

POSTGRADUATE

COURSE GUIDE 2018

EDUCATION AND ARTS



Professor Tania Aspland, Executive Dean, Faculty of Education and Arts

EXECUTIVE DEAN'S

WELCOME

Welcome to the world of professional learning and postgraduate research in the Faculty of Education and Arts at ACU.

You can advance your knowledge and expertise through degree programs that are student-centric, flexibly delivered, and evidence-based. Our faculty offers postgraduate degrees by coursework and by research across a range of diverse programs.

Taught by active researchers and experienced practitioners, our programs will further deepen your professional knowledge and understanding in both a reflective and practical way.

The Faculty of Education and Arts hosts two national schools, the School of Education and the School of Arts, both with strong reputations: the former in teacher education, education leadership, and religious education and the latter in research, with a particular focus on history, political science, and sociology.

Our programs are regularly reviewed to ensure they meet the contemporary needs of professionals in Australia and overseas. Our strong industry links mean that all of our teacher education programs are designed and accredited in collaboration with industry experts – including representatives from Catholic education, the government sector, international partners, and independent schools. We also offer specialised programs that accredit teachers for Catholic schools and Catholic leadership. We work with partners to create programs that support systems' strategic directions and expressed needs, providing appropriate recognition of in-house professional learning that enables articulation into tailored award programs. Our programs also enable students to undertake study at ACU's Rome Campus.

The faculty is committed to growing our suite of offerings within both education and arts, with new programs that incorporate the latest research knowledge and complement our existing vibrant research community.

With our strong focus on social justice, community engagement, and lifelong learning, graduates from the Faculty of Education and Arts complete their studies with more than just a degree. Student support is our first priority, and we can assist you in the ongoing assessment of your own professional growth and development.

We look forward to welcoming you to the Faculty of Education and Arts.

Professor Tania Aspland
Executive Dean, Faculty of Education and Arts

VISIT OUR WEBSITE

For in-depth course information, including fees, scholarships, support services and campus information. Visit acu.edu.au/postgraduate

GOT A QUESTION?

acu.edu.au/askacu

CONNECT WITH US



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PHOTOGRAPHY:

Anna Zhu
Bonnie Liang
Parsley Creative
(unless otherwise credited)

COVER IMAGE:

Michael O'Sullivan
Master of Educational Leadership

COVER PHOTOGRAPHY:

Parsley Creative

Australian Catholic University attempts to ensure the information contained in this publication is correct at the time of production (March 2017). However, sections may be amended without notice by the University in response to changing circumstances or for any other reason. Check the course browser on the ACU website for the most up-to-date information.

Australian Catholic University –
CRICOS registered provider: 00004G

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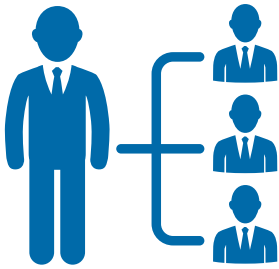
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ACU students, Melbourne Campus

TOP FIVE REASONS

TO CHOOSE ACU



01

THE BEST PEOPLE

We give you the chance to learn from world-leading academics and researchers. Our staff have secured millions of dollars in research funding and are internationally recognised for their work.

02

FLEXIBLE STUDY

ACU offers a range of course delivery options. We keep it flexible so you can manage your work, study and family commitments.

03

PERSONAL ATTENTION

You'll work closely with your lecturers, tutors or supervisors, and get the attention you need to excel. We make an effort to understand what matters most to you, so we can help guide you on your career path.



04

GROWING RESEARCH

The Faculty of Education and Arts has been ramping up research, with impressive results. Our research in the areas of specialist studies in education, education systems, curriculum and pedagogy, history, political science and sociology was rated at or above world standard in the latest Excellence in Research for Australia (ERA) assessment.



05

OUR COMMITMENT

The Faculty of Education and Arts has a strong commitment to ACU's Mission, and our graduates complete their studies with more than just a degree. They benefit from our strong focus on social justice, community engagement, and lifelong learning.



acu.edu.au/askacu



"One of the real benefits of doing my degree at ACU was that we could learn across different streams. So I've been very employable and have had many diverse teaching opportunities."

TANJA JOHNSTON

GRADUATE DIPLOMA IN EDUCATION

CO-FOUNDER AND ART THERAPIST, THE AUSTRALIAN NATIONAL VETERANS ART MUSEUM

STUDY MODES

AND LOCATIONS

STUDY MODE IS THE WAY IN WHICH A COURSE OR UNIT IS DELIVERED.

ACU OFFERS A NUMBER OF FLEXIBLE DELIVERY OPTIONS TO SUIT YOUR FAMILY AND WORK COMMITMENTS.

FOR FURTHER CLARIFICATION OF THE STUDY MODE YOUR COURSE WILL BE DELIVERED IN, CONTACT ASKACU AT ACU.EDU.AU/ASKACU

FULL-TIME

A full-time student is one who undertakes a load of at least 0.75 EFTSL. For example, in a course with the standard annual credit point load of 80 credit points, a full-time student would undertake at least 30 credit points per semester.

PART-TIME

A part-time student is one who undertakes a load of less than 0.75 EFTSL. For example, in a course with the standard annual credit point load of 80 credit points, a part-time student would undertake less than 30 credit points per semester.

ONSHORE

Delivered at an ACU campus.

OFF-CAMPUS

Delivered at another location.

OFFSHORE

Delivered at an overseas location.

ONLINE

Delivered fully online including assessments.

ATTENDANCE

Primarily attendance, either face-to-face or via video conference, at an ACU campus or another location.

MULTI-MODE

Some online with a compulsory attendance component (including examinations etc).

INTENSIVE

Units are delivered in a block over consecutive weekdays and/or weekends.



ACU students, Canberra Campus

POSTGRADUATE

STUDY OPTIONS



(Top) Education students, Brisbane Campus,
(Bottom) ACU students, Ballarat Campus

COURSEWORK

Postgraduate coursework programs at ACU provide advanced knowledge and skills in a structured learning format with set units of study and specific assessment tasks. Many programs have the flexibility to move through different qualification levels, begin at masters level, or exit early with an industry-relevant qualification.

SINGLE UNIT

Perfect for those interested in a particular subject or for those not sure about committing to a full degree.

Units of study: One (10 credit points)

GRADUATE CERTIFICATE

Develop advanced skills and knowledge in a specialist area with a focus on professional development.

Units of study: Four (40 credit points)

GRADUATE DIPLOMA

Develop a deeper understanding and further advance skills and knowledge in a professional area.

Units of study: Eight (80 credit points)

MASTERS DEGREE

An intensive and in-depth study that will enhance professional skills in a specialised area.

Units of study: 12 or 16 (120 or 160 credit points)

HIGHER DEGREE RESEARCH

A research degree provides thorough training in a particular discipline area. Students undertake a process of original investigation in order to increase knowledge and make an important contribution to the development of new knowledge in society. Graduates will have a systematic and critical understanding of a complex field of learning. Study is undertaken by working with at least two academics with specialist expertise in that area of study.

ACU offers supervised research at either masters or doctoral level.

Masters by Research (MEdR): Two years full-time study (or equivalent part-time)

Master of Philosophy (MPhil): Two years full-time study (or equivalent part-time)

Doctor of Philosophy (PhD): Three to four years full-time study (or equivalent part-time)

Doctor of Education (EdD): Two and a half years full-time study (or equivalent part-time)

FINANCIAL ASSISTANCE

AND SCHOLARSHIPS



FULL FEE-PAYING

Students can nominate to pay their fees upfront without any government subsidy. Contact AskACU for more information.

acu.edu.au/askacu

FEE-HELP is a government loan scheme that assists eligible domestic fee-paying students to defer payment of all or part of their tuition fees. Repayment of the loan occurs through the tax system once your income exceeds the minimum threshold.

studyassist.gov.au



COMMONWEALTH SUPPORTED PLACE (CSP)

Commonwealth supported places are subsidised by the Australian Government, with the student paying the remainder of the fees through a 'student contribution' amount. Not all postgraduate courses offer CSP places, and eligibility requirements apply.

HECS-HELP is a government loan scheme that assists eligible Commonwealth supported students to defer payment of all or part of their tuition fees. Repayment of the loan occurs through the tax system once your income exceeds the minimum threshold.

studyassist.gov.au



FACULTY ALUMNI REBATE

A 10 per cent rebate on postgraduate fees is offered to graduates of ACU enrolling in programs offered by the Faculty of Education and Arts (conditions apply).

acu.edu.au/fea/alumni-rebate



RESEARCH TRAINING PROGRAM

Commencing domestic students enrolling in a master-by-research or doctoral degree at ACU may be granted a Research Training Program Fee Offset Scholarship under the Australian Government's Research Training Program. This means that candidates are exempt from paying tuition fees.



POSTGRADUATE COURSEWORK SCHOLARSHIPS

A number of university scholarships are available to commencing and continuing postgraduate coursework students providing assistance with education, living and/or travel costs. For scholarship eligibility criteria and application information, visit acu.edu.au/scholarships



POSTGRADUATE RESEARCH SCHOLARSHIPS & FINANCIAL ASSISTANCE

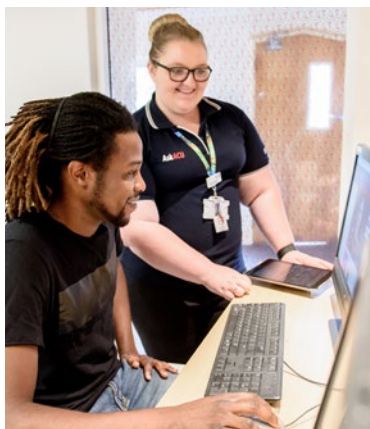
For further information on scholarships available to postgraduate research candidates visit research.acu.edu.au/graduate-research/scholarships

HOW TO APPLY

Application to ACU postgraduate coursework programs – including graduate or postgraduate certificates and diplomas, and masters by coursework degrees – is by online application direct to ACU.

acu.edu.au/apply

If you have any questions about your ACU application, visit acu.edu.au/askacu



01 CHOOSE THE COURSE YOU WOULD LIKE TO STUDY

Read ACU's *Education and Arts Postgraduate Course Guide 2018*
Browse acu.edu.au/courses

02 CHECK IMPORTANT DATES AND APPLICATION REQUIREMENTS

Application to some courses also requires the submission of supporting documentation and/or additional information forms.

03 BROWSE THE SCHOLARSHIPS OFFERED TO STUDENTS

ACU offers a range of scholarships, which recognise outstanding academic achievement as well as students who might otherwise be excluded or disadvantaged. Visit acu.edu.au/scholarships

04 APPLY ONLINE DIRECT TO ACU

Apply for your course at acu.edu.au/courses

HIGHER DEGREES BY RESEARCH

Application to ACU higher degrees by research, including the Master of Education (Research), Doctor of Education, Master of Philosophy and Doctor of Philosophy (including the PhD component of dual coursework/ PhD programs), is by direct application to Graduate Research.

To apply:

1. Check your eligibility
2. Complete an application for admission
3. Organise your referee reports
4. Submit the completed application

acu.edu.au/research/apply

FACULTY PROFILE

The Faculty of Education and Arts hosts the National School of Education, the National School of Arts and three vibrant, multidisciplinary research institutes. The faculty is committed to providing all of our students with a world-class education that will prepare them to make a meaningful contribution in their chosen professions and to the world at large.

Based across seven campuses in Adelaide, Ballarat, Brisbane, Canberra, Melbourne, North Sydney, Strathfield, and our Rome Campus in Italy, the faculty is home to a vibrant, multicultural community of more than 12,000 students from nearly 60 countries. These students – enrolled in undergraduate, pre-service, postgraduate coursework and research programs – benefit from our flexible learning options, commitment to quality teaching and learning, small class sizes and world-class facilities.

We pride ourselves on fostering the development of graduates who are knowledgeable and skilful, make ethical decisions, and are committed to advancing the common good.

NATIONAL SCHOOL OF EDUCATION

Education professionals are able to advance their knowledge and expertise in education through programs that are student-centric, flexibly delivered, and evidence-based. The University offers a diverse range of programs across the early childhood, primary and secondary sectors—including special education, disability and inclusion contexts, religious education, and leadership development. All programs are designed and accredited in collaboration with industry experts, including representatives from Catholic education, the government sector, independent schools and international partners.

Our academics are active researchers making significant contributions to practice and outcomes across a range of learners and contexts. The most recent Excellence in Research for Australia (ERA) initiative ranked the research output for education at ACU as above world class in the area of specialist studies in education, and at world class in curriculum and pedagogy and education systems. Our strong research culture is also evident in an impressive higher degree research cohort of more than 100 students, and success in securing Australian Research Council grants. Recent and ongoing research activities include:

- Associate Professor Vince Geiger, Associate Professor Gloria Stillman, and Dr Jill Brown, along with external investigators, Hon. Professor Peter Galbraith and Professor Dr Mogens Niss have been working on a project entitled 'Using mathematics to solve real world problems'. The project is expected to generate theoretical and practical insights into how enablers promote successful modelling, tasks that support students' development as modellers, and effective teaching approaches that promote student capability and interest in mathematics.
- Professor Alex Kostogriz and external investigator Professor Terri Seddon are working on a project entitled 'Teaching workforce development through integrated partnerships'. This project is expected to contribute to the renewal of teaching workforce development in Australia.
- Professor Claire Wyatt-Smith, Professor Joy Cumming, Professor Len Unsworth, Dr Sally Humphrey, Dr Lenore Adie, Christine Jackson and Dr Mary Macken-Horarik are conducting research that will address the significant knowledge gap in research, practice and policy about necessary interventions to reverse the increasing numbers of students falling below the national minimum standard in writing (Years 3-9) in each Australian state and territory.
- Associate Professor Clarence Ng, Dr Steve Graham and Dr Karen Harris are working on research that addresses the persistent national achievement gap in literacy between disadvantaged and non-disadvantaged students.
- Strathfield and Melbourne-based academics have authored a range of books in their research areas. Dr Nerida Blair - *Privileging Australian Indigenous Knowledge: Sweet potatoes, spiders, waterlilies and brick walls*. Dr Matthew Zabracki - *Writing Right with Text Types*. Professor Graham Rossiter - *Research on Retreats: The views of teachers and senior school students about retreats in Australian Catholic Secondary Schools*.
- Researchers in the faculty include Professor Phillip Riley, an internationally recognised expert in resilience and wellbeing in leadership, Professor Chris Branson, an internationally recognised scholar in educational leadership, and Dr Cathie Harrison, whose commitment to early childhood education has been recognised by ACU and Australian Government teaching awards.

NATIONAL SCHOOL OF ARTS

Staff in the National School of Arts actively research and teach across a wide variety of disciplines including ancient and modern history, political science and sociology, English literature and creative writing, media and cultural studies, international development and community welfare, as well as visual arts. Our academics conduct research with local, national and international scope, make significant contributions to public debate and provide expert advice to key external bodies.

Higher Degree by Research (HDR) candidates are an integral part of the school's vibrant and intellectually rigorous research culture. The school is committed to providing students with structured and individualised research programs under the supervision of world-class academics. We also offer inter-disciplinary research opportunities and run research seminars and workshops to engage students and develop their wide-ranging talents. A number of our students are currently pursuing original research supported by Australian Postgraduate Awards and other prestigious scholarships

Our academics have recently been recognised for research excellence with a number of significant awards, including:

- Dr Karen Lamb: Recipient of the 2016 Prime Minister's Literary Award in non-fiction for her book *Thea Astley: Inventing Her Own Weather* (UQP, 2015).
- Dr Hannah Forsyth: Awarded a 2016 Discovery Early Career Researcher Award (DECRA) for her project 'Are We All Middle Class Now?'
- Associate Professor Noah Riseman: Awarded an ARC Discovery Grant for his research project, 'Serving in Silence? Australian LGBTI Military Service since 1945.'

The major research strengths in the school are in history, political science and sociology – all were judged to be world class in the most recent Excellence in Research for Australia (ERA) initiative. The school is renowned for its research in Australian history, with particular emphasis on social policy and Australia's changing identity since 1945. Professor Shurlee Swain, Dr Nell Musgrove, Dr Ellen Warne and Dr Fiona Davis are currently working on projects that examine past welfare practices and their implications for present social policies. Associate Professor Noah Riseman, Dr Melissa Bellanta, Dr Maggie Nolan and Dr Hannah Forsyth are undertaking exciting research on Australia's changing social structures, norms and self-perceptions in the post-war era.

The school also has senior academics engaged in high-quality research in American history (Associate Professor Michael Ondaatje), European history (Associate Professor Nick Carter), and on democratic politics, internationally and in specific nation-states (Associate Professor Mark Chou).



ACU students, Brisbane Campus

LA SALLE ACADEMY FOR FAITH FORMATION AND RELIGIOUS EDUCATION

Director: Professor Br David Hall

The academy aims to develop and deliver quality teaching and research programs in realising the aspirations of the new evangelisation. La Salle Academy is responsible for overseeing three areas: educational leadership, religious education and faith formation of teachers and leaders for Catholic schools.

The academy operates as a joint enterprise between ACU's Faculty of Education and Arts, Faculty of Theology and Philosophy, and Directorate of Identity and Mission, and provides an integrated approach to curriculum development, delivery and assessment, and faith formation activities.

The academy is committed to developing teachers and leaders in a way that extends their competency and efficacy, expands their theological literacy, and equips them with a new set of skills. The academy's aim is for students to help the Church find doorways through which contemporary Australians can enter and bring faith and life into dialogue.

Our education and training opportunities develop teachers and leaders with professional efficacy, theological literacy and the skills to bring faith and life into dialogue.

Above all else, however, teachers and leaders need to be witnesses; people who live by the spirit of faith.



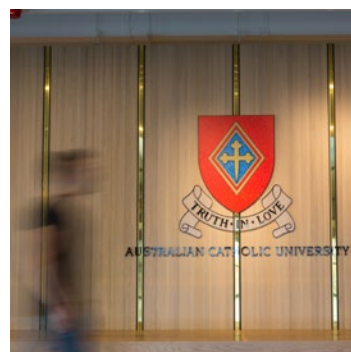
ACUMENTORING

The ACU National Mentoring in Education Hub (ACUMentoring) was created in response to community and education sector needs. The program offers a range of opportunities for educators to engage in professional learning, including through professional development programs and a range of pathways into formal study. Mentoring accreditation programs will equip educators to meet the mentoring needs of pre-service practising teachers, early career teachers, experienced teachers, and school and centre leaders.



WORLD-CLASS RESEARCH OUTCOMES

The University's focused research intensification strategy, together with the expertise and skill of our academics, underpins the exceptional strength of the research activity across our schools and institutes. The most recent Australian Government research assessment ranked our research in education systems, curriculum and pedagogy, history, political science and sociology at world standard, with specialist studies in education, and philosophy and religious studies (available through the Bachelor of Arts) ranked above world standard. In 2016 the faculty also secured in excess of \$2 million in Australian Research Council (ARC) funding. The Faculty of Education and Arts is a key player in ACU's drive to become a leading research university.





"ACU is a very friendly, engaging, supportive and caring environment. The teachers really do know your name, and you can go and see them for assistance whenever you need. I especially enjoyed that my teachers were authentic and shared their personal experiences."

MATTHEW WATSON

GRADUATE DIPLOMA IN EDUCATION/
GRADUATE CERTIFICATE IN RELIGIOUS EDUCATION

ACADEMIC PROFILES



**PROFESSOR
ELIZABETH LABONE**
National Head
School of Education

Professor Elizabeth Labone is National Head of the School of Education. Her field of expertise is educational psychology and she is an internationally recognised scholar in the area of teacher efficacy.

Professor Labone's research and scholarship focuses on the study of self-efficacy and more particularly teacher efficacy and enhancing teacher capacity. She has developed and published theoretical frameworks for the formation of teacher efficacy beliefs, as well as frameworks to support the enhancement of teacher efficacy through professional learning.

Professor Labone has worked in teacher education for more than 25 years, and is on the Executive of the New South Wales Council of Deans of Education.

Her previous research and publications have focused on teacher burnout, self-efficacy for social engagement in diverse and challenging contexts and development of measures to assess teacher engagement with diverse groups, including Indigenous students and communities.

Professor Labone's recent projects include a large multi-state study of the engagement and retention of students from low socioeconomic status backgrounds, and a systematic review of resilience in school leaders.



**ASSOCIATE
PROFESSOR
CATHERINE BELL**
Associate Professor, Visual Arts
School of Arts (Vic)

Associate Professor Catherine Bell is a multi-disciplinary artist, curator and visual art lecturer in the Bachelor of Visual Arts and Design degree in the National School of Arts in Melbourne. Her Fine Art PhD at Monash University was awarded the Mollie Holman Doctoral Medal (2008). In 2010 she was awarded the prestigious Australian Council for the Arts New York studio. In 2016 Associate Professor Bell was awarded an Australian Award for University Teaching for visual arts curriculum that prioritises studio-led research and develops professional competencies that empowers students to actively contribute to the creative sector upon graduation.

For 25 years, Associate Professor Bell has exhibited extensively in solo and group exhibitions across Australia and internationally. Her current socially-engaged research projects in healthcare settings complement her research interests in art activism, art on the margins and community engagement. These research projects advocate for artists using their skills to contribute to society and echo historic feminist practices centred on communal and collective art activities that have a strong focus on empowering the participants into a spirit of political and social action.



**PROFESSOR
CHRISTOPHER
BRANSON**
Professor, La Salle Academy for
Faith Formation and Religious
Education

Professor Christopher Branson holds the Professorial Chair of Educational Leadership and is the Director of Catholic Leadership at ACU's La Salle Academy.

Professor Branson has an extensive background in teaching and leadership. He moved into the tertiary education sector after more than 30 years of experience in Australian schools and school systems as a teacher, head of department, pastoral coordinator, deputy principal, principal, educational consultant and supervisor of schools. This move to tertiary education followed the international recognition and adoption of the outcomes generated by his doctoral and post-doctoral research – into how personal values influence the leadership behaviours of school principals.

Professor Branson's ensuing academic activities extended this research into issues aligned with the theoretical foundations of leadership, ethical leadership, leadership of organisational change, human resource management, leadership for social justice, and organisational culture. He is the author of three books and numerous chapters and articles published in both Australian and international books and journals.



DR JONATHON SARGEANT
Senior Lecturer, Education
School of Education (Vic)

Dr Jonathon Sargeant is a senior lecturer and researcher in inclusive education, classroom management and physical education. He has published widely in the area of children's education rights, student wellbeing and ethical research with children.

His current research focuses on student voice, children's lives and their futures. He is particularly interested in developing better educational provision that incorporates young people's perspectives through ethical practices.

Dr Sargeant's research interests also include children's wellbeing and the use of physical activity to bring about behavioural enhancement and improved social skills in school age children. His recent work has focused on educating the community in the benefits and necessity of giving children and youth a voice regarding their futures. Dr Sargeant's previous work experience includes assisting teachers, students, and families in addressing behaviour management issues through voice inclusive practices. His experience and research into children's rights, and youth priorities for the future provide critical information for educators, parents and policy makers.



DR JOSHUA ROOSE
Director, Institute for Religion,
Politics and Society

Dr Joshua Roose is a political sociologist and a member of the Federal Attorney-General's Department Panel of Experts for Countering Violent Extremism, the Victorian Government's Institute for Social Cohesion and a Victorian State Parliamentary Library Fellow.

His areas of expertise include political Islam, religion and law, masculinity, citizenship, the new populism and multiculturalism. Dr Roose is the founding editor of the *New Directions in Islam* series (Palgrave Macmillan), legal theory section editor for the *Wiley Blackwell Encyclopedia of Social Theory* and on the editorial board of the Anthem Press *Law and Society* series. In 2017 he joined the editorial board of the *Journal of Sociology*.

Dr Roose is a visiting scholar at the East Asian Legal Studies Program at Harvard Law School and is the Australian editor in chief of the Harvard Law School *SHARIA* source project. He has previously been a visiting scholar at New York University and the Graduate Centre at the City University of New York. His work has been cited in *Hansard*, as well as news outlets including *The Australian*, *The Sydney Morning Herald*, *The Guardian*, *Deutsche Welle* and *The Jakarta Post*.

He is currently working on a book with Professor Bryan S. Turner on *Religion, Secularism and Law*.



PROFESSOR TIM MCKENRY
Deputy Head
School of Arts (Vic)

Professor Timothy McKenry is a music researcher, composer and pedagogue. In 2014 he won an OLT citation for Excellence in Learning and Teaching, as well as the Vice Chancellor's Teaching Excellence Award. His research interests include issues of ethics in music, Australian art music and cultural identity, music pedagogy and music theory. His recent research projects include studies of the pedagogical inheritance that informs the teaching of composition in Australian secondary and tertiary institutions, a major survey of contemporary Australian opera, and a study of the ethical practices that inform music practice in Australia.

Professor McKenry is a nationally recognised expert in the area of music language study and composer training and has written syllabi for state and national examining bodies. He helped embed composition in the Victorian Certificate of Education and has undertaken a leadership role in fostering best-practice pedagogy in the study of music language study across Australia through research, teacher training, publication and advocacy of the discipline.

RESEARCH

ACU has prioritised the intensification of research.

In line with the University's mission, each priority research area strives to make a positive difference in communities and the world at large.

An exciting part of research intensification at ACU is the establishment of seven research institutes.

Reflecting the University's Catholic ethos, ACU's priority research areas revolve around key societal needs. These priority research focus areas are as follows.

EDUCATION

Research concerned with quality, equity, and diversity in education, with emphases on leadership, numeracy, literacy, Indigenous, and religious education.

HEALTH (INCLUDING MENTAL HEALTH)

Research that progresses the quality of healthcare, especially for the vulnerable.

THEOLOGY AND PHILOSOPHY

Research concerned with the elucidation, development, and expression of Catholic intellectual thought.

SOCIAL JUSTICE AND THE COMMON GOOD

Cross-disciplinary research in the liberal arts and social sciences that enhances the social and cultural well-being of communities.

acu.edu.au/research

INSTITUTE FOR RELIGION, POLITICS AND SOCIETY

Director: Dr Joshua Roose

Aim: The Institute for Religion, Politics and Society examines religion as a political and social force as it shapes the world around us. Looking at the interplay between religion and major social structures, including law, the economy, politics, and governments, the institute pursues the big questions: What makes societies succeed? How can societal success be translated into individual flourishing? What are the essentials of happiness?

Based in Melbourne, the institute aims to produce excellent and high-impact interdisciplinary scholarship that both contributes to contemporary scholarly debate and creates new agendas. We aim to inform decision-making and policy-making in wider society through research, as well as professional and media engagement with governments, not for profits, and the private sector.

Research supervision is available for high quality applicants with leading international scholars including Professor Bryan S. Turner, Professor Jose Casanova, Professor Jocelyne Cesari, Professor Jack Barbalet, Dr Joshua Roose, Dr Tom Barnes and Dr Dina Afrianty.

The institute has five main research streams into which potential PhD students might wish to locate their work: Law and Religion; Cities and Successful Societies; Asian Societies and their Religions; Religion, Health and Medicine; and Global Catholicism.

Current PhD student topics include: Islamising regulations in Indonesian law; Autonomous weapons technologies in low intensity operations; Religion in international religions and the emergence of the far right; The impact of drone strikes in Pakistani society; The Catholic Church in Australian political history; Economic diversification in responding to social change.

Please consult with the Institute for Religion, Politics and Society Prospectus/Annual Report for more detailed information on program areas and potential supervision.



INSTITUTE FOR SOCIAL JUSTICE

Director: Professor Nikolas Kompridis

Aim: To focus on social justice issues in the broadest possible sense, to expand our horizons of understanding and disclose new possibilities for living together in the challenging conditions of our era.

The Institute for Social Justice (ISJ) is developing innovative cross-disciplinary and interdisciplinary research programs that will experimentally combine original scholarship and normative reflection with diverse forms of action research.

This complex and multi-faceted endeavour requires rethinking our highest social ideals: justice, equality, freedom, democracy, public goods, and the very meaning of our humanity.

ISJ offers a four-year Doctor of Philosophy in Social and Political Thought (DPSPT), for people who believe that the world can and should be different. The doctoral program includes a demanding year of coursework in social and political theory, and all PhD dissertations develop theoretical analyses of social justice issues, sometimes in combination with fieldwork or action research.

Research areas include: contemporary critical theories (postcolonial, feminist, queer, critical race, and critical legal theories); human-nonhuman relations in the anthropocene; Indigeneity and decolonisation; secularism and religious diversity; rethinking rights in and beyond the law; care and global justice; social movements and solidarities; migration, borders, and citizenship; non-Western and Southern approaches to justice; Islam and social justice; transitional justice and reconciliation; democratic theory and practice; politics of affects and emotions; international relations and complexity thinking; subjectivity, ethics, and politics; social identities; economies as sites of politics, psychoanalysis and culture; action research; and critical methodologies.



LEARNING SCIENCES INSTITUTE AUSTRALIA

Director: Professor Claire Wyatt-Smith

Aim: Engage in vigorous, socially relevant and ethically committed research to improve outcomes for children, teachers and the wider community.

The Learning Sciences Institute Australia (LSIA) focuses on 21st century teaching and learning, diversity, innovation and engagement with improving learning outcomes. LSIA is a national research institute hosting a team of eminent scholars undertaking funded research with a range of industry and government partners. Our research has attracted significant funding from the Australian Research Council. It draws on both qualitative and quantitative methodologies, including large-scale, longitudinal studies, meta-analyses and data linkage.

At LSIA, priority focus is on connecting our research with policy and practice. We achieve this by providing a forum for researchers, scholars, policy-makers and practitioners to collaborate and share evidence-based knowledge to address barriers to achievement and learning engagement enhance quality teaching and learning.

Our research is premised on the idea that education, health and wellbeing predicate life opportunities. Our researchers undertake investigations that generate new knowledge in education and learning including cognitive and non-cognitive aspects. While we span various disciplines, our common goal is to remove barriers to learning and thereby enhance social and economic participation of all.

Central to LSIA's aims is to foster a rich and dynamic research culture for higher degree research students and post-doctoral researchers affiliated with projects across a range of research concentrations including:

- educational assessment, evaluation and student learning
- learning, learner diversity and reforming classroom practices
- STEM in education
- early childhood futures
- educational semiotics in English and literacy pedagogy
- teacher education, quality and professional standards



COURSE

**LISTINGS
2018**

**PRE-SERVICE TEACHING
QUALIFICATIONS**

ALL OUR COURSES ARE COMPLIANT WITH THE



Please note: Fees cited are domestic student fees for 2018, based on 2018 unit costs. Each unit of study is normally worth 10 credit points but there are some exceptions to this rule. Each year there is a fee increase; fees for programs undertaken over a number of years will therefore differ from those cited here.

MASTER OF TEACHING (EARLY CHILDHOOD AND PRIMARY) (NEW IN 2018)*

CAMPUS

National (multi-mode)**

DURATION

2 yrs FT or equivalent PT

160 credit points

FEES

\$1,930 per 10 credit points

Commonwealth Supported Places available (refer to page 6)

PROFESSIONAL EXPERIENCE

Minimum 80 days

*Pending national accreditation

**Students will study all coursework units online. Professional experience is taken in early childhood or school settings.

COURSE

The Master of Teaching (Early Childhood and Primary) has been designed to contribute to the education profession by preparing graduates to be accomplished and articulate advocates for the rights and responsibilities of all children within their professional, community, outreach, and research contexts. The Master of Teaching (Early Childhood and Primary) cultivates graduates to be passionate and committed to the generation and dissemination of knowledge, skills and attitudes that can facilitate the implementation of high quality early childhood/early years education for all children.

ACCREDITATION

Graduates are eligible for registration as a primary and early childhood teacher in government, independent, Catholic or other faith-based schools, and a wide range of early childhood education settings.

ENTRY REQUIREMENTS

To be eligible for admission to the course, an applicant must:

- have successfully completed a bachelor degree or equivalent qualification, with:
 - i. subject content studies equivalent to one year of full-time study (1.0 EFTSL) in one or more learning areas of the primary school curriculum identified in the National Program Standards; AND
 - ii. subject content studies equivalent to one quarter of a year (0.25 EFTSL) in a selected subject specialisation of English or mathematics identified in the National Program Standards; AND
- demonstrate suitability for teaching by evidencing interest in children and motivation for teaching; and personal learning and leadership skills.

Where an applicant has completed a bachelor degree or equivalent qualification more than 10 years prior, there will be an additional requirement to demonstrate suitability to undertake the course as evidenced by a supporting professional referee report.

MASTER OF TEACHING (EARLY CHILDHOOD AND PRIMARY) – SAMPLE COURSE MAP

Year 1				
Semester 1	Learning and Development in Childhood	English and Literacy 1: Reading, Listening and Viewing (Birth to 12 Years)	Mathematics and Numeracy 1: Number and Algebra with Geometry and Measurement (Birth to 12 Years)	Professional Experience 1: Engaging in the Teaching Community (Birth to Five Years) PE: 15 days
Semester 2	Sociocultural Influences on Learners and Learning in Australian Contexts	Science, Inquiry and Sustainability (Birth to 12 years)	The Arts, Curriculum, Pedagogy and Assessment (Birth to 12 years)	Professional Experience 2: Building Practice (Three to Five Years) PE: 20 days
Year 2				
Semester 1	Learning and Pedagogies in the Early Years: Play-Based Curriculum and Assessment	Health and Physical Education Curriculum, Pedagogy and Assessment (Birth to 12 Years)	Humanities Curriculum, Pedagogy and Assessment (Birth to 12 Years)	Professional Experience 3: Teaching as a Continuum (Eight to 12 Years) PE: 20 days
Semester 2	Impacting Diverse Learners in English and Literacy (Birth to 12 Years) OR Impacting Diverse Learners in Mathematics and Numeracy (Birth to 12 years)	Mathematics and Numeracy 2: Number and Algebra with Statistics and Probability (Birth to 12 Years)	English and Literacy 2: Writing, Speaking and Creating (Birth to 12 Years)	Professional Experience 4: Transition to the Profession (Five to Eight Years) PE: 25 days

PE – Professional Experience

MASTER OF TEACHING (EARLY CHILDHOOD AND PRIMARY)/ GRADUATE CERTIFICATE IN RELIGIOUS EDUCATION (NEW IN 2018)*

CAMPUS

National (multi-mode)**

DURATION

2 yrs FT or equivalent PT
200 credit points

FEES

\$1,930 per 10 credit points
Commonwealth Supported Places
available (refer to page 6)

*Pending national accreditation

**Students will study all coursework units online.
Professional experience is taken in early childhood or
school settings.

This course is the combination of the Master of Teaching (Early Childhood and Primary) and the Graduate Certificate in Religious Education.

Specifically designed for students who wish to teach religious education in early childhood and primary school settings, this course provides a pre-service education for beginning teachers. Graduates are eligible for employment in Catholic and other faith-based schools and government and non-government schools.

This course prepares early years teachers who are reflective, independent, and flexible thinkers who can apply their skills to improve curriculum offerings and advance their community's education.

ENTRY REQUIREMENTS

To be eligible for admission to the course, an applicant must:

- have successfully completed a bachelor degree or equivalent qualification, with:
 - i. subject content studies equivalent to one year of full-time study (1.0 EFTSL) in one or more learning areas of the primary school curriculum identified in the National Program Standards; AND
 - ii. subject content studies equivalent to one quarter of a year (0.25 EFTSL) in a selected subject specialisation of English or mathematics identified in the National Program Standards; AND
- demonstrate suitability for teaching by evidencing interest in children and motivation for teaching; and personal learning and leadership skills.

Where an applicant has completed a bachelor degree or equivalent qualification more than 10 years prior, there will be an additional requirement to demonstrate suitability to undertake the course as evidenced by a supporting professional referee report.



(Left) Equipment Melbourne Campus, (Top right) ACU students, Melbourne Campus, (Bottom right) ACU students, Canberra Campus

MASTER OF TEACHING (PRIMARY)

CAMPUS

Melbourne, Strathfield (attendance)

DURATION

2 yrs FT or equivalent PT

(may be completed in accelerated mode at some campuses)

160 credit points

FEES

\$1,930 per 10 credit points

Commonwealth Supported Places available (refer to page 6)

PROFESSIONAL EXPERIENCE

Minimum 60 days

The Master of Teaching (Primary) is for graduates who want to become primary school teachers and have an appropriate undergraduate degree.

This course is a pre-service teacher education program that applies advanced knowledge and research findings to the problems, issues and challenges facing education professionals. This course prepares primary school teachers who are reflective, independent, and flexible thinkers who can apply their skills to improve curriculum offerings and advance their community's education.

It gives students valuable professional experience through a range of school- and community-based placements during the course.

ENTRY REQUIREMENTS

To be eligible for admission to the course, an applicant must have completed:

- a bachelor degree or equivalent that includes at least one year of equivalent full-time study relevant to one or more learning areas of the primary school curriculum; with a minimum Grade Point Average (GPA) equivalent to an ACU GPA of 4.0; AND
- units within that degree that meet the subject content requirements as outlined by the national accreditation authority and the state/territory concerned.

Applicants who have successfully completed a bachelor degree with a minimum Grade Point Average (GPA) equivalent to an ACU GPA of 4.0, but do not meet national subject content requirements or the state/territory requirements, conditional enrolment may, in special circumstances, be approved by the course coordinator, provided additional study is undertaken.

International applicants must also meet the English Language Testing System (IELTS) assessment, or an equivalent English language proficiency assessment, with an overall score of 7.5 (with no score below 7 in any of the four skills areas, and a score of no less than 8 in listening and speaking).

ACCREDITATION

Graduates are eligible for registration as a primary school teacher in government, independent, Catholic and other faith-based schools.

MASTER OF TEACHING (PRIMARY) – SAMPLE COURSE MAP

Year 1				
Semester 1	Effective Teaching and Graduate Professional Experience Primary 1 Professional Experience (PE: 20 days)	Primary English Education 1	Mathematics Education 1	The Arts Curriculum
Semester 2	Social and Cultural Contexts of Development and Learning and Graduate Professional Experience Primary 2 (PE: 20 days)	Health and Physical Education Curriculum	Humanities and Social Sciences Education	Science Education
Year 2				
Semester 1	Interpreting and Designing Educational Research	Primary English Education 2	Mathematics Education 2	Catering for Diversity in the Inclusive Classroom
Semester 2	Transition into the Primary Teaching Profession	Fostering Positive Behaviour	Research-informed Pedagogy and Graduate Professional Experience Primary 3 (PE: Minimum 20 days)	

PE – Professional Experience

MASTER OF TEACHING (PRIMARY)/ GRADUATE CERTIFICATE IN RELIGIOUS EDUCATION

CAMPUS

Melbourne, Strathfield (attendance)

DURATION

2.25 yrs FT or equivalent PT (may be completed in 2 yrs FT)
200 credit points

FEES

\$1,930 per 10 credit points
Commonwealth Supported Places available (refer to page 6)

PROFESSIONAL EXPERIENCE

Minimum 60 days

This course is the combination of the Master of Teaching (Primary) and the Graduate Certificate in Religious Education.

Specifically designed for students who wish to teach religious education in schools, this course provides a pre-service education for beginning teachers. Graduates are eligible for employment in Catholic and other faith-based schools and government and non-government schools.

This course prepares primary school teachers who are reflective, independent and flexible thinkers who can apply their skills to improve curriculum offerings and advance their community's education.

ENTRY REQUIREMENTS

To be eligible for admission to the course, an applicant must have completed:

- a bachelor degree or equivalent that includes at least one year of equivalent full-time study relevant to one or more learning areas of the primary school curriculum; with a minimum Grade Point Average (GPA) equivalent to an ACU GPA of 4.0; AND
- units within that degree that meet the subject content requirements as outlined by the national accreditation authority and the state/territory concerned.

Applicants who have successfully completed a bachelor degree with a minimum Grade Point Average (GPA) equivalent to an ACU GPA of 4.0, but do not meet national subject content requirements or the state/territory requirements, conditional enrolment may, in special circumstances, be approved by the course coordinator, provided additional study is undertaken.

International applicants must also meet the English Language Testing System (IELTS) assessment, or an equivalent English language proficiency assessment, with an overall score of 7.5 (with no score below 7 in any of the four skills areas, and a score of no less than 8 in listening and speaking).

ACCREDITATION

Graduates are eligible for registration as a primary school teacher in government, independent, Catholic, and other faith-based schools.

MASTER OF TEACHING (PRIMARY)/GRADUATE CERTIFICATE IN RELIGIOUS EDUCATION – SAMPLE COURSE MAP

Year 1				
Prof Term 1	Biblical Studies			
Semester 1	Effective Teaching and Graduate Professional Experience Primary 1 (PE: 20 days)	Primary English Education 1	Mathematics Education 1	The Arts Curriculum
Prof Term 5	Foundations of Christian Faith			
Semester 2	Social and Cultural Contexts of Development and Learning and Graduate Professional Experience Primary 2 (PE: 20 days)	Health and Physical Education Curriculum	Humanities and Social Sciences Education	Science Education
Year 2				
Prof Term 1	Religious Education Historical and Contemporary Perspectives			
Semester 1	Interpreting and Designing Educational Research	Primary English Education 2	Mathematics Education 2	Catering for Diversity in the Inclusive Classroom
Prof Term 5	Teaching and Learning for Religious Education			
Semester 2	Transition into the Primary Teaching Profession	Fostering Positive Behaviour	Research-informed Pedagogy and Graduate Professional Experience Primary 3 (PE: Minimum 20 days)	

PE – Professional Experience

MASTER OF TEACHING (SECONDARY)

CAMPUS

Brisbane, Canberra, Melbourne, Strathfield (attendance)

DURATION

2 yrs FT or equivalent PT
160 credit points

FEES

\$1,930 per 10 credit points
Commonwealth Supported Places available (refer to page 6)

PROFESSIONAL EXPERIENCE

Minimum 60 days

The Master of Teaching (Secondary) is for graduates who want to become secondary school teachers and have an appropriate undergraduate degree. Graduates may be eligible for employment in Catholic and other faith-based schools, independent and government high schools and other secondary schools.

Depending on your undergraduate degree, this masters degree will prepare you to teach in specialist areas including:

- Visual arts, music and/or drama
- English
- Mathematics
- Commerce and business
- Humanities and social sciences
- Languages other than English
- Personal development, health and physical education
- Information and communication technology
- Liberal arts and sciences
- Religious education

The course provides valuable professional experience through a variety of school and community-based placements.

Students who undertake the Master of Teaching (Secondary) may also concurrently complete the Graduate Certificate in Religious Education to gain accreditation to teach religious education in Catholic schools.

ENTRY REQUIREMENTS

To be eligible for admission to the course, an applicant must have completed:

- a bachelor degree or equivalent qualification with a Grade Point Average (GPA) equivalent to an ACU GPA of 4.0; AND
 - i. a major study in one teaching area; AND
 - ii. either a separate minor study in a second teaching area, or a double teaching area;
 - iii. which meet the requirements as teaching areas according to the local state/territory registration authority; AND
 - iv. are teaching areas available within the course.

Applicants who have successfully completed a bachelor degree but do not meet subject content requirements or the state/territory requirements, conditional enrolment may, in special circumstances, be approved by the course coordinator, subject to completion of an additional program of study.

Advanced standing of up to one full-time year of study is available for students who have successfully completed a Graduate Diploma in Education (Secondary) and meet faculty Grade Point Average (GPA) and professional experience requirements.

ACCREDITATION

Graduates are eligible for registration as a primary school teacher in government, independent, and Catholic schools.

MASTER OF TEACHING (SECONDARY) – SAMPLE COURSE MAP

Year 1				
Semester 1	Effective Teaching and Professional Practice	First teaching subject Curriculum, Pedagogy and Assessment 1	Second (or double) teaching subject Curriculum Pedagogy and Assessment 1	Development and Learning
Semester 2	Catering for Diversity in the Inclusive Classroom	First teaching subject Curriculum, Pedagogy and Assessment 2	Second (or double) teaching subject Curriculum Pedagogy and Assessment 2	Graduate Professional Practice Secondary 1 (PE: 20 days)
Year 2				
Semester 1	Elective	Fostering Positive Behaviour	Interpreting and Designing Educational Research	Graduate Professional Practice Secondary 2 (PE: 20 days)
Semester 2	Social and Cultural Contexts of Education	Transition into the Profession	Research-informed Pedagogy and Graduate Professional Experience Secondary 3 (PE: Minimum 20 days)	

PE – Professional Experience

MASTER OF TEACHING (SECONDARY)/ GRADUATE CERTIFICATE IN RELIGIOUS EDUCATION

CAMPUS

Brisbane, Canberra, Melbourne,
Strathfield (attendance)

DURATION

2.25 yrs FT or equivalent PT
190 credit points

FEES

\$1,930 per 10 credit points
Commonwealth Supported Places
available (refer to page 6)

PROFESSIONAL EXPERIENCE

Minimum 60 days

This course is the combination of the Master of Teaching (Secondary) and the Graduate Certificate in Religious Education. It is for students wishing to teach religious education in addition to other secondary curriculum areas.

Students will receive the basic certification, fundamental knowledge, skills and competencies required to teach religious education in any Australian jurisdiction.

ENTRY REQUIREMENTS

To be eligible for admission to the course, an applicant must have completed:

- a bachelor degree or equivalent qualification with a Grade Point Average (GPA) equivalent to an ACU GPA of 4.0; AND
- a major study in one teaching area; AND
 - i. either a separate minor study in a second teaching area, or a double teaching area;
 - ii. which meet the requirements as teaching areas according to the local state/territory registration authority; AND
 - iii. are teaching areas available within the course.

Applicants who have successfully completed a bachelor degree with a minimum Grade Point Average (GPA) equivalent to an ACU GPA of 4.0, but do not meet national subject content requirements or the state/territory requirements, conditional enrolment may, in special circumstances, be approved by the course coordinator, subject to completion of an additional program of study.

Advanced standing is available for students who have successfully completed a Graduate Diploma in Education (Secondary) and meet faculty Grade Point Average (GPA) and professional experience requirements.

ACCREDITATION

Graduates are eligible for registration as a primary school teacher in government, independent, Catholic, and other faith-based schools.

PROFESSIONAL EXPERIENCE

During your degree, you will complete professional experience consisting of a minimum of 80 days of school-based learning experiences, structured observational tasks, and supervised professional experience in secondary school settings.

MASTER OF TEACHING (SECONDARY)/GRADUATE CERTIFICATE IN RELIGIOUS EDUCATION – SAMPLE COURSE MAP

Year 1					
Semester 1	Effective Teaching and Professional Practice	First teaching subject Curriculum, Pedagogy and Assessment 1	Second (or double) teaching subject Curriculum Pedagogy and Assessment 1	Development and Learning	Biblical Studies
Prof Term 5	Foundations of Christian Faith				
Semester 2	Catering for Diversity in the Inclusive Classroom	First teaching subject Curriculum, Pedagogy and Assessment 2	Second (or double) teaching subject Curriculum Pedagogy and Assessment 2	Graduate Professional Practice Secondary 1 (PE: 20 days)	
Year 2					
Semester 1	Elective	Fostering Positive Behaviour	Interpreting and Designing Educational Research	Graduate Professional Practice Secondary 2 (PE: 20 days)	Religious Education Curriculum, Pedagogy and Assessment 1
Semester 2	Social and Cultural Contexts of Education	Transition into the Profession	Research-informed Pedagogy and Professional Experience Secondary 3 (PE: Minimum 20 days)	Graduate Professional Practice Secondary 3	Religious Education Curriculum, Pedagogy and Assessment 2

PE – Professional Experience

UPGRADE QUALIFICATION

BACHELOR OF EDUCATION (FOURTH YEAR UPGRADE)

CAMPUS

Online

DURATION

1-1.5 yrs FT or equivalent PT
(1 yr for those with 3 yr degree and
1.5 yrs for those with 2 yr degree)

FEES

Commonwealth Supported Place
(refer to page 6)

This course provides professional development for two- or three-year trained teachers to upgrade their diploma or Bachelor of Teaching qualifications to a Bachelor of Education, dependent on their previous study.

Students undertake a specialisation in primary, secondary, or early childhood education dependent on their previous studies. The course builds upon your previous studies in teacher education and is able to supplement your earlier study in ways that can meet employer requirements for a fourth year of teacher education as a prerequisite for continuing accreditation/registration as a teacher.

The course aims to provide currency for teachers who have experienced lengthy periods of absence from the profession and wish to re-enter it. Students who have a three-year qualification will complete the equivalent of one year full-time study.

ENTRY REQUIREMENTS

To be eligible for admission to the course, an applicant must have completed a pre-service course of teacher education of at least two years duration, and have demonstrated teaching experience.



(Left) ACU students, Ballarat Campus, (Top right & bottom) ACU students, Canberra Campus

COURSEWORK PROGRAMS

GRADUATE CERTIFICATE IN SOCIAL RESEARCH

CAMPUS

Online

DURATION

6 months FT (or equivalent PT)

40 credit points

FEES

\$1,990 per 10 credit points

The Graduate Certificate in Social Research is designed for professional researchers working in the social sciences and humanities who require skills in the latest research methodologies (qualitative and quantitative), project management, and grounding in the ethical and legal dimensions of research.

The course will produce work-ready graduates for the university, private, public, and NGO sectors, as well as providing prospective HDR students with important research training prior to their HDR candidature.

ENTRY REQUIREMENTS

To be eligible for admission to the course, an applicant must have completed a bachelor degree.

International applicants must meet the English Language Proficiency requirements as defined in the Admission to Coursework Programs Policy.

MASTER OF CREATIVE PRACTICE (NEW IN 2018)*

CAMPUS

Melbourne

Brisbane, Strathfield (multi-mode)**

DURATION

1.5 yrs FT or equivalent PT

120 credit points

*Subject to approval. Check the ACU website for further information.

**Students complete coursework units online or on campus/onsite.

The Master of Creative Practice is an innovative course for creative artists working in any creative discipline, or in a combination of disciplines or hybrid art forms. This interdisciplinary 1.5 year degree develops the advanced skills needed for a career in the contemporary creative industries, including collaborative and community projects, commercial creative roles, and individual arts practice.

Incorporating the disciplines and inter-disciplinary intersections surrounding digital media, drama, fine arts, graphic design, music composition and creative writing, graduates of this course will have mastered the theoretical knowledge surrounding their discipline(s) and the capacity to operate independently both as artist practitioners, and also in highly collaborative industry contexts.

Upon completion of four 20-credit units investigating contemporary arts theories and cultures including Indigenous and inter-cultural perspectives, the program will culminate in the 40-credit Major Creative Project integrating original concepts, high level technical skill, and a clear sense of context and inquiry. This folio of major work is produced under the guidance of discipline experts and externally assessed by academic and industry leaders.

The MCP degree emphasises the immense value of creative output in all cultures and industry settings. The MCP is equivalent to the MA or MFA, with an emphasis on interdisciplinarity and arts production as research. Artists holding the MCP are well-prepared to enter any creative or hybrid-arts field as a high level practitioner, and also for further research at the PhD level. This degree is taught collaboratively by an accomplished and diverse fine and performing arts core faculty, with the addition of visiting specialist artists and mentors. Students' original work is the main focus and primary output of this very challenging period of study.

Expect a highly professional and intellectually and creatively challenging period of study, based around the arts facilities of ACU's campuses and offering opportunities for intensive interaction in Melbourne. In addition to welcoming graduates from undergraduate programs, professionals from cognate disciplines (teachers, designers, performers, curators, arts managers etc) are also encouraged to apply.

ENTRY REQUIREMENTS

To be eligible for admission to the course, an applicant must have completed:

- a three-year bachelor degree that incorporates studies in a cognate creative discipline. In the case of BA programs, students would require a minimum of an eight unit major or equivalent in a creative area such as communication/digital journalism, drama, graphic design, literature, media, music and visual arts; OR
- a three-year bachelor degree in a non-cognate area plus a minimum of three years' industry experience evidenced by a portfolio of work presented at interview; OR
- a graduate certificate in a cognate area; AND
- an interview.

International applicants need to meet the English Language Proficiency requirements as defined in the Admission to Coursework Programs Policy.

COURSEWORK PROGRAMS

MASTER OF GLOBAL LEARNING AND LEADERSHIP

CAMPUS

Online

DURATION

2 yrs FT (or equivalent PT)

160 credit points

Applications for this course are made directly to ACU

FEES

\$1,990 per 10 credit points

The Master of Global Learning and Leadership is a fully online course for professionals who want to learn and lead as citizens of the world. By participating in the global economy, working across cultural boundaries and celebrating difference, students will learn about the global context and will understand how to foster change.

This course is designed for students interested in fostering positive change that crosses cultural horizons in their workplaces, professions, industries, and their own working lives.

Students undertake a 10-week series of sequential units. A minimum of two week's break must be taken between each unit until all coursework units are completed.

The subsequent project units may be taken full-time over one semester or part-time over two semesters.

This course attracts students working as professionals and managers across a broad range of industries.

ENTRY REQUIREMENTS

To be eligible for admission to the course, an applicant must have completed:

- a bachelor degree; AND
- work experience in paid or unpaid employment or volunteer capacity.

GRADUATE CERTIFICATE IN HIGHER EDUCATION

CAMPUS

Online

DURATION

2 yrs PT

40 credit points

FEES

\$1,990 per 10 credit points

The Graduate Certificate in Higher Education is for teachers and other educational professionals who want to improve their tertiary teaching and gain formal qualifications in post-secondary education.

While the Graduate Certificate in Higher Education was designed for ACU staff, the course is open to all eligible students that are teaching in or supporting a post-secondary institution (such as a university, college, or school).

The course allows teachers to reflect on current education theory and adult/tertiary student learning research from the perspective of their own teaching experiences. The emphasis is on improving student learning rather than on instructional methods.

ENTRY REQUIREMENTS

To be eligible for admission to the course, an applicant must have completed a bachelor degree or equivalent, and either:

- hold an academic appointment (including sessional academic) with a direct teaching role, in a tertiary education institution; OR
- hold an appointment in a tertiary education institution (whether academic or not) that has a role in the advancement of learning and teaching at a faculty level or an institutional level and that also involves at least some direct teaching.

COURSEWORK PROGRAMS

MASTER OF EDUCATION

CAMPUS

National (multi-mode)*, online

DURATION

1.5 yrs FT or equivalent PT

120 credit points

FEES

\$1,990 per 10 credit points

*Students complete coursework units online or on campus/onsite.

The Master of Education (Coursework) is designed for educators or those working in educational contexts who wish to pursue further studies in a specialised area. This course will enable education professionals to further develop their scholarship and expertise – it will not lead to a teaching qualification.

The Master of Education aims to provide opportunities for professionals to explore values, attitudes, knowledge, and skills in education, as they pursue advanced study and apply new learning with confidence.

This advanced education course will enable students to enhance professional knowledge and pedagogical practices, and to demonstrate knowledge and understanding of recent research.

Participants will analyse the challenges and changing demands of education in the context of social justice, equity, and ethics, preparing them for transforming and improving practice as a leader in education.

Specialist areas leading to a named specialisation:

- Allied School Psychology
- Career Development
- Early Childhood
- Literacy Intervention
- Mathematics Leadership
- Middle School Mathematics
- Safeguarding Children and Young People
- Special Education
- Student Wellbeing
- TESOL

Other curriculum areas available but not leading to a named specialisation:

- Arts Education
- Contemporary Learning
- Gifted Education
- Language and Literacy Education
- Mathematics Education

ENTRY REQUIREMENTS

To be eligible for admission to the course, an applicant must have completed:

- a bachelor degree in education or equivalent; OR
- a bachelor degree in an area other than education and a recognised teaching qualification; OR
- a bachelor degree in an area other than education and a Graduate Certificate in Educational Studies or equivalent.*

Students who do not meet admission requirements may be eligible for special entry based on an application for Recognition of Prior Learning.

See Master of Education (Research) on page 34 for an alternative study option.

*Subject to change. For further information see ACU website or email feapg@acu.edu.au.

COURSEWORK PROGRAMS

GRADUATE CERTIFICATE IN EDUCATION

CAMPUS

National (multi-mode)*

DURATION

6 months FT or equivalent PT
40 credit points

FEES

\$1,990 per 10 credit points

*Students complete coursework units online or on campus/onsite.

The Graduate Certificate in Education is designed for qualified, experienced teachers, leaders, youth ministers, chaplains and family or parish educators who want to pursue advanced academic and professional study in a specialised area that is relevant to their professional responsibilities and concerns. It will not lead to a teaching qualification.

The course can be undertaken as a stand-alone certificate or as part of a specialisation within the Master of Education. A Graduate Certificate in Education comprises 40 credit points towards the Master of Education.

Specialist areas leading to a named specialisation include:

- Career Development
- Early Childhood
- Gifted Education
- Integrated STEM
- Leading the New Evangelisation
- Literacy Intervention
- Mathematics Leadership
- Middle School Mathematics
- Safeguarding Children and Young People
- Special Education
- Student Wellbeing
- TESOL

Other curriculum areas available but not leading to a named specialisation:

- Arts Education
- Contemporary Learning
- Language and Literacy Education
- Mathematics Education

This advanced teaching course will encourage you to demonstrate knowledge and understanding of recent research and/or professional developments related to the program of study.

ENTRY REQUIREMENTS

To be eligible for admission to the course, an applicant must have completed a bachelor degree.

International applicants must meet the English language proficiency requirements as defined in the Admission to Coursework Programs Policy.

See the Master of Education on page 26 for further study.



ACU staff and students, Melbourne Campus

COURSEWORK PROGRAMS

MASTER OF RELIGIOUS EDUCATION

CAMPUS

National (multi-mode)*, online

DURATION

1.5 yrs FT or equivalent PT

120 credit points

FEES

\$1,990 per 10 credit points

*Students complete coursework units online or on campus/onsite.

This course is designed to meet the needs of students with a special interest in religious education at the school, parish, or diocesan level.

The Master of Religious Education aims to provide opportunities for professionals to explore values, attitudes, knowledge and skills in religious education as they pursue advanced study and apply new learning with confidence. Students will analyse the challenges and changing demands of religious education in the context of social justice, religious pluralism, equity and ethics, preparing them for transforming and improving practice.

This flexible masters degree, with its specific focus on teaching religion in school settings, will produce graduates who can:

- access and communicate Christian and other religious traditions effectively
- explore and critique issues in the literature of religious education
- contribute to professional discussion and writing in the field of religious education
- demonstrate familiarity with creative approaches to teaching religious education
- assess the influence of cultural and historical factors in the development of religious education
- reflect critically on the integration of the personal, spiritual and professional dimensions of religious education.

ENTRY REQUIREMENTS

To be eligible for admission to the course, an applicant must have completed:

- a bachelor degree in education or equivalent; OR
- a bachelor degree in an area other than education and a recognised teaching qualification; OR
- a bachelor degree in an area other than education and a Graduate Diploma in Educational Studies or equivalent.*

*Subject to change. For further information see ACU website or email feapg@acu.edu.au.

MASTER OF RELIGIOUS EDUCATION – SAMPLE COURSE UNITS

To graduate with a Master of Religious Education, students must complete the unit pattern of either Pathway 1 or Pathway 2.

Pathway 1			
Religious Education Units 50 cp (600 level)	Electives 40cp (500 or 600 level units from any masters course)	Overview of Educational Research (10 cp)	Capstone Applied Project (20cp)
Pathway 2			
Religious Education Units At least 40 cp (600 level)	Theological Studies Units At least 40 cp (with at least 20 cp at 600 level)	Electives Up to 10 cp (500 or 600 level unit from any masters course)	Overview of Educational Research (10cp) Capstone Applied Project (20cp)

Note: You may exit this course with a Postgraduate Certificate in Religious Education after completing 40 credit points from Religious Education Units (600 level).

COURSEWORK PROGRAMS

POSTGRADUATE CERTIFICATE IN RELIGIOUS EDUCATION

CAMPUS

National (multi-mode)*, online

DURATION

6 months FT or equivalent PT
40 credit points

FEES

\$1,990 per 10 credit points

*Students complete coursework units online or on campus/onsite.

This course aims to provide students already familiar with education with a broader view that incorporates the perspective of religious education. The units available to students also enable them to meet diocesan requirements related to the teaching of religious education, as well as providing them with the foundational knowledge for leading in a Catholic or Church school.

Please note that students need to check specific local diocesan requirements for accreditation to teach religious education in Catholic schools.

This course aims to:

- prepare students for academic leadership in some areas of religious education
- enable students to situate religious education within its historical and cultural context
- assist students in integrating the theory and practice of religious education
- engage students in a critical reading of relevant literature
- develop reflective practitioners.

This course is a standalone program but it may also be an exit point from the Master of Religious Education.

ENTRY REQUIREMENTS

To be eligible for admission to the course, an applicant must have completed:

- a bachelor degree in education or equivalent; OR
- a bachelor degree in an area other than education and a recognised teaching qualification; OR
- a bachelor degree in an area other than education and a Graduate Certificate in Educational Studies or equivalent.*

*Subject to change. For further information see ACU website or email feapg@acu.edu.au.

GRADUATE CERTIFICATE IN RELIGIOUS EDUCATION

CAMPUS

National (multi-mode)*, online

DURATION

6 months FT (or equivalent PT)
40 credit points

FEES

\$1,990 per 10 credit points

*Students complete coursework units online or on campus/onsite.

The Graduate Certificate in Religious Education is an initial course of study in the field of religious education. It aims to provide students with an introduction to the various fields of religious study.

This course is for primary and secondary teachers who want to gain a qualification to teach religious education in Catholic primary and secondary schools. This course satisfies accreditation in most dioceses across Australia.

ENTRY REQUIREMENT

To be eligible for admission to the course, an applicant must have completed a bachelor degree or diploma or equivalent.

COURSEWORK PROGRAMS

MASTER OF EDUCATIONAL LEADERSHIP

CAMPUS

National (multi-mode)*, online

DURATION

1.5 yrs FT or equivalent PT

120 credit points

FEES

\$1,990 per 10 credit points

*Students complete coursework units online or on campus/onsite.

The Master of Educational Leadership is a values-based, research-driven practical program. It's designed to support the capabilities of current and aspiring educational leaders wishing to enhance their capacity within the context of their professional setting and Australian Professional Standards for Principals (APSP).

This leadership course explores new concepts and approaches to teaching and learning that highlight the partnership of teachers and administrators in building a culture of leadership in schools. It has a particular focus on Catholic schools but also has the flexibility to cater for those from other denominations and the public sector. This course can be completed with or without a named specialisation and will not lead to a teaching qualification.

This course has three specialisations:

- Catholic Educational Leadership
- Leading Learning
- Indigenous Leadership

The Master of Educational Leadership is the next step towards becoming an educational leader. The course has been designed to enable participants with varying leadership and career circumstances to select appropriate units to meet their needs. Alumni have been successful in gaining promotion and/or admission to doctoral study.

ENTRY REQUIREMENTS

To be eligible for admission to the course, an applicant must have completed:

- a bachelor degree in education; OR
- a bachelor degree in an area other than education and a recognised teaching qualification; OR
- a bachelor degree in an area other than education and a Graduate Certificate in Educational Studies or equivalent.*

*Subject to change. For further information see ACU website or email feapg@acu.edu.au.

MASTER OF EDUCATIONAL LEADERSHIP – SAMPLE COURSE UNITS

CORE UNITS

Foundations of Educational Leadership

Leading Self, Leading Communities

SPECIALISATION UNITS

Catholic Educational Leadership

Leadership in Catholic Schools (*Compulsory*)

Min 3 x Specialist

Leading Spirituality

Faith Leadership

Catholic Education: Mission, Culture and Spirituality

Governance in Catholic Educational Settings

Or any one of:

Religious Education: Historical and Contemporary Perspectives; OR

Learning and Teaching for RE; OR

Liturgy and Prayer in Schools and Other Settings; OR

Biblical Studies; OR

Foundations of Christian Faith

Leading Learning

Leading Teaching and Learning (*Compulsory*)

Min 3 x Specialist

Leading Educational Change

Education Policy

Leading Learning Cultures

Evidence-based Leading for Learning

Indigenous Leadership

First Nations Knowings: Australian Context I (*Compulsory*)

Min 3 x Specialist

Transformative First Nations Leadership: Australian Context

Interpreting First Nations Leadership in Context

Applied Transformation First Nations Leadership: Australian Context

RESEARCH (Choose either Capstone Applied Project or Capstone Research Project option)

Capstone Applied Project

Overview of Educational Research

Capstone Applied Project in Educational Leadership

OR

Capstone Research Project

Evidence in Contemporary Education

Methods of Educational Research

Electives – maximum of 20cp

COURSEWORK PROGRAMS

POSTGRADUATE CERTIFICATE IN EDUCATIONAL LEADERSHIP

CAMPUS

National (multi-mode)*, online

DURATION

6 months FT or equivalent PT
40 credit points

FEES

\$1,990 per 10 credit points

*Students complete coursework units online or on campus/onsite.

The Postgraduate Certificate in Educational Leadership is for educators (including teachers and administrators) who want to become creative, energetic, and innovative leaders with influence in education.

Participants explore theories of educational leadership, management and administration and learn to apply them appropriately to their own contexts. The course units are expressed within ACU's Mission and values and help students understand concepts such as:

- authentic leadership and management
- learning communities
- spirituality
- professional development
- quality learning
- educational change

ENTRY REQUIREMENTS

To be eligible for admission to the course, an applicant must have completed:

- a bachelor degree in education; OR
- a bachelor degree in an area other than education and a recognised teaching qualification; OR
- a bachelor degree in an area other than education and a Graduate Certificate in Educational Studies or equivalent.*

*Subject to change. For further information see ACU website or email feapg@acu.edu.au.



(Top) ACU students, Ballarat Campus, (bottom left) ACU students, Melbourne Campus, (bottom right) ACU students, Strathfield Campus

COURSEWORK PROGRAMS

MASTER OF CONTEMPORARY LITERACIES

CAMPUS

Online

DURATION

2 yrs FT(or equivalent PT)

120 credit points

FEES

\$1,990 per 10 credit points

The Master of Contemporary Literacies is designed for teachers, educational leaders, researchers, school leaders, professional development/commercial service providers, policy makers, and other community stakeholders who want to develop professional knowledge and understanding of contemporary, evidence-informed literacy practices, policies, and research.

The aim of this course is to equip educators with specialised knowledge with regard to the nature of 21st century literacies, language informed approaches to literacy, and the nature of evidence in literacy curriculum and assessment.

Students can include units from other masters programs within the faculty, such as the Master of Education, Master of Religious Education, Master of Educational Leadership, or Master of Educational Assessment.

ENTRY REQUIREMENTS

To be eligible for admission to the course, an applicant must have completed:

- a bachelor degree in education; OR
- a bachelor degree in an area other than education and a recognised teaching qualification; OR
- a bachelor degree in an area other than education and a Graduate Certificate in Educational Studies or equivalent.*

*Subject to change. For further information see ACU website or email feapg@acu.edu.au.

MASTER OF CONTEMPORARY LITERACIES – SAMPLE COURSE UNITS

CONTEMPORARY LITERACIES UNITS 60cp

Literacies for Now and the Future (20cp)	A Functional Metalanguage for Contemporary Literacies (20cp)	Measuring and Managing: Evidence and Assessment of Reading and Writing (20cp)
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Up to 30cp from Electives

Up to three elective units selected from approved ACU Masters/AQF Level 8 or 9 courses (500 or 600 level)

RESEARCH UNITS AND CAPSTONE APPLIED PROJECT 30cp

Overview of Educational Research (10cp)	Capstone Applied Project (20cp)
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**RESEARCH UNITS AND CAPSTONE RESEARCH PROJECT 40cp

Evidence in Contemporary Education (10cp)	Methods of Educational Research (10cp)	Capstone Research Project (20cp)
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**Pathway for students wishing to pursue doctoral studies

MASTER OF EDUCATIONAL ASSESSMENT

CAMPUS

National (multi-mode)*

DURATION

1.5 yrs FT or equivalent PT

120 credit points

FEES

\$1,990 per 10 credit points

This course is for teachers, administrators, and others who want to develop professional knowledge and understanding in educational assessment.

The course aims to produce experts and leaders in designing and evaluating assessment policies and practices based on foundational principles and research.

This course covers:

- an understanding of foundational theories and research-based principles for policy and practice in educational assessment.
- analytical and research-based enquiry into improved educational assessment policy and practice for better student learning. Students will receive input from frontline international researchers on educational assessment at ACU and elsewhere.

ENTRY REQUIREMENTS

To be eligible for admission to the course, an applicant must have completed:

- a bachelor degree in education; OR
- a bachelor degree in an area other than education and a recognised teaching qualification; OR
- a bachelor degree in an area other than education and a Graduate Certificate in Educational Studies or equivalent.*

*Subject to change. For further information see ACU website or email feapg@acu.edu.au.



"ACU was the obvious choice because of its reputation and because I knew a qualification from a Catholic university would dovetail perfectly with my work. The knowledge I gained through my leadership degree was absolutely excellent. It was a very practical degree that really added to my credibility, gave me skills I could apply immediately, and set me up for lifelong learning."

MICHAEL O'SULLIVAN

MASTER OF EDUCATIONAL LEADERSHIP

PRINCIPAL, ST JOSEPH'S PRIMARY SCHOOL, KANGAROO POINT, BRISBANE

HIGHER DEGREE RESEARCH

MASTER OF EDUCATION (RESEARCH)

CAMPUS

Ballarat, Brisbane, Canberra, Melbourne, North Sydney, Strathfield, online

DURATION

2 yrs FT (or equivalent PT)
160 credit points

FEES

Domestic research candidates may be offered a Research Training Program Fee Offset Scholarship under the Australian Government's Research Training Program.

The Master of Education (Research) (MEdR) allows students to undertake independent, supervised research on a topic of their choice (subject to availability of supervisors and resources and confined to the broad field of education). The degree is awarded on the basis of a written thesis.

ENTRY REQUIREMENTS

A candidate for the degree of Master of Education (Research) must comply with the Research and Professional Doctorate Degree Regulations.

Eligibility for admission to the Master of Education (Research) is determined by the applicant's capacity to meet the entry requirements approved by the Academic Board.

Eligible applicants must have completed:

- a Bachelor of Education degree (or equivalent) with a credit average or higher; AND
- at least one year of teaching experience.

International applicants need to meet the English Language Proficiency requirements as defined in the Admissions Rules. An applicant must comply with the Admission Rules.

DOCTOR OF EDUCATION

CAMPUS

Online

DURATION

2.5 – 4 yrs FT or equivalent PT
240 credit points

FEES

Domestic research candidates may be offered a Research Training Program Fee Offset Scholarship under the Australian Government's Research Training Program.

The Doctor of Education (EdD) is designed for education professionals who want to further their knowledge and understanding in specific areas of education.

The course integrates theory, research, and practice to nurture individuals capable of exploring and enhancing educational systems and practices in local and broader communities.

Participants are encouraged to explore research topics relevant to their career interests and are required to carry out original, independent, and supervised research in their chosen field of education.

In the first 18 months of candidature students study part-time and complete three research coursework units that guide and support the development of the thesis (not more than 70,000 words).

ENTRY REQUIREMENTS

To be eligible for admission to the course, an applicant must have completed:

- a masters degree in education or equivalent, with credit average or higher; AND
- at least five years relevant work experience.

An applicant must also comply with the Admission Rules.

HIGHER DEGREE RESEARCH

DOCTOR OF PHILOSOPHY IN SOCIAL AND POLITICAL THOUGHT

CAMPUS

North Sydney

DURATION

4 yrs FT

320 credit points

FEES

Domestic research candidates may be offered a Research Training Program Fee Offset Scholarship under the Australian Government's Research Training Program.

The Doctor of Philosophy in Social and Political Thought (PhDSPT) is a four-year research program in the Faculty of Education and Arts offered by the Institute for Social Justice at ACU, in which PhD candidates engage in theoretically sophisticated and practically oriented research projects that aim at the creation of a more just, participatory, and sustainable world.

Unique in Australia, the program includes an initial year of coursework, in which students participate in four distinct doctoral seminars. Through this coursework, as well as ongoing workshops, master classes, and research seminars, students develop a deep and broad understanding of the great debates in political and social thought, and the complexities of socially engaged research, and develop original investigations within a strong intellectual community sustained through close contact with academic staff and other students.

ENTRY REQUIREMENTS

To be eligible for admission to the course, an applicant must have completed:

- a Bachelor of Arts (Hons) (or equivalent), with a minimum of second class Honours. Applicants should have completed a major research paper or thesis; AND
- a research proposal indicating alignment with the mission of the Institute for Social Justice.

An applicant must also comply with the Admission Rules.

International applicants need to meet the English Language Proficiency requirements as defined in the Admissions Rules.

HIGHER DEGREE RESEARCH

MASTER OF PHILOSOPHY

CAMPUS

Ballarat, Brisbane, Canberra,
Melbourne, North Sydney, Strathfield

DURATION

2 yrs FT (or equivalent PT)
160 credit points

FEES

Domestic research candidates may be offered a Research Training Program Fee Offset Scholarship under the Australian Government's Research Training Program.

The Master of Philosophy (MPhil) is a research degree in any field covered by the University. It is assessed on the basis of a written thesis, which is submitted at the conclusion of the degree.

ENTRY REQUIREMENTS

A candidate for the degree of Master of Philosophy must comply with the Research and Professional Doctorate Degree Regulations.

International applicants need to meet the English Language Proficiency requirements as defined in the Admissions Rules.

An applicant for admission to candidature for the degree of Master of Philosophy must have completed:

- an appropriate undergraduate degree with honours at a minimum level of Second Class Division B; OR
- postgraduate research training (eg coursework completed to credit level or higher or a master-by-coursework degree); OR
- demonstrated research experience with evidence of capacity to undertake independent research work.

An applicant must also comply with the Admission Rules.

International applicants need to meet the English language proficiency requirements as defined in the Admissions Rules.

DOCTOR OF PHILOSOPHY

CAMPUS

Ballarat, Brisbane, Canberra,
Melbourne, North Sydney, Strathfield

DURATION

3–4 yrs FT or equivalent PT
240 credit points

FEES

Domestic research candidates may be offered a Research Training Program Fee Offset Scholarship under the Australian Government's Research Training Program.

The Doctor of Philosophy (PhD) is awarded for high-level research and as such it is expected that candidates will make a contribution to knowledge in their chosen field.

A PhD may be undertaken by three different means:

- traditional PhD
- PhD with publication
- PhD by creative project

ENTRY REQUIREMENTS

A candidate for the degree of Doctor of Philosophy must comply with the Research and Professional Doctorate Degree Regulations.

An applicant for admission to candidature for the degree of Doctor of Philosophy must have completed one of the following:

- an appropriate undergraduate degree with Honours at a minimum level of Second Class Division A or equivalent; OR
- a masters degree with appropriate research training in a relevant field; OR
- an equivalent qualification.

An applicant must also comply with the Admission Rules.

International applicants need to meet the English language proficiency requirements as defined in the Admissions Rules.

ACU

EXECUTIVE EDUCATION



Gillian McCaughey, MBA (Executive), Graduate Certificate in Management of Not-For-Profit Organisations

Do you follow or do you lead?

We're starting a movement of innovative future leaders, who thrive in uncertainty, succeed in business, and excel in life.

ACU Executive Education is transforming the business world, one leader at a time.

We offer a range of game-changing masterclasses, short courses and postgraduate qualifications.

We also create in-house leadership programs for organisations in need of new ways of thinking for a new world.

If you think business should be better and are brave enough to pave your own way through complexity, welcome aboard!



MASTERCLASSES AND SHORT COURSES

Influence People
Negotiation Leadership
Senior Leaders' Program



GRADUATE CERTIFICATES

Leading Resilient Enterprises
Leadership and Catholic Culture
Management of Not-for-Profit Organisations
Psychology of Risk



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P: (02) 9739 2652

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