for re-use, test coverage, coding and documentation conventions, and revision management tools are examined. Current and emerging trends in software development is addressed using professional literature and industry case studies. The course is enriched by the coverage of other aspects such as ethical considerations and team psychology.

ELE3401 SOFTWARE ENGINEERING DESIGN PRINCIPLES
(FOENS - UGRD)
Units 1.0 (Computer Engineering) Band 2
Recommended prior or concurrent study: CSC1305 and CSC2407

In this course the student will gain a broad understanding of all aspects of software development priciples, methodologies and techniques. This includes user interaction, user interface design and, at the circuit level which includes the effects and minimisation of electromagnetic emissions. It is also the responsibility of professionals to be able to specify and evaluate equipment for a given system. The course is structured as follows: Firstly, an in-depth understanding of the physical principles of making accurate, precise and trustworthy measurements is provided. This includes electrical and electronic measurement of small quantities (microwatts, micromicroamps, picoseconds) and summation and subtraction within specified limits. Automation of such measurements is also on the rapid increase. However, in the face of these developments the need to comprehend the physical principles of making accurate, precise and trustworthy measurements, particularly of small quantities (microwatts, micromicroamps, picoseconds) remains fundamental. It is the task of the engineering professional to be able to specify and evaluate equipment for a given measurement task; this requires an appreciation of electronic measurement systems: at the system level an awareness of the range, operating principles and limitations of commercial test equipment; at the component level this includes the effect of external interference, commonly employed circuit and IC configurations such as the Phase Lock Loop and frequency synthesizers, and choice of component in the form of embedded systems. An engineer must also be aware of the operating requirements of equipment is the need for them to be electromagnetically compatible. It is the task of the software professionals to implement measurement systems with regard to their physical, human and environmental impact, and some introduction to these issues is also provided.

ELE3506 ELECTRONIC MEASUREMENT
(FOENS - UGRD)
Units 1.0 (Electronic Engineering) Band 2
Pre-requisite: ELE1502 and ELE2103 or ELE2702 and ELE2003

Students must be enrolled in one of the following Programs: GCEN or GDET or METC

Central to the protection of all electrical engineering professionals is the requirement to understand the measurement of electrical quantities, or, more generally, physical quantities whose values have been rendered electrical by a transducer. Such measurements are almost invariably made with the aid of electronics, and increasingly by sophisticated instrumentation which provide multifunctional displays and analytical capabilities. Automation of such measurements is also on the rapid increase. However, in the face of these developments the need to comprehend the physical principles of making accurate, precise and trustworthy measurements, particularly of small quantities (microwatts, micromicroamps, picoseconds) remains fundamental. It is the task of the engineering professional to be able to specify and evaluate equipment for a given measurement task; this requires an appreciation of electronic measurement systems: at the system level an awareness of the range, operating principles and limitations of commercial test equipment; at the component level this includes the effect of external interference, commonly employed circuit and IC configurations such as the Phase Lock Loop and frequency synthesizers, and choice of component in the form of embedded systems. An engineer must also be aware of the operating requirements of equipment is the need for them to be electromagnetically compatible. It is the task of the software professionals to implement measurement systems with regard to their physical, human and environmental impact, and some introduction to these issues is also provided.
ELE3803 ELECTRICAL PLANT (FOENS - UGRD)
Units 1.0 (Electrical Engineering) Band 2
Pre-requisite: ELE1801 or Students must be enrolled in one of the following Programs: GCEN or GDET or METC or MEPR
Recommended prior or concurrent study: ELE2702 for Bachelor of Engineering Technology and Associate Degree programs.

ELE3913 COMPUTER SYSTEMS ENGINEERING PRACTICE (FOENS - UGRD)
Units 0.0 (Computer Engineering) Band 2
Pre-requisite: ELE1502 and ELE1801 or Students must be enrolled in one of the following Programs: GCEN or GDET or METC or MEPR

ELE4605 FIELDS AND WAVES (FOENS - UGRD)
Units 1.0 (Communications Technologies) Band 2
Pre-requisite: Module 1, Module 2, Module 3 or Module 4 or ELE3001 or Students must be enrolled in one of the following Programs: GCEN or GDET or METC or MEPR
Recommended prior or concurrent study: MAT2100

ELE4607 ADVANCED DIGITAL TRANSMISSION (FOENS - UGRD)
Units 1.0 (Communications Technologies) Band 2
Pre-requisite: ELE1801 or Students must be enrolled in one of the following Programs: GCEN or GDET or METC or MEPR
Recommended prior or concurrent study: ELE2107

The purpose of this course is to introduce students to engineering and surveying in a stimulating way and to provide them with some understanding and skills which will enable them to effectively learn and understand their profession. Areas covered are the nature of engineering and surveying, the interaction of engineering and surveying with society and the environment, and exposure to a range of professional skills. These areas are covered by a selection of case studies and a number of modules on simple engineering planning and effective communication.

ENG1100 PRINCIPLES OF PROFESSIONAL ENGINEERING AND SURVEYING (FOENS - UGRD)
Units 1.0 (Engineering Technology not classified) Band 2
The rationale for this course is to introduce students to engineering and surveying in a stimulating way and to provide them with some understanding and skills which will enable them to effectively learn and understand their profession. Areas covered are the nature of engineering and surveying, the interaction of engineering and surveying with society and the environment, and exposure to a range of professional skills. These areas are covered by a selection of case studies and a number of modules on simple engineering planning and effective communication.

ENG1101 ENGINEERING PROBLEM SOLVING 1 (FOENS - UGRD)
Units 1.0 (Engineering Technology not classified) Band 2
This course introduces the student to some important measurement and analytical tools that will provide the basis for future work. The student will be introduced to the concept of a system and to the need for teamwork in most engineering activities. Aspects of physical properties are investigated together with the scientific and mathematical principles that these are applied to the analysis of complex systems. The course is presented at an initial introductory level, intended for Year 1 degree level students and assumes some knowledge of basic electrical machinery and Newton’s first law.

ELE3806 COMMUNICATIONS SYSTEMS (FOENS - UGRD)
Units 1.0 (Communications Technologies) Band 2
Pre-requisite: Module 1, Module 2, Module 3 or Module 4 or ELE3001 or Students must be enrolled in one of the following Programs: GCEN or GDET or METC or MEPR
Recommended prior or concurrent study: ELE3006 and ELE4605

The purpose of this course is to provide an introduction to the speciﬁed techniques and components which are common to both analog and digital communications systems. Topics studied include phase locked loops, noise, modulation methods, electromagnetic propagation, antennas and satellite communication. The relevance of these topics is illustrated by reference to existing communication systems such as the telephone, radio, cellular mobile and microwave radio, radio navigation aids, and satellite communication systems. The course is presented at an introductory level, intended for Year 1 degree level students, and assumes some knowledge of basic electrical machinery and Newton’s first law.

This course introduces the student to the basic techniques and components which are common to both analog and digital communications systems. Topics studied include phase locked loops, noise, modulation methods, electromagnetic propagation, antennas and satellite communication. The relevance of these topics is illustrated by reference to existing communication systems such as the telephone, radio, cellular mobile and microwave radio, radio navigational aids, and satellite communication systems. The course is presented at an introductory level, intended for Year 1 degree level students, and assumes some knowledge of basic electrical machinery and Newton’s first law.
Consult the Handbook on the Web at http://www.usq.edu.au/handbook/current for any updates that may occur during the year.

Course synopsis (2008)

ENG1901 ENGINEERING PRACTICE 1 (FOENS - UGRD)
Units 0.0 (EnginTech not classified) Band 2
This course is the first of a series of Practice courses that are intended to enable students to acquire engineering and professional practice skills. Engineering practice skills, such as the ability to perform practical and project work, innovation, problem identification and solution, and engineering judgement, will be developed as students progress through their programmes of study through activities such as laboratory and fieldwork, engineering problem solving and design, and project work. Students will generally work in teams to assist with the building of group interaction skills such as negotiation and inter-active thinking. The development of other professional practice skills, such as written and oral communication, is also encouraged in the engineering practice courses. In this introductory course, engineering students will attend a residential school and undertake project work primarily associated with instrumentation and measurement, or enginereering materials and manufacturing. They will be required to prepare a comprehensive report and to present a seminar on one aspect of this work. Students will be introduced to the library and computing facilities of the University and are expected to utilise these resources in the compilation of their reports and seminars. A series of keynote addresses will be staged to assist students with their tasks. On-campus students will also undertake practical work in the areas of instrumenta-tion and measurement, or engineering materials and manufacturing, and will be required to prepare a comprehensive report and to present a seminar. For these students, the practical work will be performed throughout the semester. All students will be introduced to the Workplace Safety and Health Act and will undertake a preliminary workplace health and safety exercise. ENG1901 Engineering Practice 1 is intended primarily to cater for the needs of recent school leavers and people with limited workplace experience in engineering industry. If you have a trade certificate and have been employed in industry for some time, you will probably be able to claim exemption from this course.

ENG2002 TECHNOLOGY AND SOCIETY (FOENS - UGRD)
Units 1.0 (EnginTech not classified) Band 2
Students of engineering and surveying need to understand and be able to evaluate the impact of economics and environmental issues on the world of engineering. This course, therefore, seeks to provide the student with some insight into the "cutting edge" of current engineering and surveying practice. Of particular importance to the engineer is the ability to appreciate how politics, culture, economics and the law affect their work. Students will also participate in, and report on, a range of laboratory sessions, demonstrations, seminars and workshops provided by staff of the Faculty. The seminar programme is designed to include local representatives. Students are required to choose and self organise the completion of one or two similar activities off campus. These activities (labelled "boosts") are intended to provide a means of integrating the "cutting edge" of current engineering and surveying practice.

ENG3905 MECHATRANIC PRACTICE (FOENS - UGRD)
Units 0.0 (Mechanical, Industrial Enginee) Band 2
In mechatronics, mechanical, electrical and computing elements are combined to form an integrated whole. This course draws together mechanical, electrical, software and interfacing aspects of a mechatronic system through a progressive sequence of experiments. A motor is connected to a computer through a power amplifier, while another motor in tandem is monitored through an analogue interface to determine its speed. A line or two of code makes speed control possible. A test drive is set up. As the position is monitored, a more and more effort including some nonlinear strategies results in a virtually perfect speed control. An inverted pendulum is added to the test bed and a small vehicle drives a control scheme to keep it balanced. The test drive is repeated experimentally with pneumatic positioning and vision interfacing. This course will round off the formation of a mechatronics engineer.

ENG4004 ENGINEERING MANAGEMENT SCIENCE (FOENS - UGRD)
Units 1.0 (EnginTech not classified) Band 2
Management science techniques are used extensively in modern engineering industry to plan, organise and control construction and manufacturing. Management science is also referred to as 'operations research' and utilises quantitative analysis to assist with the decision making process. To achieve these analytical techniques, management science is now an integrated discipline and will include: project management, simulation to optimise the outcome. This course instructs students in the prime tools and techniques of project management and project work, but also in the management of other processes.

ENG4104 ENGINEERING PROBLEM SOLVING 4 (FOENS - UGRD)
Units 1.0 (EnginTech not classified) Band 2
Pre-requisite: ENG3102 or MAT102 Students must be enrolled in one of the following Programs: GENC or GDT or METC or MEPF
This course introduces the student to the treatment of real world engineering systems. Advanced problem solving and programming skills for the handling of non-linearity and partial differential equations will be learnt. In addition, students will be required to explore the philosophical approaches to engineering problem solving and evaluate the "downstream" consequences of specific solutions to the problems.
ENGS002 PROJECT AND DISSERTATION (FOENS - PGRD)

Units 4.0 (EnginTech not classified) Band 2
Pre-requisite: ENGS001

Students must have a minimum GPA of 5.0.

This course provides a vehicle for students to apply their formal knowledge and understanding of an engineering problem. With appropriate supervision, students will define and analyse the problem, and then develop and evaluate possible solutions. Where possible, the solution to the problem will be trialled using appropriate hardware. Students are expected to produce an accurate and detailed written account of their work.

ENGS011 ASSESSMENT OF FUTURE SPECIALIST TECHNOLOGY (FOENS - PGRD)

Units 1.0 (EnginTech not classified) Band 2

An overview is made of products and markets: Food and subsistence, travel, entertainment and sport, health and healing, participation sport, conflict, functions of government, information and entertainment. The shaping of a technology based society back to their original invention - eg, the invention of the lift underpins the possibility of the high rise building. Routes to innovation are considered, including product convergence, cross fertilisation - as with the effect of computing power on biotechnology. Invention by analogy with the ‘spin’ transistor. The nature of product stagnation is reviewed - as with the vacuum cleaner - and means by which novelty can be introduced (eg, Dyson). Fashion in innovation is observed - the tendency for leading-edge sequences or advances in a narrow field. Advantageous-deficiency is mentioned - the deliberate introduction of defects to induce sales of replacements.

ENGS101 TECHNOLOGICAL IMPACT AND ITS MANAGEMENT (FOENS - PGRD)

Units 1.0 (EnginTech not classified) Band 2

This course seeks to review current technological development and to evaluate its impact on the world on we live in. The relationship between technological change and technological development and the role of technological development on wealth creation and business is presented. The overall need to manage such developments is assessed as well as Technology creation, transfer and exploitation.

ENGS103 MANAGEMENT OF TECHNOLOGICAL RISK (FOENS - PGRD)

Units 1.0 (EnginTech not classified) Band 2

This course concerns with the prediction and assessment of technical risk. It introduces a range of qualitative and quantitative techniques ranging from the simple techniques of risk and risk-based decision making to their application in the design of projects and processes in such a way that potential adverse outcomes are minimised and opportunities maximised. The techniques have broad application and may be applied in the management of many technical areas, including manufacturing, construction, processing and plant supervision.

ENGS104 ASSET MANAGEMENT IN AN ENGINEERING ENVIRONMENT (FOENS - PGRD)

Units 1.0 (EnginTech not classified) Band 2

The aim of this course is to enhance the ability of technology managers and actuaries in making better economical and financial decisions for the construction and maintenance of infrastructure assets. This course is designed to cover all aspects of Asset management applied to infrastructure. The students are guided through the historical development of asset management, the role of asset management in the engineering environment, development of strategic plans for asset management, economic management of assets including asset valuation, asset operations and maintenance, integrated asset management, and computer based asset management systems.

ENGS111 PROJECT REQUIREMENTS MANAGEMENT (FOENS - PGRD)

Units 1.0 (Project Management) Band 2

The aim of the course is to introduce students to the critical nature of requirements in complex project environments and to explain the role that requirements play throughout the lifecycle. At the end of the course students will understand the critical role played by requirements in major projects, understand the attributes of effective requirement statements and how requirements management occurs throughout the lifecycle of a complex project.

ENGS205 TECHNOLOGY MANAGEMENT PRACTICE (FOENS - PGRD)

Units 1.0 (EnginTech not classified) Band 2

The course briefly reviews and then builds upon undergraduate management studies in the major areas of project estimating and...
ENG9004 ADVANCED DESIGN PRACTICE USING FINITE ELEMENT ANALYSIS (FOENS - PGRD)
Units 1.0 (Structural Engineering) Band 2
This course is concerned with the mechanics of "driving" an FEA package, using FE analysis to develop a more sophisticated qualitative understanding of structural phenomena, and using quantitative FEA results as the basis for design decisions particularly where code methods are not directly applicable. A considerable emphasis is placed on using FEA to consolidate and extend the understanding of a number of design phenomena likely to have been introduced in an undergraduate course. The course includes a substantial amount of design relevant theory required to understand the analysis of plate element models.

ENG9005 DESIGN OF OFFSHORE HARVEST AND JETTIES (FOENS - PGRD)
Units 1.0 (EngTech not classified) Band 2
Much of the design work associated with offshore berths has been pioneering, and a body of knowledge has grown locally with respect to design parameters and loadings, and associated load factors, which can be applied in the design of such structures. The design process is not supported by codes of practice in the main, and re- search has been the province of diverse disciplines, not directly convergent with or interested in the other fields of engineering required to truly encompass the spectrum of skills and knowledge required. It has therefore fallen largely to the practitioners to formulate predi- cation methods and adopt appropriate theories and levels of risk in the design process. In particular, the array of disciplines and skills which need to be integrated and assessed encompass: Geotechnical local of the submarine seabed conditions; Synoptic forecasting and hindcasting; Wave refraction, diffraction and reflection analysis; Structural analyses of offshore structures; Design processes.

ENG9011 INDEPENDENT RESEARCH IN ENGINEERING AND SURVEYING 1 (FOENS - RSCH)
Units 1.0 (EngTech not classified) Band 2
Full time research in engineering or surveying under the supervision of selected staff members.

ENG9012 INDEPENDENT RESEARCH IN ENGINEERING AND SURVEYING 2 (FOENS - RSCH)
Units 1.0 (EngTech not classified) Band 2
Full time research in engineering or surveying under the supervision of selected staff members.

ENG9021 INDEPENDENT RESEARCH IN ENGINEERING AND SURVEYING 1 (FOENS - RSCH)
Units 1.0 (EngTech not classified) Band 2
Full time research in engineering or surveying under the supervision of selected staff members.

ENG9022 INDEPENDENT RESEARCH IN ENGINEERING AND SURVEYING 2 (FOENS - RSCH)
Units 2.0 (EngTech not classified) Band 2
Part time research in engineering under the supervision of selected staff members.

ENG9023 INDEPENDENT RESEARCH IN ENGINEERING AND SURVEYING 3 (FOENS - RSCH)
Units 2.0 (EngTech not classified) Band 2
Part time research in engineering under the supervision of selected staff members.

ENG9041 INDEPENDENT RESEARCH IN ENGINEERING AND SURVEYING 1 (FOENS - RSCH)
Units 4.0 (EngTech not classified) Band 2
Full time research in engineering under the supervision of selected staff members.

ENG9042 INDEPENDENT RESEARCH IN ENGINEERING AND SURVEYING 2 (FOENS - RSCH)
Units 4.0 (EngTech not classified) Band 2
Full time research in engineering under the supervision of selected staff members.

ENG9043 INDEPENDENT RESEARCH IN ENGINEERING AND SURVEYING 3 (FOENS - RSCH)
Units 4.0 (EngTech not classified) Band 2
Full time research in engineering under the supervision of selected staff members.

ENL1000 INTRODUCTION TO LITERATURE (FOART - UGRD)
Units 1.0 (Literature) Band 1
Introduction to Literature is designed as a foundation course in literary and cultural studies. It introduces students to basic skills of reading, interpretation, research and essay writing. Through a study of literary genres (poetry, short fiction and the novel) and new narrative forms (filmmaking and computer games), the course develops self-directed learning skills and a familiarity with the texts of critical analysis.

ENL1001 AUSTRALIAN STORIES (FOART - UGRD)
Units 1.0 (Literature) Band 1
This course serves as an introduction to Australian narrative and the role it plays in the formation of cultural identities. It examines the heterogeneity of Australian culture through its stories and will direct particular attention to the ways in which narrative contexts social, cultural and political orthodoxies.

ENL2002 ROMANTICISM (FOART - UGRD)
Units 1.0 (Literature) Band 1
Pre-requisite: ENL1000 or ENL1001

ENL2003 THE ART OF STORYTELLING (FOART - UGRD)
Units 1.0 (Literature) Band 1
Pre-requisite: ENL1000 or ENL1001

ENL3000 MODERN LITERATURE (FOART - UGRD)
Units 1.0 (Literature) Band 1
Pre-requisite: ENL1000 or ENL1001

ENL3001 POPULAR LITERATURE (FOART - UGRD)
Units 1.0 (Literature) Band 1
Pre-requisite: ENL1000 or ENL1001

ENL3002 SHORT STORIES (FOART - UGRD)
Units 1.0 (Literature) Band 1
Pre-requisite: ENL1000 or ENL1001

ENL3003 SPECIAL STUDY IN LITERATURE (FOART - UGRD)
Units 1.0 (Literature) Band 1
Pre-requisite: 3 courses of Literature
This course is an exercise in independent student learning. It will require students to develop, in regular consultation with their tutor, a research essay based on one or more literary texts. This course requires a high level of self-directed learning and is usually taken by intending honours students only.

ENL3004 THE LITERARY CANON: HOW TO READ GREAT BOOKS (FOART - UGRD)
Units 1.0 (Literature) Band 1
Pre-requisite: 3 courses of Literature
This course provides students with a range of strategies for reading "great books". A number of celebrated English literature authors will be examined in terms of their sophistication and value, framed within the context of historical debates about the cultural importance of Classic Literature and the social and political functions of an English literary canon.

ENL4000 CRITICAL THEORY: PURE AND APPLIED (FOART - UGRD)
Units 1.0 (Literature) Band 1
Pre-requisite: Students must be enrolled in one of the following Programs: BAH/ or MEL1

ENL4001 CULTURAL THEORY AND POPULAR CULTURE (FOART - UGRD)
Units 1.0 (Literature) Band 1
Pre-requisite: Students must be enrolled in one of the following Programs: BAH/ or BAH or MEL1

ENL4012 TRANSFORMING CLASSICS (FOART - UGRD)
Units 1.0 (Literature) Band 1
Pre-requisite: Students must be enrolled in one of the following Programs: BAH/ or MEL1

ENL6000 MASTER DISsertATION A (FOART - PGRD)
Units 2.0 (Literature) Band 1
Pre-requisite: Students must be enrolled in the following Program: MEL1

ENL8001 MASTER DISsertATION B (FOART - PGRD)
Units 2.0 (Literature) Band 1
Pre-requisite: ENL6000 and Students must be enrolled in the following Program: MEL1

This version produced 19 Nov 2008.
In this course, reading, writing and listening have been organised around a variety of themes covering a wider sphere of language than those encountered at Intermediate level. These themes are from non-academic settings such as business, travelling, cross-cultural exchange and everyday daily life. Students perform a variety of tasks which require them to adapt their language for different purposes. Grammatical structures and genres encountered in these settings are analysed and practised. The course consists of approximately 20 hours per week of task led teaching and learning in the four macroskills Listening and Speaking and Reading and Writing. An additional five hours of self-access provides students with the opportunity to select activities to work towards the student's own goals as outlined in their individual study plans. Teachers facilitate this process. The course focuses on development of 1) language proficiency in the four macroskills, and 2) effective use of strategies to enhance language learning and maximise communication in varied real life contexts. Students are given large amounts of feedback to know when and how such tasks as listening for specific information, listening for gist and listening for main ideas and supporting details can be applied. Self-study at the Upper-Intermediate level aims at further developing students' ability to work independently on the teacher on individual problems and needs.

ENS7306 ENGLISH - LEVEL 3 (10 WEEKS) (ELECP - NONA)

Units 2.0 (English Language) Band 1

In this course, reading, writing and listening and speaking have been organised around a variety of themes covering a wider sphere of language than those encountered at Intermediate level. These themes are from non-academic settings such as business, travelling, cross-cultural exchange and everyday daily life. Students perform a variety of tasks which require them to adapt their language for different purposes. Grammatical structures and genres encountered in these settings are analysed and practised. The course consists of approximately 20 hours per week of task led teaching and learning in the four macroskills Listening and Speaking and Reading and Writing. An additional five hours of self-access provides students with the opportunity to select activities to work towards the student's own goals as outlined in their individual study plans. Teachers facilitate this process. The course focuses on development of 1) language proficiency in the four macroskills, and 2) effective use of strategies to enhance language learning and maximise communication in varied real life contexts. Students are given large amounts of feedback to know when and how such tasks as listening for specific information, listening for gist and listening for main ideas and supporting details can be applied. Self-study at the Upper-Intermediate level aims at further developing students' ability to work independently on the teacher on individual problems and needs.

ENS7405 ENGLISH - LEVEL 3 (ELECP - NONA)

Units 3.0 (English Language) Band 1

In this course, reading, writing and listening and speaking have been organised around a variety of themes covering a wider sphere of language than those encountered at Intermediate level. These themes are from non-academic settings such as business, travelling, cross-cultural exchange and everyday daily life. Students perform a variety of tasks which require them to adapt their language for different purposes. Grammatical structures and genres encountered in these settings are analysed and practised. The course consists of approximately 20 hours per week of task led teaching and learning in the four macroskills Listening and Speaking and Reading and Writing. An additional five hours of self-access provides students with the opportunity to select activities to work towards the student's own goals as outlined in their individual study plans. Teachers facilitate this process. The course focuses on development of 1) language proficiency in the four macroskills, and 2) effective use of strategies to enhance language learning and maximise communication in varied real life contexts. Students are given large amounts of feedback to know when and how such tasks as listening for specific information, listening for gist and listening for main ideas and supporting details can be applied. Self-study at the Upper-Intermediate level aims at further developing students' ability to work independently on the teacher on individual problems and needs.

ENS7405 ENGLISH - LEVEL 3 (ELECP - NONA)

Units 3.0 (English Language) Band 1

In this course, reading, writing and listening and speaking have been organised around a variety of themes covering a wider sphere of language than those encountered at Intermediate level. These themes are from non-academic settings such as business, travelling, cross-cultural exchange and everyday daily life. Students perform a variety of tasks which require them to adapt their language for different purposes. Grammatical structures and genres encountered in these settings are analysed and practised. The course consists of approximately 20 hours per week of task led teaching and learning in the four macroskills Listening and Speaking and Reading and Writing. An additional five hours of self-access provides students with the opportunity to select activities to work towards the student's own goals as outlined in their individual study plans. Teachers facilitate this process. The course focuses on development of 1) language proficiency in the four macroskills, and 2) effective use of strategies to enhance language learning and maximise communication in varied real life contexts. Students are given large amounts of feedback to know when and how such tasks as listening for specific information, listening for gist and listening for main ideas and supporting details can be applied. Self-study at the Upper-Intermediate level aims at further developing students' ability to work independently on the teacher on individual problems and needs.
 ENV1101 HYDRAULICS FOR TECHNOLOGISTS (FOENS - UGRD)
Units 1.0 (Civil Engineering n.e.c.) Band 2
Recommended prior or concurrent study: CV1501
This course provides an introduction to engineering hydraulics in the Associate Degree and Bachelor of Engineering Technology programs. It seeks to provide the basic skills required to carry out hydraulic analyses and designs in accordance with current Australian practice as outlined in "Australian Rainfall and Runoff". The topics covered include flood flow, the principles of fluid mechanics, basic flow in open channels and pipes, natural and artificial streams, and the analysis of surface and subsurface drainage. Students will engage in a range of activities related to environmental engineering practice through laboratory experiments, field excursions, and lecture/tutorial.

 ENV2102 APPLIED HYDROLOGY (FOENS - UGRD)
Units 1.0 (Hydrology) Band 2
Recommended prior or concurrent study: ENV1101
Hydrologic analysis provides the input parameters essential for the design of many engineering works, from the simplest road culvert to major water storage reservoirs. It also provides data which influence the design of a large range of projects. This course will examine students how to design and manage water resources for the future. The course will focus on the theoretical and practical aspects of hydrologic analysis and water resource management.

 ENV2103 HYDRAULICS I (FOENS - UGRD)
Units 1.0 (Civil Engineering n.e.c.) Band 2
Recommended prior or concurrent study: CV1501 and MAT1102
In common with many other areas of engineering, the body of knowledge within the fluid mechanics areas has expanded widely to a point where the different disciplines of engineering need different levels of knowledge. This is reflected in the separation of "hydraulics" or "hydrology" as a specialist field of study for professional engineers. The control of water is a major, contemporary engineering and environmental issue. Water can be regulated by the construction of basic hydraulic designs of dams, spillways, bridges and culverts, urban drainage schemes, detention basins and flood mitigation dams.

 ENV2201 LAND STUDIES (FOENS - UGRD)
Units 1.0 (Environmental Studies not elsewhere) Band 2
This course is designed to introduce students to the interactive land study. It seeks to provide a grounding in the study of land and its surface and subsurface drainage. Students will engage in a range of activities related to environmental engineering practice through laboratory experiments, field excursions, and lecture/tutorial.

 ENV2201 SOIL AND WATER ENGINEERING PRACTICE 1 (FOENS - UGRD)
Units 0.0 (Civil Engineering) Band 2
Recommended prior or concurrent study: ENV2102 or CV1201 or CV1101
This course is designed to allow students to work in teams to carry out soil studies in accordance with Australian standards to gauge various engineering properties of soils. Laboratories will cover the design and analysis of relevant theory and calibration techniques for measuring the physical characteristics of soils through hands-on experience.

 ENV3104 HYDRAULICS II (FOENS - UGRD)
Units 1.0 (Civil Engineering n.e.c.) Band 2
Pre-requisites: ENV2102 or Students must be enrolled in one of the following Programs: GCEN or GDET or METC or MEPR
The emphasis of this course is the application of hydraulic theory to the practical problems commonly encountered in engineering hydraulics and to the design of hydraulic systems and structures. The basic concepts of the conservation of mass, momentum and energy (introduced in ENV1101) are reviewed, extended and applied to a variety of problems. These include material on unsteady open-channel flows, open and closed channels, surface and ground water, and pollution, and the analysis of open-channel, pipeline and pumping systems and a wide range of hydraulic structures.

 ENV3105 HYDROLOGY (FOENS - UGRD)
Units 1.0 (Hydrology) Band 2
Pre-requisite: ENV2102 or Students must be enrolled in one of the following Programs: GCEN or GDET or METC or MEPR
This course is designed to introduce students to the interactive environment of environmental problems. It will provide students with a wide range of pollution and water management issues (including air, water and noise pollution; solid waste disposal; waste minimization; and the setting of emission and quality standards); provide students with the knowledge and understanding necessary to address these issues; and provide an awareness of modern environmental protection legislation and ethical considerations that form the backbone of engineering practice.

 ENV3904 ENVIRONMENTAL ENGINEERING PRACTICE (FOENS - UGRD)
Units 0.0 (Environmental Engineering) Band 2
Pre-requisite: ENV4203
The emphasis of this course is the application of hydraulic theory to the practical problems commonly encountered in engineering hydraulics and to the design of hydraulic systems and structures. The basic concepts of the conservation of mass, momentum and energy (introduced in ENV1101) are reviewed, extended and applied to a variety of problems. These include material on unsteady open-channel flows, open and closed channels, surface and ground water, and pollution, and the analysis of open-channel, pipeline and pumping systems and a wide range of hydraulic structures.

 ENV4106 IRRIGATION SCIENCE (FOENS - UGRD)
Units 1.0 (English Taught not classified) Band 2
Pre-requisites: AGCH1003
This course is designed to introduce students to the interactive environment of environmental problems. It will provide students with a wide range of pollution and water management issues (including air, water and noise pollution; solid waste disposal; waste minimization; and the setting of emission and quality standards); provide students with the knowledge and understanding necessary to address these issues; and provide an awareness of modern environmental protection legislation and ethical considerations that form the backbone of engineering practice.

 ENV4107 WATER RESOURCES ENGINEERING (FOENS - UGRD)
Units 1.0 (Hydrology) Band 2
Pre-requisites: ENVI2104 and ENV2105 or Students must be enrolled in one of the following Programs: GCEN or GDET or METC or MEPR
This course is designed to introduce students to the interactive environment of environmental problems. It will provide students with a wide range of pollution and water management issues (including air, water and noise pollution; solid waste disposal; waste minimization; and the setting of emission and quality standards); provide students with the knowledge and understanding necessary to address these issues; and provide an awareness of modern environmental protection legislation and ethical considerations that form the backbone of engineering practice.

 ENV4201 PRACTICE (FOENS - UGRD)
Units 1.0 (Water and Sanitary Engineering) Band 2
Pre-requisite: ENV1101 or ENV2103 or Students must be enrolled in one of the following Programs: GCEN or GDET or METC or MEPR
The emphasis of this course is the application of hydraulic theory to the practical problems commonly encountered in engineering hydraulics and to the design of hydraulic systems and structures. The basic concepts of the conservation of mass, momentum and energy (introduced in ENV1101) are reviewed, extended and applied to a variety of problems. These include material on unsteady open-channel flows, open and closed channels, surface and ground water, and pollution, and the analysis of open-channel, pipeline and pumping systems and a wide range of hydraulic structures.

 ENV4203 PUBLIC HEALTH ENGINEERING (FOENS - UGRD)
Units 1.0 (Water and Sanitary Engineering) Band 2
Pre-requisite: ENV1101 or ENV2103 or Students must be enrolled in one of the following Programs: GCEN or GDET or METC or MEPR
This course is designed to introduce students to the interactive environment of environmental problems. It will provide students with a wide range of pollution and water management issues (including air, water and noise pollution; solid waste disposal; waste minimization; and the setting of emission and quality standards); provide students with the knowledge and understanding necessary to address these issues; and provide an awareness of modern environmental protection legislation and ethical considerations that form the backbone of engineering practice.

 ENV4204 ENVIRONMENTAL TECHNOLOGY (FOENS - UGRD)
Units 1.0 (Environmental Engineering) Band 2
This course reviews and builds upon basic principles of solid and liquid waste management introduced in undergraduate civil engineering courses. It seeks to provide a grounding in the study of land and its surface and subsurface drainage. Students will engage in a range of activities related to environmental engineering practice through laboratory experiments, field excursions, and lecture/tutorial.

 ENV4205 SOLID AND LIQUID WASTE TREATMENT (FOENS - PGRD)
Units 1.0 (Environmental Engineering) Band 2
This course revises and builds upon basic principles of solid and liquid waste management introduced in undergraduate civil engineering courses. It seeks to provide a grounding in the study of land and its surface and subsurface drainage. Students will engage in a range of activities related to environmental engineering practice through laboratory experiments, field excursions, and lecture/tutorial.

 ENV4206 FOUNDATION COMMUNICATION (ELEPC - NONA)
Units 1.5 (Written Communication) Band 1
This course is designed to introduce students to the interactive environment of environmental problems. It will provide students with a wide range of pollution and water management issues (including air, water and noise pollution; solid waste disposal; waste minimization; and the setting of emission and quality standards); provide students with the knowledge and understanding necessary to address these issues; and provide an awareness of modern environmental protection legislation and ethical considerations that form the backbone of engineering practice.

 ENV4207 ESSENTIAL MATHEMATICS FOR BUSINESS (ELEPC - NONA)
Units 0.5 (Mathematical Sciences not elsewhere) Band 2
This course is designed to introduce students to the interactive environment of environmental problems. It will provide students with a wide range of pollution and water management issues (including air, water and noise pollution; solid waste disposal; waste minimization; and the setting of emission and quality standards); provide students with the knowledge and understanding necessary to address these issues; and provide an awareness of modern environmental protection legislation and ethical considerations that form the backbone of engineering practice.

 ENV5205 SOLID AND LIQUID WASTE MANAGEMENT (FOENS - UGRD)
Units 1.0 (Environmental Engineering) Band 2
This course is designed to introduce students to the interactive environment of environmental problems. It will provide students with a wide range of pollution and water management issues (including air, water and noise pollution; solid waste disposal; waste minimization; and the setting of emission and quality standards); provide students with the knowledge and understanding necessary to address these issues; and provide an awareness of modern environmental protection legislation and ethical considerations that form the backbone of engineering practice.
FET2103 INDUSTRY PLACEMENT FOR EDUCATORS (FOEDU - UGRD)

Units 1.0 (Teacher Educ: Vocational Educa) Band 5

This course should be undertaken prior to any of the TEA courses in the program. State law in Queensland (Australia) requires that all adults working/undertaking professional experience/researching with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card). (See “Other Requirements” for further information.) Also see: http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html

This course will support students to investigate and evaluate the nature of industry placement in a selected sector of industry and identify implications for teaching and learning within their school/educational context. Throughout the course, students will have the opportunity to develop their own professional developments. Emphasis will be on the demonstration of application of industry experience through critical analysis of curricula and/or teaching practices that aim to build on industry experience and meet the needs of students. Participants in this course will be required to undertake an appropriate industry experience. “NOTE: Industry is required to be any commercial/business/government or community organisation, large or small. Students enrolled in the Industrial Design and Technology specialisation may seek approval to do their placement in a ‘TAFE’ or school workshop setting. Normally an industry placement of at least 40 hours is required to satisfy the requirements of this course.

FET2200 POST-COMPULSORY EDUCATION AND TRAINING CONTEXT (FOEDU - UGRD)

Units 1.0 (Teacher Educ: Vocational Educa) Band 5

State law in Queensland (Australia) requires that all adults working/undertaking professional experience/researching with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card). (See “Other Requirements” for further information.) Also see: http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html

This course introduces students to a range of factors that currently influence the design, delivery, and management of learning in post-compulsory education and training contexts. Within the context of training programs, this course will address the challenges facing post-compulsory educators. In particular this course focuses on the existing National Training Agenda, its application and implications for vocational education and training. It also focuses on current trends within adult and community education programs and the workforce as an emerging site for individual and organisational learning. This course will require students to analyse their own institutional context in light of the factors and agendas identified within the course.

FET2400 SOCIETY AND EDUCATION (FOEDU - UGRD)

Units 1.0 (Teacher Educ: Vocational Educa) Band 5

State law in Queensland (Australia) requires that all adults working/undertaking professional experience/researching with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card). (See “Other Requirements” for further information.) Also see: http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html

This course emerges from a platform of enquiry into productive and sustainable learning practices in relation to contemporary post-compulsory education and training contexts. Through this platform, students will enable participants to inspect and review their teaching and learning context in relation to current legislation and trends in the tertiary education sector. The course will introduce students to the exploration of culture, community and learning. This course will provide an understanding of the nature, development and influence of culture, community and the learning process in formal/post-compulsory education and training environments. In particular the course will focus on the realities of learning and teaching in relevant learning contexts and then examine issues and practices related to language, literacy and numeracy in creating teaching, learning, and work settings. The focus will be on providing teachers/trainers with the knowledge and skill to plan for and support the language, literacy and numeracy needs of learners in both post-compulsory education and training contexts. Participants will identify the key elements that underpin a successful and challenging learning and teaching environment, and evaluate the impact of teaching and learning practices on the learning environments of individuals and communities.

FET2420 INSTRUCTIONAL PSYCHOLOGY: LIFELONG LEARNING (FOEDU - UGRD)

Units 1.0 (Teacher Educ: Vocational Educa) Band 5

State law in Queensland (Australia) requires that all adults working/undertaking professional experience/researching with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card). (See “Other Requirements” for further information.) Also see: http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html

Within a framework of theories of human learning and adult development process, this course will focus on the characteristics and learning needs of adult learners. In this course the students will develop an understanding of the learning characteristics of mature learners with particular emphasis on identifying the implications of these characteristics on curriculum design and instructional strategies at the post-compulsory level.

FET3240 CHANGING BOUNDARIES IN SECONDARY SCHOOLS: IMPLICATIONS FOR TEACHING AND LEARNING (FOEDU - UGRD)

Units 1.0 (Teacher Educ: Vocational Educa) Band 5

State law in Queensland (Australia) requires that all adults working/undertaking professional experience/researching with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card). (See “Other Requirements” for further information.) Also see: http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html

Schools are now recognising that they are no longer the sole repository of knowledge, and that the emphasis on the learning opportunities for students, they must work with outside organisations in collaborative and innovative ways. Many secondary schools are adopting workplace learning programs. As well, school-based apprenticeships and Enter prise Education initiative link school programs with universities, in industry and traditional programs. Flexible learning up approaches and networked learning communities are becoming common in many schools. In this course students will evaluate and analyse the implications of such initiatives for school organisation and the work of teachers and students.

FET3011 EVALUATION IN INSTRUCTIONAL SETTING (FOEDU - UGRD)

Units 1.0 (Teacher Educ: Vocational Educa) Band 5

Pre-requisites: TEAS301

State law in Queensland (Australia) requires that all adults working/undertaking professional experience/researching with children under the age of 16, in the state of Queensland are required to possess a current suitability card (Blue Card). (See “Other Requirements” for further information.) Also see: http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html

This course firstly explores evaluation as an ongoing process essential to the planning, implementation and assessment activities. Learners will be required to demonstrate mastery of knowledge of a range of evaluative approaches, procedures and techniques and application settings. Learners will be required to demonstrate capability in the design, implementation and reporting of the evaluation of an instructional program within their particular context. This will require learners to utilise a range of data gathering and analysis techniques. This course will also explore the effectiveness, validity and reliability as they pertain to such evaluation activities.

FET3102 ASSESSING LEARNING OUTCOMES (FOEDU - UGRD)

Units 1.0 (Teacher Educ: Vocational Educa) Band 5

State law in Queensland (Australia) requires that all adults working/undertaking professional experience/researching with children under the age of 16, in the state of Queensland are required to possess a current suitability card (Blue Card). (See “Other Requirements” for further information.) Also see: http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html

In this course students will demonstrate undertaking knowledge of the theory and practice of a variety of assessment procedures currently in use in approved education and training sectors. They will be required to analyse critically the suitability of such procedures for their own institutional situations. Students are then required to demonstrate state competence in constructing and implementing assessment procedures for an institutional/training program in which they are involved. Students will also be required to demonstrate competence in the use of assessment data in reporting on learning outcomes and in the evaluation of their instruction/training programs.

FET3551 WORKPLACE LITERACY (FOEDU - UGRD)

Units 1.0 (Teacher Educ: Vocational Educa) Band 5

State law in Queensland (Australia) requires that all adults working/undertaking professional experience/researching with children under the age of 16, in the state of Queensland are required to possess a current suitability card (Blue Card). (See “Other Requirements” for further information.) Also see: http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html

This course will explore an expanded definition of literacy in today’s society; investigate the role of literacy in relevant learning contexts and then examine issues and practices related to language, literacy and numeracy in relation to teaching, learning, and work settings. The focus will be on providing teachers/trainers with the knowledge and skill to plan for and support the language, literacy and numeracy needs of learners in both post-compulsory education and training contexts. The course will require participants to identify the key elements that underpin a successful and challenging learning and teaching environment, and evaluate the impact of teaching and learning practices on the learning environments of individuals and communities.

FET4460 TEACHING AND LEARNING IN A FLEXIBLE ENVIRONMENT (FOEDU - UGRD)

Units 1.0 (Teacher Educ: Vocational Educa) Band 5

Students cannot gain credit for the same program for FET2101 and FET4460. As the assessments in this course are contextualised, it is necessary that participants have a sound appreciation of or access to an actual institutional situation in a formal education, community or industry setting. State law in Queensland (Australia) requires that all adults working/undertaking professional experience/researching with children under the age of 16, in the state of Queensland are required to possess a current suitability card (Blue Card). (See “Other Requirements” for further information.) Also see: http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html

Flexible learning is becoming a key agenda of those involved in education and training contexts. This course will allow the key elements that underpin a successful and challenging learning and teaching environment, and evaluate the potential barriers and opportunities within their context. Participants will plan and create an online learning module or unit relevant for their educational context. In addition they will participate in online dialogue and critically evaluate and give feedback to the flexible environments created by their peers.

FET3502 TERTIARY TEACHING CAPACITY ENHANCEMENT: REFLECTION AND EVALUATION (FOEDU - PGRD)

Units 1.0 (Teacher Educ: Higher Educa) Band 5

Pre-requisites: TEAS101 plus two elective courses.

State law in Queensland (Australia) requires that all adults working/undertaking professional experience/researching with children under the age of 16, in the state of Queensland are required to possess a current suitability card (Blue Card). (See “Other Requirements” for further information.) Also see: http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html

This course will require students to evaluate the success or otherwise of the tertiary teaching capacity enhancement initiatives described in TEAS101. An action learning process will also be used to allow participating tertiary educators to identify and develop key features to be incorporated into an ongoing cycle for improvement. This course seeks to recognise appropriate professional development activities or other relevant initiatives that can be identified within an institution or otherwise for the development of teaching capacities in tertiary educators.

FET5502 THE LEARNING ORGANISATION (FOEDU - PGRD)

Units 1.0 (Teacher Educ: Vocational Educa) Band 5

State law in Queensland (Australia) requires that all adults working/undertaking professional experience/researching with children under the age of 16, in the state of Queensland are required to possess a current suitability card (Blue Card). (See “Other Requirements” for further information.) Also see: http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html

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This course will provide an introduction to organisational theory and organisational change as a basis from which to explore the context of the learning organisation. Learners will analyse the characteristics of their organisation in terms of the ‘disciplines’ of the ‘learning or organisational theory and practice. The organisational changes will be examined and applied, including strategic planning, organisational design, learning and teaching contexts. Learners will assess their organisation’s capacity to become a learning organisation and will use their organisation towards that goal. Emphasis will be placed on relating theory to practice through online discussions of the learner’s own research and experiences. NOTE: Students enrolling in this course will be required to have Internet access.
FET6501 INSTRUCTIONAL DESIGN FOR FLEXIBLE LEARNING (FEOU - PGRD)

Units 1.0 (Education Studies) Band 5
State law in Queensland (Australia) requires that all adults working/undertaking professional experience/researching with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card). (See "Other Requirements" for further information.) Also see: http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html

This course is designed as a supervised independent study. This means that students working with a member of the academic staff are able to negotiate a course of study appropriate to their personal online learning needs. This course will be presented in a series of online lessons with particular focus on content and strategies commonly found in online environments. It will provide a range of strategies and tactics for online learners, including those who may need to use them as a result of varied learning situations.

FET6502 CREATIVE MULTIMEDIA DESIGN (FEOU - PGRD)

Units 1.0 (Education Studies) Band 5
Pre-requisite: FET6501 or demonstrated ability and competence in building and managing online and distributed learning environments.

State law in Queensland (Australia) requires that all adults working/undertaking professional experience/researching with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card). (See "Other Requirements" for further information.) Also see: http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html

This course will introduce students to some technologies, tools and techniques associated with the creation of interactive multimedia. The focus of the course will be on developing the capacity of professional educators to communicate effectively with professionals who contribute to the design and development of interactive multimedia. Students will be introduced to the characteristics of the elements of multimedia and to some tools and techniques commonly used in creation of multimedia. They will develop skills for creating simple interactive multimedia suitable for delivery within a web browser. (NOTES: 1. This course (FET6502) is available through INTERNET DELIVERY ONLY. There are NO print materials for this course. 2. For details of the technical requirements and accessing Internet study materials, please consult the following URL: http://usqconnect.usq.edu.au.)

FET6504 PROFESSIONAL STUDY (FEOU - PGRD)

Units 1.0 (Education Studies) Band 5
State law in Queensland (Australia) requires that all adults working/undertaking professional experience/researching with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card). (See "Other Requirements" for further information.) Also see: http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html

Within the framework of contemporary theories of learning, participants in this course will explore and examine concepts of lifelong and expanded learning. Underpinning these characteristics and its paradigms for learning lie a diversity of cultural, social and philosophical experiences and expectations. Students will explore issues of diversity - cultural convergence, inclusivity and sustainability as well as how these impact in profound learning environments. Factors students will consider include issues of diversity and cultural convergence, inclusivity and sustainability as well as how these impact in profound learning environments.

This course will focus on strategies and tactics for online learning, the main object is to connect learners with each other in collaborative learning situations. The course concludes with a reflection on the learning process and its impact on the learning environment. Students will be required to have first-hand knowledge of and access to a teaching environment in school, post-compulsory, community education or training context.

FET6506 ONLINE AND DISTRIBUTED LEARNING (FEOU - PGRD)

Units 1.0 (Education Studies) Band 5
State law in Queensland (Australia) requires that all adults working/undertaking professional experience/researching with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card). (See "Other Requirements" for further information.) Also see: http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html

This course is designed as a supervised independent study. This means that students working with a member of the academic staff are able to negotiate a course of study appropriate to their personal online learning needs. This course will be presented in a series of online lessons with particular focus on content and strategies commonly found in online environments. It will provide a range of strategies and tactics for online learners, including those who may need to use them as a result of varied learning situations.

FET6507 INSTRUCTIONAL DESIGN FOR ADULT LEARNING (FEOU - PGRD)

Units 1.0 (Education Studies) Band 5
State law in Queensland (Australia) requires that all adults working/undertaking professional experience/researching with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card). (See "Other Requirements" for further information.) Also see: http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html

This course is designed as a supervised independent study. This means that students working with a member of the academic staff are able to negotiate a course of study appropriate to their personal online learning needs. This course will be presented in a series of online lessons with particular focus on content and strategies commonly found in online environments. It will provide a range of strategies and tactics for online learners, including those who may need to use them as a result of varied learning situations.

FET6508 ONLINE AND DISTRIBUTED TEACHING (FEOU - PGRD)

Units 1.0 (Education Studies) Band 5
State law in Queensland (Australia) requires that all adults working/undertaking professional experience/researching with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card). (See "Other Requirements" for further information.) Also see: http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html

This course is designed as a supervised independent study. This means that students working with a member of the academic staff are able to negotiate a course of study appropriate to their personal online learning needs. This course will be presented in a series of online lessons with particular focus on content and strategies commonly found in online environments. It will provide a range of strategies and tactics for online learners, including those who may need to use them as a result of varied learning situations.

FET6509 ONLINE AND DISTRIBUTED LEARNING (FEOU - PGRD)

Units 1.0 (Education Studies) Band 5
State law in Queensland (Australia) requires that all adults working/undertaking professional experience/researching with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card). (See "Other Requirements" for further information.) Also see: http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html

This course is designed as a supervised independent study. This means that students working with a member of the academic staff are able to negotiate a course of study appropriate to their personal online learning needs. This course will be presented in a series of online lessons with particular focus on content and strategies commonly found in online environments. It will provide a range of strategies and tactics for online learners, including those who may need to use them as a result of varied learning situations.

FET6602 RESEARCH METHODS (FEOU - PGRD)

Units 1.0 (Education Studies) Band 5
State law in Queensland (Australia) requires that all adults working/undertaking professional experience/researching with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card). (See "Other Requirements" for further information.) Also see: http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html

This course is designed as a supervised independent study. This means that students working with a member of the academic staff are able to negotiate a course of study appropriate to their personal online learning needs. This course will be presented in a series of online lessons with particular focus on content and strategies commonly found in online environments. It will provide a range of strategies and tactics for online learners, including those who may need to use them as a result of varied learning situations.

FET6604 ONLINE PEDAGOGY IN PRACTICE (FEOU - PGRD)

Units 1.0 (Education Studies) Band 5
State law in Queensland (Australia) requires that all adults working/undertaking professional experience/researching with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card). (See "Other Requirements" for further information.) Also see: http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html

This course is designed as a supervised independent study. This means that students working with a member of the academic staff are able to negotiate a course of study appropriate to their personal online learning needs. This course will be presented in a series of online lessons with particular focus on content and strategies commonly found in online environments. It will provide a range of strategies and tactics for online learners, including those who may need to use them as a result of varied learning situations.

FET6605 QUALITATIVE RESEARCH METHODS (FEOU - PGRD)

Units 1.0 (Education Studies) Band 5
State law in Queensland (Australia) requires that all adults working/undertaking professional experience/researching with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card). (See "Other Requirements" for further information.) Also see: http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html

This course is designed as a supervised independent study. This means that students working with a member of the academic staff are able to negotiate a course of study appropriate to their personal online learning needs. This course will be presented in a series of online lessons with particular focus on content and strategies commonly found in online environments. It will provide a range of strategies and tactics for online learners, including those who may need to use them as a result of varied learning situations.

FET6606 QUANTITATIVE RESEARCH METHODS (FEOU - PGRD)

Units 1.0 (Education Studies) Band 5
State law in Queensland (Australia) requires that all adults working/undertaking professional experience/researching with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card). (See "Other Requirements" for further information.) Also see: http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html

This course is designed as a supervised independent study. This means that students working with a member of the academic staff are able to negotiate a course of study appropriate to their personal online learning needs. This course will be presented in a series of online lessons with particular focus on content and strategies commonly found in online environments. It will provide a range of strategies and tactics for online learners, including those who may need to use them as a result of varied learning situations.
Internet study materials, please consult the following URL:

Students will prepare a proposal for a paper to be delivered in an online conference and participate in anonymous peer review of submitted proposals. Using reviews for guidance, students will complete their papers, present them online and engage in discussion of their papers during the conference. Students are required to submit their own and other papers before preparing a final version of their paper for inclusion in the proceedings of the conference. Notes: 1. This course (FET8662) is available through INTERNET DELIVERY ONLY. There are NO print materials for this course. 2. For details of the technical requirements and accessing Internet study materials, please consult the following URL: http://usqconnect.usq.edu.au.

FIN1101 INTRODUCTION TO FINANCIAL MANAGEMENT (FOBUS - UGRD)
Units 1.0 (Banking and Finance) Band 3A
Co-requisite: ACC1101
Students are required to have access to a personal computer, e-mail capabilities and Internet access to USQConnect. Current details of computer requirements can be found on the Faculty's website.

This course will introduce students to the basic concepts and tools of financial management. The focus of the course is decision making in a financial context. It therefore examines the techniques that are used in businesses to make decisions that are consistent with the efforts to increase the wealth of the owners of the business. The topics covered include the valuation of future cash flows, the valuation of stocks and bonds, capital budgeting, risk and return and long term financing.

FIN1103 FINANCIAL MARKETS (FOBUS - UGRD)
Units 1.0 (Banking and Finance) Band 3A
Students are required to have access to a personal computer, e-mail capabilities and Internet access to USQConnect. Current details of computer requirements can be found on the Faculty's website.

This course examines the structure, operation and performance of financial markets and the associated principles of financial economics. Students are introduced to a selection of financial market facts and institutions and the operations of which largely determine key financial variables that affect decisions to save and invest in the real economy.

FIN1106 PERSONAL FINANCIAL PLANNING (FOBUS - UGRD)
Units 1.0 (Banking and Finance) Band 3A
Pre-requisite: FIN1101
Students are required to have access to a personal computer, e-mail capabilities and Internet access to USQConnect. Current details of computer requirements can be found on the Faculty's website.

In this course, students will be exposed to the personal financial planning process and the principles of personal financial planning (for example, taxation, investments, credit, superannuation and retirement, insurance, social security and estate planning). These concepts are integrated through the study of personal financial planning, the regulatory framework within which financial planners operate as well as the ethical and professional issues associated with personal financial planning. The course examines the regulatory framework within which financial planners operate as well as the ethical and professional issues associated with personal financial planning.
FIN2105 PORTFOLIO MANAGEMENT (FOBUS - UGRD)

Units 1.0 (Investment and Securities) Band 3A

Students are required to have access to a personal computer, e-mail capabilities and Internet access to USQConnect. Current details of computer requirements can be found at <http://www.usq.edu.au/business/aboutfob.htm>.

This course introduces students to a broad approach of authorized deposit taking institutions (ADIs), and the associated decision making processes that are placed on the analytical aspects of portfolio management and the protection of the portfolio through the use of derivatives. Emphasis is placed on the generalised approach of problem formulation, modelling, solution, interpretation and implementation will be addressed. The course will deal with the issues of data reduction, inference testing, forecasting, decision analysis, scheduling, location and layout design issues, Just-In-Time, project management and quality management. Formerly MGT501.

FIN5416 MANAGED INVESTMENTS (FOBUS - PGRD)

Units 1.0 (Investment and Securities) Band 3A

Students are required to have access to a personal computer, e-mail capabilities and Internet access to USQConnect. Current details of computer requirements can be found at <http://www.usq.edu.au/business/aboutfob.htm>.

This course has been written from a financial planning perspective to provide students with a broad range of investment options with a particular focus on the insurance aspects of financial planning. Students are required to have access to a personal computer, e-mail capabilities and Internet access to USQConnect. Current details of computer requirements can be found at <http://www.usq.edu.au/business/aboutfob.htm>.

FIN2101 FINANCE THEORY AND APPLICATIONS (FOBUS - UGRD)

Units 1.0 (Banking and Finance) Band 3A

Pre-requisite: FIN101 and STA2300

Recommended: Pre-requisite: FIN103. Students are required to have access to a personal computer, e-mail capabilities and Internet access to USQConnect. Current details of computer requirements can be found at <http://www.usq.edu.au/business/aboutfob.htm>.

This course provides a broad approach of basic credit analysis and lending. The course includes the following topics: (1) an introduction to the concept of risk management, (2) an overview of the major types of credit like consumer loans, real estate loans, corporate loans, mortgages, loans to businesses, (3) legal issues such as sales, credit, banking and financial services, (4) the role of the personal financial planner, and (5) the impact of interest rates on the economy. Current details of computer requirements can be found at <http://www.usq.edu.au/business/aboutfob.htm>.

FIN5415 SUPERANNUATION AND RETIREMENT PLANNING (FOBUS - PGRD)

Units 1.0 (Investment and Securities) Band 3A

Students are required to have access to a personal computer, e-mail capabilities and Internet access to USQConnect. Current details of computer requirements can be found at <http://www.usq.edu.au/business/aboutfob.htm>.

This course introduces students to the range of investment alternatives with a particular focus on the managed investment funds industry in Australia. The other investment alternatives (equity, fixed interest and derivative securities) are covered in more detail in another course. FIN 2105 Investment Management. This course outlines the rationale for managed investment funds, provides an overview of the industry and introduces students to the range of managed funds. In addition, the course introduces students with a framework for valuing portfolios in terms of their diversification, management and performance.

FIN2102 FINANCE THEORY AND APPLICATIONS (FOBUS - UGRD)

Units 1.0 (Banking and Finance) Band 3A

Pre-requisite: FIN101

Students are required to have access to a personal computer, e-mail capabilities and Internet access to USQConnect. Current details of computer requirements can be found at <http://www.usq.edu.au/business/aboutfob.htm>.

This subject is designed to give students an understanding of the finance-related issues which are central to the success of all e-business. It provides an overview of e-commerce, including new develop methods such as wireless commerce, RFID and broadband, security issues, protocols and developments (eg biometrics) and also covers finance-related topics such as payment systems, banking, corporate systems and software, electronic markets, and aspects of government policy and strategy.

FIN5414 E-FINANCE (FOBUS - UGRD)

Units 1.0 (Banking and Finance) Band 3A

Pre-requisite: FIN2102

Students are required to have access to a personal computer, e-mail capabilities and Internet access to USQConnect. Current details of computer requirements can be found at <http://www.usq.edu.au/business/aboutfob.htm>.

This subject is designed to give students an understanding of the finance-related issues which are central to the success of all e-business. It provides an overview of e-commerce, including new develop methods such as wireless commerce, RFID and broadband, security issues, protocols and developments (eg biometrics) and also covers finance-related topics such as payment systems, banking, corporate systems and software, electronic markets, and aspects of government policy and strategy.

FIN3106 INTERNATIONAL FINANCE (FOBUS - UGRD)

Units 1.0 (Banking and Finance) Band 3A

Pre-requisite: FIN101

Students are required to have access to a personal computer, e-mail capabilities and Internet access to USQConnect. Current details of computer requirements can be found at <http://www.usq.edu.au/business/aboutfob.htm>.

This course introduces students to the range of investment alternatives with a particular focus on the managed investment industry in Australia. The other investment alternatives (equity, fixed interest and derivative securities) are covered in more detail in another course. FIN 2105 Investment Management. This course outlines the rationale for managed investment funds, provides an overview of the industry and introduces students to the range of managed funds. In addition, the course introduces students with a framework for valuing portfolios in terms of their diversification, management and performance.
of the electronic payment systems, electronic banking, security issues, (FOBUS - PGRD)
equities (stocks). The Greek Letters and Value at Risk are of consid-
detailed pricing of these instruments is left for a more advanced
to interest rate and currency swaps is then undertaken although the
forward contracts, an introductory exploration of the issues relating
together with the theoretical pricing of forward/futures contracts.

cial risk management as it applies to participants in financial markets.

FIN8107 FINANCIAL RISK MANAGEMENT
(FOBUS - PGRD) Units 1.0 (Banking and Finance) Band 3A
It is recommended that students complete FIN6000 or FIN101 prior
to enrolling in FIN8107. Students are required to have access to a
personal computer, e-mail capabilities and Internet access to USQConnect. Current details of computer requirements can be found at
http://www.usq.edu.au/business/aboutfob.htm. This course covers the concepts and mechanics of international money and capital markets. It includes exchange rate dynamics and forecasting, discussion of exchange rate risk and associated
management, sources of International Finance and international capital
capitalization techniques, and improved information technology have all contributed to the need
for management to apply a strategic approach to investment manage-
ment. This course introduces students to theoretical and applied
aids in the areas of security valuation, portfolio selection, asset allocation and portfolio evaluation. Examples will involve port-
folios comprising equity, debt, derivative and foreign assets.

FIN8104 INTERNATIONAL FINANCIAL
MANAGEMENT (FOBUS - PGRD) Units 1.0 (Banking (Banking and Finance) Band 3A
This course examines the structure, operation and performance of
the global financial system, using principles of financial and monetary
and institutions, the operations of which largely determine key finan-
cial variables that affect decisions to save and invest in the real
market. Where appropriate, the linkages between Australia and the
global system are demonstrated. In addition, a number of uniquely international financial institutions are examined, and the workings of several international financial centres discussed.

FIN8102 GLOBAL FINANCIAL MARKETS
(FOBUS - PGRD) Units 1.0 (Banking and Finance) Band 3A
Students are required to have access to a personal computer, e-mail
capabilities and Internet access to USQConnect. Current details of computer requirements can be found at
http://www.usq.edu.au/business/aboutfob.htm. This course examines the structure, operation and performance of
the global financial system, using principles of financial and monetary
economics. Using the Australian financial system as a benchmark, students are introduced to a selection of financial markets, products, and institutions, the operations of which largely determine key finan-
cial variables that affect decisions to save and invest in the real
market. Where appropriate, the linkages between Australia and the
global system are demonstrated. In addition, a number of uniquely international financial institutions are examined, and the workings of several international financial centres discussed.

FOE1000 PROFESSIONAL COMMUNICATION IN
EDUCATION (FOEUD - UGRD) Units 1.0 (Curriculum and Education Study) Band 5
State law in (Queensland) (Australia) requires that all adults
working undertaking professional experience with children under the age of 18, in the state of Queensland are required
to possess a current suitability card (Blue Card). (See "Other
Requirements" for further information.) Also see:

 Students will be introduced to communication theory and will use it
as a basis for developing their understanding of professional commu-
nication in education. They will consider different contexts, participants
and associated purposes that may influence the selection of modes
and media for communication. They will have opportunity to develop
and demonstrate an appreciation of the importance of communication
in all aspects of education and to practice the selection and applica-
tion of a repertoire of appropriate communication skills. Students will
be required to demonstrate appropriate levels of skill in the use of
standard forms of written and spoken English and in the use of rele-
vant high quality communication and information technology for academic
and professional purposes.

FOE1002 IDEAS OF EDUCATION (FOEUD - UGRD) Units 1.0 (Curriculum and Education Study) Band 5
State law in (Queensland) (Australia) requires that all adults
working undertaking professional experience with children under the age of 18, in the state of Queensland are required
to possess a current suitability card (Blue Card). (See "Other
Requirements" for further information.) Also see:

By examining a number of significant historical and contemporary ideas of education and the underpinning assumptions and philos-
ophies of significant theorists, it will be possible to identify how diverse meanings of the term “education” occur and re-occur. Examination of emerging personal philosophies and ideas of education will also demonstrate how the meaning of education can reflect individual perspectives. This awareness of the multiplicity of contexts and meanings will aid the development of personal philosophies of edu-
cation and professional practice.

FOE2000 EDUCATION AS A CAREER: EXPLORATIONS OF THE PROFESSIONAL SELF (FOEUD - UGRD) Units 1.0 (Curriculum and Education Study) Band 5
State law in (Queensland) (Australia) requires that all adults
working undertaking professional experience with children under the age of 18, in the state of Queensland are required
to possess a current suitability card (Blue Card). (See "Other
Requirements" for further information.) Also see:

This course begins by examining the work of educators in the
broader context of the world of work, its focus is on the development of a self to the prof-
essional work of educators. Intending students should be aware that they will require access to electronic resources
including email and the Internet.

FOE2001 HUMAN DEVELOPMENT AND LEARNING (FOEUD - UGRD) Units 1.0 (Education Studies) Band 5
State law in (Queensland) (Australia) requires that all adults
working undertaking professional experience with children under the age of 18, in the state of Queensland are required
to possess a current suitability card (Blue Card). (See "Other
Requirements" for further information.) Also see:

This course provides a comprehensive introduction to the study
of the human life span. Through this course pre-service teachers are
introduced to basic theoretical concepts and developmental issues
connected to research evidence and applied examples in varied educational settings. While the course will consider development and
learning through the lifespan, emphasis will be placed on the key age
groups with whom professional educators will work. The influence of
context, including not only formal teaching-learning settings but also
family, peer group and community environments, will be explored
in relation to effective educational practice. Intending students should be aware that they will require access to electronic resources including email and the Internet.

GEF1005 PROFESSIONAL EXPERIENCE 1 (FOEUD - UGRD) Units 0.0 (Teacher Education: Early Child) Band 5
Pre-requisite: Students must be enrolled in the following Program:
BEEG and Students are required to complete 10 days of professional experience in an approved educational setting.

GEF1006 PROFESSIONAL EXPERIENCE 2 (FOEUD - UGRD) Units 0.0 (Teacher Education: Early Child) Band 5
Pre-requisite: Students must be enrolled in the following Program:
BEEG and Students are required to complete 10 days of professional experience in an approved educational setting.

GEF1007 PROFESSIONAL EXPERIENCE 3 (FOEUD - UGRD) Units 0.0 (Teacher Education: Primary) Band 5
Pre-requisite: GPE1001 and GPE1002 and Students must be enrolled in the following Program: GPE1001
Pre-requisite: Students must be enrolled in the following Program:
BEEG and Students are required to complete 10 days of professional experience in an approved educational setting.

This professional experience has two components. Each builds on
the in depth study of curriculum design and pedagogy and the develop-
ment of positive learning environments for young children. Together
this course contributes to the age range birth to eighteen years. The sequential organi-
sation that allows students to move from a focus on programs
to develop a curriculum and support under four year olds and
meaningful curriculum design and pedagogy for children in the early
years of school (P-3). Emphasis will be placed on the development
of integrated and holistic programs and assessment with a strong
focus on incorporating early childhood philosophy and pedagogical
approaches in the early years of school. It is acknowledged that evi-
dence learning environments for young children are characterised by
flexibility and responsiveness to children and are planned in rela-
tion to a range of ecological and educational considerations. It is also
considered that the organisation of a learning environment, including
not only physical spaces but also time and interpersonal contexts, is
modified regularly in response to the current interests and progress
of children and the needs of staff and parents. Students undertaking
this course are required to complete 30 days of professional experi-
ence in an approved education setting.

GEF2001 PROFESSIONAL EXPERIENCE 3 (FOEUD - UGRD) Units 0.0 (Teacher Education: Primary) Band 5
Pre-requisite: GPE1001 and GPE1002 and Students must be enrolled in the following Program: GPE1001
Pre-requisite: Students must be enrolled in the following Program:
BEEG and Students are required to complete 10 days of professional experience in an approved educational setting.

This professional experience has two components. Each builds on
the in depth study of curriculum design and pedagogy and the develop-
ment of positive learning environments for young children. Together
this course contributes to the age range birth to eighteen years. The sequential organi-
sation that allows students to move from a focus on programs
to develop a curriculum and support under four year olds and
meaningful curriculum design and pedagogy for children in the early
years of school (P-3). Emphasis will be placed on the development
of integrated and holistic programs and assessment with a strong
focus on incorporating early childhood philosophy and pedagogical
approaches in the early years of school. It is acknowledged that evi-
dence learning environments for young children are characterised by
flexibility and responsiveness to children and are planned in rela-
tion to a range of ecological and educational considerations. It is also
considered that the organisation of a learning environment, including
not only physical spaces but also time and interpersonal contexts, is
modified regularly in response to the current interests and progress
of children and the needs of staff and parents. Students undertaking
this course are required to complete 30 days of professional experi-
ence in an approved education setting.
GDE3001 LEARNERS AND LEARNING (FOEDU-UGRD)
Units 1.0 (Teacher Education not elsewhere) Band 5
State law in Queensland (Australia) requires that all adults working/undertaking professional experience/researching with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card). (See "Other Requirements" for further information.) Also see: http://whitelotus.gq.qld.gov.au/membership/applyform.html
This course provides an introduction to the key concepts related to the understanding of learners and learning. The course focuses on several views of learning including, behavioural, social cognitive, and constructivist theories and how the key understandings drawn from these theories can be applied in teaching and learning environments. Throughout the course educators are introduced to the theory of learning and practice to exploration of an educational setting. The influence of the similarities and differences in both learners and learning environments will be explored in relation to effective educational practice. The course provides for a nominal 10 days of professional attachment to an identified school. This period of attachment students will be immersed in the day-to-day operations of the school and in the work of a teacher, with a particular focus on the connections between that work and the issues covered in this course.

GDE3002 CONTEXTS AND ENVIRONMENTS (FOEDU-UGRD)
Units 1.0 (Teacher Education not elsewhere) Band 5
State law in Queensland (Australia) requires that all adults working/undertaking professional experience/researching with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card). (See "Other Requirements" for further information.) Also see: http://whitelotus.gq.qld.gov.au/membership/applyform.html
This course is designed to assist students to understand the range of social and political forces that interact to shape the nature of educational contexts and environments within educational sites, as well as the cultural identities of the individuals within those sites. Under standing such cultural context is essential for knowledge of the social norms, policy mandates, ethics and moral codes, personal standards, the skills, strategies and exploration of necessary to apply these to an educational setting. The influence of the similarities and differences in both learners and learning environments will be explored in relation to effective educational practice. The course provides for a nominal 10 days of professional attachment to an identified school. This period of attachment students will be immersed in the day-to-day operations of the school and in the work of a teacher, with a particular focus on the connections between that work and the issues covered in this course.

GDE3003 PLANNING AND TEACHING (FOEDU-UGRD)
Units 1.0 (Teacher Education not elsewhere) Band 5
State law in Queensland (Australia) requires that all adults working/undertaking professional experience/researching with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card). (See "Other Requirements" for further information.) Also see: http://whitelotus.gq.qld.gov.au/membership/applyform.html
This course views teaching as intellectual work and enables students to view all learning as teaching and practice to exploration of a framework for effective teaching, such as Proactive Pedagogies (in the Queensland context) or other appropriate frameworks. Students will reflect on their in-school experiences in the light of the relevant literature to develop, planning and effective teaching strategies. Students will be engaged in systematic re-framing and reformulating teaching practices and a range of planning strategies, ranging from simple lessons to integrated units, with provisions made for diversity among learners. The course aims to provide students with their general teaching skills and pedagogical content knowledge, which is seen as an integration of content, learning and teaching. The course provides for a nominal 10 days of professional attachment to an identified school in the day-to-day operations of the school and in the work of a teacher, with a particular focus on the connections between that work and the issues covered in this course.

GDE3004 GUIDING AND MANAGING (FOEDU-UGRD)
Units 1.0 (Teacher Education not elsewhere) Band 5
State law in Queensland (Australia) requires that all adults working/undertaking professional experience/researching with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card). (See "Other Requirements" for further information.) Also see: http://whitelotus.gq.qld.gov.au/membership/applyform.html
This course explores the skills, behaviours and theories that underpin encouraging positive dispositions and establishing good behaviour environments. Students will be provided with a ‘guide’ approach to the management of children of students with an holistic approach to the establish ment of positive and supportive learning environments and see relationships as critical in the management of student behaviour within the classroom context. The course examines the elements of ap proaches to this management responsibility and explores the factors underlying why many teachers find it problematic. Within the context of catering for a diverse range of students and guide the principles and practices of inclusive education the course looks at ways teachers can operate collaboratively within whole-school policies to manage the learning environment and develop positive working relations with students. The course provides for a nominal 10 days of professional attachment to an identified school. During this period of attachment students will be immersed in the day-to-day operations of the school and in the work of a teacher, with a particular focus on the connections between that work and the issues covered in this course.

GDE4005 ASSESSING AND REPORTING (FOEDU-UGRD)
Units 1.0 (Teacher Education not elsewhere) Band 5
State law in Queensland (Australia) requires that all adults working/undertaking professional experience/researching with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card). (See "Other Requirements" for further information.) Also see: http://whitelotus.gq.qld.gov.au/membership/applyform.html
In this course students will explore the theories and practices of a range of authentic assessment procedures They will be exposed to the concepts of authentic assessment, reliability, validity and consistency, Selecting, using and interpreting approaches to and methods of assessment. They will be exposed to the suitability of such assessment practices for their own educational contexts. Students will be required to demonstrate competence in constructing and implementing assessment activities and procedures for the educational program in which they are involved. The course offers for a nominal 10 days of professional attachment to an identified school. During this period of attachment students will be immersed in the day-to-day operations of the school and in the work of a teacher, with a particular focus on the connections between that work and the issues covered in this course.

GDE4006 RELATING AND COLLABORATING (FOEDU-UGRD)
Units 1.0 (Teacher Education not elsewhere) Band 5
State law in Queensland (Australia) requires that all adults working/undertaking professional experience/researching with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card). (See "Other Requirements" for further information.) Also see: http://whitelotus.gq.qld.gov.au/membership/applyform.html
This course will expose students to the important role of relationships between student and student, teacher and student, teacher and parents, teachers and school and the community as a whole. The course is designed to develop the skills of communication, understanding and collaboration of members and specialist professional staff to the effectiveness of teaching. work and students’ learning in these complex times will be explored. The course provides for 10 days of professional attachment to an identified school. During this period of attachment students will be immersed in the day-to-day operations of the school and in the work of a teacher, with a particular focus on the connections between that work and the issues covered in this course.

GDE4007 ETHICS AND PROFESSIONAL PRACTICE (FOEDU-UGRD)
Units 1.0 (Teacher Education not elsewhere) Band 5
State law in Queensland (Australia) requires that all adults working/undertaking professional experience/researching with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card). (See "Other Requirements" for further information.) Also see: http://whitelotus.gq.qld.gov.au/membership/applyform.html
Students will be required to understand responsibilities and role as professional educators in light of relevant ethical frameworks. KEYED TO THIS STUDY OF ETHICS, the course will explore the roles and responsibilities of professionals working within a range of moral dilemmas encountered in the attachment site. This will enable students to communicate the ethical standards of professional practice and to reflect upon their own moral and ethical actions as professional educators.

GDE4008 GRADUATE INTERNSHIP (FOEDU-UGRD)
Units 1.0 (Teacher Education not elsewhere) Band 5
State law in Queensland (Australia) requires that all adults working/undertaking professional experience/researching with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card). (See "Other Requirements" for further information.) Also see: http://whitelotus.gq.qld.gov.au/membership/applyform.html
Students deemed to have demonstrated appropriate levels of commitment and professionalism will gain the authority of their host school to move from the Stage 2 Attachment to the Stage 3 Graduate Internship. In Queensland this will also require an internship authorisation from the Board of Teacher Registration - equivalent processes may be required in other jurisdictions. Internship students will undertake a teaching load equivalent to 50% of the normal load of a full time teacher (with the range of duties understood to include the full repertoire of practice in which teachers engage in the school and professional community). The course provides for a minimum of 30 days of school-based teaching work in relation of graduate intern.

GER1101 GERMAN 1A (FOART-UGRD)
Units 1.0 (Northern European Languages) Band 1
German is the language with the largest number of native speakers in the European Union. It is the native language of around 150 million people in Germany, Austria, Switzerland, Luxembourg, and Liechtenstein, and is spoken as an important second language by people in international business, research, and the arts. German is also a major community language in Australia and German-speaking migrants have made major contributions to our cultural, scientific, and economic development. Germany has been of particular significance in South-East East Queensland. Germany has the world’s third largest national economy, is a leading export nation in the field of advanced high technology, and a major agent in global environmental and foreign aid related issues. Studying German as part of an Arts, Business, Engineering, Science, Education, or IT degree, to a credible level of language competence, can provide graduates with an important competitive edge when entering and advancing in global employment markets. The sequence of courses to complete a German Language Major, Minor, or Elective is dependent upon students’ existing language competence at entry to the program. New students with some previous knowledge of German (for example from high school) may be placed in an Arts, Business, Engineering, Science, Education, or IT degree, to a credible level of language competence, can provide graduates with an important competitive edge when entering and advancing in global employment markets. The sequence of courses to complete a German Language Major, Minor, or Elective is dependent upon students’ existing language competence at entry to the program. This course aims to equip students with the skills, attitudes and knowledge to effectively participate in a German-speaking environment. Emphasis in class is on the development of speaking and listening skills and the introduction of further reading and writing of simple text passages.

GER1102 GERMAN 1B (FOART-UGRD)
Units 1.0 (Northern European Languages) Band 1
Pre-requisite: GER1101
German is the language with the largest number of native speakers in the European Union. It is the native language of around 150 million people in Germany, Austria, Switzerland, Luxembourg, and Liechtenstein, and is spoken as an important second language by people in international business, research, and the arts. German is also a major community language in Australia and German-speaking migrants have made major contributions to our cultural, scientific, and economic development. Germany has been of particular significance in South-East East Queensland. Germany has the world’s third largest national economy, is a leading export nation in the field of advanced high technology, and a major agent in global environmental and foreign aid related issues. Studying German as part of an Arts, Business, Engineering, Science, Education, or IT degree, to a credible level of language competence, can provide graduates with an important competitive edge when entering and advancing in global employment markets. The sequence of courses to complete a German Language Major, Minor, or Elective is dependent upon students’ existing language competence at entry to the program. New students with some previous knowledge of German (for example from high school) may be placed in an Arts, Business, Engineering, Science, Education, or IT degree, to a credible level of language competence, can provide graduates with an important competitive edge when entering and advancing in global employment markets. The sequence of courses to complete a German Language Major, Minor, or Elective is dependent upon students’ existing language competence at entry to the program.
GER2102 GERMAN 2B (FOART - UGRD)

Units 1.0 (Northern European Languages) Band 1
Pre-requisite: GER2101

German is the language with the largest number of native speakers in the world. It is spoken by more than 100 million people in Germany, Austria, Switzerland, and Liechtenstein, and is spoken as an important second language by people in international business, science, and the arts. Germany is also a major country in cultural, scientific, and economic development. It has been of particular significance in South-Eastern Europe, and is a major trading nation in the field of advanced high technology. A major agent in global economic and foreign aid related issues. Studying German as part of an Arts, Business, Engineering, Science, or IT degree, to a confident level of language competence, can provide graduates with an important competitive edge when entering and advancing their careers in increasingly global employment markets. The sequence of courses to be completed is a German Language Major, Minor, or Elective is dependent upon students’ existing language competence at entry to the program. New students with some previous knowledge of German will be given a placement test during Orientation Week to determine their most suitable starting point in the core language courses. German 2B is an Intermediate Level language course and builds on the skills acquired in GER2101 GERMAN 2A and is intended for students who have recently passed a language competence level equivalent to A2 of the Common European Framework. For Reference Languages. German 2A extends students’ receptive and productive control over a range of spoken and written text types of topics of cultural, social, literary and linguistic interest.

GER3102 GERMAN 3B (FOART - UGRD)

Units 1.0 (Northern European Languages) Band 1
Pre-requisite: GER3101

German is the language with the largest number of native speakers in the world. It is spoken by more than 100 million people in Germany, Austria, Switzerland, and Liechtenstein, and is spoken as an important second language by people in international business, science, and the arts. Germany is also a major country in cultural, scientific, and economic development. It has been of particular significance in South-Eastern Europe, and is a major trading nation in the field of advanced high technology. A major agent in global economic and foreign aid related issues. Studying German as part of an Arts, Business, Engineering, Science, or IT degree, to a confident level of language competence, can provide graduates with an important competitive edge when entering and advancing their careers in increasingly global employment markets. The sequence of courses to be completed is a German Language Major, Minor, or Elective is dependent upon students’ existing language competence at entry to the program. New students with some previous knowledge of German will be given a placement test during Orientation Week to determine their most suitable starting point in the core language courses. German 3B is an Intermediate Level language course and builds on the skills acquired in GER2101 GERMAN 2A and is intended for students who have recently passed a language competence level equivalent to A2 at the Common European Framework of Reference for Languages. GER3102 GERMAN 3B and is intended for students who have recently passed a language competence level equivalent to A2 of the Common European Framework of Reference. This course will enable students to enhance their knowledge of German and the German-speaking countries, their culture, society, history, and politics. It is envisaged that students will explore a topic of relevance to the other major discipline majoring in their academic program or one of special contemporary significance.

GIS3405 SPATIAL ANALYSIS AND MODELLING (FOENS - UGRD)

Units 1.0 (Mapping Science) Band 2
Pre-requisite: SVY1901 and GIS1402

This course is designed to provide students with practical knowledge and skills related to spatial data capture and acquisition, attribute digital interpretation, surface analysis and terrain-modelling, proximity analysis, network analysis, fuzzy sets, and spatial analysis issues and trends. Emphasis will be placed on how spatial analysis and remote sensing is applied in practical applications, with specific functional components of a modern spatial information system.

GIS3406 REMOTE SENSING AND IMAGE PROCESSING (FOENS - UGRD)

Units 0.0 (Geomatic Engineering not available) Band 2
Pre-requisite: GIS2001 or concurrent study: GIS2002

This course is designed to provide students with the basic and intermediate knowledge and skills in the digital processing of remotely sensed images. Topics include: basic principles of remote sensing, image processing systems; pre-processing of remotely sensed data; image enhancement techniques; image transformation and filtering techniques; unsupervised classification; supervised classification; change detection and accuracy assessment; image co-registration with GIS, and applications and case studies. Various imagery products will be studied, including aerosol, cloud, shadow, and atmospheric distortions. Image processing software will be used to demonstrate and reinforce the concepts and principles involved.

GIS3901 GIS/G cartographic Information Systems Practice 2 (FOENS - UGRD)

Units 0.0 (Geomatic Engineering not available) Band 2
Pre-requisite: GIS3901

This course aims at providing students with practical knowledge and skills related to spatial data analysis (vector and raster), web based GIS, and 3D or virtual reality processing. In addition, the practical component of GIS project planning and implementation will be applied in a small group project. This course will involve the use of industry standard software packages.
This course is designed to introduce students to modern European history by examining some of the factors that influenced the development of Europe between the Black Death (1348) to the turn of the nineteenth century (1800). By focusing on significant turning points and some of the colourful players in this historic age, students learn the features of political and cultural exchange. In particular, the course allows students to engage with critical issues to do with Europe’s hegemonic transformations and responses to the ideas emerging over the period with emphasis on primary source material. Content and assessment items in this course lead to an appreciation not only of the relevance of the rise of nation states, but also the pressing concern and potential power of those termed ‘the masses’.

**HIS3000 SPECIAL STUDY IN HISTORY**

Units 1.0 (History) Band 1

Pre-requisite: 4 units of History

This course will enable students to enhance and diversify their historical studies by undertaking a specialised study in an area of interest to the student, subject to the agreement of an appropriate supervisor. Students will be required to submit a research essay of 6000-7000 words which demonstrates advanced skills in research, analysis, synthesis, writing, bibliography and documentation using both primary and secondary sources. Students taking this course in external mode should contact Professor Maurice French before the start of the semester.

**HIS3001 NATIONALISM AND REVOLUTION IN SOUTHEAST ASIA**

Units 1.0 (Studies in Human Society) Band 1

Pre-requisite: Any Two units of History or International Relations

The basic assumption of this course is that a thorough appreciation of contemporary South-East Asian Societies depends upon a knowledge of their historical evolution. In order to develop an empathetic understanding of the contemporary South-East Asian world, it is necessary to recognise the participation of all the world’s people and their interaction with the world from the Renaissance to the First World War. It will emphasise world-systems theory, international relationships, and globalization. The course is particularly suited to students and is as ideal as a general elective.

**HIS3002 THE TWENTIETH CENTURY**

Units 1.0 (History) Band 1

Pre-requisite: Any 3 courses in History

This course will discuss the social, economic, political and cultural history of Australia from World War II to the present. Themes will include: the persistence of racial beliefs and their impact on Australia’s response to world affairs; Australia’s response to the United States, a major player in the world order; understanding and appreciation of Australian history, its relationships and its impact on society; the social movements of the 1960s, 1970s and 1980s; the political and social mobilization of the youth in the Howard Government, and the social issues emerging over the period with emphasis on primary source material. Content and assessment items in this course lead to an appreciation not only of the relevance of the rise of nation states, but also the pressing concern and potential power of those termed ‘the masses’.

**HIS4001 WAR AND SOCIETY**

Units 1.0 (History) Band 1

Pre-requisite: Students must be enrolled in Program: BAHN

The experience of war is one which generates conflict between the sexes, the state and society at large. The focus will be on the conflict and responses in a war, with a particular focus on the experience of Australia at war. It will consider the themes of militarization, social class, gender, race, anti-war protest, religion and ethnicity.

**HIS4002 TOPICS IN ASIAN HISTORY**

Units 1.0 (History) Band 1

Pre-requisite: Students must be enrolled in the following Program: BAHN

Drawing upon a framework provided by the discipline of history, the course involves a thematic approach and focuses upon the processes of nation-building in the Southeast Asian region. It seeks to convey the jangle of tradition and modernity in the everyday lives of people as new nation states are built.

**HIS4004 MODERN EUROPEAN HISTORY**

Units 1.0 (History) Band 1

Pre-requisite: Students must be enrolled in the following Program: BAHN

This course is designed to provide opportunities for historical thinking and practice at an advanced level, with particular reference to select aspects of modern European history.

**HMT4001 HONOURS DISSERTATION A**

Units 2.0 (Studies in Human Society) Band 1

Pre-requisite: Students must be enrolled in Program: BAHN

This 2 unit course enables students enrolled in the Honours Program to commence their dissertation under supervision. The dissertation shall consist of a 12,000-15,000 word assignment on a topic chosen by the student and approved by the supervisor, and may be based on original investigations, or an empirical appraisal or analysis of primary or secondary source material.

**HMT4002 HONOURS DISSERTATION B**

Units 2.0 (Studies in Human Society) Band 1

Pre-requisite: Students must be enrolled in Program: BAHN

This 2 unit course enables students enrolled in the Honours Program to complete their dissertation under supervision. This course is a continuation of the work commenced in HMT4001 Honours Dissertation A. The dissertation shall be 12,000-15,000 words in length.

**HMT4005 RESEARCH DESIGN**

Units 2.0 (Studies in Human Society) Band 1

Pre-requisite: Students must be enrolled in the following Program: BAHN

This course examines different methods of approaching a review of literature relevant to a research topic, culminating in the identification and refinement of research questions or hypotheses. It looks at how to select appropriate methods for answering the research question or testing hypotheses. Finally it discusses different approaches to presenting research data.

**HSC5050 RESEARCH METHODOLOGY FOR THE HUMAN SCIENCES**

Units 3.0 (Not purp. classified) Band 4

This course will develop students’ abilities to be critical consumers of research. Studies will focus on extending students’ knowledge about the purpose of research, research design and various methodologies including empirical, interpretive, critical and feminist approaches. Through examination of past research students will distinguish the hallmarks of effective research design including ethical considerations. They will learn about evidence-based practice and write a critical literature review for their own area of practice.

**HUM7001 PROVISIONAL STUDIES 1**

Units 6.0 (Education Studies) Band 1

This course covers a range of ELICOS programs with the Darling Downs Academy. No result is expected to be recorded for any updates that may occur during the year.
Consult the Handbook on the Web at http://www.usq.edu.au/handbook/current for any updates that may occur during the year.

Course synopses (2008)

HUM7002 PROVISIONAL STUDIES 2 (REFOG - NONA)
Units (Education Studies) Band 5
Students in this course are studying in ELICOS program with the Darling Downs Academy. No result is expected to be recorded for this course.

HUM7003 PROVISIONAL STUDIES 3 (REFOG - NONA)
Units 0.0 (Education Studies) Band 5
Students in this course are studying in ELICOS program with the Darling Downs Academy. No result is expected to be recorded for this course.

HUS7001 INTRODUCTION TO COMPUTING BASICS (KUMBN - NONA)
Units 1.0 (Mathematics) Band 2
Through a process of self-development, students complete the introdution to Computing Basics while progressing in a program, which requires them to manage their own learning and establish their future goals. Effective computing skills and knowledge will assist both the student’s entry into higher education undergraduate degree courses and their success during the study in these courses. In addition, the teaching strategies include a culturally relevant perspective of Indigenous communication and its many practicings within Indigenous communities. Hence, this enables a student to feel comfortable in choosing the appropriate use of communication skills for the course from an Indigenous perspective. This will also ensure that language skills and writing skills are provided in a broad context to best enable students to continue in their career of choice.

HUS7002 NGUYA GOLPAINIE? WHAT DID YOU SAY? STUDY SKILLS (KUMBN - NONA)
Units 1.0 (Indigenous Studies) Band 1
Aboriginal and Torres Strait Islander peoples progress through the programs which require them to manage their own learning and establish their own future goals through a process of self-development. In this course effective study skills and attitudes will be developed, and applied to areas of communication studies. The language skills and writing skills are provided in a broad context to best enable students to continue in their career of choice.

HUS7003 IMBALE: HEARING TO UNDERSTAND: THINKING TO WRITE (KUMBN - NONA)
Units 1.0 (Indigenous Studies) Band 1
Aboriginal and Torres Strait Islander peoples progress through the programs which require them to manage their own learning and establish their own future goals through a process of self-development. In this course effective study skills and attitudes will be developed, and applied to areas of communication studies. The language skills and writing skills are provided in a broad context to best enable students to continue in their career of choice.

HUS7004 INDIGENOUS CULTURAL STUDIES (KUMBN - NONA)
Units 1.0 (Indigenous Studies) Band 1
Using a process of self-paced instruction and research, the course followed by structured activity focused on Indigenous culture. A time-line approach, which follows Indigenous Australian Myths from creation, through invasion and contemporary issues, is adopted. The teaching strategy will be inclusive of culturally relevant instruction and perspectives that can only be beneficial to Indigenous Australian students. Hence, this enables students to feel more comfortable in addressing Indigenous and non-Indigenous viewpoints and histories.

IMH5001 CONCEPTS OF ABORIGINAL AND TORRES STRAIT ISLANDER HEALTH (KUMBN - PGRD)
Units 1.0 (Health) Band 3
The course centre on the wider view Indigenous Australians have of health (both physical and mental) compared with the Western medical model of health, and the importance of culturally appropriate strategies and interventions in assessment, diagnosis and treatment of health and mental health problems and disorders. Students are cautioned not make generalisations and assumptions about Indigenous people, as there are many Indigenous groups in Australia, with varying cultural histories. The module is focused on gaining an in-depth understanding of ‘culture’ in general are emphasised, and students will benefit from the belief that cultural competence is health achievable. It needs to be acknowledged that non-Indigenous people are required to understand the intrinsic cultural and traditional ways of Indigenous people and that Indigenous staff, with their lower education level, are indispensable in providing basic health mental intervention. Students will also become equipped with knowledge and skills to gain greater knowledge of, and respect for particular Indigenous cultural groups within Australia.

IMH5002 INDIGENOUS AUSTRALIAN MENTAL HEALTH TODAY (KUMBN - PGRD)
Units 1.0 (Health) Band 3
Centrally important to this course is the fact that culture has profound influences on the experience and presentation of mental disorder - how and whether symptoms are assessed and how they are understood. The available data indicate that, compared with non-Indigenous Australians, Indigenous Australians suffer a higher burden of emotional disorders and possible mental illness, widely acknowledged to be related to the unique historical, cultural and social situation of Aboriginal and Torres Strait Islander peoples. This perspective is taken into consideration in looking at the main types of mental disorders and problems experienced by Indigenous people. The difficulties of researching this field will be outlined. Newer tools such as those developed by Westerners specifically for use with Indigenous youth will be explored. The course also deals with implications of mental health problems experienced by Indigenous people, including the greater hospitalisations for most types of mental and behavioural disorders and greater contact with the criminal justice system. Some consideration is also given to mental health issues of other Indigenous cultures and communities throughout the world.

IMH5003 CULTURALLY APPROPRIATE INTERVENTION STRATEGIES IN INDIGENOUS MENTAL HEALTH (KUMBN - PGRD)
Units 1.0 (Health) Band 2
The course emphasises the burden of mental illness Aboriginal and Torres Strait Islander communities, with a review of typical mental and emotional disorders and psychological symptoms. It focuses on how culturally appropriate interventions in relation to major issues are applied to substance abuse and dependence, suicidal, psychotic disorders, anxiety and depression. Thus the core of the course is focused on culturally appropriate intervention strategies, or 'right way' approach, in alleviating the suffer of Indigenous clients. Students will be exposed to ethical and culturally sensitive strategies for establishing a relationship of trust, the formal assessment process (in collaboration with Indigenous Mental Health or Health workers), pre-interview procedures, appropriate interviewing techniques, potential interview issues, interagency, inter-agency, assessment, summary and follow-up management options. In keeping with the holistic approach of this program, participants will be encouraged to reflect that in no other area of Indigenous health is there such a close linkage between language and cultural issues. It will develop communicative competence in the use of Indigenous language.

IND1000 INDONESIAN 1A (FOART - UGRD)
Units 1.0 (Southeast Asian Languages) Band 1
The study of Indonesian Language is intended to provide an opportunuty to develop conversational and written linguistic skills in Indonesian at both colloquial and formal levels. Students will be given a strong foundation in vocabulary and grammar for comprehending the rules and conventions of contemporary language usage. Through a structured sequence of learning, students will be assisted to attain an active and productive command of the language. The course will develop not only correct linguistic performance, but through a close linkage between language and cultural features, it will develop communicative competence.

IND1001 INDONESIAN 1B (FOART - UGRD)
Units 1.0 (Southeast Asian Languages) Band 1
Pre-requisite: IND1000
The study of Indonesian Language is intended to provide an opportunuty to develop conversational and written linguistic skills in Indonesian at both colloquial and formal levels. Students will be given a strong foundation in vocabulary and grammar for comprehending the rules and conventions of contemporary language usage. Through a structured sequence of learning, students will be assisted to attain an active and productive command of the language. The course will develop not only correct linguistic performance, but through a close linkage between language and cultural features, it will develop communicative competence.

IND1002 ADVANCED INDONESIAN A (FOART - UGRD)
Units 1.0 (Southeast Asian Languages) Band 1
Pre-requisite: IND1001
The study of Indonesian Language is intended to provide an opportunuty to develop conversational and written linguistic skills in Indonesian at both colloquial and formal levels. Students will be given a strong foundation in vocabulary and grammar for comprehending the rules and conventions of contemporary language usage. Through a structured sequence of learning, students will be assisted to attain an active and productive command of the language. The course will develop not only correct linguistic performance, but through a close linkage between language and cultural features, it will develop communicative competence.

INR1000 GLOBAL TRANSITIONS AND HUMAN SECURITY (FOART - UGRD)
Units 1.0 (Political Science) Band 1
This course, and its sequel course INR1001 Global Transitions and Human Security - Year 2, are required courses in the International Relations Major and the International Relations Option Program for Bachelor programs. Both courses, first, cluster the above-mentioned views into perspectives on globalisation, politics, economics, security, and the problem of humanity; and, secondly, put them in an international relational framework to focus on Australia and its Asian context - with attention given to the pressing issues, events and concerns of humanity globally. Specifically, Course INR1000 focuses on the evolution of the international system with an emphasis on more recent prominent developments and the practice of diplomacy through a critical presentation of three major competing analytical perspectives. Of particular note, namely realist/systems, world systems, and liberalism/liberalism. It then explores the two main areas utilising the historical and theoretical texts presented earlier, with students being assigned concrete cases for analytical study and, where feasible, workshop interaction so as to achieve a more grounded understanding about the utility of these approaches.

INR1001 GLOBAL TRANSITIONS AND HUMAN SECURITY (FOART - UGRD)
Units 1.0 (Political Science) Band 1
This course is an sequel course to INR1000 (“International Relations in a Globalising Era”), are required courses in the International Relations Major and the International Relations Option Program for Bachelor programs. Both courses, first, cluster the above-mentioned views into perspectives on globalisation, politics, economics, security, and the problem of humanity; and, secondly, put them in an international relational framework to focus on Australia and its Asian context - with attention given to the pressing issues, events and concerns of humanity globally. Specifically, Course INR1000 focuses on the evolution of the international system with an emphasis on more recent prominent developments and the practice of diplomacy through a critical presentation of three major competing analytical perspectives. Of particular note, namely realist/systems, world systems, and liberalism/liberalism. It then explores the two main areas utilising the historical and theoretical texts presented earlier, with students being assigned concrete cases for analytical study and, where feasible, workshop interaction so as to achieve a more grounded understanding about the utility of these approaches.

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INR2000 ISSUES IN A GLOBALIZING WORLD (FOART - UGRD)
Units 1.0 (Human Geography) Band 1
Pre-requisite: 2 courses of International Relations
This course, which follows on from courses INR1000 and INR1001 ("International Relations in a Globalizing Era" and "Global Transitions and Human Security") offered in year one, is one of the required courses in the International Relations Major and the International Relations Option Study program in the Bachelor of Arts program.
First, the course very briefly reviews the historical dimensions and contemporary international relationships, with an emphasis on processes of globalization. Second, it explores the theoretical, historical and geopolitical regional and global implications. Third, it puts the fore-mentioned into an international relations frame with a particular focus on Australia and the Asia-Pacific region. It expects students to apply analytical perspectives throughout the exploration of a number of specific key issues that pertain to a variety of communities at various levels of the global system. Students are then assigned a more concrete international contemporary issue project for analytical study and where practicable, group interaction so as to achieve a fuller understanding about the relevance of such key issues to their lives and to Australian communities. Due attention is given to both the ramifications that such key issues have for Australia as well as their linkage to the pressing concerns of humanity more broadly.

INR3000 AUSTRALIAN FOREIGN RELATIONS (FOART - UGRD)
Units 1.0 (Political Science) Band 1
Pre-requisite: 3 courses of International Relations
This course provides a detailed analysis of Australian foreign policy, its roots, the influence of individual leaders and the role of institutions in the field of international relations, subject to the agreement of an appropriate supervisor. Topics may include: theulated case studies or of a theoretical nature. Students will be required to submit a substantial research essay which demonstrates advanced skills in research, analysis and writing.

INR3001 SPECIAL STUDY IN INTERNATIONAL RELATIONS (FOART - UGRD)
Units 1.0 (Human Geography) Band 1
Pre-requisite: 3 courses of International Relations
This course is offered in both semesters one and two, year three, and is designed to give students an opportunity to undertake a piece of supervised independent research in the field of international relations, including personal and social concerns and skills that facilitate Australia's role in regional and international relationships. The course also discusses the international role of Australia in the present era.

INR3003 WAR AND TERRORISM: INTRODUCTION TO STRATEGIC STUDIES (FOART - UGRD)
Units 1.0 (Political Science) Band 1
Pre-requisite: Any 1 course of History or International Relations
Terrorism, the invasion of Iraq and Australian led intervention in East Timor have increased interest in war and strategic issues in a variety of rapidly evolving scenarios. The use of force in world politics and military strategy is the subject of strategic studies in the field of international relations, including personal and social concerns and skills that facilitate Australia's role in regional and international relationships. To understand such issues, students need to develop an in-depth understanding of how research and develop new theories of conflict and war as they arise, the application of these to a variety of communities at various levels of the global system. Students are then assigned more concrete international contemporary issue project for analytical study and where practicable, group interaction so as to achieve a fuller understanding about the relevance of such key issues to their lives and to Australian communities. Due attention is given to both the ramifications that such key issues have for Australia as well as their linkage to the pressing concerns of humanity more broadly.

INR4010 INTERNATIONAL RELATIONS: GUIDED TOPICS (FOART - UGRD)
Units 1.0 (Political Science) Band 1
Pre-requisite: Students must be enrolled in the following Program: BAHIN
Drawing upon frameworks from the Social Sciences and based on the discipline of International Relations, the course briefly reviews the key aspects regarding the context of and evolving perceptions and relationships between Australia and Asia and proceeds to an analyt

INR4011 AUSTRALIA AND ASIA - ISSUES (FOART - UGRD)
Units 1.0 (Political Science) Band 1
Pre-requisite: INR1001
Drawing primarily upon a Social Sciences framework taken from the discipline of International Relations, the course briefly reviews the key aspects regarding the context of and evolving perceptions and relationships between Australia and Asia and proceeds to an analyt
The content and structure of the course emphasize the need for students to adopt a greater educational stance and understanding of the area of Torres Strait Island Studies. Hence, the course seeks to broaden the awareness of students of the Torres Strait Islands and its peoples on the basis of a knowledge and understanding of and empathy towards, those people who are the original inhabitants of the Torres Strait. Throughout the course, four major dimensions will be explored: The history and colonization of the Torres Strait, Torres Strait islander social, economic and legislative-political structures, Policies and practices in relation to education for Torres Strait Islander peoples, Significant Torres Strait Island cultures customs, languages, protocols, and the Arts.

Units 1.0 (Indigenous Studies) Band 1

A course on managing and recording Indigenous knowledge should provide a comprehensive understanding of traditional knowledge systems related to the environment, technology and science, language and communication, survival skills, artefacts and weapons, economics, kinship and social organisation. Essentially the course will cover an overview of traditional understandings of Indigenous knowledge, how it is used and how it has survived change and the processes related to its interpretation, and to record it. The course will focus on the importance of knowledge to Aboriginal and Torres Strait Islander peoples and society. It will also illustrate the need to record and manage the knowledge of different groups to document such knowledge. In this course, students should gain knowledge and understanding of the structure and influence of knowledge, communication and language globally, and in Indigenous communities. The course will consider how knowledge can be utilised and managed. The role of oral history and traditions and their relationship to the culture, customs and behaviour of Australian Indigenous societies and cultures. Indigenous intellectual property and traditional knowledge, including the significance of indigenous knowledge, traditional knowledge, Indigenous languages and land affiliation.

The emphasis is placed on having an understanding and appreciation of Indigenous Australian attitudes, languages and land affiliation. Throughout the course, four major constructs will be explored: (i) contested views of historical debates; (ii) social, political, and environmental issues; (iii) policies and practices in relation to social issues for Aborigines and Torres Strait Islander peoples; (iv) identifying strategies for reducing social disadvantage.

LAW2010 INTRODUCTION TO LAW (FUSB - UGRD)

Units 1.0 (Business and Commercial Law) Band 3

This course is designed to introduce students to the impact of law on business. It is a course intended to provide a review of the components of the Australian legal system, the judicial process and the remedies available to resolve disputes. The contract law, negligence and other tortious actions are examined in the law of torts. Criminal law is also briefly covered as well as the law of agency.

LAW2101 LEGAL PROCESS AND RESEARCH (FUSB - UGRD)

Units 1.0 (Law) Band 3

Students are required to have access to a personal computer, e-mail capabilities and Internet access to USQConnect. Current details of computer requirements can be found at <http://www.usq.edu.au/business/aboutfob.htm>.

This course is designed to prepare students with the legal issues involved in the protection of the environment. This is to be achieved by exposure to the sources of Australian environmental regulation: international, national and state. The course aims to introduce students to the foundations of the Australian legal system and its institutions, and the mechanics of legal research and analysis. The foundation of the Australian legal system addresses the sources of law, the passage of statutes through parliament, and the development of common law through precedent and statutory interpretation. Legal research and analysis provides essential skills in legal research and communicating the law effectively.

LAW2102 LAW IN CONTEXT (FUSB - UGRD)

Units 1.0 (Law) Band 3

Students are required to have access to a personal computer, e-mail capabilities and Internet access to USQConnect. Current details of computer requirements can be found at <http://www.usq.edu.au/business/aboutfob.htm>.

The content and structure of this course will emphasize the need for understanding and appreciation of Indigenous Australian attitudes, languages and land affiliation. The emphasis is placed on having an understanding and appreciation of Indigenous Australian cultures including, kinship, culture, society and group and individual identity. The course investigates the role of Indigenous Australian peoples; Research ethics in Indigenous contexts.

LAW2104 BUSINESS AND CONSUMER LAW (FUSB - UGRD)

Units 1.0 (Business and Commercial Law) Band 3

Pre-requisite: LAW2011

Students are required to have access to a personal computer, e-mail capabilities and Internet access to USQConnect. Current details of computer requirements can be found at <http://www.usq.edu.au/business/aboutfob.htm>.

This course will expand the knowledge of the vital area of contract law. This course will build upon the understanding of the principles of the law of contract gained in Contract A. Specifically the aim of this course is to equip students with the knowledge of the legal requirements for concluding contracts, the capacity of parties to enter into contracts and the required content of a legally enforceable contract.

LAW2203 Torts B (FUSB - UGRD)

Units 1.0 (Law) Band 3

Pre-requisite: LAW2202

Students are required to have access to a personal computer, e-mail capabilities and Internet access to USQConnect. Current details of computer requirements can be found at <http://www.usq.edu.au/business/aboutfob.htm>.

This course broadens the students knowledge of the extent of the civil obligations imposed by the law of torts. It will build upon the understanding of the principles of the law of torts gained in Torts A. Students will gain an understanding of a variety of intentional torts, the possible defences to them and the principle of vicarious liability. The course will also examine a number of non-intentional torts including nuisance and defamation. Finally it will look at compensation plans implemented for particular sorts of acts.
LAW2201 E-LAW (FOBUS - UGRD)

Units 1.0 (Law not elsewhere classified) Band 3

Pre-requisite: LAW1101

Bachelor of Laws students: pre-requisite/co-requisite LAW1101

Doctor of Business students: pre-requisite/co-requisite LAW5501; all other students are advised to complete LAW1101. Students are required to have access to a personal computer, e-mail capabilities and Internet access to USQConnect. Current details of computer requirements can be found at http://www.usq.edu.au/business/aboutfob.htm.

This course seeks to introduce students to the law as it relates to the Internet, the growth of e-commerce, and the taxation system. It will examine the most problematic areas from a legal perspective. These areas include legal and ethical issues, consumer protection, e-commerce law, and taxation. The course will look at the Australian legal system and the courts (for example, constitutional law and access to justice, discrimination and family issues will be covered). The course will engage students in the study of law.

LAW3101 MANAGING FUNDING AND TERMINATION PAYMENTS (FOBUS - UGRD)

Units 1.0 (Business and Commercial Law) Band 3

Pre-requisite: LAW1101

Students are required to have access to a personal computer, e-mail capabilities and Internet access to USQConnect. Current details of computer requirements can be found at http://www.usq.edu.au/business/aboutfob.htm.

This course seeks to introduce students to the law relating to the management of funding and termination payments. It also examines Fringe Benefits Tax in some detail. Students will develop their research skills.

LAW3201 COMMERCIAL LAW (FOBUS - PGRD)

Units 1.0 (Business and Commercial Law) Band 3

Pre-requisite: Enrolment in an approved postgraduate program.

Students are required to have access to a personal computer, e-mail capabilities and Internet access to USQConnect. Current details of computer requirements can be found at http://www.usq.edu.au/business/aboutfob.htm.

This course is designed to introduce students to the impact of law on business. To do this it commences with a review of the competencies of the Australian legal system, the judicial process and the means by which disputes are resolved or litigated. Civil liability in contract law, negligence and other tortious acts are examined in some detail. Criminal law is also briefly covered as well as the law of agency.

LAW2026 CORPORATIONS LAW (FOBUS - PGRD)

Units 1.0 (Business and Commercial Law) Band 3

Pre-requisite: LAW5201

Students are required to have access to a personal computer, e-mail capabilities and Internet access to USQConnect. Current details of computer requirements can be found at http://www.usq.edu.au/business/aboutfob.htm.

The objective of this course is to introduce students to the legal principles associated with partnerships, associations, trusts and corporations. In particular, students will be exposed to the Partnership Act, Corporations Act and Corporations Law in detail and shall be required to be able to describe all appropriate legal principles dealing with such entities and the internal and external relationships therein.

LAW2110 INCOME TAX LAW AND ASPECTS OF COMPANY LAW (FOBUS - PGRD)

Units 1.0 (Taxation Law) Band 3

Pre-requisite: ACC5202 and LAW5206

Students are required to have access to a personal computer, e-mail capabilities and Internet access to USQConnect. Current details of computer requirements can be found at http://www.usq.edu.au/business/aboutfob.htm.

This course introduces students to the principles underlying the tax ation of income and provides an overview of the operation of company law in Australia. Topics covered include the determination of assessable income, allowable deductions, capital gains tax, superannuation, taxation of business entities, tax administration, and the general principle and concepts of company law.

LAW2301 TAXATION LAW (FOBUS - PGRD)

Units 1.0 (Taxation Law) Band 3

Pre-requisite: ACC5202 and LAW5206

Students are required to have access to a personal computer, e-mail capabilities and Internet access to USQConnect. Current details of computer requirements can be found at http://www.usq.edu.au/business/aboutfob.htm.

In order to participate in the planning of a client's tax affairs it is necessary to understand the relevant sections of the appropriate taxation laws applicable to the transaction or entity structure. This course primarily introduces students to the Income Tax Assessment Act (ITAA) and the Goods and Services Tax Act 1999 (GSTA). Topics covered include assessable income, capital gains tax, allowable deductions, goods and services tax, capital gains tax, allowable deductions, capital tax payable and offsets/rebates of tax, tax administration provisions and the taxation of business entities.

LAW5201 ADVANCED CORPORATIONS LAW (FOBUS - PGRD)

Units 1.0 (Business and Commercial Law) Band 3

Pre-requisite: Enrolment in a postgraduate program.

Students are required to have access to a personal computer, e-mail capabilities and Internet access to USQConnect. Current details of computer requirements can be found at http://www.usq.edu.au/business/aboutfob.htm.

This course looks at some of the main business structures, aspects of property law and aspects of bankruptcy law.

LAW5404 FAMILY LAW AND BUSINESS (FOBUS - PGRD)

Units 1.0 (Law) Band 3

Pre-requisite: Enrolment in a postgraduate program.

Students are required to have access to a personal computer, e-mail capabilities and Internet access to USQConnect. Current details of computer requirements can be found at http://www.usq.edu.au/business/aboutfob.htm.

This course will provide an overview of the legal principles relating to the establishment and dissolution of a marriage or other legal relationship. Students will gain an overview of similarities and differences between selected legal systems, in so far as these impact on business transactions. Particular issues to be discussed include the law of contracts, business structures and legal liability in a variety of legal systems.

LAW5601 ADVANCED CONTRACT A (FOBUS - PGRD)

Units 1.0 (Law) Band 3

Pre-requisite: LAW5501

Students are required to have access to a personal computer, e-mail capabilities and Internet access to USQConnect. Current details of computer requirements can be found at http://www.usq.edu.au/business/aboutfob.htm.

The law of contract is the basis of all commercial transactions. Students will gain a broad theoretical understanding of the basis of the law of contract. Specifically the aim of this course is to equip students with the knowledge of the legal requirements for concluding contracts, the capacity of parties to enter into contracts and the required content of a legally enforceable contract. Students will develop their research skills.

LAW5602 ADVANCED CONTRACT B (FOBUS - PGRD)

Units 1.0 (Law) Band 3

Pre-requisite: LAW5501

Students are required to have access to a personal computer, e-mail capabilities and Internet access to USQConnect. Current details of computer requirements can be found at http://www.usq.edu.au/business/aboutfob.htm.

This course continues to expand the knowledge of the vital area of contract law. This course will build upon the understanding of the principles of the law of contract gained in Contract A. Specifically the aim of this course is to equip students with a working knowledge of the manner in which contracts are interpreted, the manner in which contracts may be performed or discharged and the remedies available in the event of a breach or non-performance of a contract. Students will develop their research skills.

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LAW5003 ADVANCED TORTS A (FOBUS - UGRD)
Units 1.0 (Law) Band 3
Pre-requisite or Co-requisite: LAW5001
Students are required to have access to a personal computer, e-mail capabilities and Internet access to USQConnect. Current details of computer requirements can be found at <http://www.usq.edu.au/business/aboutfob.htm>.

LAW5011 ADVANCED INSOLVENCY LAW AND PRACTICE I (FOBUS - PGRD)
Units 1.0 (Business and Commercial Law) Band 3
Pre-requisite: LAW5003 or an understanding of Australian Legal Principles
Students are required to have access to a personal computer, e-mail capabilities and Internet access to USQConnect. Current details of computer requirements can be found at <http://www.usq.edu.au/business/aboutfob.htm>.

Insolvency is a factor which many businesses have to confront. Modern approaches to insolvency mean that a business does not necessarily terminate as a result. This course seeks to build on an understanding of bankruptcy and liquidation by considering administrative tribunals which can be involved in an attempt to reconstruct the financial position of an insolvent person or company. Those insolvency admin-istrations examined include Personal Insolvency Agreements under Part X.4 of the Bankruptcy Act, receiverships, voluntary administrations and deeds of company arrangement.

LAW5044 ADVANCED TORTS B (FOBUS - UGRD)
Units 1.0 (Band 3)
Pre-requisite: LAW5003
Students are required to have access to a personal computer, e-mail capabilities and Internet access to USQConnect. Current details of computer requirements can be found at <http://www.usq.edu.au/business/aboutfob.htm>.

This course broadens the students knowledge of the extent of the civil obligations imposed by the law of torts. It will build upon the un-derstanding of the principles of the law of torts gained in Torts A. Students will gain an understanding of a variety of intentional torts, the defences available and the principles of vicarious liability.

The course will also examine a number of other representative torts including (namely the European Union). In addition, a study will be made of the law concerning the methods by which private international legal disputes are resolved.

LAW8074 PROJECT LEGAL ISSUES (FOBUS - PGRD)
Units 1.0 (Business and Commercial Law) Band 3
Students are required to have access to a personal computer, e-mail capabilities and Internet access to USQConnect. Current details of computer requirements can be found at <http://www.usq.edu.au/business/aboutfob.htm>.

The course examines the following: (1) an introduction to law in the context of projects, (2) the nature of parties involved in projects, in particular professions and contracts (3) the nature of partnerships, joint ventures and other alliances, (4) the law of torts, (5) legal issues concerning contracts, (6) formation of contracts, (7) management of contracts, (8) resolution of contractual disputes, (9) intellectual property law, (10) consumer protection and trade practices, (11) property-related law including ownership and occupation, and (12) planning laws and building legislation. The course is structured to provide a broad overview of the legal issues associated with a wide range of projects.

LAW8105 CORPORATE GOVERNANCE LAW (FOBUS - PGRD)
Units 1.0 (Business and Commercial Law) Band 3
Students are required to have access to a personal computer, e-mail capabilities and Internet access to USQConnect. Current details of computer requirements can be found at <http://www.usq.edu.au/business/aboutfob.htm>.

The major purpose of this course is to provide specialist instruction on the legal responsibilities and potential liabilities affecting corporate officers. The material will refer in detail to the legal framework in each country. Particular attention will be given to the decisions that are resulting from the recent period of corporate scandals. It will, however, seek to go beyond the black and white descriptions of the law to examine the decision making processes within a corporate entity and the underlying principles that promote good corporate governance. Part of the course, for ex ample, will consider the role of ethics in corporate practices.

This course introduces students to principles of course design and looks at a number of frameworks for the development of language teaching/learning material. The course will look at the inter-relation ships between theory of language, theory of learning, aims of syllabi, the social and personal contexts of student learning. It will examine a number of different frameworks within which syllabus design is embedded and which determine the ways materials might be deve loped.

LAW8118 INTERNATIONAL BUSINESS LAW (FOBUS - PGRD)
Units 1.0 (International Law) Band 3
Pre-requisite: Enrolment in a postgraduate program. Students are required to have access to a personal computer, e-mail capabilities and Internet access to USQConnect. Current details of computer requirements can be found at <http://www.usq.edu.au/business/aboutfob.htm>.

This course examines the impact of law on the enterprises that conduct international business in particular transactions entered into by such enterprises. The law concerning the formation and other aspects of international contracts as well as the law relating to the international transport of goods and international payments will be examined. The course will also examine selected legal aspects of the World Trade Organisation and one particular regional grouping (namely the European Union). In addition, a study will be made of the law concerning the methods by which private international legal disputes are resolved.

LAW8220 GOODS AND SERVICES TAX (FOBUS - PGRD)
Units 1.0 (Taxation) Band 3
Pre-requisite: An understanding of Australian income tax and accounting principles. Students are required to have access to a personal computer, e-mail capabilities and Internet access to USQConnect. Current details of computer requirements can be found at <http://www.usq.edu.au/business/aboutfob.htm>.

The Goods and Services Tax (GST), applies at the rate of 10% to the supply of most goods and services in Australia. This course introduces you to the principles underlying the operation of the Goods and Service Tax. The course discusses in detail the operation of the relevant legislation and comprehensively explores the practical application of GST to the supply of goods and services. Topics covered include a discussion of the key features of the GST Law, the liability to pay GST, registration, GST-free supplies, input taxed supplies, output taxed supplies, creditable acquisitions, tax periods, transitional issues, specific transactions, compliance, the impact of GST on business and accounting for GST transactions.

LINC000 THE NATURE OF LANGUAGE (FOEDU - PGRD)
Units 1.0 (English as a Second Language) Band 5
Pre-requisite: English as a Second Language Program.

This course examines the following topics: (a) various approaches to assessing and describing learner language, (b) the notion of "interlanguage", (c) the question of transfer from the first language (L1) to the second language (L2), (d) the relationship between the processes and strategies involved in second language learning and communicating in L2, (e) the social and personal contexts of student learning. It will also address some recent theories of language as well as how language operates in a social domain.

LINC002 METHODOLOGY IN TEACHING A SECOND LANGUAGE (FOEDU - PGRD)
Units 1.0 (English as a Second Language) Band 5
State law in Queensland (Australia) requires that all adults working undertaking professional experience/research with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card). (See “Other Requirements” for further information.) Also see: <http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html>

LINC003 SYLLABUS DESIGN AND MATERIALS WRITING (FOEDU - PGRD)
Units 1.0 (English as a Second Language) Band 5
State law in Queensland (Australia) requires that all adults working undertaking professional experience/research with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card). (See “Other Requirements” for further information.) Also see: <http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html>

This course introduces students to principles of course design and looks at a number of frameworks for the development of language teaching/learning material. The course will look at the inter-relation ships between theory of language, theory of learning, aims of syllabi, the social and personal contexts of student learning. It will examine a number of different frameworks within which syllabus design is embedded and which determine the ways materials might be deve loped.

LINC004 DISCOURSE ANALYSIS (FOEDU - PGRD)
Units 1.0 (English as a Second Language) Band 5
State law in Queensland (Australia) requires that all adults working undertaking professional experience/research with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card). (See “Other Requirements” for further information.) Also see: <http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html>

This course looks at the nature of discourse from a pragmatic perspective taking social, psychological and linguistic aspects of discourse into account. Conversations and oral interaction among first language speakers and between native and non-native speakers of English in classroom and community contexts will be analysed as part of the study of the goals of communicative interaction and how the speech act theory and communication constraints in the effective production of spoken text, and of discourse features and markers in coherent written texts will be examined as a means of understanding the nature of spoken and written discourse. Students will have the opportunity to study a specific cultural setting or language community and review theory in the field of pragmatics relevant to their setting.

LINC005 COMPUTER-ASSISTED LANGUAGE LEARNING (FOEDU - PGRD)
Units 1.0 (English as a Second Language) Band 5
State law in Queensland (Australia) requires that all adults working undertaking professional experience/research with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card). (See “Other Requirements” for further information.) Also see: <http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html>

This course provides language teachers with an introduction to theory and practice of CALL. Course topics include theoretical bases for CALL, current trends and issues of CALL research, language teaching in CALL environments, the role of CALL applications such as multimedia / hypermedia materials and Internet resources and strategies for integrating CALL into second language pro grams.
LIN9007 LANGUAGE TESTING (FOEDU - PGRD)
Units 1.0 (English) as a Select/Teach Band 5
State law in Queensland (Australia) requires that all adults working/undertaking professional experience in research with children under the age of 18 in the state of Queensland are required to possess a current suitability card (Blue Card). (See “Other Requirements” for further information.) Also see: http://www.health.qld.gov.au/payment_billing_and_information/health.html.

The course will introduce students to the different types of language testing, the use of language assessment techniques and the testing process. It will look at how language proficiency is measured and the ways scores are interpreted. It will also discuss the criteria for good tests: reliability and validity. Students will have practice in devising their own tests and will demonstrate their understanding of the principles of second language testing.

LIN9015 INTRODUCTION TO SOCIOLINGUISTICS (FOEOD - PGRD)
Units 1.0 (Linguistics) Band 1
State law in Queensland (Australia) requires that all adults working/undertaking professional experience in research with children under the age of 18 in the state of Queensland are required to possess a current suitability card (Blue Card). (See “Other Requirements” for further information.) Also see: http://www.health.qld.gov.au/payment_billing_and_information/health.html.

Language is inseparable from the society in which it is used. This course provides a comprehensive coverage of the most relevant topics related to the interaction between language and society, as well as language and culture. It provides educators, applied linguists and language teachers with an understanding of the social aspects of language, including the most topical issues of language and society, policy and social aspects of language use, attitudes towards social dialects and other language varieties. This course is used in the discipline of social linguistics, but also for those who take advocacy in maintaining native and community languages, in community language program managers at institutions as well as national levels.

LIN9016 INTERNET-BASED LANGUAGE INSTRUCTION (FOEOD - PGRD)
Units 1.0 (English) as a Select/Teach Band 5
Pre-requisite: LIN9005
State law in Queensland (Australia) requires that all adults working/undertaking professional experience in research with children under the age of 18 in the state of Queensland are required to possess a current suitability card (Blue Card). (See “Other Requirements” for further information.) Also see: http://www.health.qld.gov.au/payment_billing_and_information/health.html.

This course focuses on both the theory and practice of Internet-based language instruction (BIL). Course topics include basic issues of the Internet as a teaching/learning resource, locating and using Internet-based resources and information retrieval tools for language instruction, issues associated with the use of the Internet in second foreign language learning, the automation of Web-based instruction and Web-based learning environments. The course combines guided modules and online theory components leading to the submission of a Web-based portfolio of work.

LIN9017 BILINGUALISM AND BILINGUAL EDUCATION (FOEOD - PGRD)
Units 1.0 (English) as a Select/Teach Band 5
Pre-requisite: PEXP9005
State law in Queensland (Australia) requires that all adults working/undertaking professional experience in research with children under the age of 16 in the state of Queensland are required to possess a current suitability card (Blue Card). (See “Other Requirements” for further information.) Also see: http://www.health.qld.gov.au/payment_billing_and_information/health.html.

Teachers who are involved in language teaching, whether they are teaching first or second languages are generally not aware of the psycholinguistic and sociopolitical and educational issues involved in bilingualism. This course looks at bilingualism from these three main angles (1) psycholinguistic, 2 socio-psycholinguistic and 3 education and covers the following topics: definitions and typologies of bilingualism, the effects of bilingualism, the psycholinguistic aspects of bilingual language acquisition and language processing, code-switching, bilingualism and cognition, types of bilingual education. Relevant theories and implications are discussed in both the major and as well as the ethnolinguistic minority contexts. This course has a strong psycholinguistic focus.

LIN9012 DISSERTATION A (FOEDU - RSCH)
Units 2.0 (English) as a Select/Teach Band 5
Pre-requisite: LIN9000 and LIN5052 and LIN9001 and FET8001 plus 4 electives
State law in Queensland (Australia) requires that all adults working/undertaking professional experience in research with children under the age of 18 in the state of Queensland are required to possess a current suitability card (Blue Card). (See “Other Requirements” for further information.) Also see: http://www.health.qld.gov.au/payment_billing_and_information/health.html.

LIN9013 DISSERTATION B (FOEDU - RSCH)
Units 2.0 (English) as a Select/Teach Band 5
Pre-requisite: LIN9012
State law in Queensland (Australia) requires that all adults working/undertaking professional experience in research with children under the age of 16 in the state of Queensland are required to possess a current suitability card (Blue Card). (See “Other Requirements” for further information.) Also see: http://www.health.qld.gov.au/payment_billing_and_information/health.html.

This course is the second of the dissertation courses. In this course, students will complete their data collection, analyse them, and then write their dissertation.

MAC1901 MATHEMATICS FOR TEACHERS (FOSCI - UGRD)
Units 1.0 (Mathematics) Band 2
Students will be able to develop and extend their knowledge and understanding of mathematics and school mathematics through a variety of experiences involving problem solving, mathematical communication, reasoning and connecting mathematics, its ideas and its applications in the world around us. By working collaboratively and independently, students will be encouraged to think mathematically and, through many successful experiences, gain confidence in solving mathematical problems. The content of the course will include the following topics: problem solving, inductive and deductive reasoning, functions & graph, numeration systems, numbers: primes, integer, fractions, decimals, irrationals; describing, analysing and graphing data, geometry.

MAT1008 BUILDING PROFESSIONAL NURSING ATTRIBUTES B (FOSCI - UGRD)
Units 0.5 (General Nursing) Band 4
Pre-requisite: Students must be enrolled in the following program: BNRJ Co-Requisite: CMS1008
This course is designed to support nursing students with a second understanding of numeracy and its diverse use in the health profession, including the use of numbers for measuring medications and rates of delivery. The students are also expected to understand the concepts of ratio and proportion and the ability to be able to reliably carry out calculations for medical purposes; and to interpret charts and tables. Students will also be expected to understand the basic structure of computers and the Internet, to have good word processing skills, cluing referencing. They will learn basic spreadsheet skills, create and interpret charts and learn how to create flow charts, diagrams and presentations. The course will be closely linked to CMS1008 and other courses in the first year nursing program.

MAT1010 FOUNDATION MATHEMATICS (FOSCI - UGRD)
Units 1.0 (Mathematics) Band 2
Pre-requisite: Maths A or equivalent assumed. Maths B recommended.
This course uses self-paced computer-managed instruction methods and group problem solving techniques to encourage students to develop an understanding of mathematics concept which provide a foundation for an understanding of algorithms and data structures used in computing. Topics covered include number systems, logic, reasoning, relations, functions, induction, recursion, Boolean algebra and graph theory.

MAT1011 DISCRETE MATHEMATICS FOR COMPUTING (FOSCI - UGRD)
Units 1.0 (Mathematics) Band 2
Pre-requisite: Maths A or equivalent assumed. Maths B recommended.
This course introduces the basic elements of discrete mathematics which provide a foundation for an understanding of algorithms and data structures used in computing. Topics covered include number systems, logic, reasoning, relations, functions, induction, recursion, Boolean algebra and graph theory.

MAT1012 ALGEBRA AND CALCULUS I (FOSCI - UGRD)
Units 1.0 (Mathematics) Band 2
Pre-requisite: Maths A or equivalent assumed. Maths B recommended.
This course introduces numerical techniques which are available for solving mathematical problems. The content of the course will include the following topics: problem solving, inductive and deductive reasoning, functions & graph, numeration systems, numbers: primes, integer, fractions, decimals, irrationals; describing, analysing and graphing data, geometry.

MAT6102 CHAOS (FOSCI - PGRD)
Units 1.0 (Mathematics) Band 2
Pre-requisite: MAT2100 and MAT3105
This course focuses on the model development, analytical techniques and the background mathematics necessary for the solution and optimization of linear programming problems, transportation, assignment, network, and critical path problems.

MAT2100 ALGEBRA AND CALCULUS II (FOSCI - UGRD)
Units 1.0 (Mathematics) Band 2
Pre-requisite: MAT1102 or Students must be enrolled in one of the following programs: BSSN or BMS or GCEN or GDET or METC
Module 1 covers multivariable calculus including representation of functions of several variables, surfaces and curves in space, partial differentiation, optimization, directional derivatives, gradient, divergent and curl, line integrals, iterated integrals, Green's theorem. Module 2 is an introduction to differential equations including direction fields, Euler's method, first order separable, first order linear and second order linear with constant coefficients. Module 3 extends the linear algebra of MAT1102 Algebra and Calculus I to cover vector spaces, bases, dimensions, rank, nullspace, systems of linear equations, projections, transformations, eigenvalues and eigenvectors, diagonalization with applications.

MAT3105 HARMONY OF PARTIAL DIFFERENTIAL EQUATIONS (FOSCI - UGRD)
Units 1.0 (Mathematics) Band 2
Pre-requisite: MAT2100
This course establishes properties of the basic partial differential equations (PDEs) that arise commonly in applications such as the heat equation. The wave equation is also studied. This course also develops the mathematical tools of Fourier transforms and special functions necessary to analyse such PDEs. The theory of unsteady series is used to introduce special functions for solutions of ODEs (such as the general Bessel-Thomas’s equation). These methods are implemented in computer algebra. A modelling part introduces the use of partial differential equations to mathematically model the dynamics of cars, gases and blood. The analysis is based upon conservation principles, and also emphasises mathematical and physical interpretation. This course is offered only in even numbered years.

MAT3106 VECTOR CALCULUS AND THE MATHEMATICAL MODELLING OF FLUID FLOWS (FOSCI - UGRD)
Units 1.0 (Mathematics) Band 2
Pre-requisite: MAT1100 and MAT3105
First this course examines vector algebra and differential calculus into the calculus of vector functions. It develops the differential and integral calculus, establishes their properties, and shows how these properties give useful formula in general coordinate systems. The course introduces methods of these mathematical tools to incompressible and compressible fluid dynamics. It then extends the modelling of dynamik up to the flow of a Newtonian viscous fluid such as air and water. Applications to channel flows, boundary layers, wakes, jets and lobit are also developed. This course is offered only in even numbered years.

MAT8102 CHAOS (FOSCI - PGRD)
Units 1.0 (Mathematics) Band 2
Pre-requisite: MAT2100 and MAT3103
Recommended prior study: MAT3105 and STA2308 and CSC2409
Contact the Examiner to study this course by distance education. This course introduces concepts, analysis and appearances of chaos in dynamical systems, both theoretically and in applications. The course is intended to the context of modern dynamical systems theory and chaos theory. Models for real world phenomena are generated. Starting from a classical view of dynamics, the course discusses strange attractors, the analysis of chaotic data series, and the period doubling and intermittency to chaos. This course is normally offered only in odd years.

MAT8103 NUMERICAL METHODS FOR PARTIAL DIFFERENTIAL EQUATIONS (FOSCI - PGRD)
Units 1.0 (Mathematics) Band 2
Pre-requisite: MAT2100
This course introduces numerical techniques which are available for a wide range of partial differential equations models. Such models arise in applications of the physical sciences and engineering, the difference schemes applied to the description of heat transfer and fluid flow phenomena in fluids and solids. This course is normally offered only in even years.

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MEC2304 DYNAMICS II (FOENS - UGRD)
Units 1.0 (Mechanical Engineering) Band 2
Pre-requisite: MEC2401 and MAMT2100 or Students must be enrolled in one of the following Programs: GCEN or GDET or METC or MEPR
This course will open the door and set you on your way to being a better manager in the workplace. MGT1000 provides an essential foundation for professional business education as it not only introduces students to many workplace and management issues, but also introduces students to a range of academic writing, research and scholarship activities. Organisational behaviour and management is the discipline base for the course. This discipline assumes that the managerial implications for enhancing individuals' performance are considered. Second, at the group level, the important beliefs of group dynamics and conflict resolution are identified and the managerial implications for developing high performing teams are considered. Third, at the organisation-wide level, structure and culture are considered as major challenges to managers who are seeking quality outcomes.

MGT1000 ORGANISATIONAL BEHAVIOUR (FOBUS - UGRD)
Units 1.0 (Human Resource Management) Band 3A
Students are required to have access to a personal computer, e-mail capabilities and Internet access to USQConnect. Current details of computer requirements can be found at <http://www.usq.edu.au/business/aboutfob.htm>.
This course will open the door and set you on your way to being a better manager in the workplace. MGT1000 provides an essential foundation for professional business education as it not only introduces students to many workplace and management issues, but also introduces students to a range of academic writing, research and scholarship activities. Organisational behaviour and management is the discipline base for the course. This discipline assumes that the managerial implications for enhancing individuals' performance are considered. Second, at the group level, the important beliefs of group dynamics and conflict resolution are identified and the managerial implications for developing high performing teams are considered. Third, at the organisation-wide level, structure and culture are considered as major challenges to managers who are seeking quality outcomes.

MGT1001 HUMAN RESOURCE MANAGEMENT (FOBUS - UGRD)
Units 1.0 (Human Resource Management) Band 3A
Students are required to have access to a personal computer, e-mail capabilities and Internet access to USQConnect. Current details of computer requirements can be found at <http://www.usq.edu.au/business/aboutfob.htm>.
This course will open the door and set you on your way to being a better manager in the workplace. MGT1000 provides an essential foundation for professional business education as it not only introduces students to many workplace and management issues, but also introduces students to a range of academic writing, research and scholarship activities. Organisational behaviour and management is the discipline base for the course. This discipline assumes that the managerial implications for enhancing individuals' performance are considered. Second, at the group level, the important beliefs of group dynamics and conflict resolution are identified and the managerial implications for developing high performing teams are considered. Third, at the organisation-wide level, structure and culture are considered as major challenges to managers who are seeking quality outcomes.

MGT1200 BUSINESS COMMUNICATION (FOBUS - UGRD)
Units 1.0 (Communication and Media Studies) Band 1
Students are required to have access to a personal computer, e-mail capabilities and Internet access to USQConnect. Current details of computer requirements can be found at <http://www.usq.edu.au/business/aboutfob.htm>.
This course will open the door and set you on your way to being a better manager in the workplace. MGT1000 provides an essential foundation for professional business education as it not only introduces students to many workplace and management issues, but also introduces students to a range of academic writing, research and scholarship activities. Organisational behaviour and management is the discipline base for the course. This discipline assumes that the managerial implications for enhancing individuals' performance are considered. Second, at the group level, the important beliefs of group dynamics and conflict resolution are identified and the managerial implications for developing high performing teams are considered. Third, at the organisation-wide level, structure and culture are considered as major challenges to managers who are seeking quality outcomes.

MGT2000 STAFFING AND REMUNERATION (FOBUS - UGRD)
Units 1.0 (Human Resource Management) Band 3A
Students are required to have access to a personal computer, e-mail capabilities and Internet access to USQConnect. Current details of computer requirements can be found at <http://www.usq.edu.au/business/aboutfob.htm>.
One of the key challenges facing modern-day organisations is to ensure that the organisation is staffed with competent, committed and appropriately talented people. In order to achieve this, appropriate staffing in conjunction with and effective performance management systems is necessary. These are key areas of human resource management and require a broad and sophisticated body of knowledge and skills to perform effectively in these roles.

MGT2001 WORKPLACE RELATIONS (FOBUS - UGRD)
Units 1.0 (Human Resource Management) Band 3A
Students are required to have access to a personal computer, e-mail capabilities and Internet access to USQConnect. Current details of computer requirements can be found at <http://www.usq.edu.au/business/aboutfob.htm>.
This course will open the door and set you on your way to being a better manager in the workplace. MGT1000 provides an essential foundation for professional business education as it not only introduces students to many workplace and management issues, but also introduces students to a range of academic writing, research and scholarship activities. Organisational behaviour and management is the discipline base for the course. This discipline assumes that the managerial implications for enhancing individuals' performance are considered. Second, at the group level, the important beliefs of group dynamics and conflict resolution are identified and the managerial implications for developing high performing teams are considered. Third, at the organisation-wide level, structure and culture are considered as major challenges to managers who are seeking quality outcomes.

Consult the Handbook on the Web at <http://www.usq.edu.au/handbook/current> for any updates that may occur during the year.
Course synopses (2008)
will be required to regularly access WebCT electronic discussion. The emerging knowledge economy is the basis for new knowledge-intensive organisations. Management science and research perspectives on the nature and importance of leadership, a study is made of various types and styles of approaches and associated tools. These theories are then compared to an internationally recognised conceptual framework and the importance of leadership, a study is made of various types and styles of approaches and associated tools.
of an increasingly turbulent environment. Finally, students are required and implementing appropriate interventions. Students are challenged organisational change and development interventions are explored and (often, though not necessarily) lasting change. Various types of contribution to the overall objective of achieving meaningful, timely and organisational outcomes, such as 'new' value-adding services and/or products as well as other forms of organisational innovation and an entrepreneurial spirit as an important aspect of an entrepreneurial life. This course helps students to integrate contemporary theory with practice and the 'real world' of entrepreneurship.

This course examines the dynamics and challenges that today's management graduates increasingly face as the worlds of business, work, and organisational life become more 'globalised' and internationally integrated. Increasingly managerial leaders are required to do their work across borders and cultures, spanning national and international boundaries, and engaging with people and systems that sometimes differ vastly. Organisations that operate in such international contexts thus need management leaders who take on management and leadership roles to have competencies that are different and particularly built around understanding and using the cultural, social, and economic contexts of their work. This course allows for the development of such competencies. The overall focus is on general management of organisations that operate in diverse and multicultural environments, but because people are at the heart of such organisations, the focus is also on understanding the issues associated with human resource management. In particular, the relevant leadership challenges in such an international context will be explored in order to develop competencies and capabilities in managing and leading people in cross-national contexts. Similarities and differences in relation to particular management and leadership issues across countries in different parts of the world will be covered. While there are no pre-requisite courses for MGT3001, it is a third-year level course and students enrolling should be mindful that the content and assessment is at third-year level.

Units 1.0 (Operation Management) Band 3A

MGT3002 LEADING ORGANISATIONAL CHANGE (FOBUS - UGRD)

This course is designed to be taken after the completion of all other human resource management electives. Students are required to have access to a personal computer, e-mail capabilities and Internet access to USQConnect. Current details of computer requirements can be found at http://www.usq.edu.au/business/aboutfob.htm.

In this course students analyse and develop a better understanding of the complex nature and importance of organisational change and the related leadership challenges. The early focus is on management processes that serve as drivers of organisational change, and students will be required to be able to distinguish between the various types of organisational change and different approaches to measurement of change in organisations. This study highlights the role of the planned approach to organisational change, as manifested also in organisational development. The learning is based on the processes involved in managing and leading change, including the important task of carrying out diagnosis, and its contribution to the overall objective of achieving meaningful, timely and other, though not necessarily, leading change. Various types of organisational change and development interventions are explored and students are exposed to the challenges related to changing, designing and implementing appropriate interventions. Students are challenged to customise their knowledge to be transformed in the context of an increasingly turbulent environment. Finally, students are required to contemplate the future for leadership of organisational change.

Units 1.0 (Office Studies not elsewhere classified) Band 3A

MGT3004 CREATIVITY, INNOVATION AND ENTREPRENEURSHIP (FOBUS - UGRD)

This unit explores how to get the most out of their information assets. As businesses become computerised the psychology of work, and implementing an entrepreneurial spirit as an important aspect of an entrepreneurial life. This course helps students to integrate contemporary theory with practice and the 'real world' of entrepreneurship.

This course examines the dynamics and challenges that today's management graduates increasingly face as the worlds of business, work, and organisational life become more 'globalised' and internationally integrated. Increasingly managerial leaders are required to do their work across borders and cultures, spanning national and international boundaries, and engaging with people and systems that sometimes differ vastly. Organisations that operate in such international contexts thus need management leaders who take on management and leadership roles to have competencies that are different and particularly built around understanding and using the cultural, social, and economic contexts of their work. This course allows for the development of such competencies. The overall focus is on general management of organisations that operate in diverse and multicultural environments, but because people are at the heart of such organisations, the focus is also on understanding the issues associated with human resource management. In particular, the relevant leadership challenges in such an international context will be explored in order to develop competencies and capabilities in managing and leading people in cross-national contexts. Similarities and differences in relation to particular management and leadership issues across countries in different parts of the world will be covered. While there are no pre-requisite courses for MGT3001, it is a third-year level course and students enrolling should be mindful that the content and assessment is at third-year level.

Units 1.0 (Operation Management) Band 3A

MGT3002 LEADING ORGANISATIONAL CHANGE (FOBUS - UGRD)

This course is designed to be taken after the completion of all other human resource management electives. Students are required to have access to a personal computer, e-mail capabilities and Internet access to USQConnect. Current details of computer requirements can be found at http://www.usq.edu.au/business/aboutfob.htm.

In this course students analyse and develop a better understanding of the complex nature and importance of organisational change and the related leadership challenges. The early focus is on management processes that serve as drivers of organisational change, and students will be required to be able to distinguish between the various types of organisational change and different approaches to measurement of change in organisations. This study highlights the role of the planned approach to organisational change, as manifested also in organisational development. The learning is based on the processes involved in managing and leading change, including the important task of carrying out diagnosis, and its contribution to the overall objective of achieving meaningful, timely and other, though not necessarily, leading change. Various types of organisational change and development interventions are explored and students are exposed to the challenges related to changing, designing and implementing appropriate interventions. Students are challenged to customise their knowledge to be transformed in the context of an increasingly turbulent environment. Finally, students are required to contemplate the future for leadership of organisational change.

Units 1.0 (Office Studies not elsewhere classified) Band 3A

MGT3004 CREATIVITY, INNOVATION AND ENTREPRENEURSHIP (FOBUS - UGRD)

This unit explores how to get the most out of their information assets. As businesses become computerised the psychology of work, and implementing an entrepreneurial spirit as an important aspect of an entrepreneurial life. This course helps students to integrate contemporary theory with practice and the 'real world' of entrepreneurship.

This course examines the dynamics and challenges that today's management graduates increasingly face as the worlds of business, work, and organisational life become more 'globalised' and internationally integrated. Increasingly managerial leaders are required to do their work across borders and cultures, spanning national and international boundaries, and engaging with people and systems that sometimes differ vastly. Organisations that operate in such international contexts thus need management leaders who take on management and leadership roles to have competencies that are different and particularly built around understanding and using the cultural, social, and economic contexts of their work. This course allows for the development of such competencies. The overall focus is on general management of organisations that operate in diverse and multicultural environments, but because people are at the heart of such organisations, the focus is also on understanding the issues associated with human resource management. In particular, the relevant leadership challenges in such an international context will be explored in order to develop competencies and capabilities in managing and leading people in cross-national contexts. Similarities and differences in relation to particular management and leadership issues across countries in different parts of the world will be covered. While there are no pre-requisite courses for MGT3001, it is a third-year level course and students enrolling should be mindful that the content and assessment is at third-year level.

Units 1.0 (Operation Management) Band 3A

MGT3002 LEADING ORGANISATIONAL CHANGE (FOBUS - UGRD)

This course is designed to be taken after the completion of all other human resource management electives. Students are required to have access to a personal computer, e-mail capabilities and Internet access to USQConnect. Current details of computer requirements can be found at http://www.usq.edu.au/business/aboutfob.htm.

In this course students analyse and develop a better understanding of the complex nature and importance of organisational change and the related leadership challenges. The early focus is on management processes that serve as drivers of organisational change, and students will be required to be able to distinguish between the various types of organisational change and different approaches to measurement of change in organisations. This study highlights the role of the planned approach to organisational change, as manifested also in organisational development. The learning is based on the processes involved in managing and leading change, including the important task of carrying out diagnosis, and its contribution to the overall objective of achieving meaningful, timely and other, though not necessarily, leading change. Various types of organisational change and development interventions are explored and students are exposed to the challenges related to changing, designing and implementing appropriate interventions. Students are challenged to customise their knowledge to be transformed in the context of an increasingly turbulent environment. Finally, students are required to contemplate the future for leadership of organisational change.
MG8015 CORPORATE OCCUPLATIONAL HEALTH AND SAFETY (FOBUS - PGRD)
Units 1.0 (Occupational Health and Safety) Band 2
Students are required to have access to a personal computer, e-mail capabilities and Internet access to USQConnect. Current details of computer requirements can be found at http://www.usq.edu.au/business/aboutfob.htm.

This subject provides an introduction to fundamental principles and maxims of method in occupational health and safety management. It then discusses the state of the art from local, national and international perspectives. Using this knowledge as a backdrop the subject goes on to investigate a number of topics: law and the legal environment; principles and practice of industrial relations; policy analysis; health and safety management; incident investigation; workplace accidents and incident investigation and reporting; health and safety promotion and in service training.

MG8016 OCCUPATIONAL HEALTH AND OCCUPATIONAL HYGIENE (FOBUS - PGRD)
Units 1.0 (Occupational Health and Safety) Band 2
Students are required to have access to a personal computer, e-mail capabilities and Internet access to USQConnect. Current details of computer requirements can be found at http://www.usq.edu.au/business/aboutfob.htm.

This subject introduces managers to the pathof work related disease and to basic procedures and processes in occupational hygiene. Topics covered include: noise and vibration, thermal control, lighting, dusts, modes of entry, standards and threshold limit values, measurement techniques, toxicology, occupational diseases, biological hazards, workplace stressors (physical and chemical) and principles of control. Socio-political and socio-scientific aspects of occupational health and hygiene are also covered.

MG8017 SAFETY SCIENCE IN PRACTICE (FOBUS - PGRD)
Units 1.0 (Occupational Health and Safety) Band 2
Students are required to have access to a personal computer, e-mail capabilities and Internet access to USQConnect. Current details of computer requirements can be found at http://www.usq.edu.au/business/aboutfob.htm.

This subject covers the practical applications of physical, biological, behavioural and engineering sciences to safety and health control practices in the workplace. The approach is to analyse hazards and tasks and to identify and understand the nature of risks such that safety reviews of events can be interpreted, and components within these sequences kept separate, isolated and constrained.

MG8020 INTEGRATED LOGISTICS MANAGEMENT (FOBUS - PGRD)
Units 1.0 (Business Mgt not classified) Band 3A
Students are required to have access to a personal computer, e-mail capabilities and Internet access to USQConnect. Current details of computer requirements can be found at http://www.usq.edu.au/business/aboutfob.htm.

The subject examines the management aspects of the design of logistics support systems for new products and capital equipment. It includes both the ‘military’ approach to logistics through the Integrated Logistics Support (ILS) and the business approach to logistics. Logistics support systems are considered to have reliability, availability and maintainability factors influences design and life cycle costs, the concept of ILS, the elements of ILS (maintenance planning, supply support, manpower and personnel, training and training devices, technical data, facilities, packaging, handling, storage and transport, test and equipment), and computing support, and logistics operations and coordination. It includes related topics on logistics support analysis (LSA), modelling and simulation and the practice of logistics in both private and public enterprises.

MG8022 PROJECT MANAGEMENT FRAMEWORK (FOBUS - PGRD)
Units 1.0 (Project Management) Band 3A
Students are required to have access to a personal computer, e-mail capabilities and Internet access to USQConnect. Current details of computer requirements can be found at http://www.usq.edu.au/business/aboutfob.htm.

The course examines the following: (1) an overview of projects and project management; (2) a systems view of project management, definition of strategy and governance; (3) project organisational structures and communication with key stakeholders; (4) project scope management; (5) project financial management; (6) project time management; (7) project cost management; (8) management of the quality and risk associated with the project; (9) management of the procurement processes; and (10) integration and control of the project management processes. The course covers all nine units of the nationally accredited National Competency Standards for Project Management. It addresses the fundamental difference between project and general management. It highlights the importance of project planning and discusses the processes of networking, scheduling and resource allocation. It also includes discussions on project monitoring and performance measurement, earned value control systems, quality planning, assurance and control, risk assessment and analysis and human resource management in the project environment. The importance of project communication and the use of management information systems to assist in planning and controlling project performance is emphasised. Students are encouraged to use a personal computer-based project management software package and may also use other software such as spreadsheets in a project management system application.

MG8024 PROJECT QUALITY, RISK AND PROCUREMENT MANAGEMENT (FOBUS - PGRD)
Units 1.0 (Project Management) Band 3A
Although there are no formal pre-requisite nor co-requisite courses for MGT8024, it is recommended that students enrol in MGT8020 Project Management Framework prior to, or simultaneously with, the study of MGT8024. Students who are required to have access to a personal computer, e-mail capabilities and Internet access to USQConnect. Current details of computer requirements can be found at http://www.usq.edu.au/business/aboutfob.htm.

The course examines the following: (1) the environment in which projects are carried out and the need to establish the appropriate levels of quality in a project; (2) how to build quality into the project processes and deliverables; (3) that the appropriate quality is delivered at the end of the project; (4) planning for the level of risk in a project and in identifying the risks and uncertainties that could impact on the project; (5) analysis and evaluation of the identified risk; (6) definition of risk treatment strategies so that appropriate plans are in place for anticipated events; (8) planning an appropriate procurement strategy for the likely event of the various procurement strategies and their implications for stakeholders; (9) procedures for procurement within the project scope; (10) monitoring and control of the procurement processes and contractual arrangements; (11) the value of periodic project reviews and post-completion audits.

MG8025 PROJECT SCOPE, TIME AND COST MANAGEMENT (FOBUS - PGRD)
Units 1.0 (Project Management) Band 3A
Although there are no formal pre-requisite nor co-requisite courses for MGT8025, it is recommended that students enrol in MGT8020 Project Management Framework prior to, or simultaneously with, the study of MGT8025. Students are required to have access to a personal computer, e-mail capabilities and Internet access to USQConnect. Current details of computer requirements can be found at http://www.usq.edu.au/business/aboutfob.htm.

The course examines the following: (1) the inputs, tools techniques and outputs for project initiation, scope planning, scope definition, scope verification, scope change control, and successful completion of projects; (2) time management in a project context; tools and techniques, the value of work breakdown structures, defining a project schedule, estimating activity duration, the need for cost/time trade-offs, inter-relationships between activities, consideration of resources, graphical techniques available to display project schedules and the significance of the critical path and float; (3) cost planning in a project context, overseeing decision making on project funding, cost definition, estimating methodologies, sources of data, contingency funds, opportunity studies, feasibility studies, cost analysis, discounted cash flow analysis, sensitivity studies, project selection criteria, monitoring and control procedures and earned value analysis.

MG8027 PROJECT HUMAN RESOURCES, COMMUNICATIONS AND INTEGRATION MANAGEMENT (FOBUS - PGRD)
Units 1.0 (Project Management) Band 3A
Although there are no formal pre-requisite nor co-requisite courses for MGT8027, it is recommended that students enrol in MGT8020 Project Management Framework prior to, or simultaneously with, the study of MGT8027. Students are required to have access to a personal computer, e-mail capabilities and Internet access to USQConnect. Current details of computer requirements can be found at http://www.usq.edu.au/business/aboutfob.htm.

The course examines the following: (1) identification of the environ in which projects are carried out and the need to establish the extensive range of stakeholders who have an interest in the project outcomes; (2) definition and establishment of an appropriate organisational strategy; (3) development of the project management team; (4) the legal environment in which projects are carried out; (5) communication requirements to ensure that all stakeholders are adequately informed; (7) the need for task management and control in project management and the impact of the various project management processes are integrated; (10) the importance of planning and defining a project at the early stages; (11) the need to achieve change control processes; and (12) the value of periodic project reviews and post-completion audits.

MG8030 PERFORMANCE MANAGEMENT AND PEOPLE DEVELOPMENT (FOBUS - PGRD)
Units 1.0 (Human Resource Management) Band 3A
Students are required to have access to a personal computer, e-mail capabilities and Internet access to USQConnect. Current details of computer requirements can be found at http://www.usq.edu.au/business/aboutfob.htm.

This subject covers the practical applications of physical, biological, behavioural and engineering sciences to safety and health control practices in the workplace. The approach is to analyse hazards and tasks and to identify and understand the nature of risks such that safety reviews of events can be interpreted, and components within these sequences kept separate, isolated and constrained.

MG8031 GLOBAL ISSUES IN EMPLOYMENT RELATIONS (FOBUS - PGRD)
Units 1.0 (Industrial Relations) Band 3A
Students are required to have access to a personal computer, e-mail capabilities and Internet access to USQConnect. Current details of computer requirements can be found at http://www.usq.edu.au/business/aboutfob.htm.

Although there are no formal pre-requisite nor co-requisite courses for MGT8031, it is recommended that students enrol in MGT8030 Global Issues in Employment Relations prior to, or simultaneously with, the study of MGT8031. Students are required to have access to a personal computer, e-mail capabilities and Internet access to USQConnect. Current details of computer requirements can be found at http://www.usq.edu.au/business/aboutfob.htm.

The course examines the following: (1) the inputs, tools techniques and outputs for project initiation, scope planning, scope definition, scope verification, scope change control, and successful completion of projects; (2) time management in a project context; tools and techniques, the value of work breakdown structures, defining a project schedule, estimating activity duration, the need for cost/time trade-offs, inter-relationships between activities, consideration of resources, graphical techniques available to display project schedules and the significance of the critical path and float; (3) cost planning in a project context, overseeing decision making on project funding, cost definition, estimating methodologies, sources of data, contingency funds, opportunity studies, feasibility studies, cost analysis, discounted cash flow analysis, sensitivity studies, project selection criteria, monitoring and control procedures and earned value analysis.

Consult the Handbook on the Web at http://www.usq.edu.au/handbook/current for any updates that may occur during the year.

Course synopses (2008)
This version produced 19 Nov 2008.
MG9504 DOCTOR OF BUSINESS ADMINISTRATION DISSERTATION A (FOBUS - RSCH)
Units 2.0 (Business Mgt not classified) Band 3A
Pre-requisite: MG9401 and MG9402 and MG9403 and MG9404
Students are required to have access to a personal computer, e-mail capabilities and internet access to USQConnect. Current details of computer requirements can be found at <http://www.usq.edu.au/business/abofbus.htm>.

The second course in the eight-unit dissertation will normally focus on the research methodology and will include the dissertation which may include inter alia basic research to the background, research problems, hypotheses or issues, justification, delimitations, definitions and terms according to the general DBA guidelines. Students will have submitted the introductory chapter which will carry 100% of the course marks by Week 12 in the current semester of enrolment.

MG9605 DOCTOR OF BUSINESS ADMINISTRATION DISSERTATION E (FOBUS - RSCH)
Units 2.0 (Business Mgt not classified) Band 3A
Pre-requisite: MG9401 and MG9402 and MG9403 and MG9404
Students are required to have access to a personal computer, e-mail capabilities and internet access to USQConnect. Current details of computer requirements can be found at <http://www.usq.edu.au/business/abofbus.htm>.

This course is a continuation of MG9604 and a complement of MG9708 which follows. In these courses the candidate should be at work on the basic dissertation itself. The 1st course in the eight-unit dissertation will normally focus on preliminary data gathering and analysis. Supervisors, course leader and candidate will consult on an ongoing basis during this period. Students will have submitted work of data analysis to the satisfaction of the supervisor, which will carry 100% of the course marks by Week 12 in the current semester of enrolment.

MG9606 DOCTOR OF BUSINESS ADMINISTRATION DISSERTATION F (FOBUS - RSCH)
Units 2.0 (Business Mgt not classified) Band 3A
Pre-requisite: MG9401 and MG9402 and MG9403 and MG9404
Students are required to have access to a personal computer, e-mail capabilities and internet access to USQConnect. Current details of computer requirements can be found at <http://www.usq.edu.au/business/abofbus.htm>.

This course is a continuation of the preliminary data gathering and analysis for the dissertation. The sixth course in the eight-unit dissertation will normally focus on the Results chapter of the dissertation. Supervisors, course leader and candidate will consult on an ongoing basis during this period. Students will have submitted the final results chapter which will carry 100% of the course marks by Week 12 in the current semester of enrolment.

MG9607 DOCTOR OF BUSINESS ADMINISTRATION DISSERTATION G (FOBUS - RSCH)
Units 2.0 (Business Mgt not classified) Band 3A
Pre-requisite: MG9401 and MG9402 and MG9403 and MG9404
Students are required to have access to a personal computer, e-mail capabilities and internet access to USQConnect. Current details of computer requirements can be found at <http://www.usq.edu.au/business/abofbus.htm>.

In this seventh course the candidate is expected to write the final discussion and conclusions chapter of the dissertation. This chapter may inter alia include an outline of findings, acknowledgement of limitations, recommendations for future research and applications in management practice. Supervisors, course leader and candidate will consult on an ongoing basis during this period. Students will have submitted the conclusions chapter which will carry 100% of the course marks by week 12 in the current semester of enrolment.

MG9608 DOCTOR OF BUSINESS ADMINISTRATION DISSERTATION H (FOBUS - RSCH)
Units 2.0 (Business Mgt not classified) Band 3A
Pre-requisite: MG9401 and MG9402 and MG9403 and MG9404
Students are required to have access to a personal computer, e-mail capabilities and internet access to USQConnect. Current details of computer requirements can be found at <http://www.usq.edu.au/business/abofbus.htm>.

The final course in the eight-unit dissertation will normally focus on re-writing, corrections and revisions of all the chapters in the dissertation. Supervisors, course leader and candidate will consult on an ongoing basis during this period. Supervisors can recommend the acceptance of the dissertation for external examination. Examiners may require revisions, and the candidate will be notified if the candidate draws the examiners’ requirements. The final grade for this course will be dependent on the external examiners’ assessment of the dissertation.

MHN110 COUNSELLING SKILLS FOR HEALTH PROFESSIONALS (FOSCI - UG)
Units 1.0 (Medical Health Nursing) Band 4
The content of the course is based on the premise that there are two people in a helping relationship: the nurse and the client. The better understanding nurses have of the client, the better they are able to help others work on their personal difficulties. Students will have the opportunity to develop their own self-awareness through reflected counselling practice guided by the ANZCMHN Standards of Practice for Mental Health Nursing in Australia in MHN5120. The nurses’ understanding of mental illness and the conventional psychological interventions, physical treatments and pharmacological treatment as well as current issues, such as, main screening and integration will be explored. They will be enabled to critically evaluate alternative, holistic and empowerment strategies to the care of clients from across the lifespan in a range of settings including community, rehabilitation, acute hospital and specialty areas, with an emphasis on inter-cultural competencies. Students will have the opportunity to apply knowledge and develop the relevant skills and attitudes appropriate when working with a person with a mental illness using the theoretical perspectives and standards of practice covered in MHN110. This course has a requirement for a clinical placement in a mental health area.

MHN120 ADVANCED MENTAL HEALTH NURSING 1 (FOSCI - PGRD)
Units 1.0 (Medical Health Nursing) Band 4
Pre-requisite: Students must be enrolled in Program MMHN.

This course builds on the skills developed in MHN110 and is an advanced clinical course that focuses on the inter-personal activity which helps the client develop self-understanding, self-awareness and problem solving abilities. The course will use theoretical models for clinical practice. In this clinical course students will develop advanced skills in interpersonal communication, developing a therapeutic nurse client relationship, one to one counselling, and group leadership. Effective counsellors must have an understanding and awareness of the complexities of working with clients. There is a requirement of 80 hours of supervised clinical placement in this course. There is a requirement to attend a one week residential in this course.

MHN150 ADVANCED MENTAL HEALTH NURSING 2 (FOSCI - PGRD)
Units 1.0 (Medical Health Nursing) Band 4
Pre-requisite: MHN150 and Students must be enrolled in the following Program: MMHN.

This course builds on the learning about theoretical perspectives and the ANZCMHN Standards of Practice for Mental Health Nursing in Australia in MHN5120. The nurses’ understanding of mental illness and the conventional psychological interventions, physical treatments and pharmacological treatment as well as current issues, such as, main screening and integration will be explored. They will be enabled to critically evaluate alternative, holistic and empowerment strategies to the care of clients from across the lifespan in a range of settings including community, rehabilitation, acute hospital and specialty areas, with an emphasis on inter-cultural competencies. Students will have the opportunity to apply knowledge and develop the relevant skills and attitudes appropriate when working with a person with a mental illness using the theoretical perspectives and standards of practice covered in MHN110. This course has a requirement for a clinical placement in a mental health area.

MHN170 HEALING AND THERAPEUTICS (FOSCI - PGRD)
Units 1.0 (Medical Health Nursing) Band 4
Pre-requisite: MHN150 and Students must be enrolled in the following Program: MMHN.

This course builds on the skills developed in MHN110 Counselling and Group Work, by exploring and practicing a therapeutic modality. While using the ANZCMHN Standards of Practice for Mental Health Nursing in Australia as a framework for practice, students will develop skills in a therapeutic approach which will enable them to work with clients from across the lifespan and in a range of settings while being aware of the cultural context of therapeutic strategies and the need to adapt an inter-cultural approach to clients. Students will be given the opportunity to observe and practice advanced skills in one or more areas of their interest. There is a requirement for 80 hours of preceptored clinical in this course.

MID670 MIDWIFERY FOUNDATIONS (FOSCI - PGRD)
Units 1.0 (Midwifery) Band 4
Pre-requisite: Students must be enrolled in the following Program: MMID.

This course builds on the midwifery knowledge gained in MID510. In this clinical course students will develop advanced skills in inter-personal communication, developing a therapeutic nurse client relationship, one to one counselling, and group leadership. Effective midwives must have an understanding and awareness of the complexities of working with clients across the lifespan in a range of settings including community, rehabilitation, acute hospital and specialty areas, with an emphasis on inter-cultural competencies. Students will have the opportunity to apply knowledge and develop the relevant skills and attitudes appropriate when working with a person with a mental illness using the theoretical perspectives and standards of practice covered in MHN110. This course has a requirement for a clinical placement in a mental health area.
Midwifery and Collaborative Care 1

MID8073 MIDWIFERY AND COLLABORATIVE CARE 1 (FOSCI - PGRD)
Units 1.0 (Midwifery) Band 4
Pre-requisite: MID8070 and be enrolled in Program: MIMID or by Program MCO. Recommended prior study: HSC8050 for MPMO only
The course begins by continuing the chronological approach to childbirth, which emphasizes the importance of the perinatal period. Various models of maternity care delivery will be presented and evaluated by students in the context of the latest research. Students will gain a sound understanding of midwifery knowledge and skills required for the care of well women and babies will be developed. The course also addresses some of the issues that are commonly associated with non-institutional birth settings including safety, partnership for making informed decisions, obstetric and neonatal care and water birth. Students will require access to the internet for this course.

Midwifery and Collaborative Care 2

MID8074 MIDWIFERY AND COLLABORATIVE CARE 2 (FOSCI - PGRD)
Units 1.0 (Midwifery) Band 4
Pre-requisite: MID8070 and be enrolled in Program: MIMID or Students must be enrolled in Program: MIMPO. Co-requisite for MIDMID students: MID8073
Recommended Pre-requisite: HSC8050 for MPMO only
This course gives consideration to common antenatal screening tests and some of the genetic complications which are used to detect them. The course also explores caring for women who are experiencing complications of childbirth during the antenatal, intrapartum and postpartum periods, which includes introducing students to the knowledge and skills they need to care for women who are exposed to hazards such as hypotension or concurrent medical conditions during childbirth. Methods of pain relief and the care required for women exposed to these hazards will be covered. This also examined. Students will be encouraged to self-appraise their beginning midwifery practice using the Australian Nursing and Midwifery Council’s National Competencies Standards for the Midwife. Students will require access to e-mail and the internet for this course.

Midwifery and Critical Care

MID8075 MIDWIFERY AND CRITICAL CARE (FOSCI - PGRD)
Units 1.0 (Midwifery) Band 4
Pre-requisite: MID8070 and MID8073 and MID8074 and be enrolled in Program: MIMID
The student will develop knowledge and skills in the assessment and safe care of women who experience deviations from normal childbirth. The course extends earlier studies looking at the complexity of childbirth through the antenatal, intrapartum and postpartum periods, which includes introducing students to the knowledge and skills they need to care for women who are exposed to hazards such as hypotension or concurrent medical conditions during childbirth. Methods of pain relief and the care required for women exposed to these hazards will be covered. This also examined. Students will be encouraged to self-appraise their beginning midwifery practice using the Australian Nursing and Midwifery Council’s National Competencies Standards for the Midwife. Students will require access to e-mail and the internet for this course.

Midwifery Partnership

MID8078 SUSTAINING MIDWIFERY PARTNERSHIP (FOSCI - PGRD)
Units 1.0 (Midwifery) Band 4
Pre-requisite: MID8001 and be enrolled in Program: MIMID
Recommended prior learning: MID 8070 or MID 8073 or MID 8074
This course develops student’s understanding on the importance of the midwife’s role in caring for women and their families, which includes improving the quality of care provided, ensuring continuity of care, and advancing the knowledge and skills required of them as part of their Clinical Placement and the appraisal of their developing midwifery practice using the Australian Nursing and Midwifery Council’s National Competencies Standards for the Midwife. Attention is given to the care of women and their families during the childbearing and postpartum periods, which includes introducing students to the care of women and babies who are experiencing complications of childbirth during the antenatal, intrapartum and postpartum periods, which includes introducing students to the knowledge and skills they need to care for women who are exposed to hazards such as hypotension or concurrent medical conditions during childbirth. Methods of pain relief and the care required for women exposed to these hazards will be covered. This also examined. Students will be encouraged to self-appraise their beginning midwifery practice using the Australian Nursing and Midwifery Council’s National Competencies Standards for the Midwife. Students will require access to e-mail and the internet for this course.

Marketing Fonovus

MKT1001 INTRODUCTION TO MARKETING (FOBOS - UGRD)
Units 1.5 (Marketing) Band 3A
Students are required to have access to a personal computer, e-mail capabilities and Internet access to USQConnect. Current details of computer requirements can be found at http://www.usq.edu.au/business/aboutus.htm-
Marketing is a central function of all organisations that serve a client base. Identifying and meeting the needs of key customer groups is critical to achieving organisational objectives. This course provides an overview of the theories and practices of marketing required for effective business practice. This course provides an introduction to the marketing function of organisations. The focus is on how organisations identify the needs of their target markets, understand the buying behaviour of their target markets, and develop a marketing mix (comprising product, price, promotion and placement) to satisfy the needs and wants of these markets. While the course has a theoretical base, practical application of the concepts of marketing to 'real-world' situations is an essential element.

MKT1002 CONSUMER BEHAVIOUR (FOBOS - UGRD)
Units 1.0 (Sales and Marketing not elsewhere) Band 3A
Students are required to have access to a personal computer, e-mail capabilities and Internet access to USQConnect. Current details of computer requirements can be found at http://www.usq.edu.au/business/aboutus.htm-
This course develops in depth the basics of consumer behaviour involved in Tracked MKT1001 Introduction to Marketing. It is based upon the premise that consumers are the key to success of any marketing effort and hence marketers need to know how and why consumers behave in the way they do. The course examines in detail the environmental influences, individual differences and psychological processes which influence the consumer decision processes. Consumer trends are examined through case analysis, media study and real life application.

MKT2001 PROMOTION MANAGEMENT (FOBOS - UGRD)
Units 1.0 (Sales and Marketing not elsewhere) Band 3A
Pre-requisite: MKT1001 Co-requisite: MKT1002
Students are required to have access to a personal computer, e-mail capabilities and Internet access to USQConnect. Current details of computer requirements can be found at http://www.usq.edu.au/business/aboutus.htm-
This course addresses the promotional elements of the marketing mix. The focus is upon developing an integrated marketing communication mix which presents a clear and consistent message to the marketing organization’s customer base. The various elements in the integrated marketing communications mix including advertising, sales promotion, public relations, personal selling, direct marketing, and internet marketing are examined. In this course, you will learn how to develop and evaluate promotional plans including source, message and media elements. This course builds on the knowledge acquired in MKT1001 Introduction to Marketing and MKT1002 Consumer Behaviour.

MKT2002 INTERNATIONAL MARKETING (FOBOS - UGRD)
Units 1.0 (Business Mgt not classified) Band 3A
Pre-requisite: MKT1001
Students are required to have access to a personal computer, e-mail capabilities and Internet access to USQConnect. Current details of computer requirements can be found at http://www.usq.edu.au/business/aboutus.htm-
Australasia and its Asian trading partners are comforted with increasing pressures to trade in order to enhance domestic living standards. At the same time, international and domestic markets are becoming increasingly competitive as technological changes in communications and distribution facilitate international flows of goods and services. It is therefore important that marketing students are trained to understand and apply marketing principles to the international marketing environment in order to succeed in increasingly competitive companies in this field. This course introduces students to the field of international marketing by examining the complexities of differing cultural, economic, social, political, legal and technological environments. It then moves to developing strategies for global and country specific markets by the application of the conventional marketing mix management model to the dynamics of export market before moving to looking at alternative trading mechanisms and trends in international trade.

MKT2004 MARKETING CHANNELS (FOBOS - UGRD)
Units 1.0 (Sales and Marketing not elsewhere) Band 3A
Pre-requisite: MKT1001
Students are required to have access to a personal computer, e-mail capabilities and Internet access to USQConnect. Current details of computer requirements can be found at http://www.usq.edu.au/business/aboutus.htm-
The study of marketing channels addresses the distribution place element of the marketing mix. The course takes a managerial approach to the distribution of products, both in domestic and international intermediaries, such as wholesalers and retailers are discussed. A formal process for the design of an effective marketing channel is examined. The impact of the other elements of the marketing mix on channel development are also examined. This course moves to developing strategies for global and country specific markets by the application of the conventional marketing mix management model to the dynamics of export market before moving to looking at alternative trading mechanisms and trends in international trade.

MKT2012 SERVICES MARKETING (FOBOS - UGRD)
Units 1.0 (Sales and Marketing not elsewhere) Band 3A
Pre-requisite: MKT1001
Students are required to have access to a personal computer, e-mail capabilities and Internet access to USQConnect. Current details of computer requirements can be found at http://www.usq.edu.au/business/aboutus.htm-
The theme of the course is that services (both commercial and not-for-profit) possess several unique characteristics that require a different approach to marketing strategy - both in its development and execution. This is not to imply that the approach is unique, but rather distinctive. Therefore we build upon and expand the marketing concepts and models, and then adapt them to the services sector. We use marketing tools to examine how to increase service quality, increase and maintain customer satisfaction levels, generate customer loyalty, and create a healthy service culture within the firm. In services we discuss the 7Ps of the ‘Services Marketing Mix’ (the traditional 4Ps plus people, processes, and physical evidence). Since many services rely on a strong personal or human element, the fifth “P” of the marketing mix, time is devoted to examining successful internal marketing and relationship management, in addition to the more traditional customer-focused external marketing.

MKT2030 SPORTS MARKETING (FOBOS - UGRD)
Units 1.0 (Marketing) Band 3A
Students are required to have access to a personal computer, e-mail capabilities and Internet access to USQConnect. Current details of computer requirements can be found at http://www.usq.edu.au/business/aboutus.htm-
This course will take a consumer and market-based approach where it will cover the different roles in the marketing and selling of other products and services. It will also explore the complexities of sport as a multidimensional ‘product’ serving many and varied publics. The issue of the marketing of ‘sport versus sport’ marketing (‘using’ sport) will also be examined as well as a comprehensive background of the sport industry and the role it serves to contemporary society. Controversy issues such as globalisation and the future direction of sport will also be explored in this course.

MKT3001 MARKET RESEARCH (FOBOS - UGRD)
Units 1.0 (Sales and Marketing not elsewhere) Band 3A
Pre-requisite: MKT1001 Co-requisite: STA2300
Students are required to have access to a personal computer, e-mail capabilities and Internet access to USQConnect. Current details of computer requirements can be found at http://www.usq.edu.au/business/aboutus.htm-
This course provides an integrative culmination to the development of student knowledge and skills presented in the earlier courses in this major. It is designed to provide students with a systematic approach to formulating, implementing and evaluating business strategies. The course focuses on management research and decision making from a consumer behavior perspective. The use of an analytical tools and processes as a means of developing and improving management decision making is developed in this course. The study of business strategy should be seen as the capstone of a professional education. Assessment is by written assignment and exam ination. This is an integrative course which draws on prior subject areas, if it is advisable that students complete this course in the final year of their study.
Submit the Handbook on the Web at http://www.usq.edu.au/handbook/current for any updates that may occur during the year.

Course synopses (2008)

MKT3006 SMALL AND MEDIUM ENTERPRISE DEVELOPMENT (SMED) (FOBUS - UGRD)
Units 1.0 (Business Management) Band 3A
Pre-requisite: ACC1101 and MKT1001
Students are required to have access to a personal computer, e-mail capabilities and Internet access to USQConnect. Current details of computer requirements can be found at <http://www.usq.edu.au/business/aboutfob.htm>. This course addresses the three critical areas within the 'history' of an SME. These include development and planning, marketing and implementation and business future. In the development and planning section, students will be addressed to all issues which contribute to developing an appropriate business plan. In the management and implementation section issues relating to the structuring and implementation of the business plan and on-going functional management tasks will be addressed. Finally, the business future section will examine issues which impact upon the future direction of the SME, including impacts of environmental factors and growth aspirations. Students will be required to apply the concepts and principles to their selected SME case enterprises. Reference will also be made to other SMEs to provide a wide context mix as possible.

MKT3007 MARKETING STRATEGY (FOBUS - UGRD)
Units 1.0 (Marketing) Band 3A
Pre-requisite: MKT1001 and MKT1002
This subject introduces skills required in most areas of media production for web and multimedia. Computer games provide an exemplary basis from which the essential problems and possibilities confronting interactive media designers can be approached. This course investigates interactive project design from the perspective of creating engaging user experiences. Through the use of a series of interactive exercises and projects students will be required to identify, analyse and problem solve the design issues confronting interactive project designers using the computer games as a model. The course will focus on four key aspects: design constraints and processes in the context of game development, the specific context of interactive media; paida (play) and the elements of interactivity and non-linearity have on the creation of meaning in the specific context of an interactive medium; rules and the formal structures, Infornational Structures, Interactive Techniques and scriptwriting methods. The core of this course will be the emphasis placed on the student's own writing. Students will generate scripts and diagrams outlining to develop a good understanding of the writer's and audience's role in the New Media as it relates to the interactive multimedia industry. The subject enriches the student's comprehension of the creative process necessary to the generation of Interactive Multimedia.
MMS1013 PRODUCTION MANAGEMENT (FOART - UGRD)
Units 1.0 (Journalism) Band 1
This course will explore the management skills needed for the pre-production stage of a media production. All aspects of pre-production will be examined including identifying and generating story ideas, proposal development, project pitching, production budget, schedule, legal, financial and time-management. During the course students will be taken through the different categories of a production budget and will prepare a sample budget in accordance with industry standards and practice. The principles learned in this course may be applied to both multi and single camera video and television production styles.

MMS2000 ELEMENTS OF MULTIMEDIA (FOART - UGRD)
Units 1.0 (Journalism) Band 1
Graduates in a variety of disciplines will increasingly be expected to have at least a basic familiarity with digital and multimedia technology as an important part of their professional practice. As multimedia technology continues to develop, apart from a few important popular forms, the “rules” governing its application are only slowly evolving. This course is designed to introduce students to several key issues raised by the technology and to provide them with a conceptual framework in terms of which they might develop the structuring and design strategies necessary for effective use in communication. Against a background of “single-media” communication conventions, students are introduced to s range of communication problems posed by multimedia. With reference to a range of existing examples, students are challenged to develop and rationalise guidelines for applying the technology to specific multimedia project tasks. Students are encouraged to test their conclusions experimentally during future assignments in which they will be introduced progressively to a small number of standard professional multimedia tools.

MMS2001 ANIMATION PRODUCTION 1 (FOART - UGRD)
Units 1.0 (Audio Visual Studies) Band 1
This course will introduce students to the basics of creating and editing animations in a 2D environment. Students will also develop an understanding of the terminology and techniques used in creating objects within an animated environment. Topics include the use of polygonal modeling, understanding NURBS modeling, basic keyframing, simple rendering for motion sequence, camera techniques, and object placement to create 3D illusion.

MMS2011 TELEVISION STUDIO PRODUCTION (FOART - UGRD)
Units 1.0 (Journalism) Band 1
This course provides students with an understanding of the basic skills required for television production. Students will be introduced to production planning and elementary production techniques, both in the studio and on location. This course cannot be taken as an Elective or Optional.

MMS2012 AUDIO PRODUCTION (FOART - UGRD)
Units 1.0 (Journalism) Band 1
This course has been devised to familiarise the student with the basic skills used in radio broadcasting and audio recording in the field. It aims to introduce the beginner to the language of audio and to an understanding of the characteristics of the medium. It is also designed to make students familiar with the use of recording studio equipment, recording suite, and the field recording situation. This course cannot be taken as an Option or Elective.

MMS2022 BROADCAST RADIO (FOART - UGRD)
Units 1.0 (Journalism) Band 1
Pre-requisite: MMS2001
Media producers must have the ability to produce projects from conception to completion. This course requires students to produce a set of significant and innovative radio productions as well as present them to an audience. The course will provide students with an understanding of the legal, health and safety issues associated with a range of multimedia projects. It is also designed to equip students with the necessary skills for working effectively in a team environment. Throughout the course students will gain practical experience in radio production and learn the skills necessary to work as a professional radio producer in a range of audio production environments.

MMS2023 DOCUMENTARY PRODUCTION (FOART - UGRD)
Units 1.0 (Journalism) Band 1
This course develops in students the organisational, planning and strategic skills required of the documentary video producer, requires them to have an understanding of documentary theory, and to produce a finished original documentary production in video. This course cannot be taken as an Elective or Option.

MMS3001 SHORT NARRATIVE PRODUCTION (FOART - UGRD)
Units 1.0 (Journalism) Band 1
Pre-requisite: MMS2011 and MMS2021
This course develops and enhances students' media production skills in the areas of pre-production, production and post-production as they conceptualise and produce a short narrative television project of their own choosing in the medium of video. Projects may be developed in a variety of pre-arranged formats. Emphasis will be placed on projects recorded on location although there are opportunities for studio-based production.

MMS3002 ADVANCED MULTIMEDIA PROJECT (FOART - UGRD)
Units 2.0 (Journalism) Band 1
Pre-requisite: MMS2001
This course is based on the student's participation in a self-directed multimedia production. Students will be expected to apply the multimedia production and management skills acquired in preceding courses to a particular project idea. Students are encouraged to explore the practical and experimental application of multimedia production techniques to their project whilst maintaining production goals and deadlines. Students will be responsible for managing all aspects of the project's development phases. The planning, documentation and production of the multimedia project within the production timelines will be the major activities of the course.

MMS3003 ANIMATION PRODUCTION 2 (FOART - UGRD)
Units 1.0 (Audio Visual Studies) Band 5
Pre-requisite: MMS2001
This course uses a guided studio approach in a close analysis of the practical production skills and techniques in 3D modelling and animation. This course also includes an advanced study in digital character animation and production. Students will complete a combination of exercises and individual projects.

MMS3013 MEDIA PRODUCTION PROJECT A (FOART - UGRD)
Units 1.0 (Journalism) Band 1
Pre-requisite: MMS2011
This course develops and enhances students' skills in a wide variety of roles within the Media Production area. Students will conceptualise and produce a project of their own choosing in the medium of video. Projects may be developed in a variety of pre-arranged formats. Emphasis will be placed on projects recorded on location although there are opportunities for studio-based production.

MMS3014 MEDIA PRODUCTION PROJECT B (FOART - UGRD)
Units 1.0 (Journalism) Band 1
Pre-requisite: MMS2013
This course provides advanced professional preparation for students in the planning of Media Production (Audio/Video). The course builds on theory and practice taught previously in MMS3013. The course allows students to initiate an original project through the stages of research, planning, production and evaluation. Students are directed to develop a media production that demonstrates a sophisticated structural style generated from research-based goals through the application of strategic planning and critical evaluation of outcomes.

MMS5020 MULTIMEDIA DESIGN AND DEVELOPMENT (FOART - PGRD)
Units 2.0 (Communication & Media Studies) Band 1
This course addresses the basic issues of multimedia project design and management that are involved in the various stages of concept development, audience identification, production team formation, media asset management, business plan development, quality assurance methods and distribution strategies necessary for successful multimedia prototype development. Course content is organised around the process of refining an initial idea and project proposal to a detailed operational plan for the successful realisation of multimedia prototype development. This project plan will be prepared as an interactive multimedia presentation. (Note: The project design will be developed to at least a functional prototype stage in the subsequent course MMS8021 Management of Multimedia Projects.)

MMS8023 MULTIMEDIA PROJECT A (FOART - PGRD)
Units 2.0 (Communication & Media Studies) Band 1
Pre-requisite: MMS5020 or MMS8020 and (MMS5021 or MMS8021)
In this course, students commence work on a major multimedia production. Students are expected to apply the multimedia design and management skills acquired in preceding courses to a particular project idea. Students are encouraged to explore the practical and experimental application of multimedia techniques to their project. The planning, documentation, initial production and overall management of the multimedia project will be the major activities of the course. Students will be responsible for all aspects of the project development and completion phases. This course will normally be followed by MMS8024, in which students will complete their multimedia production.

MMS8024 MULTIMEDIA PROJECT B (FOART - PGRD)
Units 2.0 (Communication & Media Studies) Band 1
Pre-requisite: MMS5023 or MMS8023
In this course, students will complete their work on a major multimedia project commenced in MMS5023 or MMS8023, which will be the major activities of the course. Students will be responsible for all aspects of the project design and development and completion phases. Students will evaluate their completed projects in terms of the aims, objectives, time management, budget, and technical and aesthetic achievements. Students will indicate appropriate criteria for analyzing the success or failure of the project.

MSC3001 PROFESSIONAL ISSUES IN SCIENCE AND TECHNOLOGY (FOSCI - UGRD)
Units 1.0 (Information Technology not els) Band 2
This course explores key contemporary professional issues for practising ICT professionals, mathematicians, and statisticians. The course relates the profession with the society by highlighting the social implications of current technology and globalisation. Assumptions and values are identified to make and evaluate ethical arguments. Students will learn about standards of ethical and professional conduct in various roles and liabilities of computing and computer crime. Intellectual property, privacy, civil liberties, career and project management issues in computing will be considered. Access to the Internet is required.

MSC8001 RESEARCH PROJECT METHODOLOGY (FOSCI - PGRD)
Units 2.0 (Information Technology not els) Band 2
Pre-requisite: Students must be enrolled in one of the following Programs: BINH or MCPP or MPTP or BSCH or MMS.
This course forms the first part of the research component of the Honours and Masters programs in the Department of Mathematics and Computing, developed further in MSC8002. It develops the foundation for ultimately completing a selected project in Bioinformatics or Computer Science. Mathematics and Statistics students will be supervised or supervised by appropriate staff from the Department of Mathematics and Computing. The project will consist of review, research into appropriate evidence of a well defined and its area. This course, in combination with the project to be gained, organized and a preliminary analysis made in a critical and evaluative manner. The topic of the project will be selected in consultation with the appropriate staff of the Department.
MSC802 RESEARCH PROJECT DISSERTATION (FOSCI - PGED)
Units 2.0 (Information Technology not els) Band 2
Pre-requisite: MSC8001 and Students must be enrolled in one of the following programs: BIM1 or BOCIP or BOPIT or BISO or BOPM
This course forms the final part of the research training component of the Honours and Masters programs in the Department of Mathematics and Computing. From the foundation established in MSC8001, students will complete a selected project in Biostatistics, Computer Science, Mathematics or Statistics with the supervision of staff from the Department of Mathematics and Computing. The project will consist of review, research into and reporting of a well-defined area and its applications.

MTS7001 MATHEMATICS TERTIARY PREPARATION (KUMIN - NONA)
Units 1.0 (Mathematics) Band 2
Using concepts of self-paced instruction the course guides students through a carefully sequenced series of topics, which will provide the foundation for mathematics that will be encountered in tertiary studies, detailed above. The self-paced structure allows students to work at their own pace developing confidence with mathematics and general problem solving.

MUS101 PERFORMANCE 1 (FOART - UGRD)
Units 1.0 (Music) Band 1
Pre-requisite: Students must be enrolled in one of the following programs: BNUS or BNKAE or ACDU
The course content will embrace both solo and group performance in the student's area of practical performance and the study of works representative of various stylistic periods in that area of literature of music. Each succeeding course in Performance will require students to demonstrate a greater degree of both conceptual and executant skill development.

MUS101 MUSIC CRAFT 1 (FOART - UGRD)
Units 1.0 (Music) Band 1
This course provides practical instruction and practice in the use of tonal harmony. It also facilitates aural acuity relating to pitch, melody and rhythm. Each succeeding Music Craft course further develops this acuity.

MUS101 MUSIC HISTORY 1 (FOART - UGRD)
Units 1.0 (Music) Band 1
This course traces the development of western music from the medieval period until approx. 1760 and also addresses several non-Western musical styles together with an introduction to ethnomusicology.

MUS202 PERFORMANCE 2 (FOART - UGRD)
Units 1.0 (Music) Band 1
Pre-requisite: MUS101
The course content will embrace both solo and group performance in the student's area of practical performance and the study of works representative of various stylistic periods. Each succeeding course in Performance will require students to demonstrate a greater degree of both conceptual and executant skill development.

MUS202 PERFORMANCE 3 (FOART - UGRD)
Units 1.0 (Music) Band 1
Pre-requisite: MUS202
The course content will embrace both solo and group performance in the student's area of practical performance and the study of works representative of various stylistic periods in that area of literature of music. Each succeeding course in Performance will require students to demonstrate a greater degree of both conceptual and executant skill development.

MUS202 PERFORMANCE 4 (FOART - UGRD)
Units 1.0 (Music) Band 1
Pre-requisite: MUS203
The course content will embrace performance in the student's main practical area of study specifically in the area of the execution of advanced technical skills. Additionally, this course makes provision for the advancement of ensemble playing skills, in both large and small groups. Each succeeding course in Performance will require students to demonstrate a greater degree of both conceptual and executant skill development.

MUS202 MUSIC CRAFT 2 (FOART - UGRD)
Units 1.0 (Music) Band 1
Pre-requisite: MUS101
This course provides practical instruction in the use of tonal harmonic techniques including secondary Ths, chromaticism and modulations. It also further develops aural acuity relating to pitch, melody, rhythm, harmony and form. Each succeeding Music Craft course further develops this acuity.

MUS202 MUSIC CRAFT 3 (FOART - UGRD)
Units 1.0 (Music) Band 1
Pre-requisite: MUS202
This course surveys contrapuntal techniques of the Renaissance and Baroque Periods, with an emphasis on practical exercises in both modal and tonal counterpoint. It also further develops aural acuity relating to pitch, melody, rhythm, two-part work, harmony and form. Each succeeding Music Craft course further develops this acuity.

MUS202 MUSIC CRAFT 4 (FOART - UGRD)
Units 1.0 (Music) Band 1
Pre-requisite: MUS202
This course is a survey of the major formal structures found in Western concert music from the 16th century until the present. It also further develops aural acuity relating to pitch, melody, rhythm, three-part work, dynamics, harmony and form. Each succeeding Music Craft course further develops this acuity.

MUS203 MUSIC HISTORY 2 (FOART - UGRD)
Units 1.0 (Music) Band 1
Pre-requisite: MUS101
This course traces the development of western music from approx. 1760 to 1900.

MUS203 MUSIC HISTORY 3 (FOART - UGRD)
Units 1.0 (Music) Band 1
Pre-requisite: MUS203
This course traces the development of western music during the twentieth century, and also addresses the principal issues in the development of Australian music to the present day.

MUS2041 STUDIO TEACHING 1 (FOART - UGRD)
Units 1.0 (Music) Band 1
This course will provide introductory studies in Teaching Pedagogy relating to a particular instrument or voice. Topics include music education philosophies, principles of teaching and learning, repertoire studies, and practical teaching.

MUS2042 STUDIO TEACHING 2 (FOART - UGRD)
Units 1.0 (Music) Band 1
Pre-requisite: MUS2041
Students will continue to develop expertise in the areas of teaching repertoire, teaching principles, musical concepts, specific instrumental and vocal techniques and musical literacy. Studies in the psychology of human and musical development will also be commenced. Focus in this course is one the teaching of students up to third grade level. As this course follows from course MUS 2041 students will be required to develop their expertise in each of the designated areas to a more advanced level.

MUS2071 CONCERTO STUDIES 1 (FOART - UGRD)
Units 1.0 (Music) Band 1
Pre-requisite: MUS2002 with "A" result or higher required
The course content will focus on the preparation and performance of a solo concerto in the student's main area of practical performance.

MUS2072 CONCERTO STUDIES 2 (FOART - UGRD)
Units 1.0 (Music) Band 1
Pre-requisite: MUS2071
The course content will focus on the preparation and performance of a movement or movements from a solo concerto in the student's main area of practical performance. The remainder of the concerto forming the basis for Concerto Studies 3.

MUS2073 CONCERTO STUDIES 3 (FOART - UGRD)
Units 1.0 (Music) Band 1
Pre-requisite: MUS2072
The course content will focus on the preparation and performance of any other of the remaining movement(s) from the solo concerto selected by the student in Concerto Studies 2, or of a movement or movements from another solo concerto.

MUS2074 ACCOMPANIMENT/CHAMBER MUSIC 1 (FOART - UGRD)
Units 1.0 (Music) Band 1
Pre-requisite: MUS2002
This course is designed to further develop the student's instrumental, interpretive and rehearsal skills through a practical specialisation in accompaniment or chamber music. Particular emphasis will be placed on participation in small ensembles of two or more such as duos, trios, quartets, etc., where important works of the particular genre will be studied in detail, carefully prepared and presented in performance. This course requires students to demonstrate a greater degree of both conceptual and executant skills development than evident in previous Accompaniment/Chamber Music courses.

MUS2074 ACCOMPANIMENT/CHAMBER MUSIC 2 (FOART - UGRD)
Units 1.0 (Music) Band 1
Pre-requisite: MUS2074
This course is designed to further develop the student's instrumental, interpretive and rehearsal skills through a practical specialisation in accompaniment or chamber music. Particular emphasis will be placed on participation in small ensembles of two or more such as duos, trios, quartets, etc., where important works of the particular genre will be studied in detail, carefully prepared and presented in performance. This course requires students to demonstrate a greater degree of both conceptual and executant skills development than evident in previous Accompaniment/Chamber Music courses.

MUS2081 GENRE STUDIES 1 (THE SYMPHONY) (FOART - UGRD)
Units 1.0 (Performing Arts) Band 1
Pre-requisite: MUS2075
This course is designed to further develop the student's instrumental, interpretive and rehearsal skills through a practical specialisation in accompaniment or chamber music. Particular emphasis will be placed on participation in small ensembles of two or more such as duos, trios, quartets, etc., where important works of the particular genre will be studied in detail, carefully prepared and presented in performance. This course requires students to demonstrate a greater degree of both conceptual and executant skills development than evident in previous Accompaniment/Chamber Music courses.

MUS2082 GENRE STUDIES 2 (THE CONCERTO) (FOART - UGRD)
Units 1.0 (Music) Band 1
Pre-requisite: MUS101 and MUS2002
This course traces the development of the concerto from 1700 to the present. In addition to surveying the major trends within symphony in development, the course will include specific and detailed studies of specific masterworks within the genre.

MUS2082 GENRE STUDIES 2 (THE CONCERTO) (FOART - UGRD)
Units 1.0 (Music) Band 1
Pre-requisite: MUS101 and MUS2002
This course traces the development of the concerto from 1700 to the present. In addition to surveying the major trends within the formal construction of concertos, the course will include specific and detailed studies of specific masterworks within the genre.

MUS2087 INTRODUCTION TO POPULAR MUSIC (FOART - UGRD)
Units 1.0 (Music) Band 1
This the course will provide a detailed overview of the principal styles of contemporary western popular music and their historical development. Australian popular music will receive special focus.
MUS3052 MUSIC PROJECT 2 (FOART - UGRD)
Units: 1.0 (Music) Band 1
Pre-requisite: MUS3051

Students in this course will choose a vocationally oriented project from a range which may include additional performance activity, music administration, music research, ensemble direction, the learning of a second instrumental and music teaching.

MUS3052 MUSIC PROJECT 2 (FOART - UGRD)
Units: 1.0 (Music) Band 1
Pre-requisite: MUS3051

This course will focus on the development of expertise in the student’s main area of practical performance. Additionally, this course makes provision for the advancement of ensemble playing skills, in both large and small groups. Each succeeding course in Performance will require students to demonstrate a greater degree of both conceptual and executant skills development than evident in previous Performance courses.

MUS4022 ADVANCED MUSIC STUDY 2 (FOART - UGRD)
Units: 2.0 (Music) Band 1
Pre-requisite: MUS4012

This course includes aspects of ensemble performance. For Performance students, the course will further develop their ensemble experience as well as the development of ensemble knowledge of the more important parts of the orchestral and choral repertoire. For Teaching students, the course will further enhance knowledge of advanced duo, chamber music, orchestral and solo repertoire. Key board players will develop greater skills in accompanying and chamber music, whilst singers will become more familiar with concert and/or stage ensemble repertoire.

MUS4023 MUSIC PERFORMANCE B (FOART - UGRD)
Units: 2.0 (Music) Band 1
Pre-requisite: MUS4022 and Students must be enrolled in one of the following Programs: BMUS or MUSU

A highly developed technique with enhanced interpretive skills is crucial to the artistic progress of any professional performer. Through advanced training and experience in these areas of expertise, the student will have the opportunity to develop from student to professional status. Instrumental repertoire will include either the performance of a major concerto or presentation of a recital. Vocal students may choose to emphasise stage or concert repertoire but both should be included. Students specialising in instrumental/vocal accompaniment will carry out repertoire work or accompany two solo recitals. Students specialising in Orchestral/Orchestra will study a program in cued orchestral repertoire, sight reading and auditioning skills.

MUS4041 MUSIC TEACHING A (FOART - UGRD)
Units: 2.0 (Music) Band 1
Pre-requisite: Students must be enrolled in one of the following Programs: BMUS or MUSU

Effective instrumental or vocal teaching requires a thorough understanding of the instrument/vocal and its technical demands, and an in-depth knowledge of the relevant repertoire at all levels of accomplishment. The course will also require the ability to structure and teach a suitable course of study at any level and the skill to communicate effectively all the appropriate technical and musical concepts. Equally important is the need to continue the student's own technical and interpretative abilities. All of these pedagogical necessities are included in this and subsequent teaching courses.

MUS8001 ADVANCED SPECIAL STUDY 1 (FOART - PGRD)
Units: 1.0 (Music) Band 1
Pre-requisite: MUS8001

This course is designed to enable Performance students to complete the dissertation on a specific aspect of music related to their specialisation, and for Teaching students to increase their standard of personal performance and the breadth of their repertoire.

MUS8002 ADVANCED SPECIAL STUDY 2 (FOART - PGRD)
Units: 1.0 (Music) Band 1
Pre-requisite: MUS8001

This course is designed to enable Performance students to present the dissertation on a specific aspect of music related to their specialisation prepared in the pre-requisite course, and for Teaching students to increase their standard of personal performance and the breadth of their repertoire.

MUS8013 ADVANCED MUSIC STUDY 3 (FOART - PGRD)
Units: 1.0 (Music) Band 1
Pre-requisite: MJS4012

This course includes aspects of ensemble performance. For Performance students, the course will further enhance their repertoire as well as the development of a working knowledge of some of the more important parts of the orchestral and choral repertoire. It also requires the ability to structure and teach a suitable course of study at any level and the skill to communicate effectively all the appropriate technical and musical concepts. Equally important is the need to continue the student's own technical and interpretative abilities. All of these pedagogical necessities are included in this and subsequent teaching courses.
NUR2499 CLINICAL B: NURSING CARE IN CONTEXT (FOSCI - UGRD)
Units 1.0 (General Nursing) Band 4
Pre-requisite: (NUR199 and NUR2100) or (NUR2000 and NUR2030)

This course addresses, the work undertaken, the performance required and responsibilities borne in the safe practice of Registered Nurses. NUR2499, allows the student nurse to develop in relation to professional interactions with the health care team and with patients at a practice level. The aim is to develop skills in introducing and supporting direct care for patients with physical or mental health, elderly care, dementia, terminal illness and chronic illness. Students will be placed in a variety of settings with clients across the life span. Students will learn to give holistic, culturally appropriate, effective and caring care are explored in clinical practice situations. Reflective practice is encouraged. An on-line framework which directs the learning and achievement of care as an integrated level of practice also includes provision for the student to practice the establishment, maintenance and conclusion of therapeutic relationships.

NUR2500 NURSING OLDER PEOPLE (FOSCI - UGRD)
Units 1.0 (Aged Care Nursing) Band 4
Pre-requisite: NUR2100 (or NUR2000 and NUR2030)
Recommended Prior Study: NUR1200, (FOSCI - UC1200) and NUR1201

This course provides the theoretical basis for nurses caring for older adults. The emphasis will be on the core values underpinning nursing older adult practice and on being an advocate at all times and to support the rights of older people to quality care in all settings. After a thorough grounding in the knowledge base for the care of older people, NUR2100 and other prior courses will be drawn on to give a foundation of understanding global ageing and the ageing process, support the rights of older people to quality care in all settings. After undertaking this course the student nurses role and critical thinking and professional development concepts aimed at student transition into the practice environment. As a such students are required to consider the potential practice through exploration of how knowledge is used to inform professional practice issues, problems and incidents. Critical thinking skills will be developed by students through the process of critical reflection. As such, concepts covered during the semester will be analysed through a critical reflective framework which will be applied to professional and development situations. The course content will expand the ethical-legal aspects of nursing care of older people in the hospital and community settings. Concept include ethical decision making, "Code of Conduct" and the legal parameters for nurses. This course is designed to build on the knowledge from NUR2100 and other previous courses. Opportunities for students to apply their learning will be provided in the clinical setting.

NUR3020 TRANSITION TO PROFESSIONAL PRACTICE (FOSCI - UGRD)
Units 1.0 (General Nursing) Band 4
Pre-requisite: (NUR2499 or NUR2599) or NUR2400 and NUR2500 or plus one of the following: NUR2499 or NUR2599

This course will draw upon knowledge from both first and second years and introduce students to the professional development concepts aimed at student transition into the practice environment. As a such students are required to consider the potential practice through exploration of how knowledge is used to inform professional practice issues, problems and incidents. Critical thinking skills will be developed by students through the process of critical reflection. As such, concepts covered during the semester will be analysed through a critical reflective framework which will be applied to professional and development situations. The course content will expand the ethical-legal aspects of nursing care of older people in the hospital and community settings. Concept include ethical decision making, "Code of Conduct" and the legal parameters for nurses. This course is designed to build on the knowledge from NUR2100 and other previous courses. Opportunities for students to apply their learning will be provided in the clinical setting.

NUR3099 CLINICAL D: NURSING FOR COMMUNITIES (FOSCI - UGRD)
Units 1.0 (General Nursing) Band 4
Pre-requisite: (NUR2199 and NUR2100) or (NUR2020 and NUR2030) or (NUR2499 or NUR2599 or NUR3099) or (NUR2100 and NUR2200)

This course will draw upon knowledge from both first and second years and introduce students to the professional development concepts aimed at student transition into the practice environment. As a such students are required to consider the potential practice through exploration of how knowledge is used to inform professional practice issues, problems and incidents. Critical thinking skills will be developed by students through the process of critical reflection. As such, concepts covered during the semester will be analysed through a critical reflective framework which will be applied to professional and development situations. The course content will expand the ethical-legal aspects of nursing care of older people in the hospital and community settings. Concept include ethical decision making, "Code of Conduct" and the legal parameters for nurses. This course is designed to build on the knowledge from NUR2100 and other previous courses. Opportunities for students to apply their learning will be provided in the clinical setting.

NUR3060 NURSING RESEARCH (FOSCI - UGRD)
Units 1.0 (Nursing not classified) Band 4
Pre-requisite: (CMS1008 and MAT1008 and NUR1140 and NUR1120) or (CMS1007 and NUR1120) or (Co-req: NUR1200 and NUR1210) and (Co-req or Pre-req: NUR2050) or (CMS1007 and NUR1120 and NUR2010 and NUR2012) or Students must be enrolled in the Program: BNP0

BNUR (Pre-Reg) students may only enrol in the EKT mode with the permission of the examiner. 

The course provides an introduction to the role of research processes and scholarship in the nursing profession. Content includes an examination of the research process and methodologies (quantitative and qualitative), issues of validity, reliability, sampling, generalisation and application of findings are addressed from the research consumer perspective. The professional nurses role in the dessination of knowledge is examined as a scholarly expectation.

NUR3070 PRIMARY HEALTH CARE (FOSCI - UGRD)
Units 1.0 (Nursing not classified) Band 4
Pre-requisite: Students must be enrolled in Program: BNP0

This course explores the Primary Health Care role of nurses as indepen dent practice providers and as participants in social, political and intersectoral practice. Students assess communities in urban, rural, and remote contexts. Strengths, limitations, and strategies for change are identified through appraisal of care communities. Collaborative findings form the basis of a student-designed research proposal, which will elevates the notions of empowerment, social justice, and equity for all people. 

NUR3110 NURSES AS LEADERS IN HEALTH CARE SETTINGS (FOSCI - UGRD)
Units 1.0 (Nursing not classified) Band 4
Pre-requisite: (CMS1008 and MAT1008 and NUR1140 and NUR1120) or (CMS1007 and NUR1120) or (CMS1007 and NUR2010 and NUR2012)

Pre-requisite: Must have completed a minimum of 4 BNRJ courses including NUR1000 prior to enrolment.

The primary purpose of this course is to facilitate the development of a broad view of the structure and functioning of healthcare organisations, their impact on health care models and the role of nurses as leaders and managers within health care systems. 

NUR3200 MANAGING COMPLEX CARE (FOSCI - UGRD)
Units 1.0 (General Nursing) Band 4
Pre-requisite: (NUR2500 and NUR2400 and NUR2501 and NUR2030 and NUR2010 and NUR2012) and any of the following: NUR499 or NUR5299 or NUR3099 or (NUR100 and NUR2000 and NUR2500 and Co-requisite: NUR499 and NUR400 and NUR5200)

NUR3230 TRENDS AND PERSPECTIVES IN NURSING (FOSCI - UGRD)
Units 1.0 (General Nursing) Band 4
Pre-requisite: Students must be enrolled in Program: BNP0

This course introduces the student to the position of Nursing in the Health Care System. Perspectives to be explored include social, political, organisational and legal factors. Professional issues will be examined and the politics of health will be discussed. 

NUR3250 CONTEMPORARY NURSING ISSUES (FOSCI - UGRD)
Units 1.0 (General Nursing) Band 4
Pre-requisite: Students must be enrolled in Program: BNP0

This course introduces nurses to leadership, management issues and model of mental health care as well as building on their knowledge of
Consult the Handbook on the Web at http://www.usq.edu.au/handbook/current for any updates that may occur during the year.

Course synopses (2008)

NUR3499 CLINICAL E: THE BEGINNING PRACTITIONER (FOSCI - UGRD)
Units 1.0 (General Nursing) Band 4
Pre-requisite: Students must be enrolled in Program: BNUR

This course allows for a final review and refinement of experiential skills and application of theoretical knowledge prior to entering the profession as a novice Registered Nurse. This course focuses on the performance required for safe and competent practice as a Registered Nurse. Students are placed in structured situations which will facilitate accomplishment of pre-determined clinical objectives to demonstrate competencies in holistic, culturally appropriate and effective care to ensure transition as a novice Registered Nurse. This course builds on an understanding of professional ethics, safety, environmental responsibilities, and direct patient care from prior courses of theoretical learning to develop critical thinking and analysis by evidence-based practice. This course facilitates practice in establishing and maintaining good communication of therapeutic relationships, and the conduct of comprehensive and systematic task of nursing assessment, care planning and appropriate interventions. It enables students to further explore the quality improvement processes. The course content is designed using a clinical tool which directly assesses the competencies set by the Australian Nursing and Midwifery Council.

NUR3650 ADVANCED HEALTH ASSESSMENT (FOSCI - UGRD)
Units 1.3 (General Nursing) Band 4
Pre-requisite: Students must be enrolled in Program: BNUR

This course builds on basic health assessment skills and screening criteria. It allows health professionals to employ fully the human individual, holistically, without recourse to invasive technologies. The course follows individuals who present to health care settings with problems requiring assessment, treatment and intervention by the most accessible and appropriate health professional. In addition Advanced Health Assessment methods and data gathering will be set up on appropriately and related to the practiced context.

NUR520 INTRODUCTION TO COUNSELLING SKILLS (FOGSI - PGRD)
Units 1.0 (Nursing not classified) Band 4
Pre-requisite: Students must be enrolled in one of the following Programs: MNRS or MNRH or PDEV or SING or MMPO

The content of this course is based on the premise that there are two people in the helping relationship, the nurse and the client. Under the understanding nurses have of themselves, the better they are able to identify their own personal difficulties. Students in this course will have an opportunity to develop knowledge of a range of theoretical concepts that underpin counselling. The specific focus of this course will be the provision of broad areas including reflective skills for self-awareness and professional development, and to acquisition of specific counselling micro-skills to be utilised in a variety of nurse / patient situations.

NUR8030 HEALTH ORGANISATION AND DEVELOPMENT (FOSCI - PGRD)
Units 1.0 (Nursing not classified) Band 4
Pre-requisite: Students must be enrolled in one of the following Programs: MNRS or MNRH or PDEV or SING or MMPO

This course will focus on trends in the organisation of health care in Australia and internationally. Students are encouraged to examine health policy within their own clinical specialty, whether that be nursing, allied health, midwifery, mental health, or rural and remote practice. Factors influencing the development of health policy will be examined. Students are required to produce a project that highlights that health systems are constantly changing in line with health policy decisions, and that healthcare is in a perpetual state of change programme as part of their studies. This course allows students to receive credit (equivalent to the stated unit value) for courses taken in the general area of Humanities/Arts at an overseas institution for which there is no specific equivalent course at USQ. Students wishing to enrol in this course should consult first with their Head of Department or Student Advisor.

NUR8510 THE REFLECTIVE PRACTITIONER AND THEORIST (FOGSI - PGRD)
Units 1.0 (Nursing not classified) Band 4
Pre-requisite: Students must be enrolled in one of the following Programs: MMHN or MMPO or MNIC or MRN or MHEA or PDEV or SING or MMPO

This course will prepare the student to contribute to the development of nursing knowledge through a study of personal clinical practice and relevant theory. First the student will examine their own clinical practice and come to a deeper understanding of their own informed theories of practice through observation and critical reflection. Then the student will critically evaluate nursing theory and meta theory. Finally the student will look for evidence of a nursing theory consistent with their own practice. This will involve enhancing skills in reflection, analysis, synthesis and critique. The philosophical stance of the course derives from critical social theory and as such is concerned with improving practice through emancipatory processes.

NUR8550 PROFESSIONAL STUDIES 1 (FOGSI - PGRD)
Units 1.0 (Nursing not classified) Band 4
Pre-requisite: Students must be enrolled in one of the following Programs: MNRS or MNRH or PDEV or SING or MMPO

This course is based on a negotiated learning contract between students and the course leader. The learning contract requires that students draw on their previous learning and identify their current learning needs. The students, in consultation with the course leader, will then agree upon learning objectives, available resources, learning processes and methods of evaluation.

NUR8560 PROFESSIONAL STUDIES 2 (FOGSI - PGRD)
Units 1.0 (Nursing not classified) Band 4
Pre-requisite: Students must be enrolled in one of the following Programs: MNRS or MNRH or PDEV or SING or MMPO

This course is based on a negotiated learning contract between students and the course leader. The learning contract requires that students draw on their previous learning and identify their current learning needs. The students, in consultation with the course leader, will then agree upon learning objectives, learning processes and methods of evaluation.

NUR9010 MASTER OF NURSING/MIDWIFERY/HEALTH PROJECT A (FOSCI - RSCH)
Units 2.0 (Nursing not classified) Band 4
Pre-requisite: HSC8500 plus 5 coursework units and Students must be enrolled in one of the following programs: MMHN or MMPO or MMRF or MPH with a GPA of 3.5 or higher.

Students enrolled in this course, and the course NUR9011, will undertake a supervised research project in a selected area of nursing, midwifery or another health-based discipline. This course has a compulsory four-day residential school for domestic students only and is only available to students admitted to Masters programs offered by the Department of Nursing and Midwifery at USQ. All students will require the approval of the Research Coordinator of the Department of Nursing and Midwifery at USQ. The dissertation will contain between 15,000 and 20,000 words on the project which presents a culmination of enrolment in NUR9010 and NUR9011.

NUR9011 MASTER OF NURSING/MIDWIFERY/HEALTH PROJECT B (FOSCI - RSCH)
Units 2.0 (Nursing not classified) Band 4
Pre-requisite: HSC8500 plus 7 coursework units. Students must be enrolled in one of the following Programs: MMHN or MMPO with a GPA of 3.5 or higher.

Students enrolled in this course, and the course NUR9010, will undertake a supervised research project in the selected area of nursing, midwifery or another health-based discipline. This course is available only to students admitted to Masters programs offered by the Department of Nursing at USQ. All students will require the approval of the Research Coordinator of the Department of Nursing to enrol in this course. The dissertation will contain between 15,000 and 20,000 words on the project, which presents a combination of enrolment in NUR9010 and NUR9011.

NUR9021 MASTER OF HEALTH DISCISSION A (FOSCI - RSCH)
Units 2.0 (Nursing not classified) Band 4
Pre-requisite: Students must be enrolled in Program: MHEA

This course is the first of four dissertation units. Students will define their research proposal, gain ethics approval and implement their research proposal during this course.

NUR9022 MASTER OF HEALTH DISCUSSION B (FOSCI - RSCH)
Units 2.0 (Nursing not classified) Band 4
Pre-requisite: Students must be enrolled in Program: MHEA

This course is the second of four dissertation courses. Students will implement their research design and begin collection and analysis of data.

NUR9023 MASTER OF HEALTH DISCUSSION C (FOSCI - RSCH)
Units 2.0 (Nursing not classified) Band 4
Pre-requisite: Students must be enrolled in Program: MHEA

This course is the third of four dissertation units. Students will refine their research proposal, implement their research design and collect data.

NUR9024 MASTER OF HEALTH DISCUSSION D (FOSCI - RSCH)
Units 2.0 (Nursing not classified) Band 4
Pre-requisite: Students must be enrolled in Program: MHEA

This course is the fourth of four dissertation units. Students will complete their dissertation whilst enrolled in this course.

OSPI101 OVERSEAS STUDY PROGRAM (REGOF - UGRD)
Units 1.0 (Studies in Human Society n.e.c) Band 1

USQ students are encouraged to take part in an overseas study/ex change programme as part of their studies. This course allows students to receive credit (equivalent to the stated unit value) for courses taken in the general area of Humanities/Arts at an overseas institution for which there is no specific equivalent course at USQ. Students wishing to enrol in this course should consult first with their Head of Department or Student Advisor.

OSPI102 OVERSEAS STUDY PROGRAM (REGOF - UGRD)
Units 2.0 (Studies in Human Society n.e.c) Band 1

USQ students are encouraged to take part in an overseas study/ex change programme as part of their studies. This course allows students to receive credit (equivalent to the stated unit value) for courses taken in the general area of Humanities/Arts at an overseas institution for which there is no specific equivalent course at USQ. Students wishing to enrol in this course should consult first with their Head of Department or Student Advisor.

OSPI103 OVERSEAS STUDY PROGRAM (REGOF - UGRD)
Units 3.0 (Studies in Human Society n.e.c) Band 1

USQ students are encouraged to take part in an overseas study/ex change programme as part of their studies. This course allows students to receive credit (equivalent to the stated unit value) for courses taken in the general area of Humanities/Arts at an overseas institution for which there is no specific equivalent course at USQ. Students wishing to enrol in this course should consult first with their Head of Department or Student Advisor.

OSPI1201 OVERSEAS STUDY PROGRAM (REGOF - UGRD)
Units 1.0 (Computer Science not elsewhere) Band 2

USQ students are encouraged to take part in an overseas study/ex change programme as part of their studies. This course allows students to receive credit (equivalent to the stated unit value) for courses taken in Computing at an overseas institution for which there is no specific equivalent course at USQ. Students wishing to enrol in this course should consult first with their Head of Department or Student Advisor.

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OSP1202 OVERSEAS STUDY PROGRAM (REGOF - UGRD)
Units 3.0 (Computer Science not elsewhere) Band 2
USQ students are encouraged to take part in an overseas study/exchange programme as part of their studies. This course allows students to receive credit (equivalent to the stated unit value) for courses taken in Computing at an overseas institution for which there is no specific equivalent course at USQ. Students wishing to enrol in this course should consult first with their Head of Department or Student Advisor.

OSP1203 OVERSEAS STUDY PROGRAM (REGOF - UGRD)
Units 3.0 (Computer Science not elsewhere) Band 2
USQ students are encouraged to take part in an overseas study/exchange programme as part of their studies. This course allows students to receive credit (equivalent to the stated unit value) for courses taken in Computing at an overseas institution for which there is no specific equivalent course at USQ. Students wishing to enrol in this course should consult first with their Head of Department or Student Advisor.

OSP1301 OVERSEAS STUDY PROGRAM (REGOF - UGRD)
Units 1.0 (Law) Band 3
USQ students are encouraged to take part in an overseas study/exchange programme as part of their studies. This course allows students to receive credit (equivalent to the stated unit value) for courses taken in Law at an overseas institution for which there is no specific equivalent course at USQ. Students wishing to enrol in this course should consult first with their Head of Department or Student Advisor.

OSP1302 OVERSEAS STUDY PROGRAM (REGOF - UGRD)
Units 2.0 (Law) Band 3
USQ students are encouraged to take part in an overseas study/exchange programme as part of their studies. This course allows students to receive credit (equivalent to the stated unit value) for courses taken in Law at an overseas institution for which there is no specific equivalent course at USQ. Students wishing to enrol in this course should consult first with their Head of Department or Student Advisor.

OSP1303 OVERSEAS STUDY PROGRAM (REGOF - UGRD)
Units 3.0 (Law) Band 3
USQ students are encouraged to take part in an overseas study/exchange programme as part of their studies. This course allows students to receive credit (equivalent to the stated unit value) for courses taken in Law at an overseas institution for which there is no specific equivalent course at USQ. Students wishing to enrol in this course should consult first with their Head of Department or Student Advisor.

OSP1401 OVERSEAS STUDY PROGRAM (REGOF - UGRD)
Units 1.0 (Education Studies) Band 5
USQ students are encouraged to take part in an overseas study/exchange programme as part of their studies. This course allows students to receive credit (equivalent to the stated unit value) for courses taken in Education at an overseas institution for which there is no specific equivalent course at USQ. Students wishing to enrol in this course should consult first with their Head of Department or Student Advisor.

OSP1402 OVERSEAS STUDY PROGRAM (REGOF - UGRD)
Units 2.0 (Education Studies) Band 5
USQ students are encouraged to take part in an overseas study/exchange programme as part of their studies. This course allows students to receive credit (equivalent to the stated unit value) for courses taken in Education at an overseas institution for which there is no specific equivalent course at USQ. Students wishing to enrol in this course should consult first with their Head of Department or Student Advisor.

OSP1403 OVERSEAS STUDY PROGRAM (REGOF - UGRD)
Units 3.0 (Education Studies) Band 5
USQ students are encouraged to take part in an overseas study/exchange programme as part of their studies. This course allows students to receive credit (equivalent to the stated unit value) for courses taken in Education at an overseas institution for which there is no specific equivalent course at USQ. Students wishing to enrol in this course should consult first with their Head of Department or Student Advisor.

PHY1101 ASTRONOMY 1 (FOSCI - UGRD)
Units 1.0 (Astronomy) Band 2
This astronomy course forms an introduction to planetary science, the study of our solar system. Astronomers are shown a way to understand our origins and place in the universe. Some of the scientific and technological tools used in astronomy are then discussed, as a prelude to a review of our knowledge of the planets orbiting our Sun, and extraterrestrial planets orbiting other stars. Earth is recognised as a peculiar terrestrial world among the many planets orbiting our star and others, and the history of our planetary system is traced from a cloud of gas and dust through the development of large and small worlds we observe today. The course includes discussion of the geology and atmospheres of the terrestrial planets, jovian planet systems, and the interplanetary bodies of our solar system. Extrasolar planet studies are presented as an emerging research field transforming our planetary science. Kirk Observatory is also made available to students enrolled in this course, to provide an opportunity for learning technical skills in observational astronomy. This course complements PHY1107 Astronomy 2, an introduction to the universe, the stars and galaxies.

PHY1102 REMOTE SENSING AND METEOROLOGY (FOSCI - UGRD)
Units 1.0 (Atmospheric Sciences) Band 2
This course provides a basic understanding of remote sensing and meteorology which is necessary in evaluating global change in the world environment. No prior knowledge of mathematics or physics is required. Concepts covered in the course include the physics of data acquisition, image processing, remote sensing applications, physics of the atmosphere, synoptic and sub-synoptic-scale processes etc.

PHY1104 PHYSICS CONCEPTS (FOSCI - UGRD)
Units 1.0 (Physics) Band 2
This course builds upon a concurrent knowledge of both physics and mathematics to consolidate an understanding of electromagnetic theory, geometrical and wave optics for Scientists, Engineers and School Teachers. Attendance at inaugural workshops is provided for this course. Some of the topics covered include Maxwell's equa. A.C. circuits, lens design, optical systems, light scattering, photo, Fourier optics and applications of lasers.

PHY1301 QUANTUM AND SOLID STATE PHYSICS (FOSCI - UGRD)
Units 1.0 (Physics) Band 2
Pre-requisite: PHY1104
This course provides an understanding of quantum mechanics along with the necessary theory to explain the behaviour of atoms and sub-atomic particles and how this relates directly to larger scale phenomena and applications. This second section of this course examines the properties of matter in the solid state and seeks to understand them in terms of the concepts of physics that students will have encountered in their previous studies. A series of practical exercises are undertaken to demonstrate some of the principles involved.

PHY2202 OPTICAL PHYSICS (FOSCI - UGRD)
Units 1.0 (Physics) Band 2
Pre-requisite: PHY1104
This course examines the dynamic and changing nature of business-government relations within society in Australia, Asia and other countries of the Asia-Pacific region. Topics include an examination of the historical, social, political and technical factors which influence such relations, and examples include the role of non-governmental organisations in business-government interaction and regulation, corporate lobbying, corruption, ethical considerations, business's social responsibilities, industry policy and economic performance.
POL2000 POLITICAL AND ECONOMIC IDEAS (FOEDU - UGRD)
Units 1.0 (Teacher Education: Primary) Band 5
State law in Queensland (Australia) requires that all adults working/undertaking professional experience/research with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card). (See "Other Requirements" for further information.)

This course develops the theoretical perspectives presented in Intro duction to Curriculum and Pedagogy (EIAD1151) and deals with current initiatives in curriculum design, particularly the move to out come-based curriculum, and the pedagogical implications of con temporary ideas of knowledge, its construction and practice. The beginning teacher will draw on this content to reflect on curriculum and pedagogical practice in different contexts to demonstrate skills in planning and teaching. Intending students should be aware that they may be required to access electronic resources including email and the Internet.

PRI2151 EDUCATION ISSUES AND IMAGES (FOEDU - UGRD)
Units 1.0 (Teacher Education: Primary) Band 5
State law in Queensland (Australia) requires that all adults working/undertaking professional experience/research with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card). (See "Other Requirements" for further information.) Also see: http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html.

This course introduces students to basic political and economic institu tions of government. It uses a comparative methodological frame work to explore the concept of current national institutional configura tions, using examples from Australia, Asia and Europe. As part of its examination of political and economic institutions, the course will assess the effect of recent international trends on the ability of state institutions to deliver its mandate. It will also introduce students to international economic and political institutions and evaluate their effectiveness.

POL8013 ENVIRONMENTAL POLICIES AND POLICY (FOBUS - UGRD)
Units 1.0 (Environmental Studies not else) Band 1
This course provides students with the understanding of the origins of conflicts over resources and the manner in which some of the key aspects of current debates about environmental problems. In the first part of this course, students will learn about the development of environmental ideas, awareness, and how environmental thinking entered mainstream political. In the second part of the course there is a discussion of some of the major approaches to dealing with environmental problems. In particular, students will consider the arguments about the type and degree of policy and systemic change that is necessary to achieve an environmental outcome. Throughout this course students will be introduced to the cross section of the specialist areas which constitute the foundations of contemporary public relations practice. Within this framework, topics covered in the student's major include: definitions of public relations, the nature and history of the profession and the theoretical and methodological foundations of contemporary public relations practice. Within this topic, we will look at how the media, public relations, and the cross section of public relations professionals, as well as the student's personal and professional portfolio. The major emphasis of the course is on understanding the professional public relations sectors.

PRI4001 INTERNSHIP: PROFESSIONAL PROJECT (FOEDU - UGRD)
Units 1.0 (Teacher Education: Primary) Band 5
This is a capstone experience of the pre-service teachers major. The internship is a practice-based professional project which is offered to students who have completed all six courses PRI2151, PRI2301 and PRI2302 and PRT4021 and PRT4022. In order to be admitted to the internship, pre-service teachers must have successfully completed all of the components of the first seven semesters of study. This specification includes the completion of the full 80 days of supervised professional experience associated with the six courses PRI2201, PRI2302, PRI3201, PRI3202, PRI4201 and PRI4202. State law in Queensland (Australia) requires that all adults working/undertaking professional experience/research with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card). (See "Other Requirements" for further information.) Also see: http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html.

PRI4191 CONTENT STUDIES FOR THE MIDDLE YEARS (FOEDU - UGRD)
Units 1.0 (Teacher Education: Primary) Band 5
This course is designed to help beginning teachers draw on this content to reflect on curriculum and pedagogical practice in different contexts to demonstrate skills in planning and teaching. Intending students should be aware that they may be required to access electronic resources including email and the Internet.

PRI4002 THE BEGINNING PROFESSIONAL (FOEDU - UGRD)
Units 1.0 (Teacher Education: Primary) Band 5
State law in Queensland (Australia) requires that all adults working/undertaking professional experience/research with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card). (See "Other Requirements" for further information.) Also see: http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html.

This course develops the theoretical perspectives presented in Intro duction to Curriculum and Pedagogy (EIAD1151) and deals with current initiatives in curriculum design, particularly the move to outcome-based curriculum, and the pedagogical implications of contemporary ideas of knowledge, its construction and practice. The beginning teacher will draw on this content to reflect on curriculum and pedagogical practice in different contexts to demonstrate skills in planning and teaching. Intending students should be aware that they may be required to access electronic resources including email and the Internet.

PRI2211 CURRICULUM AND PEDAGOGY 2 (FOEDU - UGRD)
Units 1.0 (Education Studies) Band 5
This course provides students with the opportunity to develop an understanding of themselves, in the context of contemporary Australia, and their role in the development and implementation of the knowledge and skills to understand, embrace and effectively communicate the social and cultural complexity of contemporary public relations. The conceptual framework for this course will be based on the five core public relations competencies outlined in the accreditation standards for public relations, the beginning teacher will draw on this content to reflect on curriculum and pedagogical practice in different contexts to demonstrate skills in planning and teaching. Intending students should be aware that they may be required to access electronic resources including email and the Internet.

PRI2114 IDENTITY AND CULTURE IN EDUCATION (FOEDU - UGRD)
Units 1.0 (Education Studies) Band 5
This course provides students with the opportunity to develop an understanding of themselves, in the context of contemporary Australia, and their role in the development and implementation of the knowledge and skills to understand, embrace and effectively communicate the social and cultural complexity of contemporary public relations. The conceptual framework for this course will be based on the five core public relations competencies outlined in the accreditation standards for public relations, the beginning teacher will draw on this content to reflect on curriculum and pedagogical practice in different contexts to demonstrate skills in planning and teaching. Intending students should be aware that they may be required to access electronic resources including email and the Internet.

PRI4191 CONTENT STUDIES FOR THE MIDDLE YEARS (FOEDU - UGRD)
Units 1.0 (Teacher Education: Primary) Band 5
This course is designed to help beginning teachers draw on this content to reflect on curriculum and pedagogical practice in different contexts to demonstrate skills in planning and teaching. Intending students should be aware that they may be required to access electronic resources including email and the Internet.

PRI4002 THE BEGINNING PROFESSIONAL (FOEDU - UGRD)
Units 1.0 (Teacher Education: Primary) Band 5
State law in Queensland (Australia) requires that all adults working/undertaking professional experience/research with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card). (See "Other Requirements" for further information.) Also see: http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html.

This course provides students with the opportunity to develop an understanding of themselves, in the context of contemporary Australia, and their role in the development and implementation of the knowledge and skills to understand, embrace and effectively communicate the social and cultural complexity of contemporary public relations. The conceptual framework for this course will be based on the five core public relations competencies outlined in the accreditation standards for public relations, the beginning teacher will draw on this content to reflect on curriculum and pedagogical practice in different contexts to demonstrate skills in planning and teaching. Intending students should be aware that they may be required to access electronic resources including email and the Internet.

PRI2114 IDENTITY AND CULTURE IN EDUCATION (FOEDU - UGRD)
Units 1.0 (Education Studies) Band 5
This course provides students with the opportunity to develop an understanding of themselves, in the context of contemporary Australia, and their role in the development and implementation of the knowledge and skills to understand, embrace and effectively communicate the social and cultural complexity of contemporary public relations. The conceptual framework for this course will be based on the five core public relations competencies outlined in the accreditation standards for public relations, the beginning teacher will draw on this content to reflect on curriculum and pedagogical practice in different contexts to demonstrate skills in planning and teaching. Intending students should be aware that they may be required to access electronic resources including email and the Internet.

PRI4191 CONTENT STUDIES FOR THE MIDDLE YEARS (FOEDU - UGRD)
Units 1.0 (Teacher Education: Primary) Band 5
This course is designed to help beginning teachers draw on this content to reflect on curriculum and pedagogical practice in different contexts to demonstrate skills in planning and teaching. Intending students should be aware that they may be required to access electronic resources including email and the Internet.
This course assumes the management perspective that when organisations are faced with an issue either accidental or intentional that significantly disrupts normal operations, effective communication is essential. Students will be made aware of potential issues affecting the public and private sectors and required to develop their individual skills in planning and implementing communication management strategies which reflect their ability to adapt to specific workplace needs. With minimum risks and to deal with them, students will examine risk identification, advance preparation, environmental surveillance, crisis management planning and evaluation. At all times students will be encouraged to develop a commitment to ethical and responsible practices as part of the on-going development of effective communication management strategies and to develop appropriate communication policies used to facilitate issue management plans.

PRL0020 COMMUNITY CONSULTATION AND STRATEGIC PLANNING (FOART - UGRD)

Units 1.0 (Public Relations) Band 3A

This course introduces students preparing to enter professional contexts to contemporary communication management strategies and techniques used in community, development, and civil society. Students will develop practical and interpersonal skills in relation to the issues, trends and processes involved in project planning and implementing community consultation, network building and social capital through community consultation, network facilitation and collaborative action.

PRL3000 PUBLIC RELATIONS PROJECT (FOART - UGRD)

Units 1.0 (Public Relations) Band 3A

Pre-requisite: PRL2001 and PRL2000

This course provides advanced professional preparation for students in the planning of public relations campaigns. The course builds on the conceptual and practical issues in the field of public relations. The course builds on the theory and practice taught previously in PRL2000 and PRL2002. The course allows students to initiate an original campaign through the stages of research, planning, implementation and evaluation. Students are directed to develop and implement a public relations campaign that demonstrates a concerted effort to build socially responsible relationships by achieving research based on the application of strategic planning and the measurement of outcomes.

PRL5000 CORPORATE COMMUNICATION (FOART - PGDR)

Units 1.0 (Communication & Media Studies) Band 1

This course is designed to introduce students to the theory and practice of Public Relations at the advanced level. Topics covered include the nature and history of public relations, the tools of public relations, the identification of internal and external publics, the public relations planning and public relations management, and public relations strategies and tactics in public relations. The course builds on the conceptual and practical issues in the field of public relations.

PRL5002 CRISIS MANAGEMENT (FOART - PGDR)

Units 1.0 (Communication & Media Studies) Band 1

This course assumes the management perspective that when organizations are faced with an issue either accidental or intentional that significantly disrupts normal operations, effective communication is essential. Students will be made aware of potential issues affecting the public and private sectors and required to develop their individual skills in planning and implementing communication management strategies which reflect their ability to adapt to specific workplace needs. In their efforts to minimise risks and to deal with them, students will examine risk identification, advance preparation, environmental surveillance, crisis management planning and evaluation. At all times students will be encouraged to develop a commitment to ethical and responsible practices as part of the on-going development of effective communication management strategies and to develop appropriate communication policies used to facilitate issue management plans.

PRL5004 PROFESSIONAL COMMUNICATION (FOART - PGDR)

Units 1.0 (Communication & Media Studies) Band 1

Students will be introduced to public relations writing skills including the principles of effective professional/business writing, techniques for persuasive writing, and the art of selecting the right audience and the right message. Students will study how to write, write and produce public relations tools including media releases, press conferences, news releases, the development of a press kit and the production of press releases. Students will also examine the use of various multimedia messages, including print, electronic and "new" media as well as video.

PRL5020 ADVANCED PUBLIC RELATIONS STRATEGIES (FOART - PGDR)

Units 1.0 (Public Relations) Band 3A

Pre-requisite: PRL5000 and CMS5020

The course provides advanced professional preparation for students in public relations. The course builds on theory and practice taught previously in the major. As public relations professionals, students need to understand salient public relations theories and practices, and appreciate the strengths and shortcomings in explaining, predicting and organizing public relations campaigns.

PRL5021 PROFESSIONAL COMMUNICATION PROJECT (FOART - PGDR)

Units 1.0 (Public Relations) Band 3A

Pre-requisite: PRL5020 and PRL5002

This course provides advanced professional preparation for students in the planning of public relations campaigns. The course builds on the theory and practice taught previously in PRL2000 and PRL2002. The course allows students to initiate an original campaign through the stages of research, planning, implementation and evaluation. Students are directed to develop and implement a public relations campaign that demonstrates a concerted effort to build socially responsible relationships by achieving research based on the application of strategic planning and the measurement of outcomes.

PRL5003 STRATEGIC COMMUNICATION PLANNING (FOART - PGDR)

Units 1.0 (Public Relations) Band 3A

Pre-requisite: Students must be enrolled in the following Program: MPRL

Strategic communication planning is a function of senior public relations practitioners and is critical in bringing all of the factors of reputation management into the strategic equation. The course provides advanced professional preparation for students who are at a high level in the field or who are contemplating working at executive level in public relations. The course reviews public relations theory and how it relates to campaign planning, and takes the student through each step of developing a strategic communication plan for an organisation, including the communication audit and other methods of research, adaptation of the research into a strategic, implementation of the strategy and evaluation.

PRL5004 FINANCIAL COMMUNICATION (FOART - PGDR)

Units 1.0 (Public Relations) Band 3A

Pre-requisite: Students must be enrolled in the following Program: MPRL

Financial Communication provides grounding for experienced public relations practitioners preparing to enter or who are early in their career in the field of financial communication and investor relations. The course reviews the range of influences that underpin the relationship between financial communication and companies and the financial markets. Financial Communication also explores the principles of financial journalism, and the techniques used in developing news stories that are systematically, effectively and economically prepared for publication. The course highlights the importance of project planning and considers the processes of project planning, scheduling and resource allocation. The course also highlights the importance of project planning and considers the processes of project planning, scheduling and resource allocation. It also includes descriptions on project monitoring and performance measurement, in the project environment. It provides a framework for planning, scheduling, analysis and resource allocation and integrates the opportunity to examine the processes and decision making that underpin the professional responsibilities of corporate finance professionals, and the processes of project planning, scheduling and resource allocation and integrates the opportunity to examine the processes and decision making that underpin the professional responsibilities of corporate finance professionals, and the development and management of projects.

PRL6005 MANAGEMENT COMMUNICATION (FOART - PGDR)

Units 1.0 (Public Relations) Band 3A

Pre-requisite: Students must be enrolled in the following Program: MPRL

This course is designed to enable students to evaluate the role of specific stakeholder audiences and the management of the internal and external environments to develop an understanding of the relationships between such audiences and the effective communication strategies and tactics that can be employed to manage these relationships. The course also highlights the importance of project planning and considers the processes of project planning, scheduling and resource allocation. It also includes descriptions on project monitoring and performance measurement, in the project environment. It provides a framework for planning, scheduling, analysis and resource allocation and integrates the opportunity to examine the processes and decision making that underpin the professional responsibilities of corporate finance professionals, and the development and management of projects.

PRL8004 FINANCIAL COMMUNICATION (FOART - PGDR)

Units 1.0 (Public Relations) Band 3A

Pre-requisite: Students must be enrolled in the following Program: MPRL

Financial Communication provides grounding for experienced public relations practitioners preparing to enter or who are early in their career in the field of financial communication and investor relations. The course reviews the range of influences that underpin the relationship between financial communication and companies and the financial markets. Financial Communication also explores the principles of financial journalism, and the techniques used in developing news stories that are systematically, effectively and economically prepared for publication. The course highlights the importance of project planning and considers the processes of project planning, scheduling and resource allocation. It also includes descriptions on project monitoring and performance measurement, in the project environment. It provides a framework for planning, scheduling, analysis and resource allocation and integrates the opportunity to examine the processes and decision making that underpin the professional responsibilities of corporate finance professionals, and the development and management of projects.
The precise nature of the arrangements will be formalised through individual narratives to demonstrate beginning competence as teachers. The methodology. Pre-service Teachers will submit a short series of reports with school-based staff to pursue an issue related to the improvement of student learning. This professional development project involves the Intern collaborating with the full range of teachers' repertoires of practice in two periods of professional experience in a school. In normal circumstances, this will include participating in an associated 15 day professional experience during which they will be encouraged to apply their learning from the course and from which they should be able to bring fresh insights to the course work.

PRT3002 BECOMING LITERATE (FOEDU - UGRD)

Units 2.0 (Nursing Education Teacher Trainee) Band 5
Pre-requisite: PRT2201 and PRT2202
State law in Queensland (Australia) requires that all adults working/undertaking professional experience/researching with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card). (See "Other Requirements" for further information.) Also see: http://www.childcomm.qld.gov.au/employment/bluecard/information/BlueCard.html

This course examines current theories and issues in literacy education. This includes a focus on the impact of new technologies, multi-literacy and the role of the primary school teacher in the development of a whole-school literacy strategy. Pre-service teachers will have the opportunity to explore a range of teaching strategies that are typeset in the three strands of the English syllabus - Cultural making meanings in contexts; Opener: exploring language systems. Critical evaluating and reconstructing meanings in texts. This will contribute to the development of the teacher candidate's teaching practice and current research and recent initiatives in Queensland. Students should be aware that they may be required to apply for a Blue Card and include email and the Internet. Students in this course will participate in an associated 15 day professional experience during which they will be encouraged to apply their learning from the course and from which they should be able to bring fresh insights to the course work.

PRT4000 INTERNSHIP: PRIMARY AND MIDDLE SCHOOL TEACHERS (FOEDU - UGRD)

Units 2.0 (Nursing Education Teacher Trainee) Band 5
Pre-requisite: PRT2201 and PRT2202 and PRT3201 and PRT3202 and PRT4000 and PRT4100
PRE-REQUISITES: In order to be admitted to the internship, pre-service teachers must have successfully completed all components of the first seven semesters of study. This specifically includes the completion of the full 10 days of supervised professional experience (weeks 9-10) PRT3000, PRT3001, PRT3002, PRT4000, PRT4100. Other PRE-REQUISITES: State law in Queensland (Australia) requires that all adults working/undertaking professional experience/researching with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card). (See "Other Requirements" for further information.) Also see: http://www.childcomm.qld.gov.au/employment/bluecard/information/BlueCard.html

Pre-service teachers undertaking the final year of study in the B Ed (Primary and Middle School) will complete a supervised phase of study in the Semester prior to undertaking the Internship which will include two 3 day experiences a week. The internship phase of the course is an integral part of the course and all components of the first seven semesters of study. This specifically includes the completion of the full 10 days of supervised professional experience (weeks 9-10) PRT3000, PRT3001, PRT3002, PRT4000, PRT4100. Other PRE-REQUISITES: State law in Queensland (Australia) requires that all adults working/undertaking professional experience/researching with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card). (See "Other Requirements" for further information.) Also see: http://www.childcomm.qld.gov.au/employment/bluecard/information/BlueCard.html

Pre-service teachers undertaking the final year of study in the B Ed (Primary and Middle School) will complete a supervised phase of study in the Semester prior to undertaking the Internship which will include two 3 day experiences a week. The internship phase of the course is an integral part of the course and all components of the first seven semesters of study. This specifically includes the completion of the full 10 days of supervised professional experience (weeks 9-10) PRT3000, PRT3001, PRT3002, PRT4000, PRT4100. Other PRE-REQUISITES: State law in Queensland (Australia) requires that all adults working/undertaking professional experience/researching with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card). (See "Other Requirements" for further information.) Also see: http://www.childcomm.qld.gov.au/employment/bluecard/information/BlueCard.html

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PSY1105 PSYCHOLOGICAL SKILLS APPRENTICESHIP B (FOSCI - UGRD)
Units 1.0 (Psychology) Band 1
Pre-requisite: PSY1102 and (PSY1130 or STA2300) or Students must be enrolled in the following Program: GDPS
This course covers a number of related topics in motivation and emotion, such as drives and instincts, theories of motivation, and associated psychosocial aspects, self control and self regulation, the structure and function of emotions, relationships between emotion and cognition, and the regulation of emotions.

PSY2020 MOTIVATION AND EMOTION (FOSCI - UGRD)
Units 1.0 (Psychology) Band 1
Pre-requisite: PSY1101 or Students must be enrolled in the following Program: GDPS
This course covers a number of related topics in motivation and emotion, such as drives and instincts, theories of motivation, and associated psychosocial aspects, self control and self regulation, the structure and function of emotions, relationships between emotion and cognition, and the regulation of emotions.

PSY2030 DEVELOPMENTAL PSYCHOLOGY (FOSCI - UGRD)
Units 1.0 (Psychology) Band 1
Pre-requisite: PSY1101 or Students must be enrolled in the following Program: GDPS
The three goals of developmental psychology are to describe, explain, and understand human development. This course aims to provide students with the knowledge necessary to achieve these goals. This course uses a life-span approach, introducing students to evolutionary theories and methodologies employed in developmental study, as well as the characteristics and major developmental tasks of infancy, childhood, adolescence, adulthood and the final phase of dying and death.

PSY2040 HUMAN INFORMATION PROCESSING (FOSCI - UGRD)
Units 1.0 (Psychology) Band 1
Pre-requisite: PSY1102 and (PSY1130 or STA2300) or Students must be enrolled in the following Program: GDPS
The course covers a number of related topics in motivation and emotion, such as drives and instincts, theories of motivation, and associated psychosocial aspects, self control and self regulation, the structure and function of emotions, relationships between emotion and cognition, and the regulation of emotions.

PSY2100 RESEARCH METHODS IN PSYCHOLOGY (FOSCI - UGRD)
Units 1.0 (Psychology) Band 1
Pre-requisite: PSY1101 or Students must be enrolled in the following Program: GDPS
This course introduces the methods and statistics used to develop knowledge in the field of psychology. Topics covered include: opera (a): statistical concepts and corresponding treatment issues, particular with respect to psychophysiological and psychological treatments. This integrated learning continues with research that allows students the opportunity to examine the contexts in which psychological work.

PSY2104 PSYCHOLOGICAL SKILLS APPRENTICESHIP C (FOSCI - UGRD)
Units 1.0 (Psychology) Band 1
Pre-requisite: Students must be enrolled in the following Program: GDPS
This course deals with the fundamental issues of research and professional skills. With respect to psychological research this course centers on the preparation of a research proposal consisting of an ethics application, a review of the literature and specification of a research methodology. With respect to professional skills development, this course will involve the student in participation within a community setting. It is envisaged that students will focus interpersonal skills, social negotiation and organisational processes with active community engagement.

PSY2105 PSYCHOLOGICAL SKILLS APPRENTICESHIP D (FOSCI - UGRD)
Units 0.3 (Psychology) Band 1
This course deals with the fundamental issues of professional self management and interpersonal skills within a community based practice. With respect to professional skills development, this course includes attendance at a Work Integrated Learning placement, and is designed to introduce students to the skills required to function effectively in the workplace. With respect to personal skills development, it is envisaged that students will develop their interpersonal skills, social negotiation skills, and understanding of organisational processes via active community engagement. Projects and other opportunities at each Work Integrated Learning placement are expected to further develop the research and critical thinking skills learned by students in other courses.

PSY2110 RESEARCH METHODS IN PSYCHOLOGY B (FOSCI - UGRD)
Units 1.0 (Psychology) Band 1
Pre-requisite: PSY1101
This course builds upon the basic methods and tools of psychological research, extending the range and complexity of questions which can be addressed. A variety of research designs are introduced in cluding experimental and quasi-experimental designs and single-subject designs as ways of answering specific questions and dealing with potential confounds. Statistical and analytic tools associated with these more advanced techniques are also explored including factorial analysis of variance, and multiple regression. Data collection will operate over the SPSS software package throughout the course and will also need to access the internet for participation in a research project.

PSY3100 ASSESSMENT OF BEHAVIOUR (FOSCI - UGRD)
Units 1.0 (Psychology) Band 1
Pre-requisite: PSY2100 or Students must be enrolled in the following Program: GDPS
This course is divided into two parts. The first part concerns the principles of psychological testing, and topics include efficacy practice in testing, theories relevant to psychological testing, test reliability and validity, norms, and how each of these aspects inform the evalu ation and use of psychological tests. The second part concerns particular areas of testing such as intelligence, personality, vocational aptitude, and tests of specific functioning, including clinical and nervous, and how these are applied in various practice settings. Students can expect to learn about some of the major tests currently used as well as the output resembles an Honours thesis. Students will again participate in the equivalent course in S2 centres on conducting an independent piece of research. This semester it is envisaged that students will develop their interpersonal skills, social negotiation skills, and understanding of organisational processes via active community engagement. Projects and other opportunities at each Work Integrated Learning placement are expected to further develop the research and critical thinking skills learned by students in other courses.

PSY3104 PSYCHOLOGICAL SKILLS APPRENTICESHIP E (FOSCI - UGRD)
Units 0.6 (Psychology) Band 1
Pre-requisite: Students must be enrolled in the following Program: GDPS
The development of psychological research skills this course and the equivalent course in S2 centres on conducting an individual piece of research. This semester will focus upon designing and conducting a psychological experiment. Students will be required to write an independent research study and method section. With respect to professional and interpersonal skills development, assessment skills will continue to be the primary focus. Work integrated learning will continue via a placement in a second community/industry site.

PSY3105 PSYCHOLOGICAL SKILLS APPRENTICESHIP F (FOSCI - UGRD)
Units 1.0 (Psychology) Band 1
Pre-requisite: Students must be enrolled in the following Program: GDPS
With respect to psychological research skills this course continues the development of the skills of the equivalent course in S2. This semester it is envisaged that data will be analysed, and a results and discussion written and the work done in S1 be integrated such that the output resembles an Honours thesis. Students will again participate in the work integrated learning placement. An emphasis will be placed upon counselling skills, which will be taught, sought and evaluated under supervision within the University setting.
This course focuses on the development of scientific thought from the Greek philosophers through to the end of the 19th Century when Psychology formally emerged as a separate discipline with its own subject matter and accepted methodologies. The course closes with a brief look at postmodernism and other recent challenges to science and the logical scientific method in Western psychology. In tracing this historical development, the course emphasizes the role played by a variety of ideas and individuals in the development of new paradigms and also draws attention to the often unrecognized influence of geographical and sociopolitical contexts on what is considered to be accepted as scientific and sociopolitical contexts on what is considered to be acceptable as scientific thinking. Students approaching the end of their undergraduate course in Psychology will be surprised to see very early versions of what are now influential and empirically supported psychological theories.

This course concentrates on how psychological knowledge and method are applied in industrial and organisational settings. The course will provide a thorough understanding of the many factors that can influence organisational behaviour at all levels, within and between individuals, groups, and organisations. Typical topics covered include: the nature of motivation and workplace performance, job stress and burnout, leadership, effectiveness and ethics. The course will also cover the role of psychological theory in the development of organisational policies and strategies, including the design and implementation of training and development programs, and the evaluation of their effectiveness.

This course is designed to introduce the student to key concepts and practices in community change and development, including perspectives on empowerment, power and role change. Typical topics might include: the roles of professional practitioners; theories of power and change; community development; and the role of ethics and values in professional practice. The course will provide a broad understanding of the range of issues involved in community development, and the skills and knowledge required to work effectively in this area.

This course provides a comprehensive introduction to the principles and practice of counselling. The course is designed to develop students' theoretical understanding and practical skills in counselling and therapy. Typical topics covered include: the history of counselling and therapy; the nature of human experience; the relationship between the self and others; and the process of change. The course will provide students with the opportunity to develop their own counselling skills through role-play exercises and case studies.

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This course aims to support a problem-solving approach to practice sessions. This course will be offered through three two-day workshops and critiqued individually. The course focuses on the underpinnings of this method and the evidence of its efficacy in the analysis, interpretation, and communication of psychological test data pertinent to clinical practice.

PSY8045 CLINICAL ASSESSMENT AND INTERVENTION I (FOSCI - PGRD)
Units 1.0 (Psychology) Band 1
Pre-requisite: PSY8045
This course addresses principles and practice of supportive interviewing and behaviour change. Students will be taught through role-play and simulation how to develop rapport and effective therapeutic relationships. The course will provide students with the clinical skills necessary to work with clients in a range of settings, including community mental health services, private practice, and educational settings.

PSY8095 DIRECTED READINGS IN PROFESSIONAL PSYCHOLOGY (FOSCI - PGRD)
Units 1.0 (Psychology) Band 1
Pre-requisite: PSY8050 and PSY8130
The first Practicum is designed to provide students with a supervised experience in professional psychology. This course will consist of three two-day workshops and will focus on the development of clinical skills and the application of psychological principles in a real-world context.

PSY8130 PRACTICUM 1 (FOSCI - PGRD)
Units 1.0 (Psychology) Band 1
Pre-requisite: PSY8010, PSY8050
This course builds on the principles of professional psychology and focuses on the development of professional skills and the application of psychological principles in a real-world context. The course will be assessed through a combination of written assignments and supervised practice.

PSY8140 PRACTICUM 2 (FOSCI - PGRD)
Units 1.0 (Psychology) Band 1
Pre-requisite: PSY8040 and PSY8095 and PSY8130
This course is designed to build on the skills and knowledge developed in PSY8130. Students will be provided with the opportunity to apply these skills in a real-world context, and the course will be assessed through a combination of written assignments and supervised practice.

PSY8150 PRACTICUM 3 (FOSCI - PGRD)
Units 1.0 (Psychology) Band 1
Pre-requisite: PSY8140
This course builds on the skills and knowledge developed in PSY8140 and focuses on the development of professional skills and the application of psychological principles in a real-world context. The course will be assessed through a combination of written assignments and supervised practice.

PSY8151 MASTERS PRACTICUM 3 (FOSCI - PGRD)
Units 1.0 (Psychology) Band 1
Pre-requisite: PSY8140
The course builds on the skills and knowledge developed in PSY8140 and focuses on the development of professional skills and the application of psychological principles in a real-world context. The course will be assessed through a combination of written assignments and supervised practice.

PSY8160 MASTERS PRACTICUM PROJECT A (FOSCI - PGRD)
Units 1.0 (Psychology) Band 1
Pre-requisite: PSY8160
This course is designed to build on the skills and knowledge developed in PSY8140 and PSY8150. Students will be provided with the opportunity to apply these skills in a real-world context, and the course will be assessed through a combination of written assignments and supervised practice.

PSY8170 MASTERS PRACTICUM PROJECT B (FOSCI - PGRD)
Units 1.0 (Psychology) Band 1
Pre-requisite: PSY8160
This course is designed to build on the skills and knowledge developed in PSY8140 and PSY8150. Students will be provided with the opportunity to apply these skills in a real-world context, and the course will be assessed through a combination of written assignments and supervised practice.

PSY8601 PSYCHOLOGY DOCTORATE PROJECT A (FOSCI - PGRD)
Units 1.0 (Psychology) Band 1
Pre-requisite: PSY8090 and PSY8150
This course provides the student with the opportunity to undertake an independent research project. The student will be expected to exhibit competence in conducting thorough literature search and sophisticated analysis of data, and to apply this knowledge to the formulation of a research question. The student will develop a methodology, and obtain the required ethical approval for the research. The student will then complete a literature review and develop a research proposal that critically summarises the current substantive literature and justifies the research question(s). A written report (up to 9,000 words) will be submitted to the supervisor.

PSY8602 PSYCHOLOGY DOCTORATE PROJECT B (FOSCI - PGRD)
Units 1.0 (Psychology) Band 1
Pre-requisite: PSY8090
This course provides the student with the opportunity to undertake an independent research project. The student will be expected to exhibit competence in conducting thorough literature search and sophisticated analysis of data, and to apply this knowledge to the formulation of a research question. The student will develop a methodology, and obtain the required ethical approval for the research. The student will then complete a literature review and develop a research proposal that critically summarises the current substantive literature and justifies the research question(s). A written report (up to 9,000 words) will be submitted to the supervisor.
The third is of four project courses that contribute to the profession... and art, duration, aesthetic, and usability of community values. Issues examined from a global perspective include food and fibre resources, water resources, energy production and use, mining, fishing and forestry, atmospheric pollution, climate change, urbanisation and waste management. The principles for sustainable development are introduced and possible future management of resources and the environment are discussed.

Ren002 conservation for sustainable futures (fosci - pgrd)

Units 1.0 (environmental studies not elsewhere) Band 2

Ecology and conservation are closely related scientific disciplines that explore the very nature of life in terms of the distribution and abundance of organisms and interactions between organisms and their environment (ecology), and the diversity, scarcity and conservation of species, communities and ecosystems (conservation). This course provides a comprehensive survey of general ecological concepts and principles relevant to the sustainable management of the environment and an understanding of how ecological systems and processes have been impacted upon by human activities. The concept of biodiversity and its changing role and value as the human population grows, key threatening processes, and current issues in the conservation of biodiversity are examined. The course also addresses methods of measuring and making comparisons in biodiversity, key threatening processes, and current issues in the conservation of biodiversity are examined. The course also examines patterns of diversity and processes in human-modified landscapes (including land transformation, habitat fragmentation, patch dynamics, conservation censuses and connectivity), implications for conservation and ecologically sustainable development.

Res9003 master of philosophy studies part-time maths, arts, business, educ or nursing (offre - rsch)

Units 2.0 (society and culture not elsewhere) Band 1

Part-time candidates undertaking research in Mathematics, Arts, Business or Education should enrol in this course for each semester of their candidature. This will normally be for a total of four semesters.

Res9001 master of philosophy studies part-time biology, engine’g, physics or psychology (offre - rsch)

Units 4.0 (society and culture not elsewhere) Band 1

Part-time candidates undertaking research in Biology, Engineering, Physics or Psychology should enrol in this course for each semester of their candidature. This will normally be for a total of two semesters.

Res9002 master of philosophy studies full-time maths, arts, business, educ or nursing (offre - rsch)

Units 4.0 (society and culture not elsewhere) Band 2

Full-time candidates undertaking research in Mathematics, Arts, Business or Education should enrol in this course for each semester of their candidature. This will normally be for a total of two semesters.
SCIC4403 SPECIAL STUDY IN SCIENCE (FOSCI - UGRD)
Units 1.0 (Natural and Physical Sciences) Band 2
The subject matter studied by students taking this course will vary, in order to complement the student’s Honours or Graduate Diploma Project. The student will be expected to gain knowledge in a selected field by private study in appropriate libraries. Attendance at seminars both within and outside the University will also be expected.

SCIC4405 RESEARCH PRACTICE AND ETHICS (FOSCI - UGRD)
Units 1.0 (Natural and Physical Sciences) Band 2
This course is designed to allow students to appreciate the role of communication skills required in the successful pursuit of a career in scientific research and to appreciate the role of philosophy in science. The modular structure of the course is designed to allow the student to develop skills in particular aspects of scientific communication. Topics include: computer based information retrieval, experimental design and analysis, and verbal and written scientific communication.

SCIC4407 COMPLEMENTARY STUDIES A (FOSCI - UGRD)
Units 1.0 (Natural and Physical Sciences) Band 2
This course provides the opportunity for a student to pursue an area of study which will complement the other studies in their program. Typically the course will consist of specialised investigations extending knowledge and skills in a certain area. The studies could involve, for example, a directed reading course, an extension to a project (where appropriate), or some other approved activity which would complete the student’s studies.

SCIC4408 COMPLEMENTARY STUDIES B (FOSCI - UGRD)
Units 1.0 (Natural and Physical Sciences) Band 2
This course provides the opportunity for a student to pursue an area of study which will complement the other studies in their program. Typically the course will consist of specialised investigations extending knowledge and skills in a certain area. The studies could involve, for example, a directed reading course, an extension to a project (where appropriate), or some other approved activity which would complete the student’s studies.

SCI9000 MASTER OF SCIENCE DISSERTATION FULL TIME (MATHEMATICS) (FOSCI - RSCH)
Units 2.0 (Mathematical Sciences not elsewhere) Band 2
Full-time candidates undertaking Master of Science research in Mathematics should enrol in this course for each semester of their candidature. This will normally be for a total of ten semesters.

SCI9001 MASTER OF SCIENCE DISSERTATION FULL TIME (MATHEMATICS) (FOSCI - RSCH)
Units 2.0 (Mathematical Sciences not elsewhere) Band 2
Part-time candidates undertaking Master of Science research in Mathematics should enrol in this course for each semester of their candidature. This will normally be for a total of six semesters. Full-time candidates undertaking Master of Science research in Mathematics should enrol in this course for each of the first two semesters of their candidature. They should enrol in the course SCI9002 Master of Science Dissertation Full Time (Maths) in subsequent semesters (normally a further two). The subject of their Research Project will be decided in consultation with their Project Supervisors and the Faculty of Sciences.

SCI9002 MASTER OF SCIENCE DISSERTATION FULL TIME (MATHEMATICS) (FOSCI - RSCH)
Units 4.0 (Mathematical Sciences not elsewhere) Band 2
This course is designed to allow students to pursue an area of study which will complement the other studies in their program. Typically the course will consist of specialised investigations extending knowledge and skills in a certain area. The studies could involve, for example, a directed reading course, an extension to a project (where appropriate), or some other approved activity which would complete the student's studies.

SCI9003 MASTER OF SCIENCE DISSERTATION FULL TIME (SCIENCE) (FOSCI - RSCH)
Units 4.0 (Natural and Physical Sciences) Band 2
Full-time candidates undertaking Master of Science research in Biology, Physics, Climatology or Chemistry should enrol in this course for each of the first two semesters of their candidature. This will normally be for a total of two semesters. The subject of their Research Project will be decided in consultation with their Project Supervisors and the Faculty of Sciences.

SCI9010 SCIENCE MASTERS PROJECT 1 (FOSCI - RSCH)
Units 1.0 (Natural and Physical Sciences) Band 2
This course and other courses with the course numbers in the range SCI9101 to SCI9108 comprise the research component of the Master of Science. On completion of all of the courses students will have prepared and undertaken a supervised research project and prepared a dissertation for examination. Students will present at least one seminar annually as part of the requirements. The enrolment pattern in courses SCI9101 to SCI9108 will need to be established for each student on enrolment. Activities to be undertaken in each of the courses will be determined on an individual student basis by the student’s supervisor.

SCI9011 SCIENCE MASTERS PROJECT 2 (FOSCI - RSCH)
Units 1.0 (Natural and Physical Sciences) Band 2
This course and other courses with the course numbers in the range SCI9101 to SCI9108 comprise the research component of the Master of Science. On completion of all of the courses students will have prepared and undertaken a supervised research project and prepared a dissertation for examination. Students will present at least one seminar annually as part of the requirements. The enrolment pattern in courses SCI9101 to SCI9108 will need to be established for each student on enrolment. Activities to be undertaken in each of the courses will be determined on an individual student basis by the student’s supervisor.

SCI9012 SCIENCE MASTERS PROJECT 3 (FOSCI - RSCH)
Units 1.0 (Natural and Physical Sciences) Band 2
This course and other courses with the course numbers in the range SCI9101 to SCI9108 comprise the research component of the Master of Science. On completion of all of the courses students will have prepared and undertaken a supervised research project and prepared a dissertation for examination. Students will present at least one seminar annually as part of the requirements. The enrolment pattern in courses SCI9101 to SCI9108 will need to be established for each student on enrolment. Activities to be undertaken in each of the courses will be determined on an individual student basis by the student’s supervisor.

SCI9013 SCIENCE MASTERS PROJECT 4 (FOSCI - RSCH)
Units 1.0 (Natural and Physical Sciences) Band 2
This course and other courses with the course numbers in the range SCI9101 to SCI9108 comprise the research component of the Master of Science. On completion of all of the courses students will have prepared and undertaken a supervised research project and prepared a dissertation for examination. Students will present at least one seminar annually as part of the requirements. The enrolment pattern in courses SCI9101 to SCI9108 will need to be established for each student on enrolment. Activities to be undertaken in each of the courses will be determined on an individual student basis by the student’s supervisor.

SCI9014 SCIENCE MASTERS PROJECT 5 (FOSCI - RSCH)
Units 1.0 (Natural and Physical Sciences) Band 2
This course and other courses with the course numbers in the range SCI9101 to SCI9108 comprise the research component of the Master of Science. On completion of all of the courses students will have prepared and undertaken a supervised research project and prepared a dissertation for examination. Students will present at least one seminar annually as part of the requirements. The enrolment pattern in courses SCI9101 to SCI9108 will need to be established for each student on enrolment. Activities to be undertaken in each of the courses will be determined on an individual student basis by the student’s supervisor.
SC9107 SCIENCE MASTERS PROJECT 7 (FOSCI - RSCH)
Units 1.0 (Natural and Physical Sciences) Band 2
This course and other courses with the course numbers in the range of SC9101 to SC9108 comprise the research component of the Master of Science. On completion of all of the courses the student will have prepared and undertaken a supervised research project and been awarded a dissertation for examination. Students will present at least one seminar annually as part of the requirements. The enrolment pattern in courses SC9101 to SC9108 will need to be established for each student on enrolment. Activities to be undertaken in each of the courses will be determined on an individual student basis by the student's supervisor.

SC9108 SCIENCE MASTERS PROJECT 8 (FOSCI - RSCH)
Units 1.0 (Natural and Physical Sciences) Band 2
This course and other courses with the course numbers in the range of SC9101 to SC9108 comprise the research component of the Master of Science. On completion of all of the courses the student will have prepared and undertaken a supervised research project and been awarded a dissertation for examination. Students will present at least one seminar annually as part of the requirements. The enrolment pattern in courses SC9101 to SC9108 will need to be established for each student on enrolment. Activities to be undertaken in each of the courses will be determined on an individual student basis by the student's supervisor.

SEC2505 CURRICULUM IMPLEMENTATION IN THE MIDDLE YEARS (FOEDU - UGRD)
Units 1.0 (Teacher Education: Secondary) Band 5
State law in Queensland (Australia) requires that all adults working undertaking professional experience/researching with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card). (See "Other Requirements" for further information.) Also see: http://www.childcomm.qld.gov.au/employmnt/BlueCardInformation.html.
This course will explore a range of issues for students in the middle years of schooling. Emerging professionals should have increased awareness of the different responses educational facilities have made to these issues. In particular, this course will focus on the curriculum design and delivery under an outcomes-based education framework, and its application to the middle schooling cohort of students. This course will focus on the development of skills - both secondary educators and pre-service educators - for understanding of issues for middle schooling, strategies for teaching in this stage of education and to improve cross-sectoral communication. Emerging professionals will develop and design authentic learning experiences for students in the middle years.

SEC2506 CURRICULUM IMPLEMENTATION IN THE SENIOR SCHOOL (FOEDU - UGRD)
Units 1.0 (Teacher Education: Secondary) Band 5
Pre-requisite: SEC2505
State law in Queensland (Australia) requires that all adults working undertaking professional experience/researching with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card). (See "Other Requirements" for further information.) Also see: http://www.childcomm.qld.gov.au/employmnt/BlueCardInformation.html.
This course will explore a range of curriculum issues for pre-service teachers. In particular, this course will focus on the curriculum design and delivery under an outcomes-based education framework, and its application to the senior schooling cohort of students. This course aims to give secondary educators increased awareness of curriculum design and delivery issues for students in the senior years. The course will address issues such as curriculum design and delivery, and environmental education for the senior school. The course will also address the delivery of alternative educational programs which are appropriate to the needs of diverse learners, and will explore the range of teaching strategies and pedagogies that can be used to support students in their learning.

SC10102 ENHANCING LEARNING THROUGH ASSESSMENT AND REPORTING (FOEDU - UGRD)
Units 1.0 (Education Studies) Band 5
State law in Queensland (Australia) requires that all adults working undertaking professional experience/researching with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card). (See "Other Requirements" for further information.) Also see: http://www.childcomm.qld.gov.au/employmnt/BlueCardInformation.html.
This course students will demonstrate underlying knowledge of the theory and practice of a variety of assessment procedures currently in use in a range of education and training sectors. They will be required to analyse critically the suitability of such procedures for their education contexts. Students are then required to demonstrate competence in consulting and implementing assessment procedures for an educational program in which they are involved. Students will also be required to demonstrate competence in the use of assessment data in reporting on learning outcomes and in the evaluation of their educational programs.

SEC2206 CATERING FOR DIVERSE AND SPECIAL NEEDS (FOEDU - UGRD)
Units 1.0 (Teacher Education: Secondary) Band 5
State law in Queensland (Australia) requires that all adults working undertaking professional experience/researching with children under the age of 16, in the state of Queensland are required to possess a current suitability card (Blue Card). (See "Other Requirements" for further information.) Also see: http://www.childcomm.qld.gov.au/employmnt/BlueCardInformation.html.
This course focuses on the range of students with special needs in secondary classrooms. Characteristics of such students, their teaching/learning and assessments. This approach will be addressed with a range of practical, research-based methods and strategies for meeting their academic, social and emotional needs. Particular attention will be given to students with behaviour problems and to behaviour management. This course will provide a framework for understanding and being able to maintain the students with special needs.

SEC2207 SCHOOL COMMUNITY AND CLASSROOM RELATIONS (FOEDU - UGRD)
Units 1.0 (Teacher Education: Secondary) Band 5
State law in Queensland (Australia) requires that all adults working undertaking professional experience/researching with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card). (See "Other Requirements" for further information.) Also see: http://www.childcomm.qld.gov.au/employmnt/BlueCardInformation.html.
This course focuses on the skills and interpersonal communication and addresses ways that open, positive, constructive and rewarding relations can be developed and maintained between key persons in the school education process. Particular attention will be given to student-student, student-teacher, teacher-teacher and teacher-parent relations. The course addresses major barriers and impediments to good communication and interpersonal conflict in the school context. It will have a strong problem-solving orientation allowing students to look at complex issues, dilemmas and problems that occur in schools.

SEC3111 LITERACIES FOR LEARNING (FOEDU - UGRD)
Units 1.0 (Teacher Education: Secondary) Band 5
State law in Queensland (Australia) requires that all adults working undertaking professional experience/researching with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card). (See "Other Requirements" for further information.) Also see: http://www.childcomm.qld.gov.au/employmnt/BlueCardInformation.html.
This course will explore a range of issues and skills which link student learning to literacy and numeracy. Emerging professionals will have increased awareness of the importance of literacy and numeracy in today's world. In particular, this course will focus on the teaching of literacy in planning for effective learning and for improving critical awareness. Different modes of literacy will be discussed and strategies will be used to develop their own understanding of the implications of different literacy perspectives, and to gain strategies to embed literacy into their teaching. This course seeks to prepare students to teach reading, writing and numeracy in their classroom.

SCI9103 PROFESSIONAL CONTEXT AND PERSONAL PRACTICE (FOEDU - UGRD)
Units 1.0 (Teacher Education: Secondary) Band 5
Pre-requisite: SCI9101 and SCI9102
State law in Queensland (Australia) requires that all adults working undertaking professional experience/researching with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card). (See "Other Requirements" for further information.) Also see: http://www.childcomm.qld.gov.au/employmnt/BlueCardInformation.html.
This course builds on the knowledge of curriculum and practice gained in previous crops and professional experiences through an investigation of negotiated context-based curriculum approaches using a transdisciplinary approach. For example, authentic planning and assessment, literacy across curriculum areas, equity issues, effective resources, ICTs etc. This course promotes the integration of cross-disciplinary and sectoral curricula in a supportive environment, and develop confidence and enthusiasm for teaching in these areas in partnership with a mentor in an appropriate professional context.

SOC1000 APPROACHES TO THE SOCIAL SCIENCES (FOART - UGRD)
Units 1.0 (Sociology) Band 1
Students will be introduced to a range of social science theories and disciplines such as anthropology, sociology, psychology, law, environmental studies and indigenous studies. These disciplines will also be used to define and provide suitable perspectives on social problems which will be introduced early in the course. The approaches will be theoretical rather than methodological, as the latter will be covered in other courses in the Social Science core. Students will apply these theories to examine real-world issues and socio-political problems. The major assignment involves an evaluation of the various discourses related to the social scientific community.

SOC1011 CONFLICT AND PEACE (FOART - UGRD)
Units 1.0 (Studies in Human Society n.e.c) Band 1
This is the foundation course for the peace studies major. It will introduce students to the parameters of the field of Peace Studies and begin by introducing students to the concepts of negative peace - the absence of violence - and positive peace which is founded upon a just society and global community. It will explore these concepts from the perspectives of personal development and student skill in negotiation, non-violent resistance, empathy and conflict resolution. Peace Studies seeks to study the ways in which to resolve conflicts so that they transform traditional hierarchical structures, and to the international and local dimensions of social peace. This course will introduce students to key concepts in peace studies from an international, national and local perspective.

SOC3000 COLLABORATIVE COMMUNITY PROBLEM SOLVING (FOART - UGRD)
Units 1.0 (Human Welfare Studies and Services) Band 1
Students will work within cross disciplinary project teams consisting of a mix of students, professionals and community members from outside the university. Each team will be allocated a client as defined and signed to it. Where possible, this issue will be from an identified community group from within the local area. Where no such issue is identified an international student brings an issue forward. A staff member will liaise with selected client organisations to secure informed consent to the development of workshops where they meet as a group and contribute knowledge to the development of a problem as which will be shared with the client group. The course is designed to develop critical components of knowledge, and critical skills and abilities with regard to the development of a problem. Students will be required to undertake research and write reports. The course will use case studies from an international, national, local and personal perspective.

SPE1002 AUTISM SPECTRUM DISORDER (FOEDU - UGRD)
Units 1.0 (Teacher Education: Special Edu) Band 5
State law in Queensland (Australia) requires that all adults working undertaking professional experience/researching with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card). (See "Other Requirements" for further information.) Also see: http://www.childcomm.qld.gov.au/employmnt/BlueCardInformation.html.
SPE1002 introduces the beginning teacher to the world of a child with Autism Spectrum Disorder. Students will understand the difficulties experienced by children with ASD, in particular communication, socialization and behaviour management. The course will address the neurological and cognitive aspects of ASD and Asperger syndrome to understand the complex nature of these disorders. Teaching and intervention strategies for students with ASD in the regular classroom will be explored. Learning outcomes for students with ASD will be integral to each part of the course. Understanding the complex difficulties experienced by students with ASD will also inform the processes and skills required to manage behaviour in the classroom setting.
This course is designed to assist pre-service educators develop an awareness of the nature of risk and protective factors that can have an impact on a young person's social-emotional wellbeing and mental health. Students will participate in a range of learning contexts to develop their understanding of the warning signs of possible mental health problems and/or illness, the curriculum and pedagogical strategies that promote wellbeing in their students and school communities, and respond to students in distress or showing signs of social-emotional distress. A health promotion model will be introduced and students will explore practical and innovative ways to promote health-enhancing cultures in their classrooms and school communities. Students will explore strategies to deal with alienation, meaninglessness, powerlessness, social estrangement and normlessness that may be experienced by some students can lead to serious risks of developing mental health problems and/or illness. The value of in-life initiatives that enhance academic outcomes through social-emotional learning in the classroom will feature as a way to motivate students to generate and implement policies dealing with social and emotional wellbeing.

STA2301 STATISTICAL MODELS (FOSCI - UGRD) Units 1.0 (Statistics) Band 2 Pre-requisite: STA2302 or Students must be enrolled in one of the following Programs: MSBN or MSMS or MSMS This course introduces students to the use of linear models. Both the mathematical development and practical applications of these models will be considered. Appropriate mathematical and statistical computer programs will be used. The topics include developing multiple regression models, testing hypotheses for these models, selecting the best model, diagnosing problems with model fit, generalized linear models, and a range of applications of generalised linear models in categorical, logistic, Poisson and log-linear models.

STA2302 STATISTICAL INFERENCE (FOSCI - UGRD) Units 1.0 (Statistics) Band 2 Pre-requisite: STA2302 or Students must be enrolled in one of the following Programs: MSBN or MSMS or MSMS This course introduces students to the elements of probability and distribution theory. The topics include probability, random variables and their distributions, expectation, moment generating functions, standard discrete and continuous distributions, binomial distributions, transformations of random variables and sampling distributions related to the normal distribution.

STA3301 EXPERIMENTAL DESIGN (FOSCI - UGRD) Units 1.0 (Statistics) Band 2 Pre-requisite: STA2301 or Must be enrolled in one of the following Programs: MSBN or MSMS This course introduces students to the use of randomisation and the practical issues of statistical inference. The topics include experiments, treatment design, quasi-randomization, randomisation and blocking. Practical issues include planning of experiments and the use of different models to analyse the data. A secondment period with a professional theatre company is included. This course is intended for students who wish to pursue a career in the live entertainment industry. It provides advanced study, training and, where possible, practical experience in the duties, procedures and responsibilities of the Head Lighting Technician, Lighting Designer, Sound Designer and Theatre Technician. Whilst the topics of electricity and safety are covered in this course, it is not intended that advanced electrical theory such as would be studied by an apprentice electrician or electrical engineer are taught.

STA3302 ADVANCED STATISTICAL METHODS (FOSCI - PGRD) Units 1.0 (Statistics) Band 2 This course provides an introduction to the technical/production areas of theatre for those students who wish to pursue a career in the live entertainment industry. It provides advanced study, training and, where possible, practical experience in the duties, procedures and responsibilities of the Assistant Stage Manager and Theatre Practitioner.

STM1001 TECHNICAL PRODUCTION 1 (FOART - UGRD) Units 1.0 (Drama and Theatre Studies) Band 1 Pre-requisite: Students must be enrolled in Program: BTHR This course provides an introduction to the technical/production areas of theatre for those students who wish to pursue a career in the live entertainment industry. It provides advanced study, training and, where possible, practical experience in the duties, procedures and responsibilities of the Head Lighting Technician, Lighting Designer, Sound Designer and Theatre Technician. Practical skills include working in scale, basic technical and construction drawing, basic model-making; basic scenic art; conceptual sketches; basic costume design.

STM2002 STOCHASTIC PROCESSES Modelling (FOSCI - UGRD) Units 1.0 (Mathematics) Band 2 This course is a continuation of a course in technical/production areas of theatre for those students who wish to pursue a career in the live entertainment industry. It provides advanced study, training and, where possible, practical experience in the duties, procedures and responsibilities of the Assistant Stage Manager and Theatre Practitioner. Digital and multimedia

STM2004 STAGE MANAGEMENT 4 (FOART - UGRD) Units 1.0 (Drama and Theatre Studies) Band 1 Pre-requisite: STM2003 and Students must be enrolled in Program: BTHR This course is a continuation of a course in technical/production areas of theatre for those students who wish to pursue a career in the live entertainment industry. It provides advanced study, training and, where possible, practical experience in the duties, procedures and responsibilities of the Assistant Stage Manager and Theatre Practitioner. Digital and multimedia

STM2005 EXPERIMENTAL DESIGN 4 (FOART - UGRD) Units 1.0 (Drama and Theatre Studies) Band 1 Pre-requisite: STM2004 and Students must be enrolled in Program: BTHR This course is a continuation of a course in technical/production areas of theatre for those students who wish to pursue a career in the live entertainment industry. It provides advanced study, training and, where possible, practical experience in the duties, procedures and responsibilities of the Assistant Stage Manager and Theatre Practitioner. Digital and multimedia

STM2010 TECHNICAL PRODUCTION 2 (FOART - UGRD) Units 1.0 (Drama and Theatre Studies) Band 1 Pre-requisite: STM2001 and STM1011 and Students must be enrolled in Program: BTHR This course is a continuation of a course in technical/production areas of theatre for those students who wish to pursue a career in the live entertainment industry. It provides advanced study, training and, where possible, practical experience in the duties, procedures and responsibilities of the Assistant Stage Manager and Theatre Practitioner. Digital and multimedia

STM2011 STOCHASTIC PROCESS Modelling (FOSCI - UGRD) Units 1.0 (Mathematics) Band 2 This course is a continuation of a course in technical/production areas of theatre for those students who wish to pursue a career in the live entertainment industry. It provides advanced study, training and, where possible, practical experience in the duties, procedures and responsibilities of the Assistant Stage Manager and Theatre Practitioner.

STM2013 TECHNICAL PRODUCTION 3 (FOART - UGRD) Units 1.0 (Drama and Theatre Studies) Band 1 Pre-requisite: STM2002 and Students must be enrolled in Program: BTHR This course is a continuation of a course in technical/production areas of theatre for those students who wish to pursue a career in the live entertainment industry. It provides advanced study, training and, where possible, practical experience in the duties, procedures and responsibilities of the Assistant Stage Manager and Theatre Practitioner. Digital and multimedia

STM3005 TECHNICAL PRODUCTION AND MANAGEMENT 1 (FOART - UGRD) Units 3.0 (Drama and Theatre Studies) Band 1 Pre-requisite: CMS1000 and CRC1402 and STM2004 and THS2000 and Students must be enrolled in Program: BTHR This course is a continuation of a course in technical/production areas of theatre for those students who wish to pursue a career in the live entertainment industry. It provides advanced study, training and, where possible, practical experience in the duties, procedures and responsibilities of the Assistant Stage Manager and Theatre Practitioner. Practical skills include working in scale, basic technical and construction drawing, basic model-making; basic scenic art; conceptual sketches; basic costume design.

STM3006 TECHNICAL PRODUCTION AND MANAGEMENT 2 (FOART - UGRD) Units 3.0 (Drama and Theatre Studies) Band 1 Pre-requisite: STM2005 and Students must be enrolled in Program: BTHR This course is a continuation of a course in technical/production areas of theatre for those students who wish to pursue a career in the live entertainment industry. It provides advanced study, training and, where possible, practical experience in the duties, procedures and responsibilities of the Assistant Stage Manager and Theatre Practitioner. Practical skills include working in scale, basic technical and construction drawing, basic model-making; basic scenic art; conceptual sketches; basic costume design.

This course develops an understanding of and practical skills in the use of methods and material used in stage design. This includes in inductions to scenery construction, surveying, research, scale drawing, basic model-making; basic scenic art; conceptual sketches; basic costume design.

This course is a continuation of a course in technical/production areas of theatre for those students who wish to pursue a career in the live entertainment industry. It provides advanced study, training and, where possible, practical experience in the duties, procedures and responsibilities of the Assistant Stage Manager and Theatre Practitioner. Practical skills include working in scale, basic technical and construction drawing, basic model-making; basic scenic art; conceptual sketches; basic costume design.

This course provides an introduction to the technical/production areas of theatre for those students who wish to pursue a career in the live entertainment industry. It provides advanced study, training and, where possible, practical experience in the duties, procedures and responsibilities of the Assistant Stage Manager and Theatre Practitioner.
**STM323 STAGE DESIGN 3**

Units 1.0 (Drama and Theatre Studies) Band 1
Pre-requisite: STM2232

This course continues the study of, and practice in set design. Students will investigate the practical problems of design, the function of design components, the researching of design, and the considerations of budgetary, workshop and human resources.

**STM324 STAGE DESIGN 4**

Units 1.0 (Drama and Theatre Studies) Band 1
Pre-requisite: STM3233 and Students must be enrolled in Program BTHR

This course continues the study of, and practice in set design. Students will undertake the design of a major individually selected, as-proven, stage, screen or special event project. Students will investigate the practical problems of design, the function of design components, the researching of design, and the considerations of budgetary, workshop and human resources.

**STU7100 AERONAUTICAL STUDY ABROAD (INTOF - NONA)**

Units 0.0 (Mixed Field Programmes not exk) Band 3A
Pre-requisite: Students must be enrolled in the Study Abroad Program: STUD

The Aeronautical Study Abroad course allows students to complete the Basic Aeronautical Knowledge Program (BAP) through the Darling Downs Aero Club. The program includes 5 hours of dual training to highly experienced Flying Instructors in a PA-38 Piper Tomahawk; Theory course (5 x 3-hour face to face briefings); 50 Flight training; 30 minute trial Introductory Flight; Flight Bag and Cap; Basic Aeronautical Knowledge Text Book; Examination Fee; Log Book to record all flying. Upon completion of the course, students will receive the BAP License and flying/hour towards their Commercial Pilot's Licence if desired.

**STU7200 SAILING STUDY ABROAD (INTOF - NONA)**

Units 0.0 (Mixed Field Programmes not exk) Band 3A
Pre-requisite: Students must be enrolled in the Study Abroad Program: STUD

The Sailing Study Abroad course allows students to complete the Competent Crew Course through the Fraser Island Rent-a-Yacht company. The program includes: Introductory course; 3 x weekend trips living aboard a yacht; Upon completion of the course, the student will receive the Competent Crew Certificate.

**STU7300 SKYDIVING STUDY ABROAD (INTOF - NONA)**

Units 0.0 (Mixed Field Programmes not exk) Band 3A
Pre-requisite: Students must be enrolled in the Study Abroad Program: STUD

The Skydiving Study Abroad course allows students to complete the Advanced Free Fall Course through the Brisbane Skydiving Centre. The program includes: 8 tandem skydive; 1 solo skydive. Upon completion of the course, the student will receive the Advanced Free Fall Certificate and will only have to complete another few jumps to register the International A License. This licence enables students to jump without an instructor anywhere in the world.

**STU7400 INTERNSHIP STUDY ABROAD (INTOF - NONA)**

Units 0.0 (Mixed Field Programmes not exk) Band 3A
Pre-requisite: Students must be enrolled in the Study Abroad Program: STUD

The Internship Study Abroad course allows students to complete an unpaid work experience placement at a local business. The program includes: Up to 15 hours per week of unpaid, supervised employment; Weekly employer supervision and monitoring; Assessment items assigned as per previous consultation between the intern host supervisor and home academic advisor. Upon completion of the course, the student will receive a Pass/Fail grade upon completion of determined assessment items and recommendations from host intern. If appropriate, students will be able to receive credit for this course towards their home program.

**SVY1101 GEOLOGY AND SURVEYING (FOENS - UGRD)**

Units 1.0 (Surveying) Band 2
Pre-requisite: SVY1102

Many engineering projects are based on the location of a planned structure (or structures) on a part of the Earth's surface. Investigation and location of such projects requires knowledge and skill in both geology and surveying. Geological information affects engineering decisions in the design and planning stages because all large scale engineering works have their foundation in rock or soil. Many projects, such as dams and roads, are not built from these materials. A working knowledge of geologically applied design limitations is therefore required by all engineers working in foundation, construction, hydrology, catchment management and soil science works. Surveying is an essential fundamental component in engineering planning, design, construction and monitoring processes. The core structure of an engineering structure requires accurate surveying skills to guarantee the establishment, alignment and fitting of structural components, and to ensure that all elements are positioned as designed. A knowledge of the range of skills, knowledge and roles of surveyors, together with surveying-principles, some skill in performing fundamental knowledge in areas of general GPS surveying, agriculture, mine surveying, geology and surveying. Practice requirements for each module in the course is expected.

**SVY1102 SURVEYING A**

Units 1.0 (Surveying) Band 2
Pre-requisite: SVY1101

Surveying is the science of measuring and mapping features on the Earth's surface. Mapping of features is an important step for the transformation of ideas into reality for projects that require the development of land and infrastructure. The services of the surveyor may be required at many stages for a construction project or the development of land. This course introduces the student to surveying equipment, services, the measurement techniques and survey calculations that are involved.

**SVY1104 SURVEY COMPUTATIONS A**

Units 1.0 (Surveying) Band 2
Pre-requisite: SVY1102

Surveying is the science of measuring and mapping features on the Earth's surface. Mapping of features is an important step for the transformation of ideas into reality for projects that require the development of land and infrastructure. The services of the surveyor may be required at many stages for a construction project or the development of land. This course introduces the student to surveying equipment, services, the measurement techniques and survey calculations that are involved.

**SVY1111 INTRODUCTION TO GLOBAL POSITIONING SYSTEM (FOENS - UGRD)**

Units 1.0 (Surveying) Band 2
Pre-requisite: SVY1110

The use of the Global Positioning System (GPS), for accurately determining positions on earth, has grown exponentially since the late 1980s and early 1990s. Today GPS is firmly entrenched in the general operations of professional surveying and GIS organisations. This course presents fundamental information on structure, characteristics, and use of GPS and other Global Navigation Satellite Systems (GNSS). Background information is provided and the basic principles of using the GNSS systems are introduced. The course has a bias towards the code and carrier phase methodologies, but several sections dealing with higher accuracy measurement techniques make this course relevant to a wide range of students. Consequently, the information will be relevant to those seeking fundamental knowledge in areas of general GPS surveying, agriculture, machine guidance, mapping and general data collection.

**SVY1191 SURVEYING PRACTICE 1**

Units 0.0 (Surveying) Band 2
Pre-requisite: SVY1102

The practice course seeks to develop competency in the use of a variety of survey instruments, calculations and practices. This course provides a brief introduction to surveying methodology and practices.

**SVY2105 SURVEY COMPUTATIONS B**

Units 1.0 (Surveying) Band 2
Pre-requisite: SVY2106

A view of statistical theory is followed by its application to the analysis and adjustment of survey observations using the Least Squares method. Both manual methods, using hand held programmable calculators, and computer software packages are used to process the data from a variety of practical problems. Students are taught to analyse and understand results of adjustments. The course covers the adjustment of terrestrial and GPS observations and coordinate transformations.

**SVY2106 GEODETIC SURVEYING A**

Units 1.0 (Surveying) Band 2
Pre-requisite: SVY1110

The purpose of this course is to provide the student with an understanding of the equipment and methods used to carry out precise surveys, including sources of error and the techniques used to minimise or eliminate them. In addition the students are expected to gain the necessary skills to complete these surveys at an appropriate standard.

**SVY2301 AUTOMATED SURVEYING SYSTEMS**

Units 1.0 (Surveying) Band 2
Pre-requisite: SVY1104

Today's surveying graduate needs skills in the use and application of electronic field equipment in particular, total stations and hand held data recorders. They also need the ability to be able to utilise computer software to process this data for design and plan production purposes. This course introduces the student to a variety of electronic total stations and data recorders and develops their skills in the use of this equipment in a practical field situation. Instruction is also given in the use of relevant computer hardware and software packages associated with data processing. The methodology of automated field surveying is also discussed.

**SVY2302 MINE SURVEYING**

Units 1.0 (Surveying) Band 2
Pre-requisite: SVY2303

Specific applications of the principles and techniques for construction surveying are applied to a range of engineering projects in this course. The main emphasis will be on the practical application of construction surveying techniques required for engineering and land development projects. It is essential that surveyors understand the engineering principles and design of engineering works.

**SVY2902 SURVEYING PRACTICE 2**

Units 0.0 (Surveying) Band 2
Pre-requisite: SVY1901

The collection and presentation of surveying and geographic information requires an understanding of a range of surveying tools and software. A problem/project based approach will be applied to examine and complete a number of surveying tasks. Students will work in teams to plan, manage and complete the project.

**SVY2903 SURVEYING PRACTICE 3**

Units 0.0 (Surveying) Band 2
Pre-requisite: SVY2902

The course is intended to provide students with a core of basic industrial trial skills required for the practical applications of Surveying in the workplace. Techniques required for construction and cadastral surveying as well as computer aided civil design will be utilised to complete typical duties as found in industry.

**SVY2905 GEODETIC SURVEYING PRACTICE (FOENS - UGRD)**

Units 0.0 (Geomatic Engineering) Band 2
Pre-requisite: SVY1101

The course is subdivided into practice modules covering aspects of Geodesy and Surveying. Practice requirements for each module in clude field work in a team environment, field excursions and the preparation and submission of individual reports on these practice activities. Practical sessions in surveying are designed to develop the manual and analytical skills necessary for map interpretation, calculations and tape traverses. The geological field excursion provides the student with specialist instruction on the identification and the engineer significance of geological features.
S0VY307 GEODETIC SURVEYING B (FOENS - UGRD)
Units: 1.0 (Surveying) Band 2
Pre-requisite: SVY110
Recommended prior or concurrent study: S0VY210
The purpose of this course is to provide the student with an understanding of the principles involved in determining the size and shape of the earth, and from these data how geodetic position on the earth's surface can be obtained. It also looks at the part satellite technology is playing in position fixation and how to relate all geodetic measurements to the ground. Map projections are examined to demonstrate the presentation of geodetic data in a usable format. The course provides the student with necessary knowledge and skills to plan and undertake surveys.

S0VY3201 URBAN DESIGN AND DEVELOPMENT (FOENS - UGRD)
Units: 1.0 (Urban Design and Regional Plan) Band 2
Many professionals such as engineers, land economists and surveyors are engaged in the development industry and therefore require a sound knowledge of the principles and practice of sustainable urban design and development. This course provides students with an understanding of principles and practice of sustainable urban design and development. It is followed by a review of current planning processes as they relate to the implementation of sustainability principles.

S0VY3202 PHOTOGRAMMETRY AND REMOTE SENSING (FOENS - UGRD)
Units: 1.0 (Geomatic Engineering not elsewh) Band 2
This course will enable students to extract, interpret and evaluate data from aerial photographs and satellite imagery. The professional knowledge gained will be applied to the solution of practical problems and will develop communication skills.

S0VY3304 CADASTRAL SURVEYING (FOENS - UGRD)
Units: 1.0 (Surveying) Band 2
Pre-requisite: SVY110 and SVY1104
Cadastral surveying refers to those surveys involving the description of land that is used for the purpose of land registration and the administration of land law. This course covers the legal and technical aspects of land registration and valuation. Students will develop skills in the application of cadastral surveying principles and practices.

S0VY3304 SURVEYING PRACTICE 4 (FOENS - UGRD)
Units: 0.0 (Surveying) Band 2
Pre-requisite: SVY307 and SVY3072
This course is project-based, integrating photogrammetry, remote sensing and GPS tasks with student's theoretical knowledge to provide practical and application skills relevant to workplace environments.

S0VY3203 URBAN AND REGIONAL PLANNING (FOENS - UGRD)
Units: 1.0 (Urban Design and Regional Plan) Band 2
This course provides students with an introduction to urban and regional planning as it is practised in Australia. This includes an introduction to the professional role of the planner and the development of planning ideas and principles. This course also introduces the student to the major urban planning and public administration responsibilities for land administration in Australia. Students are introduced to basic urban design and principles of land law and valuation to enable the student to appreciate the importance of land law and valuation to land administration and project management.

S0VY3306 LAND LAW AND VALUATION (FOENS - UGRD)
Units: 1.0 (Surveying) Band 2
This course provides a general introduction to government and public administration responsibilities for land administration in Australia. It introduces the basic laws and principles of land law and valuation to enable the student to appreciate the importance of land law and valuation to land administration and project management. The course introduces students to the impact and responsibilities of the laws of planning, legislation, acts and other laws affecting land administration, and the basic principles of land valuation and property investment for the practicing land professional.

S0VY3409 PRACTICE MANAGEMENT FOR SPATIAL SCIENCES (FOENS - UGRD)
Units: 1.0 (Surveying) Band 2
It is important for surveying and GIS graduates to realise that they are part of a profession that has responsibilities to their clients, their employers and society. This course is designed to provide the necessary fundamental knowledge for students to understand these responsibilities and to enhance their professional performance as multi-disciplinary team members and as a sole consultant. These concepts include some knowledge of project management, project surveying, legal requirements, and the costs involved in carrying out projects. The Project Management section of this course draws together many areas of surveying and GIS in order to stimulate the integration of law and professional subjects. A number of case studies are discussed in terms of both project planning and the technical operations of the projects. Practical advice is provided on the primary management functions of planning, leading, organizing, and controlling operations in large projects. This course will also provide students with the knowledge necessary to recognize "hidden" costs on projects and to provide a viable and well-balanced business. It will also provide the ability to recognize possible difficulties that might arise, to analyze the relevant issues, and to take appropriate action where necessary.

TEA2040 THE EMERGING PRACTITIONER (FOEDU - UGRD)
Units: 1.0 (Teacher Education: Secondary) Band 5
State law in Queensland (Australia) requires that all adults working undertaking professional experience teaching with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card). (See "Other Requirements" for further information.) Also see http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html.

This course views teaching as an intellectual work and enables pre-service teachers to build their own personal practical theories of teaching, and to refine those in light of the workplace experiences and familiarity with the literature on effective teaching and learning. On-campus and off-campus experience are incorporated in the course. Pre-service teachers will reflect on the in-practice experiences in the areas of curriculum development, instructional planning, instructional strategies, and basic instructional presentation skills. This course will also explore issues of ethics, demonstration in the design, implementation and reporting of the evaluation of an instructional program within their particular context. This will enable pre-service teachers to plan and undertake research as a way of facilitating professional growth. Students undertaking this course will also be required to complete a 10 day professional experience placement in an approved educational setting.

TEA2050 CONTEMPORARY LEARNING ENVIRONMENT (FOEDU - UGRD)
Units: 1.0 (Teacher Education: Secondary) Band 5
Pre-requisite: TEA2204
State law in Queensland (Australia) requires that all adults working undertaking professional experience teaching with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card). (See "Other Requirements" for further information.) Also see http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html.

This course seeks to provide learning opportunities (both on-campus and in professional experience) that will require pre-service teachers to plan to achieve an active role in the construction of their own pedagogical practice and the development of effective teaching and learning. Effective teacher practice is constructed through the process of reflection, critique and reformulation as a result of increased knowledge and understanding of the nature of their work. Reflection and critique are central to the development of a personal professional practice. This course provides student teachers with an opportunity to plan and undertake research as a way of facilitating professional growth. Students undertaking this course will also be required to complete a 10 day professional experience placement in an approved educational setting.

TEA3001 PROGRAM EVALUATION (FOEDU - UGRD)
Units: 1.0 (Teacher Education: Secondary) Band 5
Pre-requisite: TEA2205
State law in Queensland (Australia) requires that all adults working undertaking professional experience teaching with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card). (See "Other Requirements" for further information.) Also see http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html.

This course firstly explores evaluation as an ongoing process essential to the continuous improvement of research and teaching activities. Learners will be required to demonstrate mastery of knowledge on a range of evaluative approaches and on the appropriate use of these approaches in the design and implementation of a program evaluation project within their particular context. This will require learners to undertake an analysis of the data they have collected from their teaching activities. The course also incorporates a minimum 5 days teaching placement in an approved instructional setting.

TEA3401 DESIGNING EDUCATIONAL PROGRAMS (FOEDU - UGRD)
Units: 1.0 (Education Studies) Band 5
Pre-requisite: TEA2301
State law in Queensland (Australia) requires that all adults working undertaking professional experience teaching with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card). (See "Other Requirements" for further information.) Also see http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html.

This course will explore the nature of the curriculum as an integrated system of instruction (series of integrated sessions) within their in-school experience. This will include the specification of objectives, evaluation of instructional performance and analysis of teaching strategies, and basic instructional presentation skills. Through a series of 'hands on' activities, students will then be required to begin to develop their individual instructional skills to plan and implement a selection of instructional sequences within their instructional setting. At all times students will be encouraged to develop a commitment to self-assessment as a major factor in their on-going development of an effective personal instructional style. Note: Students while enrolled in a teacher education program must be assigned to a practicum mentor.
TEA402 THE PROFESSIONAL EDUCATOR (FOEDU - UGRD)

Units 1.0 (Teacher Education: Secondary) Band 5
Pre-requisite: TEA304
State law in Queensland (Australia) requires that all adults working/undertaking professional experience/researching with children under the age of 16 in the state of Queensland are required to possess a current suitability card (Blue Card). (See "Other Requirements" for further information.) Also see: http://www.childcomm.qld.gov.au/empl/employment/bluecard/informationdetail.html

The professional experience to date has enabled pre-service teachers to be involved in the normal day to day running of an educational institution and in the teaching of several curriculum areas over an extended period of time. This course offers the pre-service teacher the chance to extend their experience in the field in a new context. This block professional experience will require involvement in the planning and implementation of units of work along with the education and professional requirements of an educator. The experience will require pre-service teachers to play an active role in the construction of their own practical theories. These workplace experiences will enable them to question, critique and reformulate their assumptions about the nature of educators' work. Further, the pre-service teacher will be made aware of various professional and organisational requirements necessary for their induction into teaching. Students undertaking this course are required to complete a 30-day professional experience placement in an approved educational setting (50% of days of non-supervised experience (as negotiated with the course examiner) is also a requirement of this course).

TEA4432 ALTERNATIVE MODELS OF INSTRUCTION (FOEDU - UGRD)

Units 1.0 (Teacher Education: Vocational Education) Band 5
Pre-requisite: TEA301 and TEA301 and students must be enrolled in one of the following Programs: BPEF BZ and BEFF or BZDT
State law in Queensland (Australia) requires that all adults working/undertaking professional experience/researching with children under the age of 16 in the state of Queensland are required to possess a current suitability card (Blue Card). (See "Other Requirements" for further information.) Also see: http://www.childcomm.qld.gov.au/empl/employment/bluecard/informationdetail.html

In this course students will engage in advanced and critical analysis of instructional pedagogies with particular attention being given to a range of traditional, contemporary mainstream and alternative models of instruction appropriate to a range of desired learning outcomes and learner groups. Students will be required to engage in, and evaluate, a range of these models in the actual delivery of instruction to learner groups. (See "Other Requirements" for further information.) Also see: http://www.childcomm.qld.gov.au/empl/employment/bluecard/informationdetail.html

In this course students will engage in advanced and critical analysis of instructional pedagogies with particular attention being given to a range of traditional, contemporary mainstream and alternative models of instruction appropriate to a range of desired learning outcomes and learner groups. Students will be required to engage in, and evaluate, a range of these models in the actual delivery of instruction to learner groups. (See "Other Requirements" for further information.) Also see: http://www.childcomm.qld.gov.au/empl/employment/bluecard/informationdetail.html

This course offers students an opportunity to engage in an in-depth study of the context, curriculum and learning in the theatre. This course introduces students to the personnel, principles, and processes of creative practice. Students will engage in practical activities which culminate in public outcomes as part of the annual Artsworks Children's Festival. Students may be involved in creative practice both within and outside the drama classroom. As most of the activities will be carried out in cross-curricular activities "CONDITIONS APPLY". Students intending to enrol should consult the program director to ensure their involvement. This is an introductory course in a range of artistic production duties/activities. This course introduces students to the personnel, principles, and processes of creative practice. Students will engage in practical activities which culminate in public outcomes as part of the annual Artsworks Children's Festival. Students may be involved in creative practice both within and outside the drama classroom. As most of the activities will be carried out in cross-curricular activities "CONDITIONS APPLY". Students intending to enrol should consult the program director to ensure their involvement.

THS2000 THEATRE PRODUCTION: HISTORY AND THEORY OF DRAMA 2 (FOART - UGRD)

Units 1.0 (Drama and Theatre Studies) Band 1
Pre-requisite: THS1000

This course introduces students to the personnel, principles, and processes of creative practice. Students will engage in practical activities which culminate in public outcomes as part of the annual Artsworks Children's Festival. Students may be involved in creative practice both within and outside the drama classroom. As most of the activities will be carried out in cross-curricular activities "CONDITIONS APPLY". Students intending to enrol should consult the program director to ensure their involvement. This is an introductory course in a range of artistic production duties/activities.

THS2001 THEATRE PRODUCTION: PRAC ANALYSIS & CRITICISM 2 (FOART - UGRD)

Units 1.0 (Drama and Theatre Studies) Band 1
Pre-requisite: THS1000

This course introduces students to the personnel, principles, and processes of creative practice. Students will engage in practical activities which culminate in public outcomes as part of the annual Artsworks Children's Festival. Students may be involved in creative practice both within and outside the drama classroom. As most of the activities will be carried out in cross-curricular activities "CONDITIONS APPLY". Students intending to enrol should consult the program director to ensure their involvement. This is an introductory course in a range of artistic production duties/activities.

THS2002 COMMUNITY AND POLITICAL THREATENED THEATRE (FOART - UGRD)

Units 1.0 (Drama and Theatre Studies) Band 1
Pre-requisite: THS2000

This course introduces students to the personnel, principles, and processes of creative practice. Students will engage in practical activities which culminate in public outcomes as part of the annual Artsworks Children's Festival. Students may be involved in creative practice both within and outside the drama classroom. As most of the activities will be carried out in cross-curricular activities "CONDITIONS APPLY". Students intending to enrol should consult the program director to ensure their involvement. This is an introductory course in a range of artistic production duties/activities.

THS3001 THEATRE PRODUCTION 1 (FOART - UGRD)

Units 1.0 (Drama and Theatre Studies) Band 1
Pre-requisite: THS2000

This course introduces students to the personnel, principles, and processes of creative practice. Students will engage in practical activities which culminate in public outcomes as part of the annual Artsworks Children's Festival. Students may be involved in creative practice both within and outside the drama classroom. As most of the activities will be carried out in cross-curricular activities "CONDITIONS APPLY". Students intending to enrol should consult the program director to ensure their involvement. This is an introductory course in a range of artistic production duties/activities.

THS3002 THEATRE PRODUCTION 2 (FOART - UGRD)

Units 1.0 (Drama and Theatre Studies) Band 1
Pre-requisite: THS2000

This course introduces students to the personnel, principles, and processes of creative practice. Students will engage in practical activities which culminate in public outcomes as part of the annual Artsworks Children's Festival. Students may be involved in creative practice both within and outside the drama classroom. As most of the activities will be carried out in cross-curricular activities "CONDITIONS APPLY". Students intending to enrol should consult the program director to ensure their involvement. This is an introductory course in a range of artistic production duties/activities.
This course introduces students to current entertainment industry procedures, organisations, codes of practice, expectations and m
tual responsibilities.

This course seeks to identify, research and articulate how practice informs or might inform the

This course seeks to explore an advanced level of the interaction between theory and practice in the theatre. The emphasis will be
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TPP7120 STUDYING TO SUCCEED (ELEPC - NONA)
Units 2.0 (Written Communication) Band 1

Students progress through a program which requires them to manage their own learning and establish their own future goals through a process of self-assessment. Career planning is a key component of the program. Effective study skills and attitudes will be developed and assessed. Career planning is a key component of the program. Career planning is a key component of the program. The course is designed to help students establish their own learning and set their own goals.

TPP7153 MATHEMATICS TERTIARY PREPARATION PROGRAM LEVEL C (ELEC - NONA)
Units 1.0 (Mathematical Sciences not else) Band 2
Pre-requisite: TPP7182

Using the concepts of self-paced instruction and mastery learning, the course guides students through a carefully sequenced series of topics which will provide the foundation for understanding the math elements that will be encountered in their tertiary study. The self-paced structure of the course allows students to work through the material at a pace suitable to their needs, allowing them to work quickly through familiar material, as well as allowing the opportunity to seek additional assistance in areas of uncertainty. The mastery approach will ensure that they successfully achieve the objectives of each topic before progressing to the next topic, which will build further on the earlier material.

UNP7310 STUDYING AT UNIVERSITY (ELEPC - NONA)
Units 1.0 (Written Communication) Band 1
Pre-requisite: Completion of Senior High School or Post Secondary Diploma or Degree or equivalent or work experience in the country of origin. English Proficiency equivalent to IELTS Band 5.5.

The course is designed around the acquisition of effective student life skills. An emphasis is placed on independent study and learning skills, effective life style management and self motivation. The mastery of learning integrates the acquisition and organisation of knowledge and understanding of learning with life skills. By focusing students’ attention on the study and learning processes, individuals are made aware of their competencies and of the learning strategies required in tertiary study. Regular feedback on written work and in class discussion helps students to form an understanding of the nature of their own resources and how to learn in a purposeful, organised and appropriate way. The course assumes that, if capable, students are made aware of effective learning and study methods, and that they can be guided to success in these matters, they will subsequently act to optimise their academic performance.

UNP7320 COMMUNICATION PROCESSES (ELEC - NONA)
Units 1.0 (Written Communication) Band 1
Pre-requisite: Completion of Senior High School or Post Secondary Diploma or degree or equivalent or work experience in the country of origin. English language proficiency equivalent to IELTS Band 5.5.

In the course students analyze an assignment question and follow a series of steps towards completing a report and an essay. Note making from texts, scripts and videos develop reading and listening skills. Comprehensible communication of themes in academic English is required by the course.

UNP7430 ENGLISH FOR ACADEMIC PURPOSES (ELEC - NONA)
Units 1.0 (English Language) Band 1
Pre-requisite: English language equivalent to IELTS Band 5.5 plus completion overseas or in Australia of Senior High School or Post-secondary diploma or first year degree or equivalent work experience.

There are three parts to the course; each part is conducted simultaneously. Students develop reading skills by processing a range of texts typical of undergraduate reading styles. They also develop academic expository writing skills. The section on listening and speaking develops skills in participating in tutorial presentations at first year university level.

UNP7381 UNIPREP APPLIED COMMUNICATION - LEVEL A (ELEPC - NONA)
Units 1.0 (Mathematical Sciences not else) Band 2

The course consists of a series of group oriented problem solving sessions where students practice reading, writing, listening, speaking and academic numeracy skills. Students will submit reports, work sheets and learning logs designed around the degree students wish to enter.

UNP7382 UNIPREP APPLIED COMMUNICATION - LEVEL B (ELEC - NONA)
Units 1.0 (Mathematical Sciences not else) Band 2

The course consists of a series of group oriented problem solving sessions where students practice reading, writing, listening, speaking and academic numeracy skills. Students will submit reports, work sheets and learning logs designed around the degree students wish to enter.
VIS1100 ELEMENTS OF VISUAL DESIGN (FOART - UGRD)
Units 1.0 (Visual Arts and Crafts) Band 1
Pre-requisite: VIS1000
This course introduces students to the basic concepts of design that are fundamental to visual composition and inherent in the full range of arts practice as well as in areas of architecture, fashion, and interior design applications. While we will draw primarily from the two dimensional areas of drawing, painting, photography, and printmaking, aspects of form and mass will be shown to relate to the three dimensional format through the manipulation of the elements and principles of design using a range of techniques. Students will be encouraged to contribute to an aesthetic appreciation of the development and composition of an object, and to produce a transformed work as a result of their participation.

VIS1101 VISUAL ARTS PRACTICE 1 (FOART - UGRD)
Units 1.0 (Visual Arts and Crafts) Band 1
Pre-requisite: VIS1100 or Students must be enrolled in Program: BAMG
This course introduces students to the basic concepts of design that are fundamental to visual composition and inherent in the full range of arts practice as well as in areas of architecture, fashion, and interior design applications. While we will draw primarily from the two dimensional areas of drawing, painting, photography, and printmaking, aspects of form and mass will be shown to relate to the three dimensional format through the manipulation of the elements and principles of design using a range of techniques. Students will be encouraged to contribute to an aesthetic appreciation of the development and composition of an object, and to produce a transformed work as a result of their participation.

VIS2002 VISUAL ARTS PRACTICE 1 (FOART - UGRD)
Units 1.0 (Visual Arts and Crafts) Band 1
Pre-requisite: VIS2000 or Students must be enrolled in Program: BAMG
This course introduces students to the basic concepts of design that are fundamental to visual composition and inherent in the full range of arts practice as well as in areas of architecture, fashion, and interior design applications. While we will draw primarily from the two dimensional areas of drawing, painting, photography, and printmaking, aspects of form and mass will be shown to relate to the three dimensional format through the manipulation of the elements and principles of design using a range of techniques. Students will be encouraged to contribute to an aesthetic appreciation of the development and composition of an object, and to produce a transformed work as a result of their participation.

VIS2003 VISUAL ARTS PRACTICE 2 (FOART - UGRD)
Units 1.0 (Visual Arts and Crafts) Band 1
Pre-requisite: VIS2002
This course introduces students to the basic concepts of design that are fundamental to visual composition and inherent in the full range of arts practice as well as in areas of architecture, fashion, and interior design applications. While we will draw primarily from the two dimensional areas of drawing, painting, photography, and printmaking, aspects of form and mass will be shown to relate to the three dimensional format through the manipulation of the elements and principles of design using a range of techniques. Students will be encouraged to contribute to an aesthetic appreciation of the development and composition of an object, and to produce a transformed work as a result of their participation.

VIS2004 VISUAL ARTS PRACTICE 3 (FOART - UGRD)
Units 1.0 (Visual Arts and Crafts) Band 1
Pre-requisite: VIS2003
This course introduces students to the basic concepts of design that are fundamental to visual composition and inherent in the full range of arts practice as well as in areas of architecture, fashion, and interior design applications. While we will draw primarily from the two dimensional areas of drawing, painting, photography, and printmaking, aspects of form and mass will be shown to relate to the three dimensional format through the manipulation of the elements and principles of design using a range of techniques. Students will be encouraged to contribute to an aesthetic appreciation of the development and composition of an object, and to produce a transformed work as a result of their participation.

VIS2005 VISUAL ARTS PRACTICE 4 (FOART - UGRD)
Units 1.0 (Visual Arts and Crafts) Band 1
Pre-requisite: VIS2004
This course introduces students to the basic concepts of design that are fundamental to visual composition and inherent in the full range of arts practice as well as in areas of architecture, fashion, and interior design applications. While we will draw primarily from the two dimensional areas of drawing, painting, photography, and printmaking, aspects of form and mass will be shown to relate to the three dimensional format through the manipulation of the elements and principles of design using a range of techniques. Students will be encouraged to contribute to an aesthetic appreciation of the development and composition of an object, and to produce a transformed work as a result of their participation.

VIS2006 VISUAL ARTS PRACTICE 5 (FOART - UGRD)
Units 1.0 (Visual Arts and Crafts) Band 1
Pre-requisite: VIS2005
This course introduces students to the basic concepts of design that are fundamental to visual composition and inherent in the full range of arts practice as well as in areas of architecture, fashion, and interior design applications. While we will draw primarily from the two dimensional areas of drawing, painting, photography, and printmaking, aspects of form and mass will be shown to relate to the three dimensional format through the manipulation of the elements and principles of design using a range of techniques. Students will be encouraged to contribute to an aesthetic appreciation of the development and composition of an object, and to produce a transformed work as a result of their participation.

VIS2007 VISUAL ARTS PRACTICE 6 (FOART - UGRD)
Units 1.0 (Visual Arts and Crafts) Band 1
Pre-requisite: VIS2006
This course introduces students to the basic concepts of design that are fundamental to visual composition and inherent in the full range of arts practice as well as in areas of architecture, fashion, and interior design applications. While we will draw primarily from the two dimensional areas of drawing, painting, photography, and printmaking, aspects of form and mass will be shown to relate to the three dimensional format through the manipulation of the elements and principles of design using a range of techniques. Students will be encouraged to contribute to an aesthetic appreciation of the development and composition of an object, and to produce a transformed work as a result of their participation.

VIS3001 PHILosophIES OF VISUAL AESTHETICS (FOART - UGRD)
Units 1.0 (Visual Arts and Crafts) Band 1
This course explores the role of philosophical thought and the significance of its influence on the visual arts. Theories of art and aesthetics from early Greece provide a foundation for the further introduction of associated courses in history, key philosophers of the great ages of human development from the Middle Ages through to twenty-first century cultural theory. The course offers active integration of philosophy with contemporary practice.

VIS3002 VISUAL ARTS PRACTICE 1 (FOART - UGRD)
Units 1.0 (Visual Arts and Crafts) Band 1
Pre-requisite: VIS3001
This course explores the role of philosophical thought and the significance of its influence on the visual arts. Theories of art and aesthetics from early Greece provide a foundation for the further introduction of associated courses in history, key philosophers of the great ages of human development from the Middle Ages through to twenty-first century cultural theory. The course offers active integration of philosophy with contemporary practice.

VIS3003 VISUAL ARTS PRACTICE 2 (FOART - UGRD)
Units 1.0 (Visual Arts and Crafts) Band 1
Pre-requisite: VIS3002
This course explores the role of philosophical thought and the significance of its influence on the visual arts. Theories of art and aesthetics from early Greece provide a foundation for the further introduction of associated courses in history, key philosophers of the great ages of human development from the Middle Ages through to twenty-first century cultural theory. The course offers active integration of philosophy with contemporary practice.

VIS3004 VISUAL ARTS PRACTICE 3 (FOART - UGRD)
Units 1.0 (Visual Arts and Crafts) Band 1
Pre-requisite: VIS3003
This course explores the role of philosophical thought and the significance of its influence on the visual arts. Theories of art and aesthetics from early Greece provide a foundation for the further introduction of associated courses in history, key philosophers of the great ages of human development from the Middle Ages through to twenty-first century cultural theory. The course offers active integration of philosophy with contemporary practice.

VIS3005 VISUAL ARTS PRACTICE 4 (FOART - UGRD)
Units 1.0 (Visual Arts and Crafts) Band 1
Pre-requisite: VIS3004
This course explores the role of philosophical thought and the significance of its influence on the visual arts. Theories of art and aesthetics from early Greece provide a foundation for the further introduction of associated courses in history, key philosophers of the great ages of human development from the Middle Ages through to twenty-first century cultural theory. The course offers active integration of philosophy with contemporary practice.

VIS3006 VISUAL ARTS PRACTICE 5 (FOART - UGRD)
Units 1.0 (Visual Arts and Crafts) Band 1
Pre-requisite: VIS3005
This course explores the role of philosophical thought and the significance of its influence on the visual arts. Theories of art and aesthetics from early Greece provide a foundation for the further introduction of associated courses in history, key philosophers of the great ages of human development from the Middle Ages through to twenty-first century cultural theory. The course offers active integration of philosophy with contemporary practice.

VIS3007 VISUAL ARTS PRACTICE 6 (FOART - UGRD)
Units 1.0 (Visual Arts and Crafts) Band 1
Pre-requisite: VIS3006
This course explores the role of philosophical thought and the significance of its influence on the visual arts. Theories of art and aesthetics from early Greece provide a foundation for the further introduction of associated courses in history, key philosophers of the great ages of human development from the Middle Ages through to twenty-first century cultural theory. The course offers active integration of philosophy with contemporary practice.

VIS3008 VISUAL ARTS PRACTICE 7 (FOART - UGRD)
Units 1.0 (Visual Arts and Crafts) Band 1
Pre-requisite: VIS3007
This course explores the role of philosophical thought and the significance of its influence on the visual arts. Theories of art and aesthetics from early Greece provide a foundation for the further introduction of associated courses in history, key philosophers of the great ages of human development from the Middle Ages through to twenty-first century cultural theory. The course offers active integration of philosophy with contemporary practice.
The Studio Project constitutes a major commitment as it necessitates the production of a body of original work taken through to exhibition status. The imprinting of the resulting exhibition in a thoroughly considered, appropriate and approved space is an assessable component of the course and its completion is required to write a dissertation that articulates their practice. This paper will detail the concept of the work in the context of personal development supported by appropriate work-in-progress documentation. Its placement in a wider national and international context will be important. Reference must be made to an historical and cultural perspective that indicates an understanding of contemporary art theory.

This course provides an opportunity for integration of all aspects of the Master of Visual Arts submission, writing up of the final draft of the written dissertation and exhibition of studio-based research as the final submission for examination.

The student will work and study at the same time, by looking at some agreed feature of the student's usual work. With the help and support of an adviser, the student will look at appropriate literature, and may additionally study other courses, to gain a higher level of understanding, while investigating processes or procedures in the workplace, with the aim of looking at possible improvements that could be of benefit to the workplace. The insights that the student will have as a result of experience and expertise will provide a much sharper, and more realistic focus than would otherwise be possible. The student may, where necessary, develop appropriate research instruments / methodology to collect appropriate data which will subsequently be analysed. Alternatively, the student may develop something that is completely new, perhaps as a product or process. It is the student learning that has taken place that will be evaluated when the student writes a report on the project, which may also summarise new, high-level knowledge relating to professional practice. The course will be assessed, and the student will be awarded the highest professional standard.

This course will enable the student to identify their program objectives and will focus on the development of a high standard of learning and the production of a body of work that will meet the highest professional standard. It is expected that the student's work will be of the highest professional standard. The course will be a pass/fail course. It is expected that the student's work will be of the highest professional standard.

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The student will combine work and study, by investigating, analyzing, assessing and developing possible improvements or innovations to some agreed aspect(s) (process(es), procedure(s) or product(s)) at the student's workplace. With the help and support of an advisor, it is expected that the student will study appropriate literature and other resources, research methodology and undertake other activities, as in the student's approved Learning Plan, to produce a high standard report that demonstrates that the student has gained a very high level of understanding of the agreed aspect(s) and the methods of investigating and reporting on those aspect(s) of their workplace and how those aspects may be improved. The student must demonstrate a capability of successfully undertaking self-managed and/or collaborative research and project development.

**WBL9008 WORKPLACE-BASED PROJECT 8 (1 UNIT) (FOART - RSCH)**

Units 1.0 (Work Practices Programmes) Band 5
Pre-requisite: WBL8001

The student will combine work and study, by investigating, analyzing, assessing and developing possible improvements or innovations to some agreed aspect(s) (process(es), procedure(s) or product(s)) at the student's workplace. With the help and support of an advisor, it is expected that the student will study appropriate literature and other resources, research methodology and undertake other activities, as in the student's approved Learning Plan, to produce a high standard report that demonstrates that the student has gained a very high level of understanding of the agreed aspect(s) and the methods of investigating and reporting on those aspect(s) of their workplace and how those aspects may be improved. The student must demonstrate a capability of successfully undertaking self-managed and/or collaborative research and project development.

**WBL9009 WORKPLACE-BASED PROJECT 9 (1 UNIT) (FOART - RSCH)**

Units 1.0 (Work Practices Programmes) Band 5
Pre-requisite: WBL8001

The student will combine work and study, by investigating, analyzing, assessing and developing possible improvements or innovations to some agreed aspect(s) (process(es), procedure(s) or product(s)) at the student's workplace. With the help and support of an advisor, it is expected that the student will study appropriate literature and other resources, research methodology and undertake other activities, as in the student's approved Learning Plan, to produce a high standard report that demonstrates that the student has gained a very high level of understanding of the agreed aspect(s) and the methods of investigating and reporting on those aspect(s) of their workplace and how those aspects may be improved. The student must demonstrate a capability of successfully undertaking self-managed and/or collaborative research and project development.

**WBL9010 WORKPLACE-BASED PROJECT 10 (1 UNIT) (FOART - RSCH)**

Units 1.0 (Work Practices Programmes) Band 5
Pre-requisite: WBL8001

The student will combine work and study, by investigating, analyzing, assessing and developing possible improvements or innovations to some agreed aspect(s) (process(es), procedure(s) or product(s)) at the student's workplace. With the help and support of an advisor, it is expected that the student will study appropriate literature and other resources, research methodology and undertake other activities, as in the student's approved Learning Plan, to produce a high standard report that demonstrates that the student has gained a very high level of understanding of the agreed aspect(s) and the methods of investigating and reporting on those aspect(s) of their workplace and how those aspects may be improved. The student must demonstrate a capability of successfully undertaking self-managed and/or collaborative research and project development.

**WBL9011 WORKPLACE-BASED PROJECT 11 (1 UNIT) (FOART - RSCH)**

Units 1.0 (Work Practices Programmes) Band 5
Pre-requisite: WBL8001

The student will combine work and study, by investigating, analyzing, assessing and developing possible improvements or innovations to some agreed aspect(s) (process(es), procedure(s) or product(s)) at the student's workplace. With the help and support of an advisor, it is expected that the student will study appropriate literature and other resources, research methodology and undertake other activities, as in the student's approved Learning Plan, to produce a high standard report that demonstrates that the student has gained a very high level of understanding of the agreed aspect(s) and the methods of investigating and reporting on those aspect(s) of their workplace and how those aspects may be improved. The student must demonstrate a capability of successfully undertaking self-managed and/or collaborative research and project development.

**WBL9012 WORKPLACE-BASED PROJECT 12 (1 UNIT) (FOART - RSCH)**

Units 1.0 (Work Practices Programmes) Band 5
Pre-requisite: WBL8001

The student will combine work and study, by investigating, analyzing, assessing and developing possible improvements or innovations to some agreed aspect(s) (process(es), procedure(s) or product(s)) at the student's workplace. With the help and support of an advisor, it is expected that the student will study appropriate literature and other resources, research methodology and undertake other activities, as in the student's approved Learning Plan, to produce a high standard report that demonstrates that the student has gained a very high level of understanding of the agreed aspect(s) and the methods of investigating and reporting on those aspect(s) of their workplace and how those aspects may be improved. The student must demonstrate a capability of successfully undertaking self-managed and/or collaborative research and project development.