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COURSE GUIDE

2024

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.

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
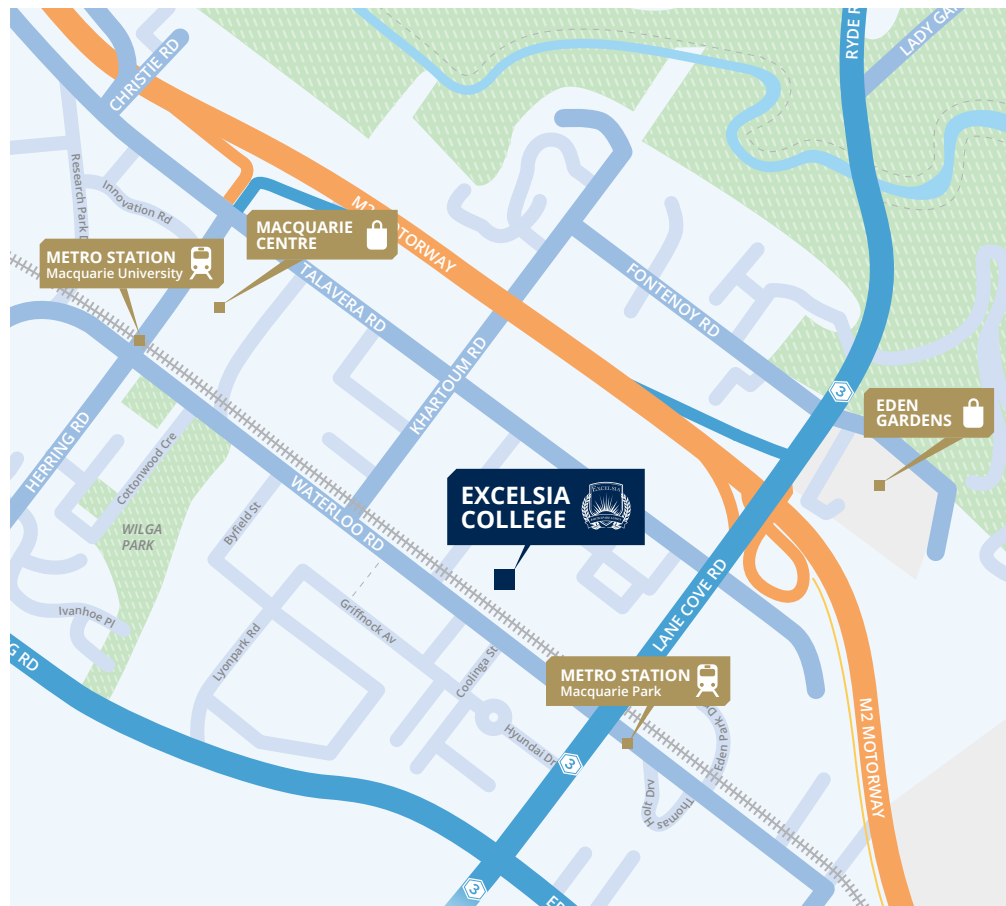
CAMPUS AND STUDENT LIFE

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.

Please refer to our digital Business brochure for more information.

WHY STUDY BUSINESS AT EXCELSIA?

Gain your degree at Excelsia College and strengthen your business acumen, organisational leadership and social responsibility skills to achieve sustainable business and social outcomes in an increasingly complex global business environment.

Focus on organisational leadership and social responsibility

- Acquire the tools to bolster your business image and build your brand, while empowering your employees to leverage resources to do good.
- Develop leadership skills as well as knowledge of ethical and socially responsible practices.

Prepare for success

- Acquire the knowledge and business tools to make an immediate impact on your career and your workplace through practical skills-based learning.
- Investigate topics that are at the intersection of your professional practice and the Christian context.

Graduate Diploma of Business Administration

Course duration: 1 year full-time

Intake: February and July

Credit points: 48

Delivery: Blended

Available to: Domestic and international

IELTS: 6.5 with no band less than 6.0

CRICOS code: 096446J

Financial information: FEE-HELP* for domestic students, international $16,240

AQF: Level 8

The focus of the Excelsia College Graduate Diploma of Business Administration (GDBA) is leadership of organisations with an ethical and social responsibility orientation. The program is designed to develop students' leadership skills as well as knowledge of ethical and socially responsible practices within organisations.

BUSINESS

Master of Business (Research)

Course duration: 2 years full-time

Intake: February, July and September

Credit points: 96 (4 units + master thesis)

Delivery: On campus

Available to: Domestic and international

IELTS: 6.5 with no band less than 6.0

CRICOS code: 091315E

Financial information: FEE-HELP* for domestic students, international $44,000

AQF: Level 9

The Master of Business (Research) is an advanced coursework and research program in organisational leadership. Coursework will consist of one semester of study in leadership/management as well as research preparation. This is followed by 1.5 years to complete a research thesis. The course offers progression to the PhD program.#

Reasons to choose this program:
- Builds your research abilities
- Supervised by internationally recognised research-active scholars
- Completing a Master thesis
- Pathway to doctorate studies

PhD in Organisational Leadership

Course duration: 3 years full-time

Intake: February

Credit points: 4 units + doctoral thesis

Delivery: On campus

Available to: Domestic and international

IELTS: 7.0 with no band less than 6.5

CRICOS code: 091316D

Financial information: FEE-HELP* for domestic students, international $72,500

AQF: Level 10

The PhD in Organisational Leadership is an integrated program of study and research which combines advanced coursework in research methodology and preparation. It involves a systematic and critical investigation into an aspect of organisational leadership with the aim of advancing new knowledge.#

Reasons to choose this program:
- Enhances your research capabilities
- Supervised by internationally recognised research-active scholars
- Publication of research outputs
- High-impact factors

Master of Business Administration

Course duration: 1.5 years full-time^

Intake: February and July

Credit points: 72

Delivery: Blended

Available to: Domestic and international

IELTS: 6.5 with no band less than 6.0

CRICOS code: 096445K

Financial information: FEE-HELP* for domestic students, international $32,480

AQF: Level 9

The focus of the Excelsia College Master of Business Administration (MBA) is leadership of organisations with an ethical and social responsibility orientation. The program is designed to develop students' leadership skills as well as knowledge of ethical and socially responsible practices within organisations. The purpose of the MBA is to promote and enhance the mission of Excelsia College through the application of scholarship consistent with a Christian worldview in producing graduates prepared to lead in a range of professions and organisational settings.#

Reasons to choose this program:
- Globally recognised qualification
- Focus on leadership and social responsibility
- Relevant curriculum where lessons can be immediately applied

^ For students commencing in the Master of Business Administration (MBA) from Semester 2 2024, the course duration is 1.5 years. For students who applied for the MBA prior to Semester 2 2024, please refer to the course progression plan available in ExO or consult your Course Coordinator.

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

Refer to pages 79–81 for admission requirements

Master of Business Administration

CORE UNITS + GDBA

Leadership Theory
Learn to analyse and explain historical trends in leadership as well as distinguish between leadership and management functions. Students will apply and synthesise leadership theories and practices to case studies.

Organisational Behaviour and Leadership
Study how people's behaviours and motivations as individuals and teams determine the character, dynamics and effectiveness of an organisation. Learn how to analyse and integrate values-based frameworks in addressing leadership and organisational behavioural challenges.

Applied Management Theory
Learn to analyse the business environment and determine effective management practices. Students will evaluate the relationship between leadership and management and maintain an awareness of the ethical challenges involved in each.

Professional Ethics
Analyse significant contemporary ethical issues and challenges in business from a Christian perspective. Students will also learn leadership strategies to deal with ethical dilemmas and examine decision-making frameworks at the personal and organisational levels.

Stewardship and Governance
Understand and apply stewardship principles to influence organisations for sustainable performance through contributions to human, environmental and societal wellbeing. Integrate socially responsible practices and corporate governance in businesses through the lens of stewardship.

Organisational Learning and Change
Learn how to effectively identify and critique different approaches to change. Students will also begin to integrate the concepts and principles of organisational change and organisational learning in designing and implementing plans for development and transformation.

Business Strategy and Policy
Learn to critically appraise business networks, partnerships and alliances, and the policies associated with managing these relationships, while exhibiting awareness of the ethical challenges involved in formulating business strategy.

Corporate Social Responsibility and Sustainability
Explore the economic, cultural and environmental impacts of globalisation. Students learn to evaluate models of corporate social responsibility and sustainable development in terms of agendas, effectiveness and long-term viability, while maintaining awareness of ethical aspects in regards to exploitation in marketing, branding and political purposes.

BUSINESS RESEARCH MAJOR

Qualitative and Quantitative Methods
This unit aims to analyse the application of both qualitative and quantitative research in the human sciences, and how the nature of the problem and the questions posed lend themselves to one or both research approaches. This unit fosters the development of all eight Excelsia College graduate attributes and requires the rigorous development of higher-order skills in all its six objectives. The unit focuses on 1) Philosophy and Context 2) Design and Data Collection and 3) Data Analysis.

Literature Review
In this unit students will complete a critical review of scholarly and other significant literature that relates to their thesis topic or area of study. The literature review will relate to the generation of research questions. Tuition will be provided in an intensive format or by supervision, though much of the learning approach will be student-driven and performed independently. This course will directly support the completion of a postgraduate research project, such as a thesis.

Research Proposal and Ethics
This unit is designed to introduce conceptual, methodological, and procedural issues related to the preparation of a research project proposal. It develops a step-by-step approach involving the background to the project, framing of the research question and objectives, consideration of theoretical frameworks, justification of methodology selected for the research enquiry, the significance of ethics and ethical conduct in research, and research methodologies. It also enables the preparation of a research ethics application, which is a fundamental research skill for future research progression.

One elective unit

FINANCIAL MANAGEMENT MAJOR

Accounting for Managers
Develop financial and accounting decision-making skills that are consistent with an advanced level of ethical and cultural awareness. Students will evaluate the role that accounting information plays in business decisions.

Business Economics
Discover the role that managerial economics plays in business decision-making. Gain an advanced understanding of demand analysis, cost analysis and market strategy, with particular attention on resource allocation. This unit will also consider ethics in managerial business economics.

Strategic Management Accounting
Students will advance their skills in management accounting by learning complex issues such as:
- transfer pricing
- dashboard reporting
- balanced scorecard
- performance management on strategy alignment.

Data Analytics in Accounting
This unit uses mathematical formulae and analytical tools to examine business data. Students will be taught to use a range of financial and statistical tools to examine financial reports for making sound business decisions.

FINANCIAL MANAGEMENT MAJOR

Operations Management
Investigate the strategic role that operations management plays in enhancing a firm's competitive advantage. Students will learn to analyse business operations using appropriate performance measures, as well as model ways of effectively implementing theories of quality control in business operations.

Business Information Management
Gain a critical appreciation of information systems and technology in organisations. Students will begin to analyse major issues facing managers in the effective use of information technology and the importance of aligning IT and IS with business strategy and goals.

Marketing Management
Learn marketing from an integrated framework within local and global contexts. Particular attention will be paid to social responsibility in marketing and the ethical and social implications of campaigns. Learn to develop appropriate strategies while analysing solutions for strategy failures.

Global Management
Develop the skills to evaluate the structure of international business operations in a competitive global environment. Examine and evaluate an international business operation, taking into account ethical and cultural dimensions.

GENERAL MBA

Select any 4 units from the General Electives

GENERAL ELECTIVES

Accounting for Managers
Business Economics
Strategic Management Accounting
Data Analytics in Accounting
Operations Management
Business Information Management
Marketing Management
Global Management

Master of Business (Research)

Leadership Theory

The aim of this unit is not to provide a definition of leadership, but to discuss key aspects of the concept and their implications, in particular, the idea of a 'leader' as a role, or a person with particular qualities, or as a process; or, as is considered at length in this unit, a fluid combination of all these elements, the precise combination of which at any time and in any one situation will vary according to a host of factors, not the least of which is how people view themselves as 'leaders' and/ or 'followers.' Central to this unit is the view that in understanding how leadership is conceptualised and has been enacted, what 'works' and what doesn't, we can better understand our own leadership behaviour and that of others.

As well as addressing the history and theories of leadership, the unit discusses the core themes and debates at the centre of contemporary leadership research. In seeking to understand a biblical approach to leadership, the unit analyses the difference between leadership and management, and how leaders are defined by, and define, organisational culture and stakeholder expectations. Particular attention is paid to the concept of 'mindfulness' in leadership, of awareness of context, an ability to reflect on the perspectives of self and others, and of the importance of learning from action as well as action learning.

Qualitative and Quantitative Methods

This unit aims to analyse the application of both qualitative and quantitative research in the human sciences, and, how the nature of the problem and the questions posed lend themselves to one or both research approaches. This unit fosters the development of all eight Excelsia College graduate attributes and requires the rigorous development of higher-order skills in all its six objectives. The unit focuses on 1) Philosophy and Context 2) Design and Data Collection and 3) Data Analysis.

Literature Review

In this unit students will complete a critical review of scholarly and other significant literature that relates to their thesis topic or area of study. The literature review will relate to the generation of research questions. Tuition will be provided in an intensive format or by supervision, though much of the learning approach will be student-driven and performed independently. This course will directly support the completion of a postgraduate research project, such as a thesis.

Research Proposal and Ethics

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Thesis

This unit is the capstone unit of the degree and provides the student with the opportunity to demonstrate mastery of research. The student will be required to undertake a substantial research project resulting in a contribution to knowledge or understanding and/or the application of knowledge in a designated area of study within the field of Organisational Leadership. The thesis is expected to be approximately 40,000 to 50,000 words in length.

PhD Organisational Leadership

Leadership Theory

The discusses the key aspects of the leadership concept and their implications, in particular, the idea of a 'leader' as a role, or a person with particular qualities, or as a process; or, as is considered at length in this unit, a fluid combination of all these elements, the precise combination of which at any time and in any one situation will vary according to a host of factors, not the least of which is how people view themselves as 'leaders' and/ or 'followers.' Central to this unit is the view that in understanding how leadership is conceptualised and has been enacted, what 'works' and what doesn't, we can better understand our own leadership behaviour and that of others. As well as addressing the history and theories of leadership, the unit discusses the core themes and debates at the centre of contemporary leadership research.

Qualitative and Quantitative Methods

This unit aims to analyse the application of both qualitative and quantitative research in the human sciences, and, how the nature of the problem and the questions posed lend themselves to one or both research approaches. This unit fosters the development of all eight Excelsia College graduate attributes and requires the rigorous development of higher-order skills in all its six objectives. The unit focuses on 1) Philosophy and Context 2) Design and Data Collection and 3) Data Analysis.

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Thesis

This unit is the capstone unit of the degree and allows students to undertake a comprehensive analysis of a topic within the field of Organisational Leadership, with the purpose of making a substantial contribution to knowledge, research methods and/or professional practice. The thesis is expected to be between 80,000 and 100,000 words in length.

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

*   Refer to the website: excelsia.edu.au/study/fees-and-scholarships/
#   Refer to pages 79–81 for admission requirements

in a business context. Students will gain 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

Bachelor of Management and Entrepreneurship

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

Intake: February and July

Credit points: 144 (24 units)

Delivery: On campus

Available to: Domestic and 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.#

*   Refer to the website: excelsia.edu.au/study/fees-and-scholarships/
#   Refer to pages 79–81 for admission requirements

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

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.

Master of Professional Accounting

Course duration: 2 years full-time
4 years part-time (domestic students only)

Intake: February and July

Credit points: 96 (16 units of 6 credit points each)

Delivery: On campus

Available to: Domestic and international

IELTS: 6.5 with no band less than 6.0

CRICOS code: 106163M

Financial information: FEE-HELP* for domestic students, international $36,960

AQF: Level 9

Excelsia College's Master of Professional Accounting is a two-year postgraduate qualification comprising discipline and professional studies. The course is 96 credit points in total. Students undertake four core units per semester over two years.#

Reasons to choose this program:

- It is a globally recognised qualification.
- The program focuses on ethical and responsible accounting.
- It has an authentic curriculum where lessons can be immediately applied.

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

Please refer to our digital Master of Professional 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 pages 79–81 for admission requirements

Bachelor of Business (Accounting)

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).

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.

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

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.

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

Master of Professional Accounting

Accounting for Managers

Accounting for Managers helps aspiring postgraduate students to be good managers and make sound business decisions from financial and accounting perspectives.

Business Economics

This unit covers economic theories with a focus on business. A study on both macro-economics and micro-economics will deepen students' knowledge of business based on economic reasoning.

Professional Ethics

To develop students with the appropriate ethical attitudes in business, case studies will be analysed from both positive and negative perspectives.

Business Information Management

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.

Data Analytics in Accounting

This unit uses mathematical formulae and analytical tools to examine business data. Students will be taught to use a range of financial and statistical tools to examine financial reports for making sound business decisions.

Strategic Management Accounting

Students will advance their skills in management accounting by learning complex issues such as:
* transfer pricing
* dashboard reporting
* balanced scorecard
* performance management on strategy alignment.

Companies and Securities Law

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

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.

Stewardship and Governance

This unit provides a deep understanding of the rules and regulations that govern the professional conduct of an accountant or business executive. Students will review the current implications of major accounting standards.

Corporate Social Responsibility and Sustainability

In this unit, Excelsia will introduce to students the importance of being ethical. Topics covered include:
* corporate and social responsibility
* sustainable accounting
* fraud
* internal control.

Taxation Law

This unit covers an important skill for students to learn to become a good professional accountant. In this subject, students will learn the basic calculations of Australian taxation including the underlying theories and governing laws.

Advanced Financial Analysis

Students will learn all financial reporting on complex business structures per the statutory requirements. Analytical reviews are also discussed to determine the true position of the business and its directions.

Corporate Accounting and Company Structures

Students develop advanced accounting skills based on large and complex companies with multiple structures and global presence.

This is a specialised area of accounting for the corporate world, preparing students for a promising career with multinationals.

Capital Market and Corporate Finance

This unit looks at the dynamics of the capital market and how corporates finance their various projects and ventures e.g. debt financing and equity financing.

The decision-making process on large capital investments will also be explored. Students will use tools such as Net Present Value (NVP), Internal Rate of Return (IRR) and Discount Cash Flow (DCF).

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.

Contemporary Issues in Accounting

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

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

> " When I first came to Excelsia College, it instantly felt like home to me. Going through the counselling course description at Excelsia College interested me because it's not just basics they teach you, but it was the fact that there were more practical units that really drew my attention.
>
> We had a very culturally diverse class and that really helped me to feel comfortable. There was a lot of peer support and shared group experiences and that was something valuable to the course. Looking back on my studies at Excelsia College, I can confidently say it exceeded my expectations. "
>
> **Priyanka Reddy Allu**
> **Master of Counselling alumnus**

Please refer to our digital Counselling brochure for more information.

WHY STUDY COUNSELLING AT EXCELSIA?

Learn in a distinctly supportive environment that is:

Ready for practice (Master)

- PACFA and ACA accredited – industry recognised
- Upon graduation ready to practice as a counsellor
- Integrating a Christian world view with contemporary counselling theory, research and reflective clinical practice
- Course includes assisting students with locating placements, 100 placement hours, including at least 40 direct client contact hours and 25 hours of clinical supervision, along with free personal counselling
- State-of-the-art counselling facility

Industry-respected

- PACFA (Master) and ACA (Master and Graduate Diploma) accredited, equipped with a range of clinical frameworks, skills and professional values central to the life of a professional counsellor
- Delivered by experienced, passionate and reflective practitioners currently in private practice, and counsellor-educators with master and PhD qualifications in counselling, psychology and psychotherapy.

Delivery

- Delivered with a focus on achieving balance with other areas of students' lives.
- Accommodating of family life and employment responsibilities.
- Part-time and full-time attendance usually requires no more than two days per week.

Graduate Certificate in Counselling

Course duration: 1 year part-time
6 months full-time^

Intake: February and July

Credit points: 24

Delivery: On campus

Available to: Domestic

IELTS: 6.5 with no band less than 6.0

Financial information: FEE-HELP*

AQF: Level 8

The Graduate Certificate in Counselling is ideal for those wanting to explore counselling as a new career or vocation direction, with completion of the course providing time to determine if their interest in counselling merits further study. The course may also be of interest to those in helping-related professions whose occupations include an incidental counselling component (e.g. education, ministry, nursing, occupational therapy, pastoral work, policing, paramedics etc.), providing an opportunity for them to improve or extend their current relational skill set by learning how to counsel and support others more effectively. The course is also helpful for those without prior undergraduate studies who are interested in counselling and would like to determine if they can manage post-graduate level studies.#

Graduate Diploma of Counselling

Course duration: 1 year full-time
2 years part-time (domestic students only)

Intake: February and July

Credit points: 48 (8 units)

Delivery: On campus

Available to: Domestic and international

IELTS: 6.5 with no band less than 6.0

CRICOS code: 056056K

Course accreditation: ACA

Financial information: FEE-HELP* for domestic students, international $21,857

AQF: Level 8

The Graduate Diploma of Counselling is a program accredited by the Australian Counselling Association (ACA) ideal for anyone in a helping, allied health, educational, ministry, and/or community support and welfare profession who desires to integrate counselling skills and mental health knowledge into their current vocation. The course also prepares graduates to be entry-level counsellors, able to obtain professional association membership and employment within the counselling sector. Students are exposed to contemporary theory, research, and clinical practice, equipping them to confidently provide quality relational care and support to those encountering life difficulties in an empathic, ethical and therapeutic manner.#

Master of Counselling

Course duration: 2 years full-time
4 years part-time (domestic students only)

Intake: February and July

Credit points: 96 (16 units)

Delivery: On campus and online

Available to: Domestic and international

IELTS: 7.0 with no band less than 6.5

CRICOS code: 056057J

Course accreditation: PACFA and ACA

Financial information: FEE-HELP* for domestic students, international $43,713

AQF: Level 9

The Master of Counselling, a program accredited by the Psychotherapy and Counselling Federation of Australia (PACFA) and Australian Counselling Association (ACA), aims to develop essential clinical competencies, foster reflective awareness and provide a sound theoretical foundation for a career as a professional counsellor. The degree integrates contemporary counselling theory, research and practice, contextualised within a Christian world view and a mental health framework. It develops counsellors who understand the personal, cultural, relational, psychological, social and spiritual domains of human experience and functioning; who are professionally and ethically informed; who will be sensitive to the diversity and uniqueness of individuals, families, and communities; and who will value and promote the dignity, potential and wellbeing of all people. #

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^   Full-time option available in February intake only
*   Refer to the website: excelsia.edu.au/study/fees-and-scholarships/
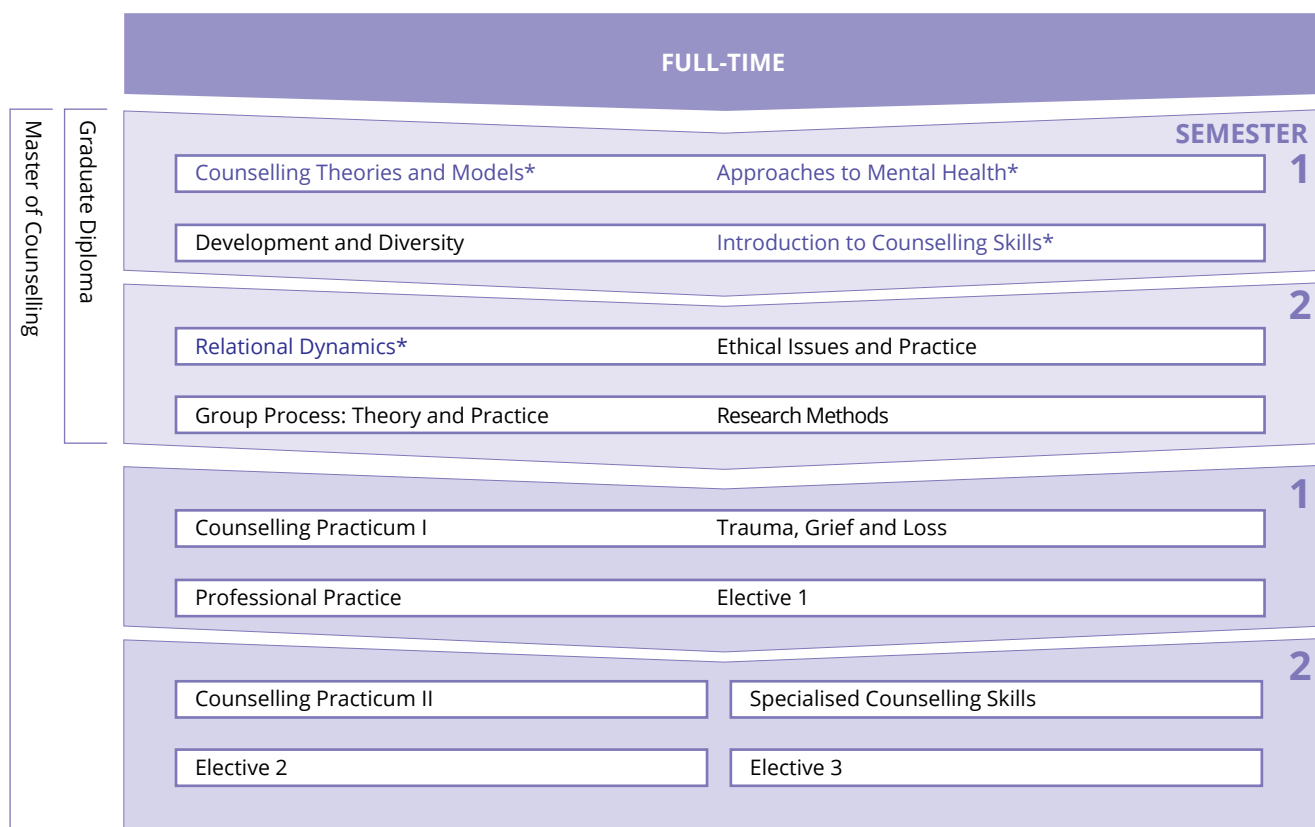#   Refer to pages 79–81 for admission requirements

> " Excelsia's counselling courses provide an enriching learning experience for students who are interested in learning advanced counselling and communication skills, being inspired by lecturers with experience in clinical practice as well as tertiary teaching, and deepening their understanding of counselling and relational theories.
>
> To support your learning, you will have access to academic support and personal therapy, which is a mandatory part of the training. Graduates will have the training that prepares them to work in counselling, community services organisations, or in private practice. "

Dr Dion Khlentzos
Head of School of Counselling

FULL-TIME

		SEMESTER

Master of Counselling

Graduate Diploma

SEMESTER 1
- Counselling Theories and Models*
- Approaches to Mental Health*
- Development and Diversity
- Introduction to Counselling Skills*

SEMESTER 2
- Relational Dynamics*
- Ethical Issues and Practice
- Group Process: Theory and Practice
- Research Methods

SEMESTER 1
- Counselling Practicum I
- Trauma, Grief and Loss
- Professional Practice
- Elective 1

SEMESTER 2
- Counselling Practicum II
- Specialised Counselling Skills
- Elective 2
- Elective 3

* Graduate Certificate

Counselling Theories and Models

Counselling theories and models provide frameworks for conceptualising and interpreting clients' histories, issues and experiences, and are used to guide approaches for different groups and inform approaches to working with clients. Students will examine both historical and contemporary theoretical frameworks, exploring the implications of different theoretical emphases on client care. They learn how to apply theory when working with specific clients with various life challenges, and to formulate case conceptualisations which underpin client care and client outcomes.

Approaches to Mental Health

Employing a biopsychosocial-spiritual framework and associated approaches, students learn about the aetiology, diagnostic presentation, assessment and evidence-based interventions for a range of mental health issues. They reflect on personal assumptions relating to mental illness, including the relationship between spirituality and mental illness, also considering how stress and vulnerability predispose some individuals to mental health episodes. Finally, they explore the role of social and family contexts in the onset of mental health disorders and their management.

Development and Diversity

Employing biopsychosocial and sociocultural lenses, students examine how humans grow and change across the lifespan, considering the contribution of developmental and sociocultural factors to normative outcomes. They examine major theories of human development, including the interface between the individual and their broader historical, sociocultural context. They consider how the spiritual domain affects development for those with a faith world view, and how different experiences of society and culture, including factors such as racism, bias and discrimination, oppression, power and privilege, and prejudice can adversely affect individual development and present as clinical issues. Finally, students develop an awareness of the importance of socially and culturally sensitive counselling practice.

Introduction to Counselling Skills

As a foundational unit, the aim of the Introduction to Counselling Skills unit is to develop foundational levels of counselling competence, supported by key skills required for effective clinical practice. For example, students will be introduced to core counselling concepts such as transference and counter-transference, which while originating in the psychodynamic psychotherapeutic

domain, are now part of broader counselling discourse. In addition to acquiring the core counselling skills, students will learn how the core skills find expression in a range of counselling modalities.

Relational Dynamics

Relational dynamics are at the heart of human engagement and communication; counsellors and clients are influenced and affected by significant relationships in their lives. Students learn about the importance of processing the adverse effects of relational experiences. This is informed by intrapersonal, interpersonal and relational theory, with an emphasis on interpersonal neurobiology, attachment and systemic theories. Students critically reflect on their personal relationship experiences, become conversant with their own affective regulation, reflective functioning and relational capacity, and develop an understanding of how and when their own, and their clients' relational histories and current experiences may affect therapeutic outcomes.

Ethical Issues and Practice

In this unit students learn how to ethically and responsibly manage this position, becoming conversant with all relevant regulatory codes and Australian legislative requirements that govern the health

sector. They explore ethical principles in professional decision-making processes, reflect on the benefits of professional association membership, and are encouraged to be aware of, and thoughtful about, how their personal moral stance and ethical framework informs and influences their professional practice.

Group Process: Theory and Practice

This unit is designed to introduce counsellors to the therapeutic setting and experience of group work. Students are introduced to the theories of group work. The unit also aims to provide students with fundamental clinical skills used in group work, along with an understanding of how to design, implement, facilitate and assess a group program.

Throughout the unit students will have the opportunity to integrate their experiences of belonging to a group and facilitation of a group through obtaining relevant knowledge.

Across the units, students will be encouraged to develop their own unique facilitation style and cultivate the relevant group work skills in a safe, nurturing and non-judgemental context.

Research Methods

Counselling practice is underpinned by a professional body of knowledge, predominantly drawn from counselling and healthcare research. This unit aims to equip students to become knowledgeable consumers of this body of research, and to become aware of key interpretative issues relevant to research more generally. In order to equip students in this way, this unit introduces students to a range of philosophical, theoretical and practical skills and understanding necessary to design, conduct and evaluate research in counselling and related fields. Further, to be able to critically evaluate the relevance

of specific contemporary research findings for professional practice, counsellors need to be conversant with how knowledge is produced and is deemed to be acceptable by a professional community. Thus, acquiring an understanding of the core elements of the research process and research ethics enables counsellors to thoughtfully discern whether and how specific findings may inform their clinical decision-making and client care.

Trauma, Grief and Loss

Loss and change are a normal part of the human experience, encountered by all individuals at some point in their lives. Trauma may manifest if individuals experience loss and grief. This unit examines historical and contemporary approaches to understanding advanced trauma, loss and grief. It provides students with assessment and intervention skills to work effectively in these areas of counselling. Students apply theory to assess case studies and in role-plays. The topics of vicarious trauma and burnout, and the development of self-care plans are also examined. Appropriate consideration of clients' cultural and spiritual heritages will also be explored.

Professional Practice

This unit focuses on the ongoing formation of the 'counsellor' through a range of conversations and activities intended to foster increased self-awareness and reflection, with students invited to consider how to enhance the quality of their own professional practice and nurture their ongoing personal maturity. Underpinning this learning will be an emphasis of achieving personal integration, wellness and recovery for both client and counsellor (as required).

Specialised Counselling Skills

A wide range of contemporary counselling modalities emphasise assisting clients to

overcome their difficulties by changing their thinking, behaviour, and emotional responses, with the therapist and the client working together to identify and solve problems currently confronting the client. With a strong conceptual and theoretical foundation many contemporary therapies are often treatments of choice for dealing with a range of serious mental health issues, including depression and anxiety.

In Specialised Counselling Skills students will be introduced to two contemporary counselling modalities. Students will be expected to demonstrate an understanding of key modality-specific principles and processes. They will also develop a capacity to apply a range of counselling skills related to the specific two modalities being taught in a given semester. Knowledge and skills will be demonstrated within the classroom setting and through a range of assessment tasks.

Counselling Practicum I

Counselling Practicum I is the first of two practicum units, marking the transition from learning in the classroom setting to working as a counselling professional with clients, peers and supervisors in the general community. Students undertake their practicum in one of various community-based agency settings where they are exposed to all aspects of the work life of a professional counsellor. Students are required to demonstrate the integration and application of the professional body of knowledge and counselling skills acquired across the degree. Throughout the unit students will be required to maintain a range of counselling cases in line with the Psychotherapy and Counselling Federation Australia (PACFA) Training Standards. Alongside their placement experiences, students attend a combination of individual and group supervision sessions with experienced practitioners.

Counselling Practicum II

Counselling Practicum II is the second of two units marking the ongoing transition from counselling student to professional counsellor. Throughout the unit students continue to see clients in their allocated agency setting. Students further develop their conceptual and clinical skills at a more advanced level, and are expected to demonstrate an increased sophistication, integration and maturation of their counselling knowledge and skills. Students are also expected to reflect on their professional identity, demonstrating continued professionalism in the workplace, as well as compliance with all ethical and legislative requirements relevant to practising as a professional counsellor.

Counselling and Christianity

This unit introduces students to classical and current psychological and theological research related to counselling and counselling practice. In doing so, the unit enables and encourages students to reflect on and articulate ways in which Christian principles and clinical practice may be integrated in order to provide sensitive and comprehensive care to persons within Christian and other spiritually-oriented counselling environments.

Introduction to Counselling Children and Young People

This unit introduces attendees to the theoretical knowledge and clinical skills associated with counselling children and young people, including a range of individual, family, creative and group therapies, and learning how to appropriately select from among these therapies so as to optimise intervention strategies applied to individual clients. The unit is situated within a broader socio-ecological approach to counselling children and young people, emphasising the importance of social and cultural contexts central to client health and wellbeing (e.g. family, educational and community systems, etc.), and addressing how working with these systems is crucial for welfare, functioning and recovery of the individual child or young person. Utilising a strengths-based approach, the unit focuses on key issues such as developmental crises, disability, trauma, emotional and behavioural problems, and environmental issues. It examines how these conditions and circumstances may adversely affect clients' physical, psychological, social, and spiritual wellbeing and their educational attainments. Concurrently, the unit offers a mental health focus emphasising prevention, early intervention and crisis management of identified at-risk populations of children and young people.

Introduction to Family Systems and Couples

This unit examines the historical origins and contemporary applications of systemic work with families and couples therapy. It examines how the dynamics that operate between family members may contribute to symptoms experienced by vulnerable family members, particularly children and young people. Developmental and contextual factors are examined to take a trans-generational view of family functioning. Theoretical and practical applications of multiple models and theories of family and couples therapy are presented, which provide students with the opportunity to develop skills in being able to effectively assess and intervene with families and couples that present for counselling.

Introduction to Working with Addictions

Using a range of methods this unit provides a framework for counselling across a range of addictive behaviours, including addiction to alcohol and other drugs. The aim is to develop skills in assessment related to addictive behaviours and relevant counselling approaches when working with this population. The evidence for and against selected techniques is analysed. The principles of working with the voluntary and non-voluntary client is explored.

Introduction to Working Cross-Culturally

This unit provides an introduction to counselling skills with a focus on cross-cultural perspectives. Students have the opportunity to develop skills and strategies in working with diverse populations. Using a cross-cultural framework, students explore mental health stressors amongst multicultural populations and the role of the counsellor. Students examine their own cultural identity and apply cross-cultural counselling competencies across a range of workshop activities. In considering the client's culture the counsellor-in-training must understand their own cultural values and how they shape individual biases and prejudices. An assessment of the student's own biases is essential to helping people from other cultures. A case study and research essay will form the basis of the unit assessment.

Research Project

Counselling research and counselling practice are intrinsically linked with, ideally, research findings informing day-to-day clinical decision-making in the therapeutic space. Further, developing an appreciation for and a capacity to contribute to the production of a discipline's professional knowledge is one expression of the scientist-practitioner model that underpins many allied healthcare disciplines, including counselling. In this unit students focus on their individual research activity, covering areas such as data collection, data analysis and research write-up and presentation. In doing so, they will experience research in situ including the day-to-day challenges of managing a small research project. Students will be expected to synthesise theoretical and clinical literature, and their individual endeavours will culminate in the preparation and submission of an individual, 5,000-word research paper.

Professional Project

This Professional Project unit provides students an opportunity to pursue a unique research project, the result of which is a written or creative work of around 5,000 words (or equivalent). The project will be positioned within the counselling profession. Professional projects will be informed by relevant theory, literature and research, and will demonstrate the ethical and technical requirements of the discipline. Students may work independently or within a group, employing flexibility and sound judgement.

Special Topics in Counselling

This unit provides a framework for the investigation of additional counselling-related topics that may be included in the Master of Counselling curriculum, generally in the context of the contribution of a visiting scholar with particular expertise in a given area, or new or emerging counselling issues that can usefully and substantively be addressed in a course unit.

COUNSELLING

Graduate Certificate in Disability

Course duration: 6 months full-time
1 year part-time

Intake: February and July

Credit points: 24

Delivery: Online or on campus

Available to: Domestic

IELTS: 6.5 with no band less than 6.0

Financial information: FEE-HELP*

AQF: Level 8

The Graduate Certificate in Disability is developed in line with the National Disability Insurance Scheme (NDIS) practice standards and quality indicators and grounded in the international human rights framework of the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) and its expression in Australia's National Disability Strategy.

Students will gain an understanding of the diverse experiences, needs and perspectives of people with disabilities, and learn contemporary case-management and person-centered approaches to service delivery.

Graduates can use their knowledge to work in the disability or health and human service-related sectors.

Scaffolded within these units is a Christian world view that is also inclusive and respectful of other faiths, which emphasises and recognises the distinctively caring and pastoral nature of disability care and support. This course has been designed to provide a comprehensive learning experience and flexibility to study online whilst continuing to work.

Please refer to our digital Disability Studies brochure for more information.

Graduate Diploma of Disability

Course duration: 1 year full-time
2 years part-time

Intake: February and July

Credit points: 48

Delivery: Online or on campus

Available to: Domestic

IELTS: 6.5 with no band less than 6.0

Financial information: FEE-HELP*

AQF: Level 8

Graduate Diploma of Disability builds on the Graduate Certificate in Disability. It is developed in line with the National Disability Insurance Scheme (NDIS) practice standards and quality indicators and is grounded in the international human rights framework of the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) and its expression in Australia's National Disability Strategy.

The course will equip students with the academic knowledge needed to work in the disability or health and human service-related sectors. The course is particularly relevant to those wanting to upskill in a health and wellbeing theoretically and socially engaged related course within the disability arena. The course will emphasise and recognise the distinctively caring and pastoral nature of disability and care by utilising a Christian framework that is also inclusive and respectful of other faiths.

This course offers a unique integration of inclusive practice approaches, ethics, person-centred support and case management, with a focus on deepening knowledge and applying inclusive methodologies to policy, program and practice. The course develops the capabilities and knowledge needed for leadership to deliver quality and innovation in the disability sector and beyond to the broader health and human services context in which specialised disability knowledge is mobilised for inclusive disability studies.

Scaffolded within these units is the Christian world view which emphasises and recognises the distinctively caring and pastoral nature of disability care and support. This course has been designed to provide a comprehensive learning experience and flexibility to study online whilst continuing to work.

CERTIFICATE AND DIPLOMA UNITS

Understanding Disability: People, Policy and Practice

This foundational unit establishes the theoretical underpinnings for an understanding of the contemporary position of people with disability in society and how these frame approaches to policy, service delivery and professional practice. In considering the influence of human rights and the driving framework of inclusion we examine the ways that lived experience of disability maps to contemporary systems of classification of disability and impairment. Building on this understanding, the unit develops knowledge of the current disability policy framework in Australia and explores the nature of specialist disability and mainstream service systems designed to support the inclusion of people with a disability in all aspects of life. The roles and responsibilities of the contemporary disability workforce are explored in order to develop comprehensive foundations for best practice person-centred approaches. This unit will deliver a sound appreciation of the critical challenges and opportunities in creating an inclusive contemporary Australian disability landscape.

Person-Centred Support in Disability

This unit introduces the contemporary landscape of person-centred support and develops understanding of systems, services and practices of contemporary disability support. It explores the genesis and development of person-centredness as an approach to policy and practice in disability and examines how this maps to the nature and structure of the Australian

disability service system. Knowledge will be developed about the range of service types, the disability workforce and the diversity of service users and their support needs and applied to real world settings. Characteristics of the range of models of support, assistive technologies and support relationships (both formal and informal), are explored in order to develop a deep understanding of the issues that people with disability and those who support them experience in the support encounter. Key frameworks underpinning disability support in the context of the National Disability Insurance Scheme and beyond, including safeguarding, service quality and practice standards will be explored to promote understanding of best practice in person-centred support to enable people with disability to exercise choice and control in their lives and promote their independence.

Working Ethically in Disability

This unit introduces students to the key ethical challenges in promoting and supporting the rights and choices of people with disability. Spanning issues of social justice, human and legal rights, risks and safeguards, the ethical responsibilities of professionals working with people with disability to support their rights and choices is explored as an integral part of disability practice. In engaging with ethical issues of practice and in and about the lives of people with disability, students will develop knowledge and skills to recognise and articulate their own lifelong learning needs in relation to disability and develop capabilities and strategies to maintain professional, technical and research-based knowledge to ensure their professional practice aligns with contemporary developments and innovation in the field of disability.

Planning for a Good Life

Person-centred planning is central to the achievement of choice and control by people with disability in the services and supports they require to live a good life. This unit explores the theory and practice of inclusive and participatory individualised planning. Beginning with the theoretical orientations that inform quality of life and the underpinning principles of individualised planning, students will acquire knowledge and skills crucial to working with people with disability in the development, preparation and implementation of effective individualised support plans. Consideration will be

given to contemporary funding models and the variety of contexts and types of plans, including person-centred and family-centred planning approaches. The unit explores key knowledge, skills and elements of the planning process including identifying and working with key stakeholders in the planning process. Particular focus is given to accessible modes and methods of engagement with people with disability and their informal supports, including effective communication, both verbal and non-verbal, for those with complex communication needs, strategies for advocacy and self-advocacy, and support for decision-making in relation to designing supports that are responsive to need and to a person's goals and aspirations.

DIPLOMA UNITS ONLY

Evidence-based Disability Programs: Design, Implementation and Evaluation

In this unit students will develop skills in applying the theory and principles of program design, implementation and evaluation to the range of disability programs and services. Integrating the values of inclusion and participation with theoretically and evidence-informed program content and processes is central to best practice in the provision of quality disability programs and services. Drawing on knowledge from a range of disciplines, this unit will prepare students for leadership roles in policy and service development in disability and in the inclusion of considerations for people with disability in other fields such as health, education and social services. The unit will explore the principles and benefits of co-design and co-production in disability program design and evaluation that are central to contemporary inclusive service provision. Skills and techniques necessary for rigorous program evaluation are explored, with specific attention to question formulation, identification of key measures, data collection, and analysis and interpretation. Benefits, responsibilities and innovative approaches to program evaluation knowledge exchange across the disability sector more generally are highlighted.

Social and Community Inclusion

This unit explores the ways disability and inclusion are understood and responded to beyond the specialist disability service system, examining the impact of barriers

to social and economic participation in the broader service and community context. Foundational concepts of inclusion, participation, citizenship, and access and accessibility are examined in the context of meeting human rights obligations and societal expectations that people with disability are able to make choices and have opportunities to take part in the political and policy process, education, employment, recreation and culture on the same basis as others. Similarly, mainstream human, social and other services have obligations to make their services accessible and responsive to the needs of people with disability. Students will explore the multiple interpretations of community participation and consider different models for working to support inclusion through universal design, disability adjustments and accommodations and systems change.

Case Work (in Disability): Management, Coordination and Collaboration

This unit develops knowledge and skills required of practitioners to select, implement and evaluate approaches to case management across human services with a focus on disability and aged care. Students will develop advanced knowledge of the definitions, theories, characteristics and processes of case management in human services focusing on the NDIS and the aged care sector. Approaches to critiquing the influences on services and practice models and critical issues and ethical dilemmas in case management will be canvassed. Collaborative skills and key research literacies will be explored to enable students to develop their expertise to implement knowledge into their professional practice.

Working with Diversity and Complexity (in Disability)

This unit explores issues in theory, policy and practice in working with diversity and complexity in client populations. Utilising the theoretical orientation of intersectionality, students will develop a critical appreciation of the multiple and intersecting domains of difference and the ways that these can compound to heighten risks for marginalisation and social disadvantage. Understandings of key principles in working with the variety of diverse and complex issues associated with gender, race, ethnicity, and disability/impairment are developed and best practice approaches explored.

"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?

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

At Excelsia College, we understand the immense potential of theatre and screen as dynamic avenues for creative expression and profound impact. Our Bachelor of Dramatic Art is meticulously crafted to ignite the spark of creativity and launch graduates into vibrant careers in the arts sector.

Uniquely designed, this program empowers you with a rich blend of practical, theoretical, and entrepreneurial skills essential for success. Our seasoned industry professionals will guide you on a transformative journey, whether your passion lies in production or as an actor. We foster an environment where your creative aspirations flourish, helping you unleash your artistic potential and chart a course towards an exciting career in the performing arts industry.#

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.

DRAMA

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 33.

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 33.

Performance Practice

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

DRAMA

66 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. **99**

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.

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 productions and gain priceless insights

DRAMA

> " 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

DRAMA

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.

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.

* Refer to the website: excelsia.edu.au/study/fees-and-scholarships/
\# Refer to pages 79–81 for admission requirements

Master of Music

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

Intake: February and July

Credit points: 96

Delivery: On campus

Available to: Domestic and international

IELTS: 6.5 with no band less than 6.0

CRICOS code: 057961B

Financial information: FEE-HELP* for domestic students, international $39,504

AQF: Level 9

The Master of Music course is a program designed to deepen students' music and music-related knowledge, skills and capacities in their area of creative interest. Through personalised one-to-one mentoring and expert teaching, students are introduced to research skills related to their creative practice. The carefully curated suite of electives provides students with the opportunity to broaden their skills relevant to the construction of a working portfolio relevant to music industry and community contexts.\#

> " I was drawn to Excelsia's smaller campus and the environment which was welcoming, supportive and community minded. I felt very welcomed from the start by the other students from the music department and staff. I also enjoyed being a part of the practical shows and concert practice (cp's) and as a master's student I felt welcomed and happy to be the first to present a practice-led research thesis of Australian low flute repertoire. "

Karen Anson
Master of Music alumnus

> " Education should always be a positive and transformative experience. But there's something deeper about the transformations that occur in students at Excelsia – there is a real transformation of the soul that takes place. "
>
> **Lauren Moxey (nee Upex)**
> **Bachelor of Music alumnus**

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

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 or equivalent

CRICOS code: 109435A

Financial information: FEE-HELP* for domestic students, international $45,360

AQF: Level 6

Students exiting the Bachelor of Music and 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 new course embedded within the existing Bachelor of Music (see course page for further details).

Please refer to our digital Music brochure for more information.

* Refer to the website: excelsia.edu.au/study/fees-and-scholarships/
# Refer to pages 79–81 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.

Bachelor of Music

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 the website: excelsia.edu.au/study/fees-and-scholarships/
#   Refer to page 79–81 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

The Master of Music is offered with three streams

Performance

Students work on perfecting performances of increasing levels of challenge to industry standards. By honing their expressive, technical and academic skills, performers work one-on-one with a professional teacher to prepare a series of concerts featuring high-level solo and ensemble repertoire of their choosing. Students may specialise in jazz, contemporary or classical genres including conducting. A suite of electives is also available, offering additional study in cross-cultural performance, composition, music worship, music business, and music pedagogy.

Contemporary Composition

Students may undertake a range of composition options, allowing students to concentrate on both traditional and commercial aspects of the contemporary music industries. Students may compose for both live and digital media in a range of genres and mediums, refining their skills towards the completion of a final composition project. A suite of electives is also available, offering additional study in both solo and ensemble performance, music worship, music business, and music pedagogy.

Community Music

The purpose of the stream is to provide postgraduate study for musicians who seek to work in community music settings as ensemble directors, and/or with community music organisations who serve culturally diverse or marginalised people in settings ranging from co-curricular school groups, to aged care, churches, local councils, prisons and so on. Students gain practical experience in pedagogy relevant to ensemble settings through both performance and conducting, with a suite of electives available in performance, music worship, composition and music business. Students undertake a final community music placement in order to complete their study.

Performance I – IV

This set of four core performance units facilitate study in the students' principal instrument, voice or in conducting skills. Students work with a professional tutor to maximise their skill outcomes to a professional level, presenting a series of concert performances of increasing depth and complexity in Western classical, jazz or contemporary performance genres.

Composition I – III

A series of three core composition units allow students to refine their skills in composing for both live and digital mediums in traditional art, jazz or in contemporary music styles. Students present their works in live, recorded and scored formats to audiences, refining original projects of increasing scope and complexity.

Music and Media

The Music and Media elective provides students with the opportunity to attain the conceptual understandings, creative awareness, professional discipline, and technical skills to compose music for various media including interactive UE/UI applications, advertising, and game platforms.

Music and the Moving Image

The Music and the Moving Image elective provides students with key conceptual, creative, analytical and technical understandings necessary for composing music for screen and television. Students undertake a collaborative project with final-year Bachelor of Screen Production students to compose original music for a short film, or complete a project of interactive game music.

Screen Sound Analysis

The Screen Sound Analysis elective provides students with the opportunity to undertake a comprehensive and informed study of the role of sound design and composition for screen mediums. Study combines in-depth historical, theoretical, analytical and practical elements, working towards the completion of screen soundtrack projects.

Music Industries Overview

Music Industries Overview provides students with the insights and skills necessary to navigate work in the music industries with a focus on artistic entrepreneurship and portfolio sustainability. Each student will develop a business plan in line with their musical interests and skills, with topics addressing the ways artists manage multiple income streams. The subject considers a variety of views and critiques of the industry with a focus on emerging trends, ethical considerations, and contingency planning for the future.

Cross-Cultural Performance

This elective unit provides practical learning for students in cross-cultural and world musics, as well as conceptual and critical thinking opportunities necessary for musicians who seek to work in diverse and inclusive music making communities. Students work in small ensembles to arrange, rehearse and perform music through cross-cultural collaboration, with an investigation of the ethical practices surrounding such work.

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.

Music in Worship

This elective unit introduces students to a range of philosophical, theoretical, theological, biblical and practical skills necessary to design, conduct and evaluate worship practices in the contemporary Christian church. Students undertake original research in churches as well as curating worship events appropriate to these settings.

Music in Community

Community music is generally characterised by non-formal music making spanning domains as diverse as local choirs, bands and orchestras, through to participatory music making which occurs in contexts as diverse as aged care facilities, rural folk festivals, prisons and churches. Students in the Community Music stream undertake this unit as a final semester work placement, applying skills in rehearsal management, conducting, arranging, concert organisation, business management, and grant writing in order to build the skills necessary to work as a community music facilitator.

Research Methods

Research skills are critical to facilitating lifelong learning, developing conceptual and investigative capacities at the postgraduate level, and to enhancing systematic attempts to understand, influence and improve professional creative practice. This core unit introduces research methods applicable to music practitioners, with students developing an original research proposal for implementation in their final capstone Research Project.

Research Project

Research Project is a final semester capstone unit that provides students with a comprehensive experience of research, while extending their knowledge, critical thinking and practical skills. Each student implements an original research project (designed in the Research Methods unit) which is related to their core interests and career aspirations in music. The completion of the project is closely supervised by an academic staff member.

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?

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.

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* Refer to the website: excelsia.edu.au/study/fees-and-scholarships/
# Refer to pages 79–81 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.

SCREEN PRODUCTION

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.

66 During my time at Excelsia, it was wonderful to sit under quality teaching and reflect on educational theories through the lens of the Bible. The Master of Teaching (Secondary) gave me practical, lifelong skills in the area of critical reflection and the skills for bringing a Christian world view through my teaching practice. I feel so privileged to have met a variety of inspiring educators during my time at Excelsia. The staff were an unbelievable support during placement opportunities and lecturers displayed a gentle, relational approach, which is something I have tried to imitate in my own teaching style. 99

Nada Appleby
Master of Teaching (Secondary) alumnus

WHY STUDY EDUCATION AT EXCELSIA?

Learn from accomplished academics

- We offer world-class academic coursework, delivered by accomplished professors, tutors and industry professionals.

Flexible study options

- Fast-track to your new career by studying the accelerated 18-month course.

Pastoral care

- Excelsia College prioritises pastoral care and this is fully integrated throughout the program. It is important to the College that we meet the personal, social wellbeing and academic needs of students.

Online delivery

- Online delivery for the Master of Teaching (Primary), the Master of Teaching (Secondary), and the Master of Education means students can plan study around existing work, family and life commitment.

Work placement

- Excelsia College understands that undertaking work placement is an important way to prepare students for employment. We assist in helping Master of Teaching and Bachelor of Early Childhood students find work placement, which provides an excellent opportunity for them to gain practical experience.

EDUCATION

Master of Teaching (Primary)

Course duration: 2 years full-time/ part-time equivalent

Intake: February and July

Credit points: 96 (20 units, including 2 course tutorial workshops)

Delivery: Online (with some on-campus requirements)

Available to: Domestic

IELTS: Overall 7.5 with speaking and listening at 8.0 and reading and writing at 7.0

Course accreditation: NESA

Financial information: FEE-HELP*

AQF: Level 9

Nelson Mandela was right when he said 'education is the most powerful weapon we can use to change the world'. Though teachers may only spend a short time teaching a child, the effects can last a lifetime. The Master of Teaching (Primary) is designed for people with a love of learning and a love of children. Not only will they provide the tools for academic achievement, primary teachers will play a critical role in imparting life lessons like how to be a kind and respectful person not only in the classroom, but in the schoolyard, at home and in the world. This course is grounded in Christian values and beliefs and students learn to educate innovatively, with care, and from the heart. Students have hands-on exposure to foundation units, like cultural perspectives or psychology for teachers, along with curriculum studies, like literacy, creative arts and personal development, health and physical education.#

Master of Teaching (Secondary)

Course duration: 2 years full-time/ part-time equivalent

Intake: February and July

Credit points: 96 (19 units, including 2 course tutorial workshops)

Delivery: Online and on-campus, international students will study on-campus

Available to: Domestic and international

IELTS: Overall 7.5 with speaking and listening at 8.0 and reading and writing at 7.0^

CRICOS code: 107995G

Course accreditation: NESA

Financial information: FEE-HELP* for domestic students, international $45,000

AQF: Level 9

Our teacher training program acknowledges and embraces the tremendous fulfilment and satisfaction that is a part of teaching, and the many opportunities teachers have to make a positive difference in the lives of children and young adults. The Master of Teaching (Secondary) prepares students for teaching in Christian, Independent and State schools. Teaching isn't just a job. It's a passion, a dedication, a commitment and a way of life. It's a career founded in care, resourcefulness, innovation, lifelong learning and leadership. Our online degree is designed to give students the tools to inspire hope, ignite imagination, and instil a love of learning in the children and young adults they teach.#

Please refer to our digital Education brochure for more information.

NSW EDUCATION STANDARDS AUTHORITY

Units

Master of Teaching (Primary or Secondary) students undertake foundational units as follows, in addition to unique course units.

COURSE TUTORIAL WORKSHOPS

Course Tutorial Workshop I

The unit seeks to promote the integration of theory and practice by introducing the role of the teacher as:

- a planner of teaching and learning for a diversity of students
- a promoter of personal and student literacy and numeracy
- an integrator of ICT in professional practice
- a classroom manager
- a contributor to a teaching/learning community.

The unit also considers some of the legal and moral responsibilities of the teacher.

Course Tutorial Workshop II

This unit seeks to promote the integration of theory and practice by further developing the role of the teacher as:

- a practitioner who is aware of the potential impact of their own socio-cultural, religious, ethnic and gender perspective on classroom practice
- a planner of teaching and learning for a diversity of students with a special focus on students of EAL/D heritage
- a promoter of personal and student numeracy
- an integrator of ICT in professional practice
- competent and creative user of strategies for teaching and learning
- a reflective practitioner able to contribute to the professional community.

FOUNDATIONAL UNITS

Aboriginal and Torres Strait Islander Perspectives

This unit focuses on the social, cultural, pedagogical and methodological strategies that teachers need to master in order to teach Aboriginal and Torres Strait Islander students, and to teach all students about Aboriginal and Torres Strait Islander languages, history and culture. This unit specifically addresses AITSL Standards 1.4 and 2.4 which tap into 'strategies for teaching Aboriginal and Torres Strait Islander students' and 'understanding and respecting Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians'.

Foundations of Teaching and Learning

This unit provides a broad overview of the goals of schooling, including the promotion of equity and excellence. The role of the teacher is introduced as planner of teaching and learning, user of Information and Communication Technologies (ICT), classroom manager, and contributor to a teaching or learning community. The unit also considers some of the legal and moral responsibilities of the teacher.

Teaching Biblical Studies

This unit provides an overview of the biblical narrative so as to develop an integrated understanding of the Bible's message and the ability to interpret its meaning for contemporary students. The unit also develops the knowledge and understanding of the process of curriculum design, development and evaluation in biblical studies. Skills are acquired that facilitate the teaching and learning of biblical studies.

Cultural Perspectives

This unit seeks to develop a critical awareness of the impact of intersecting cultural environments on schooling and education. Various social, historical, political, economic, philosophical and theological perspectives are explored with particular emphasis on the impact

of culture, cultural identity and linguistic background on the education of Aboriginal and Torres Strait Islander students.

Psychology for Teachers

Teacher education students (TES) require a sound understanding of the developmental stages through which students progress, and the implications of this developmental trajectory for teaching and learning. Using theoretical resources drawn from developmental psychology, this unit explores human physical, cognitive, social, emotional, moral and spiritual development with particular reference to middle-and late-childhood. Within the domain of educational psychology, theories of learning, behaviour, intelligence and motivation, and their implications for the classroom; are investigated critically.

This investigation encourages the development of a reflective approach to the integration of theory and teaching practice. Finally, various philosophical perspectives on unit content are provided in order to enable TES to more broadly situate and evaluate various theories of development and learning.

Teaching for Diverse Abilities

This unit develops the skills, understandings, and attitudinal base to encourage effective learning for all school students, irrespective of their culture, character, ability or needs. The opportunity is provided to develop strategies that have high utility in the classroom, thus enabling all students to access the curriculum. National and State policies and practices supporting inclusion will be examined, as will the nature and place of support services within the class, school and community.

Professional Experience I
15 days in school

Professional Experience II
20 days in school

Professional Experience III
25 days in school

PRIMARY UNITS

Early Reading and Writing

The focus of this unit is on the foundational knowledge for the development of the language modes and mechanisms of reading and writing. Reading comprehension, meaning-making through viewing and reading, as well as how children develop writing skills are examined.

The unit investigates practices and procedures associated with various models used when teaching reading and writing in the early years of schooling.

It traces the progression from hearing sounds and the beginnings of letter-sound relationships to more complex and critical aspects of learning to read and write.

Literacy

This unit seeks to equip students with an understanding of an integrated, explicit and systematic approach to the teaching of reading, incorporating a range of models, including instruction on how to teach phonemic awareness, phonics, fluency, vocabulary knowledge and text comprehension. The unit prepares students to teach skills and understandings relating to writing, viewing and representing (including handwriting, digital technologies, grammar and spelling), speaking and listening.

English

This unit helps students acquire knowledge and skills which will facilitate the active learning of English. Relevant curriculum documentation is explored, with a special focus on the NSW Syllabus for the Australian Curriculum English K–10. Students also examine support documents, including the links between Stage 3 and Stage 4 within the continuum of learning from K–12.

Numeracy

In this unit, students acquire knowledge and skills, including literacy skills, which facilitate the active learning of numeracy. Students also acquire the necessary knowledge and understanding of relevant curriculum documentation, and become aware of a range of teaching resources that can enhance the teaching and learning of numeracy, concepts and processes.

Mathematics

This unit builds on the Numeracy unit by assisting students to develop their knowledge and understanding of how current pedagogical theories relate to teaching and learning mathematical concepts and processes. In addition, students:

- acquire further knowledge and skills which facilitate the active learning of mathematics
- gain a greater knowledge and understanding of relevant curriculum documentation including links between Stage 3 and Stage 4 mathematics within the K–10 continuum of learning
- develop an awareness of a wide range of teaching resources, including Information and Communications Technology resources, which enhance the teaching and learning of mathematical skills and concepts.

Foundational Knowledge in Mathematics

This unit will help teaching education students (TES) understand and evaluate how mathematics functions in society and how it is used in our world. It will also assist TES to be critical about the theory underpinning effective mathematics and numeracy K–6 teaching and learning practices. TES will learn about:

- evidence-based theory, practices and resources that underpin effective numeracy teaching and learning
- what promotes mathematical fluency and automaticity
- mathematics as a language and how it meets our social, aesthetic, and cultural needs
- how mathematics is used to communicate and interpret our world
- foundational facts about mathematics throughout history.

Human Society and its Environment or HSIE

This unit is designed to assist 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 are explored.

PDHPE

This unit is designed to assist students to:

- become familiar with the relevant curriculum documents
- develop an understanding of PDHPE in the context of competing theories, philosophies and world views
- demonstrate a mastery of the knowledge and skills required for effective teaching of PDHPE
- articulate and respond to significant educational issues in teaching PDHPE.

Science and Technology

The unit familiarises students with the curriculum documentation and resources relevant to the science and technology subject area, including the links between Stage 3 and Stage 4 science and technology within the continuum of learning from K–12. In doing so, the unit enables students to:

- critically evaluate relevant educational theories and practices as applied to science and technology
- demonstrate an understanding of relevant theological perspectives on science and technology
- articulate and respond to significant educational issues in this area.

Creative Arts

This unit familiarises students with the curriculum documentation and resources relevant to the creative arts subject area, including the links between Stage 3 and Stage 4 creative arts within the continuum of learning from K–12. In doing so, the unit enables students to:

- critically evaluate relevant educational theories and practices as applied to the creative arts
- demonstrate an understanding of relevant perspectives, including biblical and theological perspectives, on the creative arts
- articulate and respond to significant educational issues in the creative arts.

SECONDARY UNITS

Curriculum Method I

These units are based on the relevant Stage 4 and 5 (Years 7–10) NESA syllabi. Major (and minor) methods are selected from the following:

- Commerce
- Dance
- Drama
- English
- Geography
- History
- Mathematics
- Music
- Science
- Studies of Religion
- Technology

Curriculum Method II

These units are based on the relevant Stage 6 (Years 11–12) NESA syllabi. Major (and minor) methods are selected from the following:

- Ancient history
- Biology
- Business studies
- Chemistry
- Dance
- Design and technology
- Drama
- English
- Geography
- Mathematics
- Modern history
- Music
- Physics
- Studies of religion

Assessment and Reporting

This unit examines the nature, purposes, scope and strategies of assessment and reporting. Modes of assessing and reporting are presented and evaluated with respect to their coherence with a student-centred philosophy of teaching and learning. Issues relating to validity, reliability and equity are explored, including the increasing use of ICT, the role of judgement in relation to standards, and using assessment to support Australian and/or Torres Strait Islander education. Students explore the standardised and other testing modes undertaken by NESA, the International Baccalaureate Organisation (IBO), the Australian Curriculum and Reporting Authority (ACARA), and the Program of International Student Assessment (PISA).

Professional Action Research Project A

The central focus of the two-unit sequence Action Research Project A and Action Research Project B is on the design, development, implementation, and reporting of an Action Research Project. The project will be directed towards the identification and analysis of a particular problem or issue in the professional experience setting, with the students expected to apply various theories, concepts or models in researching and/or providing a solution to the problem or investigating the issue. The focus is on producing the Action Research Project Proposal in preparation for an ethics submission and the project in the second unit, Professional Action Research Project B.

Professional Action Research Project B

The Action Research Project is directed towards the identification and analysis of a particular problem or issue in the professional experience setting, with the students expected to apply various theories, concepts or models in researching and/or providing a solution to the problem or investigating the issue. In this second unit, the focus is on conducting and reporting on the Action Research Project. By enabling students to focus on a chosen aspect of their prospective employment, the Action Research Project units actively support the transition from tertiary studies to teaching.

ELECTIVE UNITS

Jesus and the Gospels

This unit provides students with important theological, historical and exegetical skills necessary to understand the Gospel portraits of Jesus, and to appreciate Jesus' pivotal significance for the Christian faith, by: (a) situating Jesus within Second Temple Judaism, (b) differentiating him from his contemporaries, and (c) engaging with evidence outside of the canonical Gospels for the existence and ministry of Jesus. The unit also prepares practitioners to interact thoughtfully with the Gospels in various teaching and professional contexts.

Leadership, Creativity and Innovation

This unit assists students to acquire and practise skills and patterns of thought characterised by, and leading to, creativity and innovation. The unit provides a range of theoretical understandings and practical examples of creativity and innovation applicable to various settings. The unit also develops student capacity and confidence to examine, analyse, and evaluate needs and strategies for organisational improvement and development.

Productive Pedagogies for Religious Education

This unit aims to develop the capacities of educators to design, develop, and deliver meaningful learning experiences characterised by intellectual depth, high levels of student engagement, and demonstrated significance within and beyond the classroom. Specific emphasis is placed on developing the skills of educators to provide for diversity amongst learners in various educational contexts. The unit seeks to develop the professional identities of religious educators such that they conceptualise themselves as professional educators possessing a teaching skill set and robust content knowledge worthy of peer respect and recognition.

Transformation in Education

This unit addresses the needs of educators seeking to use teaching and learning, and educational structures and processes more broadly, to drive holistic personal change in group and individual contexts. The unit systematically addresses key factors contributing to transformational learning and the development of transformational learning environments. Specific pedagogies to stimulate transformational learning are also examined, including journal writing, exploring life histories, and accessing literature to stimulate critical consciousness.

Master of Educational Leadership

Course duration: 1 year full-time
2–4 years part-time

Intake: February and July

Credit points: 48 (8 units)

Delivery: Domestic students can study fully online OR blended (on campus and online) International students study in blended mode (minimum two thirds on campus)

Available to: Domestic and international

IELTS: 6.5 with no band less than 6.0

CRICOS code: 115035M

Course accreditation: TEQSA

Financial information: FEE-HELP* for domestic students, international $18,000

AQF: Level 9

The Master of Educational Leadership provides aspiring, emerging and current leaders, managers or administrators in education with sound knowledge of theory and practice in educational leadership. Whether a person is already in a leadership role or preparing to take the next step, this degree will help them extend their career in a variety of educational settings.

Each unit in this course is taught by our highly-experienced and well-qualified academic staff who have extensive experience in education in Australia and overseas.#

Units

The Master of Education comprises 8 units:

- four core units
- two compulsory research units
- two elective units.

CORE UNITS

Christian Leadership
This unit provides students with a resilience model for spiritual and holistic wellbeing, including practical strategies for coping and responding to change using Christian pillars of prayer, forgiveness, supportive communities, rest and renewal, gratitude, and hope. The unit explores the principles underpinning virtue ethics, intentional character and identity development, bioethics, and a biblical response to relevant contemporary environmental, cultural, and social issues.

The Teacher Leader in a Professional Learning Community
Understand the way in which Lave and Wenger's classic theory of community plays out in a professional learning community in which all members engage, imagine and support in the pursuit of knowledge. With the recognition that learning cultures are context-specific and constantly changing and growing, students will reflect on ways to apply theories to current work or school environments.

Leading Data-Based Change Management
Examine and critique decision-making practices based on data and research in the context of a Christian definition of student outcomes. Students are taught to use care and wisdom as they interpret research and evaluate current Australian data collection practices, acknowledging both the limitations and value of data-based decision-making.

Leadership Theory
The aim of this unit is not to provide a definition of leadership, but to discuss key aspects of the concept and their implications. In particular, the idea of a 'leader' as a role, or a person with particular qualities, or as a process is considered at length in this unit. Students learn that leadership is a fluid combination of all these elements, the precise combination of which at any time and in any one situation will vary according to a host of factors, not the least of which is how people view themselves as 'leaders' or 'followers'.

RESEARCH UNITS^

Research Methods
Evaluate and learn to conduct informed research in the social sciences. Philosophical and theoretical approaches to research are coupled with practical research skills and an opportunity to design a research report. Research skills prepare students for lifelong learning and future success in postgraduate study, and are a valuable and influential tool as students engage with their learning communities as teacher leaders.

Applied Education Research Project
Building on the foundation of the Research Methods unit and working with a research supervisor, students conduct a self-led research project exploring a real world problem in the field of education. Students identify and investigate their chosen topic, design and conduct professional research, and report their findings in a final seminar.

ELECTIVE UNITS

Philosophy of Christian Education
This unit explores a philosophy of education from a Christian perspective. Students examine theories about how world views are formed by our culture, and how our philosophy of education impinges on educational practice from a transformational perspective. They explore the concept of world view, how it appropriates itself in a school, in vision and mission statements, in the classroom, in the individual and in an organisation. The concepts of a biblical world view and the place of religious education in Australia are examined and contextualised.

Leading Classroom Pedagogies: Instruction and Inquiry for Engagement
Study and critique a range of pedagogical approaches for learning and best practice. Students evaluate their personal pedagogies and are encouraged to consider how their Christian faith influences their perspective. Digital and multimedia pedagogies, direct instruction and enquiry learning theories are discussed in depth.

Effective Leadership and Management
Learn to apply a Christian world view to leadership and management principles while developing a personal metaphor and mode of leadership. Students explore both the theory of successful leadership and historical examples, as well as sustainable leadership practices, ethics, management principles, spiritual leadership, gender, emotions and other topics which must be understood in order to be an effective Christian leader.

Creativity and Innovation for Leadership
Appreciate the incredible influence a creative Christian leader can have in curriculum development, strategic planning, management, school cultures and pedagogical approaches. While studying models and theories of creativity and innovation, students learn to personally apply their gained knowledge and to encourage others in their learning communities to value innovation.

* Refer to the website: excelsia.edu.au/study/fees-and-scholarships/
\# Refer to pages 79–81 for admission requirements
^ Compulsory

Graduate Diploma of Early Childhood Teaching (Birth to 5)

Course duration: 1 year full-time
8 years part-time (domestic students only)

Intake: February and July

Credit points: 48

Delivery: Blended

Available to: Domestic and international

IELTS: 6.5 with no band less than 6.0

CRICOS code: 113300D

Course accreditation: ACECQA

Financial information: FEE-HELP* for domestic students, international $19,500

AQF: Level 8

The Graduate Diploma of Early Childhood Teaching (Birth to 5) engages with fundamental education concepts from a comprehensive Christian world view. In doing so, course content and assessment address the nature of reality, origin, methods, and limits of human reasoning and intelligence, and beliefs about values underpinning education. The fusion of academic, practical and Christian perspectives will contribute to the preparation of well-rounded early childhood education professionals.

The main intended outcome is to produce life-ready graduates. In addition, due to the Christian values and beliefs that underpin the course, a further integral intended outcome is that graduates should show and share caring, empathy and ways of educating creatively, consistent with Excelsia's graduate attributes.

The Graduate Diploma of Early Childhood Teaching (Birth to 5) has been designed to meet the recommended workload and outcome descriptors for AQF Level 8 (graduate diploma). The design is also informed by ACECQA requirements for early childhood teachers with a view to preparing teachers with high-quality conceptual and practical skills to function effectively in early childhood centres and meet national and local requirements and standards. The course is 48 credit points consisting of 8 units. All units in the course are core and must be completed to meet all course requirements.#

Work placement

First semester   30 days
Second semester   30 days

Course outcome

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

Australian Children's Education & Care Quality Authority

EDUCATION

Units

Foundations of Early Childhood Education and Care

This unit provides an introduction to the history and philosophy of early childhood education and care (ECEC).

Child Growth, Learning and Development (birth to 5-year-olds)

This unit focuses on developmental domains, theories of development and their pedagogical application for teaching children aged birth to five years.

Language, Literacy and Indigenous Studies in Early Childhood

This unit explores best practices and research for supporting language and literacy development in the early years.

Professional Practice 1 (30 days, 6 weeks)

This unit includes six weeks (30 days) of professional experience in an early childhood service with children from birth to two years old (infants and/or toddlers).

The Early Childhood Practitioner

The unit provides initial teacher education students with the knowledge, skills and resources that enable them to work as effective practitioners in early childhood contexts.

Infant and Toddler Curriculum and Pedagogy

This unit examines curriculum and pedagogical approaches to teaching and learning from birth to two years old.

Science, Technology, Engineering, Arts and Mathematics in Early Childhood

The unit aims to provide initial teacher education students with the knowledge, skills and resources that enable them to offer a variety of science experiences to young children and enhance their dispositions towards science, technology, engineering, arts and mathematics (STEAM).

Professional Practice 2 (30 days, 6 weeks)

This unit includes six weeks (30 days) of professional experience in an early childhood service with a focus on children aged three to five years old (pre-schoolers).

Please refer to our digital Graduate Diploma of Early Childhood Teaching brochure for more information.

Bachelor of Early Childhood Education (Birth to 5)

Course duration: 4 years full-time
8 years part-time (domestic students only)

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

CRICOS code: 097424G

Course accreditation: ACECQA

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 pages 79–81 for admission requirements

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.

Please note: the order of the units is indicative only

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).

Master of Education Research

Course duration: 2 years full-time
4 years part-time (domestic students only)

Intake: February and July

Credit points: 96

Delivery: On campus and online

Available to: Domestic and international

IELTS: 6.5 with no band less than 6.0

CRICOS code: 107123M

Financial information: FEE-HELP* for domestic students, international $44,000

AQF: Level 9

The Master of Education Research is a supervised research degree that requires candidates to propose, design and implement a significant research project in education in an area that is of interest to the candidate or negotiated with the research supervisor. The program includes a one-semester coursework stage and a three-semester thesis stage. In the coursework stage candidates undertake four compulsory research training units which equip students with the knowledge and skills to design a sound research project, conduct a literature review, use quantitative and/or qualitative methods for data collection and analysis, and prepare a research and ethics proposal. #

Foundational Skills for Research in Education

This unit builds students' understandings of the foundational principles and practices in educational research. Unlike other fields of study in which empiricism is a dominant research paradigm, research in education is characterised by its diverse approaches, methods and techniques through which educational phenomena are studied. Students in this unit critically evaluate the epistemological premises on which educational research is grounded so that they develop a thorough understanding of the wide range of possible research and methodological paths available to them when designing, developing and implementing their research project.

Qualitative and Quantitative Methods

This unit aims to analyse the application of both qualitative and quantitative research in the human sciences, and in particular, how the nature of the problem and the questions posed lend themselves to one or both research approaches.

This unit fosters the development of all eight Excelsia College graduate attributes and requires the rigorous development of higher-order skills in all its six objectives.

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* Refer to the website: excelsia.edu.au/study/fees-and-scholarships/
\# Refer to pages 79–81 for admission requirements

Literature Review

In this unit students will complete a critical review of scholarly and other significant literature that relates to their thesis topic or area of study. Tuition will be provided in an intensive format or by supervision, though much of the learning approach will be student-driven and performed independently. This course will directly support the completion of a postgraduate research project, such as a thesis.

A literature review will involve:

- demonstration of knowledge of the research field
- a summary of previous work in the field
- showing gaps in the existing research
- a synthesis and/or comparison of previous research
- a justification for new research
- a critical analysis of existing research and the problems being addressed
- the identification of problems, issues and questions that need further investigation.

Students will undertake a review of relevant literature leading to the generation of research questions. Students will develop their understanding of the main approaches to literature review – traditional or narrative, systematic, meta-analysis and meta-synthesis – in order to execute the literature review most appropriate to the research inquiry and discipline.

The literature review will lead students to select and justify the need for research on a particular problem that arises from theory, research and/or practice.

Research and Ethics Proposal

This unit is designed to introduce conceptual, methodological, and procedural issues related to the preparation of a research project proposal. It develops a step-by-step approach involving the background to the project, framing of the research question and objectives, consideration of theoretical frameworks, justification of methodology selected for the research inquiry, the significance of ethics and ethical conduct in research, and research methodologies. It also enables the preparation of a research ethics application, which is a fundamental research skill for future research progression.

Upon completion of this unit students will have:

- applied ethical principles to research and an introduction to the different research paradigms in their discipline of study
- distinguished between qualitative and quantitative methods
- developed a research proposal based on critical analysis of current and relevant literature
- prepared a research ethics application.

Supervised Research and Thesis Writing

This unit, undertaken in Semesters 2, 3 and 4, is the capstone unit of the degree and provides the student with the opportunity to demonstrate, with respect to a defined topic, mastery of research in the field of education. In order to demonstrate this mastery, the student will be required to undertake a substantial research project resulting in a contribution to knowledge or understanding and/or the application of knowledge in a designated area of study within the field of education. The work will include: a searching review of the literature; the use of observation, research methods and/or other systematic approach(es) to the acquisition of knowledge; the careful analysis of data; and the preparation of a well-ordered thesis demonstrating a thorough understanding of the relationship of the research to the broader frameworks of the field of study. The thesis will be of publishable quality, and peer-refereed publications arising from the research are a normal expectation. The process of completing the thesis represents the acquisition of complex knowledge, refined skills, and an extended capacity to apply both knowledge and skills in the pursuit of valued academic and professional outcomes. As such, the thesis unit prepares students for the intentional pursuit of lifelong learning and for high-level engagement in their chosen career(s).

Supervised Research and Thesis Writing

Supervised Research and Thesis Writing

EDUCATION

Master of Education Research (STEM)

Course duration: 2 years full-time
4 years part-time (domestic students only)

Intake: February and July

Credit points: 96

Delivery: On campus and online

Available to: Domestic and international

IELTS: 6.5 with no band less than 6.0

CRICOS code: 107125J

Financial information: FEE-HELP* for domestic students, international $44,000

AQF: Level 9

The Master of Education Research (STEM) is a supervised research degree that requires candidates to propose, design and implement a significant research project in the field of STEM education. The program includes a one-semester coursework stage and a three-semester thesis stage. In the coursework stage candidates undertake four compulsory research training units which are intended to equip students with the knowledge and skills to design a STEM education research project, conduct a literature review, use quantitative and/or qualitative methods for data collection and analysis, and prepare a research and ethics proposal.

Employment opportunities in STEM specialised areas continue to emerge nationally and internationally. In Australia, research graduates in STEM have a wide range of employment prospects in some of the largest and most prestigious companies across different industries.[#]

YEAR 1 SEMESTER 1

STEM Foundations

This unit builds student understandings of the historical development of STEM as a concept and as a practice. Students of this unit critically evaluate both research and practice in relation to access to STEM learning and STEM-specific graduate employment. This includes new and emerging approaches to engaging students in STEM education through digital technologies, ways of thinking and practices such as 'making', coding programming, game-based learning, data visualisation and flipped classrooms. Throughout the course, participants will be given an opportunity to explore the fundamental concepts and contemporary issues underpinning STEM education, curriculum documents and policies at national and global levels to understand the impact of place and context on STEM practices. Pre- and post-class activities may include reading of academic texts, watching flipped class materials such as videos, quizzes, and individual and collaborative creation of digital artefacts. Students engage in the application of inquiry-based learning in relation to STEM education.

* Refer to the website: excelsia.edu.au/study/fees-and-scholarships/
# Refer to pages 79–81 for admission requirements

Qualitative and Quantitative (Research) Methods

This unit aims to analyse the application of both qualitative and quantitative research in the human sciences, and in particular, how the nature of the problem and the questions posed lend themselves to one or both research approaches.

This unit fosters the development of all eight Excelsia College graduate attributes and requires the rigorous development of higher-order skills in all its six objectives.

Literature Review

In this unit students will complete a critical review of scholarly and other significant literature that relates to their thesis topic or area of study. Tuition will be provided in an intensive format or by supervision, though much of the learning approach will be self-directed and performed independently. This course will directly support the completion of a postgraduate research project, such as a thesis.

A literature review will involve:

- demonstration of knowledge of the research field
- a summary of previous work in the field
- showing gaps in the existing research
- a synthesis and/or comparison of previous research
- a justification for new research
- a critical analysis of existing research and the problems being addressed
- the identification of problems, issues and questions that need further investigation.

Students will undertake a review of relevant literature leading to the generation of research questions. Students will develop their understanding of the main approaches to literature review – traditional or narrative, systematic, meta-analysis and meta-synthesis – in order to execute the literature review most appropriate to the research enquiry and discipline.

The literature review will lead students to select and justify the need for research on a particular problem that arises from theory, research and/or practice.

Research and Ethics Proposal

This unit is designed to introduce conceptual, methodological, and procedural issues related to the preparation of a research project proposal. It develops a step-by-step approach involving the background to the project, framing of the research question and objectives, consideration of theoretical frameworks, justification of methodology selected for the research enquiry, the significance of ethics and ethical conduct in research, and research methodologies. It also enables the preparation of a research ethics application, which is a fundamental research skill for future research progression.

Upon completion of this unit students will have:

- applied ethical principles to research and an introduction to the different research paradigms in their discipline of study
- distinguished between qualitative and quantitative methods
- developed a research proposal based on critical analysis of current and relevant literature
- prepared a research ethics application.

YEAR 1 SEMESTER 2

Supervised Research and Thesis Writing

This unit, undertaken in Semesters 2, 3 and 4, is the capstone unit of the degree and provides the student with the opportunity to demonstrate, with respect to a defined topic, mastery of research in the field of education. In order to demonstrate this mastery, the student will be required to undertake a substantial research project resulting in a contribution to knowledge or understanding and/or the application of knowledge in a designated area of study within the field of education. The work will include: a searching review of the literature; the use of observation, research methods and/or other systematic approach(es) to the acquisition of knowledge; the careful analysis of data; and the preparation of a well-ordered thesis demonstrating a thorough understanding of the relationship of the research to the broader frameworks of the field of study. The thesis will be of publishable quality, and peer-refereed publications arising from the research are a normal expectation. The process of completing the thesis represents the acquisition of complex knowledge, refined skills, and an extended capacity to apply both knowledge and skills in the pursuit of valued academic and professional outcomes. As such, the thesis unit prepares students for the intentional pursuit of lifelong learning and for high-level engagement in their chosen career(s).
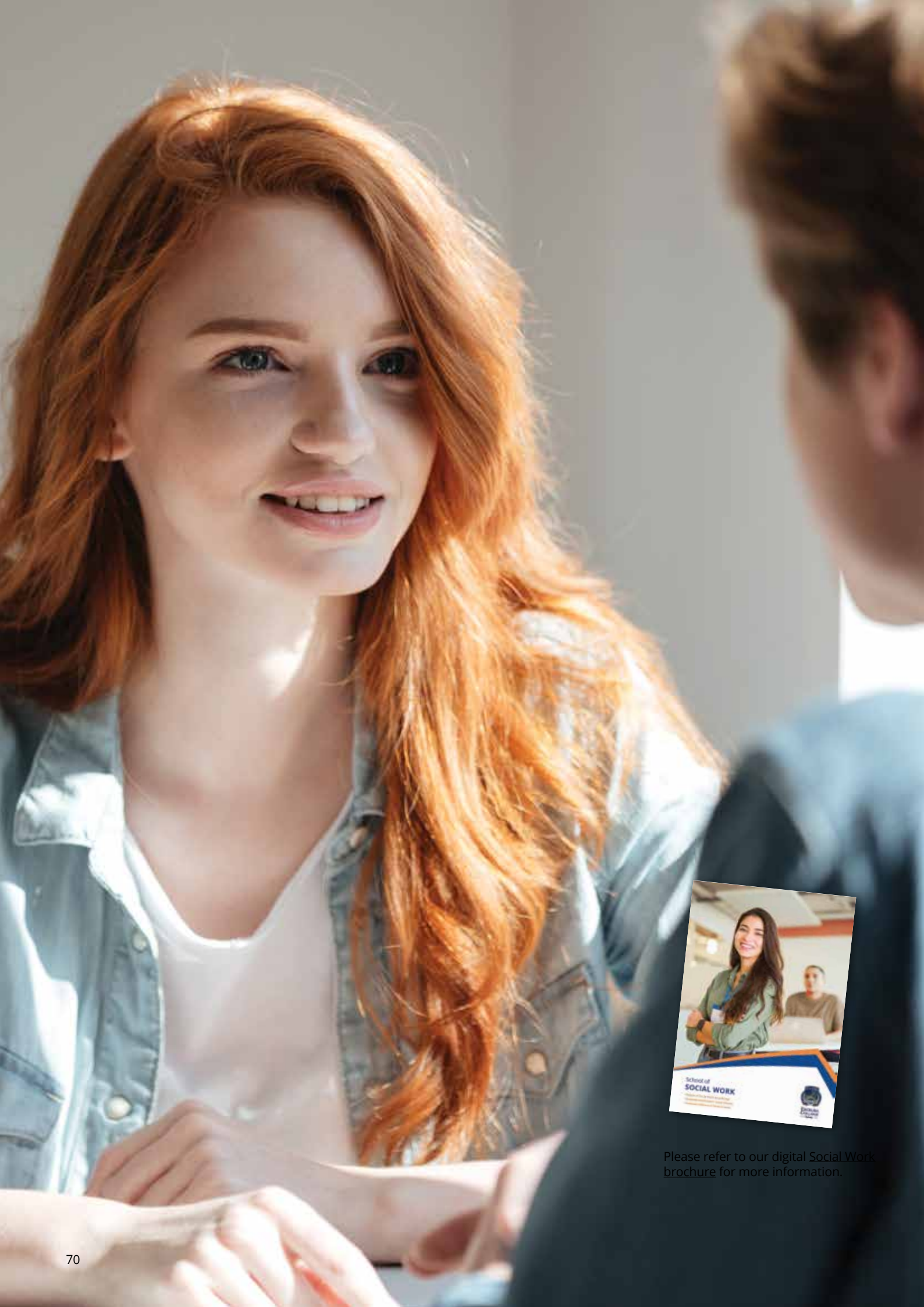
YEAR 2 SEMESTER 1

Supervised Research and Thesis Writing

YEAR 2 SEMESTER 2

Supervised Research and Thesis Writing

EDUCATION

Please refer to our digital Social Work brochure for more information.

WHY STUDY SOCIAL WORK AT EXCELSIA?

Honest core values

- Integrating a Christian world view with contemporary social work theory and research.

- Commitment in educating students to promote human rights and social justice.

- Students will be active participants in engaging in the world to improve the wellbeing of people and communities.

- A learning environment that appreciates and supports spiritual and religious values.

- Excellence in teaching that is culturally respectful and responsive, critical and evidence-based and engaged in research that promotes a more just society.

- Students will learn to advocate on behalf of those who cannot voice their concerns.

Practical experience and excellence in teaching

- A powerful, hands-on introduction to the world of social work.

- Highly-qualified, friendly and experienced academic staff who are ready to help students on their journey.

- Work placements in the Master of Social Work give students hands-on experience (500 hours per year) and professional skills in a range of settings (health, aged care, community services, child and family welfare, mental health, community work, research, policy and planning).

- The course includes assisting students with locating professional work experience in agencies such as Anglicare, Catholic Care, Centrelink, Department of Community Services, hospitals, community health centres, local government, etc.

- The course prepares social work graduates to work locally, regionally and internationally.

Booming industry

- Ongoing and recent changes in Australia have ensured increasing demands in the community services sector.

- These changes have included an ageing society with considerable reforms by governments in providing services and funding as well as responding to the Royal Commission into Aged Care Quality and Safety; the disability sector with the introduction of the National Disability Insurance Scheme (NDIS) and the recommendations of the Royal Commission; child wellbeing and protection services; and family and domestic violence services.

- The degree has been developed to make sure it is current and relevant to ongoing challenges in the sector.

- Social work is an essential element in many parts of the economy.

Master of Social Work (Qualifying)

Course duration: 2 years full-time
4 years part-time (domestic students only)

Intake: February and July

Credit points: 96

Delivery: On campus

Available to: Domestic and international

IELTS: 7.0 with no band less than 7.0

CRICOS code: 102798H

Financial information: FEE-HELP* for domestic students, international $42,000

AQF: Level 9

The Master of Social Work (Qualifying) is an AASW accredited qualification. It is an entry qualification into the social work profession and meets the Australian Social Work Education and Accreditation Standards. Social work is an academic practice-based profession that promotes social justice, inclusion and wellbeing. The Master of Social Work (Qualifying) aims to produce graduates who are professionally competent, aware of socio-political realities

in the human services and committed to social change through supporting and promoting the strengths of disadvantaged and vulnerable populations.

The course focuses on face-to-face intensive interaction with fellow students and experienced social work academics. As social work engages with a changing world where social media, online material and interactivity are prevalent, student learning will also include blended learning technologies.

The learning will be delivered through: workshops; case studies; in-class exercises; experiential learning strategies; flipped classrooms; social work laboratory; written reports; oral presentations; blogs; essays; and research reports. Finally, students will explore social work practice through field education practicums.#

AASW
Australian Association of Social Workers

Graduate Certificate in Social Science

Course duration: 1 semester

Intake: February and July

Credit points: 24

Delivery: On campus

Available to: Domestic and international

IELTS: 6.5 with no band less than 6.0

CRICOS code: 108832G

Financial information: FEE-HELP* for domestic students, international $10,500

AQF: Level 8

Graduate Diploma of Social Science

Course duration: 1 year (2 semesters)

Intake: February and July

Credit points: 48

Delivery: On campus

Available to: Domestic and international

IELTS: 6.5 with no band less than 6.0

CRICOS code: 108831H

Financial information: FEE-HELP* for domestic students, international $21,000

AQF: Level 8

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*   Refer to the website: excelsia.edu.au/study/fees-and-scholarships/
#   Refer to pages 79–81 for admission requirements

Master of Social Work

Context for Social Work Practice

The unit explores the history of the social work profession in Australia and internationally and the purpose, practices and fields of practices of social work. The human service system and how it responds to social issues will also be examined as well as the different human services contexts to help students gain an understanding of the diverse and dynamic nature of social work. The unit provides an understanding of how different social policy responses are developed in relation to changing conceptions of social 'problems'. The unit also focuses on Aboriginal and Torres Strait Islander peoples' social issues, policy and service responses.

Diversity, Power and Identity in Social Work Practice

The unit focus is on exploring diversity and intersectionality in social work practice including the relationships between culture and language, gender and sexuality, and abilities. The unit's underpinnings of social work practice are the principles of social justice and human rights and these are explored to enable students to investigate contemporary social issues and debates related to culture, language, disability, ethnicity, sexuality, gender and other categories of individual identity and collective belonging.

Social Work Practice in Groups and Communities

The unit explores social work practice in groups and communities. The theories and skills in group work are examined and developed with attention to therapeutic group work, self-help groups, teamwork and community organising. Students will explore the theoretical frameworks and practical skills for group and community work. The unit focuses on assessing the need for a group, understanding group formation, development and processes and closure.

Skills and Models of Intervention in Social Work Practice 1

The unit focus is on developing skills in working with service users and carers. This unit provides an initial overview of the perspectives of service users and carers and gives students an opportunity to develop an understanding of the needs and perspectives of service users and development of beginning skills of engagement with and empathy for key people in the sector. The students will develop skills in complex assessment, planning, and intervention with service users with high needs. Exploration of social work theories and practice frameworks will also be undertaken.

FIRST YEAR SEMESTER TWO

Law, Accountability and Professional Judgement

The unit focuses on exploring the Australian legal system and the relationship between the law and social work. Areas of relevance to social work practice such as child wellbeing and safety, mental health, guardianship law, probation and parole, ageing and income security will be reviewed. The legal responsibilities of social work, particularly duty of care, will be explored, as will the issues of professional negligence, mishaps and misdeeds and the impact on accountability. Social workers are like other human service professionals required at times to appear before, and provide reports and other documents to bodies such as courts, complaints commissions, and human rights bodies.

Psychosocial Health and Wellbeing in Social Work Practice

The unit focus is on exploring a person's psychosocial health and wellbeing across their life course and the interconnectedness of spiritual, mental, physical and environmental health and wellbeing. Attachment relationships and major life transitions are important topics for social work practice. The organisation of healthcare (physical and mental health and wellbeing) is dominated by medical discourses and the impact this has on personal and community healthcare needs is critically discussed. The importance of social determinants of health is essential to understanding the health and wellbeing of people and their communities. The relationship of physical environment and the impact on people and communities through climate change is critically examined.

Field Education Practicum 1

The unit provides professional social work experiences in a range of settings that may include health, aged care, community services, child and family welfare, mental health, community work, research, policy and planning. Through the field education practicum, students will integrate theory and practice and develop competencies in a variety of methods and fields of practice. The practice will be determined by the setting in which the student is placed. This is the first of two practicums designed to ensure that students meet the requirements of the AASW accreditation standards. The practicum consists of 500 hours.

SECOND YEAR SEMESTER ONE

Child, Youth and Family Social Work Practice

The unit focus is on developing skills in working with children, youth and families. It considers challenges that children, young people and families may experience, including physical abuse, neglect, child sexual assault, emotional abuse, family violence, trauma, and poverty. Students will develop skills in complex assessment, planning and intervention with high need or complex service users. Protective factors and strengths of diverse families, including Aboriginal and Torres Strait Islanders, are also explored. Services and organisations along a spectrum from prevention to treatment are identified and discussed.

Social Work Practice with Aboriginal and Torres Strait Islander Peoples and Communities

The unit has a focus on building skills and knowledge of working with Aboriginal and Torres Strait Islander peoples and communities. Working with these communities is an important field of practice for social workers in community contexts as well as statutory ones. The unit critically analyses the history of the relationship between social work, human services and Aboriginal and Torres Straits Islander peoples. Partnership models of helping are to be developed through collaboration and building skills in working with and engaging communities. This involves developing practice principles, strategies and skills.

Research and Evaluation in Social Work Practice

The unit builds upon research skills developed at the undergraduate level to focus on collaborative and community research processes and evaluation design. In particular it draws upon multi-method research design to develop research projects addressing social issues and problems at local, national and international level. Students will address the National Health and Medical Research Council (NHMRC) ethical guidelines in developing projects with human participants.

Skills and Models of Intervention in Social Work Practice 2

The unit provides students with advanced practice approaches and skills in working with individuals, families and groups. Trauma-informed practice and narrative approaches are significant for social workers working across a variety of settings. Students will focus on clinical practice with individuals and/or families with trauma and abuse. Narrative therapy as a specifically developed social work intervention will be critically examined and the skills for this practice approach to working with individuals, and communities developed.

SECOND YEAR SEMESTER TWO

### Leadership, Organisational Practice and Policy Development in Social Work

The unit examines the nature and role of leadership in social work practice including leadership development and how students might develop leadership qualities in others, and themselves in all aspects of their practice. The unit also examines leadership in the context of the challenges that have confronted human service organisations. This unit will also develop students' understanding of the organisational contexts in which their professional practice will take place. The role of social workers in a range of organisations will be explored, with students developing skills in areas such as organisational analysis and change.

Integrated Research Project

The unit focuses on completing a research project integrated with their final fieldwork placement. It builds upon the unit Research and Evaluation in Social Work Practice. Students will have worked through the phases of research, including topic selection, research design, ethics approval, and literature review in that unit. In this integrated project students will undertake data collection and analysis, writing up findings and a research paper ready for publication. The project will outline research methods and theoretical frameworks.

Field Education Practicum 2

The unit provides professional social work experiences in a range of settings that include health, aged care, community services, child and family welfare, mental health, community work, research, policy and planning. Through the field education practicum, students will integrate theory and practice and develop competencies in a variety of methods and fields of practice. The practice will be determined by the setting in which the student is placed. This is the final practicum and students must ensure that they meet the requirements of the AASW Practice Standards (2013) for entry-level proficiency. The practicum consists of 500 hours of which 100 hours will be involved in the Integrated Research Project.

Graduate Certificate in Social Science
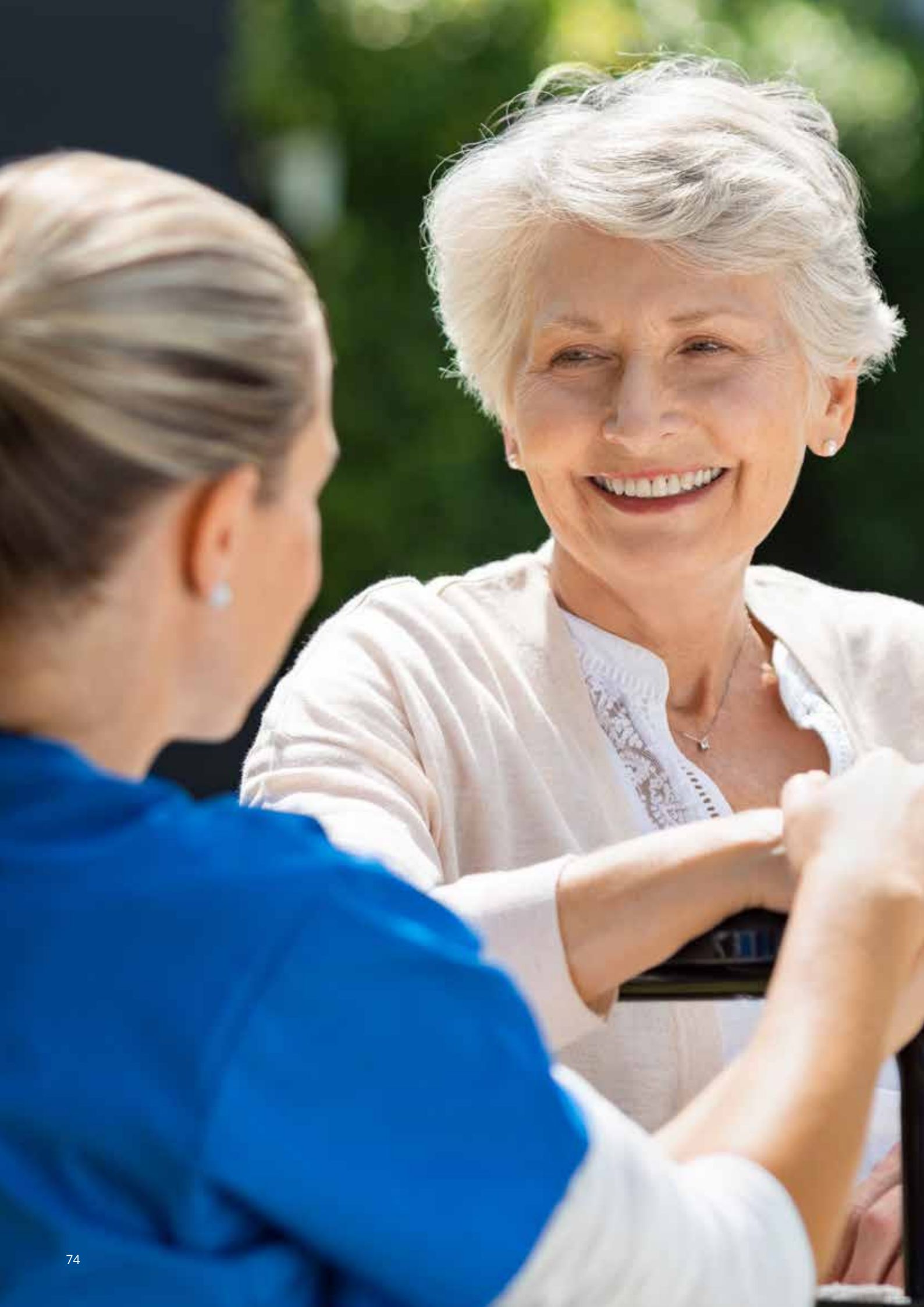
Sociology for Social Work

This unit focuses on introducing students to central concepts and theories in sociology and their relevance for social work. It provides for the use of critical thinking to explore social issues and how these impact service users. It introduces students to the founding theorists in sociology and the impact of these on our understanding of society. The unit explores our understanding of social stratification including key concepts of class, gender, ethnicity, family, youth, work etc. The key issues of poverty, diversity, crime, and deviance are explored in the unit. The importance of developing a 'sociological imagination' and how that transforms our understanding of our social world and what that means for social work is explored.

Psychology for Social Work

The unit provides students with an introduction to psychology and the key theories central to social work practice. The importance of developmental psychology for social work is outlined. The unit also focuses on theory of life course, temperament, and attachment; learning theories (classical and operant conditioning) memory; personality; social psychology; motivation; and abnormal psychology.

Social and Political Institutions in Australia

This unit is to provide students with an introduction to the key social and political institutions in Australia. While Australia was in essence 'born' a modern democracy, becoming a nation on January 1, 1901, it had both a long history of Aboriginal sovereignty and colonial invasion. Australia developed its social and political institutions within the framework of British traditions, laws, and perspectives. Australia also borrowed heavily from other democracies, particularly the USA. The unit will examine the formal political institutions that characterise Australia, focusing on the Australian Constitution, Parliament, the High Court, role of the Governor-General, Federal–State relations, etc. It will also focus on the social institutions that provide the basic framework for our wellbeing – education, health, housing, social security, employment, personal and community security.

Critical Thinking and Reflection in Social Work

This unit is designed to introduce students to concepts of critical thinking and self-reflection in the context of social work. This unit will provide them with the skills, tools and sets of knowledge to understand, identify, and work through the cultural, gendered, and political framework which underpins the context of learning. Studying social work requires that students are able to utilise self-reflection and demonstrate awareness of this practice and how it impacts both their direct and indirect practice, how these practices enhance their learning and development, and how these practices steer them towards strategies for exploring complex ideas. The unit will specifically focus on the cultural and gender issues that exist in learning and will provide a forum for students to work through these in preparing for their social work course. Students will develop insight and specific skills to develop the ability to undertake both self-reflection and critical analysis.

SOCIAL WORK

Graduate Diploma of Social Science

The Graduate Diploma of Social Science contains the four units in the Graduate Certificate in Social Science plus the following four units:

Relational Dynamics

Relational dynamics are at the heart of human engagement and communication and, from the earliest years, social workers and clients alike are influenced and affected by significant relationships in their lives. For this reason, processing adverse effects of relational experiences within the psychotherapeutic space is often central to client psychological health, wellbeing and recovery. Responding appropriately within the therapeutic space relies on social workers having developed a repertoire of interpersonal skills, and the ability to understand and conceptualise interactive processes, so as to effectively co-create and sustain safe therapeutic relationships. It is the ability to navigate their own and their clients' relational histories which significantly contributes to client psychological health, wellbeing and recovery.

Development and Diversity

Across the lifespan humans grow and change, and an individual's personal growth trajectory is affected by a range of developmental and sociocultural factors which, ideally and in combination, contribute to normative outcomes. Non-normative outcomes, where they occur, may be the result of genetic mutation or genetic variation, illness, disability, psychopathology, and/or the influence of a range of family, community and societal factors. Employing bio-psychosocial and sociocultural lenses, this unit introduces students to the major theories of human development, with an emphasis on the characteristic developmental changes in individual behaviour that arise from the interdependent and interactive effects of maturation and experience. Particular emphasis is given to the influence of environmental, societal and cultural factors on individual development and growth, enabling students to identify and understand the factors that may lead to perceived dysfunction, and a need to seek counselling to facilitate coping.

Ethical Issues and Practice

In this unit students learn how to ethically and responsibly manage this position, becoming conversant with all relevant regulatory codes and Australian legislative requirements that govern the health sector. They explore ethical principles in professional decision-making processes, reflect on the benefits of professional association membership, and are encouraged to be aware of, and thoughtful about, how their personal moral stance and ethical framework informs and influences their professional practice.

Special Topics

This special topic elective unit is a shell unit that gives the School flexibility to pick any topic of relevance. Introduction to Australian Society is the special topic for this stream.

Graduate Certificate in Aged Care

Course duration: 6 months full-time
1 year part-time

Intake: February and July

Credit points: 24

Delivery: Online

Available to: Domestic

IELTS: 6.5

Financial information: FEE-HELP*

AQF: Level 8

By 2060, the federal government estimates the number of Australians over the age of 75 will rise to four million. As the demand for aged care services increases, so too does stronger governance and leadership within the sector as identified by the Royal Commission. In the Graduate Certificate in Aged Care, students will gain the knowledge to develop their skills that can be applied to leadership and management roles within residential and community-based agencies.

The course utilises a Christian framework that is also inclusive and respectful of other faiths. This allows students to learn about working with service users and their families, ensuring their rights are heard and ethically practised. This course has been designed to provide a comprehensive learning experience and flexibility to study online whilst continuing to work.

Please refer to our digital Aged Care brochure for more information.

Graduate Diploma of Aged Care

Course duration: 1 year full-time
2 years part-time

Intake: February and July

Credit points: 48

Delivery: Online

Available to: Domestic

IELTS: 6.5

Financial information: FEE-HELP*

AQF: Level 8

The Graduate Diploma of Aged Care builds on the Graduate Certificate in Aged Care. The Royal Commission into Aged Care Quality and Safety (2021) Report highlighted three important messages. These were the need to develop the aged care workforce capabilities; a stronger governance and leadership within the sector; and the importance of a rights based aged care sector. This course has been designed to meet the needs of the aged care sector as identified by the Royal Commission.

The Graduate Diploma of Aged Care provides students with the academic knowledge and skills to work effectively in leadership and management roles within aged care. Students wanting to further develop and upskill in both residential and community-based agencies, or who are transitioning into these roles, will benefit from this course.

The course utilises a Christian framework that is also inclusive and respectful of other faiths. This allows students to learn about working with service users and their families, ensuring their rights are heard and ethically practised. This course has been designed to provide a comprehensive learning experience and flexibility to study online whilst continuing to work.

Navigating Aged Care in Australia

This requires an understanding of a range of services provided by government, non-government, religious, cultural, and charity sectors to older people and their carers. Students will be introduced to an array of services and resources to expand their knowledge base and gain an understanding of the aged care sector within community and residential settings.

This unit will enable students to appreciate the practical journey of acquiring aged care support and services. Through this process it is aimed that students will be empowered to assist patients/clients to effectively know what is available, and to share information. This unit has been designed to integrate practical and theoretical awareness of the aged care system within Australia.

Students will consider the special needs of elderly people in accessing services, recognising the diversity of the older population. Consumer directive care will be examined and its impact upon practice. This form of care underpins service delivery where older people can choose their service provider and make decisions on the type of care received. However, before making that choice an assessment process is required to determine the level of care needed.

Ethical and Legal Issues in Aged Care

This unit aims to contribute knowledge of contemporary and evolving legal and ethical issues relevant to the lives of elderly people. Students will be introduced to a range of ethical and legal issues where responsibilities, principles, and obligations will be outlined to fulfil competent professional practice within aged care. Legal issues and the acquisition of information, resources, and support services will be highlighted throughout this unit. Practice and policy are interwoven, and the implications of policies present and proposed will be critically examined.

Topics within the ethics section of this unit will include ethical awareness, ethical values, code of ethics, ethical conflicts, end of life ethics, and ethics with technology such as robotic care. Appreciation of the scope of ethical issues will be explored.

Specific legal issues within the aged care context will be addressed to determine their impact upon service delivery and care planning. Key legal issues such as consent, capacity, decision-making, duty of care, dignity of risk, mandatory reporting, safeguarding elderly people, estate planning, and advance directives will be introduced to understand best practice.

Enhancing Dementia Care

This unit's foundation is to support meaningful emotional connection with elderly people with dementia. Central

* Refer to the website: excelsia.edu.au/study/fees-and-scholarships/
\# Refer to pages 79–81 for admission requirements

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to this focus is dispelling myths and stereotypes, and instead focusing on person-centred care. Both practical and theoretical approaches will be explored in aiming to contribute to enhancing dementia care within the community and residential settings.

An awareness and understanding of the dementia process to elderly people, their carers/significant others, and to health professionals within the aged care workforce will be addressed. Students will examine and critique dementia care, which is being provided to elderly people in Australia and internationally. This includes making a difference to service delivery through design.

A major focus within this unit is to provide students with the opportunities to enhance skill development, reflection, and promotion of a range of interventions that will contribute to quality service provision within dementia care. Dementia prevention and public health policy will also be examined to illustrate the modified risk factors and their potential effect in reducing an individual's risk of dementia.

Working with Diverse Groups of Elderly People

This unit examines six diverse groups of elderly people, emphasising individuality, shared experience, and promoting respect through valuing people's diverse needs. Specific needs will be highlighted related to entering and navigating the aged care system. The Royal Commission on Aged Care (March 2021) reported that First Nations elderly people, culturally and linguistically diverse (CALD) elderly people, homeless elderly people, LGBT elderly people, rural elderly people, and veterans were disadvantaged within the Australian aged care system and advocated for structural change.

Students will consider the implications and special needs of elderly people from these diverse groups in accessing services, as well as critically examine the availability of formal and informal services. The central premise of this unit is to encourage students to reflect on service provision and to explore alternative service development by adopting a rights-based approach. Integral to the rights -based approach is the provision of opportunities to enable elderly people from diverse groups to express their views, attitudes, and perceptions of what they want, and the barriers encountered whilst engaging with aged care providers. Proactive service delivery and interventions will be addressed throughout this unit to facilitate inclusive practice.

Spiritually Sensitive Practice

This unit introduces the use of spiritually sensitive practice as an enriching mode of interaction with elderly people. Spiritually sensitive practice is an approach that values elderly people's responses, acknowledging their worth, and facilitates connection. Meaningful conversations with elderly people are fostered by encouraging a compassionate person-orientated approach. Students will develop an understanding of the importance of utilising such an approach in a range of settings, for example within the community, and/or residential care. Knowledge and awareness of spirituality will be developed to enhance a deep understanding of the role spirituality can play, for example within assessments in healthcare.

Different expressions of spirituality will be explored within a contextual framework within which elderly people live and die. The unit's focus will explore diversity by encouraging students to reflect on beliefs and asking pertinent existential questions on meaning in life. Respect of others' belief systems will be promoted, raising the awareness of how nurturing a spiritual identity can assist and transform practice.

Development of Aged Care Theories, and Interventions with Elderly People

This unit examines the biological, psychological, social, and critical gerontological theories that have provided theoretical knowledge guiding aged care practice. A range of theories will be explored from their development to their current impact upon older people within community and residential aged care. Students will be encouraged to evaluate theories and understand the dynamic interplay of systemic issues associated with these theories.

Delivery of aged care has been shaped not just by theories, but also by their interpretation within a socio-cultural context. Theories need to be critically examined to underpin progressive practice and facilitate theory building.

There is considerable diversity with the ageing population, and this has fostered the theoretical development of transdisciplinary theories. A range of theories will be highlighted throughout this unit, illustrating the interwoven nature of theory and practice. This unit provides students with a spectrum of knowledge on the value of theories and how they are applied to current service models within aged care.

Re-Structuring Aged Care Within Australia

The Royal Commission into Aged Care Quality and Safety final report (2021) championed 148 recommendations envisioning a new aged care system. This unit focuses on some of the major recommendations for action and highlights a vision for the future of aged care in Australia.

Throughout this unit students are encouraged to critically examine the current aged care system by acknowledging moving beyond the status quo to aged care reform. This unit is designed to encourage students to facilitate change through exploring their own practice within aged care. Policies and practices will be appraised in reshaping aged care and their impact upon older people. The critical value of aged care standards, role of an independent regulator, dynamics of the aged care workforce, and funding for a new care system will be discussed to facilitate high quality aged care.

Dying and End of Life Care

This unit reviews and critically analyses the development of theories on loss, grief and grieving and their application to older people and their carers. Students are actively encouraged to explore a range of theories to promote understanding of best practice. Different forms of grief and their possible impact upon older people and their carers will be discussed to enhance students' awareness of practice implications.

Interventions and empowering approaches have been outlined, challenging assumptions about grief and bereavement. Knowledge will be developed about the range of support services, and the acknowledgment of the value of rituals, funeral practices, and the use of spiritually sensitive practice.

End of life care will be critically examined to facilitate students' understanding of the complexity of issues which may arise in caring for older people who are dying. End of life care practices and their implications will be discussed including palliative care, and recent legislation changes for voluntary assisted dying.

Students will be encouraged to reflect on barriers and enablers to self-care to assist guarding against burn out/compassion fatigue. Compassionate caring will be addressed as an integral component when working with older people and their carers experiencing loss, grief, end of life issues, and dying.

SOCIAL WORK

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 equivalent 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.	N/A
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
Business	096446J	Graduate Diploma of Business Administration	Yes	6.5 (no band less than 6.0) or equivalent	A bachelor degree (AQF Level 7) in any field of study from an Australian higher education institution; OR a qualification recognised as equivalent by the National Office of Overseas Skills Recognition (NOOSR).	N/A
Business	096445K	Master of Business Administration	Yes	6.5 (no band less than 6.0) or equivalent	A bachelor degree (AQF Level 7) in any field of study from an Australian higher education institution; OR a qualification recognised as equivalent by the National Office of Overseas Skills Recognition (NOOSR).	N/A
Business	091315E	Master of Business (Research)	Yes	6.5 (no band less than 6.0) or equivalent	Master degree (AQF Level 9) from an Australian higher education institution; or a qualification recognised as equivalent by the National Office of Overseas Skills Recognition (NOOSR)	N/A
Business	091316D	Doctor of Philosophy (Organisational Leadership)	Yes	7.0 (no band less than 6.5) or equivalent	A Bachelor degree with at least upper second-class Honours in an appropriate discipline (AQF Level 8) from an Australian higher education institution; OR a research Master's degree (AQF Level 9); OR a coursework Master's degree with a research thesis of at least 25% of the course; OR a qualification recognised by the National Office of Overseas Skills Recognition (NOOSR) as equivalent to any of the above.	N/A
Business	106164K	Bachelor of Business (Accounting)	Yes	6.0 (no band less than 6.0)	HSC and interstate equivalent or international equivalent.	N/A
Business	106163M	Master of Professional Accounting	Yes	6.5 (no band less than 6.0)	(a) Bachelor degree (AQF Level 7) from an Australian higher education institution; OR (b) a qualification recognised as equivalent by the National Office of Overseas Skills Recognition (NOOSR); OR (c) other qualifications and experience as may, on application by the student, be deemed equivalent to (a) by the Academic Board of the College.	N/A

School	CRICOS code	Course	Available to international students	English language proficiency (IELTS)	Educational prerequisites	Other requisites
Counselling		Graduate Certificate in Counselling	No	6.5 (no band less than 6.0) or equivalent	Previously successfully completed a relevant Bachelor degree or Bachelor Honours degree OR previously successfully completed a non-relevant undergraduate degree.	Interview
Counselling		Graduate Certificate in Disability	No	6.5 (no band less than 6.0) or equivalent	Previously successfully completed a relevant Bachelor degree or Bachelor Honours degree OR previously successfully completed a non-relevant undergraduate degree.	N/A
Counselling	056056K	Graduate Diploma of Counselling	Yes	6.5 (no band less than 6.0) or equivalent	Previously successfully completed a relevant Bachelor degree or Bachelor Honours degree OR previously successfully completed a non-relevant undergraduate degree.	Interview, Criminal History Check and Working with Children Check
Counselling		Graduate Diploma of Disability	No	6.5 (no band less than 6.0) or equivalent	Previously successfully completed a relevant Bachelor degree or Bachelor Honours degree OR previously successfully completed a non-relevant undergraduate degree.	N/A
Counselling	056057J	Master of Counselling	Yes	7.0 (no band less than 6.5) or equivalent	Previously successfully completed a relevant Bachelor degree or Bachelor Honours degree.	Interview, Criminal History Check and Working with Children Check
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	057961B	Master of Music	Yes	6.5 (no band less than 6.0) or equivalent	Successful completion of an accredited undergraduate degree in music or discipline appropriate to chosen focus area.	Audition and portfolio
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

School	CRICOS code	Course	Available to international students	English language proficiency (IELTS)	Educational prerequisites	Other requisites
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
Education	113300D	Graduate Diploma of Early Childhood Teaching (Birth to 5)	Yes	6.5 (no band less than 6.0) or equivalent	Bachelor degree or higher in any field OR evidence of academic capability judged to be equivalent.	Working with Children Check
Education	115035M	Master of Educational Leadership	Yes	6.5 (no band less than 6.0) or equivalent	An initial teacher education qualification and professional experience in the field.	N/A
Education		Master of Teaching (Primary)	No	Overall 7.5 with Reading and Writing at 7.0, and Speaking and Listening at 8.0**	Hold a university degree and satisfy the prerequisites for admission in having completed degree studies relating to the subject curriculum as specified by NESA and be proficient in English.	Working with Children Check
Education	107995G	Master of Teaching (Secondary)	Yes	Overall 7.5 with Reading and Writing at 7.0, and Speaking and Listening at 8.0**	Hold a university degree and satisfy the prerequisites for admission in having completed degree studies relating to the subject curriculum as specified by NESA and be proficient in English.	Working with Children Check
Education	107123M	Master of Education Research	Yes	6.5 (no band less than 6.0) or equivalent	4-year undergraduate degree, or 3-year undergraduate degree, combined with relevant education industry experience, and Grade Point Average of a Credit or above, achieved in an undergraduate degree	1,000-word expression of interest
Education	107125J	Master of Education Research (STEM)	Yes	6.5 (no band less than 6.0) or equivalent	Minimum 3-year undergraduate degree* in a STEM^ discipline, with a Grade Point Average of a Credit or above, combined with relevant industry experience OR A Bachelor (Honours) OR Masters degree in a STEM discipline	1,000-word expression of interest#
Social Work	108832G	Graduate Certificate in Social Science	Yes	6.5 (no band less than 6.0) or equivalent	Relevant bachelor degree or bachelor honours degree	N/A
Social Work		Graduate Certificate in Aged Care	No	6.5 (no band less than 6.0) or equivalent	Relevant bachelor degree or bachelor honours degree	N/A
Social Work	108831H	Graduate Diploma of Social Science	Yes	6.5 (no band less than 6.0) or equivalent	Relevant bachelor degree or bachelor honours degree	N/A
Social Work		Graduate Diploma of Aged Care	No	6.5 (no band less than 6.0) or equivalent	Relevant bachelor degree or bachelor honours degree	N/A
Social Work	102798H	Master of Social Work (Qualifying)	Yes	7.0 (no band less than 7.0) or equivalent	Hold a university degree at the equivalent of AQF level 7 and have completed at least one year, or the equivalent, of full-time studies in the social and behavioural sciences.	Working with Children Check Police 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/

* Equivalent overseas qualifications must be recognised by the National Office of Overseas Skills Recognition (NOOSR).

** A **conditional offer** can be made for IELTS overall 6.5 with a minimum of 7.0 in speaking and listening modules.

^ Applicants from other disciplines may be considered based on merit. Evidence of relevant skills, industry experience, and capacity to undertake a STEM-based research project is required.

\# Applicants are required to submit an expression of interest (EOI) of approximately 1,000 words to demonstrate their field of expertise, the broad areas within which they wish to position their research, and how their STEM speciality aligns to education.

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?
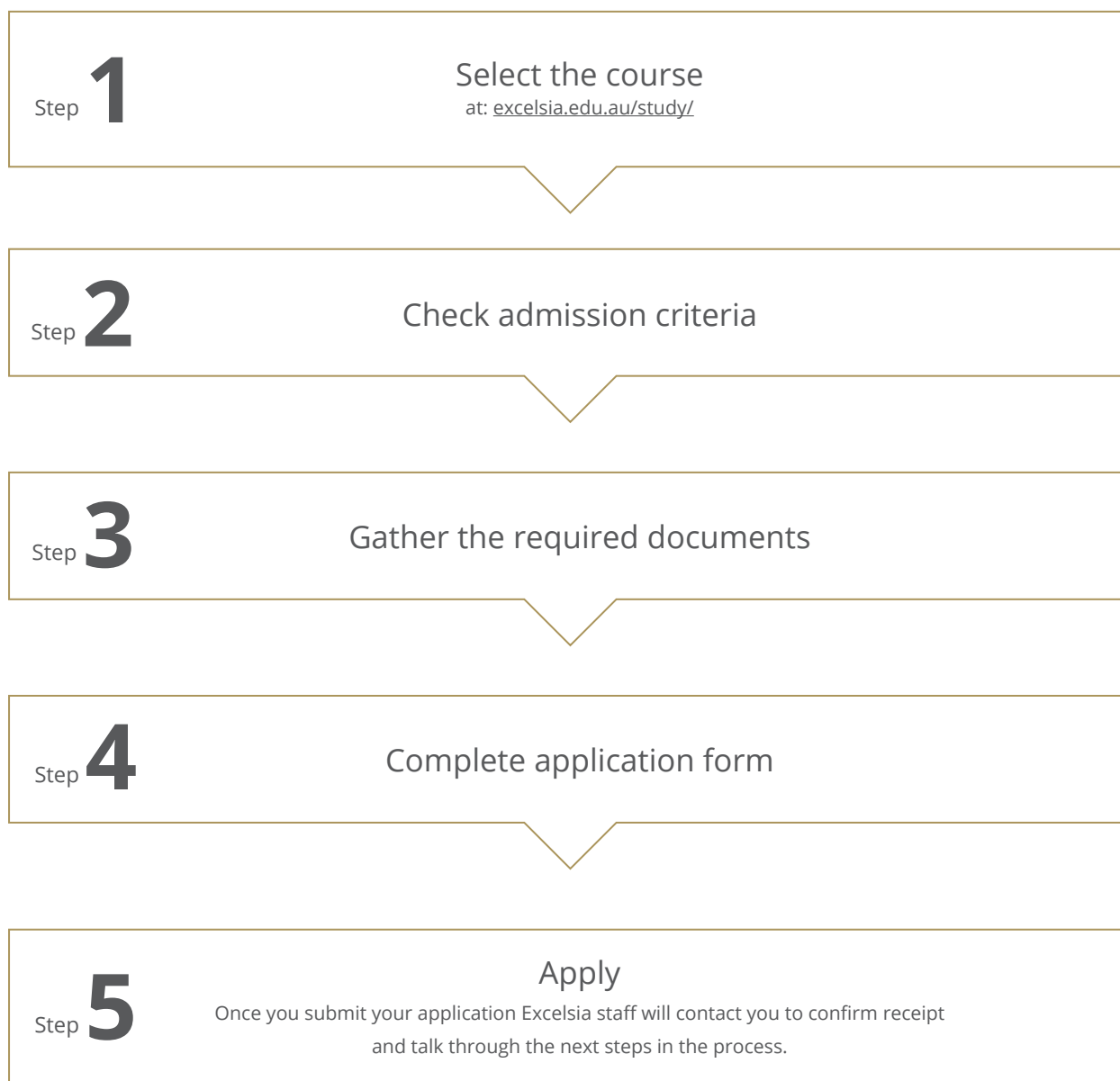
Yes.

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

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.

EXCELSIA
COLLEGE
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