Excelsia College
— Sydney —

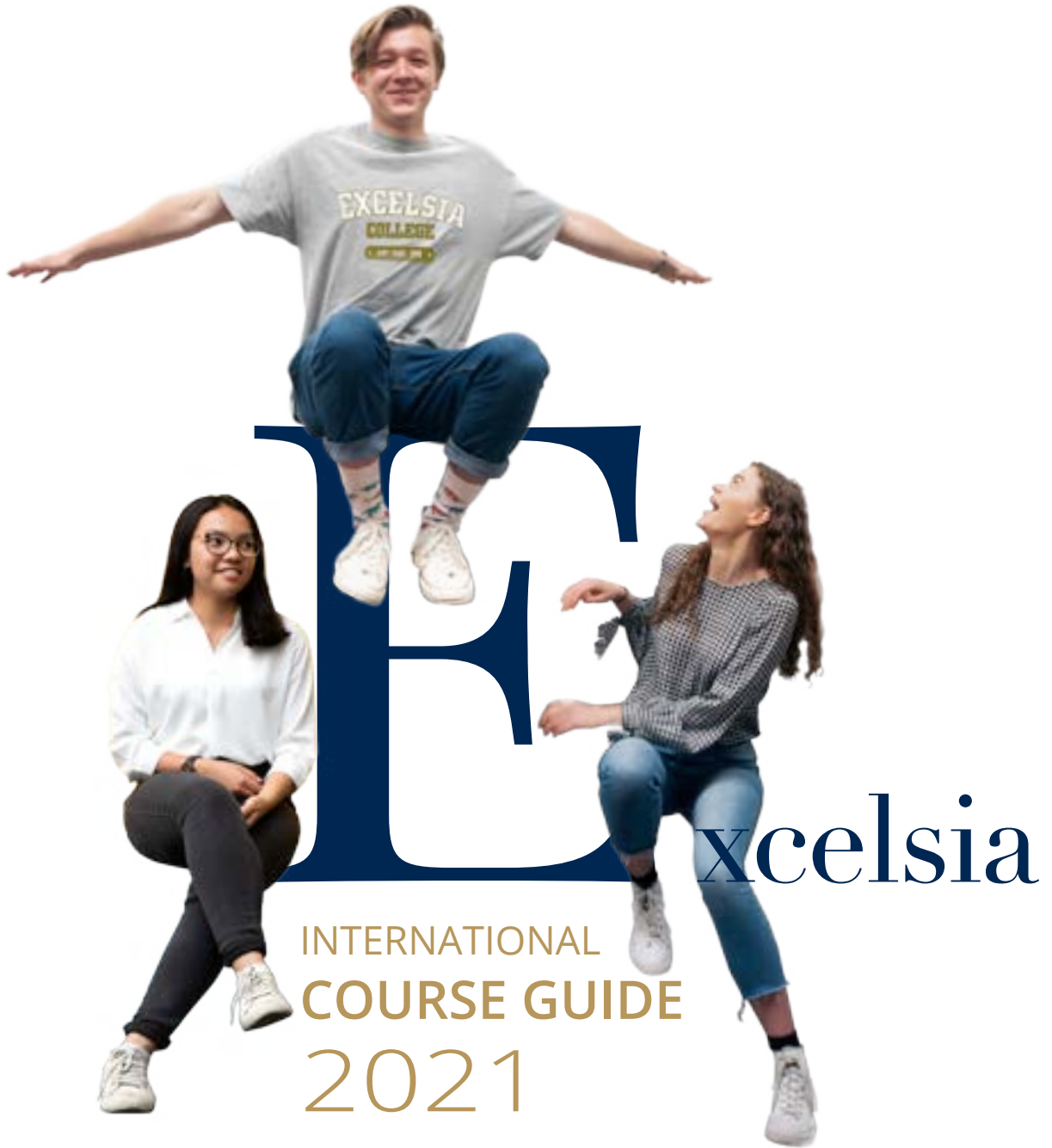# Excelsia

INTERNATIONAL
COURSE GUIDE
2021

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 life-long friendships.

Excitingly, together with Indiana Wesleyan University (IWU), we are part of a global Christian learning community with big plans for the future. Excelsia College has 36 years of experience in Christian higher education in Australia, and IWU has 99 years of experience in Christ-centred education in the US and global markets. Together the partners are well positioned to take Christian higher education to the next level in Australia 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

EXCELSIA COLLEGE IS RATED HIGHLY IN THE FEDERAL GOVERNMENT'S QUALITY INDICATORS FOR LEARNING AND TEACHING (QILT) IN 2019.

OVERALL QUALITY OF EDUCATIONAL EXPERIENCE (FIRST YEAR AND FINAL YEAR)

UNDERGRADUATE	POSTGRADUATE
84.5%	**80.6%**
78.9% NATIONAL AVERAGE	76.3% NATIONAL AVERAGE

EXCELSIA OUTPERFORMED

41 OF 42 UNIVERSITIES IN **TEACHING QUALITY** (UNDERGRAD AND POSTGRAD)

41 OF 42 UNIVERSITIES IN **LEARNER ENGAGEMENT** (UNDERGRAD)

40 OF 42 UNIVERSITIES IN **STUDENT SUPPORT** (POSTGRAD)

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

With over 3,000 alumni and accomplished academics around the world who attest to our whole-of-person education

Welcome to
SYDNEY

Population 5,005,400
(ABS, 2017)

Average of 240 Sunny days
(Bureau of Meteorology)

21 min average commute time
(Tomorrow Finance)

Over 100 beaches
(australia.com)

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 next door to one of Sydney's best shopping complexes, with Macquarie Centre just a ten-minute walk. 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 & Music Specialist Rooms
- Counselling Centre
- Student Facilities

Free WiFi	Tennis Table
Study Desks	Pool Table
Snacks Bar	Air Hockey Table
Free Coffee	Outdoor Balcony
Microwaves	Basketball Ring
Frank Green Smart Cups	

TRANSPORT

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

CONVENIENT LOCATION

EXCELSIA COLLEGE

METRO STATION
Macquarie University

MACQUARIE CENTRE

EDEN GARDENS

METRO STATION
Macquarie Park

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, chapels 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 hangout 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.

Join in the fun!
We give two tickets for all commencing new students to enjoy any of our Performing Arts shows.

EXPLORE
your possibilities

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

- Giving you 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.

Master of Business Administration

Qualification/Award: Master of Business Administration

Length: 2 years full-time

Intake: February, July and September

Credit Points: 96

Delivery: On Campus

Available to: Domestic & International

Course Accreditation: TEQSA – CRICOS (096445K)

Financial Information: FEE-HELP* for Domestic Students, International $30,000

AQF: Level 9

The focus of our MBA is on Leadership and Social Responsibility. The program is designed to develop in students leadership skills as well as knowledge of ethical and socially responsible practices within organisations. It can help students become a business leader that seeks to make a difference in the world by doing the right thing as it is good for business.#

Reasons to choose this program:
- Globally recognised qualification
- Focus on leadership and social responsibility
- Relevant curriculum – where lessons can be immediately applied
- Opportunity to study alongside students from other cultures

Master of Business (Research)

Qualification/Award: BU51 Master of Business (Research)

Length: 2 years full-time

Intake: February, July and September

Credit Points: 96 (8 Units + master thesis)

Delivery: On Campus

Available to: Domestic & International

Course Accreditation: TEQSA – CRICOS (091315E)

Financial Information: FEE-HELP* for Domestic Students, International $40,000

AQF: Level 9

The Master of Business (Research) is an advanced coursework and research program in organisational leadership. Coursework will consist of one year of study in leadership/management as well as research preparation; followed by a year 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
- Master Thesis
- Pathway to doctorate studies

Doctor of Philosophy (Organisational Leadership)

Qualification/Award: PhD Organisational Leadership

Length: 3 years full-time

Intake: February and July

Credit Points: 8 Units + doctoral thesis

Delivery: On Campus

Available to: Domestic & International

Course Accreditation: TEQSA – CRICOS (091316D)

Financial Information: FEE-HELP* for Domestic Students, International $68,280

AQF: Level 10

The Doctor of Philosophy 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

Please refer to our digital Business brochure for more information:
excelsia.edu.au/documents/2018/08/school-of-business-postgraduate-brochure.pdf/

* Refer to the website: excelsia.edu.au/current-students/financial-information
# Refer to page 60–63 for admission requirements

Master of Business Administration

FIRST YEAR

Leadership Theory

Learn to analyse and explain historical trends in leadership as well as distinguish between leadership and management functions. Students will apply and synthesize 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.

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.

Accounting for managers

Develop financial and accounting decisionmaking 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.

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.

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.

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.

SECOND YEAR

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.

Professional Ethics

Analyse significant contemporary ethical issue and challenges in business from a Christian perspective. Students will also learn leadership strategies to deal with ethical dilemmas and examine decisionmaking frameworks at the personal and organisational levels.

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.

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. Learn to evaluate models of corporate social responsibility and sustainable development in terms of agendas, effectiveness and longterm viability, while maintaining awareness of ethical aspects in regards to exploitation in marketing, branding and political purposes.

Applied Management Capstone

Learn how to apply and integrate your knowledge into a well-reasoned project proposal, investigating aspects of an organisation's strategy, structure, operations and governance.

Master of Business (Research)

FIRST YEAR SEMESTER ONE

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.

Leadership Theory

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

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.

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.

FIRST YEAR SEMESTER TWO

Foundational Skills for Academic Research

Acquire foundational skills necessary to successfully engage with the research process.

Business Research Methods

Understand various business research designs and methods, and evaluate their strengths and weaknesses. This unit also delivers skills in designing and conducting research for a particular project, and explains the limitations, advantages, technical and ethical implications. Students will learn how to prepare a formal research proposal.

Business Research Proposal and Literature Review

This unit takes as its starting point the introduction to research proposal development given in Business Research Methods. Students are required to develop a research proposal and related critical literature review for supervised research that will be undertaken in the thesis stage of the degree.

Business Research Methodology and Data Collection

This unit addresses methodological and data collection issues related to the research proposal developed in the unit Business Research Proposal and Literature Review. Students will develop the workflow of the proposed research, frame research questions, identify objectives and hypotheses, which techniques and tools will be used for data collection, and how data will be interpreted, analysed and presented.

SECOND YEAR SEMESTER ONE & TWO

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 between 40,000 to 50,000 words in length.

PhD Organisational Leadership

FIRST YEAR SEMESTER ONE

Leadership Theory

Learn to analyse and explain historical trends in leadership as well as distinguish between leadership and management functions. Students will apply and synthesize 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.

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.

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.

FIRST YEAR SEMESTER TWO

Professional Ethics

Analyse significant contemporary ethical issue and challenges in business from a Christian perspective. Students will also learn leadership strategies to deal with ethical dilemmas and examine decisionmaking frameworks at the personal and organisational levels.

Business Research Methods

Understand various business research designs and methods, and evaluate their strengths and weaknesses. This unit also delivers skills in designing and conducting research for a particular project, and explains the limitations, advantages, technical and ethical implications. Students will learn how to prepare a formal research proposal.

Business Research Methodology and Data Collection

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Business Research Proposal and Literature Review

This unit takes as its starting point the introduction to research proposal development given in Business Research Methods. Students are required to develop a research proposal and related critical literature review for supervised research that will be undertaken in the thesis stage of the degree.

SECOND & THIRD YEAR

Doctoral 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 between 80,000 to 100,000 words in length.

BUSINESS

Bachelor of Management & Entrepreneurship

Qualification/Award: Bachelor of Management & Entrepreneurship

Length: 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/International

Course Accreditation: TEQSA – CRICOS (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. The course has been designed for future business managers and leaders in small to medium/family enterprises, and for start-up entrepreneurial businesses.

Upon graduation, business leaders will have acquired a mix of a broad range of business/management knowledge and skills, and more specialist capabilities that will equip them to be innovative, effective and ethical.#

BUSINESS

FIRST SEMESTER

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 macroeconomics. 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 (Worldview, Cultural Context & Biblical Foundation)
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. This unit aims to provide students with analytical tools, and an overview of spiritually and culturally diverse worldviews, the relationship between Christianity and Western culture, and Biblical foundations.

SECOND SEMESTER

Introduction to Business Law
This unit addresses basic legal knowledge and related 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, 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.

THIRD SEMESTER

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 II (Resilience, Ethics, Character Formation, & Vocation)
This unit provides students with a foundational introduction to 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.

FOURTH SEMESTER

Family Business Management
The unit will explore 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.

FIFTH SEMESTER

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 & 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.

SIXTH SEMESTER

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

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

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

ELECTIVES

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

* Refer to the website: excelsia.edu.au/current-students/financial-information
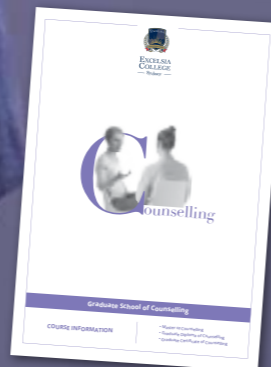# Refer to page 60–63 for admission requirements

EXTEND
your belief system

WHY STUDY COUNSELLING AT EXCELSIA?

Learn in a distinctly supportive environment that is:

Ready for Practice

- Courses for those seeking entry level counsellor training and those wanting to become a professional counsellor with advanced clinical competencies.
- Integrating a Christian world view with contemporary counselling theory, research and reflective clinical practice.
- Organised counselling placements in various community settings.
  Master degree: 100 direct client contact hours and 25 hours of clinical supervision.
- Be mentored by and learn from engaged and committed staff who are approachable and passionate about counselling.
- Being exposed each day to the distress of others can inadvertently trigger a psychological or mental reaction. We teach students the self-care techniques to ensure their work stays at work.

Industry Respected

- Industry recognised – leading to a choice of professional association memberships:
  - PACFA accredited Masters of Counselling degree
  - ACA accredited Masters of Counselling and Graduate Diploma of Counselling degrees
- Learn from passionate practitioners currently in private practice and educators with numerous Masters and PHD qualifications.
- With the market flooded by counsellors with only a vocational training, it's important to stand out from the crowd. A postgraduate degree from Excelsia will impress potential employers and make students resumes pop.

Flexible Delivery

- Delivered with a focus on flexibility and achieving balance with other areas of students' lives.
- Accommodating family life and employment responsibilities.
- Part-time and full-time study option with classes typically on Friday and Saturday.

Graduate Diploma of Counselling

Qualification/Award: CO45 Graduate Diploma of Counselling

Length: 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 & International

Course Accreditation: CRICOS (056056K)

Financial Information: FEE-HELP* for Domestic Students, International $21,220

AQF: Level 8

The Graduate Diploma of Counselling is ideal for those seeking entry level training to become a counsellor. It is also highly suitable for those in a helping, allied health, educational, ministry, and/or community support and welfare profession who desire to integrate counselling skills and mental health knowledge into their current vocation. Set within a practically-focused, experientially-oriented framework, students are exposed to contemporary counselling theories, models, modalities and skills, learning how to confidently provide quality relational care and support to those encountering life difficulties in an empathic, ethical and therapeutic manner. Graduates of this degree can advance to the Master of Counselling upon successful completion of the course requirements.#

Master of Counselling

Qualification/Award: CO54 Master of Counselling

Length: 2 years full-time/4 years part-time (Domestic students only)

Intake: February and July

Credit Points: 96 (16 Units)

Delivery: On Campus

Available to: Domestic & International

Course Accreditation: PACFA, ACA and CRICOS (056057J)

Financial Information: FEE-HELP* for Domestic Students, International $42,440

AQF: Level 9

The Master of Counselling aims to develop essential clinical competencies, foster reflective awareness and provide a sound theoretical foundation for a career as a professional counsellor. The degree develops professional 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 well-being of all people.#

Please refer to our digital Counselling brochure for more information: excelsia. edu.au/documents/2018/07/school-of-counselling-brochure.pdf/

COUNSELLING

* Refer to the website: excelsia.edu.au/current-students/financial-information
# Refer to page 60–63 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**
> **Senior Lecturer Counselling**

Units

FULL TIME

BLOCK 1A		**SEMESTER**
Counselling Practice I	Mental Health Issues in Adulthood	**1**
BLOCK 1B		
Development & Diversity	Counselling Theories & Models	
BLOCK 2A		**2**
Relational Dynamics	Ethical Issues & Practice	
BLOCK 2B		
Counselling Practice II	Introduction to Trauma-Informed Counselling	
BLOCK 1A		**1**
Counselling Practice III	Elective 1	
BLOCK 1B		
Introduction to Grief Counselling	Elective 2	
BLOCK 2A		**2**
Counselling Practice IV	Research Methods and Applications	
BLOCK 2B		
Elective 3	Practicum I	

Graduate Diploma
Master of Counselling

Counselling Practice I – IV
Set within a Person-centered framework Counselling Practice I develops foundational counselling skills and competences necessary for effective counselling practice. In Counselling Practice II and III students are exposed to a selection of contemporary evidence-based modalities while continuing to consolidate their foundational skills. Finally, in Counselling Practice IV students work with advanced and challenging clinical issues, concurrently consolidating their professional identity as a counsellor. Together the four counselling practice units prepare students for client work in their counselling placements.

Counselling Theories & Models
Counselling theories and models provide frameworks for conceptualising and interpreting clients' histories, issues and experiences, and are used to guide 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.

Development & Diversity
Employing bio-psychosocial and socio-cultural lenses, students examine how humans grow and change across the lifespan, considering the contribution of developmental and socio-cultural factors to normative outcomes. They examine major theories of human development, including the interface between the individual and his/her broader historical, socio-cultural context. They consider how the spiritual domain affects development for those with a faith worldview, 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 they develop an awareness of the importance of socially and culturally sensitive counselling practice.

Ethical Issues
Counsellors are in a unique, influential and privileged position in the lives of their clients who are often vulnerable and unprotected. 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.

Introduction to Grief Counselling
Counselling offers a means by which individuals can seek support and education about their grief, over time learning how to integrate loss, finding meaning and purpose in the resolution and integration of this challenging experience. Students examine historical and contemporary

models of bereavement, grief and mourning, and associated processes and types of grief. They explore various loss contexts and aspects of dying, death and end-stage care. They consider assessment and treatment approaches for different groups experiencing various losses, with an emphasis on resolution, integration, meaning making and post-loss transformation. Along the way they reflect upon their own loss history, including a consideration of cultural and spiritual heritages in grief work.

Introduction to Trauma-Informed Counselling

The long-term and adverse effects of trauma on the development of self and subsequent psychological functioning are recognised as significant contributors to clinical presentations in counselling settings. Students learn about experiences which significantly disrupt normal functioning and development, develop an understanding of the neurobiology of trauma, learn to recognise the trauma-mental health link, and become familiar with the DSM-5. They also consider the effects of trauma in its various presentations among different clinical groups and examine various trauma-focused treatment protocols.

Mental Health Issues in Adulthood

Employing a bio-psycho-social-spiritual framework and associated approaches, students learn about the aetiology, diagnostic presentation, assessment and evidence-based interventions for a range

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.

Relational Dynamics

Relational dynamics are at the heart of human engagement and communication, counsellors and clients influenced and affected by significant relationships in their lives. Students learn about the importance of processing the adverse effects of relational experiences, this informed by intrapersonal, interpersonal and relational theory, with an emphasis on interpersonal neurobiology, attachment and systemic theories. They critically reflected 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.

Research Methods and Applications & Research II

Counselling research and counselling practice are intrinsically linked, research findings informing day-to-day clinical decision-making in the therapeutic space. Research Methods and Applications is the first of two research-focused units wherein

students develop an understanding of the link between professional practice and professional knowledge and its production, during this unit commencing a reflective practice research activity. The elective subject Research II: Research Project students continue to work on their individual research activity, learning to apply the research skills developed in Research Methods and Applications, culminating in the submission of an individual research paper.

Counselling Practicum I – II

Counselling Practicum I provides Masters students with the opportunity to practice and integrate their counselling skills and knowledge while in the formative stages of their training. Completing 100 hours of direct client content and 25 hours of clinical supervision – emerging equipped to work as entry level counsellors.

Students can opt to complete Practicum II and undertake a second counselling placement, continuing to be supported by their lecturers, site and clinical supervisors. Exposed to all aspects of life as a professional counsellor, these advanced practice students complete a further 100 direct client contact hours and an additional 25 hours of clinical supervision, encountering varied clinical presentations. Across the two Practicum units, students increasingly integrating their counselling knowledge and skills, learning to successfully function in-situ as a entry level counsellor, preparing for future employment as a professional counsellor.

EXPAND
your mind

> "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 | Bachelor of Dramatic Art

> "Studying drama at Excelsia means I am able to pursue all my passions both on stage and off. We learn how to create a piece of theatre, be a director or a stage manager, or even be the designer, whether it be in costume, set or props. Coming into this course I thought I knew what I wanted to do, however now I really want to try everything and I have learned so much in only a year. The lecturers care so much and truly want to help in any way they can. Excelsia is truly a very special place to study.

Jessica | Bachelor of Dramatic Art

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
- Production of a short film
- On set experience

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

Industry Staff and Lecturers
- The Excelsia Drama school has an outstanding teaching faculty comprised of experienced industry professionals, including highly acclaimed actor and performer Jay Laga'aia.

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 & film)
- Assistant Production Manager (TV & film)
- Art Department Assistant (TV & film)
- Drama Teacher
- Drama Therapist

Excelsia College also offers pathways into Secondary and Primary School teaching degrees (on completion of the graduate teaching courses) with opportunity to study Music as a second method.

DRAMA

Bachelor of Dramatic Art

Qualification/Award: DR12 Bachelor of Dramatic Art

Length: 3 years full-time/6 years part-time (Domestic students only)

Intake: February

Credit Points: 144

Delivery: On Campus

Available to: Domestic & International

Course Accreditation: TEQSA – CRICOS (054987E)

Financial Information: FEE-HELP* for Domestic Students, International $63,602

AQF: Level 7

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

Associate Degree of Dramatic Art

Qualification/Award: DR02 Associate Degree of Dramatic Art

Length: 2 years full-time/4 years part-time (Domestic students only)

Intake: February

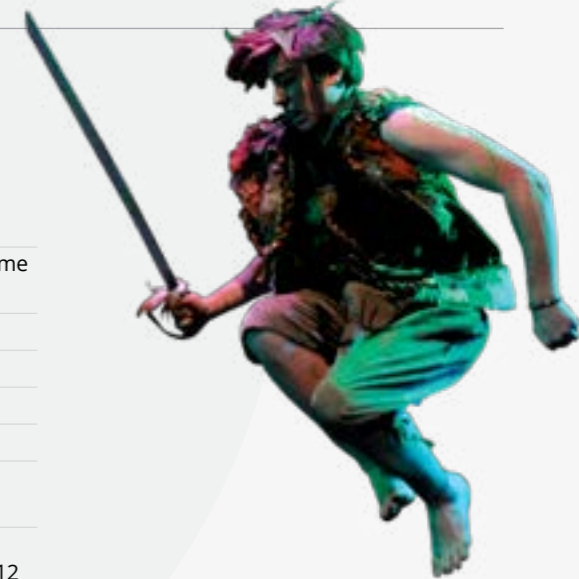**Credit Points:** 96

Delivery: On Campus

Available to: Domestic & International

Course Accreditation: TEQSA – CRICOS (081416E)

Financial Information: FEE-HELP* for Domestic Students, International $42,312

AQF: Level 6

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

Please refer to our drama digital brochure for more information: excelsia.edu.au/ documents/2018/06/school-of-drama-online-brochure.pdf/

* Refer to the website: excelsia.edu.au/current-students/financial-information
# Refer to page 60–63 for admission requirements

The course is offered with three major strands of specialisation, and five minor pathways that students can choose depending on their passion and interests: **Performance, Production and Theatre Practice.**

Performance

Prepares actors to compete in a highly rigorous industry. Acting, voice and movement skills are developed, with students exploring both theoretical and practical perspectives.

Students must complete all of the units as outlined on page 31. Students are then to select one of the pathways (outlined on page 35).

Production

Provides an intellectual and artistic foundation for professional careers in the areas of design and stage management. Grow in the confidence necessary to generate your own work and to participate successfully in a theatre company. Take the opportunity to supplement your passion with the skills, experiences and expertise for a career in theatre, film and television!

Students must complete all of the units as outlined on page 31. In addition, Production Practice students must complete tech and design pathways as well as one other elected pathway (outlined on page 35).

Theatre Practice

Offers a mixture of performance and production units in one program, enabling the development of well-rounded theatrical skills useful for work in small theatre companies, particularly in the area of theatre producing and directing. Paired with our Master of Teaching, it also satisfies the requirements for secondary Drama teaching.

Students must complete all of the units as outlined on page 31. In addition, Theatre Practice students must complete the producing pathway as well as two other elected pathways (outlined on page 35).

Performance

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
• Design II
• Video Production
• Formation II (Creative Arts)

SECOND YEAR UNITS

Semester One
• Acting III
• Voice III
• Movement III
• Short Plays
• Large Ensemble Production
• Performance: Histories of Ideas and Movements I

Semester Two
• Acting IV/Shakespeare Tour
• Voice IV
• Movement IV
• Formation III (Creative Arts)

THIRD YEAR UNITS

Semester One
• Acting V
• Movement V
• Voice V
• Independent Theatre Making
• Large Ensemble Production

Semester Two
• Acting VI
• Voice VI
• Movement VI
• Film Project
• Performance: Histories of Ideas and Movements II
• Designing My Creative Career

Production

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
• Design II
• Video Production
• Formation II (Creative Arts)

SECOND YEAR UNITS

Semester One
• Mechanical Design
• Stage Management I
• Short Plays
• Performance: Histories of Ideas and Movements I

Semester Two
• Stage Management II
• Visual Design
• Shakespeare Tour
• Formation III (Creative Arts)
• Theatre History II

THIRD YEAR UNITS

Semester One
• Technical Design
• Project I
• Independent Theatre Making
• Large Ensemble Production

Semester Two
• Project II
• Performance: Histories of Ideas and Movements II
• Designing My Creative Career
• Production Practice F (Film Project)

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
• Design II
• Video Production
• Formation II (Creative Arts)

SECOND YEAR UNITS

Semester One
• Production Management
• Short Plays
• Large Ensemble Production
• Theatre History I

Semester Two
• Theatre Management
• Shakespeare Tour
• Formation III (Creative Arts)
• Theatre History II

THIRD YEAR UNITS

Semester One
• Independent Theatre Making
• Large Ensemble Production
• Project I

Semester Two
• Production Practice F (Film Project)
• Festival
• Project II
• Performance: Histories of Ideas and Movements II
• Designing My Creative Career

Units

Acting I -VI

Acting I – VI develops the foundational and advanced skills of acting with a clear focus on character and situation. Thematic or topical content covered includes developing dramatic characters; identifying and understanding given circumstances; common acting terminology and creative approaches; development of the creative state; skills in self-awareness, concentration, relaxation and focus; ensemble skills as well as theatre protocols necessary for dramatic work.

Theatre Management

Theatre management identifies and equips students with the knowledge and skills to run a successful arts organisation. This subject follows on from Production Management taking skills learnt and putting them into practice on a larger, more expansive scale. Students investigate company structures specific to arts organisations, legislation as well as funding opportunities.

Design I – II

Design I – II gives students a foundational understanding on the role of a costume, set and properties designer. The unit combines both theory with practical skills to give the students an overview of the historical origins and processes of a designer within a range of positions for both theatre and film.

Directing I – II

Directing I – II combines theory with practical work to develop in students a firm initial grounding in the discipline of directing. An historical overview of the rise of the director introduces students to the specific functions of the theatre director. Students then learn to approach a text from a directorial point of view including conducting a detailed analysis of text, developing a directorial concept, preparing the Director's Book, implementing various approaches to rehearsal, and liaising with designers and production personnel.

Formation I – III & Designing My Creative Career

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 worldview and cultural inheritance in the social and cultural context in which one lives and works. In third year, students will study Designing My Creative Practice which intertwines with the Formation content to provide 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. This unit investigates the mental, physical, financial, social and career management competencies required to build a sustainable career in the arts in Australia. This examines the place of the artist 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.

Film Project (Performance Practice F)

Film Project provides performance and production students with a broad overview of the process for generating independent films. It is primarily a practical unit, drawing on and consolidating prior knowledge and skills accrued in a variety of subjects, and extending skills via practical application in small group settings.

Industry Placement (Oz to LA)

Industry Placement serves to provide students with extended exposure to the 'real world' of film making from an actor's perspective by living, studying and engaging with the entertainment industry in Hollywood. A largely practical unit, students are ensconced in full time arts practice, developing skills in contemporary film acting technique; attending seminars, conferences, networking events, studio tours, live studio recordings; and participate in auditions/casting sessions.

Mechanical Design

In Mechanical Design students engage in the principles, techniques and processes required in designing props and costumes for live theatrical productions. Students apply their knowledge, skills and creative techniques to the design process by producing technical designs and artistic renders supported through research. Students will analyse scripts and interpret signs, symbols and metaphors to communicate the importance of the prop in the space. Knowledge and skills will be applied to an Excelsia College production and documented in a Design Portfolio.

Movement I – VI

Movement I – VI introduces students to the physical element of acting. Through a variety of movement and movement-based acting techniques students will develop skills in detailed observation of themselves and others.

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. Students 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.

Performance: Histories of Ideas and Movements I – II

Two units investigate ideas and historical circumstances shaping contemporary performing arts. Key critical terms and conceptual models interrogate historical and contemporaneous performance practices through three world views: Modernism, Postmodernism and after Postmodernism. Questions of authorship, beauty, power, training, and institutionalisation of the arts are also examined.

Performance Practice A – F

In Performance Practice, students are provided with the opportunity to rehearse and publicly perform in the College performance space. Emphasis is placed on professional rehearsal and performance processes and protocols, and students utilise, incorporate and practice skills acquired in previous studies. Students also take on performance and support production roles, thus developing a range of teamwork and ensemble skills.

Producing I

A foundational unit for all majors, students will learn the multi-faceted elements of producing creative work. The unit will detail the role of the producer and all aspects of the work carried out by that role. Students gain skills in areas of producing such as artistic vision and purpose, choosing creative work, marketing and social media, performance rights, managing resources and financial governance, production scheduling, and innovation. Students will also research the close study of a well-known theatrical producer. In the unit, students will synthesize accrued knowledge and skills together by completing hypothetical tasks. This will prepare them to tackle creative projects throughout their studies and beyond.

Production Management

In Production Management the roles and functions of key administrative, artistic

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> **"** I am proud to say that I lecture at this wonderful school. Excelsia is a College with a difference. It is an educational secret because people are always so amazed when they visit our campus and find a modern layout and facilities that cater for all the different subjects on offer. Our professional theatre is of great interest and our tutors are just as engaging. You will be happily surprised and impressed! **"**

Jay Laga'aia
Acting for Screen Lecturer (Second and Third Year)

Jay is one of Australia's favourite entertainers and actors and has an array of film, television and theatre credits to his name. Jay's film credits include Nims Island and Star Wars; his television credits include Home and Away and Jay's Jungle.

and technical personnel in a typical theatre company is investigated, including those of the producer; artistic director; general manager; production manager; administrator; marketing, public relations and development officer; and Front of House manager.

Production Practice F

In Production Practice students take on a role in a key production area in order to develop and apply their production skills in a public college production. Production tasks are carried out under the supervision and guidance of a director, and mentor who specialises in the field.

Independent Theatre Making

In Production Practice H, students independently create a major theatre-related project in their final semester of study. By taking on responsibility for the development and execution of a major work, students 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 their own area of theatrical specialisation.

Production Project

In Production Project students work independently to apply and integrate skills in a supervised context, further developing skills in their own area of theatrical specialisation. By taking on responsibility for the development and execution of a major work, students are able to draw extensively on, and combine, skills and understanding developed across major areas of study in their degree program.

Script Writing

This unit introduces students 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, students will discuss and implement stage management procedures through pre-production, rehearsal and performance structures.

Story I – II

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

Technical Design

Technical Design provides 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 Secondment (Elective)

Theatre Secondment contributes to the

knowledge and experience students require for entry into an area of specialisation within the performing arts industry. In the context of the unit, students gain an in-depth understanding of the creative processes involved in a major project or production, accomplished through PAR (practice-as research).

Video Production

The unit in Video Production delivers a powerful experience for storytellers wishing to use new techniques to communicate with audiences. The unit covers story telling through the basics of camera operation, lights and sound, picture editing and sound design.

Visual Design

In visual design students engage in the principles, techniques and processes required in designing Set for live theatrical productions. Students apply their 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 un-packing and exploration of the script, integration of signs, symbols and metaphors and the configuration of the theatre space.

Voice I – VI

Voice I – VI explores 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.

DRAMA

PATHWAY LAYOUT

Semester	Story	Tech	Producing	Design	Acting
3	Directing I	Stage Management I	Production Management	Mechanical Design	2 of the following: Acting III, Voice III, Movement III
4	Scriptwriting I	Stage Management II	Theatre Management	Visual Design	2 of the following: Acting IV, Voice IV, Movement IV
5	Project I			Technical Design	2 of the following: Acting V, Voice V, Movement V
6	Project II				2 of the following: Acting VI, Voice VI, Movement VI

EXPRESS
yourself

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 eighteen 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 and 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

Bachelor of Early Childhood Education

Qualification/Award: Bachelor of Early Childhood

Length: 4 years full-time/8 years part-time (Domestic students only)

Intake: February, July and September

Credit Points: 192 (32 Units)

Delivery: On campus

Available to: Domestic & International

Course Accreditation: CRICOS (097424G) ACEQA

Financial Information: FEE-HELP* for Domestic Students, International $62,400

AQF: Level 7

The Bachelor of Early Childhood Education is designed to provide graduate early childhood teachers with knowledge, skills and understanding that will equip them to provide quality early childhood education and care. The course is designed to support students to build a deep, reflexive understanding of the child, child development, early childhood contexts, educational issues, theories and approaches, 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.#

Please refer to our Bachelor of Early Childhood digital brochure for more information: excelsia.edu.au/documents/2018/06/bachelor-of-early-childhood-online-brochure.pdf/

Bachelor of Early Childhood Education

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 accredited by ACECQA, assessed by AITSL

Units

FIRST YEAR

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

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

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

Formation I (Worldview, Cultural Context & Biblical Foundation)
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. This unit aims to provide students with analytical tools, and an overview of spiritually and culturally diverse worldviews, the relationship between Christianity and Western culture, and Biblical foundations.

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 course builds on the knowledge acquired in EDEC 101. 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 ages birth through eight years.

Christian Foundations of Education
The unit is a foundational unit in the Bachelor of Early Childhood providing students with a broad introduction to the field of religious education in contemporary educational settings.

Observation, Assessment and Professional Experience 1
This course examines the appropriate use of assessment and observation strategies to document development, growth, play and learning.

SECOND YEAR

Formation II (Resilience, Ethics, Character Formation, & Vocation)
This unit provides students with a foundational introduction to 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.

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 age five) with developmentally appropriate methods.

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

Dr. Peter Stiles has held various teaching and educational leadership positions within government and independent schools throughout NSW. He has wide experience in primary, secondary and, more recently, tertiary institutions. Peter is passionately interested in seeing students achieve their God given potential, and he believes that this can best be accomplished within a caring, supportive environment such as Excelsia College. Peter has several degrees in English and Education, with a Doctorate in Literature and Theology from Glasgow University. He is a committed Christian and is married with children and grandchildren. Outside of Excelsia College, his main interests are his church, reading and travel.

Senior Lecturer

Units

Visual and Performing Arts in Early Childhood

This unit begins with an introduction to the Arts and Arts Integration. The introduction to the Arts consisting of an examination of key underlying principles of Arts education and the role and importance of the Arts in Early Childhood.

THIRD YEAR

Teaching for Diverse Abilities

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

Personal Development, Health and Physical Education Learning

The unit explores the role of movement in a child's development and well-being. 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 (EDEC 113) 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 programme, including programme 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 understandings and skills required to facilitate effective teaching and learning in Science and Technology. They 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 (ECEC 111) and extends understanding of the development of listening, speaking, reading, writing and viewing knowledge and skills in children from birth to five.

Reading, Writing and Viewing in Early Childhood Professional Experience 1

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 worldview 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/special needs or high/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

The 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).

EX CEED

in your endeavours

WHY STUDY MUSIC AT EXCELSIA?

Studio Based
- High-level performance training
- Practical learning

Music with a Difference
- Strong emphasis on skills development
- Personal and caring
- Training imaginative, innovative and professional musicians for the future.

Step into the Industry
- Second instrument study opportunities
- One-on-one lessons

- Regular performance opportunities in Excelsia's 150 seat auditorium and in venues around Sydney
- Flexibility to support broad range of career paths
- The opportunity to engage in practical experience in the music industry including gigging at live music venues, contemporary showcases and concerts.

Career Pathways
- Vocalist
- Session Musician
- Studio Music Teacher
- Songwriter/Arranger
- Conductor
- Performer
- Live Sound Engineer
- Composer of Film Scores
- Arts Manager
- Church Musician
- Music Minister
- Music Academic
- Community Music Facilitator

- Pathways into Secondary and Primary School Teaching Degrees.
- Pathways into Postgraduate Masters.

> " Studying the Bachelor of Music at Excelsia College has taught me many things about myself as a person, artist and student. The classes allow me to expand my musical knowledge and to gain more experience and wisdom from the excellent tutors that help encourage and push me to the best of my abilities.
>
> Studying music here has helped boost my confidence as a performer in the most humbling way, and also allows my faith as a Christian to not be compromised but encouraged to use it, to engage with my art. "
>
> **Jenelle**
> **Bachelor of Music**

Associate Degree of Music
Qualification/Award: MU04 Associate Degree of Music

Length: 2 years full-time/4 years part-time (Domestic students only)

Intake: February and July

Credit Points: 96

Delivery: On Campus

Available to: Domestic & International

Course Accreditation: TEQSA – CRICOS (075645J)

Financial Information: FEE-HELP* for Domestic Students, International $41,550

AQF: Level 6

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

Bachelor of Music
Qualification/Award: MU14 Bachelor of Music

Length: 3 years full-time/6 years part-time (Domestic students only)

Intake: February and July

Credit Points: 144

Delivery: On Campus

Available to: Domestic & International

Course Accreditation: TEQSA – CRICOS (057959G)

Financial Information: FEE-HELP* for Domestic Students, International $63,100

AQF: Level 7

The Bachelor of Music provides students with the technical, artistic and analytical training required to become professional musicians. 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.#

Please refer to our music digital brochure for more information: https://excelsia.edu.au/documents/2018/06/school-of-music-online-brochure.pdf/

Master of Music
Qualification/Award: MU54 Master of Music

Length: 2 years full-time/4 years part-time (Domestic students only)

Intake: February and July

Credit Points: 96

Delivery: On Campus

Available to: Domestic & International

Course Accreditation: TEQSA – CRICOS (057961B)

Financial Information: FEE-HELP* for Domestic Students, International $36,385

AQF: Level 9

The Master of Music provides the opportunity to develop a specialisation from a choice of two strands: Performance and Contemporary Composition. Within your chosen specialisation you will immerse yourself in a semester-long research initiative according to your interests and career focus. The Master of Music will equip you to impact your professional environment with high-level creative, technical and academic skills, as well as diverse approaches to music performance and composition.#

* Refer to the website: excelsia.edu.au/current-students/financial-information
\# Refer to page 60–63 for admission requirements

The course is offered with three strands of specialisation, allowing you to take classes unique to your 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 with exceptional tutors on their instrument. Continue your 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 you want to pursue your dream as a singer-songwriter or start your own band, this strand will take you there.
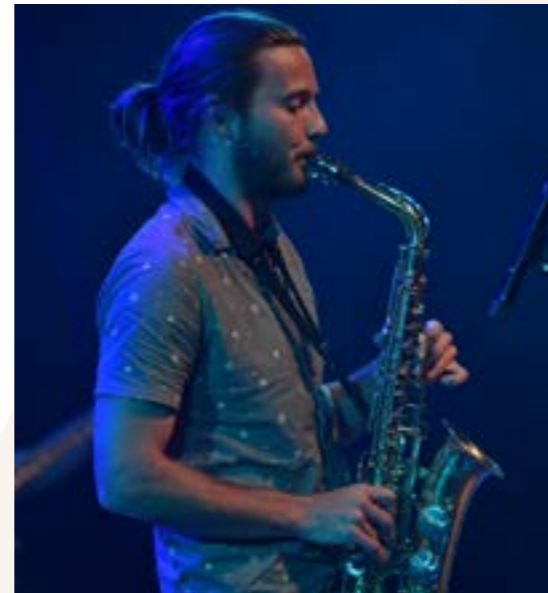
Jazz
This strand offers multiple experiences in improvisation, ensemble work, arrangement and performance designed to prepare students for the highly skilled world of jazz musicianship. Students are encouraged to partake in multiple performance opportunities and workshops to help them think on their feet and engage with the dynamics of the jazz ethos.

Units

BACHELOR FIRST YEAR

Semester One
Performance I
The Performance sequence of units is a degree-long study of the student's 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
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.

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.

Aural Perception I
The emphasis in Aural Perception I is on initial skill development. Students will work on dictation and Solfège exercises using basic diatonic pitch (melodic and harmonic) materials in major and minor keys, and rhythms using beat and pulse values in simple and compound meters; that is, materials common in 17th and 18th century art music (and much folk and 20th century popular music).

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 digital audio technology..

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 worldview 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
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.

Aural Perception II
In the Aural Perception II course unit, students will continue to develop their aural skills. Dictation and Solfège exercises will address more complex diatonic pitch (melodic, harmonic and 18th century contrapuntal) materials in Major and minor keys and more complex rhythmic divisions in simple and compound meters.

Early Music History
The Early Music History sequence of units surveys music style throughout history, from ancient to classical and contemporary, assisting students to examine musical development.

Harmonic Skills I
In this unit students will continue to develop their understanding of diatonic harmony by exploring more complex diatonic harmonic vocabulary and by studying sequences, controlled dissonance, basic principles of 16th century counterpoint and simple modulation.

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.

Formation II (Creative Arts)
This unit aims to provide students with analytical tools, and an overview of spiritually and culturally diverse worldviews, 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 questing, and basic competence with Biblical materials and Christian values relevant to personal life and creating culture.

BACHELOR 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.

Large Ensemble Studies III
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.

Small Ensemble Studies III
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.

Aural Perception III
In the Aural Perception III unit, students will build upon the skills developed in the Aural Perception I and Aural Perception II units, addressing yet more complex pitch and rhythmic materials. Students are encouraged when undertaking private Solfège work to accompany themselves at a keyboard instrument, and to apply the ideas and procedures studied in class to their own musical pursuits.

Romantic & Modernist
The Music History sequence of units surveys music style throughout history, from ancient to classical and contemporary, assisting students to examine musical development.

Harmonic Skills II
In this unit students will continue to develop their understanding of diatonic harmony by exploring more complex diatonic harmonic vocabulary and by studying sequences, controlled dissonance, basic principles of 16th century counterpoint and simple modulation.

Formation III (Creative Arts)
While Formation 1 and 2 are mostly outward-looking at society and culture — the place of the student in community, Formation 3 and 4 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 attribute of Excelsia College.

Semester Two
Performance IV
This unit is the fourth 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 IV 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 IV
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.

Aural Perception IV
In Aural Perception IV, the final unit in the sequence of Aural Perception units, students will consolidate the skills developed in prior semesters in working with diatonic pitch materials and standard rhythmic materials. This work forms the foundation for an exploration of the most common chromatic pitch materials and modulations, characteristic of much 19th century art music, as well as rhythms in mixed meters.

Popular & Contemporary
The Music History sequence of units surveys music style throughout history, from ancient to classical and contemporary, assisting students to examine musical development.

Orchestration and Arranging
The skills and understandings of arranging and composing for contemporary popular, classical and jazz ensembles expand students' ability to create music or arrange existing materials into a variety of suitable configurations. Appropriate instrumental voicings, harmonic understandings and proper preparation of score and parts using notation software are the primary learning goals.

* Elective x 1

Semester One
Performance V
This unit is the fifth 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 V 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.

Music Industry Placement I
Music Industry Placement enables students to increase their overall understanding of the Music Industry, and/or to explore specific avenues of further vocational research or interest.

Large Ensemble Studies V
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.

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.

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

Designing My Creative Career
Designing My Creative Practice 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. This unit investigates the mental, physical, financial, social and career management competencies required to build a sustainable career in the arts in Australia. This examines the place of the artist 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.

Semester Two
Performance VI
This is the final unit 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 VI 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.

Music Industry Placement II
Music Industry Placement enables students to increase their overall understanding of the Music Industry, and/or to explore specific avenues of further vocational research or interest.

Large Ensemble Studies VI
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.

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

* Elective x 2

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

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.

Business in the Performing Arts
This unit provides students a broad insight into the music industries with a focus on encouraging students to consider a number of professional occupations and possible career trajectories within these industries.

Music Pedagogy
The unit aims to develop students' ability to articulate and teach their specialist musical knowledge to learners in a sympathetic, coherent and knowledgeable manner. In doing so, the unit incorporates creative approaches to teaching for a range of learning abilities and styles, underpinned by flexible methods, and with reference to new and professional research regarding teaching practice in music. The unit also pays particular attention to the building of repertoire knowledge for a diverse variety of clients, ensembles, styles and environments.

Survey of Worship Music
The Music History sequence of units surveys music style throughout history, from ancient to classical and contemporary, assisting students to examine musical development.

Performance I – IV
This set is a sequence of four units of study in the students' principal instrument, voice or conducting skills. The sequence as a whole is designed to maximise skill outcomes to a professional level in all aspects of instrumental/vocal/ onducting performance.

Composition I – III
Composition is a series of composition units within the Contemporary Composition Stream in which students will create a number of solo and/or chamber works and present these in a lecture/concert at the end of semester.

Music and Media
Music and Media provides students with the opportunity to attain the conceptual understandings, creative awareness, professional discipline, and computer and software skills required to compose music for various media, including advertising, theatre, interactive games and popular song.

Music and Moving Image
Music and the Moving Image builds on the conceptual understandings, creative awareness, professional discipline, and computer and software skills acquired in Music and Media. This unit provides students with key conceptual, creative, analytical and technical understandings necessary for composing appropriate music for various cinematic genres, including silent films and television.

Screen Music Analysis
Screen Music Analysis provides students with the opportunity to undertake a comprehensive and informed study of the role of music for the screen and its emotional impact to effective storytelling. This study combines historical, theoretical and analytical elements, from the emigration to America of European composers in the early 1930s, to the evolution of the electronic score and beyond.

Music Industries Overview
This unit provides students a broad insight into the music industries with a focus on encouraging students to consider a number of professional occupations and possible career trajectories within these industries. The subject considers a variety of views and critiques of the industry with a focus on the vocational aspects of music practice.

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 performance and practice.

Research Project
Research Project is a final-year capstone unit that provides students with a comprehensive experience of research, while extending their research knowledge and practical research skills. Each student undertakes a research project (the proposal for which has already been developed in Research Methods) supervised by an academic staff member.

MUSIC

Partnership with Sydney Film School

Excelsia, in partnership with the Sydney Film School, offers this unique model of training that is value-driven, industry-informed, professionally sustainable and socially directed.

The partnership has been set up with the aim of enhancing production opportunities and providing state-of-the-art studios at Sydney Film School's new home in Waterloo, that help students with entrepreneurial projects.

WHY STUDY SCREEN PRODUCTION AT EXCELSIA?

To develop excellence in the art, craft and technology of 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.

High Quality Academics

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

Modern Studio Facilities

- High-quality resources such as cameras and green rooms offered to students.
- Waterloo Studios is a purpose-built film and television studio that houses impressive equipment for students.
- Equipment that rivals many production houses and a sound stage that is one of the best in the country.

- From editing bays to screening rooms, rehearsal spaces to sound suites, students can walk out with a completed professional project.

World Class Mentorship

- Students have one-on-one, face to face classes with high calibre academics each week to give them the skills and guidance they need to succeed in a career in film.
- Personal teaching and mentoring that is designed to hone in on your objectives and provide practical guidance through your studies.

Practical Experience

- Unrivalled production opportunities.
- Your own production budgets included in the course fee.
- An opportunity to build up to 12 screen credits over two years.
- 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.

Bachelor of Screen Production

Qualification/Award: Bachelor of Screen Production

Length: 2 years full-time (6 trimesters)

Intake: January & September

Credit Points: 144

Delivery: On Campus at Macquarie Park and at Waterloo

Available to: Domestic & International

Course Accreditation: CRICOS (0101531)

Financial Information: FEE-HELP* for Domestic Students, International $60,000

AQF: Level 7

The Bachelor of Screen Production combines the teaching of theoretical and creative processes with practical hands-on screen production, recognising that rapid technological innovations and divergent social engagement necessitate the skills to adapt to new modes of creative expression. Upon graduation, students will have acquired screen production, storytelling and entrepreneurial skills, and more specialised capabilities in either writing, direction, cinematography, design, sound or post-production that will equip them to be innovative, professional and ethical. #

Please refer to our Screen Production digital brochure for more information: excelsia.edu.au/documents/2019/12/screen-production-online-brochure.pdf/

SCREEN PRODUCTION

* Refer to the website: excelsia.edu.au/current-students/financial-information
# Refer to page 60–63 for admission requirements

First Trimester
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 practice on set exercises and develop the necessary creative and organisational documentation to launch into filming in trimester 2.

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, 16mm film, costume/set design, sound recording, production management, continuity/script supervision and need to be decided in consultation with the lecturer and Course Manager. Students learn these skills in small group weekly 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's 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 Story-Telling

This unit introduces students to the foundations of screen story-telling. The unit provides an overview of story-telling 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 Bachelor of Screen Production course.

Second Trimester
Production II

This unit continues students' 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 from trimester 1 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 story-telling 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 worldview 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 worldview assumptions and didactic intent of the cultural products they engage with.

Third Trimester
Production III

This unit introduces students to the creative and practical considerations of creating documentaries in the modern world. Students are encouraged to examine about 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 trimester, culminating in the performance of a role in a production and a creative task pertaining to their specialization. Specializations 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

Head of School.

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 20th 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 Trimester
Production IV

This unit offers students the opportunity to produce and direct their own thesis film. Students will learn build on their existing knowledge of filmmaking to create a screen product, from initial concept, to pitching, filming and post production. Student 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 small group weekly one hour sessions across the trimester, 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 TV) genres that have endured and evolved over time. Students are encouraged to identify the particular screen story-telling 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 Trimester
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 Head of School. 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 into 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 specialization 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 Head of School. Specializations could include 1st assistant directing, continuity/script supervision, 1st camera assistant, clapper/data wrangler, gaffer, grip, design support (set /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 Trimester
Production VI

This second unit (Production VI) for the Major Screen Production provides the learning opportunity for students to follow through their creative and pragmatic vision of a project from postproduction 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 specialization 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 Head of School. Specializations could include 1st assistant directing, continuity/script supervision, 1st camera assistant, clapper/data wrangler, gaffer, grip, design support set/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 preexisting 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 SPBA131. 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 their choosing.

Advanced Production Design

This unit is the second of two directing units and builds upon the skills introduced in SPBA131. 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 their choosing.

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 Postproduction

This unit is the second of two sound postproduction 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 TV.

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 specialization. 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 Head of School. Specializations could include 1st assistant directing, continuity/script supervision, 1st camera assistant, clapper/data wrangler, gaffer, grip, design support (set /prop sourcing and construction, costume, set dressing), producing and production management.

School	CRICOS Code	Course	Available to International Students	English Language Proficiency (IELTS)	Educational prerequisites	Other requisites
Creative and Performing Arts	057959G	Bachelor of Music	Yes	6.0 (no band less than 6.0)	HSC and interstate equivalent or international equivalent.	Audition, interview & musical knowledge
Creative and Performing Arts	075645J	Associate Degree of Music	Yes	6.0 (no band less than 6.0)	HSC and interstate equivalent or international equivalent.	Audition, interview & musical knowledge
Creative and Performing Arts	057961B	Master of Music	Yes	6.5 (no band less than 6.0)	Successful completion of an accredited undergraduate degree in music or discipline appropriate to chosen focus area.	Audition & portfolio
Creative and Performing Arts	054987E	Bachelor of Dramatic Art	Yes	6.0 (no band less than 6.0)	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 & literacy test
Creative and Performing Arts	081416E	Associate Degree of Dramatic Art	Yes	6.0 (no band less than 6.0)	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 & literacy test
Creative and Performing Arts	0101531	Bachelor of Screen Production	Yes	6.0 (no band less than 6.0)	HSC and interstate equivalent or international equivalent OR attainment of tertiary qualification, OR satisfactory completion of at least one year's full-time load in a tertiary course.	Interview and portfolio
Education	097424G	Bachelor of Early Childhood Education	Yes	6.0 (no band less than 6.0)	HSC and interstate equivalent or international equivalent.	Working with Children Check
Counselling	056057J	Master of Counselling	Yes	7.0 (no band less than 6.5)	Previously successfully completed a relevant Bachelor degree or Bachelor Honours degree.	Interview, Criminal History Check & Working with Children Check

School	CRICOS Code	Course	Available to International Students	English Language Proficiency (IELTS)	Educational prerequisites	Other requisites
Counselling	056056K	Graduate Diploma of Counselling	Yes	6.5 (no band less than 6.0)	Previously successfully completed a relevant Bachelor degree or Bachelor Honours degree OR previously successfully completed a non-relevant undergraduate degree.	Interview, Criminal History Check & Working with Children Check
Business	097868A	Bachelor of Management and Entrepreneurship	Yes	6.0 (no band less than 6.0)	HSC and interstate equivalent or international equivalent.	N/A
Business	056056K	Master of Business Administation	Yes	6.5 (no band less than 6.0)	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)	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)	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

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

For more information
visit excelsia.edu.au/future-students/

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

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

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

Indicative International Fees*

Business

Doctor of Philosophy (Organisational Leadership)	AU$ 2,760 per annum
Master of Business (Research)	AU$20,000 per annum
Master of Business Administration	AU$15,000 per annum
Bachelor of Management & Entrepreneurship	AU$16,400 per annum

Counselling

Master of Counselling	AU$21,220 per annum
Graduate Diploma of Counselling	AU$21,220 per annum

Drama

Bachelor of Dramatic Art	AU$21,200 per annum
Associate Degree of Dramatic Art	AU$21,200 per annum

Education

Bachelor of Early Childhood Education	AU$15,600 per annum

Music

Master of Music	AU$18,200 per annum
Bachelor of Music	AU$21,050 per annum
Associate Degree of Music	AU$21,050 per annum

Screen Production

Bachelor of Screen Production	AU$60,000 per annum

* Indicative numbers quoted are based on 2020 fees.

FAQ

Do I have to be of a certain faith or denomination to study at Excelsia College?
No, you don't. We are an inclusive community, but we do require that students and staff respect our values.

Where do I find application closing dates?
The application closing dates and round offers are listed on our website: excelsia.edu.au/apply. Please contact our friendly Student Advisor on 9819 8810 for more information.

Can I fax or e-mail my application form?
No. You need to submit the application online via our website excelsia.edu.au/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.

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 $1000 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 on 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, complete the enrolment process.

Information about applications is available at: excelsia.edu.au/application-guide

Step 1 — Select the course
at: https://excelsia.edu.au/courses

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 within days 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.

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

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

Financial Assistance
Most courses are approved for Centrelink's Student Income Support (Youth Allowance, Austudy and Abstudy).

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

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

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