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COURSE GUIDE

2024

UNDERGRADUATE

EXCELSIA COLLEGE
Sydney

Welcome to

EXCELSIA

At Excelsia College our students come from all walks of life, bringing with them many different backgrounds, traditions and experiences, but they have something important in common.

People in our community are passionate about growing: academically, professionally, creatively, personally, spiritually, and in their understanding of the world and their place in it.

Choosing to undertake an undergraduate or postgraduate degree at Excelsia College will provide you with a firm foundation for your personal and professional life.

You will find a supportive, Christian environment, with world-class academics and accomplished industry professionals who are ready to stand beside you and encourage you on your journey. Your gifts and talents will be fostered as you are challenged to maximise your potential. Small class sizes and interaction with our vibrant, collaborative community provide not only an expansive network, artists and professionals, but also lifelong friendships.

Established in 1983, Excelsia has decades of experience in Christian higher education in Australia, and is part of a global learning community with big plans for the future, working together with:

- Indiana Wesleyan University, founded in 1919
- Australian Christian Higher Education Alliance (ACHEA)
- Council for Christian Colleges and Universities.

We are well positioned to take Christian higher education to the next level, both in Australia and globally, for undergraduate and postgraduate students.

Both in and out of the classroom, we trust you will develop your character as well as your mind, and explore and deepen your faith, so that you are able to engage thoughtfully and sustainably in your vocation and in your community.

We look forward to sharing your journey towards a fulfilling and inspiring future.

Welcome to Excelsia College.

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The EXCELSIA FACTOR

WORLD-CLASS MENTORSHIP

One-on-one tutoring and mentoring from high calibre academics

VIBRANT CITY

Study in one of the most vibrant cities in the world, with iconic architecture and fantastic art and culture

ALUMNI AND INDUSTRY NETWORK

Over 3,200 alumni and accomplished academics around the world who attest to our whole-of-person education

EXCELSIA COLLEGE HAS RATED HIGHLY IN THE FEDERAL GOVERNMENT'S QUALITY INDICATORS FOR LEARNING AND TEACHING (QILT) IN 2022.

WITHIN THE UNDERGRADUATE COURSES, THE COLLEGE PERFORMED ABOVE THE NATIONAL AVERAGE IN QUALITY OF OVERALL EDUCATIONAL EXPERIENCE, SCORING 83.1% COMPARED TO THE NATIONAL AVERAGE OF 75.9%.

SKILLS DEVELOPMENT HAS RATED HIGHLY FOR UNDERGRADUATE STUDENTS.

UNDERGRADUATE

88.9%

80.5% NATIONAL AVERAGE

BOTH UNDERGRADUATE AND POSTGRADUATE STUDENTS ALSO RATED EXCELSIA HIGHER THAN THE NATIONAL AVERAGE FOR LEARNER ENGAGEMENT, WITH AN UNDERGRADUATE STUDENT SATISFACTION RATING OF 74.8% AND A POSTGRADUATE STUDENT SATISFACTION RATE OF 59.6%.

Our campus is located in Macquarie Park, a key education and business hub in the centre of greater Sydney. While we have free parking on campus, we are also easily accessible by public transport, with Macquarie Park Metro Station just a five-minute walk away. Many public bus routes are also close to the campus, connecting you to the city, residential suburbs and Sydney's beautiful beaches. We're also located a 10-minute walk from Macquarie Centre, one of Sydney's best shopping complexes. Visit our inviting campus with purpose-built performance spaces, counselling centre, library, student centre and sneak a peak into life at Excelsia.

CAMPUS FACILITIES

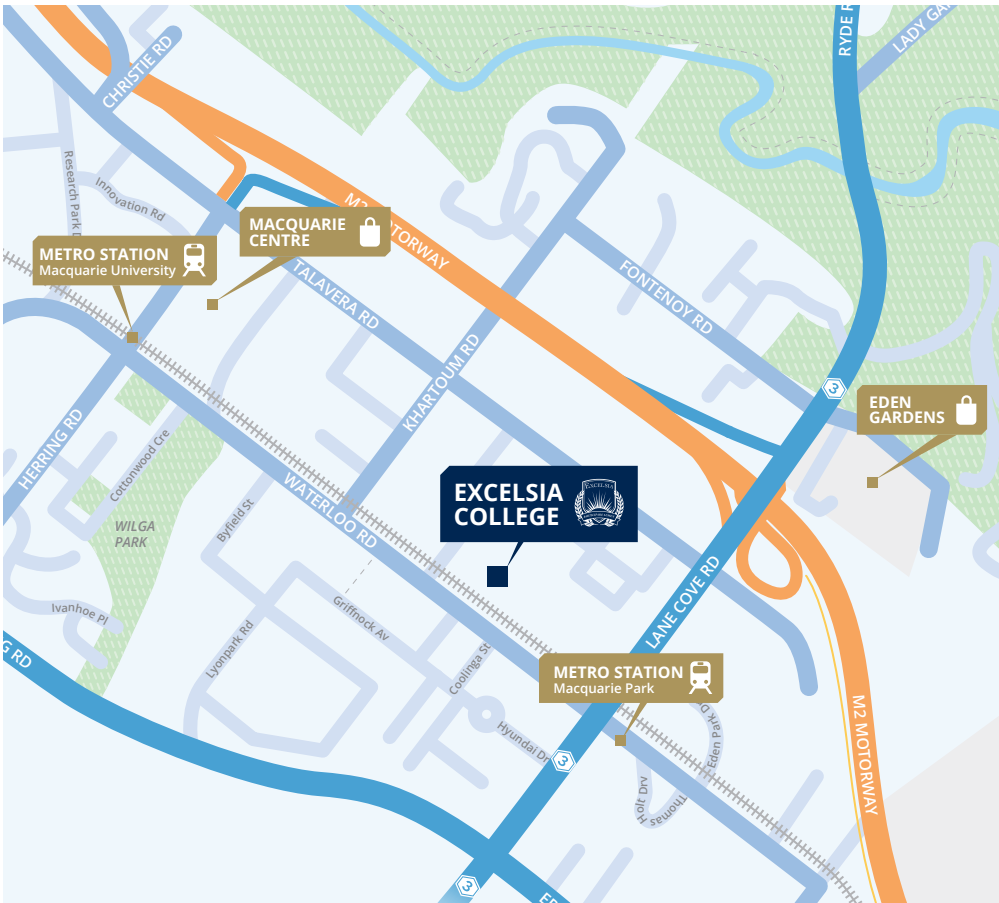
- Library
- Auditorium/Theatre
- Recording studio
- Mac lab
- Drama and music specialist rooms
- Counselling centre
- Student facilities

Free wi-fi	Tennis table
Study desks	Pool table
Snacks bar	Air hockey table
Free coffee	Outdoor balcony
Microwaves	Basketball ring

TRANSPORT

- 5-minute walk from Macquarie Park Metro Station
- 1-minute walk to bus stop
- Free parking

CONVENIENT LOCATION



CAMPUS AND STUDENT LIFE

Academics

Excelsia College positively influences society by engaging in the pursuit of excellence through the creation and application of knowledge. Our desire is to create a culture that values the search for truth, supports academic freedom and rewards rigorous thinking. Students come to Excelsia to build an enduring and adaptive career in an inclusive environment that helps them in their creative passions and unleashes their ingenuity to solve real-world problems. Excelsia has dedicated academic staff who work collaboratively to improve and enhance the College's teaching and research.

Campus ministry

There are many co-curricular campus ministries which students are encouraged to attend. Excelsia works hard to create these opportunities for students to experience community and belonging, explore faith and read the Bible, worship God and grow in Christlikeness, and to engage in mission and service.

Social activities

Our campus is not only a place to study. Throughout the year, the College hosts many social events for students. During semester, look forward to activities run by the Student Council, including college-wide events and social nights, gatherings, chapel services and BBQs. After all the hard work, celebrate the completion of another successful year with our End of Year Party. These activities exist to complement our academic curriculum. We hope you see instantly why the Excelsia community is so engaging and welcoming.

Student Centre

Our Student Centre is the perfect place to hang out with your friends, grab some snacks in between classes, heat up that lunch meal, chill out on the couch or play table tennis before or after classes. It also comes packed with great features including a soothing massage chair that will refresh and reinvigorate you during semester and a big screen TV with Foxtel. Our Student Centre is all about cool design, warm hospitality and fun times.

See a show

Watch one of our drama or music showcases and be ready for a night of entertainment in the 150-seat Excelsia College Auditorium.

Featured Course

Bachelor of Information Technology

Course duration: 3 years full-time

Intake: February and July

Credit points: 144

Delivery: On campus with some content delivered online

Available to: Domestic and international

IELTS: 6.0 with no band less than 6.0

CRICOS code: 112836B

Financial information: FEE-HELP* for domestic students, international $49,200

AQF: Level 7

The Bachelor of Information Technology (BIT) aims to provide theoretical and practical knowledge of the role of information technology professionals within the enterprise environment. The BIT can be completed in three years studying full time and is an AQF level 7 qualification. Within the course, students can choose to major in digital transformation, cyber security or business information systems.

Information technology professionals hold specialised technological knowledge and skills in order to effectively run their own business. They also work with organisations and businesses to set up viable computer systems and networks and provide continued support and troubleshooting when needed. This may include working with firewalls, media storage devices, databases, intranets, websites, servers, the internet, or anything else related to computers.

The BIT course structure and content have been carefully aligned to Australian Computer Society (ACS) requirements to cater for theoretical and practical knowledge for careers including ICT business analysts, ICT managers, software and applications programmers, ICT security specialist and systems analysts.

The course structure and content are aligned with the ACS CBoK V3.2, and the Australian Qualifications Framework (AQF). The mapping of the ACS CBoK V3.2 as well as underpinning SFIA against specified graduate professional roles assures course deliverables align with current industry standards and needs. Over the entire course, students will acquire the necessary graduate attributes to distinguish them and help them become industry-ready.#

FIRST YEAR SEMESTER ONE

Introduction to Information Technology

This unit will equip students with a comprehensive understanding of a wide range of information technologies and their practical applications in both personal and professional contexts. Students will learn about the essential components of information technology (IT), including the Microsoft 365 suite of applications, basic computer hardware, enterprise information systems, computer system integration, networking and security, and webpage creation. The knowledge and skills gained through this unit will provide students with a solid foundation for future technical units.

Algorithms and Programming Techniques

This unit provides knowledge on the fundamental concepts and terminology of algorithms and computer programming. The applications will be performed using JAVA programming language. The unit will cover topics on data types, objects and classes, control structures, methods, and arrays. Students also gain knowledge on testing, compiling, and debugging a computer program using ECLIPSE which is an integrated development environment (IDE).

Ethical and Social Issues in Information Technology

In this unit, students will develop skills and knowledge in areas of technical practice including identifying, analysing, and managing risk, analysis and reporting of information and emerging technologies. Students are introduced to the central philosophical conceptualisations of ethics, and how to apply it both to theory and practice in IT-based business organisations.

Critical Thinking and Communication for IT Professionals

This unit is designed to provide students with a strong foundation for their ongoing professional development as IT professionals in the workplace. The skills covered in this unit include applying principles and theories of human communication while taking ethical and socio-technical issues into account, effective written and oral communication in IT contexts, expressing technology concepts through visual communication, and leading and participating in team processes. The knowledge and skills acquired in this unit will be beneficial for students in their future careers as they continue to grow and develop as IT professionals.

FIRST YEAR SEMESTER TWO

Computer Networking

This unit focuses on computer networks and provides students with an in-depth understanding of the foundational technologies and methodologies involved in system administration, network applications, hardware components, architectures, and communication protocols. Students will learn how to design and implement computer networks that enable efficient information sharing and communication across various network infrastructures, including local area networks (LANs) and wide area networks (WANs).

Database Management Systems

In this unit, students will learn about important features in relational database administration such as storage architectures, indexing, query strategies, transaction management, and data warehousing. They will also explore ethical considerations related to database systems and relational data models. By the end of the unit, students will have a solid grasp of relational database architecture, query processing and optimisation.

Organisational Behaviour

This unit addresses the crucial role of understanding organisational behaviour in effectively managing people in the workplace. It explores how knowledge of organisational behaviour is essential to managing individuals and groups within an organisation. The unit covers key areas of organisational behaviour, such as managing, motivation, group behaviour, leadership, decision-making, power, conflict, control, organisational culture, and change.

Systems Analysis and Design

The focus of this unit is on comprehending information systems as purposeful solutions to problems, and computing as a means of interpreting and executing these solutions. Additionally, the unit will practically highlight the techniques, tools, and methods of systems analysis in a business context. Students will gain

* Refer to the website: excelsia.edu.au/study/fees-and-scholarships/

Refer to page 43 for admission requirements

knowledge to effectively communicate with clients, collect relevant information regarding requirements analysis, problem identification, feasibility assessment, data modelling, use case analysis, specifications, and socio-technical issues that are crucial elements of requirements elicitation and user-centric design.

SECOND YEAR SEMESTER ONE

Object Oriented Programming

Students will develop an understanding of the fundamental concepts of object-oriented programming. They will acquire the skills necessary to design, develop, and implement software programs to solve real-world problems. By the end of the unit, students will have a comprehensive understanding of object-oriented programming and be proficient in utilising programming structures such as functions, arrays, classes/objects, iterations, inheritance, and pointers to create practical software applications.

Web Application Development

This unit introduces students to the technologies and tools used in building web applications as well as providing both conceptual understanding and hands-on experiences. Students will learn about communication between client and server, improving responsiveness with rich client technology, and building secure web applications. The unit covers a range of web programming tools and techniques, including Hyper Text Mark-up Language (HTML), Cascading Style Sheets (CSS), and Java Scripts.

Social Media and Digital Marketing

This unit provides students with a comprehensive understanding of digital and social media marketing, including the concepts, tools, and techniques used in various industries. Students will gain practical, real-world experience and learn about the advantages and disadvantages of digital and social media marketing. The unit will focus on creating brand awareness, establishing customer rapport and trust, and designing marketing campaigns that incorporate search engine optimisation (SEO) and content creation tools.

Introduction to Cyber Security

This unit covers the fundamentals of cyber security, including security threats, risk analysis, and risk mitigation strategies. Students will explore key cyber security concepts, security technologies, and industry-standard architectural designs. They will also learn about current methods for maintaining a secure working environment and protecting against cyber threats and attacks. The unit emphasises the protection of data integrity, confidentiality, and availability.

SECOND YEAR SEMESTER TWO

Data Analytics

This unit provides students with a comprehensive introduction to data analytics, covering essential concepts and practices in modern data analysis. Students will learn the fundamentals of the data process chain, data warehousing, descriptive and predictive analyses, business intelligence process flow, and data mining. The unit also provides a solid foundation in various business intelligence frameworks, architectures, applications, tools, and management practices.

Cloud Computing

This unit provides students with a comprehensive understanding of cloud technology concepts, from both a business and technical perspective. Students will gain knowledge of cloud services, architecture, system integration, connectivity, administration, security, and technical support, with a particular focus on security of cloud-based applications and deployment strategies. After completing this unit, students will have a practical hands-on experience of cloud technologies such as Amazon Web Services (AWS), Google Cloud, and Microsoft Azure and their applications in a variety of business settings.

IT Project Management

This unit teaches students project management principles and techniques in software and information systems development, covering both traditional and agile approaches. Topics include project planning, risk management, communication, quality management, and implementation. The unit also integrates recent developments in understanding the human side of project management, such as leadership, teamwork, stakeholder analysis, and human resources management. The curriculum builds upon the Project Management Body of Knowledge (PMBoK) and emphasises practical application of project management principles in IT projects.

Specialisation Unit 1

THIRD YEAR SEMESTER ONE

IT Service Management

This unit examines best practices and procedures for implementing, delivering, and managing IT services for end users (e.g., employees, customers, or business partners) in a way that meets the stated needs and goals of the business. After completing this unit, students will be able to explain how, with a proper service management framework in place, an organisation can maximise business value from the use of information technology.

Big Data

This unit provides a broad and coherent knowledge of big data technology such as database management using SQL and NoSQL; distributed computing techniques such Hadoop, MapReduce, Spark, and its eco-system; and big data analytical techniques such as exploratory data analysis and predictive modelling. Students will learn the characteristics of big data and the capability to combine and analyse a large volume of data by applying tools and techniques associated with big data analytics to better understand a given real-world problem and to identify practical solutions.

Specialisation Unit 2

Capstone Project A

In this unit, students will be expected to synthesise the theoretical and practical knowledge gained in the BIT program to design and implement an IT project for a small business. Students are expected to work in small teams to complete the analysis and design phases in the first semester (Capstone Project A) and they will extend this work with implementation and post-implementation review phases in the second semester (Capstone Project B). The project will serve as an opportunity for students to integrate various aspects of IT systems and present their findings professionally. The Capstone Project is worth 12 credit points and requires a committed contribution from each team member.

THIRD YEAR SEMESTER TWO

Internet of Things (IoT)

This unit explores the theory, application, and advantages of the Internet of Things (IoT) in various domains such as environmental monitoring, agriculture, medical, habitat, and military surveillance. Students gain practical skills by planning and creating a low-to-medium complexity IoT-based application. The unit covers technologies including sensor and actuator networks, telemetry, data processing, distributed databases, machine vision, AI, analytics, and software frameworks.

IT Strategy, Governance and Risk

In this unit, students will learn the significance of IT governance to ensure that processes and procedures comply with regulatory and industry standards. Students will develop an understanding of the role of the regulatory environment, governmental and organisational controls, audits, standards, professional certifications, and issues related to measuring performance, proving value, and minimising risk.

Specialisation Unit 3

Capstone Project B

See Capstone Project A.

Specialisation Units

DIGITAL TRANSFORMATION

Digital Transformation in Business

This unit teaches students about the various applications of digital technology to transform business and society. It aims to increase students' understanding of the impact of digital technologies on business operations and management, as well as on business relationships with customers, suppliers, and regulators.

Disruptive Technology and Organisational Change

This unit explores the history and impact of disruptive technologies on society, and how new disruptive technologies are expected to shape the corporate world and our daily lives. Students will examine the fundamentals of disruptive innovation and historical processes that have caused entire technologies and industries to be overshadowed rapidly.

Fintech

This unit examines how technology advancements may affect the financial industry's present and future conditions. The goal is to encourage creative and disruptive thinking while reinforcing the idea that recent structural developments in the financial sector provide a variety of beneficial internal and external possibilities.

User Experience

This unit focuses on teaching tools, methodologies, and frameworks to create practical, helpful, and enjoyable designs. Students will learn the importance of user experience (UX) design and how it can be used to solve real-world issues. Through user research, learners will gain insights into how people live and interact, enabling them to create designs that address problems and add value. The unit goes beyond traditional design methods, allowing students to transform routine tasks into memorable experiences.

CYBER SECURITY

Ethical Hacking and Penetration Testing

This unit introduces students to ethical hacking and penetration testing concepts and techniques. Students will gain a deep understanding of the ethical and legal considerations surrounding these practices, as well as the industry standards and various types of penetration testing used in businesses.

Applied Cryptography

In this unit, students will delve into the fascinating world of cryptography – one of the key building blocks of information security. This unit covers the history, evolution, and contemporary techniques used in cryptography. Students will gain an understanding of private key cryptography, Block and Stream ciphers, AES, public key cryptography, Diffie-Hellman cryptographic system, RSA, Hash functions, Digital Signature, PKI system and Elliptic Curve Cryptosystems.

Digital Forensic

This unit provides a comprehensive focus of forensic analysis, covering topics such as the principles of forensic analysis, the legal aspects of forensics, forensics on various types of infrastructure, and the management of forensic methodologies. It covers real-life case studies with practical examples. Students will have the opportunity to apply forensic methods in controlled environments to gain a technical understanding of how to uncover hidden data and metadata that may reveal user behaviour.

Cloud Security and Privacy

This unit focuses on challenges surrounding cloud security and privacy that can compromise the availability of data and business functionality. It will cover concepts on how to protect against unauthorised access and handling security incidents. After completing this unit, students will have a practical understanding of how to respond to, detect, analyse, contain, recover, and eradicate cloud security issues and to present this information using a security incident response plan.

CYBER SECURITY

Accounting Principles for IT Professionals

This unit provides an overview of accounting principles and practices in Australia, covering topics such as the business environment, accounting information systems, fundamental accounting conventions, the accounting cycle, double entry, and the application of accounting information systems by small to medium-sized enterprises.

Finance for IT Professionals

This unit introduces the principles and basic analytical techniques of business financial management and planning. The unit emphasises the importance of making sound financial decisions by balancing micro- and macro-financial considerations, providing a balanced perspective on risk and opportunity.

Entrepreneurship and New Venture Creation

This unit provides a comprehensive overview of entrepreneurship and enterprise, emphasising the role of the entrepreneur and innovation in the entrepreneurial process. The unit covers the development of growth-oriented businesses, whether for-profit or not-for-profit, and highlights the importance of managing and mitigating uncertainty and risk.

Disruptive Technology and Organisational Change

This unit explores the history and impact of disruptive technologies on society, and how new disruptive technologies are expected to shape the corporate world and our daily lives. Students will examine the fundamentals of disruptive innovation and historical processes that have caused entire technologies and industries to be overshadowed rapidly.

Fintech

This unit examines how technology advancements may affect the financial industry's present and future conditions. The goal is to encourage creative and disruptive thinking while reinforcing the idea that recent structural developments in the financial sector provide a variety of beneficial internal and external possibilities.

Year 1	
Semester 1	**Semester 2**
Introduction to Information Technology	Computer Networking
Algorithms and Programming Techniques	Database Management Systems
Ethical and Social Issues in Information Technology	Organisational Behaviour
Critical Thinking and Communication for IT Professionals	Systems Analysis and Design

Year 2	
Semester 1	**Semester 2**
Object Oriented Programming	Data Analytics
Web Application Development	Cloud Computing
Social Media and Digital Marketing	IT Project Management
Introduction to Cyber Security	Specialisation Unit 1

Year 3	
Semester 1	**Semester 2**
IT Service Management	Internet of Things (IoT)
Big Data	IT Strategy, Governance and Risk
Specialisation Unit 2	Specialisation Unit 3
Capstone Project A	Capstone Project B

SPECIALISATION UNITS Select 3 major units according to your specialisation

DIGITAL TRANSFORMATION	CYBER SECURITY	BUSINESS INFORMATION SYSTEMS
Digital Transformation in Business	Ethical Hacking and Penetration Testing	Accounting Principles for IT Professionals
Disruptive Technology and Organisational Change	Applied Cryptography	Finance for IT Professionals
Fintech	Digital Forensic	Entrepreneurship and New Venture Creation
User Experience	Cloud Security and Privacy	Disruptive Technology and Organisational Change OR Fintech

WHERE WILL THIS TAKE ME?

CAREERS	SPECIALISED UNITS
Software Engineering	Algorithms and Programming Techniques, Database Management Systems, Systems Analysis and Design, Object Oriented Programming, Web Application Development, Internet of Things (IoT)
ICT Business Analyst	Ethical and Social Issues in Information Technology, Critical Thinking and Communication for IT Professionals, Database Management Systems, Systems Analysis and Design, Object Oriented Programming, IT Project Management, Big Data, IT Service Management, IT Strategy, Governance and Risk
Computer Network	Computer Networking, Database Management Systems, IT Project Management, Internet of Things (IoT), Capstone Project
Developer Programmer	Algorithms and Programming Techniques, Database Management Systems, Systems Analysis and Design, Object Oriented Programming, Web Application Development, Internet of Things (IoT)
ICT Security Specialist	Introduction to Cyber Security, Cloud Computing, IT Project Management, Cloud Security and Privacy, Applied Cryptography, Digital Forensic

Featured Course

Bachelor of Management and Entrepreneurship

Course duration: 3 years full-time

Intake: February and July

Credit points: 144 (24 units)

Delivery: On campus

Available to: Domestic or international

IELTS: 6.0 with no band less than 6.0

CRICOS code: 097868A

Financial information: FEE-HELP* for domestic students, international $49,200

AQF: Level 7

The Bachelor of Management and Entrepreneurship develops in students management and entrepreneurship knowledge, providing students with a solid grounding in enterprise creation and management.

It will therefore appeal to students likely to (i) help run and manage their family business; (ii) start their own business independently or as spin-offs from the family business; or (iii) be working for, do business with or consult to family businesses or small to medium entrepreneurial enterprises.#

FIRST YEAR SEMESTER ONE

Management Principles
This introductory unit provides a synoptic overview of organisational management and governance as both central business functions in their own right, and as processes and approaches central to the achievement of organisational goals.

Economics for Managers
This unit provides students with a basic understanding of the principles of micro- and macro-economics. The focus of the unit is the behaviour of consumers and producers and their interaction in the marketplace.

Accounting Principles
The unit provides an overview of business and the business environment and introduces the principles supporting the use of an accounting information system for financial and management reporting purposes.

Formation I
The formation units of study recognise that the spiritual, emotional and professional development of a person are closely interlinked. This unit allows students to explore their personal worldview and cultural context as well as understand the context of Christianity and The Bible within western culture.

FIRST YEAR SEMESTER TWO

Introduction to Business Law
This unit addresses basic legal knowledge and problem-solving skills related to business management.

Human Resource Management
The unit focuses on developing a sound theoretical and practical knowledge of the key concepts and debates in human resource management (HRM), and understanding the key HRM functions and operations.

Marketing Management
This unit examines how organisations use marketing decisions to satisfy customer needs and deliver value. Particular emphasis is placed on digital marketing, ethics and social responsibility.

Business Finance
This unit introduces students to the principles and basic analytical techniques of business financial management and planning. The focus of the unit is on the concepts and techniques required to make sound business financial decisions, balancing micro- and macro-financial considerations to develop a balanced perspective on risk and opportunity.

SECOND YEAR SEMESTER ONE

Management of Small to Medium Enterprises (SMEs)
The unit explores the management of an SME covering aspects of business initiation, but mostly addresses the strategic, marketing, financial, organisational and operational aspects through the development of a business plan.

Business Information Systems (BIS)
The unit explains how technology is used to develop BIS that effectively support, enable and add value to business processes. An understanding of BIS is important to the work of managers because it serves as a bridge between management and operation.

Formation 2
This unit provides students with a foundational introduction to a resilience model for spiritual and holistic wellbeing. In the development of mature identity, it explores an ethical approach to current issues and character formation, and encourages the student to explore the integration of these into the professional context.

One Elective Unit

SECOND YEAR SEMESTER TWO

Family Business Management
The unit explores the unique attributes and issues found in family owned and managed companies. The strategic, managerial, financial and behavioural aspects in these firms are also analysed.

Cross-Cultural Management
This unit introduces students to the study of management in an international context. It will extend and integrate the basic concepts of management and how they are affected by differences across cultures.

Project Management
The unit addresses project management approaches, processes and tools for succeeding in the workplace. It offers a strategic view, as well as practical tools to better manage projects.

One Elective Unit

THIRD YEAR SEMESTER ONE

Entrepreneurship and New Venture Creation
This unit aims to provide students with an understanding of the nature of enterprise and entrepreneurship, and the role of the entrepreneur and innovation in the entrepreneurial process. The focus is on the development of growth-oriented businesses, whether for-profit or not-for-profit.

Supply Chain and Operations Management
This unit aims to provide an overview of supply chain management in a business context. Logistics is the business function responsible for all aspects of the movement and storage of physical resources (what is generally referred to as 'the supply chain') from suppliers to final customers.

Industry and Work Placement
This unit enables students to carry out an industry or work placement throughout the semester to enhance their overall understanding of the realities of business and management practices in organisational settings. This core unit is designed to facilitate the transition from the College to the workplace through a placement.

One Elective Unit

THIRD YEAR SEMESTER TWO

Social Entrepreneurship
This unit is directed towards students who will innovate and create social enterprise, and students who will do business with social businesses, consulting with them, for example, on funding, banking, outsourcing, etc.

International Business and Trade
This unit addresses key global business environmental factors and issues that affect firms with international operations.

Strategic Management
This capstone unit provides an opportunity for students to capitalise on their prior learning in the course through discussion and analysis of the elements of organisational strategy, and the ways in which strategy reflects the values, operations, planning and management of an organisation and the interests of its stakeholders.

ELECTIVES

Financial Accounting
Management Accounting
Accounting for Decision-Making
Business Data Analysis
Company Law
Marketing Communications
Marketing Research
Services Marketing
Employment Relations
Performance Management
Organisational Behaviour
Responsible Leadership and Governance
Organisational Change and Development

* Refer to the website: excelsia.edu.au/study/fees-and-scholarships/
# Refer to page 43 for admission requirements

Accounting

Bachelor of Business (Accounting)

Course duration: 3 years full-time
6 years part-time (domestic students only)

Intake: February and July

Credit points: 144 (24 units of 6 credit points each)

Delivery: On campus

Available to: Domestic and international

IELTS: 6.0 with no band less than 6.0

CRICOS code: 106164K

Financial information: FEE-HELP* for domestic students, international $49,200

AQF: Level 7

Excelsia College's Bachelor of Business (Accounting) is a three-year undergraduate qualification comprising discipline and professional studies.

The course is 144 credit points undertaking 8 units per year (6 credit points per unit) from Year 1 to Year 3 across two semesters per year. There are both core units and electives in this course.#

Reasons to choose this program:

- Development of both knowledge and skills to be an ethical and responsible accounting professional
- A breadth of electives in management and entrepreneurship to choose from
- Authentic curriculum where lessons can be immediately applied
- Study alongside students from other cultures.

Please refer to our digital Bachelor of Business (Accounting) brochure for more information.

This course has been accredited by CPA Australia and Chartered Accountants Australia and New Zealand

* Refer to the website: excelsia.edu.au/study/fees-and-scholarships/
\# Refer to page 43 for admission requirements

Bachelor of Business (Accounting)

FIRST YEAR

Accounting Principles

This unit introduces accounting with a focus on the following:

- accounting equation
- terms and definitions.

Economics for Managers

This unit covers basic economic theories to assist managers to make sound decisions. A broad view on macro-economics will be discussed including economical tools such as supply and demand curves.

Management Principles

This unit provides a good overview of general management by introducing the various tools and theoretical principles used to make sound decisions.

Formation 1

The formation units of study recognise that the spiritual, emotional and professional development of a person are closely interlinked. This unit allows students to explore their personal world view and cultural context as well as understand the context of Christianity and the Bible within Western culture.

Introduction to Business Law

This unit provides an introduction to various Australian laws and regulations that govern the business world, e.g. the *Corporations Act 2001* (Cth).

Financial Accounting

This unit focuses on the aspects of financial accounting, from accounts payable and accounts receivable to preparation of financial statements.

Business Data Analysis

This unit introduces all the key tools and formulae to analyse a range of business data and information for effective decision-making.

Business Finance

This unit will provide students with a good understanding of how companies fund their operations, whether through equity finance (shares) or debt finance (loans).

SECOND YEAR

Management Accounting

This unit provides students with a good overview of internal accounting processes as required by senior executives and management. Some of the tools learned are budgeting, cost accounting and activity-based costing.

Company Law

This unit extends a student's knowledge from a basic understanding of the Australian business laws to a more detailed study on various regulations on a company such as contract law, tort, and director duties.

Formation 2

This unit provides students with an introduction to a resilience model for spiritual and holistic wellbeing. In the development of mature identity, it explores an ethical approach to current issues and character formation, and encourages the student to explore the integration of these into the professional context.

Business Information Systems

This unit explores the dynamic of technological advancement in the digital world and how that affects the business in data and information management.

There is special focus on internal control using the five components of the Committee of Sponsoring Organization (COSO) of the Treadway Commission frameworks.

Financial Analysis

Extending their learning from business data analysis, students will be given a range of financial analytical tools to examine financial reports for making sound business decisions.

Taxation

Taxation is an important skill for students to learn to become a professional accountant. In this unit, students will learn the basic calculations of various Australian tax regulations including the underlying theories and governing laws.

ELECTIVES SECOND YEAR

- Human Resource Management
- Marketing Management
- Marketing Communications
- Organisational Behaviour
- Project Management
- Cross-Cultural Management
- Management of Small to Medium Enterprises
- Family Business Management

THIRD YEAR

Audit and Assurance

Audit is an integral part of accounting as financial statements of large and listed companies must be reviewed by an auditor. Students will be required to learn all the key concepts with regards to auditing, assurance and associated risk management.

Ethics and Corporate Governance

Students are introduced to the importance of being ethical and professional in the discharge of their accounting work. Topics covered include:

- corporate and social responsibility
- sustainable accounting
- fraud detection
- internal control.

Advanced Financial Accounting

Students will advance their skills in financial accounting by learning complex issues such as:

- lease accounting
- intangibles assets
- earnings per share
- positive accounting theories.

Advanced Taxation

Students will advance their skills in taxation by learning complex issues such as:

- capital gains tax
- goods and services tax
- dividend and calculation of franking credits
- withholding tax.

Advanced Management Accounting

Students will advance their skills in management accounting by learning complex issues such as:

- transfer pricing
- dashboard reporting
- balanced scorecard
- performance management
- strategic alignment.

Current Issues in Accounting (Capstone)

Students will keep up-to-date on all accounting related issues that are affecting specific industries or the business world at large.

Current developments on accounting standards (e.g. lease) will also be discussed and explored.

ELECTIVES THIRD YEAR

- Employment Relations
- Performance Management
- Marketing Research
- Services Marketing
- Organisational Change and Development
- Supply Chain and Operations Management
- Entrepreneurship and New Venture Creation
- Social Entrepreneurship

Featured Course

Bachelor of Early Childhood Education (Birth to 5)

Course duration: 4 years full-time

Intake: February, April, July and September

Credit points: 192 (32 units)

Delivery: On campus

Available to: Domestic and international

IELTS: 6.0 with no band less than 6.0

Course accreditation: ACECQA

CRICOS code: 097424G

Financial information: FEE-HELP* for domestic students, international $62,400

AQF: Level 7

The Bachelor of Early Childhood Education (Birth to 5) is designed to equip students with the knowledge, skills and understanding to provide quality early childhood education and care. The course supports students to build a deep, reflexive understanding of the child, child development, early childhood contexts, educational issues, theories and considerations, and the diverse needs of children, from birth to five years of age. A continuing shortage of well-qualified staff in the early childhood sector is an important motivation for the necessity and provision of this course.#

Work placement

First year	10 days
Second year	20 days
Third year	20 days
Fourth year	30 days

Course outcome

Early Childhood (Pre-Primary School) Teacher assessed per AITSL standards

Australian Children's Education & Care Quality Authority

Please refer to our digital Bachelor of Early Childhood brochure for more information.

* Refer to the website: excelsia.edu.au/study/fees-and-scholarships/

\# Refer to page 43 for admission requirements

FIRST YEAR

Foundations of Early Childhood

This unit provides an introduction to the historical, theoretical, and developmental foundations for educating young children. The study of children and early childhood is viewed from a socio-historical perspective with an understanding that childhood is socially constructed and experienced in specific time and place contexts that may vary considerably.

Foundations of Teaching and Learning

This unit provides a broad overview of the goals of education, including the promotion of equity and excellence and support of young Australians to become successful learners, confident and creative individuals, and actively participating, contributing and informed citizens.

Growth and Development in Early Childhood

This unit explores the major language, physical, social, psychosocial, emotional and cognitive development of children, both typical and atypical, from conception to eight years of age.

Formation 1

The formation units of study recognise that the spiritual, emotional and professional development of a person are closely interlinked. This unit allows students to explore their personal world view and cultural context as well as understand the context of Christianity and the Bible within Western culture.

Health, Safety, and Nutrition

This unit prepares initial teacher education students for establishing and maintaining health and safety in early learning environments.

Educational Psychology for Early Learners

This unit builds on the knowledge acquired in Foundations of Early Childhood. It examines early childhood development and learning through the study of major concepts, theories, and processes related to the cognitive, linguistic, social, emotional, physical, and moral development of children from birth to eight years.

Christian Foundations of Education

This unit is a foundational unit in the Bachelor of Early Childhood Education (Birth to 5), providing students with a broad introduction to the field of religious education in contemporary educational settings.

Observation, Assessment and Professional Experience I

This course examines the appropriate use of assessment and observation strategies to document development, growth, play and learning.

SECOND YEAR

Formation 2
This unit provides students with an introduction to a resilience model for spiritual and holistic wellbeing. In the development of mature identity, it explores an ethical approach to current issues and character formation, and encourages the student to explore the integration of these into the educational context.

Ethical and Professional Issues in Education
Educators are faced with a variety of professional expectations, responsibilities and constraints. This unit specifically deals with a range of these expectations, responsibilities and constraints including: ethical and equitable practice, legal and legislative responsibilities facing educators, ongoing professional development, and managing relations with the wider school and the community.

Early Childhood Numeracy
This unit explores research-based principles and practices for cultivating numeracy and mathematical understanding during the early childhood years (birth through to age five) with developmentally appropriate methods.

The Young Child, Family and Community Partnerships
This unit examines the developing child in societal contexts, focusing on interrelationships among the young child, family, teacher and community. The unit further emphasises historical and cultural factors which influence the nature and composition of families and the processes of socialisation for young children.

Social, Emotional, and Behavioural Interventions
This unit examines social, emotional, and behavioural interventions and how they relate to student growth in the classroom. World views and the impact of the teacher's role on social, emotional, and behavioural interventions are also analysed. This unit considers the importance of, and how to identify, appropriate resources that provide intervention services for students.

Early Childhood Literacy
This unit explores research-based principles and practices for cultivating literacy during the early childhood years (birth through to age five) with developmentally appropriate methods.

Curriculum Approaches for the Early Years
This unit begins by defining curriculum and the factors that shape it. The unit includes a critical examination of principles underlying curriculum development and program planning for young children (birth to five).

Visual and Performing Arts in Early Childhood
This unit begins with an introduction to the arts and arts integration. The introduction to the arts consists of an examination of key underlying principles of arts education and the role and importance of the arts in early childhood.

THIRD YEAR

Teaching for Diverse Abilities
This unit provides a basic understanding of the current philosophies and practices relevant to including and serving prior-to-school and school students with diverse abilities within the regular classroom.

Personal Development, Health and Physical Education Learning
This unit explores the role of movement in a child's development and wellbeing. Building on previous concepts of child development as they relate to health and physical growth, initial teacher education students investigate basic movement competencies and essential formative motor skills pertaining to children in the early years.

Multicultural and Multilingual Perspective in Early Childhood
This unit focuses on multicultural and multilingual issues in education in prior-to-school and school settings in contemporary Australia. Diversity issues surrounding a multicultural classroom and multilingual classroom and the importance of using culturally responsive pedagogies and resources are investigated.

Developing Mathematical Concepts in Early Childhood
This unit builds on Early Childhood Numeracy and teaches concepts and principles related to the mathematical understandings of young children. The integration of numeracy, hands-on construction and exploration, comprehension of computational foundations, and the relationship of math with literacy is examined.

Early Childhood Ethics and Administrative Responsibilities and Professional Experience
This unit examines the issues involved with administering an early childhood program, including program and staff planning and evaluation, centre operations, legal and ethical principles and responsibilities as presented in relevant current professional bodies' codes of practice, professionalism and advocacy for children.

Science and Technology
This unit is designed to equip teacher education students with the understanding and skills required to facilitate effective teaching and learning in science and technology. Students will become familiar with science and technology curriculum documentation and resources, and critically evaluate relevant educational theories and practices.

Foundations of Language Structures and Modes for Early Childhood
This unit builds on Early Childhood Literacy and extends understanding of the development of listening, speaking, reading, writing and viewing knowledge and skills in children from birth to five years.

Reading, Writing and Viewing in Early Childhood Professional Experience I
The focus of this unit is specifically on the development of the language modes of reading, writing and viewing. Reading comprehension, meaning-making through viewing and reading, as well as how young children develop writing skills are examined.

FOURTH YEAR

Assessment and Response to Intervention in the Early Childhood Profession
This unit examines the core principles and practices of approaches such as the Response to Intervention approach, including multi-tiered systems of support; intensive support or intentional teaching; differentiated teaching; monitoring of progress and data-based decision-making to support teaching and learning.

Human Society and Its Environment
This unit is designed to assist initial teacher education students to master the knowledge and skills required for effective teaching in history and geography. Relevant curriculum documents and teaching resources are examined in detail, and an understanding of the implications of a biblical world view for these subject areas is also explored.

Planning, Instruction and Assessment for Exceptional Learners in Early Childhood
This unit presents methods best suited for educating young children who have exceptional learning needs, whether through disabilities or special needs, or high or gifted abilities.

Student Teaching in the Pre-K to Primary Grades
The content of this unit is designed to help prepare students for the internship by planning and preparing for teaching in their chosen contexts. Students integrate and apply theory and knowledge from their previous semesters.

Engaging in Practice-Based Research
This unit offers an introduction to educational research with a view to developing an understanding of different approaches and methods currently used and the capacity to critically evaluate designs and outcomes.

Early Childhood Curriculum in Action
This unit provides an overview of the planning and preparation of curriculum for young children. It includes a critical examination of principles underlying curriculum development and program planning for young children.

Leadership, Creativity and Innovation
This unit is based on the key premise that, in contemporary professional contexts, including early childhood education, creativity and innovation are core competencies for individual and organisational productivity and success.

Professional Experience Internship
This unit enables final-year initial teacher education students to experience the professional roles and responsibilities of early childhood teacher practice over a sustained period of 30 days in an early childhood setting of their choice (birth to five).

Please note: the order of the units is indicative only

I was attracted to Excelsia College's Christ-centred learning environment and the flexibility to tailor the Bachelor of Dramatic Art to my goals. The fact that Excelsia brought in industry professionals allowed me to focus on my passions. I also appreciated the smaller class size and was able to build strong relationships with staff and my fellow students.

Jessica Looyen
Bachelor of Dramatic Art alumnus

WHY STUDY DRAMA AT EXCELSIA?

DRAMA

Theatre productions
- Specialise under the direction of industry professionals
- Students lead independent projects produced, directed and performed in the final year

Short films
- On-set experience with the opportunity to act in or crew a short film to be entered into international film festivals

OZ to LA
- Three months in Hollywood
- Tour of Warner Bros Studios
- Industry-specific workshops

Industry staff and lecturers
- The Excelsia Drama School has an outstanding teaching faculty comprised of experienced industry professionals, please refer to the academic staff page on the website.

Flexibility
- Ability to major and focus in various disciplines: acting, directing, writing, producing, stage managing and design

Career pathways
- Actor
- Director
- Stage manager
- Production manager
- Theatre technician
- Writer
- Producer
- Festival director
- Voice-over artist
- Production assistant (TV and film)
- Assistant production manager (TV and film)
- Art department assistant (TV and film)
- Drama teacher

Excelsia College also offers pathways into secondary and primary school teaching degrees (on completion of the graduate teaching courses) with opportunity to study music.

Bachelor of Dramatic Art

Course duration: 3 years full-time
6 years part-time

Intake: February

Credit points: 144

Delivery: On campus

Available to: Domestic and international

IELTS: 6.0 with no band less than 6.0

CRICOS code: 054987E

Financial information: FEE-HELP* for domestic students, international $69,000

AQF: Level 7

Excelsia College believes theatre and screen are powerful and transformative mediums of creativity and thought. The Bachelor of Dramatic Art is uniquely structured to empower creative portfolio careers by equipping students with the necessary practical, theoretical and entrepreneurial skills to succeed. Whether it is in production, performing or directing, our staff of industry professionals walk alongside students in an environment that stimulates creative flourishing.#

Associate Degree of Dramatic Art

Course duration: 2 years full-time
4 years part-time

Intake: February

Credit Points: 96

Delivery: On campus

Available to: Domestic and international

IELTS: 6.0 with no band less than 6.0

CRICOS code: 081416E

Financial information: FEE-HELP* for domestic students, international $46,000

AQF: Level 6

Students exiting the Bachelor of Dramatic Art after successfully completing the first two years will be awarded the Associate Degree of Dramatic Art.#

Please refer to our digital Drama brochure for more information.

* Refer to the website: excelsia.edu.au/study/fees-and-scholarships/
\# Refer to page 43 for admission requirements

The course is offered with two major strands of specialisation that students can choose depending on their passion and interests.

Performance Practice

In three transformative years, our practical acting program empowers passionate performers for national and global stages and screens. Join a collaborative ensemble of like-minded actors, guided by dedicated teachers and industry pros. Here, creativity flourishes, providing a secure space to hone your craft and master collaboration.

We celebrate your uniqueness as an actor, equipping you with diverse skills in acting, voice, movement, storytelling, and directing. Our dynamic faculty and guest artists offer contemporary industry insights, including immersive exercises, scene work, and multiple live performances.

An extraordinary opportunity awaits if you choose our OZ to LA program, spending 3 months studying screen acting in Hollywood, gaining hands-on knowledge of the film and TV industry. Your final year culminates in a short film and graduation show, showcasing your versatility.

Upon completion, you'll emerge as a flexible, future-ready artist, equipped for a lifelong career in the dramatic arts.

Students must complete all of the units as outlined on page 21.

Theatre Practice

The Theatre Practice major is a dynamic journey for aspiring theatre-makers. Through this program, you'll receive comprehensive training in various facets of the dramatic arts, including acting, directing, design, scriptwriting, stage management, and producing.

In the first year, you will explore the foundational aspects of acting, becoming immersed in a variety of techniques and methods. You will also gain introductory insights into a diverse range of theatrical disciplines.

From the second year onwards, our program's unique flexibility empowers you to follow your passion. You'll acquire the skills and knowledge needed to craft original works, establish your own theatre companies, and put your creative visions into action through participation in multiple productions.

You will also have the opportunity to engage in industry placements, which provide invaluable real-world experience and foster valuable connections for future employment.

Upon completion, you'll emerge empowered and equipped to step confidently into the industry – well above industry standards – and ready to make your mark in the arts industry.

Students must complete all of the units as outlined on page 21.

Performance Practice

FIRST YEAR UNITS

SEMESTER ONE

- Acting I
- Voice I
- Movement I
- Story I
- Design I
- Producing I
- Operations I
- Formation 1 (Creative Arts)

SEMESTER TWO

- Acting II
- Voice II
- Movement II
- Stage Management I
- Story II
- Theatre History I
- Formation 2 (Creative Arts)

SECOND YEAR UNITS

SEMESTER ONE

- Acting III
- Voice III
- Movement III
- Directing I
- Performance Practice A
- Performance Practice B

SEMESTER TWO

- Acting IV
- Voice IV
- Movement IV
- Theatre History II
- Performance Practice B
- Formation 3 (Creative Arts)

THIRD YEAR UNITS

SEMESTER ONE

- Acting V
- Voice V
- Movement V
- Film Project
- Performance Practice E
- Elective

SEMESTER TWO

- Acting VI
- Voice VI
- Movement VI
- Performance Project
- Formation 4 (Creative Arts)

Theatre Practice

FIRST YEAR UNITS

SEMESTER ONE

- Acting I
- Voice I
- Movement I
- Story I
- Design I
- Producing I
- Operations I
- Formation I (Creative Arts)

SEMESTER TWO

- Acting II
- Voice II
- Movement II
- Story II
- Stage Management I
- Theatre History I
- Formation 2 (Creative Arts)

SECOND YEAR UNITS

SEMESTER ONE

- Scriptwriting
- Performance Practice A/Production Practice A
- Performance Practice B/Production Practice B
- Acting III
- Directing I
- Elective

SEMESTER TWO

- Theatre Company Management
- Performance Practice C/Production Practice C
- Formation 3 (Creative Arts)
- Theatre History II
- Elective
- Elective

THIRD YEAR UNITS

SEMESTER ONE

- Film Project
- Performance Practice E/Production Practice E
- Directing II
- Elective
- Elective

SEMESTER TWO

- Theatre Project
- Performance Project
- Formation 4 (Creative Arts)
- Producing II

“As a professional accent and dialect coach, actor and director, I am privileged to work with the students at Excelsia and help them develop their craft. I encourage all of our Creative and Performing Arts students to work beyond their current abilities and advance their passion into an achievable career path.”

Linda Nicholls-Gidley
Drama Lecturer

Linda is one of Australia’s most sought after accent and dialect coaches, working across national touring musicals such as *Shrek*, *Saturday Night Fever* and *Once*, as well as independent theatre in Sydney. She also coaches for film and television in Australia and internationally.

Units

Acting I – VI

We've designed these courses to provide you with a comprehensive and advanced actor training experience, guided by industry professionals who know what future employers are looking for.

Throughout these units, you'll delve deep into the art of acting, focusing intensely on character development and situational understanding. You'll master the essential techniques, common acting terminology, and creative approaches that form the bedrock of a successful acting career.

Our curriculum emphasises the development of your creative state, fostering vital skills in self-awareness, concentration, relaxation, and focus. You'll also cultivate your ensemble skills, essential for collaborative projects in the industry, while gaining a solid understanding of theatre protocols crucial for dramatic work.

Design I

Crafted to equip you with the essential knowledge and hands-on skills required for a successful career in costume, set, and properties design. Design I seamlessly blends theory with practical application, offering you a comprehensive understanding of the rich history and intricate processes that shape the designer's role. Whether it's for the stage or the silver screen, this unit provides a holistic view of the designer's dynamic contributions to the world of theatre and film.

Directing I – II

These courses offer an immersive experience that blends theory with hands-on practice. Starting with a historical overview that traces the evolution of directors in the theatre, you'll delve into the specific functions and responsibilities that define a director's role. Explore texts from a directorial perspective, conducting analyses to uncover the hidden nuances and creative possibilities within. Learn to craft a directorial concept that breathes life into your productions, and master the art of preparing a Director's Book, an essential tool in your directorial journey. Our practical approach takes you into the rehearsal room, where you'll implement various rehearsal techniques and approaches to bring your vision to life. Collaborate with designers and production professionals, gaining real-world experience that sets you apart in the industry.

Formation I – IV: Designing my Creative Career

The formation units of study recognise that the spiritual, emotional and professional development of a person are closely interlinked. In third year, you will study Designing My Creative Practice which intertwines with the Formation content to provide you with the opportunity to critically reflect on your own creative and business practices and to proactively engage in learning about and constructing your own small business to support your craft. It investigates the mental, physical, financial, social and career management competencies required to build a sustainable career in the arts.

Film Project

Designed for both performance and practice majors, you'll work with industry professionals to produce a short film. It's a hands-on, practical experience that leverages the skills you've acquired in various subjects throughout the course. As a performance student, you'll step into the shoes of a film actor, honing your on-screen presence and delivering compelling performances. For production-focused students, you'll take the reins in creating an independent film, applying your technical expertise to every aspect of production. At the end of the journey, you'll walk away not only with invaluable experience but also with a professionally produced film for your portfolio – giving you a competitive edge in the industry.

Industry Placement (Oz to LA) (Elective)

Industry Placement provides you with extended exposure to the 'real world' of filmmaking from an actor's perspective by living, studying and engaging with the entertainment industry in Hollywood. A largely practical unit, you'll be immersed in full-time arts practice, developing skills in contemporary film acting technique; attending seminars, conferences, networking events, studio tours, live studio recordings; and participating in auditions or casting sessions.

Mechanical Design (Elective)

In Mechanical Design you'll engage in the principles, techniques and processes required in designing props and costumes for live theatrical productions. You'll apply your knowledge, skills and creative techniques to the design process by producing technical designs and artistic renders supported through research. You'll analyse scripts and interpret signs, symbols and metaphors to communicate the importance of the prop in the space. You'll apply these skills to an Excelsia College production where you'll get to put it all into practice.

Movement I – VI

In Movement I – VI you'll be introduced to the physical elements of acting through a variety of movement-based acting techniques. You'll develop key skills for your acting career through detailed observation of yourself and others. This training in physical awareness, emotional expression, and versatility will enhance your ability to embody characters authentically and connect with audiences.

Operations I

Operations I addresses the theatre making process as one which integrates a broad range of skills and the combined input of a range of professionals. You'll learn about the protocols, etiquette and hierarchy of professional productions and gain an understanding of the various processes (lighting, sound, stage management, set design, backstage crew, front of house) that contribute to the final production outcome. You'll be given the opportunity to put this theory into practice by taking on supported production roles on shows throughout your first year, giving you valuable experience.

Performance Practice

Performance Practice is an invaluable experience that will shape your journey as a performer. Here, you'll step into the spotlight and onto the stage, rehearsing and performing in our College performance space. It's not just about acting; it's about immersing yourself in the world of professional theatre. We place a strong emphasis on professional rehearsal and performance processes and protocols, so you'll graduate with a deep understanding of how the industry functions. You'll also have the opportunity to take on various performance roles – this isn't just about developing your acting skills; it's about becoming a versatile artist. You'll work alongside passionate peers and experienced faculty members, and you'll build teamwork and ensemble skills that are essential in the performing arts. And most importantly, you'll graduate with credits for your CV, giving you a head start in the industry.

Production Practice

This invaluable hands-on experience sets our students apart in the world of theatre making. Here, you'll immerse yourself in the world of professional theatre

Initially, all I thought I could do and wanted to do was acting. Excelsia College showed me that was not the case. In my first year, Excelsia allowed me to explore a range of areas within theatre like design, performance and management, and from that, it gave me an option to decide what I wanted to dive into more. Excelsia College essentially gave me the opportunity to develop new skills and interests without sacrificing what I love. If it wasn't for Excelsia I would have never known what more I could do.

Jacob Parr
Bachelor of Dramatic Art alumnus

productions and gain priceless insights and practical experience in bringing a production to life. Our emphasis is on practical learning, and you'll be right in the midst of it all. From set design to stage management, you'll play a vital role in bringing productions to fruition. You'll collaborate with passionate peers and experienced faculty members, developing teamwork and production skills that are essential in the world of theatre. Production Practice also provides you with credits for your CV, giving you a significant advantage as you enter the industry. When you graduate, you won't just know how to make theatre; you'll have the experience to prove it.

Performance Project

In Performance Project, you'll apply performance and production skills learned throughout your studies to a graduation production of a demanding play directed by an industry professional. The unit enables you to integrate and showcase your skills in performance and production to industry representatives, and to confidently begin professional practice in the arts industry.

Producing I

A foundational unit for all majors, you'll learn the fundamental pillars that underpin the producing process. From the conceptualisation of an artistic vision to the meticulous management of budgets, the assembly of dynamic creative teams, the orchestration of production elements, the formulation of marketing strategies, and the ultimate quest for a refined artistic product, this course guides you through the producing process and its vast opportunities for creativity.

Scriptwriting

This unit introduces you to the dynamics and key elements of successfully scripting playable dramatic action. Topics include finding a story, monologue, dialogue, character, scene construction, controlling idea or premise, the three-act structure, genre and story patterns, playing with time, alternative narrative strategies, language-driven narratives, form and style.

Stage Management I – II

Stage Management is an intensive overview and practicum of the functions of the stage manager in productions. Over the course of the semester, you'll discuss and implement stage management procedures through pre-production, rehearsal and performance structures.

Story I – II

Story I – II gives our students an introduction to the role of a scriptwriter and director. Combining theory with practical skills, you'll learn and implement the specific functions of both a writer and director.

Technical Design (Elective)

Technical Design provides our students with an understanding of contemporary theatre practice to explore the pivotal role of sound and lighting in drama. The unit, through theoretical and practical activities, develops a solid understanding of sound and lighting design. In doing so, the different technical roles are analysed and the techniques used to exploit the power of sounds and lighting are practised.

Theatre Company Management

In this unit you'll delve into the intricacies of setting up, managing, and sustaining a thriving theatre company. From vision casting, strategic planning to meticulous financial management, from devising innovative marketing strategies to nurturing creative leadership, you will acquire a comprehensive skill set to navigate the multifaceted world of theatre company management. The subject offers a distinctive opportunity for you to craft your own theatre company by exploring your personal mission, vision, and values, and unearthing your unique artistic purpose and mission. You'll refine your creative vision and shape it into a dynamic theatre company that reflects your passion and purpose.

Theatre Internship (Elective)

This transformative unit may kickstart your career in the creative industries by providing incredible opportunities to work with professionals in successful theatre companies. Many of our students have secured positions with companies worldwide after completing this unit.

Theatre Project

In your final year of study, you'll get the opportunity to create a major theatre related project. By taking on responsibility for the development and execution of a major work, you'll incorporate a significant body of practical and theoretical work, demonstrate practical leadership skills as a trained professional, apply and integrate skills in a supervised context, and further develop knowledge and skills in your own area of theatrical specialisation

Theatre Secondment (Elective)

In Theatre Secondment, you'll be given the valuable opportunity to apply theory in an industry-related activity with extensive supervised practice, where skills and knowledge are applied in a professional environment with a practical outcome. You'll be able to choose a specific production role and carry out this role in the context of a major production. The secondment may be undertaken within the College or externally. In either case, the secondment will usually be undertaken in collaboration with an industry professional, such as a guest artist, director or producer.

Visual Design (Elective)

In Visual Design our students engage in the principles, techniques and processes required in designing sets for live theatrical productions. You'll apply your knowledge, skills and creative techniques to the design process in producing freehand sketches, renderings, accurate scale models, plans and working drawings as well as the unpacking and exploration of the script, integration of signs, symbols and metaphors and the configuration of the theatre space.

Voice I – VI

In Voice I – VI you'll explore the foundations of vocal technique for the actor, including the underlying principles of vocal technique, anatomical structure, phonetic theory, professional practice and performance technique. Classes include physical exercises to increase vocal awareness and ability, foundation phonetics, and sessions of text work to assist the actor's performance. These will give you the skills and vocal techniques to work across stage and screen.

> Coming into the Bachelor of Music, I realised there was so much more I could learn and not only that, but there are so many career path options. My eyes have really been opened to how big the music industry is and how many opportunities there are to become a professional musician. The great thing about the course is that we get one-on-one teaching which is really good because we get professional advice when it comes to our instrument, exploring the instrument and how it really works. We also learn how to critically think whilst performing, how to improvise, and the theories we need to improvise, play songs and be a key member in a band.

Jackson Lobb
Bachelor of Music student

WHY STUDY MUSIC AT EXCELSIA?

Music with a difference

World-class mentorship

- Students are taught and mentored by top industry professionals giving one-on-one development throughout the entire music degree to confidently stand out in a competitive industry.
- Personal teaching and mentoring that is designed to home in on a student's objectives and provide practical guidance through their studies.

High-quality academics

- All teachers work in the creative industries and we invite prominent musicians to share career experiences.

Performance and production experience

- Digital and live performance and production opportunities.
- An environment that replicates the real-world industry practice.
- The opportunity to engage in practical experience in the music industry including gigging at live music venues, contemporary showcases and concerts.

Rich and meaningful music making

Often music degrees teach students the skills but not the production techniques necessary for both live and digital performances. The Bachelor of Music will prepare students to lead and inspire music making as future animateurs.

Associate Degree of Music

Course duration: 2 years full-time
Intake: February and July
Credit points: 96
Delivery: On campus
Available to: Domestic and international
IELTS: 6.0 with no band less than 6.0
CRICOS code: 075645J
Financial information: FEE-HELP* for domestic students, international $45,360
AQF: Level 6

Students exiting the Bachelor of Music after the first two years of the degree will be awarded the Associate Degree of Music.#

Associate Degree of Music (Worship)

Course duration: 2 years full-time
Intake: February and July
Credit points: 96
Delivery: On campus
Available to: Domestic and international
IELTS: 6.0 with no band less than 6.0
CRICOS code: 109435A
Financial information: FEE-HELP* for domestic students, international $45,360
AQF: Level 6

Students exiting the Bachelor of Music (Worship) after the first two years of the degree will be awarded the Associate Degree of Music.#

Bachelor of Music

Course duration: 3 years full-time
Intake: February and July
Credit points: 144
Delivery: On campus
Available to: Domestic and international
IELTS: 6.0 with no band less than 6.0
CRICOS Code: 057959G
Financial Information: FEE-HELP* for domestic students, international $68,040
AQF: Level 7

The Bachelor of Music provides students with the technical, artistic and analytical training required to become a professional musician. The course features private tuition for voice and instrument studies and extensive performance and studio experiences. Offering multiple performance genres, regular performance opportunities and a strong project emphasis, the Bachelor of Music is an industry-standard degree for aspiring musicians.#

Bachelor of Music (Worship)

Course duration: 3 years full-time
6 years part-time (domestic students only)
Intake: February and July
Credit points: 144
Delivery: On campus
Available to: Domestic and international
IELTS: 6.0 with no band less than 6.0
CRICOS Code: 109057M
Financial Information: FEE-HELP* for domestic students, international students $68,040
AQF: Level 7

The Bachelor of Music (Worship) degree is a course embedded within the existing Bachelor of Music Students gain the technical, artistic and analytical training required to become professional musicians, with the course diverging in its emphasis on theological preparation for a future in Christian ministry.

Please refer to our digital Music brochure for more information.

* Refer to the website: excelsia.edu.au/study/fees-and-scholarships/
\# Refer to page 43 for admission requirements

The Bachelor of Music is offered with three strands of specialisation, allowing students to take classes unique to their chosen career path: classical, contemporary, and jazz.

Classical

This strand provides musicians with the high-level training in performance, musicianship, ensemble work, musicality and breadth of musical knowledge required for a life in classical music. Students are exposed to a wide range of music across history as well as one-on-one tuition on their instrument with exceptional tutors. Students can continue their journey into the world of classical music.

Contemporary

This strand prepares musicians for a career in the ever-changing world of contemporary music. Artistic, technical, practical and musicianship skills are honed to create a well-rounded musician prepared for the diverse work lives led by industry professionals. Whether students want to pursue their dream as a singer/ songwriter or start their own band, this strand will take them there.

Jazz

This strand offers multiple experiences in improvisation, ensemble work, arrangement, and performance designed to prepare students for the highly skilled world of jazz musicianship. Students are encouraged to partake in multiple performance opportunities and workshops to help them think on their feet and engage with the dynamics of the jazz ethos.

FIRST YEAR

SEMESTER ONE

Performance I

The Performance sequence of units is a degree-long study of the students' major instrument (including voice), comprising a weekly one-hour individual lesson with a specialist tutor and a performance workshop. The tutor works with the student to develop and refine technical and interpretive skills and build a suitable repertoire. Tuition is offered in voice, studio guitar and all orchestral instruments.

Large Ensemble Studies I

Large Ensemble I (Choral) is the first of a series of six Large Ensemble Studies units providing rehearsal and performance experience in a large choral group. It enables students to develop their skills in pitch, rhythm, sight-singing and score-reading while studying a variety of vocal ensemble elements, such as intonation, choral blending, balance and contemporary techniques.

Large Ensemble Studies I

Large Ensemble I (Choral) is the first of a series of six Large Ensemble Studies units providing rehearsal and performance experience in a large choral group. It enables students to develop their skills in pitch, rhythm, sight-singing and score-reading while studying a variety of vocal ensemble elements, such as intonation, choral blending, balance and contemporary techniques.

Small Ensemble Studies I

The series of Small Ensemble units is designed to maximise skill outcomes in all aspects of small ensemble performance skills in a choice of classical, vocal, jazz, rock, world music, contemporary and worship ensembles.

Harmony and Aural I

This unit explores foundational skills in harmony, listening and music theory relevant to contemporary and popular musics – the music genre most familiar to students in everyday life. A basic knowledge of scales, intervals, keys, rhythms, and harmonies from both functional and stylistic perspectives is essential for a professional musician's understanding of the music they perform, compose and arrange.

Functional Keyboard

Functional Keyboard equips students with the basic practical keyboard skills needed to support their musical development. Aspects including technical work, sight-reading, accompaniment, transposition, improvisation, figured-bass reading and harmony over basic chord charts are covered in this study.

Contemporary and Popular Music History

This unit surveys popular and contemporary music of the twentieth and twenty-first centuries, assisting students to examine musical development within this historical period. The significant genres and styles of the popular music tradition are explored, including American popular song, blues, jazz, folk and rock music through to the present day. Emphasis is placed on innovation during this period, as reflected in new performance and recording technologies, the development of improvised performance, and new styles and genres created for the popular market.

Formation I

The Formation units of study recognise that the spiritual, emotional and professional development of a person are closely interlinked, and that wellbeing and development of mature identity relies on the integration of character, values and ethics in the professional context, as well as application of one's world view and cultural inheritance in the social and cultural context in which one lives and works.

SEMESTER TWO

Performance II

This unit is the second in a sequence of six units of study in the students' principal instrument or voice. The sequence as a whole is designed to maximise skill outcomes in all aspects of instrumental/vocal performance. Performance II consists of two components which operate concurrently and sympathetically – a weekly one-hour individual tuition session with a specialist tutor, and a weekly 2.5-hour performance workshop class.

Large Ensemble Studies II

Large Ensemble II (Choral) is the second of a series of six Large Ensemble Studies units providing rehearsal and performance experience in a large choral group. Via participation in the Excelsia College Choir, students will further develop their vocal skills in the areas of intonation, rhythm, sight-singing, score-reading and contemporary choral techniques in rehearsal and performance situations.

Harmony and Aural II

This unit explores skills in harmony, listening and music theory relevant to early Western music history. Students will undertake practical exercises involving singing and improvisation, transcription and harmonisation, arrangement and composition, improving their familiarity and confidence with aspects of music notation, music theory and sight-singing through work undertaken individually and in small ensembles.

Production and Live Audio

Performing musicians require an operational understanding of a live performance space. Musicians in all genres require a foundational understanding, together with a working knowledge, of modern audio and production technology. This unit enables students to understand, establish and operate basic live sound equipment (including portable, analogue, and digital systems).

Early Music History

This unit surveys nearly a thousand years of musical developments relevant to the early eras of Western music. This era provided foundation for key developments in staff notation, tonality, texture, instrumentation, and structural forms. Through a series of interactive workshops, both sacred and secular forms will be explored, placing the music and associated conceptual content in historic, spiritual, social, and political contexts. In so doing, the unit aims to enhance students' personal understanding of early music through a critical appraisal of its relationship to contemporary musical practices.

Formation II

This unit aims to provide students with analytical tools, an overview of spiritually and culturally diverse world views, and the relationship between Christianity and Western culture, to facilitate students' critically informed engagement with contemporary thought that influences Australian culture, professional codes of conduct, educational frameworks, and relevant social issues. Students will develop their written and verbal communication skills for respectful dialogue and self-directed questioning, and basic competence with biblical materials and Christian values relevant to personal life and creating culture.

SECOND YEAR

SEMESTER ONE

Performance III

This unit is the third in a sequence of six units of study in the students' principal instrument or voice. The sequence as a whole is designed to maximise skill outcomes in all aspects of instrumental/vocal performance. Performance III consists of two components which operate concurrently and sympathetically – a weekly one-hour individual tuition session with a specialist tutor, and a weekly 2.5-hour performance workshop class.

Romantics and Modernists

This unit surveys Western music of the nineteenth, twentieth, and twenty-first centuries, assisting students to examine musical, cultural, political and social developments. Through a series of interactive workshops, the unit explores the style, form and genre of nineteenth-century music making, including the ascendency of the piano and the orchestra, virtuosity, song, and the interaction of music and story (with or without words). Twentieth-century music is then surveyed, with an emphasis on new compositional techniques involving melody, harmony, rhythm, metre, texture, tonality, and timbre.

Digital Music Production

In a digital age, it is essential that students have a good working knowledge of ways in which music is produced digitally. This unit gives them a grounding in this by covering three important elements: digital notation programs (Sibelius and similar notation programs), digital audio workstations (Logic and similar DAW programs) and the use of MIDI.

Harmony and Aural III

This unit explores skills in harmony, listening and music theory relevant to the later eras of Western music history. Students will undertake practical exercises involving singing and improvisation, transcription and harmonisation, arrangement and chart writing, improving their familiarity and confidence with aspects of music notation, music theory and sight-singing through work undertaken individually and in small ensembles.

Large Ensemble Studies III

From Large Ensemble III, students choose to take one of three Large Ensemble strands: choral, orchestral or instrumental (big band). In each strand the learning and performance of a range of repertoire enables students to increase their musicality and hone their rehearsal and performance skills.

SEMESTER TWO

Performance IV/Composition I

Students may continue in the progression of Performance units or they may choose to swap to composition. Composition I continues from Performance I, II, III and Digital Music Production. It consists of two components which operate concurrently and sympathetically – a weekly one-hour individual tuition session with a specialist tutor, and a weekly 2.5-hour performance workshop class where composition and performance students work collaboratively. These two components combine to inform and develop each student's composition technique, composing for various ensembles, performing or demonstrating digitally composed music and acoustic/electronic compositions, singer song writing, concert production skills (direction, composition introduction, stage management, audio and lighting, peer and concert evaluation, self-critique and responses to professional input/assessment).

Harmony and Aural IV

This unit explores skills in harmony, aural, music theory, orchestration and band arranging relevant to Western art, jazz and contemporary musics. Building on all previous Harmony and Aural units, students will undertake practical exercises involving singing and improvisation, transcription and harmonisation, counterpoint, arrangement and chart writing, improving their familiarity and confidence with aspects of music notation, music theory, instrumental voicings, harmonic understandings and the professional preparation of scores and parts using notation software ready for evaluation and performance.

Formation III

While Formation I and II are mostly outward-looking at society and culture – the place of the student in community – Formation III and IV (Designing My Creative Career) are more inward-looking at resilience, ethics, character formation and vocational calling, including professional preparation. The units are concerned with individual formation and responding to contemporary challenges in alignment, in particular, with the graduate attributes of Excelsia College.

Large Ensemble Studies IV/Small Ensemble Studies II

Students have the option to select either a large ensemble or a small ensemble. Large Ensemble IV is offered in three strands: choral, orchestral or instrumental (big band). Through weekly tutorials, students become familiar with and prepare for performance a range of repertoire. Students in each strand are exposed to a broad range of music from a variety of genres and periods. Students develop insight into composers, repertoire, and styles of performance relevant to the repertoire chosen. They also increase their understanding of methods, processes and techniques for the effective conduct of rehearsals. Weekly tutorials allow for sectional and tutti work, detailed technical study, and individual and group assessment. Regular performances (at least three during the semester) may require additional rehearsals. The small ensemble class offers an intimate setting for focused musical collaboration, allowing individualised attention and fostering close-knit artistic connections.

Elective I

THIRD YEAR

SEMESTER ONE

Performance V/Composition II/ Music Industry Placement I

Students may continue in the progression of Performance or Composition units or may choose to do an industry placement. This is a one-year placement and students are expected to assume a high level of personal responsibility in researching, selecting and initiating potential industry internships. Such internships may include churches, production studios, arts management agencies, schools or other teaching organisations, or community arts projects. Whatever the placement context, emphasis in the unit is placed on the acquisition of skills in critical listening, written and oral communication, vocational research, professional practice, and building social and cultural networks and confidence through exposure to diverse industry environments.

Musical Direction I

The Musical Direction sequence comprises two units in which students examine all aspects of directing vocal and instrumental ensembles. In Musical Direction I (Choral) students have the opportunity to study the areas of planning, preparing, rehearsing and conducting a choral ensemble. Elements covered in both theory and practice include repertoire selection, the physiology of the voice, function and clarity of the beat, choral warm-up and aspects of breathing, phrasing and diction. The unit concludes with a substantial rehearsal and performance with the class choir.

Advanced Harmony

Advanced Harmony provides an opportunity for students to expand their understanding of a sophisticated set of musical concepts that extend their music literacy.

Ethnomusicology

This unit provides an introduction to the concepts and issues in the study of ethnomusicology. With an anthropological (ethno) focus, it investigates ways music both represents and produces social, political, and religious life in performance.

Elective II

Music Pedagogy

This unit aims to develop and refine students' ability to teach music in a range of contexts from studio to community settings, addressing a variety of ages and ability levels from young children through to adult learners. The unit focuses on developing planning and reflective skills as well as designing resources applicable to a range of twenty-first-century music teaching situations.

SEMESTER TWO

Performance VI/Composition III/Music Industry Placement II

Students will complete their degree in either Performance/Composition or Music Industry Placement. All of these units require a final presentation or performance that showcases the skills and knowledge acquired over the three-year degree.

Musical Direction II

The Musical Direction sequence of units comprises two units in which students examine key aspects of directing vocal and instrumental ensembles.

Small Ensemble Studies II/Small Ensemble Studies III

This series of units enable students to develop their ensemble skills in vocal, rock, jazz, folk, fusion and contemporary Christian performance genres. Weekly rehearsals encourage the development of teamwork through the discussion of issues including intonation, balance, phrasing and interpretation. In Small Ensemble Studies II, students work together to arrange and rehearse music for performances during regular supervised rehearsals. In Small Ensemble Studies III students work to arrange and direct small ensemble performances of increasing complexity.

Formation IV

The formation units of study recognise that the spiritual, emotional and professional development of a person are closely interlinked. In third year, students will study Designing My Creative Practice which intertwines with the Formation content to provide them with the opportunity to critically reflect on their own creative and business practices and to proactively engage in learning about and constructing their own small business to support their craft. It investigates the mental, physical, financial, social and career management competencies required to build a sustainable career in the arts.

Elective III

* ELECTIVE UNITS (BACHELOR)

Second Instrument Study

In the Second Instrument Study sequence of units, students have the opportunity to study an instrument/voice/composition study other than their major study area of focus in a small group setting.

Song Writing

Song Writing builds on two semesters of harmony and one semester of arranging, to focus more specifically on contemporary song writing. It is intended to be a general course on song writing, designed to build on the study of harmonic techniques as well as techniques in arrangement, to equip students with the tools needed to create their own songs in a chosen genre.

Small Ensemble Studies

The series of Small Ensemble units is designed to maximise skill outcomes in all aspects of small ensemble performance skills in a choice of classical, vocal, jazz, rock, world music, contemporary and worship ensembles.

Large Ensemble Studies

The Large Ensemble Studies sequence of units provides rehearsal and performance experience in a large choral and/or instrumental group involving students from every year of the Bachelor of Music and Associate Degree of Music.

Business in the Performing Arts

This unit provides students with a broad insight into the music industries with a focus on encouraging students to build their own music business that aligns with their interests, skills, and current industry trends.

Bachelor of Music (Worship)

Students gain the technical, artistic and analytical training required to become professional musicians, with the course diverging in its emphasis on theological preparation for a future in Christian ministry. The addition of specific units such as Worship Music in Practice, Worship Music Placement and Theology of Worship equip students with a deeper understanding of biblical directives and theological approaches to worship through music and how to apply this in diverse church settings. Students explore central themes underpinning personal and corporate worship expression in both Old and New Testament. These include God as Creator and Father; tabernacle/temple worship; the figure of King David; the birth, death and resurrection of Jesus; the Holy Spirit; and the church.

Students also apply learnings into music production with a live/digital launch of an EP of original worship music relevant to individual and congregational worship contexts. This industry relevant training encompasses all aspects of pre- and post-production.

Additionally, the course features placement within a congregational setting^ under the mentorship of college staff and a church ministry team. Students are given a context for mentoring, practical skill development, ensemble skills, planning, songwriting and worship leading, linking with existing or new campus ministry initiatives at Excelsia College, such as The Gathering and/or praise and worship meetings and events. Graduates will complete the course prepared to lead worship ministry teams both on campus and in local churches.#

^ Broader worship music settings available.
# Refer to page 43 for admission requirements

"As Director of Avondale Conservatorium at Avondale University, I am deeply committed to a Christian world view and heavily invested in facilitating music and musicians in the Christian higher education context. I would like to take this opportunity to commend you on your inspiring vision to create a Bachelor of Music degree with a unique focus on music in the context of worship."

— Aleta King
Director of Avondale Conservatorium, Avondale University

WORSHIP MUSIC PLACEMENT AND EP LAUNCH

Students undertake 182-hour placement in a congregational setting and launch an EP of original worship music.

THEOLOGICAL DEPTH AND PRACTICE

Dedicated units for students to explore biblical approaches to music in worship with historical and modern application.

PROFESSIONAL MUSICIAN TRAINING

Students are uniquely equipped and job-ready for future careers in both secular and church environments.

Units

Bachelor of Music (Worship)

FIRST YEAR

SEMESTER ONE

Performance I

The Performance sequence of units is a degree-long study of the students' major instrument (including voice), comprising a weekly one-hour individual lesson with a specialist tutor and a performance workshop. The tutor works with the student to develop and refine technical and interpretive skills and build a suitable repertoire. Tuition is offered in voice, studio guitar and all orchestral instruments.

Large Ensemble Studies I

Large Ensemble I (Choral) is the first of a series of six Large Ensemble Studies units providing rehearsal and performance experience in a large choral group. It enables students to develop their skills in pitch, rhythm, sight-singing and score-reading while studying a variety of vocal ensemble elements, such as intonation, choral blending, balance and contemporary techniques.

Small Ensemble Studies I

The series of Small Ensemble units is designed to maximise skill outcomes in all aspects of small ensemble performance skills in a choice of classical, vocal, jazz, rock, world music, contemporary and worship ensembles.

Harmony and Aural I

This unit explores foundational skills in harmony, listening and music theory relevant to contemporary and popular musics – the music genre most familiar to students in everyday life. A basic knowledge of scales, intervals, keys, rhythms, and harmonies from both functional and stylistic perspectives is essential for a professional musician's understanding of the music they perform, compose and arrange.

Contemporary and Popular Music History

This unit surveys popular and contemporary music of the twentieth and twenty-first centuries, assisting students to examine musical development within this historical period. The significant genres and styles of the popular music tradition are explored, including American popular song, blues, jazz, folk and rock music through to the present day. Emphasis is placed on innovation during this period, as reflected in new performance and recording technologies, the development of improvised performance, and new styles and genres created for the popular market.

Functional Keyboard

Functional Keyboard equips students with the basic practical keyboard skills needed to support their musical development. Aspects including technical work, sight-reading, accompaniment, transposition, improvisation, figured-bass reading and harmony over basic chord charts are covered in this study.

Formation I (Creative Arts)

The Formation units of study recognise that the spiritual, emotional and professional development of a person are closely interlinked, and that wellbeing and development of mature identity relies on the integration of character, values and ethics in the professional context, as well as application of one's world view and cultural inheritance in the social and cultural context in which one lives and works.

SEMESTER TWO

Performance II

This unit is the second in a sequence of six units of study in the students' principal instrument or voice. The sequence as a whole is designed to maximise skill outcomes in all aspects of instrumental/vocal performance. Performance II consists of two components which operate concurrently and sympathetically – a weekly one-hour individual tuition session with a specialist tutor, and a weekly 2.5-hour performance workshop class.

Large Ensemble Studies II

Large Ensemble II (Choral) is the second of a series of six Large Ensemble Studies units providing rehearsal and performance experience in a large choral group. Via participation in the Excelsia College Choir, students will further develop their vocal skills in the areas of intonation, rhythm, sight-singing, score-reading and contemporary choral techniques in rehearsal and performance situations.

Harmony and Aural II

This unit explores skills in harmony, listening and music theory relevant to early Western music history. Students will undertake practical exercises involving singing and improvisation, transcription and harmonisation, arrangement and composition, improving their familiarity and confidence with aspects of music notation, music theory and sight-singing through work undertaken individually and in small ensembles.

Early Music History

This unit surveys nearly a thousand years of musical developments relevant to the early eras of Western music. This era provided foundation for key developments in staff notation, tonality, texture, instrumentation, and structural forms. Through a series of interactive workshops, both sacred and secular forms will be explored, placing the music and associated conceptual content in historic, spiritual, social, and political contexts. In so doing, the unit aims to enhance students' personal understanding of early music through a critical appraisal of its relationship to contemporary musical practices.

Bachelor of Music (Worship)

Production and Live Audio
Performing musicians require an operational understanding of a live performance space. Musicians in all genres require a foundational understanding, together with a working knowledge, of modern audio and production technology. This unit enables students to understand, establish and operate basic live sound equipment (including portable, analogue, and digital systems).

Formation II (Creative Arts)
This unit aims to provide students with analytical tools, an overview of spiritually and culturally diverse world views, and the relationship between Christianity and Western culture, to facilitate students' critically informed engagement with contemporary thought that influences Australian culture, professional codes of conduct, educational frameworks, and relevant social issues. Students will develop their written and verbal communication skills for respectful dialogue and self-directed questioning, and basic competence with biblical materials and Christian values relevant to personal life and creating culture.

SECOND YEAR

SEMESTER ONE

Worship Music in Practice I
Worship Music in Practice I is the first of two second-year units designed for students in the Bachelor of Music (Worship) degree. The unit equips students with skills necessary to lead congregations in Christian worship services within the context of small ensembles relevant to contemporary churches across a range of denominational settings. The unit also develops biblical and theological understandings of the role of music in personal and corporate worship settings and the ability to critique worship processes and practices based on these understandings.

The unit is structured around the central themes underpinning personal and corporate worship expression in both Old and New Testament. These include God as Creator and Father; tabernacle/temple worship; the figure of King David; the birth, death and resurrection of Jesus; the Holy Spirit; and the church.

Harmony and Aural III
This unit explores skills in harmony, listening and music theory relevant to the later eras of Western music history. Students will undertake practical exercises involving singing and improvisation, transcription and harmonisation, arrangement and chart writing, improving their familiarity and confidence with aspects of music notation, music theory and sight-singing through work undertaken individually and in small ensembles.

Romantics and Modernists
This unit surveys Western music of the nineteenth, twentieth, and twenty-first centuries, assisting students to examine musical, cultural, political and social developments. Through a series of interactive workshops, the unit explores the style, form and genre of nineteenth-century music making, including the ascendency of the piano and the orchestra, virtuosity, song, and the interaction of music and story (with or without words). Twentieth-century music is then surveyed, with an emphasis on new compositional techniques involving melody, harmony, rhythm, metre, texture, tonality, and timbre.

Digital Music Production
In a digital age, it is essential that students have a good working knowledge of ways in which music is produced digitally. This unit gives them a grounding in this by covering three important elements: digital notation programs (Sibelius and similar notation programs), digital audio workstations (Logic and similar DAW programs) and the use of MIDI.

Elective I

SEMESTER TWO

Worship Music in Practice II
Worship Music in Practice II is the second of two core second-year units designed for students in the Bachelor of Music (Worship) degree. The unit extends and refines students' ability to lead congregations in Christian worship services within the context of small ensembles relevant to contemporary churches across a range of denominational settings; and to collaboratively compose and record music

relevant to the contemporary Christian music industry. The unit is structured around a project-based rationale including the production and live/digital launch of an EP of original worship music relevant to individual and congregational worship contexts. Students will refine skills relevant to musical and lyrical text analysis, arrangement, rehearsal, composition, recording, production and release of praise and worship music encompassing a breadth of historic, stylistic, and cultural understandings.

Large Ensemble Studies III

From Large Ensemble III, students choose to take one of three Large Ensemble strands: choral, orchestral or instrumental (big band). In each strand the learning and performance of a range of repertoire enables students to increase their musicality and hone their rehearsal and performance skills.

Harmony and Aural IV

This unit explores skills in harmony, aural, music theory, orchestration and band arranging relevant to Western art, jazz and contemporary musics. Building on all previous Harmony and Aural units, students will undertake practical exercises involving singing and improvisation, transcription and harmonisation, counterpoint, arrangement and chart writing, improving their familiarity and confidence with aspects of music notation, music theory, instrumental voicings, harmonic understandings and the professional preparation of scores and parts using notation software ready for evaluation and performance.

Theology of Worship

This unit explores the biblical and theological foundation for worship: a worshipful attitude, and the role of the worship facilitator, and servant-hearted leadership, particularly creating meaningful group or corporate worship experiences. Worship is the engagement with God and His community through proclaiming human dependence on God. The Bible remains the primary source underpinning the function of contemporary worship and its relationship to appropriately honouring God, pointing towards salvation, and unifying the body of believers. This unit will contextualise creative aspects of worship in a brief literature survey, in order to locate the integration of music and creative arts in corporate church life and the individual relationship with the Divine.

THIRD YEAR

SEMESTER ONE

Worship Music Placement I

Worship Music Placement I enables students to increase their understanding of the application of principles relevant to Christian worship in a local ministry or related industry setting. This unit is designed to facilitate the transition from the college to a workplace through a 91-hour placement. As such, students are expected to assume a high level of personal responsibility in researching, selecting, and initiating potential worship placements. Such placements may include churches, youth groups, Christian music production studios and Christian community arts projects. Whatever the placement context, emphasis in the unit is placed on the acquisition of skills in discipleship within a Christian work context.

Large Ensemble Studies IV

Large Ensemble IV is offered in three strands: choral, orchestral or instrumental (big band). Through weekly tutorials, students become familiar with and prepare for performance a range of repertoire. Students in each strand are exposed to a broad range of music from a variety of genres and periods. Students develop insight into composers, repertoire, and styles of performance relevant to the repertoire chosen. They also increase their understanding of methods, processes and techniques for the effective conduct of rehearsals. Weekly tutorials allow for sectional and tutti work, detailed technical study, and individual and group assessment. Regular performances (at least three during the semester) may require additional rehearsals.

Musical Direction I

The Musical Direction sequence comprises two units in which students examine all aspects of directing vocal and instrumental ensembles. In Musical Direction I (Choral) students have the opportunity to study the areas of planning, preparing, rehearsing and conducting a choral ensemble. Elements covered in both theory and practice include repertoire selection, the physiology of the voice, function and clarity of the beat, choral warm-up and aspects of breathing, phrasing and diction. The unit concludes with a substantial rehearsal and performance with the class choir.

Ethnomusicology

This unit provides an introduction to the concepts and issues in the study of ethnomusicology. With an anthropological (ethno) focus, it investigates ways music both represents and produces social, political, and religious life in performance.

Advanced Harmony

Advanced Harmony provides an opportunity for students to expand their understanding of a sophisticated set of musical concepts that extend their music literacy.

Elective II

SEMESTER TWO

Worship Music Placement II

Worship Music Placement II enables students to increase their understanding of the application of principles relevant to Christian worship in a local ministry or related industry setting. This unit is designed to facilitate the transition from the college to a workplace through a 91-hour placement. As such, students are expected to assume a high level of personal responsibility in researching, selecting, and initiating potential worship placements. Such placements may include churches, youth groups, Christian music production studios and Christian community arts projects. Whatever the placement context, emphasis in the unit is placed on the acquisition of skills in discipleship within a Christian work context.

Small Ensemble Studies II

The Small Ensemble range of units enables students to develop their technical, musical and communication skills in various chamber music genres, including vocal, rock, jazz, instrumental, ethnic and contemporary Christian. Weekly rehearsals encourage the development of teamwork in the ensemble through the regular discussion of such issues as intonation, balance, phrasing and interpretation. In Small Ensemble II, students prepare works for two performances during regular supervised rehearsals.

Musical Direction II

The Musical Direction sequence of units comprises two units in which students examine key aspects of directing vocal and instrumental ensembles.

Formation IV

The formation units of study recognise that the spiritual, emotional and professional development of a person are closely interlinked. In third year, students will study Designing My Creative Practice which intertwines with the Formation content to provide them with the opportunity to critically reflect on their own creative and business practices and to proactively engage in learning about and constructing their own small business to support their craft. It investigates the mental, physical, financial, social and career management competencies required to build a sustainable career in the arts.

Elective III

SYDNEY
FILM
SCHOOL

Partnership with Sydney Film School

Excelsia College is proud to be partnering with one of the world's top film schools as ranked by *Variety* magazine, Sydney Film School, to deliver the Bachelor of Screen Production. The degree offers a unique model of training, inspiring students to become the next generation of screen creatives. The program is delivered by Sydney Film School and Excelsia College at the two campuses, with the program accredited and qualifications provided by Excelsia College.

WHY STUDY SCREEN PRODUCTION AT EXCELSIA?

SCREEN PRODUCTION

To develop excellence in the art, craft and technology of screen production, we believe students crucially need critical-thinking skills to analyse and evaluate current industry practices and strategically explore new modes of storytelling and dissemination, whether it's in a cinema or online. Upon graduation, students will have acquired screen production, storytelling and entrepreneurial skills, and specialised capabilities such as writing, directing, cinematography, design, sound or post-production that will equip them to be innovative, professional and ethical.

Modern studio facilities

- Students learn using film industry quality equipment and gear, as well as a mixture of lower budget equipment, to be skilled across the spectrum of film needs.
- Waterloo Studios is an award-winning Production Studio, purpose-built for film and television.
- The sound stage is equipped with green screen.
- From editing suites to screening rooms, rehearsal spaces to production rooms, students can confidently enter or create their own production house.

World-class mentorship

- Students are taught and mentored by top industry professionals giving one-on-one development to confidently stand out in a competitive industry.
- Personal teaching and mentoring that is designed to home in on a student's objectives and provide practical guidance through your studies.

High-quality academics

- All teachers work in the creative industries and we invite prominent film personalities to share career experiences.

Production experience

- Unrivalled production opportunities.
- Production budgets included in the course fee.
- An opportunity to build up to 12 to 16 screen credits during the course.
- Access to a pool of acting students through our Dramatic Arts program at the Macquarie Park campus.
- An environment that replicates the real-world industry practice.

Rich and meaningful filmmaking

Often film degrees can teach students the skills but not the storytelling. The Bachelor of Screen Production will transform students' abilities to craft a narrative like no other.

Bachelor of Screen Production

Course duration: 3 years full-time

Intake: February and July

Credit points: 144

Delivery: On campus at Macquarie Park and at Waterloo

Available to: Domestic and international

IELTS: 6.0 with no band less than 6.0

CRICOS code: 104943K

Financial information: FEE-HELP* for domestic students, international $65,040

AQF: Level 7

The course has been designed for future:

- writers
- directors
- cinematographers
- production designers
- sound recordists and sound editors or designers
- screen editors
- production managers and coordinators.#

Please refer to our digital Screen Production brochure for more information.

* Refer to the website: excelsia.edu.au/study/fees-and-scholarships/

Refer to page 43 for admission requirements

FIRST SEMESTER

Production I

This unit introduces students to the theoretical and practical skills required to complete development and the pre-production stages of filming for a short film project. Practical on-set exercises to develop students' understanding of on-set protocol and logistics are combined with theoretical studies into the pre-production and production chain of command, personnel and processes. Students are organised into working short film crews to practise on-set exercises and develop the necessary creative and organisational documentation to launch into filming in second semester.

Introduction to Specialty Workshops

Students are introduced to a specialised role in screen production and acquire technical and theoretical skills required to perform that role in the corresponding Production I-VI unit. Specialisations in this first workshop could include producing, 1st assistant directing, costume/set design, sound recording, production management, and continuity/script supervision, and need to be decided in consultation with the lecturer and Course Manager. Students learn these skills in weekly small-group hour-long sessions with a mentor from their specialisation, culminating in the production of exercises related to their specialisation.

Production Design

Students will be provided with conceptual and practical tools to develop and realise the visual approach of a screen project. They will be introduced to fundamental concepts of production design including the role and responsibilities of the production designer, the collaborative process and the physical elements of a production design. Script analysis for design is explored, analysing story, characters, themes, narrative structure and stylistic elements.

Cinematography

This unit introduces cinematography theory and industry-standard practices to enable students to undertake the role of cinematographer and other roles within the camera and lighting departments. Students are required to demonstrate a foundational technical knowledge of cinematography and articulate an understanding of the creative aspects that will inform a cinematographer's approach to screen production, including collaboration with other key creative departments.

Directing

This unit introduces students to the specific functions of the screen director through a foundation in the theory of screen direction and its application in scenes. The unit includes a historical overview of screen performance and a series of practical workshops that scaffold students through scene breakdowns, casting actors, conducting rehearsals, defining blocking and devising coverage, including storyboarding and shot lists. Students also learn to analyse and approach a text from a directorial point of view.

Foundations of Screen Storytelling

This unit introduces students to the foundations of screen storytelling. The unit provides an overview of storytelling through image, sound, design, direction, editing and performance. Students will learn to analyse and evaluate screen works in regard to the various creative contributions (direction, scripting, cinematography, design, performance, sound, and editing). This foundational unit provides a common, shared language for analysis and evaluation of screen excerpts that students will encounter in the various discipline-specific units they will study elsewhere in the Bachelor of Screen Production course.

SECOND SEMESTER

Production II

This unit continues student understanding of the theoretical and practical skills involved in producing short films with the introduction to the production and post-production phases of the screen production cycle. The unit examines the production phase in its actualisation and flexibility around all that was envisaged and planned in the pre-production period. Similarly, the post-production phase is analysed in regard of both the development of editing skills and the stage of reflection where students can evaluate their personal development and areas for improvement. Students are kept in the same crews as first semester to work on the post-production exercises, complete their short films and participate in a debriefing phase for their films.

Screen Editing

This unit introduces students to the concepts, structures, aesthetics, techniques and technologies involved in digital post-production. Student learning has a particular emphasis in the editing process, with a general overview of sound, graphics, and colour grading. Non-linear editing techniques and approaches are demonstrated, discussed and applied by students with regard to both technical and aesthetic perspectives. Students will analyse effective storytelling as it is achieved through the craft of editing and through an appreciation of various editing theories and post-production processes. They will also develop media workflow and project management skills, evaluate appropriate media exchange processes, and identify the personal skills required to edit footage for a variety of screen production projects.

Sound Post-Production

This unit equips students with a conceptual understanding and technical foundations in the use of audio post-production techniques and sound design for screen production. Students will be instructed in the use and application of the digital audio workstation Pro Tools as it is considered to be the industry standard. Students will construct and edit audio in screen productions and analyse the importance of sound in relation to moving image.

Philosophy for the Contemporary Filmmakers

This unit introduces students to a range of tools, concepts and ideas that will enable them to examine both their own particular world view and that of others. It challenges students to engage critically with philosophy, popular culture, religion and their own art to begin to examine what they think about the world and why. Students are challenged both as consumers and producers of content to evaluate the subconscious world view assumptions and didactic intent of the cultural products they engage with.

THIRD SEMESTER

Production III

This unit introduces students to the creative and practical considerations of creating documentaries in the modern world. Students are encouraged to examine the breadth of the documentary genre and its creative practice as well as its role in news, journalism and the media.

Specialty Workshop I

This unit is the second in the sequence of three units where students focus on a specialised screen production role. In this unit students further develop the technical and theoretical skills required to perform that specific role in the corresponding Production I-VI unit. Students learn these skills in weekly one-hour one-to-one sessions across the semester, culminating in the performance of a role in a production and a creative task pertaining to their specialisation. Specialisations could include 1st assistant directing, cinematography, sound recording, production design, production management, post-production sound, editing, continuity, directing and producing, and need to be decided in consultation with the lecturer and Course Manager.

Screenwriting

The purpose of this unit is to introduce students to the processes of screen writing including finding inspiration for concepts and formulating ideas into a dramatic and visual form. Students will analyse short film genres by applying structural techniques and industry standard writing formats to produce a final draft short film screenplay. They will learn to identify character point of view and start analysis between outer and inner journeys of their characters. They will draw focus on a lyrical moment in their film to bring emotion to their character's major turning points. They will critique their work through script editing processes and exercises to explore how characters form the basis of stories through a cinematic format.

Screen Histories

This unit provides students with the theoretical framework and analytical skills to appreciate the interplay between technological, social, political, economic, cultural and aesthetic trends that have shaped the various histories of film, television and online screen production in the West. Students are encouraged to explore specific periods where technological innovation and/or cultural change generate new stories and new audiences, and to understand that the patterns of the past continue to impact present and future modes of storytelling on screen. While the focus in the early decades of the twentieth century will focus on American and European cinema (due to their significance in the shaping of contemporary Western screen storytelling) recognition will also be made of the effects of exposure to screen stories from the Pasifika region in more recent decades.

FOURTH SEMESTER

Production IV

This unit offers students the opportunity to produce and direct their own thesis film. Students will learn to build on their existing knowledge of filmmaking to create a screen product, from initial concept, to pitching, filming and post-production. Students are encouraged to reflect on the creative process, examine where their work fits in the overall body of modern screen content and devise work that reflects both their creative and career ambitions.

Specialty Workshop II

This unit is the third in the sequence of three units where students focus on a specialised screen production role. In this unit students further develop the technical and theoretical skills required to perform that specific role in the corresponding Production I-VI unit. Students learn these skills in weekly small-group one-hour sessions across the semester, culminating in the performance of this role in Production IV (Minor Screen Production) and a creative task pertaining to their specialisation. Specialisations could include 1st assistant directing, cinematography, sound recording, production design, production management, post-production sound, editing, continuity, directing and producing, and need to be decided in consultation with the lecturer and Course Manager.

Screen Genres

This unit provides students with the theoretical framework and analytical skills to engage with a wide variety of screen (film and television) genres that have endured and evolved over time. Students are encouraged to identify the particular screen storytelling techniques and consequent feeling states that are used to both assure and unsettle audience expectations. The unit also offers practical opportunities for students to test out how genre conventions might work in a screen trailer that they devise. Screen genres are a tool of the storyteller to both satisfy and create unanticipated desire in the experience of the audience.

The Filmmaker's Life in Focus

This unit focuses on the everyday and creative lives of students undertaking the unit. The interrelationship of work, play and creativity will be examined to allow students to begin to deduce their practical place in the world both as artists and humans. Particular consideration will be given to topics such as global citizenship, the philosophy of artistic creation, ethical creative practice and sustainable artistic habits.

FIFTH SEMESTER

Production V

In this unit students learn how to frame and develop creative concepts, project support and human and financial resourcing required for a substantial screen production. Students fulfil a key creative role (direction, cinematography, sound (production and post), production management, production design, or editing) in one or more major screen productions. Students select their key production role in consultation with both the lecturer and Course Manager. Screen productions may include short films, web-series pilots etc. This unit enables students to analyse, evaluate and apply themselves to the most appropriate production format for their particular vision and future career aspirations. This unit overlaps with Production VI as each student progresses from pre-production to production to post-production of their major screen projects.

Production Support Role A

This unit supports students in a specialty support role on another student's major screen production in Production V/ Production VI. Students further develop skills pertaining to another field of specialisation and develop the ability to analyse their work in the context of another student's vision. Students also learn fundamentals of upwards management and how to follow a creative brief. Students may choose a field that has previously not been their specialty with consultation with the Course Manager. Specialisations could include 1st assistant directing, continuity or script supervision, 1st camera assistant, clapper or data wrangler, gaffer, grip, design support (set or prop sourcing and construction, costume, set dressing), producing and production management.

International Industry Analysis

This unit provides students with the theoretical framework and analytical skills to engage with current issues within the international film industry. Students are encouraged to explore the economic and cultural influences on the film industries of a variety of countries and to understand the varying relationships between individual countries' industry needs and creative output.

SIXTH SEMESTER

Production VI

This second unit for Major Screen Production provides the learning opportunity for students to follow through their creative and pragmatic vision of a project from post-production to the marketing of both the screen product and their own professional career. Students will analyse and evaluate how their own emergent screen production practice aligns with industry practitioners that they admire in their chosen craft discipline. They will also identify what aspects of their creative process in creating this major screen project can be effectively marketed to promote the final screen production.

Production Support Role B

This unit supports students in a specialty support role on another student's major screen production in Production V/ Production VI. Students further develop skills pertaining to their particular chosen field of specialisation and develop the ability to analyse their work in the context of another student's vision. Students also focus some of their time on developing

an understanding of the particular career opportunities and risks of their chosen specialty within Production V/Production VI. Students may choose a field that has previously not been their specialty with consultation with the Course Manager. Specialisations could include 1st assistant directing, continuity/script supervision, 1st camera assistant, clapper or data wrangler, gaffer, grip, design support (set or prop sourcing and construction, costume, set dressing), producing and production management.

Designing My Creative Career

This unit provides students with the opportunity to critically reflect on their own creative and business practices and to proactively engage in learning about and constructing their own small business to support their craft. Through a multidisciplinary lens, this unit investigates the mental, physical, financial, social and career management competencies required to build a sustainable career in the screen industries in Australia. This unit systematically integrates academic research, national arts policy and small business practices as it examines the place of creatives within the Australian context. In doing this it provides the foundations for students to engage in lifelong learning around their craft and aims to build a holistic framework of learning that supports students to engage in sustained creative employment. It is imperative that students not only engage with the lecture series and tutorials, but apply the concepts, activities and tools studied in class to their own creative practice and the building and/or refining of their own small business.

ELECTIVES

Advanced Screenwriting

This unit opens the student's awareness to structural tools used by industry specialists and script doctors that can be applied to their original and personal concepts. The unit will focus on vertical thinking methodologies to find dramatic structure to create engaging works. Students will learn how to map pre-existing films with regard to genre conventions and character journeys. They will identify and display in their writing the difference between outer and inner journeys of characters. Greater attention is placed on character development, dialogue and script editing with the aim of producing a product for the candidate's major thesis short film.

Advanced Directing

This unit is the second of two directing units and builds upon the skills introduced in the first unit. Students are taken through the process of creating a vision and then develop the practical, analytical and theoretical skills required to communicate the vision with major creative personnel that directors are likely to encounter. Students develop the necessary skills to align their vision with the needs, communication styles and priorities of the performers, art department, cinematography department and post-production department to attain the skills to be able to produce a cohesive screen product. Weekly lectures are paired with weekly director's exercises in the development of a director's book for an original screen production of the student's choosing.

Advanced Production Design

In this unit, students will synthesise their knowledge of screen design through a practical exploration of the discipline. Students will gain deeper knowledge of the visual elements and theoretical base that support the production designer's contribution to a screen project. Students will explore design theories and their application to the design of a screen project through production design and costume design, and through previsualisation tools, construction and filmic techniques.

Advanced Cinematography

This unit is the second of two cinematography units and builds upon the skills introduced in the first unit. Students progress through advanced technical knowledge of cinematography, giving special attention to exposure and saturation, as well as more complex, dynamic camera operation. These practical skills are complemented by deeper critical reflection and analysis in the form of case studies of the previous and current work of master cinematographers.

Advanced Screen Editing

This unit is the second of two editing units and builds upon the skills introduced in the first unit. Students progress through advanced technical knowledge and creative storytelling techniques in visual editing, including advanced application of software tools for special FX and colour grading. These practical skills are complemented by deeper critical reflection and analysis in the form of case studies of the previous and current work of master editors.

Advanced Sound Post-production

This unit is the second of two sound post-production units and builds upon the skills introduced in the first unit. Students progress through advanced technical knowledge and creative storytelling techniques in sound editing and mixing, including advanced application of ProTools software, ADR and Foley techniques. These practical skills are complemented by deeper critical reflection and analysis in the form of case studies of the previous and current work of master sound editors and mixers.

Advanced Production Management

This unit builds upon the skills introduced in Production I and Introduction to Specialty Workshops, recognising that students may want to add production management to their skill set as they prepare to graduate. Students progress through advanced technical knowledge and application of production management software for script breakdown, scheduling and production budgeting. These practical skills are complemented by deeper critical reflection and analysis in the form of case studies of short and long form screen productions from film and television.

Production Support Role C

This unit supports students in a specialty support role on another student's major screen production in Production V/ Production VI. Students further develop skills pertaining to a particular field of specialisation. In this unit students also focus some of their time on conducting research into this specialist area, within Production V/Production VI, to establish a lifelong learning practice. Students may choose a field that has previously not been their specialty with consultation with the Course Manager. Specialisations could include 1st assistant directing, continuity or script supervision, 1st camera assistant, clapper or data wrangler, gaffer, grip, design support (set or prop sourcing and construction, costume, set dressing), producing and production management.

School	CRICOS code	Course	Available to international students	English language proficiency (IELTS)	Educational prerequisites	Other requisites
Business	112836B	Bachelor of Information Technology	Yes	6.0 (no band less than 6.0) or equivalent	HSC with an ATAR of 60 or interstate equivalent or international equivalent; OR Australian qualification recognised as at least AQF Certificate IV; OR accredited Tertiary Preparation Program or Foundation Year Program offered by an Australian university; OR accredited full-time studay at registered insitute of tertiary education at AQF level 4 or above.	
Business	097868A	Bachelor of Management and Entrepreneurship	Yes	6.0 (no band less than 6.0) or equivalent	HSC and interstate equivalent or international equivalent.	N/A
Creative and Performing Arts	057959G	Bachelor of Music	Yes	6.0 (no band less than 6.0) or equivalent	HSC and interstate equivalent or international equivalent.	Audition, interview and musical knowledge
Creative and Performing Arts	109057M	Bachelor of Music (Worship)	Yes	6.0 (no band less than 6.0) or equivalent	HSC and interstate equivalent or international equivalent.	Audition, interview and musical knowledge
Creative and Performing Arts	075645J	Associate Degree of Music	Yes	6.0 (no band less than 6.0) or equivalent	HSC and interstate equivalent or international equivalent.	Audition, interview and musical knowledge
Creative and Performing Arts	054987E	Bachelor of Dramatic Art	Yes	6.0 (no band less than 6.0) or equivalent	HSC and interstate equivalent or international equivalent OR attainment of tertiary qualification, OR satisfactory completion of at least one year's full-time load in a tertiary course.	Interview, audition, portfolio and literacy test
Creative and Performing Arts	081416E	Associate Degree of Dramatic Art	Yes	6.0 (no band less than 6.0) or equivalent	HSC and interstate equivalent or international equivalent OR attainment of tertiary qualification, OR satisfactory completion of at least one year's full-time load in a tertiary course.	Interview, audition, portfolio and literacy test
Creative and Performing Arts	0101531	Bachelor of Screen Production	Yes	6.0 (no band less than 6.0) or equivalent	HSC and interstate equivalent or international equivalent OR attainment of tertiary qualification, OR satisfactory completion of at least one year's full-time load in a tertiary course.	Interview and portfolio
Education	097424G	Bachelor of Early Childhood Education (Birth to 5)	Yes	6.0 (no band less than 6.0) or equivalent	HSC and interstate equivalent or international equivalent.	Working with Children Check

For a more comprehensive list of admission requirements, please visit your intended course page: excelsia.edu.au

1. Applicants with recent secondary education
2. Applicants with life and work experience
3. International applicants
4. Applicants with higher education
5. Applicants with TAFE or VET studies

Visit excelsia.edu.au/study/future-students/

Qualification	Undergraduate entry requirement
GCE 'A' Levels	Minimum aggregate score of 6. Ranks on the GCE are calculated on the basis that at the Advanced Level (A2) A=5, B=4, C=3, D=2, E=1, and must include results in Advanced Level (A2) and up to two (2) at Advanced Subsidiary Level (AS) subjects. AS Level subject is half of that assigned at Advanced Level (A2) – A=2.5, B=2, C=1.5, D=1, E=0.5. Subjects at Advanced Level (A2) must be taken in the same academic year. AS Level subjects may be taken in the same or previous academic year. A subject taken at both AS Level and Advanced Level is only counted once for aggregate score.
European Baccalaureate	Diplome du Baccalaureate European Zeugnis der Europaischen Reifeprufung Diploma di Licenze Liceale Europea, Europees Baccalaureates Diploma. Minimum overall grade of 55.
International Baccalaureate	Successful completion of International Baccalaureate with a minimum of 24 over six subjects.
West African Senior School Certificate	Maximum aggregate of 12 in the best six subjects.
Australian Year 12	Australian Year 12. Application through relevant Tertiary Admissions Centre.

Country	Undergraduate entry requirement
Bangladesh	Higher Secondary or Intermediate Certificate. Minimum GPA 3.75 based on a 5-point GPA scale.
Bhutan	Successful completion of a recognised pre-tertiary or foundation program OR successful completion of one year of study at a recognised tertiary or higher education institution is required in addition to the completion of high school studies.
Brazil	Successful completion of a recognised pre-tertiary or foundation program OR successful completion of one year of study at a recognised tertiary or higher education institution is required in addition to the completion of high school studies.
Burma (Myanmar)	Successful completion of a recognised pre-tertiary or foundation program OR successful completion of one year of study at a recognised tertiary or higher education institution is required in addition to the completion of high school studies.
Cambodia	Successful completion of a recognised pre-tertiary or foundation program OR successful completion of one year of study at a recognised tertiary or higher education institution is required in addition to the completion of high school studies.
Canada	Successful completion of a Canadian Provincial High School Diploma with an overall average of 60% in final year results.
China	National Entrance Exam (Gaokao) with minimum required score (for full list with required score for each Chinese Province
Colombia	Successful completion of a recognised pre-tertiary or foundation program OR successful completion of one year of study at a recognised tertiary or higher education institution is required in addition to the completion of high school studies.
Fiji	Fiji Form 7 – Aggregate 228 – max of four subjects inclusive of English.
France	French Baccalaureate with minimum average of 10.5.
Germany	German Abitur with minimum overall grade 3.2 or lower.
Hong Kong	Hong Kong A Level (2011 and earlier) with minimum aggregate score 2 in best three subjects. Ranks on the GCE are calculated on the basis that at the Advanced Level A = 5, B = 4, C = 3, D = 2, E = 1. Advanced Supplementary level results may be included in the aggregate and contribute the equivalent of half of a subject taken at Advanced Level – A = 2.5, B = 2, C = 1.5, D= 1, E = 0.5. Subjects must be taken in the same academic year (October to June). OR Hong Kong Diploma of Secondary Education (HKDSE) with minimum aggregate score 12 based on the best five subjects including three core subjects (Chinese Language, English Language, Mathematics and Liberal Arts). Category B and C subjects are not counted. Grades for all subjects except Mathematics are counted as follows: Level 5** and Level 5* = 6, Level 5 = 5, Level 4 = 4, Level 3 = 3, Level 2 = 2 and Level 1 = 1. Grades for Compulsory Mathematics are counted as follows: Level 5** and Level 5* = 3, Level 5 = 2.5, Level 4 = 2, Level 3 = 1.5, Level 2 = 1 and Level 1 = 0.5. Grades for Extension Mathematics are counted as follows: Level 5** and Level 5* = 4, Level 5 = 3.5, Level 4 = 3, Level 3 = 2.5, Level 2 = 2 and Level 1 = 1.5.
India	CBSE All India Senior School Certificate (AISSC) with minimum average of 60% in best four academic subjects; Indian School Certificate (ISC) with minimum average of 65% in best four academic subjects; Senior Secondary School Certificate from National Open Schooling with minimum average of 65% in best four academic subjects; Higher Secondary Certificate from the following State Boards listed with minimum average of 65% in best four academic subjects: Rajasthan, Andhra Pradesh, Gujarat, Maharashtra, Karnataka, Kerala, Tamil Nadu, West Bengal. Local languages and non-academic subjects are excluded. Country Undergraduate entry requirement
Indonesia	Sekolah Menengah Atas (SMA) III Certificate of Graduation (SKHUN/STK) with minimum overall grade 7.2.
Japan	Kotogakko Sotsugyo Shosho (Upper Secondary School Certificate of Graduation) with minimum GPA 3.0 in final year results. Overall average score for graded subjects on a 5-point scale (5 = maximum, 2 = pass, and 1= fail).
Jordan	Successful completion of a recognised pre-tertiary or foundation program OR successful completion of one year of study at a recognised tertiary or higher education institution is required in addition to the completion of high school studies.
Kenya	Kenyan Certificate of Secondary Education with minimum aggregate score of 53 in maximum of seven subjects. Based on A = 12, A- = 11, B+ = 10, B = 9, B -= 8, C+ = 7, C = 6, C- = 5, D+ = 4, D = 3, D- = 2, E = 1.
Korea	Korea Republic College Scholastic Ability Test (CSAT) with minimum overall standardised score (pyojunjumsu) of 290, based on the results in Korean Language, Math and Foreign Language (English) OR Senior High School Certificate (Immumgye Kodung Hakkyo Chorupjang) with minimum overall average of 70% in final year results.

Country	Undergraduate entry requirement
Laos	Successful completion of a recognised pre-tertiary or foundation program OR successful completion of one year of study at a recognised tertiary or higher education institution is required in addition to the completion of high school studies.
Lebanon	Lebanese Baccalaureate with minimum overall grade of 12.
Malaysia	Malaysian Sijil Tinggi Pelajaran Malaysia (STPM) - A minimum score will be calculated based on the number of subjects completed in the same academic year. The scores required are 7 for one subject, 4 for two subjects, 4 for three subjects and 3 for four or more subjects. Ranks for the Malaysian STPM are calculated on the basis that at the Advanced Level A = 7, A- = 6, B+ = 5, B = 4, B- = 3, C+ = 2, C = 1, with partial passes C-, D+ and D = 0. Schedule selection to be based on the number of Advanced Level subjects passed, that is subjects with Fail grade (F) or partial passes C-, D+ or D are not assessed. OR Malaysian Matriculation Certificate (Matrikulasi) - Minimum GPA 2.0 OR Malaysian Independent Chinese Secondary Schools Unified Examination Certificate (UEC) with minimum aggregate score of 20 or less in total of best five subjects excluding English, Chinese and Bahasa Malaysia; UEC Grading, A1 =1, A2=2, B3=3, B4=4, B5=5, B6=6, C7 =7, C8=8.
Mexico	Successful completion of a recognised pre-tertiary or foundation program OR successful completion of one year of study at a recognised tertiary or higher education institution is required in addition to the completion of high school studies.
Nepal	Successful completion of a recognised pre-tertiary or foundation program OR successful completion of one year of study at a recognised tertiary or higher education institution is required in addition to the completion of high school studies.
Pakistan	Successful completion of a recognised pre-tertiary or foundation program OR successful completion of one year of study at a recognised tertiary or higher education institution is required in addition to the completion of high school studies.
Papua New Guines	Successful completion of a recognised pre-tertiary or foundation program OR successful completion of one year of study at a recognised tertiary or higher education institution is required in addition to the completion of high school studies.
Philippines	Successful completion of a recognised pre-tertiary or foundation program OR successful completion of one year of study at a recognised tertiary or higher education institution is required in addition to the completion of high school studies.
Singapore	Singapore-Cambridge GCE A Levels with minimum aggregate score 10. Aggregate to be calculated on the basis that A = 5, B = 4, C = 3, D = 2, E = 1 for Higher 2 (H2) subjects. U (ungraded) and S (Sub pass) are fail grades with a notional value of 0. The notional value of a Higher 1 (H1) subject is half of that assigned to a Higher 2 (H2) subject, where A = 2.5, B = 2, C = 1.5, D = 1, E = 0.5. Higher 3 (H3) subjects are calculated on the basis of Distinction = 2.5, Merit = 2.0 and Pass = 1.0.
South Africa	South African National Senior Certificate (2008 and onwards) with minimum average mark 50% and eligible for admission to higher education (Bachelor degree, Diploma or Higher Certificate) in South Africa.
Sri Lanka	Sri Lankan General Certificate of Education A Level (2000 and onwards) with minimum aggregate score 7 in best three advanced level subjects excluding General English or the Common General Test. Aggregate to be calculated on the basis that A = 5, B = 4, C = 3, S = 1. Must be on one sitting.
Taiwan	Taiwanese General Scholastic Aptitude Test (GSAT) with minimum aggregate score of 50. GSAT Score is calculated from results for Chinese, English, Mathematics, Natural Sciences and Social Sciences OR Senior High School Diploma with minimum aggregate mark of 82% in final year results.
Thailand	Thailand Certificate of Secondary Education with minimum mark 62 or GPA 2.5 on 4 point scale.
Uganda	Uganda Advanced Certificate of Education with minimum aggregate score of 6. Ranks are calculated on the basis that at the Advanced Level (A2) A=5, B=4, C=3, D=2, E=1, and must include results in Advanced Level (A2) and Principal Level only.
United States of America	High School Diploma with minimum total score of 1370 for SAT I Critical Reading, SAT I: Mathematical and SAT I: Writing test scores OR Enhanced ACT Assessment with minimum Composite Score of 19.
Vietnam	Successful completion of a recognised pre-tertiary or foundation program OR successful completion of one year of study at a recognised tertiary or higher education institution is required in addition to the completion of high school studies.

Indicative International Fees*

Business	
Bachelor of Information Technology	AU$16,400 per annum
Bachelor of Management and Entrepreneurship	AU$16,400 per annum
Education	
Bachelor of Early Childhood Education (Birth to 5)	AU$15,600 per annum
Drama	
Bachelor of Dramatic Art	AU$23,000 per annum
Associate Degree of Dramatic Art	AU$23,000 per annum

Music	
Bachelor of Music	AU$22,680 per annum
Bachelor of Music (Worship)	AU$22,680 per annum
Associate Degree of Music	AU$22,680 per annum
Associate Degree of Music (Worship)	AU$22,680 per annum
Screen Production	
Bachelor of Screen Production	AU$21,680 per annum

* Indicative numbers quoted are based on 2023 fees.

FAQ

Do I have to be of a certain faith or denomination to study at Excelsia College?

No, you don't. We are an inclusive community, but we do require that students and staff respect our values.

Where do I find application closing dates?

The application closing dates and round offers are listed on our website: excelsia.edu.au/study/how-to-apply/. Please contact our friendly student advisor on +61 2 9819 8810 for more information.

Can I fax or email my application form?

No. You need to submit the application online via our website: https://excelsia.edu.au/study/how-to-apply/ .

How do I apply for credit for previous study?

Once you have been accepted into a course, you can obtain a Credit Application Form via our website.

Who are the lecturers and tutors?

Our lecturers are all experienced industry professionals in their respective fields.

Can I study part-time?

Yes, domestic students are able to study part-time.

Does the College offer financial assistance or loans?

Yes. Domestic students are eligible to apply for FEE-HELP. International students are able to apply for financial assistance after their first semester. Financial assistance of up to $1,000 per semester may be granted to international students who are able to demonstrate genuine financial hardship.

When are the auditions?

Once your application is received, we will contact you to set up an audition.

Does FEE-HELP apply to part-time students?

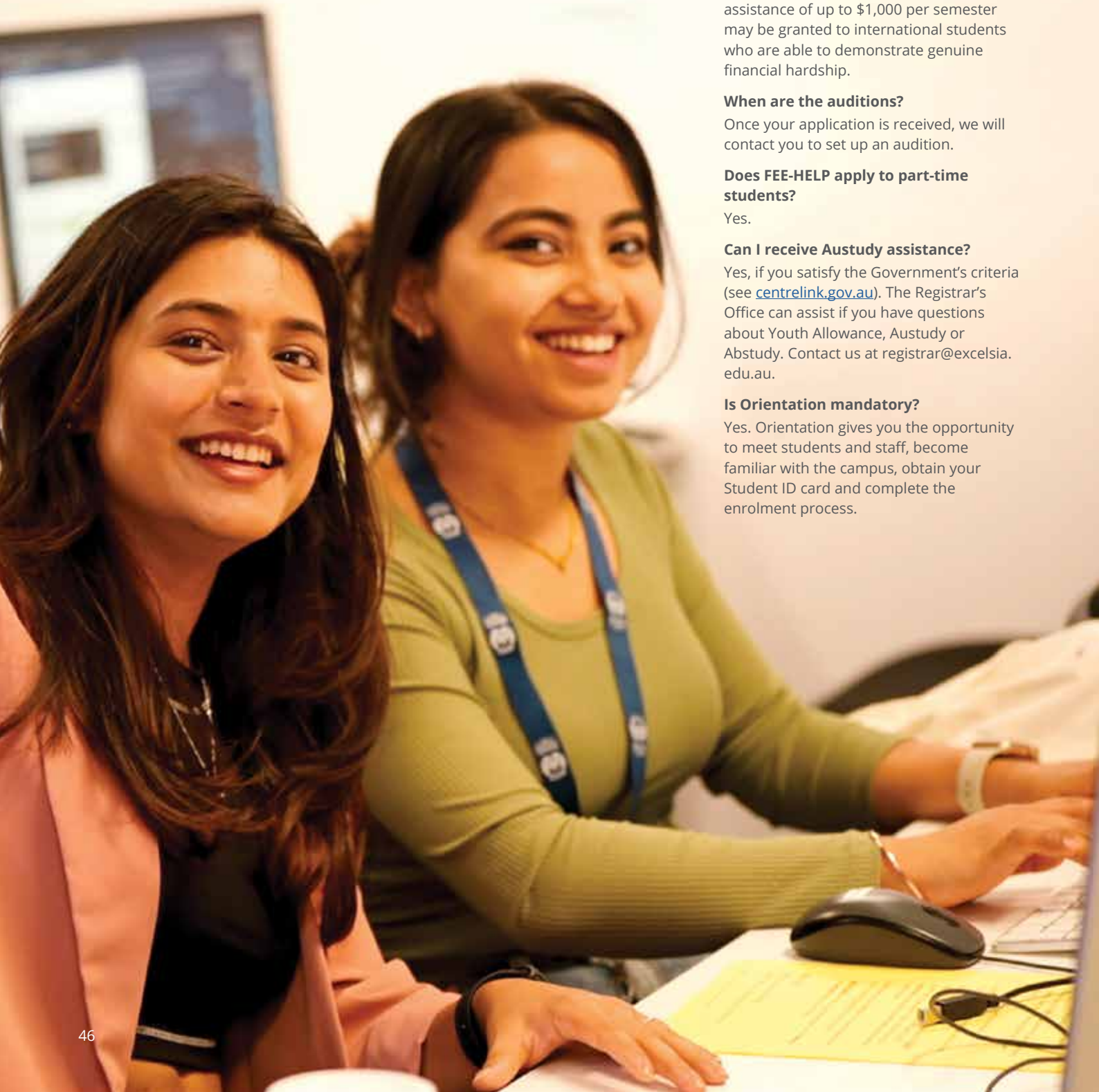
Yes.

Can I receive Austudy assistance?

Yes, if you satisfy the Government's criteria (see centrelink.gov.au). The Registrar's Office can assist if you have questions about Youth Allowance, Austudy or Abstudy. Contact us at registrar@excelsia.edu.au.

Is Orientation mandatory?

Yes. Orientation gives you the opportunity to meet students and staff, become familiar with the campus, obtain your Student ID card and complete the enrolment process.



HOW TO APPLY

Information about applications is available at: excelsia.edu.au/study/how-to-apply/

Step 1 Select the course
at: excelsia.edu.au/study/

Step 2 Check admission criteria

Step 3 Gather the required documents

Step 4 Complete application form

Step 5 Apply
Once you submit your application Excelsia staff will contact you to confirm receipt and talk through the next steps in the process.

Let us help you
Our student advisors are ready and more than happy to support you through the application process so you can have a smooth transition into higher education.

Scholarships
Scholarships may be awarded to undergraduate students with exceptional creative and academic talent. The Scholarship Committee awards scholarships based on recommendations from Heads of School. Enquire about a scholarship upon application.

FEE-HELP
Eligible domestic students may apply for FEE-HELP. FEE-HELP is a Commonwealth Government interest-free loan given to eligible students to help pay their tuition fees. Eligible students are Australian citizens, holders of permanent humanitarian visas and eligible New Zealand citizens. FEE-HELP is available to full-time and part-time students and there is no means test. For further information, including New Zealand eligibility, visit studyassist.gov.au.

Financial assistance
Most courses are approved for Centrelink's student income support (Youth Allowance, Austudy and Abstudy).

Any questions?
Please call 02 9819 8810 or contact us via the enquiry form on our website.

For more information about admission requirements, course suitability and career pathways please contact us using the email or telephone number below.

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The information contained in this course guide was accurate at the time of publication. Excelsia reserves the right to amend the material contained in this guide without notice in response to changing circumstances or for any other reason. For the most up-to-date course information please visit our website.

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