

# NEWCASTLE OF COLLEGE OF ADVANCED EDUCATION





# NEWCASTLE COLLEGE OF ADVANCED EDUCATION

SPECIAL STUDENT PARKING

**MAIN BUILDING**

**STUDENTS' UNION**

Basketball Courts

**GYMNASIUM**

**SCULPTURE WORKSHOPS**

**MAINTENANCE**

**ART BUILDING**

**CERAMICS (FUTURE)**

Playing fields

**PLANT HOUSE**

**TEMPORARY OFFICES**

**STORES**

**MAIN OFFICE**

Griffith Duncan Theatre

**MULTI-PURPOSE CENTRE**

(including Child Care)

**ANIMAL HOUSE**

**SPECIAL EDUCATION**

**MAIN PARKING AREA**

**ENTRANCE**

**RANKIN DRIVE**

All inquiries should be directed to the Reception Desk at the entry foyer.

The Main Building comprises offices of the Principal, Assistant Principal, Heads of School of Teacher Education, Visual and Performing Arts and Paramedical and Community Welfare Studies. Academic departments include Art Education, Education, English and Languages, Health Studies, Home Economics, Industrial Arts, Mathematics, Music, Professional Studies, Science, Social Science, Social Welfare, Technical and Further Education and External Studies.

The Department of Art is located in the Art Building, the Department of Physical Education in the Gymnasium Block and the Department of Special Education in the Special Education Centre.

The Registrar and all administrative services such as Student Administration, Public Relations, Accounts, Purchasing, Properties and Stores are located in the main building.

The Student Advisory Centre also is located in the Main Building.



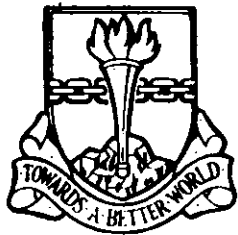
**NEWCASTLE COLLEGE OF  
ADVANCED EDUCATION**

# 1984 CALENDAR



Newcastle College of Advanced Education  
P.O. Box 84, Waratah, N.S.W., Australia 2298  
Rankin Drive, Waratah West. N.S.W.  
Telephone: (049) 67 1388  
Telegraphic code: NEWCAE, Waratah

The *Calendar* was first published in 1949



**The Arms**

The following is an extract from the document granting Arms to the College, dated June 2, 1977:

Vert a base composed of Rocks proper a broken Chain in fess throughout Argent over all a Torch erect Or enflamed proper.

The principal elements incorporated in the arms of the College depict the myth of the Greek demigod Prometheus: the Rock to which Prometheus was bound, the broken Chains from which he was freed and the enflamed Torch representing Prometheus' gift of fire and skills to mankind. Hence the elements in the arms signify the gift of the power of knowledge, freeing and inspiring mankind to build "Towards a Better World".

## Contents of Calendar

(at October, 1983 unless otherwise stated)

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Newcastle College of Advanced Education is being developed as a multi-discipline tertiary institution to cater for the demands for higher education in the Newcastle and Hunter Valley Region. The College was declared a corporate college of advanced education by the Minister for Education on October 1, 1974 and is governed by a Council established under the Colleges of Advanced Education Act (1975) of New South Wales. The College achieved full corporate status upon the gazettal of its By-law on February 25, 1977 and the reconstitution of its Council from April 1, 1977.

Newcastle, with an urban population of 293,200 situated 160 kilometres north of Sydney, is the second city of New South Wales. It is a major Australian seaport, a centre of heavy industry and serves the rich Hunter Valley region (total population 472,850), a noted wine producing area. The city and district is well endowed with beaches, lakes, tourist resorts and an attractive hinterland.

The College's primary emphasis is in the field of teacher education in which it provides a wide range of courses in a variety of specialist fields at degree, diploma and graduate diploma levels. The College's diversification of its academic programmes commenced in 1975 when it assumed responsibility for the Fine Arts diploma courses, formerly offered by the Department of Technical and Further Education at the Newcastle branch of the National Art School, and full responsibility for the Diploma in Art (Education) courses formerly offered in association with that department.

The College has continued its diversification into many fields and a full list of courses is at the end of this Introduction.

The College occupies extensive, modern, well-appointed buildings in an attractive natural bushland setting of some 24 hectares at Waratah West, adjacent to the University of Newcastle and 11 kilometres from the city of Newcastle. Stage I of the College complex at Waratah West was occupied progressively, first by the Department of Industrial Arts in 1970 and then by the Department of Art Education which followed in 1971. Stage II of the new complex was fully occupied in March 1974 when the College moved most of its remaining activities from the former Union Street site in the city. Stage II was finalised with the completion in November, 1974, of an auditorium incorporating an extensive stage area, excellent facilities for the performing arts and seating on two levels for 924 persons.

In the total complex there are art studios; craft rooms; science, woodwork, metalwork, and materials science laboratories; geography, history and social science rooms; home science, cooking and food science laboratories; needlework and textiles rooms; mathematics lecture and computer rooms; an observation clinic; music rooms; 20 music practice rooms; general lecture rooms and theatres; a Physical Education complex incorporating two fully-equipped gymnasiums, a dance studio, health studio, change rooms and lecture facilities, with adjacent courts and playing fields; and student common room, coffee lounge and dining hall. The Library consists of a single floor reading room, including study rooms, offices, typing rooms, stacks and catalogues; and a second lower floor which includes an audio-visual teaching aids resources centre, tape recording rooms, visual education rooms, a language laboratory, two lecture rooms, and extensive storage space for films, cassettes and records.

In 1981 the College opened a TAFE Curriculum Centre at the Tighes Hill campus of the Newcastle Technical College. The Centre, built at a cost of \$147,000, was funded and supported by the Commonwealth Tertiary Education Commission, The Department of Technical and Further Education (N.S.W.) and the College. The Centre provides facilities for TAFE teachers undergoing initial teacher training and is serviced by the College's own Department of Technical and Further Education.

Construction was completed in 1980 of an Art building costing \$1.5m and this houses a number of the College's fine arts courses and craft courses. The building includes studios for design, drawing/painting and printmaking, display areas, workshop, dark-room, offices and course service facilities. There are three sculpture workshops adjacent to the building. A new Ceramics block is being constructed on the College campus but the specialisation will remain at the Union Street site for 1984.

A major capital building development completed in 1976 was the construction of the Special Education Centre to facilitate the consolidation and development of the College's courses and research in the field of special education, especially the provision of courses for the preparation of resource teachers and teachers of educationally handicapped children. The Centre is magnificently designed and equipped for exemplary training, research and clinical activities and provides excellent opportunities for the teaching of special education courses, particularly where clinical conditions are appropriate. It consists of two major intervention classrooms; four smaller observation/clinical rooms; as well as four diagnostic/clinical rooms, a conference room, staff office wing, staff lounge, computer and curriculum resources reference room, director's suite, audio-visual control room, and extensive direct observation rooms via one-way glass. A Motor Skills Therapy wing has been added to the Centre at a cost of \$140,000. The wing includes a small hydrotherapy pool, an additional pre-school room and a large area for the treatment of physical disabilities and will be used in the treatment of children who have motoric disability and whose ages range from a few months to eight years. Close links have been established with the schools and children with specific learning difficulties are brought to the Centre for special corrective programmes which are conducted in the intervention classrooms established by the College. It is the College's aim that the Centre should become, in co-operation with other educational institutions, a centre for further development and research in special education and thus provide a valuable service to the community.

A new addition to the Special Education Centre in 1983 was an Animal Shelter which is used as a teaching aid as well as an experiential aid for children who attend the Centre.

In 1983, the College had a student enrolment of 2835, an academic staff of 165 located in 16 departments; and a non-teaching staff establishment of 162. The College's vocational courses are offered through three Schools; the School of Teacher Education, the School of Visual and Performing Arts and the School of Paramedical and Community Welfare Studies.

The College is governed by a Council of members drawn from the community, the staff and the students. The Council is responsible for the management of the College's affairs and exercises its powers, duties and authorities under the Colleges of Advanced Education Act, 1975. In discharging its powers, the Council consults with the College Academic Board and chief executive officers. The Council has established committees to advise it on matters relating to finance, personnel and management, academic and planning, properties and grounds, and legislative matters.

The Act empowers the College Council to make By-laws with respect to a wide range of matters for the management and good government of the College, including discipline within the College; the election of elected members of Council; the manner of appointment, promotion and dismissal of staff; the qualifications required for admission to courses; the progress and the examination of students; the terms and conditions upon which awards, fellowships, scholarships and prizes may be conferred; the conduct of meetings of the Council and the membership and appointment of Committees and Boards of the College. The By-laws made by the Council must be transmitted to the Governor for his approval. The College's Principal By-law was approved early in 1977 and came into effect upon its gazettal on February 25, 1977.

A corporate college of advanced education established under the Colleges of Advanced Education Act has perpetual succession, a common seal, may take legal proceedings and be proceeded against, deal with property and all matters that a body corporate, by law, may do to further the purposes for which it was constituted. The College is funded by the Australian Government through the agencies of the Tertiary Education Commission and the New South Wales Higher Education Board. The planning of the College's recurrent and capital programmes is undertaken on a three-year basis in accordance with the policy and requirements of these instrumentalities, but at the present time is subject to annual review in accord with current policy. The College is entirely responsible for the handling and management of its funds, both capital and recurrent, granted under States Grants (Tertiary Education Assistance) legislation of the Australian Parliament.

# COURSES OFFERED BY NEWCASTLE C.A.E.



## SCHOOL OF TEACHER EDUCATION

	DURATION OF COURSE (F/t = Full-time) (P/t = Part-time) (Number = years)		
Bachelor of Education (Art)	F/t-4		
* Bachelor of Education (Early Childhood)	F/t-3 + F/t-1	or P/t equiv	
* Bachelor of Education (English/History)	F/t-3 + F/t-1	or P/t equiv	
* Bachelor of Education (Home Economics)	F/t-4		
* Bachelor of Education (Industrial Arts)	F/t-4		
* Bachelor of Education (Mathematics)	F/t-3 + F/t-1	or P/t equiv	
* Bachelor of Education (Modern Languages)	F/t-3 + F/t-1	or P/t equiv	
Bachelor of Music Education (in association with the N.S.W. Conservatorium of Music)	F/t-4		
* Bachelor of Education (Physical Education)	F/t-4		
* Bachelor of Education (Primary)	F/t-3 + F/t-1	or P/t equiv	P/t Holders of a Diploma in teaching may undertake part-time studies for the B.Ed.
* Bachelor of Education (Social Sciences)	F/t-3 + F/t-1	or P/t equiv	
* Bachelor of Education (Science)	F/t-3 + F/t-1	or P/t equiv	
† † Bachelor of Education (Technical and Further Education)			
Diploma in Teaching (Physical Education)	F/t-3		
Diploma in Teaching (Technical and Further Education)		P/t-2	
Diploma in Special Education	F/t-1	P/t-2	
Diploma in Teacher Librarianship		P/t-2	
Graduate Diploma in Education (Primary Education)	F/t-1		
Graduate Diploma in Education (Secondary Education)	F/t-1		
Graduate Diploma in Education (Technical and Further Education)	F/t-1		
‡ Graduate Diploma in Educational Studies (Advanced Teaching Method)		P/t-2	
‡ Graduate Diploma in Educational Studies (Computer Education)		P/t-2	
Graduate Diploma in Educational Studies (Curriculum Development)		P/t-2	
Graduate Diploma in Educational Studies (Educational Drama)		P/t-2	
Graduate Diploma in Educational Studies (Science)		P/t-2	
Graduate Diploma in Educational Studies (Special Education)	F/t-1	P/t-2	
‡ Master of Education (Industrial Education)	F/t-2	P/t-3/4	
‡ Master of Education (Special Education)	F/t-2	P/t-3/4	

## SCHOOL OF VISUAL AND PERFORMING ARTS

Bachelor of Arts (Visual Arts)	F/t-3	P/t-6
Associate Diploma in Creative Arts and Crafts	F/t-2	P/t-4
Graduate Diploma in Art (Ceramics)	F/t-1	P/t-2
Graduate Diploma in Art (Illustration)	F/t-1	P/t-2
Graduate Diploma in Art (Painting)	F/t-1	P/t-2
Graduate Diploma in Art (Photography)	F/t-1	P/t-2
Graduate Diploma in Art (Printmaking)	F/t-1	P/t-2
Graduate Diploma in Art (Sculpture)	F/t-1	P/t-2
‡ Master of Art (Visual Arts)	F/t-2	P/t-3/4
‡ Graduate Diploma in Art (Art History)	F/t-1	P/t-2
‡ Graduate Diploma in Art (Textiles)	F/t-1	P/t-2

## SCHOOL OF PARAMEDICAL AND COMMUNITY WELFARE STUDIES

Diploma in Teaching (Nursing)	F/t-1½	+ P/t-½	
Diploma in Administration (Nursing)	F/t-1½	+ P/t-½	
Associate Diploma in Automated Information Processing	F/t-2	P/t-4	
Associate Diploma in Diagnostic Medical Radiography	F/t-1	P/t-2	← Students are required to be part-time after compulsory full-time studies in Year 1
Associate Diploma in Police Studies	F/t-2	P/t-3/4	
Associate Diploma in Social Welfare	F/t-2	P/t-4	
Graduate Diploma in Multicultural Studies	F/t-1	P/t-2	

\* Conversion course also available by part-time or external study - Duration depends on status at time of entry.

† Available only as a conversion course - Duration depends on status at time of entry.

‡ Proposed courses - subject to approval by the NSW Higher Education Board.

# Calendar of Dates 1984

## JANUARY

1	Sun	
2	Mon	Public Holiday - New Year's Day
3	Tues	
4	Wed	
5	Thur	
6	Fri	Last day for lodgement of request for review of 1982 Annual and Second Semester Examination results.
7	Sat	
8	Sun	
9	Mon	
10	Tues	
11	Wed	
12	Thur	
13	Fri	
14	Sat	
15	Sun	
16	Mon	Special Examinations begin.
17	Tues	
18	Wed	
19	Thur	
20	Fri	
21	Sat	Special Examinations end.
22	Sun	
23	Mon	
24	Tues	
25	Wed	
26	Thur	
27	Fri	
28	Sat	
29	Sun	
30	Mon	Public Holiday - Australia Day
31	Tues	

## FEBRUARY

1	Wed	
2	Thur	
3	Fri	
4	Sat	
5	Sun	
6	Mon	
7	Tues	
8	Wed	
9	Thur	
10	Fri	Last day for lodgement for request for review of 1983 Special Examination results.
11	Sat	
12	Sun	
13	Mon	
14	Tues	
15	Wed	
16	Thur	
17	Fri	
18	Sat	
19	Sun	
20	Mon	Orientation Week commences.
21	Tues	
22	Wed	
23	Thur	
24	Fri	Newcastle Show Day (to be confirmed)
25	Sat	
26	Sun	
27	Mon	First Semester begins. Last day for enrolment in a module. Last day for enrolment in a full year subject. At the time of publication, changes were being proposed to enrolment procedures for the Automated Information Processing course. Students should check with the Mathematics and Computing Studies Department for possible changes.
28	Tues	
29	Wed	

## MARCH

1	Thur	
2	Fri	
3	Sat	
4	Sun	

5	Mon	Last day for payment of fees.
6	Tues	
7	Wed	
8	Thur	
9	Fri	
10	Sat	
11	Sun	
12	Mon	
13	Tues	
14	Wed	
15	Thur	
16	Fri	
17	Sat	
18	Sun	
19	Mon	
20	Tues	
21	Wed	
22	Thur	
23	Fri	
24	Sat	
25	Sun	
26	Mon	
27	Tues	
28	Wed	
29	Thur	
30	Fri	
31	Sat	

## APRIL

1	Sun	
2	Mon	
3	tues	
4	Wed	
5	Thur	
6	Fri	
7	Sat	
8	Sun	
9	Mon	
10	Tues	
11	Wed	Last day for withdrawal without failure from a Semester one module/course.

12	Thur	
13	Fri	
14	Sat	
15	Sun	
16	Mon	
17	Tues	
18	Wed	
19	Thur	
20	Fri	Public Holiday - Easter Friday
21	Sat	
22	Sun	
23	Mon	Public Holiday - Easter Monday
24	Tues	Last Day of Easter Recess
25	Wed	Public Holiday - Anzac Day
26	Thur	
27	Fri	
28	Sat	
29	Sun	
30	Mon	

## MAY

1	Tues	
2	Wed	
3	Thur	
4	Fri	Graduation Day
5	Sat	
6	Sun	
7	Mon	First Semester Break begins.
8	Tues	
9	Wed	
10	Thur	
11	Fri	
12	Sat	
13	Sun	
14	Mon	
15	tues	
16	Wed	
17	Thur	
18	Fri	First Semester Break ends.
19	Sat	
20	Sun	

21 Mon  
22 Tues  
23 Wed  
24 Thur  
25 Fri  
26 Sat  
27 Sun

28 Mon  
29 Tues  
30 Wed  
31 Thur

## JUNE

1 Fri  
2 Sat  
3 Sun

4 Mon  
5 Tues  
6 Wed  
7 Thur  
8 Fri  
9 Sat  
10 Sun

11 Mon Public Holiday - Queen's Birthday.  
12 Tues First Semester Examinations begin.  
13 Wed  
14 Thur  
15 Fri  
16 Sat  
17 Sun

18 Mon  
19 Tues  
20 Wed  
21 Thur  
22 Fri  
23 Sat First Semester Examinations end.  
First Semester ends.  
24 Sun

25 Mon Practicum commences.  
26 Tues  
27 Wed

28 Thur  
29 Fri  
30 Sat

## JULY

1 Sun

2 Mon  
3 Tues  
4 Wed  
5 Thur  
6 Fri  
7 Sat  
8 Sun

9 Mon  
10 Tues  
11 Wed  
12 Thur  
13 Fri Last day for withdrawal without failure from a full-time course or full year subject.  
14 Sat  
15 Sun

16 Mon  
17 Tues  
18 Wed  
19 Thur  
20 Fri Practicum ends.  
21 Sat  
22 Sun

23 Mon Orientation Week commences.  
Semester I, Special Examinations begins.  
24 Tues  
25 Wed  
26 Thur  
27 Fri Special Examinations end.  
28 Sat  
29 Sun

30 Mon Second Semester begins.  
Last day for enrolment in a module.

31 Tues

## AUGUST

1 Wed  
2 Thur

3 Fri  
4 Sat  
5 Sun

6 Mon  
7 Tues  
8 Wed  
9 Thur  
10 Fri  
11 Sat  
12 Sun

13 Mon  
14 Tues  
15 Wed  
16 Thur  
17 Fri  
18 Sat  
19 Sun

20 Mon Second Semester Break begins.

21 Tues  
22 Wed  
23 Thur  
24 Fri Last day for lodging for request of Semester I examinations result.  
25 Sat  
26 Sun

27 Mon  
28 Tues  
29 Wed  
30 Thur  
31 Fri

## SEPTEMBER

1 Sat  
2 Sun

3 Mon  
4 Tues  
5 Wed  
6 Thur

7 Fri Second Semester Break ends.

8 Sat  
9 Sun

10 Mon  
11 Tues  
12 Wed  
13 Thur  
14 Fri  
15 Sat  
16 Sun

17 Mon  
18 Tues  
19 Wed  
20 Thur  
21 Fri  
22 Sat  
23 Sun

24 Mon  
25 Tues  
26 Wed  
27 Thur  
28 Fri  
29 Sat  
30 Sun

## OCTOBER

1 Mon Public Holiday - Eight Hour Day.  
2 Tues  
3 Wed Last day for withdrawal without failure from a Semester two module/course.  
4 Thur  
5 Fri  
6 Sat  
7 Sun

8 Mon  
9 Tues  
10 Wed  
11 Thur  
12 Fri  
13 Sat  
14 Sun

15 Mon  
16 Tues  
17 Wed

18 Thur  
19 Fri  
20 Sat  
21 Sun

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22 Mon  
23 Tues  
24 Wed  
25 Thur  
26 Fri  
27 Sat  
28 Sun

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29 Mon  
30 Tues  
31 Wed

### NOVEMBER

1 Thur  
2 Fri  
3 Sat  
4 Sun

---

5 Mon  
6 Tues  
7 Wed  
8 Thur  
9 Fri  
10 Sat  
11 Sun

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12 Mon  
13 Tues  
14 Wed  
15 Thur  
16 Fri  
17 Sat  
18 Sun

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19 Mon Second Semester Examinations begin.  
20 Tues  
21 Wed  
22 Thur  
23 Fri  
24 Sat  
25 Sun

26 Mon  
27 Tues  
28 Wed  
29 Thur  
30 Fri

### DECEMBER

1 Sat Second Semester Examinations end.  
Second Semester ends.  
2 Sun

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3 Mon  
4 Tues  
5 Wed  
6 Thur  
7 Fri  
8 Sat  
9 Sun

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10 Mon  
11 Tues  
12 Wed  
13 Thur  
14 Fri  
15 Sat  
16 Sun

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17 Mon  
18 Tues  
19 Wed  
20 Thur  
21 Fri  
22 Sat  
23 Sun

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24 Mon  
25 Tues Christmas Day  
26 Wed Boxing Day  
27 Thur  
28 Fri  
29 Sat

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30 Sun  
31 Mon

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## Principal Dates 1985

### JANUARY

5 Fri Last day for lodgement of request for review of 1984  
Annual and Second Semester Examination results.

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15 Mon Special Examinations begin.  
20 Fri Special Examinations end.

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### FEBRUARY

9 Fri Last day for lodgement of request for review of 1984  
Special Examination results.

26 Mon First Semester begins.

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# Officers of the College

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# Officers of the College

## Principal:

Edward RICHARDSON, BSc, PhD, PCertEd(London)

## Assistant Principal:

Douglas Rex HUXLEY, BA, LittB(New England), MA, PhD (Newcastle)

## School of Teacher Education

### Head of School:

Allan Owen TAYLOR, BA, ASTC (Man Arts), MEngSc (Newcastle), PhD (Newcastle), FIIA

### Assistant Head of School:

John Archibald Wayne CALDWELL, BA, DipEd (New South Wales), MA (Newcastle), PhD (Macquarie), MACE, ALAN.

## School of Visual and Performing Arts:

### Head of School:

Graham John GILCHRIST, ATD, DipCSAD (Sculpture), BA (London).

## School of Paramedical and Community Welfare Studies:

### Head of School:

John Edward GAY, BS (SUC Buffalo), MS Health Science (San Diego), Ed Health Science (W. Virginia).

## Registrar:

John David TODD, BCom (Newcastle)

## Bursar:

Vacant

# The Council

## President:

Margaret Estelle BOWMAN, BA, DipEd

## Vice President:

John Charles PRICE, AIME (London)

## Members Appointed by the Minister for Education:

Robert Michael ANSELL, Ass DipSoc Wel (NCAE)

Alan Francis BEARD, BSc, DipEd

Marjorie BIGGINS, BA, DipSocSc (Southampton)

John Burville BIGGS, BA (Tas), PhD (Lond), MAPsS, MBPsS

Margaret Estelle BOWMAN, BA, DipEd

Barbara CALLCOTT, BEng, MIEAust

Elwin George CURROW, MB, BS, FRCS, FRACMA

Zeny GILES, BA, DipEd (Sydney), MA (Newcastle), Grad DipEd Studs (SpecEd) (NCAE), MLitt

Sydney John Clyde HEATH, BA, DipEd

Ernest Roy HITCHCOCK, DipTech (Mgt) (NSWit)

Susan Elizabeth MACLEOD

Elinor Marie O'CONNELL, BA, DipTeach(Lib) (NCAE), ALAA

Geoffrey OLSEN, BSc (Med), MBBS (Sydney)

John Charles PRICE, AIME (London)

John VARNUM

## Members being Official Members:

Edward RICHARDSON, BSc, PhD, PCertED (London) (Principal)

Douglas Rex HUXLEY, BA, LittB (UNE), MA, PhD (Newcastle) (Assistant Principal)

Allan Owen TAYLOR, BA, ASTC (Man Arts) MEngSc, PhD (Newcastle) (Praelector)

## Members Elected by Members of the Academic Staff:

Raymond Lewis HODGINS, BSc (NSW), ASTC, BEdStuds (Newcastle), MACE

James Maurice GRAHAM, BA (Sydney), LittB (New England), MA (Newcastle)

## Member Elected by Members of the Non-Academic Staff:

Frederick Joseph McENEARNEY

## Members Elected by the Students of the College:

Elizabeth KERSHAW

Jennie LANG, DipTeach, BA (Newcastle)

## Members Elected by Members of Council:

Anne Catherine von BERTOUCHE, DipPEd (Sydney), MA (Newcastle), ASA, ACGA, NGS, AGS (NSW)

Professor Emeritus Alexander John CARMICHAEL, CBE, BE, PhD (NSW), BS (Illinois), ASTC, CEng, FIEAust, FIMEchE (Lond), MASCE (NY), MASESA (NY), FRSA (Lond)

## Secretary of the Council:

John David TODD, BCom (Newcastle)

# Council Committees

By previous decision of the Council, the President and the Principal are ex officio members of all Council sub-committees.

## Academic and Planning Committee:

Mrs. M. Biggins, (Chairperson)

Mrs. M.E. Bowman

Dr. E. Richardson

Ms. A.C. von Bertouch

Professor J.B. Biggs

Mrs. Zeny Giles

Mr. J.M. Graham

Mr. S.J.C. Heath

Dr. D.R. Huxley

Ms. Jennie Lang

Dr. A.O. Taylor

## Finance Committee:

Mr. A.F. Beard, (Chairperson)

Mrs. M.E. Bowman

Dr. E. Richardson

Miss Barbara Callcott

Mr. R.L. Hodgins

Ald. J.C. Price

Ms. Jennie Lang

Dr. A.O. Taylor

## Legislative Committee:

Ald. J.C. Price, (Chairperson)

Mrs. M.E. Bowman

Dr. E. Richardson

Emeritus Prof. A.J. Carmichael, C.B.E.

Mr. E.R. Hitchcock

Mr. R.L. Hodgins

Dr. D.R. Huxley

Ms. E. Kershaw

Ms. E.M. O'Connell

## Personnel and Management Committee:

Ms. E.M. O'Connell (Chairperson)

Mrs. M.E. Bowman

Dr. E. Richardson

~~Ms. E.M. O'Connell~~ *VARNUM*

Mrs. M. Biggins

Mr. J.M. Graham

Dr. D.R. Huxley

Ms. Jennie Lang

Mr. F.J. McEneaney

Mrs. S.E. Macleod

## Properties and Grounds Committee:

Miss B. Callcott, (Chairperson)

Mrs. M.E. Bowman

Dr. E. Richardson

Mr. R.M. Ansell

Mr. A.F. Beard

Emeritus Prof. A.J. Carmichael, C.B.E.

Dr. E.G. Currow

Mr. S.J.C. Heath

Mr. E.R. Hitchcock

Ms. E. Kershaw

Mr. F.J. McEneaney

## The Standing Committee:

The Standing Committee of Council is constituted as follows:

The President

The Vice-President

The Principal

The Chairpersons of the permanent sub-committees:

Academic and Planning

Finance

Legislative  
Personnel and Management  
Properties and Grounds  
or their nominees.

# Academic Board

## Chairman:

Dr. E. Richardson (Principal)

## Deputy Chairman:

Dr. D.R. Huxley (Assistant Principal)

## Members Ex Officio:

School of Teacher Education

Dr. A.O. Taylor

## Assistant Head of School

Dr. J.A.W. Caldwell

## School of Visual and Performing Arts

Mr. G.J. Gilchrist

## School of Paramedical and Community Welfare Studies

Dr. J.E. Gay

## Heads of Department:

Dr. D.J. Absalom

Miss B. Andersen

Mr. J.W. Cramp

Mr. T.J. Fullerton

Mr. J.M. Graham

Dr. J.G. Lergessner

Dr. H.B. Lindsay

Mrs. F.M. Lloyd

Dr. J. Miles

Dr. K.R. Morgan

Dr. R.F. Morland

Dr. D.R. Parsons

Mr. T.J. Sheedy

Mr. P. Singleton

Mrs. F. Trent

Mr. R.J. Whitbread

## College Librarian:

Miss J. Blatchford

## Heads of Service Centres:

Mr. K. Davey

Mr. W. Newling

## Member appointed by the NSW State Conservatorium of Music (Newcastle Branch)

Mr. M. Dudman

## Members Elected by Academic Staff:

Mr. A.W. Curry

Mr. J.M. Graham

Dr. D.M. Hawke

Mr. R.L. Hodgins

Dr. M. Jurd

Dr. K. Morgan

## Members Elected by the Student Body:

Ms. E. Kershaw

Ms. J. Lang

Ms. L. Mascord

Ms. S. Smith

Vacant

Vacant

# Standing Committees of Academic Board

## Executive Committee:

The Principal  
Assistant Principal  
Heads of School  
Mrs. F.H.E. Trent  
Dr. H.B. Lindsay  
Mr. J.W. Cramp  
Dr. R. Morland  
Dr. D.M. Hawke

## Admissions Committee:

Dr. H.B. Lindsay (Chairman)  
Dr. J.A.W. Caldwell  
Mr. J.W. Cramp  
Dr. M.E. Jurd  
Dr. R.F. Morland  
Mr. P.W. Singleton  
Dr. J.G. Lergessner  
Mr. A.W. Curry

## Staff Development Programme Leave Committee:

Dr. D.R. Huxley  
Dr. D.M. Hawke  
Dr. D.J. Absalom  
Mr. G.J. Gilchrist  
Mr. A.W. Curry  
Mr. R. Haywood

## External Studies Committee:

The Director of External Studies (Chairman)  
Dr. J.A.W. Caldwell (elected by Academic Board)  
Dr. K.R. Morgan (elected by Academic Board)  
Mr. R.H. Coulton (Education)  
Mr. J.M. Graham (Social Sciences)  
Mr. A.P. Mitchell (English)  
Mr. K. McDonald (Science)  
Mr. L.R. Killen (TAFE)  
Mrs. J. Cowley (Special Education)  
Mr. K.G. Wilkinson (Art Education)  
Mr. K.A. Laffey (Physical Education)  
Dr. W.L. Cook (Industrial Arts)  
Mr. H.E. White (Home Economics)  
Mr. R.E. Haines (Mathematics and Computing Studies)

## Research Committee:

Dr. J. Miles (Chairman)  
Dr. J. Jurd  
Mr. R.H. Coulton  
Dr. R.S. Rowe  
Dr. S.J. Beveridge

## Honorary Degrees and Awards Committee:

Dr. D.R. Huxley  
Dr. D.R. Parsons  
Dr. J.G. Lergessner  
Mr. T.J. Fullerton  
Mr. B.W. Wilson  
Mr. J.R. Nyman

## Timetable Advisory Committee:

Timetable Officer (Chairman)  
Mr. J. Gill  
Mr. R.L. Hodgins  
Mr. K. Scott  
Dr. J.A.W. Caldwell  
Mr. P. Singleton  
Mr. I. Williams

## Open Day Committee:

Public Relations Officer (Chairman)  
Mr. J. McIvor  
Mr. K. Laffey  
Mr. J.M. Schiller  
Mr. J. Dugas  
Mr. G.J. Rintoul  
Mr. W. Galvin  
Mrs. M.L. Manning  
Two members elected by the Student Body.

## College Academic Dress Committee:

Ms. J. Lang  
Mr. L.W.J. Pennington  
Mr. J.R. Nyman  
Mr. P.W. Singleton  
Mrs. R. Gibbon

## Community Programmes Committee:

Mr. J.D. O'Donoghue (Chairman)  
Mrs. W. Schiller  
Mrs. P. Clarke  
Mr. D. Condon

## Centre for Development of Industrial Education:

Chairman or Deputy Chairman of Academic Board  
Heads of School  
Assistant Heads of School  
Heads of Department as determined from time to time  
Personnel Officer  
Bursar  
Education Research Officer  
Two external members judged to have the expertise to assist the Centre in its work

## Academic Progression Review Committee:

Assistant Principle  
Heads of School  
Two student members nominated by the S.R.C.

# Academic Staff

(at October, 1983)

## School of Teacher Education:

### Head of School:

Allan Owen Taylor, BA ASTC (Man Arts) MEngSc (Newcastle),  
Phd (Newcastle), FIIA

### Assistant Head of School:

John Archibald Wayne Caldwell, BA, DipEd (New South Wales),  
MA (Newcastle), PhD (Macquarie), MACE, ALAN.

## School of Visual and Performing Art:

### Head of School:

Graham John Gilchrist, ATD, DipCSAD (Sculpture). BA (London)

## School of Paramedical and Community Welfare Studies:

### Head of School:

John Edward Gay, BS (Suc Buffalo), Ms Health Science (San  
Diego) Ed Health Science (W. Virginia).

# DEPARTMENT OF ART

## Head of Department

P.W. Singleton, NDD (Fylde Coll)

## Senior Lecturers:

R.M. Carter, BA, DipEd (London), MA (Birmingham), PhD (Leeds)  
Aldona O'Brien, ASTC, DipPaint, MA(RCA London)  
G.J. Rintoul, DipArt, MFA (New York)

## Lecturers:

Patricia A. Adams, ASTC, DipPaint  
A.E. Arcus, Dip in Ind. Design (Wellington Polytechnic)  
A. Atkins, Dip Fine Arts (RMIT)  
R.W. Broadbent, Dip Art, Grad Dip Art (Paint) (NCAE)  
Kathleen D. Burston, ASTC, DipPaint  
F.M. Celtlan, ASTC, DipPaint  
A.B. Chawner, Dip Art (NCAE)  
Tamsin M. Edwards, BApp Arts (QIT), Grad Dip Art (Illus) (NCAE)  
D.M. Hawke, Dip Art (Ed), BEd, MA (Calgary), PhD (Alberta)  
R.W. Hook, BA (Western Australia)  
Susan Hunt, BA (Sydney)  
G.W. Jones, ASTC, Dip Art Ed, MA (Studio Art) (New York)  
K.R. Leveson, Dip Art Design, Dip Art Ceramics, TTC  
J. McGrath, Teachers Certificate, Dip Art  
J. Montefiore, ASTC, DipPaint  
R. Morrison, Dip Art, MA (Birmingham Polytechnic) AIP, AIAP  
A.V. Nicholls, MISTC  
Bath C. Parnaby, Dip Art & Design (Bendigo), Grad Dip Printing  
Christine A. Sanders, ASTC, DipPaint  
G.I. Sangster, BA, DipEd (Sydney)  
B.W. Shepherd, Dip Art, Grad Dip Art (Film) (Alexander Mackie)  
Pamela Sinnott, ADFA (Ceramics) (Coll Art, Brisbane), Grad Dip  
Teach (Kelvin Grove), BA (Ceramics) (Bendigo)  
I. Williams, BSc (Arch) (Sydney), BA (Comm) NSWIT

# DEPARTMENT OF ART EDUCATION

## Head of Department

J.W. Cramp, DipArt, BA (New England), Grad Dip (Ind Design) (New  
South Wales)

## Senior Lecturer:

D.L. Yorke, ICAC, NDD (Wallasey College of Art), ARCA (RCA  
London), FBID, BII

## Lecturers:

J.N. Berthold, DipArt (Ed), BEd Studies, MEd Studies (Newcastle)

J. Birkett, BA (Exeter), ATC (London)  
K.G. Wilkinson, Dip Art (Ed), ASTC

# DEPARTMENT OF EDUCATION

## Head of Department:

H.B. Lindsay, BA, MEd (Sydney), PhD (New England), MACE

## Senior Lecturers:

D.C. Chaston, BA, MEd (Sydney)  
Margaret F. Jurd, BA (Sydney), MA, PhD (Newcastle), MAPsS  
W.R. Maley, BA (Sydney), LittB, MEd (New England), MACE  
MAPsS, ABPsS  
E.J. Manning, MA, DipEd (Sydney), PhD (Newcastle), MAPsS  
R.R. Milne, BA (Sydney), MACE, MAPsS

## Lecturers:

R.H. Coulton, BA, LittB (New England), MA (Newcastle), GradDip  
Data Processing (NSWT), MACE  
Carolyn G. Flanagan, BA, MEd (Newcastle)  
Muriel J. Haywood, BA (New England), DipEd (Sydney), MEd  
(Newcastle)  
R.D. Hinten, BA, Dip EdAdmin (New England), MEd (Newcastle)  
W.G. Jones, BA (Newcastle), PhD(OU), MAPsS, ABPsS, MAW  
J.A. Rees, BA, PhD (Newcastle)  
R.S. Rowe, BA (New England), PhD (Newcastle), MACE, MAPsS,  
AFAIM  
Wendy E. Schiller, DipTeach (Infants), BEd, MEd (Early Childhood)  
(Alberta), AUA (Adelaide)  
Sandra Sirasch, BSc, DipEd (Newcastle), MAPsS  
R.L. Wilson, BA (Sydney), MEd (Newcastle), LTCL (Trinity Coll  
London), MACE  
N.H. Wright, BA (New England), MEd (Newcastle), MACE

# DEPARTMENT OF ENGLISH AND LANGUAGES

## Head of Department:

D.J. Absalom, MA, PhD, DipEd, BEd Studies (Newcastle) ALAA

## Senior Lecturers:

J.A.W. Caldwell, BA, DipEd (New South Wales), MA (Newcastle),  
PhD (Macquarie), MACE, ALAA  
Frances Nugent, BA (Sydney), MA (New England)  
B.R. Smith, BA (Sydney), DipEd, LittB (New England), MA, PhD  
(Newcastle)

## Lecturers:

M.M. Beck, BA (New South Wales), BEdStudies (Newcastle)  
R.J. Haywood, BA (New England), MEd (Newcastle)  
D.F. King, BA (Newcastle), MACE  
D.G. Matthews, BA (Newcastle), MA (Toronto)  
A.P. Mitchell, BA, LittB (New England)  
Pamela M. Mowatt, BA, PGCE (London)  
A.C. Murphy, BA, DipEd (Sydney), BEd Studies (Newcastle)  
J.D. O'Donoghue, BA (Newcastle), DipEd  
J. Robson, BA, DipEd (Sydney), MA (Newcastle)  
B.W. Wilson, BA, MA (Newcastle), MA (Communication) (Leicester)

# DEPARTMENT OF HEALTH STUDIES

## Head of Department:

Betty M. Andersen, SRN, RMN, DNRRCN (N.S.W.) MA (Macquarie)  
**Senior Lecturer (Administrative Studies)**  
Graham Boyd, BA (New England), DipEd (Sydney), MEd Studies  
(Administration), (Newcastle), MIPMA, MACE

## Lecturer:

L.R. Crawford, BA (London), MA (Middlesex)  
Deidre Wicks, SRN, BA (Macquarie)

## DEPARTMENT OF HOME ECONOMICS

### Head of Department:

Faith H.E. Trent, Dip Teach (Sydney Teach Coll), BSc (Sydney) MA (Simon Fraser)

### Acting Senior Lecturer:

Rae Gibbon, Dip Teach, Dip Art Ed

### Lecturers:

Ena D. Abell, BA (New England)  
Leonie J. Gibson, BA (Macquarie)  
Pauline J. Clark, Dip Teach, Grad Dip (Food Sc), (Hawkesbury)  
Maia L. Manning, Dip Teach, Dip Art Ed  
Rhonda M. Williamson, BSc (New South Wales), ATI

## DEPARTMENT OF INDUSTRIAL ARTS

### Head of Department:

K.R. Morgan, DipIA (Ed) (Sydney Institute of Technology), BEd Studies (Newcastle), PhD (Uni. Missouri), MIA

### Senior Lecturers:

W.L. Cook, BA (New England), MSc (New South Wales), PhD (Newcastle), ASTC (Man Arts), MIA  
D.E. Corney, ASTC (Man Arts), Dip Art (Ed), MIA, MASA  
G.T. Nicholls, BA (New England), ASTC (Man Arts), MEd (Alberta), MIA, MACE

### Lecturers:

B.W. Ableson, ASTC (Man Arts), MIA  
C.H.L. Ferguson, ASTC (Man Arts), MIA  
J.P. Koos, Dip Art (Ed)  
G.C. Lindsay, ASTC (Man Arts), MIA  
W.T. Marsh, ASTC (Man Arts), MIA  
T.R. Owen, Dip Art (Ed)  
A.J. Pateman, ASTC (Man Arts), MIA  
H. Pickard, ASTC (Man Arts), MIA  
L.N. See, ASTC (Man Arts), MIA  
W.H. Wiltshire, DipIA (Ed) (Syd Institute of Technology), MIA

## DEPARTMENT OF MATHEMATICS AND COMPUTING STUDIES

### Head of Department

R.J. Whitbread, BSc, DipEd (Sydney)

### Senior Lecturer:

J.W.W. Hill, BA (New England), ASTC (Man Arts)

### Lecturers:

F.G.H. Bishop, BA (New England), MEd (Sydney)  
D.J. Condon, BSc (New South Wales) MSc (Macquarie), MMath, MEngSc (Newcastle), AACS  
W.P. Galvin, BA (Sydney), MMath, MEd, MEngSc (Newcastle)  
R.E. Haines, BSc (Sydney)  
E. Jordan, BSc (Aston), GradDipStats (Wales)  
B.F. Joyce, BA (New England), MEd (Newcastle)  
R.S. Murray, BSc DipEd (Sydney), MEd (Newcastle)  
M.J. Williams, BA, MEngSc, DipEd (Newcastle)

## DEPARTMENT OF MUSIC

### Head of Department:

F. Margaret Lloyd, BA (Newcastle), DipMusEd (Con of NSW), AMusA

### Senior Lecturers:

A.W. Curry, BA, M Ed (Sydney), DipMusEd (Con of NSW), MIMT, MACE  
R.J. Heading, BA (Newcastle), DipMusEd (Con of NSW), MACE

### Lecturers:

Jenifer J. Ewans, BA (New England), DSCM (Con of NSW) AMusA (Singing) AMusA (Piano), PhD (Newcastle)

## DEPARTMENT OF PHYSICAL EDUCATION

### Head of Department

D.R. Parsons, DipPE (Syd Teach Coll), BPE, MPE (British Columbia), Ed D (California)

### Senior Lecturer:

K.A. Laffey, DipPE (Syd Teach Coll), BA (Newcastle), M Ed (Sydney), MACE

### Lecturers:

Kathleen Abernethy, DipPE (Syd Teach Coll)  
L.W. Burwell, BA, BEd Studies (Newcastle)  
Marilyn K. Cooper, DipPE (Syd Tech Coll) BEd (PE)  
T. Hall, BSc (Ed), M Ed (Illinois), ElemAdminCredential (California)  
M. Kaye Thomas, DipPE (Wollongong Teach Coll), BPE (Western Australia)  
K.W. Thompson, BEd (PE) (Sydney), BEdStudies, MEd (Newcastle)

## DEPARTMENT OF PROFESSIONAL STUDIES

### Head of Department

T.J. Fullerton, BA (Newcastle)

### Senior Lecturer:

J. Gill, BA, Dip Ed (New England), MA (Newcastle)

### Lecturers:

W.L. Howard, BA (New England), MEd (New South Wales), MA (Sydney)  
J.M. Schiller, Dip Teach Prim (Murray Park SA), BA (Adelaide), MEd (Alberta)  
J.W. Tierney, BE, MEd, DipEd (Sydney), PhD (Newcastle)

## DEPARTMENT OF SCIENCE

### Head of Department

T.J. Sheedy, BSc, DipEd (New England), MSc, M Ed (Newcastle), Ass Int Ed (London)

### Senior Lecturers:

R.L. Hodgins, BSc (New South Wales) ASTC, BEd Studies (Newcastle), MACE  
K. McDonald, OAM, LittB, BA, MA (New England), MEd Studies (Newcastle) FACE  
L.A. McKenzie, BSc (Western Australia), BEd (New England)  
L.W.J. Pennington, BSc, DipEd (Liverpool), MEd (Sydney), MAIP, MACE

### Lecturers:

S.J. Beveridge, BSc, DipED (Newcastle), MSc (Sydney), PhD, ARACI, FRSH, MIABS  
R.B. Flanagan, BSc, M Ed (Newcastle)  
H.E. White, BSc, M Ed (Newcastle)

## DEPARTMENT OF SOCIAL SCIENCES

### Head of Department:

J.M. Graham, BA (Sydney), LittB (New England), MA (Newcastle)

### Senior Lecturer:

N.D. Pryde, BA (Newcastle), M Ed (Sydney), MACE

### Lecturers:

W.R. Bruce, BA, DipEd (Sydney), M Ed (Newcastle), MACE  
H.J.C. Green, BA, DipEd (New England), MA (Newcastle)  
R. Lewis, BA, M Ed (Newcastle)  
J.R. Nyman, BA (Sydney), MA M Litt (Oxon), DipEd (New England), Th.L.  
K. Scott, BA, LittB (New England), BEdStudies (Newcastle)  
J.F. Stokes, BA (New England), Dip Bus Studies (Newcastle)  
Helen M. Vaile, MA, DipEd (Sydney)  
P.J. Vaile, BA (New England), MA (Sydney)

## DEPARTMENT OF SOCIAL WELFARE

### Head of Department

R.F. Morland, DPE (OU), DipSocSC (VUW), MEd (WWSU), PhD (UGS) AASPA

### Lecturers:

R. Brown, BA (Newcastle) MAIW  
Janis Fook, B Social Work (New South Wales)  
G.G. Mills, H N D (N E London Polytechnic), MA (Essex), MAIW  
G.H. Morgan, BA, PGCEd (York), MAIW  
L. Pohl, BA, MSW (Manitoba), MAIW, AASW, AASPA

## DEPARTMENT OF SPECIAL EDUCATION

### Director and Head of Department:

J. Miles, BA, PhD (Newcastle), MAPsS

### Senior Lecturer:

J.J. McIvor, BA, LittB (New England), MEd (Sydney), MAPsS

### Lecturers:

R.N.F. Conway, DipSpecEd, BA, BEdStudies, MEd (Newcastle)  
Judith Cowley, BA, MA (Macquarie), LSDA, MAATD  
P.J. Foreman, BA, LittB, MEd (New England), MACE  
A.M. Nicholas, MA (SpEd) (Macquarie), BSc (AppPsych) (New South Wales), MAPsS  
Janice North, BSpecEd (Flinders)  
G.L.W. Robinson, BA, DipEd (Sydney), MEd (Newcastle), MAPsS

### Teachers:

Pamela A. Carruthers, Teachers Cert., DipSpecEd  
G. Currie, BA (Newcastle)  
Helen Verdon, DipTeach

## DEPARTMENT OF TECHNICAL AND FURTHER EDUCATION

### Head of Department:

J.G. Lergessner, BA(Qld), MA (Toronto), PhD (Alberta), MISA, MAAS, MAARE

### Acting Senior Lecturer:

J. Dugas, BA, DipEd (Newcastle), CertFilm and Television Studies (London)

### Lecturers:

J. Bailey, BA (Newcastle), DipEd (TAFE) MAPsS  
J. Dugas, BA, DipEd (Newcastle), CertFilm and Television Studies (London)  
L.R. Killen, BSc (Newcastle), DipEd (TAFE)  
Anne McKee, BA (Newcastle)  
Kerrylee Mitchell, Dip Teach (TAFE)

## DIRECTOR OF EXTERNAL STUDIES

W. Newling, BA, M Ed, DipEd (Sydney), MACE

## Administrative Staff

### Registrar:

J.D. Todd, BCom (Newcastle)

### Deputy Registrars:

#### Administration:

P.R. Welsh, AASA

#### Academic:

R. Weir, BA (Newcastle)

### Bursar:

Vacant

### Assistant Registrars:

#### Academic:

G.L. Parkinson, BA (Auck)

#### Staffing Services:

E.J. Ferguson, Assoc. DipAdmin (Riverina) MIPMA

### College Accountant:

G.A. Searles, ASSA

### Public Relations Officer:

K.C. Powell, Assoc. DipJourn (RMIT), AMPRIA

### System Analyst/Programmer:

Judith A. McLeod, BSc (Newcastle) AACS

### Equal Employment Opportunity Officer:

Vacant

### Computer Programmer:

Vacant

### Head of Instructional Media Unit:

R.K. Davey, BSc (Newcastle)

### Administrative Officers:

#### Academic Services:

Carolyn J. Fardon, BA, DipEd (Sydney)

#### Properties:

V.G. King, AAIM, MISTSO

#### Purchasing and Supplies

Vacant

### Administrative Assistants:

#### Academic Secretariat:

Helen Burgmann BA, DipEd (New England)  
Susan M. Eade, BA (Newcastle)  
M. O'Loughlin BEd (Sydney)  
Lyn M. McBriarty BA, DipEd (Newcastle)  
Christine L. Wood BA, DipEd (Newcastle)

### Student Administration:

Solvejg IIsley

### Examinations:

Violet M. Roberts

### Personnel:

Helen R. Parr

**Recruitment**  
Vacant

**Finance:**  
G. Parkinson

**Budget:**  
Patricia L. Lowe

**Salaries:**  
Marie Mumain

**Properties:**  
J.C. Brazier

**Purchasing and Supplies:**  
N. McNaughton

**External Studies:**  
Clare P. Martin

**Maintenance Supervisor:**  
F.J. McEneaney

**Gardener Tradesman:**  
Jack Hicks

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## Library Staff

**College Librarian:**  
Joan Blatchford, BA (Sydney), DipEd, ALAA

**Technical Services:**  
**Senior Librarian:** Robyn M. Emanuel, BA (New South Wales), ALAA  
Lynette D. Firkin, BA (Newcastle), DipLib (New South Wales), ALAA  
Noelene King, ALAA

**Reference Services:**  
**Senior Librarian:** Jennifer M. Scobie, BA, DipEd (Sydney), BLegs (Macquarie), ALAA  
Jane E. Scott, BA (New England), DipEd (Sydney), ALAA  
Jennifer Bennett, BMath, DipLib, ALAA  
Helen Lloyd  
Marilyn Wagstaff, ALAA  
Judith Heldey, ALAA

**Non-Book Services:**  
Margaret E. Stewart, BA (New South Wales), DipEd (Newcastle), ALAA  
Margaret Mir, ALAA

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## Student Services

**Senior Student Counsellor:**  
Nanette Bryant, BA, Dip Social Work (Sydney)

**Part-time Student Counsellor:**  
Teresa G. Druzewska, BA, DipTeach, (Newcastle)

**Nursing Sister:**  
Shirley K. Andrews, SRN

**Student Advisory Officer:**  
Vacant

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## Education Research Officer

Eric Skuja, BA (Queensland)

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## Community Programmes

**Chairman of Committee:**  
J.D. O'Donoghue, BA (Newcastle), DipEd

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## Honorary Fellows of the College

1975: Griffith Hammond Duncan, OBE, MA (Sydney), BEd (Melbourne), FACE  
1981: Leslie Gibbs, AM, BEM, FAIM

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## Honorary Associates of the College

1976: Edward Albury Crago, BSc (Sydney)

1976: Gordon Charles Elliot, BA, DipEd (Sydney), MA (New South Wales), ABPsS, MAPsS, MACE

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## Honorary Degrees of the College

**Bachelor of Education (Industrial Arts):**  
1980: Walter Eli Wilcox, MIA

**Bachelor of Education (Home Science/Textiles):**  
1981: Mabel Frances Grady, BA (New South Wales)

**Bachelor of Education (Physical Education):**  
1982: Harold Wesley Gillard, AM

## Academic Structure

The College's Academic Structure is established in four dimensions:

**Academic Administration** - the College Council, the Principal/Assistant Principal, and the Academic Board.

**Schools** - with School Boards under the chairmanship of a Head of School. Each School Board is responsible for the administration of courses and the progression of students within a course.

**Academic Departments** - under the leadership of a Head of Department. The Departments are responsible for the academic content of modules/subjects and for their teaching as a service to the Schools.

**Service Centres** - established to service both departments and Schools (and possibly the community) with expertise, specialist equipment, and facilities.

\* A schematic representation of the structure is on following page.

## Academic Board

### Terms of Reference

Relative to *academic matters* the Academic Board shall:

- recommend the broad policy for all matters pertaining to academic courses;
- provide a forum for staff to give advice to the Principal and hence to Council on academic matters;
- refer to Council, through the Principal, recommendations for changes in academic structure; and
- where necessary, make recommendations directly to Council.

### Composition

- Chairman: The Principal
- Deputy Chairman: The Assistant Principal
- Ex-officio members: Heads of School, Assistant Heads of School, Heads of Department, Heads of Service Centres
- Elected members: At least four members of academic staff, At least four students

The number of elected members in excess of four in each category shall be determined from time to time by Academic Board.

## Government of Schools

- Each School is administered by a School Board comprised of:
  - the Head of School (Chairman);

- Assistant Head of School (if applicable);
  - Course Directors (ex-officio);
  - one elected representative from each appropriate academic department;
  - one representative from each appropriate service centre;
  - student members in accordance with rules governing student membership on School Boards.
- Each School Board has the authority of the College Council to determine the academic structure within its School, subject to ratification by the Academic Board and Council.
  - Divisions of a School are established by the School Board (with the assent of Academic Board and Council) where it is deemed to be necessary to subdivide the academic administration in a large School.
  - The Course Director is responsible to the Head of School through the Head of Division (where appropriate) for the implementation of School Board policies relative to the development and management of a specific course or a cluster of courses.
  - Boards of Studies are established by the School Board to administer a particular course or cluster of courses. Each Board of Studies, where established separately from the School Board, is comprised of:
    - the Head of School or Nominee (Chairman);
    - the Assistant Head of School (if applicable);
    - the appropriate Course Director;
    - the appropriate Programme Co-ordinators;
    - one elected representative from each academic department servicing the School and not already represented by a Course Director or Programme Co-ordinator;
    - student members in accordance with the rules governing student membership on Boards of Studies.
  - Where a Board of Studies administers a cluster of courses, Course Committees are established in each academic area in which a College academic award is sought by students.

Each Course Committee, where established separately from the Board of Studies, shall be comprised of:

- the Course Director (Chairman);
  - the Head of School and Assistant Head of School (ex-officio) (if applicable);
  - Programme Co-ordinators (ex-officio);
  - members of relevant specialist academic staff elected to the Course Committee under a policy determined by the School Board;
  - other members of the academic staff elected to the Course Committee under a policy determined by the School Board;
  - up to three external specialists in the vocation as determined under a policy of the School Board;
  - student members in accordance with rules governing student membership on Course Committees.
- Where a Board of Studies functions also as a Course Committee, the composition shall be:
    - Chairman: Head of School or Nominee;
    - Ex-officio members: Assistant Head of School (if applicable); Course Directors; Programme Co-ordinators; Head of School where applicable;
    - Elected members: Representatives of Departments providing at least one module compulsory for or peculiar to students in the course. Members of specialist academic staff, Students;
    - Up to three external specialists in the vocation unless otherwise determined by the School Board.
  - Where a Joint Board of Studies is established, its composition shall be:
    - Chairman (acceptable to the co-operating institutions); an agreed number of members not fewer than three from each co-operating institution (NCAE membership must include any relevant Course Director and Programme Co-ordinator); and
    - Student member in accordance with rules determined by the Joint Board of Studies.

# ACADEMIC STRUCTURE

## College Council

## Academic Board

## Principal and Assistant Principal

### SCHOOL BOARD

School of Visual and Performing Arts

Board of Studies in Creative Arts and Crafts

Board of Studies in Graduate Art Studies

Board of Studies in Visual Arts

### SCHOOL BOARD

School of Paramedical and Community Welfare Studies

### SCHOOL BOARD

School of Teacher Education

Board of Studies in Primary Education

Board of Studies in Multicultural Studies

Board of Studies in Medical Radiography

Joint Board of Studies in Music Education

Board of Studies in Secondary Education

Board of Studies in Nursing Education

Board of Studies in Police Studies

Board of Studies in Special Education

Board of Studies in Social Welfare

Board of Studies in Computer Studies

Board of Studies in Further Education

## ACADEMIC DEPARTMENTS

Departments service Schools as required in content and methodology modules.

## Function of School Board

Each School Board:

- (i) establishes Boards of Studies and specifies the courses for which they are responsible;
- (ii) specifies general School requirements within the broad course requirements set by the Academic Board;
- (iii) determines policies concerning admission, enrolment and progression in courses of study within the School subject to the approval of Council on the recommendation of the Academic Board;
- (iv) submits to the Academic Board cases where students have fulfilled requirements for graduation or where exclusion from the College is recommended;
- (v) refers to the Academic Board recommendations for changes to the academic structure within the School;
- (vi) refers to the Academic Board recommendations on any matter affecting the School;
- (vii) deals with any matter referred to it by the Academic Board;
- (viii) deals with any matter referred to it by any of the Boards of Studies in the School;
- (ix) exercises such other duties and powers as may from time to time be delegated to it by the Council and the Academic Board.

## Function of Course Committees

Course Committees shall be established as committees of advice to Boards of Studies. In this capacity Course Committees:

- (i) recommend to the Board of Studies specific requirements to be met by students for graduation in a particular course;
- (ii) prepare the draft for new course submissions for consideration by the Board of Studies, School Board and Academic Board;
- (iii) prepare the draft for revision of courses for consideration by the Board of Studies, School Board and Academic Board;
- (iv) exercise such other duties and powers related to course development and review as may from time to time be delegated to it by the Board of Studies.

## Academic Departments

Within the Academic Structure of the College, independent academic departments are established to service the Schools through the preparation, teaching and examination of modules. Responsibilities associated with the teaching of both academic content and vocational practice (method) are vested in each academic department.

Future changes in Academic Structure will take place through evolution. Development of particular areas may lead to the formation of new departments. Academic departments shall be created by the Council on the recommendation of the Academic Board.

## Service Centres

The Service Centres, headed by the officers listed, are:

1. Library: College Librarian
2. Instructional Media Unit: Officer-in-Charge
3. External Studies: Director of External Studies

## Function of Boards of Studies

Each Board of Studies:

- (i) assists in the supervision of courses and encourages and promotes studies in its area of responsibility;
- (ii) establishes a Course Committee in each academic area associated with the responsibility of the Board leading to academic awards of the College;
- (iii) after consideration of recommendations from Course Committees, determines, within the general requirements set by the School Board, the details of courses within its charter;
- (iv) deals with any matter referred to it by the School Board;
- (v) submits to the School Board at the end of each academic session, reports on each student's total academic performance and makes recommendations relative to progression in the course;
- (vi) deals with any matter referred to it by its Course Committees;
- (vii) exercises such other duties and powers as may from time to time be delegated to it by the School Board.

## The School of Teacher Education

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# The School of Teacher Education

A number of undergraduate and graduate courses are offered by the College within the School of Teacher Education leading to the following awards:

- Bachelor of Education (Art)
- # Bachelor of Education (Early Childhood)
- # Bachelor of Education (English/History)
- # Bachelor of Education (Home Economics)
- # Bachelor of Education (Industrial Arts)
- # Bachelor of Education (Mathematics)
- # Bachelor of Education (Modern Languages)
- Bachelor of Music Education in association with the N.S.W. Conservatorium of Music
- # Bachelor of Education (Physical Education)
- # Bachelor of Education (Primary)
- # Bachelor of Education (Social Sciences)
- # Bachelor of Education (Science)
- \*0 Bachelor of Education (Technical and Further Education)
- Diploma in Teaching (Physical Education)
- Diploma in Teaching (Technical and Further Education)
- Diploma in Special Education
- Diploma in Teacher Librarianship
- Graduate Diploma in Education (Primary Education)
- Graduate Diploma in Education (Secondary Education)
- Graduate Diploma in Education (Technical and Further Education)
- Graduate Diploma in Educational Studies (Advanced Teaching Method)
- Graduate Diploma in Educational Studies (Computer Education)
- Graduate Diploma in Educational Studies (Curriculum Development)
- Graduate Diploma in Educational Studies (Educational Drama)
- Graduate Diploma in Educational Studies (Science)
- Graduate Diploma in Educational Studies (Special Education)
- \* Master of Education (Industrial Education)
- \* Master of Education (Special Education)
- \* Proposed courses - subject to approval by the NSW Higher Education Board.

# Conversion course also available by part-time or external study.  
0 Available only as a conversion course.

The undergraduate programmes within the School of Teacher Education are, in the main, based on a modular system, to give candidates choice and flexibility in the structuring of their courses and to achieve some degree of integration in the student population. Candidates are expected to achieve a prescribed number of credit points to gain an award. All College programmes are based on a teaching year divided into two semesters. Candidates intending to qualify for the Diploma in Teaching are generally expected to undertake six semesters of full-time study, and candidates for the Bachelor of Education, eight semesters of full-time study.

Course modules may be of one semester's duration or two semesters' duration. Specifically, programmes for initial and in-service secondary teacher education are provided in, English/History, Home Economics, Industrial Arts, Mathematics, Modern Languages, Music, Physical Education, Social Science and Science.

The course of study for the Bachelor of Education in Early Childhood Education, is designed to prepare candidates to teach children in the age group 0-8 in both Preschools and Primary schools.

The course of study for the Bachelor of Education (Primary Education) is designed to prepare candidates to teach the subjects taught in the Primary school to children in the age group 5-12. Candidates study the subjects taught in the Primary school and may select one of the subjects for study with special emphasis. Various courses of study covering the broad spectrum of subjects in Secondary education lead to the award of Bachelor of Education. The Diploma in Teaching in Technical and Further Education course is designed to prepare teachers in the field of Technical and Further Education. Candidates entering the course are generally

employees of the Department of Technical and Further Education. The Diploma in Teaching in Technical and Further Education is offered on a part-time basis over four to twelve semesters. Candidates are granted various levels of standing in their subject content studies.

The Diploma in Teacher Librarianship course is designed for experienced teachers who wish to become resource librarians in schools.

The graduate programmes of the College are of two distinct types. The programmes leading to the award of the Diploma in Education, for instance, are designed to provide preservice teacher training to graduates of approved tertiary institutions while the programmes leading to the award of the Diploma in Educational Studies are intended to provide further expertise to trained and experienced teachers.

The course of study leading to the award of the Diploma in Education is a full-time programme of two semesters' duration. Candidates may specialise in either Primary Education or in one of the Secondary Teaching areas mentioned above including Teacher Librarianship. A four semester part-time programme is available to candidates who wish to qualify as teachers in Technical and Further Education.

Courses of study in Advanced Teaching Method, Computer Education (proposed), Curriculum Development, Educational Drama and Special Education are available to experienced teachers who wish to qualify for the award of the Diploma in Educational Studies. The programme in Special Education, which is intended to provide advanced training in the resource teaching of children with mild learning and behaviour problems and to equip candidates for the teaching of moderately and severely developmentally disabled infants and children, or children with hearing impairment and/or language problems, is offered on a full or part-time basis over two or four semesters. The other programmes leading to the award of the Diploma in Educational Studies are offered on a part-time basis over four semesters. Lectures are normally programmed at times convenient for teachers.

Except in the fields of Art Education and Music Education students studying for the award of the Bachelor of Education having satisfactorily completed the prescribed modules and sections of the course and having gained the requisite number of credit points may graduate with a Diploma in Teaching. Generally a full-time student can gain a Diploma after six semesters of study. A further two semesters, plus in some cases a year of practical experience are usually required to complete the degree programme. Individual awards should be examined for details.

The Bachelor in Music Education course is offered jointly by the College and the Newcastle Branch of the New South Wales State Conservatorium of Music. The course is designed to produce teachers of Music for Secondary schools.

# Diploma in Teaching in Secondary Education

## PHYSICAL EDUCATION SPECIALISATION

Selection of all Physical Education specialist trainees will be subject to a screening test which will include a personality interview, a motor fitness demonstration and a consideration of sporting records.

To qualify for the award of the Diploma in Teaching in Secondary Education—Physical Education specialisation, a candidate must gain 108 credit points as follows:

### COURSE COMPONENTS

PART A: GENERAL PREPARATION (75 credit points)

(Includes a maximum of 42 credit points at 1st level)

- (i) Education (includes 3 credit points at 3rd level); 15 credit points. See Note 1.
- (ii) Educational Studies
- (iii) Subject Content Studies
  - (a) Special (includes 9 credit points in PE at 3rd level) Plus PE 3170.
  - (b) General: 15 credit points. See Note 3.

PART B: VOCATIONAL PREPARATION

- (i) Special Theory: 33 credit points
  - (a) General: 6 credit points. See Note 4.
  - (b) Specific to Subject: 21 credit points. See Note 5.
- (ii) Practical Teaching Experiences: 6 credit points. See Note 6.
  - (a) Simulation
  - (b) Practice in Field

### NOTES IN EXPLANATION

NOTE 1. EDUCATION 15 credit points

A minimum of fifteen (15) credit points of study in Education is required, including three (3) credit points at 3rd level.

Modules of study in Education selected must include one (1) from each of the following areas:

1. Child Development (ED1902)
2. Curriculum (ED2906)
3. The School and Society (ED3301)

NOTE 2. SUBJECT CONTENT STUDIES

1. The following MODULES OF STUDY ARE REQUIRED:

- PE1700 - Foundations of Physical Education: 3 cp.
- PE1701 - Foundations of Health Education: 3 cp.
- MU1710 - Music for Physical Education: 3 cp.

☆N.B. An individual Research Paper which relates in some depth to theoretical aspects of teaching Physical Education Activities. This module is to be completed during the two final semesters under the supervision of a faculty member recommended by the Head of the Department of Physical Education and approved by the Board of Studies in Secondary Education.

Approval of the topic of the project must be sought in writing from the Head of the Department of Physical Education prior to commencement of fifth semester of study.

2. Fifteen (15) credit points must be selected from Science and Physical Education.

- one of SC1740 - Biomechanics I: 3 cp.
- SC1741 - Biology for Physical Education: 3 cp.
- SC2740 - Biomechanics II: 3 cp.
- SC2741 - Anatomy and Physiology A: 3 cp.
- SC2742 - Anatomy and Physiology B: 3 cp.
- SC2743 - Biochemistry: 3 cp.
- SC3145 - Sports Medicine (Diploma): 3 cp.
- SC3148 - Physiology of Exercise (Diploma): 3 cp.
- PE2705 - Tests and Measurements in Physical Education: 3 cp.

3. Eighteen (18) credit points from Physical Education

- PE1702 - Community Recreation: 3 cp.
- PE2700 - Structures in Physical Education: 3 cp.
- PE2701 - Factors Influencing Health: 3 cp.
- PE2702 - Recreation Planning: 3 cp.

PE2705 - Tests and Measurements in Physical Education: 3 cp.

PE2706 - Introduction to Special Physical Education: 3 cp.

PE2707 - Coaching of Sports, Dance, Gymnastics I: 3 cp.

PE2708 - Coaching of Sports, Dance, Gymnastics II: 3 cp.

PE3100 - Administrative Practices in Physical Education, Health, Recreation (Diploma): 3 cp.

PE3101 - Mental and Community Health (Diploma): 3 cp.

PE3102 - Recreation Leadership (Diploma): 3 cp.

PE3103 - Motor Learning (Diploma): 3 cp.

PE3106 - Adapted Physical Education (Diploma): 3 cp.

### NOTE 3. SUBJECT CONTENT STUDIES

(b) General

Fifteen (15) credit points may be chosen from those modules generally available to all candidates e.g.

EN1312 - Language and Reading Across the Curriculum: 3 cp.

EN1314 - Effective Communication: 3 cp.

MU2710 - Music for Physical Education: 3 cp.

### NOTE 4. VOCATIONAL PREPARATION

(i) Special Theory

(a) General: 6 cp.

Principles and Practice of Teaching

One Module at 1st level TS1031: 2 cp.

One Module at 2nd level TS2031: 2 cp.

One Module at 3rd level TS3031: 2 cp.

### NOTE 5. VOCATIONAL PREPARATION

(b) Specific to Subject: 21 cp.

A minimum of twenty-one (21) credit points must be taken over the total study period in modules of study related to the theory and practice of teaching physical education activities. To be taken from:

PE1761 - Teaching Basic Motor Movement/Physical Fitness: 3 cp.

PE1762 - Teaching of Dance: 3 cp.

PE1763 - Teaching of Gymnastics: 3 cp.

PE1765 - Teaching of Games I

PE1766 - Teaching of Games II

PE1767 - Teaching of Games III

PE1768 - Teaching of Games IV

PE2761 - Teaching of Dance/Gymnastics II:

PE2762 - Teaching of Dance III

PE2763 - Teaching of Gymnastics III

PE2764 - Teaching of Athletics

PE2765 - Teaching of Aquatics

### NOTE 6. VOCATIONAL PREPARATION

1. Each academic year a period of four weeks must be spent on practice teaching in the school situation. In the first year the period of practice will be taken in the Infant and Primary school situation. In later years the period of practice will be taken in Secondary schools and includes both Summer and Winter Teaching experiences.

### FOUNDATION SEMESTER

Candidates for the award of the Diploma in Teaching in Secondary Education—Physical Education specialisation are required to enrol in a fixed first semester programme. It is hoped that candidates, by sampling in their first semester a variety of the modules available will be able to structure knowledgeably their course from the second semester of enrolment.

All candidates in their first semester of enrolment will be required to undertake:

ED1902 - Child Development (Adolescence)

PE1700 - Foundations of Physical Education

SC1740 - Biomechanics I

or

SC1741 - Biology for Physical Education

PE1761 - Teaching Basic Motor Movement/Physical Fitness

PE1762 - Teaching of Dance

TS1031 - Principles and Practices of Teaching.

### Course Modules

Descriptions of modules may be found on pages 83-145.

**DIPLOMA IN TEACHING IN SECONDARY EDUCATION — PHYSICAL EDUCATION  
SUGGESTED PLACEMENT OF REQUIRED COURSE COMPONENTS**

Course Components	Fixed First Semester	Semesters II-VI Optional Individual Programme Selection			Semester VI	Credit Point Requirements
		Semester II	Semester III	Semester IV		
Education	ED1902 Child Development	ED2906 Procedures in Curriculum	ED3301 The School and Society			15 credit points
Physical Education Theory	PE1700 Foundations of Physical Education	*PE1701 Foundation of Health Education			*PE3170 Research Methods in Physical Education, Health, Recreation	30 credit points
Science & Physical Education	*Either SC1740 Biomechanics I OR SC1741 Biology for Physical Education	MU1710 Music for Physical Education				15 credit points
General Elective	Modules may be chosen from any generally available					15 credit points
Principles & Practices of Teaching	TS1031 Principles & Practices of Teaching I	TS2031 Principles & Practices of Teaching II	TS3031 Principles & Practices of Teaching III			6 credit points
Theory & Practice of Physical Education	PE1761 Teaching Basic Motor Movement/Physical Fitness	PE1763 Teaching of Gymnastics				21 credit points
Practice Teaching	*PE1762 Teaching of Dance	Primary School Block Practice Teaching Experience 4 weeks	Secondary School Block Practice Teaching Experience 4 weeks	Secondary School Block Practice Teaching Experience 4 weeks		6 credit points
<b>*Compulsory modules</b>						<b>TOTAL—108 credit points</b>

## Diploma in Teaching in Technical and Further Education

In order to qualify for the award of Diploma in Teaching (Technical and Further Education) candidates must follow a part-time course of study for 2 to 9 years and gain a total of 108 credit points in components of the course which will contribute to their general and professional development as teachers. In general, candidates should possess recognised specialist technical qualifications as a basis for teaching in technical and further education. Candidates acquire their General Preparation through studies in Education and Subject Content Studies and their Professional Preparation through studies in the theory and practice of teaching and practical teaching experience.

### Core Programme

All candidates are required to undertake a core programme which is generally completed over two years of part-time study. The Core Programme is undertaken in the in-service or pre-service mode by candidates who are concurrently employed as full-time teachers or as pre-service teachers of fashion

	In-service	Pre-service
Education Professional Preparation	18	18
General Studies	6	6
Practical Experience	12	6
Special Method	6	8
<b>TOTAL CREDIT POINTS</b>	<b>60</b>	<b>56</b>

### Subject Content Studies

The remaining 48-52 credit points necessary to qualify for the award must be gained in Subject Content Studies which:

- (i) will be related to the candidate's field of teaching.
- (ii) will be
  - (a) formal studies to be undertaken in one or more approved institutions, OR
  - (b) individual study programmes which combine formal studies and formal project or thesis work.

Each Subject Content Studies programme must adhere to such guidelines as the Board of Studies and Course Committee in Further Education may prescribe for the relevant field of teaching and be submitted for the approval of the Board.

### Criteria for Determining Subject Content Studies Requirements.

1. Criteria to be used will include a preference for some sequential studies, undertaken at an approved institution over at least two years and a strand of studies consistent with the Core Programme. That is, the total programme of Subject Content Studies taken by each candidate shall be of a sufficiently advanced, relevant and substantial nature as to significantly complement and broaden the candidate's knowledge and skills within his/her field of specialisation to a level beyond that at which he/she is required to teach.
2. Subject Content Studies shall be undertaken at degree, diploma or certificate level and/or by means of special projects.
3. Completion of an appropriate study plan.
  - 3.1 In cases where an appropriate certificate, diploma or degree course is not available candidates may submit individual study plans. A study plan shall consist of a co-ordinated programme of studies made up of appropriate subjects from certificate, diploma, degree, post-trade and/or other approved courses.
  - 3.2 Each study plan shall be judged as being of sufficient continuity and depth to satisfy the requirements, in whole or part, of Subject Content Studies.
  - 3.3 In approved cases credit in Subject Content Studies

may be acquired by the completion of a major technical report or investigation. In general, a technical report shall be judged as the equivalent of only partial completion of Subject Content Studies.

- 3.4 Where the study plan approach is adopted, the programme of study shall generally include at least one course or area of study taken over a two year period.
- 3.5 In some cases where a technical report or investigation is approved, this shall represent the culmination of the total programme of study in the study plan. The project shall require candidates to carry out a major investigation or report, at a tertiary level, in their area(s) of specialisation.
4. A candidate may apply for credit in Subject Content Studies on the basis of previous studies. Applications must be supported by documentary evidence. Where credit is granted, The Board of Studies and Course Committee in Further Education shall determine further studies the candidate needs to complete in order to meet Subject Content Studies requirements.
5. The Board of Studies and Course Committee in Further Education will give due consideration to the comparability of courses at other institutions and the promotions requirements of the relevant employing authorities when determining Subject Content Studies requirements.

At the time of publication the above course was under review and content may change for 1984. Student should contact the Course Director for possible changes.



# Diploma in Teaching (TAFE)

## CORE PROGRAMME Internal Mode (In-Service and Pre-service)

### STAGE I

Semester Modules	Credit Points	Hrs. Per Week
ET2110 - Planning Skills	3	2
ET2250 - Teaching Skills I	3	2
ET2260 - Instructional Media I	3	2
ET2120 - Evaluation Skills	3	2
ET2130 - Students & Teachers in TAFE	3	2
ET2270 - Teaching Skills II	3	2
ET2280 - Instructional Media II	3	2
ET3300 - Alternative Teaching Strategies	3	2
- An elective module		Variable

### Full Year Modules

ET2000 - Special Method I*	4	2
ET2025 - Practical Experience *+	6	-

### STAGE II

#### Semester Modules

ET3140 - Processes of Learning	3	2
ET3160 - Issues in TAFE (B)	3	2
ET2170 - Curriculum Studies	3	2
- An elective module		Variable

### Full Year Modules

ET2150 - Issues in TAFE (A)	3	1
ET2050 - Special Method 2*	2	1
ET2026 - Practical Experience 2*+	6	-
<b>TOTAL CREDIT POINTS</b>	<b>60</b>	

\* Pre-service students enrol in the following special method and practical experience modules:

### STAGE I

#### Full Year Modules

ET1000 - Special Method I Pre-service
ET1020 - Practical Experience I Pre-service

### STAGE II

#### Full Year Modules

ET1050 - Special Method II Pre-service
ET1026 - Practical Experience II Pre-service

+ Students who have less than ten hours per week of face to face teaching enrol in alternative Practical Experience modules which attract fewer credit points.

# Diploma in Teaching (TAFE)

## CORE PROGRAMME (In-service) by Off Campus or External Mode.

### STAGE I

#### Semester Modules

Semester Modules	Credit Points
ET2621 - Skills for External Study	2
ET2622 - Communication Skills	2
ET2623 - Student Learning Objectives	2
ET2624 - Planning a Lesson	2
ET2625 - Lesson Presentation	2
ET2627 - An Introduction to Teaching	2
ET2628 - Teaching to Assimilate Learning	2
ET2630 - College Observations	2
ET2631 - Introduction to Teaching Strategies	2
ET2632 - Alternative Teaching Strategies	1
ET2633 - Instructional Media	1
ET2634 - Preparing Instructional Notes and Class Materials	1
ET2637 - The TAFE Environment	1
ET2638 - Processes of Learning	1
ET2639 - Personal Factors in Teaching	1
ET2640 - Class Management and Organization	1

### Full Year Modules

ET2609 - Special Method I	4
ET2610 - Practical Experience I+	6

### STAGE II

#### Semester Modules

Semester Modules	Credit Points
ET2626 - Developing a Curriculum	1
ET2629 - Explaining	2
ET2635 - Developing Programmed Learning Materials	1
ET2636 - Media Package Construction	1
ET2641 - Current Measures of Assessment	1
ET2642 - Developing and Using Assessment Measures	1
ET2643 - Preparing a Module for TAFE Teaching A	1
ET2644 - Preparing a Module for TAFE Teaching B	1
ET2645 - Local Issues in TAFE	1
ET2646 - National Issues in TAFE	1
ET2647 - Comparative TAFE Issues	1
ET2648 - Social Issues Related to TAFE	1
ET2649 - TAFE Extension Studies	4

### Full Year Modules

ET2619 - Special Method II	2
ET2620 - Practical Experience II+	6

+ Students who have less than 10 hours per week of face to face teaching enrol in alternative Practical Experience modules which attract fewer credit points.

# Diploma in Teacher Librarianship

The Diploma in Teacher Librarianship is a part-time (evening) course offered over four semesters. The course is available to experienced teachers with at least two years' training. The following subjects are required elements of this course but the order in which they are offered is subject to availability of staff and student acceptance.

Subject	Hours per week for one year
EN4601 - Cataloguing and Classification	2
EN4602 - Method, Organisation and Management for the School Library	2
EN4603 - Advanced Reference and Research	2
EN4604 - Resource Technology	2
EN4605 - Curriculum Development, Design and Research	2
EN4606 - Collection Building and Reading Guidance	2
ED3901 - Educational Administration	2
ED3902 - Sociology of Education	2

Observation and experience may be included in each year.

### Course Modules

Descriptions of course modules may be found on pages 83-145.

# Bachelor of Education (Art)

The course of study leading to the award of the degree of Bachelor of Education in Art is designed to provide general and vocational preparation for prospective art teachers. The aim of the course is to prepare for entry into the teaching service candidates who, with experience, should become skilled teaching practitioners with a sound understanding of educational principles and procedures, and who will possess expert knowledge in the specialist field of Art Education.

The overall plan for the course structure contains two major sections:

PART A: GENERAL PREPARATION in which candidates undertake:

- (i) Studies in the academic discipline of *Education*;
- (ii) *Educational Studies* in which aspects of educational theory and research are related to the subject content taught in schools;
- (iii) Specialist subject content studies in *Art*;
- (iv) *General Studies* outside the candidate's area of speciality.

PART B: VOCATIONAL PREPARATION in which candidates undertake:

- (i) Studies in the *Special Theory of teaching* in terms of:
  - (a) the *General* theory of teaching; and
  - (b) the theory of teaching *Specific to the Subject of Art* specialisation;
- (ii) *Practical Teaching Experience* which includes:
  - (a) simulation approaches to teaching, and;
  - (b) practice in the field.

In order to qualify for the award, candidates must undertake a full-time course of study over a minimum of eight semesters and gain a minimum of 144 credit points as outlined below including:

- (i) a minimum of 114 credit points in Part A *General Preparation*;
- (ii) a maximum of 30 credit points in Part B *Vocational Preparation*;
- (iii) a minimum of 18 credit points in *Education* which must include 3 credit points in each of the following three areas: Child Development, Curriculum, Sociology of Education, including at least 6 credit points gained at 3rd level.
- (iv) 30 credit points at 4th level of which at least 9 must be gained in *Educational Studies*, 12 in *Subject Content Studies* and 9 in a *Project*;
- (v) a minimum of 9 credit points in a recognised specialist area in *Art* at 3rd level;
- (vi) at least 12 credit points in *Art History*:
  - 3 at 1st level
  - 3 at 2nd level
  - 3 at 3rd level
  - 3 at 4th level

No candidate will be permitted to use more than 42 credit points at 1st level within Part A *General Preparation* toward the degree.

\*All candidates will be expected to undertake four weeks of continuous teaching practice at the end of Semester I, Semester III and Semester VII. Such teaching practice will be allocated a total of 6 credit points over the entire programme and will be classified as *Practice in the Field*.

**BACHELOR OF EDUCATION (ART) COURSE STRUCTURE**

**BACHELOR OF EDUCATION (ART) COURSE STRUCTURE**

	STAGE 1	STAGE 2	STAGE 3	STAGE 4
<b>PART A GENERAL PREPARATION</b>				
(i) EDUCATION	ED1902 Child Dev. (Adol) (3)	ED1801 Basic Issues (3)	ED2801 Teach/Learn Process (3)	ED2803 Issues & Patterns In Curriculum (3)
(ii) EDUCATIONAL STUDIES				
(iii) SUBJECT CONTENT				
(a) Special Studies	Two of: AT122 Painting AT132 Sculpture AT142 Printmaking AT152 Ceramics	* (6)	Continue two of: AT123 Painting AT133 Sculpture AT143 Printmaking AT153 Ceramics	* (6)
(i) Major Study			Continue one of: AT222 Painting AT232 Sculpture AT242 Printmaking AT252 Ceramics	(3)
(ii) Support Study	AT116 Drawing	(3)	AT117 Drawing	(3)
(iii) Applied Art Study			One of: AT216 Drawing AT113 Design AT172 Photography	(3)
(b) General Studies		One Module at any level in any department.	Any module from any department either semester.	(3)
(c) Theoretical	Full year module AT101 History of Art	(3)	Full year module AT201 History of Art	(2)

	STAGE 5	STAGE 6	STAGE 7	STAGE 8	CP	
(i) EDUCATION	ED3101 School and Society (3)	ED3303 Pers. Development Mental Health (3)	-	-	Required (18) 3 Child Dev/ 3 Curr/ 3 Soc & 6 @ 300	
(ii) EDUCATIONAL STUDIES			Select two: AE4085 Visual Education ED4819 Interp. Comm. Skills SE4009 Dev. Disabilities	(6)	Select one: AE483 Art Therapy AE486 Growth Development in Art Education	(3) Required (9) 9 @ 400
(iii) SUBJECT CONTENT			Continue one of: AT322 Painting AT332 Sculpture AT342 Printmaking AT352 Ceramics	(3)	Cont. simultaneously AT323 & AT324 Painting AT333 & AT334 Sculpture AT343 & AT344 Printmaking AT353 & AT354 Ceramics	** (3)
(a) Special Studies			Cont. simultaneously AT422 & AT423 Painting AT432 & AT433 Sculpture AT442 & AT443 Printmaking AT452 & AT453 Ceramics	(6)	Continue one of: AT424 Painting AT434 Sculpture AT444 Printmaking AT454 Ceramics	(3)
(i) Major Study			One of (at approp. level) - Drawing - Design - Photography	(3)	Any one (at approp. level) - Ceramics - Textiles - Printmaking - Fibre Arts	(3)
(ii) Support Study			One module at any level in any department.	(3)	One module at any level in any department.	(3)
(iii) Applied Art Study			AT301 History of Art	(2)	AT401 History of Art	(3)
(b) General Studies						Required (12) Opt. 3 cp Extra (G.S.)
(c) Theoretical						Required (12) Opt. 3 cp Extra (G.S.)

**PART B VOCATIONAL PREPARATION**

**THEORY**

(i) GENERAL THEORY & PRACTICE OF TEACHING

PS101 Principles & Prac. of Teaching (2)

PS201 Theory & Practice of Teaching Art (2)

(ii) SPECIFIC OF SUBJECT

One of:  
AE156 Concept Dev/ Tech. 2D Art (3)  
AE158 Print Tech/Proc. (2)

TOTAL (7) (4) or (5)  
AE153 Struct. Art. Exp. Prog. Dev. (2)  
Plus one of:  
AE156 Concept Dev. & Tech. 2D (3)  
AE158 Print Tech/Proc. (2)

One of:  
AE257 Concept Dev. & Tech. 3D (3)  
AE258 Teaching Method rel. to Photog. (2)

TOTAL (7) (4) or (5)  
AE259 Methods of Tech. Art History (2)  
Plus one of:  
AE257 Concept Dev. & Tech. 3D (3)  
AE258 Teach. Method rel. to Photog. (2)

	STAGE 5	STAGE 6	STAGE 7	STAGE 8	CP
(i) GENERAL THEORY & PRACTICE OF TEACHING					Required (6) 2 @ 100 2 @ 200 2 @ 300
(ii) SPECIFIC OF SUBJECT	One of: AE355 Utilizing Res. in Teaching Art (2) AE357 Concept Dev. & Tech. in 3D (3)	One of: AE358 Art Educators Prof. Prac. Resp. (2) AE359 Adv. Method Teach. Art History (3)			Required (18) 7 @ 100 7 @ 200 4 @ 300
(iii) PRACTICUM		ART PRACTICUM	PT408 PRACTICUM * Full Year	(2)	Required (6) 2 @ 100 2 @ 200 3 @ 300
(iv) PROJECT			AE400 Art Education Project - Full Year	(9)	Required (9) 9 @ 400
	18.5 + 2 + 20.5 = (41) cps		18.5 + 2 + 17.5 = (38) cps		
	* Students who began the BEd (Art) before 1980 selected only ONE major study at 100 level.		* Practicum: four weeks block practice in schools		
	Consequently, they only have to gain 27 cp's in this section, but must in some other way resolve 6 "floating credit points"		* Students who wish to take the "third" module in their major study at 300 level may take it as a "General Study"		

○ A project involving an investigation into an aspect of secondary school education through the arts. Students are expected to nominate a specific area of investigation. A topic and programme will be determined in consultation with lecturing staff under the head of the Department of Art Education and the head of the Department of Education and the project co-ordinators of each department.

# Bachelor of Education (English/History)

In this course both English and History are studied, either one of which is given a major emphasis and the other a minor emphasis. There are also studies in Education and in electives, plus a school experience programme based on Professional Studies and Practice Teaching.

After three years of successful full-time study the student is eligible to receive the Diploma in Teaching (Secondary Education). The remaining studies leading to the Bachelor of Education (Secondary Education) award are taken on completion of the equivalent of at least one year's teaching experience; these studies normally are taken over a one-year full-time or a two-year part-time programme, and allow a specialisation in either English or History.

Descriptions of the various modules available in 1983 appear elsewhere in this Calendar under the section **Module Descriptions**. The flow-chart which follows indicates the likely placement of modules over the full four years of the course. Credit point ratings follow each module.

## Semester I:

* EN1150 - Secondary English Teaching I	3 cp
* EN1155 - Understanding Poetry	3 cp
SS1240 - History Teaching Method I	3 cp
SS1440 - The Ancient Near-East and Early Greece	3 cp
ED1909 - Orientation to Teaching	3 cp
TS1005 - Expository Teaching (E/H)	2 cp
MA1021 - Computer-Statistics Literacy	3 cp

## Semester II

* EN1156 - Literature for Adolescents	3 cp
SS1450 - Britain 1815-1914	3 cp
ID1100 - Problems in Teaching Literacy and Numeracy	3 cp
ED2901 - Adolescent Development	3 cp
SE2006 - Classroom Management for Slow Learners in the Secondary Classroom	3 cp
TS1006 - Pupil-Centred Teaching (E/H)	3 cp
BP1005 - Practice Teaching	6 cp

## Semester III

* EN2150 - Secondary English Teaching II	3 cp
* EN2158 - Drama I	3 cp
SS2240 - History Teaching Method II	3 cp
SS2450 - East Asia: A Historical Study of the Cultural Background	3 cp
ED2902 - Teaching and Learning in the Mainstream Class I	3 cp
TS2005 - Design and Production of Instructional Resources (E/H)	3 cp

## Semester IV

* EN2155 - Shakespeare	3 cp
* One of	
EN3158 - Drama II	3 cp
OR	
EN3159 - Popular Fiction	3 cp
SS2460 - China: An Emerging Third Super-Power	
SS2470 - Greece, Rome and Early Medieval Europe	3 cp
ED2903 - Teaching and Learning in the Mainstream Class II	3 cp
TS2006 - Teaching Strategies (E/H)	3 cp
BP2005 - Practice Teaching	6 cp

## Semester V

* EN3150 - Secondary English Teaching III	3 cp
* EN3155 - Understanding Language	3 cp
SS3240 - History Teaching Method III	3 cp
EN3160 - Mass Media and Popular Culture	3 cp
OR	

SS3470 - Renaissance and Reformation	3 cp
SS3450 - Australia from Foundation to World War I: A Practical Study (Part I)	3 cp
Elective Module	3 cp
TS3006 - Classroom Management and Discipline (E/H)	3 cp

## Semester VI

* EN3157 - Issues in 19th and Early 20th Century Australian Literature	3 cp
EN3156 - Film Appreciation	3 cp
OR	
SS3460 - U.S.A. 1787-1917	3 cp
SS3450 - Australia from Foundation to World War I: A Practical Study (Part II)	3 cp
ED3301 - School and Society	3 cp
TS3005 - Approaches to Unit Planning (E/H) Elective	3 cp
BP3005 - Practice Teaching	6 cp

## ONE YEAR'S TEACHING EXPERIENCE

### Semester VII

* EN4155 - Literature for the Senior School	8 cp
SS4421 - Europe and the Middle East Since 1945	8 cp
Education module (1) — selected (depending on offerings) from:	
ED4802 - Situation Based Curriculum	3 cp
ED4804 - Current Issues in Education	3 cp
ED4806 - Leadership	3 cp
ED4803 - Educational Inquiry	3 cp
ED4826 - Educational Inquiry	3 cp
ED4807 - Comparative Education	3 cp
General Study module (1) — selected from available offerings	3 cp

### Semester VIII

Studies (16 cp) in either English or History as the major — chosen from:	
EN4159 - Research in English Education	8 cp
EN4156 - Contemporary Australian Literature	4 cp
EN4157 - Language	4 cp
EN4158 - Drama	4 cp
EN4160 - Contemporary World Literature	4 cp
SS4240 - History Teaching Method IV — (Compulsory for History major plus one other History module from those listed below)	8 cp
SS4400 - Asia Since World War II	8 cp
SS4450 - The Impact of Technology	8 cp
SS4460 - Ideas in the Ancient and Medieval World	8 cp
SS4470 - Australia Since World War I	8 cp
Education modules (2) — selected (depending on offerings) from the above list.	

\* Asterisks indicate modules that provide the compulsory core for major or minor English sequences.

## Course Modules

Description of modules may be found on pages 83-145.

# Bachelor of Education (Home Economics)

The award of Bachelor of Education (Home Economics) requires a minimum of 175 credit points comprising of:

## PART A: GENERAL THEORETICAL PREPARATION

- (i) Education - 15 cp to include 6 cp at 3rd level
- (ii) Educational Studies - 9 cp at 4th level
- (iii) Research Methods - 3 cp
- (iv) Project - 6 cp
- (v) Subject Content Studies - 94 cp
  - (a) Special Subject Content (Home Economics) - 76 cp
    - 1st LEVEL (24 cp)
      - HT1130 - Science of Foods and Nutrition
      - HT1230 - Food and Fibre Science
      - HT1330 - Foods
      - HT1430 - Contemporary Australian Family
      - HT1530 - Consumer Behaviour
      - HT1630 - Consumer Textiles
      - HT1730 - Basic Design
      - HT1830 - Fashion Design - Clothing Construction
    - 2nd LEVEL (18 cp)
      - Six modules (Nutrition and Food Science compulsory and at least two modules from the areas of Family and Textiles)
        - HT2130 - Nutrition
        - HT2230 - Food Science
        - HT2430 - Family in History
        - HT2530 - Homes and Housing
        - HT2531 - Family Decision Making and Management
        - HT2630 - Textile Technology
        - HT2730 - Yarns
        - HT2830 - Fashion Design
    - 3rd LEVEL (12 cp)
      - Four modules (at least one module to be selected from each of the areas Foods, Family and Textiles)
        - HT3130 - Nutrition
        - HT3230 - Food Science
        - HT3333 - Australian Foods: A Historical and Cultural Perspective.
        - HT3430 - The Family and Social Institutions
        - HT3530 - The Family as a Consumer
        - HT3630 - Textile Science
        - HT3730 - Weaving and Dyeing
        - HT3830 - Fashion Design - Tailoring

4th LEVEL (16 cp)  
Four modules to be selected from:

- HT4140 - Nutrition
  - HT4240 - Food Science
  - HT4440 - Current Issues and the Family
  - HT4540 - Consumer Education
  - HT4640 - Textile Performance
  - HT4740 - Design Research
- 6 cp from modules at 2nd - 3rd level  
Special Subject Content (Home Economics)  
(b) General Subject Content - 18 cp  
To include:

- MS3215 - Designing and Implementing Curricula in a Multicultural School (3 cp)  
AND

One module from:

- SS3960 - The Aboriginal Family - Past and Present  
OR
- SS2571 - Economics for Home Economics Students  
OR
- SS2830 - Contemporary Australian Society B  
AND

3 cp from Special Subject Content or Special Education  
AND

3 cp from English, the remaining 6 cps may be elected at any level from modules offered in:  
Education

Educational Studies  
Special Subject Content (Home Economics)  
General Electives

## PART B: PROFESSIONAL PREPARATION (48 cp)

- (i) Special Theory - 24 cp
  - (a) General Theory of Teaching - 18 cp
    - TS1111 - Expository Teaching: Home Economics
    - TS1112 - Interactive Teaching: Home Economics
    - TS2113 - Creative Teaching Resources: Home Economics
    - TS2114 - Classroom Management and Discipline: Home Economics
    - TS3111 - Curriculum Design and Implementation: Home Economics
  - (b) Specific Home Science/Textiles - 6 cp
    - HT2931 - Textiles and Design Teaching Methodology
    - HT2930 - Home Science Teaching Methodology
    - HT3933 - Methodology Home Economics
- (ii) Practical Teaching Experience - 24 cp  
(6 cp at each level 1st - 4th)

## YEAR 1 (42 credit points total)

- (i) Education (3 credit points)  
Orientation to Teaching
- (ii) Home Economics Content (24 credit points)
  - HT1130 Science of Foods and Nutrition
  - HT1230 Food and Fibre Science
  - HT1330 Foods
  - HT1430 Contemporary Australian Family
  - HT1530 Consumer Behaviour
  - HT1630 Consumer Textiles
  - HT1730 Basic Design
  - HT1830 Fashion Design - clothing construction
- (iii) Professional Studies (9 credit points)
  - TS1111 Expository Teaching: Home Economics
  - TS1112 Interactive Teaching: Home Economics
- (iv) Practical Teaching Experience (6 credit points)

## YEAR 2 (45 credit points total)

- (i) Education (6 credit points)
  - ED2905 Teaching and Learning in Secondary Schools
  - ED2901 Adolescent Development
- (ii) Home Economics Content (18 credit points)
  - Six modules (2 each from Foods, Family and Textiles)
    - HT2130 Nutrition
    - HT2230 Food Science
    - HT2430 Family in History
    - HT2530 Homes and Housing
    - HT2531 Family Decision Making and Management
    - HT2630 Textile Technology
    - HT2730 Yarns
    - HT2830 Fashion Design
- (iii) Elective (3 credit points)  
English elective
- (iv) Professional Studies (6 credit points)
  - HT2931 Textiles and Design Teaching Methodology
  - HT2930 Home Science Teaching Methodology
  - TS2113 Creating Teaching Resources: Home Economics
  - TS2114 Classroom Management and Discipline: Home Economics
- (v) Practical Teaching Experience (6 credit points)

## YEAR 3 (42 credit points total)

- (i) Education (6 credit points)  
Prescribed:
  - ED3301 School & Society (3)
  - and one of:
    - ED3302 Measurement & Evaluation in the School (3)

- ED3303 Personality Development & Mental Health (3)
- (ii) *Research Studies* (3 credit points)  
HT4930 *Research Methods* (3)
- (iii) *Home Science/Textiles Content Studies* (12 credit points)  
(All modules 3 cp each. All modules B.Ed. modules)  
Four to be selected from:  
HT3130 Nutrition  
HT3230 Food Science  
HT3333 Australian Foods: An Historical and Cultural Perspective  
HT3430 The Family and Social Institutions  
HT3530 The Family as a Consumer  
HT3630 Textile Science  
HT3730 Weaving & Dyeing  
HT3830 Fashion Design-Tailoring
- (iv) *Social Science* (6 credit points)  
Preferred:  
MS3215 Designing & Implementing Curricula in a Multicultural Society  
and one of:  
SS2571 Economics for Home Economics Students  
SS3960 The Aboriginal Family - Past & Present  
SS2830 Contemporary Australian Society (B)
- (v) *Elective* (3 credit points)  
One elective free of content area prescription.
- (vi) *Professional Studies* (3 credit points)  
TS3111 Principles & Practices of Teaching (3)
- (vii) *Practical Teaching Experience* (6 credit points)  
BP3011

**YEAR 4  
(1983 and 1984 only)  
(42 credit points total)**

- (i) *Educational Studies* (9 credit points)  
Prescribed:  
ED4802 Situation Based Curriculum Development (3)  
and two of:  
ED4804 Current Issues in Education (3)  
ED4812 Curriculum & Groups with Special Needs (3)  
ED4815 Assessment Procedures in the Secondary School (3)  
ED4822 Aims & Values of Australian Education (3)  
TS4112 Analysis of Personal Teaching Style (3)
- (ii) *Project* (6 credit points)  
HT4960 Project (6)  
(excluding coursework)
- (iii) *Home Science/Textiles Content* (18 credit points)  
All modules 3 cp each  
(a) Four (min.) to be selected from:  
HT4140 Nutrition (HT3130:p)  
HT4240 Food Science (HT3230:p)  
HT4440 Current Issues in the Family (HT3430:p)  
HT4540 Consumer Education (HT3430:p or HT3530:p)  
HT4640 Textile Performance (HT3630:p)  
HT4740 Design Research (HT3738:p or HT3830:p)  
(b) Two (max.) to be selected from 2nd or 3rd level modules not previously studied  
*2nd level*  
HT2130 Nutrition  
HT2230 Food Science  
HT2430 Family in History  
HT2530 Homes & Housing  
HT2531 Family Decision Making and Management  
HT2630 Textile Technology  
HT2730 Yarns  
HT2830 Fashion Design  
*3rd level*  
HT3130 Nutrition  
HT3230 Food Science  
HT3333 Australian Foods: A Historical and Cultural Perspective  
HT3430 The Family and Social Institutions  
HT3530 The Family as A Consumer  
HT3630 Textile Science  
HT3730 Weaving & Dyeing  
HT3830 Fashion Design

- (iv) *Elective* (3 credit points)  
One elective module free of content area prescription.
- (v) *Practical Teaching Experience* (6 credit points)  
BP4011

Descriptions of modules may be found on pages 83-145.

**TYPICAL FLOW THROUGH THE MODULAR STRUCTURE FOR THE  
DIPLOMA IN TEACHING (SECONDARY) HOME ECONOMICS  
and the  
BACHELOR OF EDUCATION (HOME ECONOMICS)**

	SEMESTER 1	SEMESTER 2	SEMESTER 3	SEMESTER 4	SEMESTER 5	SEMESTER 6	SEMESTER 7	SEMESTER 8	UG1 BACHELOR OF EDUCATION 175 cp
Professional Studies	Expository Teaching Orientation to Teaching 18 cp	Pupil Centred Strategies Instructional Media 18 cp	Teaching Strategies Home Science Teaching Method Textiles Teaching Method Teaching and Learning in Secondary Schools 21 cp	Classroom Management Adolescent Development English Elective (I) 18 cp	Curriculum Construction and Professional Management School/Society Multicultural Module Elective (II) 18 cp	Research Methods Personal/Mental Health OR Measurement and Evaluation in the School SS Elective III Elective (IV) 18 cp	Situation Based Curriculum Development Elective (V) 20 cp	Education 4000 Education 4000 20 cp	
General Studies	Science of Foods and Nutrition Foods Consumer Behaviour Basic Design	Food and Fibre Science Family and Culture Consumer Textiles Fashion Design	6 of Nutrition Food Science Family Decision Making and Management Homes and Housing Textile Technology Yarns Fashion Design		4 of Nutrition Food Science Australian Foods: An Historical and Cultural Perspective The Farm. & Social Institut. Family as a Consumer Textile Science Weaving and Dyeing Fashion Design - Tailoring		4 of Nutrition (4) Food Science (4) Current Issues & Fam. (4) Consumer Education (4) Textile Performance (4) Design Research (4) Research Project (6) 2 modules from 2000-3000 level subject content modules		UG2 DIPLOMA OF TEACHING 129 cp
	Teaching Experience I (6)	Teaching Experience I (6)	Teaching Experience II (6)	Teaching Experience III (6)	Teaching Experience IV (6)				

# Bachelor of Education (Industrial Arts)

To qualify for the award of Bachelor of Education (Industrial Arts) candidates require a minimum of 175 credit points distributed as follows:

## PART A: GENERAL PREPARATION (124 credit points)

- (i) Education - at least 15 credit points which must include 3 credit points in each of the following areas: Orientation to Teaching, Adolescent Development, Teaching and Learning in Secondary Schools, School and Society Students must also gain 6 credit points at 3rd level.
- (ii) Educational Studies - 9 credit points at 4th level
- (iii) Project - 6 credit points IA4566 Project in Industrial Arts Education
- (iv) Subject Content Studies - 94 credit points
  - (a) Special Subject Content (Industrial Arts) - 76 credit points
    - 1st LEVEL: (21 credit points)
    - IA1103 - Descriptive Geometry
    - IA1123 - Functional Design in Technology
    - IA1203 - Woodworking Practices
    - IA1213 - Timber Fabrication
    - IA1303 - Metalworking Practices
    - IA1313 - Metal Forming
    - IA1403 - Materials of Industry
    - 2nd LEVEL (15 credit points)
    - IA2103 - Engineering Drawing Design
    - IA2203 - Cabinetmaking
    - IA2303 - Applied Metals
    - IA2403 - Materials: Properties and Structure
    - IA2433 - Engineering Mechanics
    - 3rd LEVEL: (12 credit points)
    - Minimum of 12 credit points from IA3033, 3043, 3103, 3133, 3203, 3213, 3303, 3313, 3333, 3403, 3433, 3443
    - 4th LEVEL (19 credit points)
    - IA4533 Project Development in Industrial Arts
    - Minimum of 8 credit points from, IA4014, 4108, 4208, 4214, 4224, 4308, 4314, 4324 and a minimum of 8 credit points selected from IA4408, 4414, 4424, 4438, 4444, 4454
    - 3rd - 4th LEVEL: (Min 6 credit points)
    - Minimum of 6 credit points from IA3033, 3043, 3103, 3133, 3203, 3213, 3303, 3313, 3333, 3403, 3433, 3443, 4014, 4108, 4208, 4214, 4224, 4308, 4314, 4324, 4408, 4414, 4424, 4438, 4444, 4454
    - 2nd - 3rd LEVEL: (3 credit points)
    - Minimum of 3 credit points selected from IA2053, 2063, 2073, 2123, 2223, 2243, 2313, 2323, 2333, 3033, 3043, 3103, 3133, 3203, 3213, 3303, 3313, 3333, 3403, 3433, 3443
  - (b) General Subject Content - 18 credit points
    - To include at least:
    - 3 credit points in English
    - 3 credit points in Social Science
    - 6 credit points in Mathematics and/or Science
    - The remainder being elected from any module offering in the College.

## PART B: VOCATIONAL PREPARATION (51 credit points)

- (i) Special Theory - 27 credit points
  - (a) General Theory of Teaching (12 credit points)
    - TS1015 - Theory and Practice of Teaching
    - TS2015 - Theory and Practice of Teaching
    - TS3015 - Theory and Practice of Teaching
    - TS4015 - Theory and Practice of Teaching
  - (b) Theory Specific to Subject (15 credit points)
    - IA1503 - Introduction to Industrial Arts Education

- IA1513 - Teaching Technical Drawing
- IA2503 - Teaching Technics
- IA2513 - Teaching Junior School Industrial Arts Design
- IA3513 - Teaching Senior School Industrial Arts

- (ii) Practical Teaching Experience - 24 credit points
  - Four weeks block practice (6 credit points) in each of years 1, 2 and 3.
  - Four weeks (or equivalent) experience in an atypical situation with a report from students in year 4\* (6 credit points)
  - \*Practising teachers are required to substitute 3 credit points in General Subject Content, in lieu of the year 4 practical experience.

## OPTIONAL COURSE VARIATION DIPLOMA IN TEACHING (SECONDARY EDUCATION) - INDUSTRIAL ARTS SPECIALISATION

Candidates at the end of the year 2 of the Bachelor of Education (Industrial Arts), may elect to terminate their course at the end of year 3 with the award of a Diploma in Teaching (Secondary) - Industrial Arts. An alternate third year programme is provided to accommodate this option

### Course Modules

Candidates should refer to pages 83-145 for descriptions of the Industrial Arts modules available at the 1st-4th levels. A schedule of modules may be found on page 40. The descriptions of course modules offered by departments other than Industrial Arts will be listed under the appropriate department.

## TYPICAL FLOW THROUGH THE MODULAR STRUCTURE FOR THE DIPLOMA IN TEACHING (SECONDARY) - INDUSTRIAL ARTS, and the BACHELOR OF EDUCATION (INDUSTRIAL ARTS)

SEMESTER 1		SEMESTER 2		SEMESTER 3		SEMESTER 4		SEMESTER 5		SEMESTER 6		SEMESTER 7		SEMESTER 8	
Orient. to Teach. Description Geometry Functional Design in Tech. Wood Practices Timber Fab. Materials of Industry Metal Practices Metal Form. ELECTIVE I		Adolesc. Devel. Geometry Design in Tech. Wood Practices Timber Fab. Metal Practices Metal Form. ELECTIVE I		Teach. & Learning Materials: Properties & Structure Engineering Mechanics Applied Metals Cabinetmaking Eng. Design Drawing ELECTIVE II		Ed/2000/3000/		School & Soc. IA/2000-3000/ IA/3000/ ELECTIVE III		Ed. Stud./4000/ Project Develop. IA/3000/ ELECTIVE IV		Ed. Stud./4000/ PROJECT (6 cp) IA/4000/(4) IA/4000/(4) IA/3000-4000/ ELECTIVE V		Ed. Stud./4000/ IA/4000/(4) IA/4000/(4) IA/3000-4000/ ELECTIVE VI	
T & P of Teaching I Intro. Ind. Arts Education 18 cp 22 hrs		T & P of Teaching II Teaching Tech. Drawing Teaching Technics Teaching Junior School Ind. Arts (Design) 18 cp 22 hrs		T & P of Teaching III Teaching Senr. School Ind. Arts 18 cp 21-22 hrs		T & P of Teaching IV Teaching III 18 cp 21-22 hrs		Teaching Senr. School Ind. Arts 18 cp 21-22 hrs		T & P of Teaching III (6)		T & P of Teaching IV 21½ cp 22-23 hrs		T & P of Teaching IV (6) 212 cp 22-23 hrs	
Teaching Experience I (6)		Teaching Experience II (6)		Teaching Experience III (6)		Teaching Experience III (6)		Teaching Experience III (6)		Teaching Experience III (6)		Teaching Experience IV (6)		Teaching Experience IV (6)	
General Theoretical		Professional Preparation		Professional Preparation		Professional Preparation		Professional Preparation		Professional Preparation		Professional Preparation		Professional Preparation	
UG1-BACHELOR OF EDUCATION 175 cp		UG2-DIPLOMA OF TEACHING 130 cp		UG2-DIPLOMA OF TEACHING 130 cp		UG2-DIPLOMA OF TEACHING 130 cp		UG2-DIPLOMA OF TEACHING 130 cp		UG2-DIPLOMA OF TEACHING 130 cp		UG2-DIPLOMA OF TEACHING 130 cp		UG2-DIPLOMA OF TEACHING 130 cp	

Notes:  
IA / represents Industrial Arts electives at the levels indicated.  
All modules attract 3 credit points unless otherwise indicated, ( ).

**MODULES APPROPRIATE TO THE BACHELOR OF EDUCATION (INDUSTRIAL ARTS) COURSE**

**Code Module Name**

**MODULES IN EDUCATION**

- ED1909 - Orientation to Teaching
- ED2901 - Adolescent Development
- ED2905 - Teaching and Learning in Secondary Schools
- ED3304 - Technology of Education
- ED3302 - Measurement and Evaluation in the School
- ED3301 - School and Society
- MS2300 - Planning for Multicultural Curriculum in Secondary Schools
- MS3215 - Designing and Implementing Curriculum in the Multicultural School
- SE2006 - Classroom Management For Slow Learners in the Secondary Classroom

**MODULES IN EDUCATIONAL STUDIES**

- (a) Educational Studies offered by the Department of Education
  - ED4804 - Current Issues in Education
  - ED4806 - Leadership
- (b) Educational Studies offered jointly by the Department of Education and the Department of Industrial Arts
  - ED4802 - Situation Based Curriculum Development
  - ED4807 - Comparative Education
  - ED4812 - The Curriculum and Groups with Special Needs
  - ED4822 - Aims and Values of Australian Education
- (c) Elective Educational Studies offered by the Department of Industrial Arts
  - IA3523 - Curriculum Development in Industrial Arts Education
  - IA3533 - Innovation in Industrial Arts Education
  - IA3543 - History of Industrial Arts Education

**MODULES IN PROFESSIONAL PREPARATION**

- General Theory of Teaching
  - TS1015 - Theory and Practice of Teaching I
  - TS2015 - Theory and Practice of Teaching II
  - TS3015 - Theory and Practice of Teaching III
  - TS4015 - Theory and Practice of Teaching IV
- The following module is only appropriate to the Diploma option
  - TS3016 - Theory and Practice of Teaching IIIB

**Theory Specific to Subject**

- IA1503 - Introduction to Industrial Arts Education
- IA1513 - Teaching Technical Drawing
- IA2503 - Teaching Technics
- IA2513 - Teaching Junior School Industrial Arts (Design)
- IA3503 - Industrial Arts Education
- IA3513 - Teaching Senior School Industrial Arts
- IA4533 - Project Development in Industrial Arts
- IA4566 - Project in Industrial Arts Education

**Practical Teaching Experience**

- BP1015 - Teaching Experience I
- BP2015 - Teaching Experience II
- BP3015 - Teaching Experience III
- BP4015 - Teaching Experience IV

**MODULES IN SPECIAL SUBJECT CONTENT**

- (a) Compulsory
  - IA1103 - Descriptive Geometry
  - IA1123 - Functional Design in Technology
  - IA1203 - Woodworking Practices
  - IA1213 - Timber Fabrication
  - IA1303 - Metalworking Practices
  - IA1313 - Metal Forming
  - IA1403 - Materials of Industry
  - IA2103 - Engineering Design Drawing
  - IA2203 - Cabinetmaking
  - IA2303 - Applied Metals
  - IA2403 - Materials: Properties and Structures
  - IA2433 - Engineering Mechanics
- (b) Elective

- IA2053 - Plastics Technology
- IA2063 - Graphic Communication
- IA2073 - Leathercraft
- IA2123 - Applied Design in Technology
- IA2223 - Space Frames Design and Construction
- IA2243 - Power Tool Woodworking
- IA2313 - Art Metalwork
- IA2323 - Power Technology
- IA3033 - Development of Technology
- IA3043 - Integrated Workshop Practice
- IA3103 - Engineering Design
- IA3133 - Advanced Graphical Representation
- IA3203 - Woodturning and Boat Building
- IA3213 - Advanced Furniture Design and Construction
- IA3303 - Advanced Metal Processing
- IA3313 - Metal Project
- IA3403 - Materials: Processes and Application
- IA3433 - Applied Mechanics
- IA3443 - Experimental Analysis in Mechanics
- IA4014 - Craft Research and Development
- IA4108 - Drawing and Design IV
- IA4208 - Forest and Wood Technology IV
- IA4214 - Properties and Uses of Wood
- IA4224 - Commercial Forestry
- IA4308 - Industrial Design IV
- IA4314 - Industrial Design A
- IA4324 - Industrial Design B
- IA4408 - Materials Science IV
- IA4414 - Materials Modification
- IA4424 - Materials in Service
- IA4438 - Mechanics IV
- IA4444 - Experimental Mechanics
- IA4454 - Advanced Mechanics

**MODULES IN GENERAL SUBJECT CONTENT**

- English:
  - EN2312 - Language and Reading: Integrated Studies
- Social Sciences:
  - SS1410 - The Immigrant in Australia
  - SS1540 - Consumer Studies I
  - SS1640 - The Skills of the Geographer
  - SS2820 - Contemporary Australian Society A
- Mathematics/Science
  - MA1021 - Computer and Statistical Literacy
  - MA1025 - Mathematics IA - Part A
  - MA1026 - Mathematics IA - Part B
  - SC1370 - Direct Current Electricity
  - SC1470 - Basic Concepts of Chemistry
  - SC2370 - Alternating Current Devices
  - SC2380 - Electronic Construction Techniques
  - SC2141 - Chemical Bonding

**Course Modules**

Descriptions of modules may be found on pages 83-145.

# Bachelor of Education (Secondary) Mathematics

The course leading to the award of a Bachelor of Education (Mathematics) is a specialisation in Mathematics of a more general degree of Education.

**General Course Structure**

Within the College, courses are structured using a credit point-modular system which allows for flexible designing of individual student programmes while assisting in the maintenance of parity between courses with respect to work loads, time commitments and levels. A credit point is a measure of the minimum amount of work required for a module. The normal hour equivalent for each credit point is one contact hour per week plus one and two-thirds study hours per week per semester.

A module is a unit of study taken by a student usually for one semester as part of the requirements of the College award.

This structure provides for the following approximate balance:

Education and Educational Studies	20%
Practical teaching, method and P.P.T.	25 - 30%
Subject content	40 - 45%
Awareness of school needs outside subject specialities	10%

In detail the course structure is as follows:

Subjects	CREDIT POINTS		TOTALS
	Years 1-3	Year 4	
Education and Educational Studies	18	9 to 12	27 to 30
Major Academic Study	24	32	56
Minor Academic Study	24	-	24
Methodology and Content Associated with Academic Studies	18	-	18
Problems in Teaching Literacy and Numeracy	3	-	3
Computer and Statistical Literacy	3	-	3
Electives	6	3	9
P.P.T.	14 to 17	-	14 to 17
Practice Teaching	18	-	18
			175

**Mathematics Specialisation**

Students majoring in mathematics will undertake studies in mathematics designed to contribute to their general profile as well as specifically providing:

- an appreciation of the various branches of pure mathematics and an understanding of their interdependence and co-development
- an awareness of the nature and scope of applied mathematics with a clear understanding of the applied values of those aspects of mathematics contained in school syllabuses
- a sensitivity to the development of mathematical thought and methods
- a mastery of mathematics to support leadership in programming mathematical studies and decision making in curriculum design and syllabus construction
- a divergent approach to problem solving extending beyond the use of standard techniques and models.

Students may elect to study mathematics as a single or a double teaching subject. In the former case mathematics may be coupled with any other teaching subject to complete the degree requirements, e.g. Mathematics/Science.

**Mathematics as a Single Teaching Subject**

Students selecting mathematics as a single teaching subject are prepared primarily to teach the junior secondary syllabuses. Apart from the general degree requirements such students are required to satisfactorily complete the mathematics modules MA1025, MA1026, MA2025, MA3025 and MA3026; together with the mathematics education modules MA1075, MA2075 and MA2076. Individual arrangements will be made to suit the professional studies commitment pertinent to each of the selected teaching subjects.

Students who wish to major in mathematics will be required to satisfactorily complete the following 4th level modules: MA4025, MA4026, MA4027 and MA4028.

Students who wish to graduate with mathematics as a minor study have no commitment beyond the 3rd level.

### Mathematics as a Double Teaching Subject

Students electing mathematics as a double teaching subject are prepared to teach all mathematics syllabuses as well as to teach mathematics in particular circumstances.

Apart from the general degree studies such students will be required to satisfactorily complete the mathematics modules MA1025, MA1026, MA1027, MA2025, MA2026, MA2027, MA3025, MA3026 and MA3027 together with the mathematics education modules MA1075, MA2075, MA2076, MA3075, MA3076 and MA3077.

To graduate such students will be required to complete the 4th level modules MA4025, MA4026, MA4027 and MA4028, together with the general 4th level degree requirements.

The Mathematics as a double teaching subject programme is under review and it is anticipated that a computer strand will be approved for introduction in Semester 1, 1984 as an alternative to some of the Mathematics Minor Studies.

### Course Modules

Descriptions may be found on pages 83-145.

## Bachelor of Education (Modern Languages)

This course not only offers a student training to help him/her become a competent teacher of both French and German but allows an opportunity to choose one of these subjects as an area of special interest. Students will study some modules which give an adequate background knowledge of the content of both subjects. In French, the choice for the first three years includes modules such as Language and Civilisation (I, II, IIA, IIB, IIC) Film and Song, Reading and Literature, Twentieth Century Novel and Drama.

In the final year (Year IV), more advanced modules include Civilisation: Advanced Studies, Language: Advanced Studies, Seventeenth Cent. Drama, Eighteenth Cent. Literature, Nineteenth Cent. Poetry, Applied Linguistics and Audio Visual Language Learning, Research Project.

In German, the modules available in the first three years include: German Life and Culture (I, II, III), German Life and Language, Modern Song, Film and Drama, Introduction to German Literature, Twentieth Cent. German Lit. In the final year (Year IV) German modules include Nineteenth Century Novelle, Life and Language II, German Poetry, German Drama.

Other modules will introduce students to the teaching methods of the subjects. To put theory into practice you will be involved in a school experienced programme as well as having a period of block practice in each of the first three years. In these areas students will become aware of new teaching techniques and curriculum developments and will also gain practice in using audio-visual.

After three years successful full-time study students will be awarded the Diploma in Teaching (Secondary Education). (Each year of studies is divided into two semesters in which either 6 or 7 modules are taken.)

The remaining modules needed to qualify for the award of the Bachelor of Education are studied after students have had the equivalent of one year's teaching experience. Students may study these modules over a one year full-time programme or a two year part-time programme.

Students will be able to choose either a French or a German major orientation to their degree. In the first three years nine modules are taken in the chosen major and seven in the minor. This major orientation continues in Year IV where six modules are taken in the major and two in the minor.

## Bachelor of Music Education

The course of study leading to the award of degree of Bachelor of Music Education is designed to provide general and vocational preparation for prospective music teachers. The aim of the course is to prepare for entry into the teaching service candidates who, with experience, should become skilled teaching practitioners with a sound understanding of educational principles and procedures, and who will possess expert knowledge in the specialist field of Music Education.

The course is jointly presented by NCAE and Newcastle Branch of the State Conservatorium.

To qualify for the award of a Bachelor of Music Education students are required to gain 145 credit points in accordance with the distribution pattern following:-

### PART A: GENERAL THEORETICAL PREPARATION (112 cp)

- (i) Education (18 cp including 6 at 3000 level)
- (ii) Educational Studies (9 cp at 4000 level)
- (iii) Project (6 cp at 4000 level)
- Education Inquiry (3 cp at 4000 level)
- (iv) Subject Content Studies (Conservatorium - 67 cp)
- (v) Elective Studies (College or Conservatorium - 9 cp)

### PART B: PROFESSIONAL PREPARATION (33 cp)

- (i) Special Theory - General (9 cp)
- (ii) Theory Specific to Subject (18 cp)
- (iii) Practical Experience (6 cp)

### Course Content

#### PART A: GENERAL THEORETICAL PREPARATION

- |  | Credit Points   |
|--|-----------------|
| (i) Education (18 cp including 6 at 3000 level)  |                 |
| 1000 level - 6 cp  |                 |
| ED1902 Child Development (Adolescence)   | 3 cp Compulsory |
| ED1801 Basic Issues in Education   | 3 cp            |
| 2000 level - 6 cp  |                 |
| ED2906 Procedures in Curriculum Development  | 3 cp Compulsory |
| ED2801 The Teaching/Learning Process   | 3 cp            |
| OR   |                 |
| ED2802 Classroom Processes   | 3 cp            |
| 3000 level - 6 credit points selected from:  |                 |
| ED3301 The School and Society  | 3 cp Compulsory |
| ED3802 Innovations in Secondary Education  | 3 cp            |
| OR   |                 |
| ED3303 Personality Development and Mental Health   | 3 cp            |
| (ii) Educational Studies   |                 |
| 9 cp at 4000 level selected from:  |                 |
| ED4816 Curriculum Development and Research   | 9 cp            |
| ED4807 Comparative Education   |                 |
| ED4819 Interpersonal Relations and Communication Skills  |                 |
| ED4820 Education Administration  |                 |
| ED4817 The Application of Organisational Theory to Education   |                 |
| ED4818 Objectives and Evaluation in Education  |                 |
| An interdisciplinary approach involving staff of both the Music Department and the Education Department will apply for these modules where appropriate.      |                 |
| (iii) (a) ED4826 Educational Inquiry - 3 cp at 4000 level  | 9 cp            |
| (b) MU4001 Integrating Project - 6 cp at 4000 level  |                 |
| The topic for the project proposed by the student must have some application for teaching, and be approved by the Joint Board of Studies in Music Education. |                 |

- (iv) Subject Content Studies 67 cp 1000 to 4000 level undertaken at the Conservatorium
- (a) Major Study 1000 - 4000 level 4 x 6 = 24 cp  
Any approved instrument including voice  
Level 7 required for 4000 level 24 cp
- (b) Minor Study 1000 - 3000 level 2 + 2 + 2 = 6 cp  
Students not majoring in piano must take a keyboard instrument. Others may select any approved instruments including voice. 6 cp
- (c) Vocal Study compulsory for students not selecting voice as major/minor study 2 cp
- OR
- Vocal Repertoire compulsory for students selecting voice as major/minor study 1 cp
- (d) Group instrumental classes - Guitar  
Woodwind  
Brass  
Strings
  - Students selecting voice as major/minor study 4 cp must take all four introductory modules OR
  - Other students select three out of the four, not duplicating work covered in major/minor study
- (e) Harmony 1000 - 3000 level (3 x 4 = 12 cp) 12 cp
- (f) History of Music 1000 - 3000 level (3 x 2 = 6 cp) 6 cp
- (g) Orchestration 1000 - 3000 level (3 x 2 = 6 cp) 6 cp
- (h) General Studies 1000 - 4000 level (4 x 2 = 8 cp) 8 cp including choir and orchestra

**Elective Studies** 9 cp at 1000 - 3000 level  
Students may elect modules from the complete range of modules offered by the College or the Conservatorium for which prerequisites are held. Modules can be from three different areas, all at 1000 level, or in a sequence within one area.

**College Electives** 9 cp  
Descriptions of general electives offered by departments within the College may be found on p. 83-145.  
The Music Department offers general electives in:  
MU1070-3070 Learning Guitar 1000 - 3000  
MU1090-3090 Recorder and Renaissance Wind Instruments 1000 - 3000  
MU1080-3080 Vocal Studies 1000 - 3000

**N.B.** Electives may be chosen **outside** the vocational specialisation. Description of modules offered by departments other than music are listed under the appropriate department.

**Conservatorium Electives**  
Musical acoustics 2000 - 3000 level  
Composition 2000 - 3000 level  
Analysis 1000 - 3000 level  
Instrumental Study 1000 - 3000 level

- PART B: PROFESSIONAL PREPARATION
- |  | Credit Points |
|--|---------------|
| (i) Special Theory (General) (9 cp)                    |               |
| TS1025 Principles and Practices of Teaching Music      | 3 cp          |
| TS2025 Principles and Practices of Teaching Music      | 3 cp          |
| TS4025 Principles and Practices of Teaching Music      | 3 cp          |
| (ii) Theory Specific to Subject (18 cp)                |               |
| MU1040 Music Teaching in the Junior Secondary School A | 3 cp          |
| MU1041 Music Teaching in the Junior Secondary School B | 3 cp          |
| MU2040 Secondary Music Teaching - Elective Classes A   | 3 cp          |
| MU2041 Secondary Music Teaching - Elective Classes B   | 3 cp          |
| MU3040 Secondary Teaching - Senior Classes A           | 3 cp          |
| MU3041 Secondary Teaching - Senior Classes B           | 3 cp          |
| (iii) Practical Experience (block practice) (6 cp)     |               |
| BP1025 Teaching Experience: Music                      | 1 cp          |
| BP2025 Teaching Experience: Music                      | 2 cp          |
| BP3025 Teaching Experience: Music                      | 1 cp          |
| BP4025 Teaching Experience: Music                      | 2 cp          |

**Course Modules**  
Descriptions may be found on pages 83-145.

## Bachelor of Education (Physical Education)

Candidates for the award of Bachelor of Education (Physical Education) must enrol in the first instance in the course of study for the Diploma in Teaching in Secondary Education - Physical Education. The initial selection of candidates for the degree course will be based on academic merit and will take place at the end of the fourth semester of the programme.

To qualify for the award of Bachelor of Education (Physical Education) candidates require a minimum of 144 credit points. Selection of physical education candidates will be subject to a screening test which includes a personality interview, a motor fitness demonstration and a consideration of sporting records. Details of the academic and professional programme are as follows:

- PART A: GENERAL THEORETICAL PREPARATION (111 credit points)
- (i) Education and
  - (ii) Educational Studies  
Minimum of 24 credit points must include 6 credit points at 3rd level and minimum 9 credit points at 4th level
  - (iii) Subject Content Studies
    - (a) Special - Maximum 63 credit points, minimum 57 credit points including minimum of 12 at 4th level
    - (b) General - 15 credit points
  - (iv) Project - 9 credit points

### PART B: VOCATIONAL PREPARATION (33 credit points)

- (i) Special Theory
  - (a) General - 6 credit points
  - (b) Specific to subject - 21 credit points
- (ii) Practical experiences
  - (a) Simulation
  - (b) Practice in Field - 6 credit points

### COURSE CONTENTS

**EDUCATION AND EDUCATIONAL STUDIES**  
Minimum 24 credit points, must include 6 credit points at 3rd level (minimum); and 9 credit points in Educational Studies at 4th level.  
NOTE: SE2009 may be substituted for any one elected Education module.

### Modules in Education

- 1st LEVEL
  - ED1902 - Child Development (Adolescence) COMPULSORY (3 credit points)
- 2nd LEVEL
  - ED2906 - Procedures in Curriculum Development COMPULSORY (3 credit points)
- 3rd LEVEL
  - ED3301 - The School and Society COMPULSORY (3 credit points)
  - ED3304 - Technology of Education
  - ED3302 - Measurement and Evaluation in the Classroom (3 credit points)
  - ED3303 - Personality Development and Mental Health (3 credit points)
- 4th LEVEL
  - ED4816 - Curriculum Development and Research
  - ED4819 - Interpersonal Relations and Communication Skills
  - ED4820 - Educational Administration
  - ED4821 - Philosophy of Education
  - ED4807 - Comparative Education

**SUBJECT CONTENT STUDIES**  
(a) SPECIAL  
Fifteen credit points are required from the following:

- PE1700 - Foundations of Physical Education (3 credit points)
- PE1701 - Foundations of Health Education (3 credit points)
- PE1702 - Community Recreation (3 credit points)
- MU1710 - Music for Physical Education (3 credit points)
- SC1740 - Biomechanics (3 credit points)
- SC1741 - Biology for Physical Education (3 credit points)

A maximum of thirty-six credit points must be selected from modules serviced by the Department of Physical Education.

- PE2700 - Structures in Physical Education (3 credit points)
- PE2701 - Factors Influencing Health (3 credit points)
- PE2702 - Recreation Planning (3 credit points)
- PE2705 - Tests and Measurements in Physical Education (3 credit points)
- PE2706 - Introduction to Adapted Physical Education (3 credit points)
- PE2707 - Coaching of Sports, Dance, Gymnastics I (3 credit points)
- PE2046 - Recreational Activities in Australian Schools (3 credit points)
- PE3200 - Administrative Practices in Physical Education, Health and Recreation (3 credit points)
- PE3201 - Mental and Community Health (3 credit points)
- PE3202 - Recreation Leadership (3 credit points)
- PE3203 - Motor Learning (3 credit points)
- PE3206 - Adapted Physical Education (3 credit points)
- PE3270 - Research Methods in Health Education, Physical Education and Recreation Education (3 credit points)
- PE4202 - Recreation Management (3 credit points)
- PE4203 - Sports Technology (3 credit points)
- PE4205 - Kinesiology (3 credit points)
- PE4206 - Adapted Physical Education Programming (3 credit points)
- PE4207 - Contemporary Strategies in Health Instruction and Curriculum Construction (3 credit points)
- ID4299 - Physical Education Project Paper (9 credit points)
- ED4801 - Psychology and the Athlete (3 credit points)
- \*SS2820 - Contemporary Australian Society A (3 credit points)
- \*SS2830 - Contemporary Australian Society B (3 credit points)
- \*SS3940 - Sport in Australian History (3 credit points)

Twelve credit points must be selected from Science in Physical Education

- SC2740 - Biomechanics II (3 credit points)
- SC2741 - Anatomy and Physiology for Physical Education I (3 credit points)
- SC2742 - Human Anatomy and Physiology for Physical Education II (3 credit points)
- SC2743 - Biochemistry I (3 credit points)
- SC3243 - Biochemistry II (3 credit points)
- \*SC3245 - Sports Medicine (3 credit points)
- \*SC3248 - Physiology of Exercise (3 credit points)
- SC4248 - Physiology of Exercise II (3 credit points)

#### SUBJECT CONTENT STUDIES

##### (b) GENERAL

At least fifteen credit points must be chosen from those modules generally available to all candidates. Descriptions of modules may be found on page 93-155.

#### GRADUATION PROJECT 9 credit points (at 4th level)

The project shall operate under conditions similar to those which apply generally in universities where a thesis is required in partial fulfilment of the requirements of a bachelor's degree with honours. The topic for the project which is proposed by the student and is approved by a Project Committee, must have application for teaching Physical Education Health Education or promoting Recreation Leadership in the school or community. Each candidate is supervised by a committee of at least two academics, normally one drawn from Education and one from the specialist subject area relevant to the investigation.

#### VOCATIONAL PREPARATION SPECIAL THEORY

##### (a) GENERAL (6 credit points)

- Principles and Practice of Teaching Physical Education
- \*TS1031 - PPT PE I (2 credit points)
- \*TS2031 - PPT PE II (2 credit points)
- \*TS3031 - PPT PE III (2 credit points)

\* Indicates team taught by members of two departments

#### VOCATIONAL PREPARATION

##### (b) SPECIFIC TO SUBJECT (21 credit points)

Twenty-one credit points must be taken over the total study period in modules of study related to the Theory and Practice of Teaching Physical Education Activities.

Nine credit points must be taken from the following:

- PE1761 - Teaching Basic Motor Movement/Physical Fitness (3 credit points)
- PE1762 - Teaching of Dance (3 credit points)
- PE1763 - Teaching of Gymnastics (3 credit points)

At least twelve credit points from the following:

- PE1765 - Teaching of Games I
- PE1766 - Teaching of Games II
- PE1767 - Teaching of Games III
- PE1768 - Teaching of Games IV
- PE2761 - Teaching of Dance/Gymnastics II
- PE2762 - Teaching of Dance III
- PE2764 - Teaching of Aquatics
- PE2765 - Teaching of Athletics

Students studying both PE1766 and PE1768 may not duplicate a major sport.

#### NOTE

In each of the three academic years a period of at least four weeks must be allocated to practice teaching in the school situation. In the first year the period of practice will be taken in the Infant and Primary School situation. In later years the period of practice will be taken in Secondary Schools and will include both summer and winter teaching experiences. During the fourth year a close liaison with school or community situation is expected.

A student who is recorded as having:

- failed block practice will not be permitted to proceed to the next semester of his course; provided that
- a failure in block practice will only be recorded after a student who has been found unsatisfactory in block practice has been given the opportunity to attempt additional block practice and has subsequently again been found unsatisfactory and as a result of this had a failure in the additional block practice officially recorded.

#### Course Modules

Candidates should refer to pages 83-145 for descriptions of course modules.

# Bachelor of Education (Primary and Early Childhood)

#### A COMMON FIRST YEAR

Students enrolled in the Bachelor of Education (Primary) and the Bachelor of Education (Early Childhood) follow a common fixed first year (semesters I and II) programme.

The common first year programme enables the student to discover the particular level of teaching for which he is most suited. Students are able to switch from one programme to the other without penalty up to the start of the third semester.

#### SEMESTER 1 MODULE OUTLINES

These will be supplied in detail at the start of the lecture programme.

#### BACHELOR OF EDUCATION (Primary)

The College offers a four-year Bachelor of Education (Primary) degree. This includes three years full-time study. On the successful completion of this first three-year phase a Diploma in Teaching (Primary) is awarded. After one year's teaching experience (or equivalent), the student may re-enrol at the College to undertake the fourth year programme. This fourth year is currently taken over two years part-time through external study. The Bachelor of Education (Primary) is awarded on successful completion of the fourth year programme.

The Bachelor of Education (Primary) is a **vocational** degree which includes the following components:

- A. PROFESSIONAL (TEACHER EDUCATION) STUDIES (149-152 credit points)
  1. **Educational Studies** which introduce the student to the teaching-learning process and classroom practice. They include modules in Education, Special Education, Principles and Practices of Teaching, Practice Teaching and Multicultural Studies.
  2. **Foundation Studies** are an introduction to the teaching subjects of the Early Childhood field and Primary school, in subject knowledge and/or teaching method.
  3. **Primary Studies** build on the Foundation Studies and extend subject knowledge and process skills for the Infant/Primary School together with the development and implementation of curriculum aims and objectives.
- B. GENERAL STUDIES (18-21 credit points)
 

These are elective programmes in social, cultural, scientific and aesthetic disciplines designed to promote personal academic development within the range of the student's needs and interest.

#### Please see following pages for Profile of the Pre-Service and Post-Service components of the course.

#### FEATURES OF THE BACHELOR OF EDUCATION (PRIMARY) PROGRAMME

1. **In depth studies**

Students study in depth the following areas:

  - Education - 24-30 credit points
  - Principles and Practices of Teaching - 15-24 credit points
  - Primary Studies **major emphasis** in one area selected by student (i.e. a subject taught in the Infant/Primary School) - 18 credit points
2. **Breadth Studies**
  - In **Educational Studies** students have two compulsory modules in Special Education, one in Multicultural Studies or English as a Second Language and options for Health and Social Awareness.
  - In **Foundation Studies** students have obligatory studies in **nine** Primary School subject areas - English, Mathematics, Art, Craft, Music, Physical Education, Multicultural Education and Community Languages, Science and Social Studies together with a Spelling test.
  - In **Primary Studies** students have further contact with all nine Primary Studies areas listed above (some of which are studies in depth).
  - In **General Studies** students must take at least one module in Computer Studies.

One free elective module is available.



**PROFILE OF THE BACHELOR OF EDUCATION DEGREE COURSE IN PRIMARY EDUCATION (170 credit points)**  
**PART 1. PRE-SERVICE COMPONENT (131 credit points)**

A. PROFESSIONAL STUDIES - 122 credit points			
1. EDUCATIONAL STUDIES - 60 credit points c.p.			
ED1909	Orientation to Teaching	3	
ED2904	Introduction to Human Development	3	
ED2902	Teach/Learning in Mainstream Class I	3	
ED2903	Teach/Learning in Mainstream Class II	3	
ED3906	Teach/Learning in Mainstream Class III	3	
ED3301	School and Society	3	
SE2000	Learning Problems in the School: Recognition and Treatment	3	
TP1001	Expository Teaching: Primary/E.C.	3	
TP1002	Pupil Centred Teaching: Primary/E.C.	3	
TP2001	Diagnostic and Remedial Teaching	3	
TP2002	Unit Planning - Primary	3	
TP3001	Unit Planning for Multiple Groups	3	
BP1000	Block Practice Teaching Year 1	6	
BP2000	Block Practice Teaching Year 2	6	
BP3000	Block Practice Teaching Year 3	6	
Two of the following (one to be either MS2050 or EN2011)			
MS2050	Planning for Multicultural Curricula in Primary	3	
OR			
ID2803	Health Education	3	
OR			
ID2805	Social Awareness	3	
OR			
Either	TP3012	Classroom Management and Discipline	3
	TP3014	Beginning to Teach	3
OR			
EN2011	Teaching English as a Second Language	3	

2. FOUNDATION STUDIES - 20 credit points		
EN1000	English Method (PreSchool-Grade 2)	2
EN1001	English Method (Grades 3-6)	2
MA1070	Mathematics	2
AE1016	Art	2
IA1602	Craft	2
MU1051	Music	2
PE1320	Physical Education	2
MS1050	Multicultural Educn. & Community Lang.	2
SC1940	Science	2
SS1320	Social Studies	2
EN1900	Spelling	0

3. PRIMARY STUDIES - 42 credit points c.p.		
NOTE:		
(i) The four modules indicated with an asterisk (*) are compulsory.		
(ii) Students must take subjects from all nine Primary Studies Areas:		
English, Mathematics, Art, Craft, Language, Music, Physical Education, Science, Social Science.		
(iii) Students must do 2 Sub-majors emphases (3 module sequences) and one 2 module sequence.		
1. SUB-MAJOR EMPHASIS OR 2-MODULE SEQUENCE		
*EN1005	Language Development and Teaching	3
*EN2006	Reading	3
		3000 3
2. SUB-MAJOR EMPHASIS OR 2-MODULE SEQUENCE		
*MA1071	Mathematics Educn. I - Teaching for Numeracy	3
*MA2071	Mathematics Educn. II - Growth of Maths Concepts	3
		3000 3
3. SUB-MAJOR EMPHASIS OR 2-MODULE SEQUENCE		
		1000 3
		2000 3
		3000 3
IN AN AREA DIFFERENT FROM 1 AND 2		

THE OTHER 6 PRIMARY SUBJECTS		
4.		1000 3
5.		1000 3
6.		1000 3
7.		1000 3
8.		1000 3
9.		1000 3

B. GENERAL STUDIES - 9 credit points		
COMPUTER STUDIES		
	1000	3
	1000	3
	2000	3

- Notes on General Studies:**
- (i) Computer Studies are compulsory.
  - (ii) Students also choose a different General Studies at 1000 level.
  - (iii) Students decide between the two areas to continue at 2000 level in the pre-service and post-service (for a total of 5 modules or 15 credit points in the same discipline area).

EXTRA SUBJECT TAKEN (special permission required)		
		3

**PROFILE OF THE BACHELOR OF EDUCATION DEGREE COURSE IN PRIMARY EDUCATION (170 credit points)**  
**PART 2: POST-SERVICE COMPONENT (39 credit points)**

A. PROFESSIONAL STUDIES - 27 credit points		
1. EDUCATIONAL STUDIES - (12 credit points)		
ED4802	Situation Based Curriculum	3
ED4013	Project Preparation (Primary)	3
ED4		4000
TP4	OR	4000 3
SE3010	Assessment for Remediation in P.S.	3
2. PRIMARY STUDIES - (9 credit points) *		
		3000 3
		4000 3
		4000 3

\* Student continues in **one** of the sub-major emphasis to complete a **major emphasis** (18 cp)

PROJECT - (6 credit points)		
ED4016	Project in Primary Education	6

Project is taken in Education **and** a Primary Studies area of Multicultural Education or Special Education.

B. GENERAL STUDIES - (9 credit points) #		
	3000	3
	4000	3
	4000	3

# Continues in the same area of the 2000 level General Studies in the pre-service component. Student completes a total of 5 modules or 15 cp in the same discipline.

C. ELECTIVE - 3 credit points **		
	ANY AREA ANY LEVEL	3

\*\* May be elected from available Educational Studies, Primary Studies, General Studies or Early Childhood Studies for which student has appropriate prerequisites.

## BACHELOR OF EDUCATION (EARLY CHILDHOOD) STRUCTURE

The College offers a four-year Bachelor of Education (Early Childhood) degree. This includes an initial three years of full-time study. On the successful completion of this first three-year phase a Diploma in Teaching (Early Childhood) is awarded. After one year's professional employment in the early childhood sphere, the student may re-enrol at the College to undertake the fourth year programme. This fourth year is currently taken over two years part-time through external study. The Bachelor of Education (Early Childhood) is awarded on successful completion of the fourth year programme. The Bachelor of Education (Early Childhood) is a **vocational** degree which includes the following components:

### A. CHILD-CENTRED TEACHER TRAINING

The nature of Early Childhood Services requires graduates to work in a variety of settings, which provide both child care and education for children aged from birth to eight years.

Studies in the psychology of Child Growth and Development including the theory of development psychology (for example, the use of stages, levels, or development tasks) as well as the application of this theory to practical observations and studies of the developing child form the basic studies for this degree.

In-depth studies of the following areas and their inter-relationships are pursued within the context of life-span development but with particular emphasis on the first eight years of life: physical, including endocrine and neurological development; social and emotional development; personality and self concept; language and cognition; play as a developmental medium; enrichment and deprivation studies, welfare and institutional care; and the methodology for child observation studies.

The developmental, theoretical base for the degree programme will provide students with a skills for matching tasks and experiences to both the brighter or gifted child as well as to the developmentally-delayed child. The compulsory studies in Special Education and Multicultural Studies will further enhance the student's ability to work with children of various abilities as well as those from diverse cultural backgrounds.

Child-centred teaching is recognised as being most important in the early years of life. However, the skills for classroom management and the more formal classroom approach are also included as an important part of the course. Modules such as ED1909 Orientation to Teaching, and TP1001 Expository Teaching (taken before the first practice teaching period in an infants school) provide experience and training in this area.

### B. PRE-SERVICE COURSE COMPONENTS

#### 1. Foundation Studies

Foundation Studies are an introduction to the teaching subjects of the Early Childhood field and Primary School, in subject knowledge and/or teaching method.

#### 2. Integrated Studies and Early Childhood Studies

The developing child, during the years of early childhood, generally does not adhere to the divisions of subject disciplines. In order to provide students with the notion of a unity of knowledge for teaching the young child, a set of subjects will be presented in an integrated and inter-disciplinary manner. Under the title Integrated Studies subject disciplines such as Mathematics and Science are combined to explore the nature of measurement whilst aspects of Physical Education, Music and Drama are incorporated in the module based on human movement.

Early Childhood Subject Studies include more discrete subjects such as Social Science and Numeracy. Within this component of the course the emphasis on language studies is continued and builds on language subjects studied within the Foundation Studies section.

#### 3. Educational Studies

These studies begin with the module Orientation to Teaching, proceed through the studies in human psychological development and in addition include studies in the sociology of education.

#### 4. The Early Childhood Major

This component of the course provides the Early Childhood Discipline modules to complement the studies in human development. Modules such as Special Education, Multicultural Curricula, Play (as a teaching medium) enhance the child development studies. The revised module, Philosophy and Curriculum for Early Childhood draws together many of the studies in the Major and together with the Educational Studies component provides a focus for the classroom implementation of the Foundation, Integrated and Early Childhood Subject Studies.

#### 5. Practical and Field Experience

Practical and field related experience is gained in the pre-service section of this degree in three main ways.

- (i) Practice Teaching
- (ii) Courses in Principles and Practices of Teaching
- (iii) Modules in the Early Childhood Major and Educational Studies have a field based or practical component.

##### (i) Practice Teaching

Three one-month periods are allocated for practice teaching. The first of these experiences will be in an Infants Department.

The second is in a pre-school or similar situation. The third is either infants or pre-school.

##### (ii) Principles and Practices of Teaching

These courses occupy three hours per week for five semesters. They are school-based but are integrated with the theoretical studies.

##### (iii) Other Field-related or Practical Modules

The following pre-service modules within the Educational Studies in Early Childhood Major Components have field-based experiences or involve child studies and observations within a practical setting:

- ED3601 Innovations and Parent Involvement
- ED3602 Elementary Administration (Pre-school)
- ED2602 Play in Early Childhood
- ED2601 Philosophy and Curriculum in Early Childhood Education taken conjointly with TP2005
- SE2000 Learning Problems in the School Recognition and Treatment
- ED2904 Introduction to Human Development
- ED3907 Child Development: Personality and Self Concept
- ED3908 Child Development: Intellectual Growth

#### 6. General Studies

These are elective programmes in social, cultural, scientific and aesthetic disciplines designed to promote personal academic development within the range of the student's needs and interest.

### C. POST-SERVICE COURSE COMPONENTS

Studies in the fourth year will be by two years of external part-time study after a minimum of one year's professional employment experience.

#### 1. Relationship to the Pre-service Component

The Fourth Year Studies for the Bachelor of Education (Early Childhood) emerge from and build upon those undertaken in the pre-service component. Pre-service strands of study, such as Child Development, Philosophy and Curriculum, Special Education and Language Studies are continued into the fourth year. The general orientation of the post-service studies is to update earlier theoretical knowledge, as well as to provide a forum for discussion and study which will lead to the resolution of problems encountered during the experience component of the course.

#### 2. The Fourth Year Project

Students in the fourth year are provided with the opportunity to undertake an individual research project associated with their studies and experience within the Early Childhood field. The project will normally be commenced after the module, ED4003 Project Preparation is completed.

### A COMMON FIRST YEAR

Students enrolled in the Bachelor of Education (Primary) and the Bachelor of Education (Early Childhood) follow a common fixed first year (semesters I and II) programme.

The common first year programme enables the student to discover the particular level of teaching for which he is most suited. Students are able to switch from one programme to the other without penalty up to the start of the third semester.

### SEMESTER I MODULE OUTLINES

These will be supplied in detail at the start of the lecture programme.



**BACHELOR OF EDUCATION - (EARLY CHILDHOOD) PRE-SERVICE COURSE OUTLINE**

A. PROFESSIONAL STUDIES - 122 credit points		
1. EDUCATIONAL STUDIES - 48 credit points c.p.		
ED1909	Orientation to Teaching	3
ED2904	Introduction to Human Development	3
ED3907	Child Development-Personality & Self Concept	3
ED3908	Child Development Intellectual Growth	3
ED3301	School and Society	
TP1001	Expository Teaching: Primary E.C.	3
TP1002	Pupil Centred Teaching: Primary E.C.	3
TP2005	Unit Planning: Early Childhood	3
TP2006	Diagnostic Planning: Perceptual Motor Skills	3
TP3001	Unit Planning for Multiple Groups	3
BP1000	Block Practice Teaching Year 1	6
BP2000	Block Practice Teaching Year 2	6
BP3000	Block Practice Teaching Year 3	6

2. EARLY CHILDHOOD MAJOR - 21 credit points		
MS2020	Planning for Multicultural Curricula in Early Childhood	3
ED2601	Philosophy & Curriculum in E.C.	3
ED2602	Play in Early Childhood Education	3
SE2000	Learning Problems in the School Recognition and Treatment	3
ID2010	Child Health and Nutrition	3
ED3601	Innovations & Parent Involvement in E.C.	3
	OR	
MU3001	Music II for Early Childhood	
	OR	
EN2011	Teaching English as a Second Language	3
ED3602	Elementary Administration: PreSchool in Early Childhood	3
	OR	
EN3000	Integrating Learning Through Language and Reading	3
	OR	
EN3023	Story Telling and Story Writing for E.C.	3
	OR	
MU1071	Guitar For Early Childhood	3

PROFESSIONAL STUDIES (continued)		
3. EARLY CHILDHOOD SUBJECT STUDIES - 18 credit points		
PE1311	Movement Education	3
MU1030	Music I for Early Childhood	3
SS1310	Social Studies - Early Childhood	3
MA1071	Mathematics Education I: Teaching for Numeracy	3
EN1005	Language Development and Teaching	3
EN2006	Reading	3

4. INTEGRATED STUDIES - 15 credit points c.p.		
ID1603	Art/Craft	3
ID2603	Art/Craft	3
ID2014	Social Studies/Science	3
ID2012	Mathematics/Science	3
ID2011	Music/Movement/Drama	3

5. FOUNDATION STUDIES - 20 credit points		
EN1000	English Method (PreSchool-Grade 2)	2
EN1001	English Method (Grades 3-6)	2
MA1070	Mathematics	2
AE1016	Art	2
IA1602	Craft	2
MU1051	Music	2
PE1320	Physical Education	2
MS1050	Multicultural Education & Community Languages	2
SC1940	Science	2
SS1320	Social Studies	2
EN1900	Spelling	

B. GENERAL STUDIES - 9 credit points		
Computer Studies	1000	3
	1000	3
	2000	3

# This module to be taken in any of the General Studies areas available. The 2000 level module is chosen from either Computer Studies or the other 1000 module area. This area continues in the post-service (Year IV) to total 5 modules or 15 cp in the General Studies major.

**BACHELOR OF EDUCATION DEGREE COURSE IN EARLY CHILDHOOD STUDIES**

**2. POST-SERVICE COMPONENT - 39 credit points**

A. PROFESSIONAL STUDIES (30 credit points)		
EDUCATIONAL STUDIES (12 credit points)		
ED4003	Project Preparation (E.C.)	3
ED4901	Recent Advances in Child Development	3
ED4 . . .		3
ED4 . . .	OR	3
TP4 . . .		3
EARLY CHILDHOOD MAJOR (12 credit points)		
SE3004	Diagnosis and Assistance with Learning problems	3
ED4601	Current Trends in Early Childhood Education	3
EN4000	Advanced Language and Reading	3
ED4602	Education Administration	3
PROJECT (6 credit points)		
ED4006	Project in Early Childhood Education	6
GENERAL STUDIES (9 credit points) #		
	3000	3
	4000	3
	4000	3

# Continues General Studies area taken at 2000 level in Pre-service to total 15 credit points in major.

**EARLY CHILDHOOD SEQUENCE OF STUDIES FOR PRE-SERVICE COMPONENT (Common First Year with Primary)**

SEMESTER 1	Credit Points
EN1900 Dictation and Spelling	0
ED1909 Orientation to Teaching	3
TP1010 Expository Teaching	3
EN1005 Language Development and Teaching	3
MA1071 Mathematics Education 1: Teaching for Numeracy	3
EN1000 English Method (Pre-School Year II)	2
FOUNDATION STUDIES (2cp each module)	
Students study 3 modules Semester 1, the other 4 modules Semester 2, or vice versa	
MS1050 Multicultural Education and Community Language	
AE1016 Early Childhood - Primary Art	
IA1602 Early Childhood - Primary Craft	
SS1320 Early Childhood - Primary Social Studies	
SC1940 Early Childhood - Primary Science	
PE1320 Early Childhood - Primary Physical Education	
MU1051 Early Childhood - Primary Music	
	6 or 8
<b>TOTAL</b>	<b>20 or 22</b>

SEMESTER 2		
ED2904	Introduction to Human Development	3
TP1002	Pupil Centred Teaching	3
EN2006	Reading	3
EN1001	English Method Year 3-6	2
MA1070	Early Childhood - Primary Mathematics	2
FOUNDATION STUDIES (2cp each module)		
Students only 3 (or 4) remaining modules.		
AE1016	Early Childhood - Primary Art	
IA1602	Early Childhood - Primary Craft	
SS1320	Early Childhood - Primary Social Studies	
SC1940	Early Childhood - Primary Science	
MU1051	Early Childhood - Primary Music	
PE1320	Early Childhood - Primary Physical Education	
MS1050	Multicultural Education and Community Language	
		6 or 8
	<b>TOTAL</b>	<b>19 or 21</b>
BP1000	Block Practice Year I	6

SEMESTER 3		Credit Points
TP2005	Curriculum Unit Planning for Early Childhood	3
ED3907	Child Development - Personality and Self Concept	3
ED2601	Philosophy and Curriculum in Early Childhood Ed.	3
ED2602	Play in Early Childhood Ed.	3
PE1311	Movement Education	3
ID1603	Art/Craft I Integrated Studies	3
MU1030	Early Childhood Music I	3
		21

SEMESTER 4		Credit Points
TP2006	Diagnostic Planning - Perceptual Motor Skills	3
SE2000	Learning Problems: Recognition and Treatment	3
SS1310	Social Studies Early Childhood	3
ID2011	Music/Movement/Drama Integrated Studies	3
	General Studies Module (1000 level)	3
PLUS Minimum one, maximum two modules selected from		
* Group A Alternatives		
ED3601	Innovations and Parent Involvement in E.C.Ed.	3
MU3001	Music II - Early Childhood (Orff and Kodaly)	3
EN2011	Teaching English as a Second Language I	3
EN3023	Story Telling and Story Writing in E.C.	3
		18 or 21

\* These modules will be offered depending upon student demand and availability of staff.

SEMESTER 5		Credit Points
TP3001	Unit Planning for Multiple Groups	3
ED3908	Child Development - Intellectual Growth	3
ID2012	Maths/Science Integrated Studies	3
ID2014	Social Sciences/Sciences Integrated Studies	3
	One General Studies (1000 level or 2000 level)	3
PLUS Minimum one, maximum two modules selected from		
* Group B Alternatives		
ED3602	Elementary Administration - Pre-school	3
EN3000	Integrating Learning through Language and Reading	3
MU1071	Guitar for Early Childhood	3
		18 or 21

SEMESTER 6		Credit Points
ED3301	School and Society	3
MS2021	Planning for Multicultural Curricula in E.C.Ed.	3
ID2010	Child Health and Nutrition	3
ID2603	Art/Craft II Integrated Studies	3
	One General Studies (1000 level or 2000 level)	3
* PLUS any further selection of up to two Group A and/or Group B alternatives offering.		
		15 to 21

\* These modules will be offered depending upon student demand and availability of staff.

# Bachelor of Education (Social Sciences)

Students completing the Bachelor of Education (Social Sciences) course will be competent through

- depth studies in the disciplines of Geography and Economics,
  - supplementary courses in Asian Studies and Social Anthropology
  - practical teaching experience in a range of Social Sciences to contribute effectively to the functioning of a Social Sciences Department in a Secondary School. This competence will extend to teaching in the following specialist fields: Geography, Economics, Commerce, Asian Studies and Social Science.
- The programme of study involves a major emphasis in Geography

**SOCIAL SCIENCES - B.E.D. FLOW CHART**

SEMESTER 1		YEAR 1		SEMESTER 2		YEAR 2	
SEMESTER 1		SEMESTER 2		SEMESTER 1		SEMESTER 2	
1	SS1640 Skills of the Geographer			SS2650 Urban Geography II	SS2670 Economic Geography		
	SS1630 Physical Geography I	SS2630 Physical Geography II					
2	SS1540 Consumer and Studies I	SS1560 Economics in Society I		SS2560 Economics in Society II			
		SS1550 Accounting and Financial Studies			SS2530 Economics of Income & Employment		
3*				SS1840 Social Anthropology I	SS1780 Asian Studies		
4	SS1250 Teaching Geography I	SS1270 Teaching Economics		SS2250 Teaching Geography II	SS1280 Teaching Commerce		
5	ED1909 Orientation to Teaching	ED2901 Adolescent Development		ED2902 Teaching and Learning in the Mainstream Class (I)	SE3026 Learning Difficulties in the Secondary Classroom		
6				MA1021 Computer and Statistical Literacy	ID1100 Problems in Teaching Literacy and Numeracy		
7	TS1041 Expository Teaching	TS1042 Pupil-Centred Teaching		TS2041 Design and Construction of Instructional Resources	TS2042 Teaching Strategies		
8	BP1040 TEACHING EXPERIENCE		BP2040 TEACHING EXPERIENCE				
	6 modules	7 modules	7 modules	7 modules			

\* Students complete a minimum of 3 modules in this Strand in Years 1-3 included.

and strong supporting work in Economics. A supplementary strand includes modules in Asian Studies and Social Anthropology; in addition there are studies and activities in Education, Teaching Literacy and Numeracy, Computer and Statistical Literacy, Professional Studies and School Experience.

After three years of successful full-time study, the student is eligible to receive the Diploma in Teaching (Secondary Education). Should the student seek the award of Bachelor of Education (Secondary Education), it is necessary to have the equivalent of at least one year's subsequent teaching experience and to complete further studies normally taken over a one-year full-time or a two-year part-time programme.

Descriptions of the content of the various modules available in 1984 appear in the section **Module Descriptions** in this Calendar.

The flow-chart which follows indicates the likely placement of modules over the full four years of the course.

**SOCIAL SCIENCES - FLOW CHART (Cont.)**

SEMESTER 1		Year 3		SEMESTER 2		Year 4	
SEMESTER 1		SEMESTER 2		PART A		PART B	
1	SS2660 Regional Geography I	SS3660 Regional Geography II		SS4610 Regional Development Contrasts & Consequences	SS4630 Changing Resources & Technology, & the Patterns on the Land		
	SS3640 Physical Geography III			SS4620 Urban Growth & Renewal	SS4640 Changing Man in a Changing World		
					SS4650 Geography Research Project		
2	SS3560 Economics in Society III	SS3520 Public Finance		SS4510 International Economics	SS4500 Structural Change & Australia's Role in the World Economy		
3*		SS2840 Social Anthropology II		SS4700 Asian Studies Studies IVA			
				SS4710 Asian Studies IVB			
4	SS1260 Social Sciences Teaching	SS3220 Asian Social Studies Teaching					
5	ED2905 Teaching and Learning in the Secondary School	ED3301 School and Society		EDUCATION	EDUCATION		
6	BP3040 TEACHING EXPERIENCE			OR			
7	TS3041 Classroom Management and Discipline	TS3042 Approaches to Unit Planning		TS4041 Analysis of Personal Teaching Style			
8	Elective Module	Elective Module					
	7 Modules	7 Modules		6 Modules	6 Modules		

# Bachelor of Education (Science)

- SC4144 - Bioinorganic Chemistry 8
- SC4145 - Biochemistry 4
- SC4146 - Environmental and Consumer Chemistry 4

## GEOLGY MODULES

- 1st LEVEL**
- SC1151 - Geology IA 3
  - SC1152 - Geology IB 3
- 2nd LEVEL**
- SC2151 - Geology IIA 3
  - SC2152 - Geology IIB 3
- 3rd LEVEL**
- SC3151 - Geology IIIA 6
  - SC3152 - Geology IIIB 6
- 4th LEVEL**
- SC4151 - Geological Resources and Society 8
  - SC4152 - Geological Problems 8
  - SC4153 - Hydrology 4
  - SC4142 - Chemistry of Natural Resources 4
  - SC4154 - Applied Geology 8

## PHYSICS MODULES

- 1st LEVEL**
- SC1131 - Mechanics I 3
  - SC1132 - Direct Current Electricity 3
- 2nd LEVEL**
- SC2131 - Mechanics II 3
  - SC2132 - Optics 3
- 3rd LEVEL**
- SC3131 - Atoms and Nuclei 3
  - SC3132 - Electromagnetic Theory and Radiation Physics 3
  - SC3133 - AC and Devices 3
  - SC3134 - Electric Circuits 3
- 4th LEVEL**
- SC4131 - Astronomy 4
  - SC4132 - Electric Systems 4
  - SC4133 - Energy, Nuclear and Alternate Sources 8
  - SC4134 - Calculator and Minicomputer Programming 8
  - SC4135 - Physics: Technology, Philosophy and System Thinking 8

## Course Modules

Descriptions of modules may be found on pages 83-145.

## COURSE DESCRIPTION

In the first year students must select 8 modules (4 in each semester) from:

- SC1171 - Biological Science
- SC1172 - Human Biology
- SC1141 - Chemistry IA
- SC1142 - Chemistry IB
- SC1151 - Geology IA
- SC1152 - Geology IB
- Mathematics IA, Parts A-B
- SC1131 - Mechanics I
- SC1132 - Direct Current Electricity

The following modules are compulsory in this first year:

- SC1141
- SC1142
- SC1131
- SC1132

In the second year, the following modules are compulsory:

- SC2141 - Chemical Bonding
- SC2142 - Energy and Chemical Reactions
- SC2131 - Mechanics II
- SC2132 - Optics

In the second year students must select 2 other modules from those offered in biology, geology or mathematics.

At the conclusion of his second year the student will choose two sciences as minor studies.

At the conclusion of his third year the student will choose one science as a major study.

The module SC2040 School Based Curriculum Development is compulsory as are all three modules in Principles and Practices of Science Teaching.

## BIOLOGY MODULES

- | 1st LEVEL                                      | Credit points |
|--|---------------|
| SC1171 - Biological Science                    | 3             |
| SC1172 - Human Biology                         | 3             |
| <b>2nd LEVEL</b>                               |               |
| SC2171 - Ecology and Ecosystem Studies         | 3             |
| SC2172 - Cell Chemistry and Physiology         | 3             |
| <b>3rd LEVEL</b>                               |               |
| SC3171 - Microbiology                          | 6             |
| SC3172 - Regulation and Response in Organisms  | 6             |
| <b>4th LEVEL</b>                               |               |
| SC4171 - Man and Environment                   | 8             |
| SC4172 - Industrial Microbiology               | 8             |
| SC4173 - Applied Ecology                       | 8             |
| SC4174 - Developmental and Comparative Anatomy | 8             |

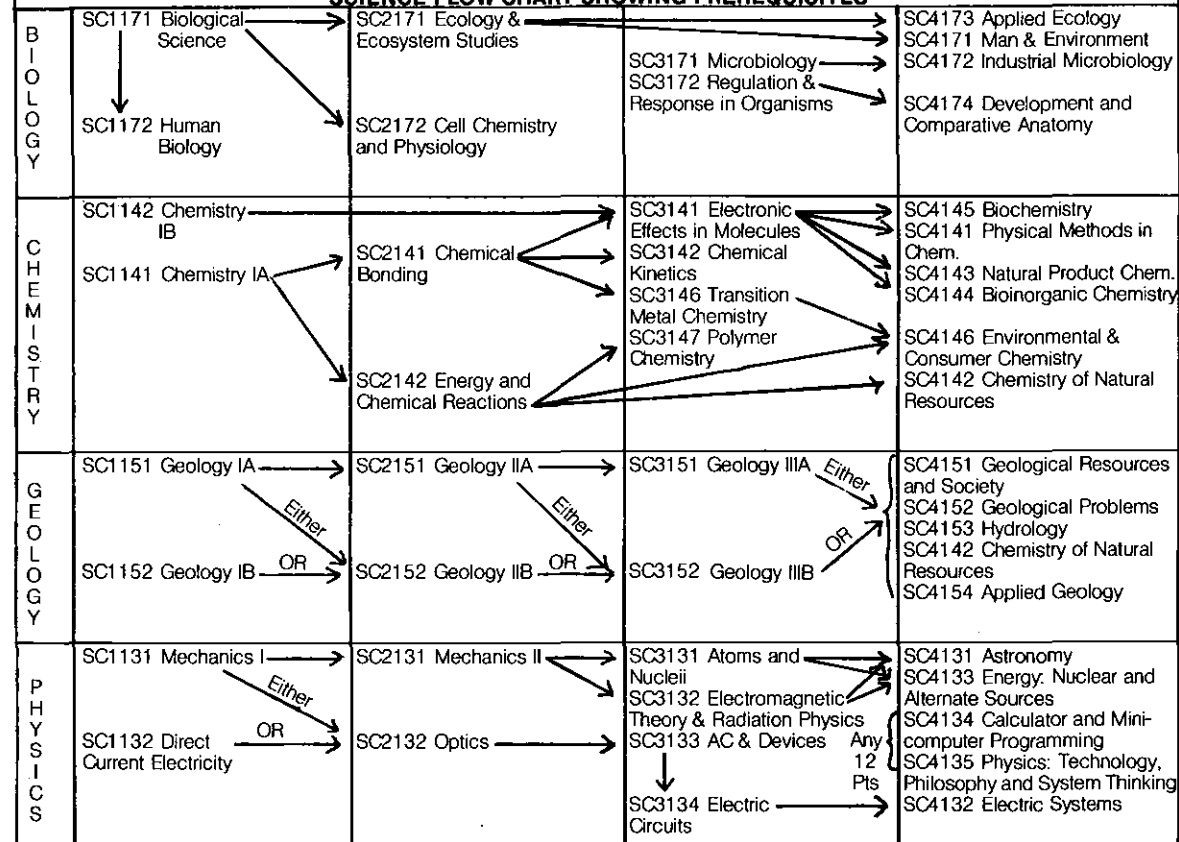
## CHEMISTRY MODULES

- 1st LEVEL**
- SC1141 - Chemistry IA 3
  - SC1142 - Chemistry IB 3
- 2nd LEVEL**
- SC2141 - Chemical Bonding 3
  - SC2142 - Energy and Chemical Reactions 3
- 3rd LEVEL**
- SC3141 - Electronic Effects in Molecules 3
  - SC3142 - Chemical Kinetics 3
  - SC3146 - Transition Metal Chemistry 3
  - SC3147 - Polymer Chemistry 3
- 4th LEVEL**
- SC4141 - Physical Methods in Chemistry 8
  - SC4142 - Chemistry of Natural Resources 4
  - SC4143 - Natural Product Chemistry 4

## MAJOR CHEMISTRY/MINOR BIOLOGY (AN EXAMPLE OF A COURSE STRUCTURE)

Semester/ Subject	I	II	III	IV	V	VI	VII	VIII	Total Credit Points
Biology	4 (3)	4 (3)	4 (3)	4 (3)	6 (6)	6 (6)			24
Chemistry	4 (3)	4 (3)	4 (3)	4 (3)	6 (6)	6 (6)	12 (16)	12 (16)	56
Geology	IA 4 (3)	IB 4 (3)							6
Maths	IA	IB							
Physics	4 (3)	4 (3)	4 (3)	4 (3)					12
Sc. Method			3 (3)						3
M. Method									
Lit/Num			3 (3)						3
Comp/Stat				3 (3)					3
PPT	2 (2)	2 (2)	2 (2)	2 (2)	3 (3)	3 (3)			14
Electives				3 (3)	3 (3)	3 (3)			9
Education	3 (3)	3 (3)	3 (3)	3 (3)	3 (3)	3 (3)	3 (3)	6 (6)	27
Prac		6		6		6			18
Total Hours	21	21	23	24	21	21	15	18	175 cp

## SCIENCE FLOW CHART SHOWING PREREQUISITES



# Graduate Diploma in Education (Primary Education)

## SEMESTER 1

Module	Credit Points	Hours per week
EN1900 Dictation and Spelling	0	-
IA4652 Craft Method Dip.Ed	2	2
PE4314 Health and Physical Education IVP	2	2
SS4100 Social Studies IVP	2	2
TP4000 Teaching Skills; Dip.Ed. Primary	2	-

## SEMESTER 2

AE4071 Art IVP	2	2
MU4140 Music Education in the Primary Schools	2	2
SC4300 Natural Science IVP	2	2

## Full Year

ED4909 Education IV (Primary)	10	6
EN4501 English and Reading IVP	4	2
MA4053 Mathematics Education Primary Curriculum Studies	4	2
ED4823 † Essay	2	-
BP4001 * Teaching Experience: Primary (Dip.Ed)	2	-

Total Credit Points = 36

The one-year full-time Diploma in Education in Primary Education is available to persons who have been admitted to a relevant degree at a recognised tertiary institution or who hold a three-year diploma in a field other than teacher education from a recognised tertiary institution.

† A substantial essay is required of all candidates for the Diploma in Education (Primary Education). The topic chosen must relate to the field of Education. The essay topic must be approved by the Head of the Department of Education and the essay must be submitted to him prior to the end of lectures in Semester II.

\* Candidates will generally be required to undertake five weeks of continuous Practice Teaching between semesters and a further period of three weeks Practice Teaching in Semester II.

### Course Modules

Descriptions of modules may be found on pages 83-145.

# Graduate Diploma in Education (Secondary Education)

The one year full-time Diploma in Education in Secondary Education is available to persons who have been admitted to a relevant degree at a recognised tertiary institution or who hold a three year diploma in a field other than teacher education from a recognised tertiary institution.

Module	Credit Points	Hours per Week	Comments
<b>SEMESTER 1</b>			
All Students * Principles and Practices of Teaching	2	3	A further component may be required in Semester 2.
Art Education Students only AE4073 Drawing and Design Method	2	2	
AE4075 Painting and Printmaking	2	2	
AE4077 Programming, Syllabus, Curriculum Studies	3	3	
AE4079 Art History	2	2	
<b>SEMESTER 2</b>			
Art Education Students only AE4074 Three Dimensional Art	2	2	
AE4076 Film, Video and Photography	2	2	
AE4078 Philosophy of Art Education, School Organisation and Administration	3	3	

		<b>FULL YEAR</b>		
All Students except Art Education	Two of the following:			
	EN4511 English IA	8	3	Students who wish to undertake studies in more than one Method e.g. English and History, History and Languages, should consult Heads of Departments for advice before selecting modules.
	EN4512 English IIB	8	3	
	EN4513 English IIC	8	3	
	LA4511 French IV	8	3	Students wishing to undertake English and another Method should enrol in EN4513 as their English Method module.
	LA4521 German IV	8	3	
	SS4220 History IV	8	3	
	#IA4508 Industrial Arts IVA	8	6	
	#IA4516 Industrial Arts IIB	8	6	
	MA4054 Mathematics IVA	8	3	
	MA4055 Mathematics IIB	8	3	
	MU4230 Music Education in the Secondary School	8	3	
MU4240 Music Education in the Secondary School	8	4		
PE4450 Physical Education IVA	6	3	# Students may be required to enrol in a qualifying subject or subjects. Industrial Arts students may be required to enrol in IA4522 — Industrial Arts IIC. Science students should consult with the Head of the Science Department.	
PE4451 Physical Education IIB	6	3		
#SC4210 Science IVA	8	3		
#SC4220 Science IIB	8	3		
SS4200 Social Sciences IVA	8	3		
SS4210 Social Sciences IIB	8	3		
EN4563 Teacher Librarianship IIC	8	3		
All Students ED4908 Education IV (Secondary)	10	6	The Essay topic must relate to either the field of specialisation or Education and must be approved by the Principal Lecturer in Education. Exemption may be granted if an additional qualifying subject is being undertaken. Students will be required to undertake seven weeks of practice teaching. Consideration is being given to increasing this to eight weeks in 1984.	
PE4401 Health and PE IIS	4	2		
ED4823 Essay	2	-		
	* Teaching Experience	2	-	
Total credit points		36		

\* Students should enrol in the module relevant to their field of specialisation. Descriptions of course modules may be found on pages

# Graduate Diploma in Education in Technical and Further Education

Candidates for the Graduate Diploma in Education in Technical and Further Education should hold a university degree or other appropriate tertiary qualification, or hold a qualification deemed equivalent e.g. membership by examination of a professional association for which degree qualifications are a normal requirement and be employed for concurrent teaching in technical and further education. Applicants who have completed all requirements for a degree or diploma, save one module may be admitted to candidature. Candidates admitted under this regulation are required to complete the course necessary to fulfil the requirements of their degree or diploma concurrently with their candidature for the Graduate Diploma in Education.

The subjects offered to candidates for the Graduate Diploma in Education in Technical and Further Education are generally those available to candidates for the Diploma in Teaching in Technical and Further Education since neither group of students is expected to have had previous extensive experience in education. Graduate

Diploma in Education students, however, are expected to read more widely and to demonstrate a more critical evaluation of educational theories and research evidence. This distinction is implicit within all module approaches and assessments.

In order to qualify for the award of the Graduate Diploma in Education in Technical and Further Education candidates must follow a part-time course of study of two years duration and gain a total of 60 credit points in components of the course which contribute to their general and professional preparation as prospective teachers.

### Core Programme

All candidates are required to undertake the following areas of study over two years.

	Credit Points
Education	18
Theory of Teaching	18
General Studies	6
Practical Experience	12
Special Method	6
<b>TOTAL CREDIT POINTS</b>	<b>60</b>

For details of programmes see Diploma in Teaching (TAFE) - Core Programme (In-service) on page 30 of this Calendar.

### Course Modules

Descriptions of modules may be found on pages 83-145 of this Calendar.

At the time of publication the above course was under review and content may change for 1984. Student should contact the Course Director for possible changes.

In general, the tasks of teaching basic skills subjects would be the principal responsibilities of graduates of the Advanced Teaching Method Programme.

Teachers who complete the course will have their teaching competencies increased to deal more effectively with children, in mainstream classrooms, who do not achieve as well as their peers.

# Graduate Diploma in Educational Studies (Advanced Teaching Method)

MODULE (See Module Description for Prerequisite)	CLASS HOURS		CREDIT POINTS		TEACHING DEPARTMENT	SEMESTER
	PER WEEK	TOTAL	PER SUBJECT	TOTAL		
SE4006 Data Based Instruction/ Behaviour Management	4		6		Special Education Interdisciplinary	1
ID4203 Curriculum and Community Resources	2	6	3	9		
ED4911 Individual Differences in Development and Learning	2		3		Education English Professional Studies Special Education	2
EN4401 Language and Reading	2		3			
TP4020 Strategies for Teaching I	2		3			
SE4007 Casework Practicum		6	2	11		
SE4008 Development/Learning Disabilities	2		3		Special Education Mathematics	3
MA4001 Mathematics	2		3			
EN4402 Casework Practicum		4	2	8	English Professional Studies	4
TP4021 Strategies for Teaching II	2		3			
ED4912 Teaching the Gifted Child	2		3		Education Mathematics	4
MA4002 Casework Practicum		4	2	8		
<b>TOTALS:</b>			<b>36</b>	<b>36</b>		

# Graduate Diploma in Educational Studies (Educational Drama)

The course aims to develop stimulating and creative expertise in educational drama for practising teachers and other qualified people working with children and young adults.

The main emphasis of the course will be on using practical workshop experience to integrate the elements of the theory and history of drama, psychology, music, dance, literature, theatrical production and education. A major reason for this approach, especially in relation to creative drama, is that by having each student experience personally the hopes, fears, difficulties, disappointments and joys of such creative activity, he will be better able to empathise with children undergoing that experience under his direction.

Other reasons include the need to reinforce the inseparable inter-relationship between actor and audience and between theory and practice in the theatre. Visits to competent productions of plays being examined in the course and to Theatre-in-Education productions will be requirements of the course. All material and experiences in the course will be related as closely as possible to the professional needs of the practising teacher or youth worker. The course is offered on a two year part-time basis and the four modules of study are all compulsory. The first two modules, Drama I and Drama II, form a common foundation for all students in the first two semesters. In Semester Three, Drama III requires the student to specialise in either Creative Drama or Theatrecraft. Drama IV requires the student to work with children in a major practical project designed to meet his individual needs, interests, specialisation and work situation.

The modules are designed to be done in sequence, and each module is a prerequisite for the one succeeding it.

### Modules:

- Semester I - Drama I (Compulsory)
- Semester II - Drama II (Compulsory)
- Semester III - Drama III - either Strand A (Theatrecraft) or Strand B (Creative Drama)
- Semester IV - Drama

# Graduate Diploma in Educational Studies (Curriculum Development)

The course of study leading to the award of the Postgraduate Diploma in Educational Studies in Curriculum Development is designed for people likely to be involved in curriculum development at either a regional level or within a specific institution. Such people are likely to include:

- practising teachers, subject masters, deputy principals, principals, advisers and inspectors in state and non-state schools, and teachers and lecturers in tertiary institutions;
- members of the community interested in curriculum development and implementation programmes.

The course aims:

- to increase the participant's awareness and understanding of

- the cultural context within which schools operate and curriculums are developed;
- to increase the professional expertise of persons engaged in developing curriculums at all levels of schooling and in various situations;
- to provide a basis for the on-going processes of decision-making related to curriculum evaluation, modification and innovation;
- to apply a knowledge of appropriate theory and research to the designing of a curriculum.

Students undertaking the course, depending on qualifications and previous experience, may be required to undertake some preliminary studies. These studies will be prescribed in terms of individual needs in consultation between students and staff.

In order to qualify for the award of the Diploma candidates are required to gain a total of 36 credit points in core and elective modules and a dissertation which is anticipated will demonstrate the candidate's approach to curriculum procedures in which the decision processes are associated with analysis and planning as applied to a specific situation.

### The Core Programme (33 credit points) consists of:

- ED4902 - Curriculum Theory and Development: 6 cp
- ED4903 - Culture, Change and the School: 6 cp
- ED4904 - Modes of Inquiry: 3 cp
- ED4907 - Curriculum Evaluation: 6 cp
- ED4811 - Learning and the Designing of Learning Experiences: 3 cp

ED4905 - Dissertation: 9 cp

A preparation of the Dissertation will be undertaken with staff guidance before Dissertation is commenced.

### Electives (3 credit points) will be available in:

- ED4822 - Aims and Values of Australian Education: 3 cp
- ED4810 - Current Research on Teaching and Curriculum: 3 cp
- ED4812 - The Curriculum and Groups with Special Needs: 3 cp
- ED4806 - Leadership: 3 cp

It will also be possible for students to take electives in specialist areas of the school curriculum related to recent curriculum developments. These studies should be developed in consultation with subject specialists on the staff.

A possible programme for a part-time student might be as follows:

Code	Module	FIRST YEAR	
		Semester I	Semester II
ED4902	Curriculum Theory and Development	X	X
ED4903	Culture, Change and the School	X	X
ED4811	Learning and the Designing of Learning Experiences	X	
ED4904	Modes of Inquiry	9 hrs.	X 9 hrs.
		SECOND YEAR	
Code	Module	Semester I	Semester II
ED4907	Curriculum Evaluation	X	X
	Elective	X	
ED4905	Preparation and Dissertation	X	+
		9 hrs.	9 hrs.

# Graduate Diploma in Educational Studies (Special Education)

Semesters I & II: 9 cp  
Each trainee completes three ten-week practicum rotations in a variety of situations, with at least one at the Special Education Centre and one in a regular school as a resource teacher or special-class situation.

**E: Research**  
SE4000 - Research Essay: 9 cp

**Course Modules**  
Descriptions of modules may be found on pages 83-145.

The Postgraduate Diploma in Educational Studies (Special Education) has been designed to prepare experienced teachers professionally to work as a resource/consultant teacher in the primary or secondary school; to teach in special class situations, or teach young developmentally disabled children. Two-year trained teachers complete a variation of this course as a Diploma in Special Education.

## COURSE OUTLINE:

### A: Core Modules

Semester I  
SE4009 - Developmental Disabilities I: 3 cp  
SE4005 - Behaviour Management/Data-Based Instruction: 6 cp  
SE4001 - Assessment, Diagnosis & Remediation I: 3 cp  
SE4018 - Curriculum Resource Development (provision for Prim/Sec emphasis): 2 cp

Semester II  
SE4001 - Assessment, Diagnosis & Remediation II: 2 cp  
SE4017 - Issues/Interdisciplinary Aspects of Children with Developmental & Learning Problems: 2 cp  
SE4004 - Communication Disorders: 2 cp

### B: Core Electives

Semester II  
O.A./Resource Emphasis  
SE4014 - Programming for Remediation: 4 cp  
OR  
Severe Developmental Disabilities Emphasis  
SE4015 - Programming for Developmental Disabilities: 4 cp

### C: Electives

Semester I  
One of:  
SE4016 - Parent Training/Consultative Skills: 2 cp  
EN2304 - Studies in Reading Education: 2 cp  
MS4330 - Education in the Multicultural Classroom: 2 cp  
MA3073 - Maths Ed. and the Slow Learner: 2 cp

Semester II  
One of:  
PE3625 - Physical Education Elective: Special Ed.: 2 cp  
ED3101 - The School & Society: 2 cp  
EN3305 - Teaching English as a Second Language: 2 cp  
IA4662 - Craft for Special Ed.: 2 cp  
MS4330 - Education in the Multicultural classroom: 2 cp  
  
O.A./Resource Emphasis

### D: Practical Teaching Experience

Semester I  
SE4013 - Clinical & School Practicum (12 hpw)

Semester II  
SE4013 - Clinical & School Practicum (12 hpw)

# The School of Paramedical and Community Welfare Studies

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# School of Paramedical and Community Welfare Studies

The School of Paramedical and Community Welfare Studies offers courses leading to the following undergraduate awards:

- Diploma in Teaching (Nursing)
- Diploma in Administration (Nursing)
- Associate Diploma in Automated Information Processing
- Associate Diploma in Diagnostic Medical Radiography
- Associate Diploma in Police Studies
- Associate Diploma in Social Welfare
- Graduate Diploma in Multicultural Studies

The **Diploma in Teaching (Nursing)** is a course at the UG2 level designed to assist the nurse educator to acquire a more advanced degree of clinical competence; to teach within the dynamics of changing health needs; to develop teaching skills which match a wide range of learning needs; to plan, implement and evaluate clinical and classroom curricula and to contribute to the developmental needs of an evolving profession.

The **Diploma in Administration (Nursing)** is a course at UG2 level designed to contribute to personal and professional growth of the student specialising in administration at different levels of nursing within the health service. The long term aim of this course is to bring about changes in nursing practice which will ultimately help to raise the standard of Health Care in Australia.

In particular, it will assist the health administrator to understand and to apply the theory of organisations and management to the health system generally, and specifically to the realities of the day-to-day work-force situations. In addition, it will enable the student health administrator to develop and use those specific management competencies which utilise resources effectively and therefore facilitate the planning, delivery and evaluation of quality care. Special attention is paid to the individual as a member of an organisation such as exists in the health system.

The **Associate Diploma in Automated Information Processing** has a strong commercial orientation, with particular emphasis placed on the preparation of the student for employment in the private or public sectors of the business world. The course which is specifically designed to integrate the appropriate mathematical and scientific content into the areas of their application, such as Data Processing, may be completed in two years of full-time study, or its part-time equivalent. Within the first year, programme studies are so sequenced as to enable the student to benefit fully from the work experience which is a significant part of the second year of the course.

The course will produce graduates who are able not only to participate responsibly in the project team of larger firms but also to undertake with reasonable competence the challenge of using microcomputing in small businesses.

The course of study for the **Associate Diploma in Diagnostic Medical Radiography** is designed to produce a radiographer who has an adequate knowledge of his patient, both psychologically and anatomically; the equipment required by the profession and its use and maintenance; the nature of the radiation used; the hazards involved and relevant safety requirements; the basics of patient handling and care, and complementary diagnostic techniques.

The overall plan for the course structure contains two major sections; general theoretical preparation and professional preparation. The attendance pattern of the course is one year full-time attendance followed by two years part-time attendance. Students will be required to attend College full-time for the first two semesters

of the course. This will include one day per week of the subject Techniques and Surface Anatomy. Between these two semesters students will attend a practicum involving attendance at a hospital or clinic to observe radiographic techniques in practice.

In semesters 3 to 6 inclusive the students must be employed in the field with some release for lectures at College and for Techniques and Surface Anatomy at Royal Newcastle Hospital.

The **Associate Diploma in Police Studies** is a four year course covering topics designed to develop abilities in understanding personal relationships, effective communication and problem solving.

The work will cover such topics as Behavioural Science, Multi-cultural Studies, Administration and Inquiry Methods. Candidates will study part-time for approximately six hours per week.

The course of study for the **Associate Diploma in Social Welfare** is aimed at creating an experience based welfare education which allows students to relate its theoretical component to their own practical experience in the field.

Within the course structure students undertake studies in social welfare which have the general aim of providing a broad coverage of general social welfare and a more concentrated coverage on specialised areas of social welfare; field practice which is intended to provide students with educational experiences designed to develop general and specialist practice skills; vocational forum, which has the aim of providing an opportunity for students to integrate field practice with the theoretical components taken in social welfare studies.

The course may be completed in two years of full-time study or longer for part-time study.

The graduate course in multicultural studies is a two year part-time course leading to the award of **Graduate Diploma in Multicultural Studies**. It is designed to increase the knowledge and skills of people working with migrants and in the area of multiculturalism in general.

The course is designed to attract students from a wide range of occupations both paid and in a voluntary capacity. Students may come from ethnic groups themselves or may enter because they are professionals working in the area. Students undertake courses including those on the nature of Australian society, community support systems and interpersonal skills development, understanding of language learning and language maintenance, and are expected to undertake field research in an area of their own interest. Opportunities within the course are given for people to mix with those from ethnic groups other than their own, and to learn about a wide range of problems and experiences of ethnic groups in Australian society. The intention of the course is to provide both a theoretical background to the approach of multicultural studies and practical skills for those involved in the field.

Course modules offered with the School may be of one semester's duration or two semesters' duration. Those modules over one semester generally carry a credit point rating of three, although some differ. The modules are placed at levels ranging from 1st to 3rd in the undergraduate programmes to indicate relative levels of difficulty.

## Diploma in Teaching (Nursing)

The Diploma in Teaching (Nursing) is a UG2 course for experienced registered nurses who wish to become Nurse Educators in their respective fields.

### STRUCTURE

In order to qualify for the award of Diploma in Teaching (Nursing), a candidate must gain a total of 108 credit points. The course is composed of modules which are grouped into six strands as follows:

**Introductory** modules are designated 'i'.  
**Core** (Compulsory) modules are designated 'c'.  
**Elective** modules are designated 'e'.

NURSING STUDIES		
i	HS1110	The Historical Development of Nursing 2 cp
i	HS1111	Professional Adjustments and Ethics 2 cp
i	HS1112	Concepts and Strategies in Nursing Practice 3 cp
i	HS1113	Philosophy of Nursing 3 cp
i	HS1152	Health 3 cp
i	HS1153	Disease 6 cp
c	HS2110	Nursing Studies I: Professional Development of the Nurse Practitioner 3 cp
c	HS2111	Nursing Studies II: Clinical Teaching - Needs and Opportunities 3 cp
c	HS2112	Nursing Studies III: Problem-solving in Practice 3 cp
e	HS3110	Nursing Studies IV: Evaluation of Clinical Practice 3 cp
c	HS3111	Introduction to Research and Measurement 3 cp

TEACHING AND LEARNING IN NURSING		
c	HS1120	Teaching and Learning in Nursing IA: Introduction to Teaching Basics 2 cp
c	HS1121	Teaching and Learning in Nursing IB: Method and Nursing Knowledge 1 2 cp
c	HS2120	Teaching and Learning in Nursing IIA: Verbal and Interaction Skills 2 cp
c	HS2121	Teaching and Learning in Nursing IIB: Method and Nursing Knowledge 2 2 cp
c	HS3120	Teaching and Learning in Nursing III 3 cp
c	HS2122	Curriculum I 3 cp
e	HS3122	Curriculum IIA 3 cp
e	HS3123	Curriculum IIB 3 cp
c	EN1317	Effective Communication 3 cp

PSYCHOSOCIAL ASPECTS		
i	ED1910	Psychosocial Aspects of Illness 3 cp
c	ED1904	Human Behaviour - Man as an Individual 3 cp
c	ED2912	Life Span Development 3 cp
c	ED2913	Motivation and Morale 2 cp
c	ED3904	Self Awareness and Interpersonal Relationships Skills 3 cp
e	ED3801	Counselling 3 cp

INTEGRATED BIO-MEDICAL SCIENCES		
i	SC1261	Bio-medical Sciences 6 cp
c	SC1262	Nutrition 2 cp
c	SC1263	Microbiology and Introduction to Pathology 2 cp
c	SC2261	Anatomy and Physiology 6 cp

SOCIETY AND ITS INSTITUTIONS		
c	HS1151	Sociology 3 cp
c	HS2150	Legal Studies 3 cp
c	HS2151	Political and Health Care Systems 1 - Their Influences on Patient Care and Nurse Education 3 cp
e	HS3150	Community Health - Issues and Services 3 cp

### FIELD EXPERIENCE

Field experience is a core component of the course and will be gained both by on-going practice teaching and during 'block' practice periods.

Students will complete three units of field experience. Each unit comprises two modules: one from the student's major-study and one from her/his minor-study.

Students must complete either a major or a minor in Classroom teaching, and may elect to specialise in Classroom, Clinical or Community teaching. The alternatives are:

1. Classroom Major and Clinical Minor
2. Classroom Major and Community Minor
3. Clinical Major and Classroom Minor
4. Community Major and Classroom Minor.

Following are the module combinations for each unit of field experience

#### FIELD EXPERIENCE 1

1.	HS1160	Field Experience 1 - Classroom Major and	3 cp
	HS1171	Field Experience 1 - Clinical Minor	2 cp
		OR	
2.	HS1160	Field Experience 1 - Classroom Major and	3 cp
	HS1181	Field Experience 1 - Community Minor	2 cp
		OR	
3.	HS1170	Field Experience 1 - Clinical Major	3 cp
		and	
	HS1161	Field Experience 1 - Classroom Minor	2 cp
		OR	
4.	HS1180	Field Experience 1 - Community Major	3 cp
		and	
	HS1161	Field Experience 1 - Classroom Minor	2 cp

**DIPLOMA IN TEACHING (NURSING)**

**RECOMMENDED PROGRAMME - TWO YEAR STUDENTS WITH 28 CREDIT POINTS' ADVANCED STANDING**

<b>FIELD EXPERIENCE 2</b>		
1.	HS2160 Field Experience 2 - Classroom Major and	3 cp
	HS2171 Field Experience 2 - Clinical Minor	2 cp
OR		
2.	HS2160 Field Experience 2 - Classroom Major and	3 cp
	HS2181 Field Experience 2 - Community Minor	2 cp
OR		
3.	HS2170 Field Experience 2 - Clinical Major	3 cp
	HS2161 Field Experience 2 - Classroom Minor	2 cp
OR		
4.	HS2180 Field Experience 2 - Community Major and	3 cp
	HS2161 Field Experience 2 - Classroom Minor	2 cp
<b>FIELD EXPERIENCE 3</b>		
1.	HS3160 Field Experience 3 - Classroom Major and	3 cp
	HS3171 Field Experience 3 - Clinical Minor	2 cp
OR		
2.	HS3160 Field Experience 3 - Classroom Major and	3 cp
	HS3181 Field Experience 3 - Community Minor	2 cp
OR		
3.	HS3170 Field Experience 3 - Clinical Major	3 cp
	HS3161 Field Experience 3 - Classroom Minor	2 cp
OR		
4.	HS3180 Field Experience 3 - Community Major and	3 cp
	HS3161 Field Experience 3 - Classroom Minor	2 cp

**COURSE DURATION**  
Completion of the full course would require three years of full-time study or the equivalent. However, a candidate with 28 credit points advanced standing could complete the remaining requirements of the course in the following time: 2 years full-time OR 3 years part-time OR 4 years part-time.

**PROGRAMMES**  
The following charts outline recommended programmes for two-year, three-year and four-year students.

**Course Modules**  
Descriptions of modules may be found on page 83-145.

**ELECTIVES**  
Candidates may elect to take one, two or three modules, from those written specifically for this course or from any of the modules offered by the College, for which they hold the necessary prerequisites. The electives written specifically for this course are as follows:  
HS3110 Nursing Studies IV: Evaluation of Clinical Practice (This is a core module for students doing a Clinical Major)  
HS3122 Curriculum IIA  
HS3123 Curriculum IIB  
ED3801 Counselling  
HS3150 Community Health - Issues and Services  
SE2009 Communication Disorders.  
Details of prerequisites may be found with module outlines and on the Chart of Prerequisites and Corequisites for the course.

**ADVANCED STANDING**  
Advanced standing is assessed on an individual basis, taking into consideration such factors as the level and scope of any previous tertiary studies and familiarity with current nursing theory and practice.  
On this basis, currently practising registered nurses may be granted 28 credit points advanced standing in the introductory modules, and currently practising nurses who hold a UG3 award in Nursing Education or Nursing Administration may be eligible for further advanced standing in up to 50% of the course requirements.

Semester 1	Semester 2	Semester 3	Semester 4
<b>NURSING STUDIES</b> HS2110 Nursing Studies I: Professional Development of the Nurse Practitioner 3 cp	<b>NURSING STUDIES</b> HS2111 Nursing Studies II: Clinical Teaching - Needs and Opportunities 3 cp	<b>NURSING STUDIES</b> ED3903 Introduction to Research and Measurement 3 cp	<b>NURSING STUDIES</b> HS2112 Nursing Studies III: Problem Solving in Practice 3 cp HS3110 Nursing Studies IV: Clinical Evaluation: Problems & Process 3 cp
<b>TEACHING AND LEARNING IN NURSING</b> HS1120 Teaching and Learning in Nursing IA: Introduction to Teaching Basics 2 cp HS1121 Teaching and Learning in Nursing IB: Method and Nursing Knowledge 1 2 cp EN1317 Effective Communication 3 cp	<b>TEACHING AND LEARNING IN NURSING</b> HS2120 Teaching and Learning in Nursing IIA: Verbal and Interaction Skills 2 cp HS2122 Curriculum I 3 cp	<b>TEACHING AND LEARNING IN NURSING</b> HS3120 Teaching and Learning in Nursing III 3 cp HS2121 Teaching and Learning in Nursing IIB: Method and Nursing Knowledge 2 2 cp	
<b>PSYCHOSOCIAL ASPECTS</b> ED1904 Human Behaviour - Man as an Individual 3 cp	<b>PSYCHOSOCIAL ASPECTS</b> ED2912 Life Span Development 3 cp ED2913 Motivation and Morale 2 cp	<b>PSYCHOSOCIAL ASPECTS</b> ED3904 Self Awareness and Interpersonal Relationships Skills 3 cp	
	<b>INTEGRATED BIO-MEDICAL SCIENCES</b> SC1262 Nutrition 2 cp	<b>INTEGRATED BIO-MEDICAL SCIENCES</b> SC1263 Microbiology and Introduction to Pathology 2 cp SC2261 Anatomy and Physiology 6 cp	<b>INTEGRATED BIO-MEDICAL SCIENCES</b>
<b>SOCIETY AND ITS INSTITUTIONS</b> HS1151 Sociology 3 cp	<b>SOCIETY AND ITS INSTITUTIONS</b> HS2151 Political and Health Care Systems 1 - Their Influences on Patient Care and Nurse Education 3 cp		<b>SOCIETY AND ITS INSTITUTIONS</b> HS2150 Legal Studies 3 cp
<b>FIELD EXPERIENCE</b> HS1160 Classroom Major 3 cp and HS1171 Clinical Minor 2 cp OR HS1160 Classroom Major 3 cp and HS1180 Community Minor 2 cp OR HS1170 Clinical Major 3 cp and HS1161 Classroom Minor 2 cp OR HS1180 Community Major 3 cp and HS1161 Classroom Minor 2 cp	<b>FIELD EXPERIENCE</b> HS2160 Classroom Major 3 cp and HS2171 Clinical Minor 2 cp OR HS2160 Classroom Major 3 cp and HS2181 Community Minor 2 cp OR HS2170 Clinical Major 3 cp and HS2161 Classroom Minor 2 cp OR HS2180 Community Major 3 cp and HS2161 Classroom Minor 2 cp	<b>FIELD EXPERIENCE</b> HS3160 Classroom Major 3 cp and HS3171 Clinical Minor 2 cp OR HS3160 Classroom Major 3 cp and HS3181 Community Minor 2 cp OR HS3170 Clinical Major 3 cp and HS3161 Classroom Minor 2 cp OR HS3180 Community Major 3 cp and HS3161 Classroom Minor 2 cp	<b>ELECTIVE (S)</b>

**DIPLOMA IN TEACHING (NURSING)**  
**RECOMMENDED PROGRAMME - THREE YEAR STUDENTS WITH 28 CREDIT POINTS ADVANCED STANDING**

Semester 1	Semester 2	Semester 3	Semester 4	Semester 5	Semester 6
<b>NURSING STUDIES</b> HS2110 Nursing Studies I Professional Development of the Nurse Practitioner 3 cp			<b>NURSING STUDIES</b> HS2111 Nursing Studies II: Clinical Teaching-Needs and Opportunities 3 cp	<b>NURSING STUDIES</b> HS2112 Nursing Studies II: Problem Solving In Practice 3 cp ED3903 Introduction to Research and Measurement 3 cp	<b>NURSING STUDIES</b> HS2122 Nursing Studies IV: Clinical Evaluation: Problems and Process
<b>TEACHING AND LEARNING IN NURSING</b> HS1120 Teaching and Learning in Nursing IA: Introduction to Teaching Basics 2 cp HS1121 Teaching and Learning in Nursing IB: Method and Nursing Knowledge 1 2 cp	<b>TEACHING AND LEARNING IN NURSING</b> HS2120 Teaching and Learning in Nursing IIA: Verbal and Interaction Skills 2 cp	<b>TEACHING AND LEARNING IN NURSING</b> EN1317 Effective Communication 3 cp HS2121 Teaching and Learning in Nursing IIB: Method and Nursing Knowledge 2 2 cp	<b>TEACHING AND LEARNING IN NURSING</b> HS2122 Curriculum I 3 cp	<b>TEACHING AND LEARNING IN NURSING</b> HS3120 Teaching and Learning in Nursing III 3 cp	
<b>PSYCHOSOCIAL ASPECTS</b> ED1904 Human Behaviour- Man as an individual 3 cp	<b>PSYCHOSOCIAL ASPECTS</b> ED2912 Life Span Development 3 cp ED2913 Motivation and Morale 2 cp			<b>PSYCHOSOCIAL ASPECTS</b> ED3904 Self Awareness and Interpersonal Relationships Skills 3 cp	
	<b>INTEGRATED BIO-MEDICAL SCIENCES</b> SC1262 Nutrition 2 cp	<b>INTEGRATED BIO-MEDICAL SCIENCES</b> SC1263 Microbiology and Introduction to Pathology 2 cp SC2261 Anatomy and Physiology 6 cp	<b>INTEGRATED BIO-MEDICAL SCIENCES</b>		
		<b>SOCIETY AND ITS INSTITUTIONS</b> HS1151 Sociology 3 cp	<b>SOCIETY AND ITS INSTITUTIONS</b> HS2151 Political and Health Care Systems 1 - Their Influences on Patient Care and Nurse Education		<b>SOCIETY AND ITS INSTITUTIONS</b> HS2150 Legal Studies 3 cp
<b>FIELD EXPERIENCE</b> HS1160 Classroom Major 3 cp and HS1171 Clinical Minor 2 cp OR HS1160 Classroom Major 3 cp and HS1181 Community Minor 2 cp OR HS1170 Clinical Major 3 cp and HS1161 Classroom Minor 2 cp OR HS1180 Community Major 3 cp and HS1161 Classroom Minor 2 cp (over Two Semesters)	<b>FIELD EXPERIENCE</b>	<b>FIELD EXPERIENCE</b> HS2160 Classroom Major 3 cp HS3160 Classroom Major and HS3171 Clinical Major 2 cp OR HS3160 Classroom Major 3 cp HS3160 Classroom Major and HS3181 Community Minor 2 cp OR HS2170 Clinical Major 3 cp and HS3161 Classroom Minor 3 cp OR HS2180 Community Major 3 cp and HS3161 Classroom Minor	<b>FIELD EXPERIENCE</b>	<b>FIELD EXPERIENCE</b> HS3160 Classroom Major OR HS3170 Clinical Major 3 cp and HS3161 Classroom Minor 2 cp OR HS3180 Community Major 3 cp and HS3161 Classroom Minor 2 cp	<b>FIELD EXPERIENCE</b>
				<b>ELECTIVES</b>	

**DIPLOMA IN TEACHING (NURSING)**  
**RECOMMENDED PROGRAMMES - FOUR YEAR COURSE - 1983 ONWARDS**

YEAR 1		YEAR 3	
<b>Semester I</b> HS2110 Nursing Studies I HS1120 Teaching and Learning I HS1121 Teaching and Learning IB (Tertiary Study Skills) Field Experience I	<b>Semester II</b> SC1262 Nutrition HS2120 Teaching and Learning IIA (Tertiary Study Skills) Field Experience I Cont.	<b>Semester I</b> ED3904 Self Awareness and IPR HS3120 Teaching and Learning III SC2261 Anatomy and Physiology	<b>Semester II</b> HS2111 Nursing Studies II SC2261 Anatomy and Physiology HS2122 Curriculum I
YEAR 2		YEAR 4	
<b>Semester I</b> SC1263 Microbiology HS2121 Teaching and Learning IIB ED1904 Human Behaviour HS1151 Sociology EN1317 Effective Communication Field Experience II	<b>Semester II</b> ED2913 Motivation and Morale ED2912 Life Span Development HS2151 Political and Health Care I Field Experience II Cont.	<b>Semester I</b> HS3111 Intro to Research Elective Elective Field Experience III	<b>Semester II</b> HS2112 Nursing Studies III HS3110 Nursing Studies IV HS2150 Legal Studies Field Experience III Cont.

# Diploma in Administration (Nursing)

The Diploma in Administration (Nursing), is a UG2 course which has been designed to contribute to the personal and professional growth of the nurse specialising in administration at different levels within the health service.

## STRUCTURE

In order to qualify for the award of the Diploma in Administration (Nursing), a candidate must gain a total of 108 credit points. The course is composed of modules which are grouped into seven strands namely: nursing; administrative studies; psycho social aspects; society and its institutions; communication; field experience and electives.

Within the strands: Introductory modules are designated 'i' (see note on standing);

Core (compulsory) modules are designated 'c'; and

Elective modules are designated 'e'.

## NURSING STUDIES

- i HS1110 The Historical Development of Nursing
- i HS1111 Professional Adjustments and Ethics
- i HS1112 Concepts and Strategies in Nursing Practice
- i HS1113 Philosophy of Nursing
- c HS2110 Nursing Studies I
- c HS2113 Nursing Studies IB
- c HS3111 Introduction to Research and Measurement

## SCIENCE

- i SC1261 Bio-medical Sciences

## ADMINISTRATIVE STUDIES

- c HS1140 Administration and Organisational Theory I
- c HS2140 Administration and Organisational Theory II
- c HS3140 Administration and Organisational Theory III
  
- c HS2141 Administration Strategies I
- c HS3141 Administration Strategies II
- e HS3130 Health of the Workers
- e HS3131 Health Planning
- e HS3132 Health Economics

## PSYCHOSOCIAL ASPECTS

- i ED1910 Psychosocial Aspects of Illness
- c ED1904 Human Behaviour - Man as an Individual
- c ED2912 Life Span Development
- c ED2913 Motivation and Morale
- c ED3904 Self-Awareness and Interpersonal Relationship Skills
- e ED3801 Counselling

## COMMUNICATION

- c EN1317 Effective Communication
- c EN2317 Formal Communication: Skills and Conventions

## SOCIETY AND ITS INSTITUTIONS

- i HS1152 Health
- i HS1153 Disease
- c HS1151 Sociology
- c HS2150 Legal Studies
- c HS2151 Political and Health Care Systems I - Their Influences on Patient Care, and Nurse Education
- c HS3151 Political and Health Care Systems II - Their Influences on Patient Care, Management Policies and Nurse Education
- e HS3150 Community Health and Health Issues and Services

## FIELD EXPERIENCE

Field Experience is a core component of the course and will involve ongoing observation and assessment of various administrative settings as well as practical experience in two four-week blocks (or the equivalent).

The experiences will be structured in keeping with the belief that theory must be relevant to practice, and that it is essential for the student to apply what has been learned and to correlate theory with actual practice.

Placements for Field Experience will be arranged in consultation with the lecturer but the following proposed pattern may be taken as a guide.

- HS2142 **Field Experience I**
- |        |    |                                   |
|--------|----|-----------------------------------|
| Week 1 |    | own hospital                      |
| Week 2 | IA | *business observation             |
| Week 3 |    | another hospital                  |
| Week 4 | IB | community health/another hospital |

- HS3142 **Field Experience II**
- |             |     |  |
|-------------|-----|--|
| Week 1      | IIA | central and regional health administration |
| Weeks 2,3,4 | IIB | *action research in nursing administration |

\* Must be undertaken in College practicum period.

## ELECTIVES

Candidates are required to undertake 3 electives, and of these they may elect to take one, two or three modules from those written specifically for this course, or from any of the modules offered by the College, for which they hold the necessary prerequisites.

The electives written specifically for this course are as follows:

- HS3130 Health of the Workers
- HS3131 Health Planning
- HS3132 Health Economics
- ED3801 Counselling
- HS3150 Community Health and Health Issues and Services

## ADVANCED STANDING

Advanced standing is assessed on an individual basis, taking into consideration such factors as the level and scope of any previous tertiary studies and familiarity with current nursing theory and practice.

On this basis, currently practising registered nurses may be granted 28 credit points advanced standing in the introductory modules, and currently practising nurses who hold a UG3 award in Nursing Education or Nursing Administration **may** be eligible for further advanced standing in the course requirements.

## COURSE DURATION

Completion of the full course would require three years of full-time study or the equivalent. However, a candidate with 28 credit points advanced standing could complete the remaining requirements of the course in the following time:

2 years: if undertaking the maximum recommended equivalent of full-time

OR

3 years: if undertaking a modified load which may be taken in terms of the study release policy.

## PROGRAMMES

The following charts outline recommended programmes for two year, three year and four year students.

## Course Modules

Descriptions of modules may be found on pages 83-145.

## UG2 DIPLOMA IN ADMINISTRATION (NURSING)

Possible Pattern of Attendance - Average Student with advanced standing in introductory modules only (i.e. 28 credit points).

### TWO YEAR ATTENDANCE

#### Semester 1, Year 1

- HS2110 Nursing Studies I
- HS2113 Nursing Studies IB
- HS1140 Admin. and Organ. Theory I
- EN1317 Effective Communication
- ED1904 Human Behaviour - Man as an Individual
- HS1151 Sociology

#### Semester 2, Year 1

- HS2140 Admin. and Organ. Theory II
- HS2151 Political and Health Care I
- ED2912 Life Span Development
- ED2913 Motivation and Morale
- Elective

#### Full Year, Year 1

- HS2142 Field Experience I

#### Semester 1, Year 2

- HS3140 Admin. and Organ. Theory III
- HS3111 Introduction to Research and Measurement
- ED3904 Self Awareness and Interpersonal Relationship Skills
- HS2141 Admin. Strategies I
- Elective

#### Semester 2, Year 2

- EN2317 Formal Communications
- HS3151 Political and Health Care Systems II
- Elective
- HS3142 Field Experience
- HS2150 Legal Studies
- HS3141 Admin. Strategies II

#### Full Year, Year 2

- HS3142 Field Experience II

### THREE YEAR ATTENDANCE

#### Semester 1, Year 1

- HS2110 Nursing Studies I
- HS1151 Sociology
- ED1904 Human Behaviour - Man as an Individual
- HS1140 Admin. and Organ. Theory I
- HS2142 Field Experience I

#### Semester 2, Year 1

- HS2140 Admin. and Organ. Theory II
- ED2912 Life Span Development
- ED2913 Motivation and Morale
- HS2151 Political and Health Care I

#### Full Year, Year 1

- HS2142 Field Experience I (cont. in Year 2)

### Semester 1, Year 2

- HS3140 Admin. and Organ. Theory III
- EN1317 Effective Communication
- HS2113 Nursing Studies IB
- ED3904 Self Awareness and Interpersonal Relationship Skills

### Semester 2, Year 2

- HS3151 Political and Health Care II
- HS2150 Legal Studies

### Full Year, Year 2

- HS2142 Field Experience I

### Semester 1, Year 3

- HS3111 Introduction to Research
- HS3142 Field Experience II
- HS2141 Admin. Strategies I
- Elective

### Semester 2, Year 3

- HS3141 Admin. Strategies II
- Elective
- HS3142 Field Experience IIB
- EN2017 Formal Communications

### Full Year, Year 3

- HS3142 Field Experience II

### FOUR YEAR ATTENDANCE

#### Semester 1, Year 1

- HS2110 Nursing Studies I
- ED1904 Human Behaviour
- HS1140 Admin. Theory I
- \* (Tertiary Study Skills for those notified at selection)

#### Semester 2, Year 1

- ED2912 Life Span Development
- ED2913 Motivation and Morale
- HS2140 Admin. Theory II
- (Tertiary Study Skills cont.)

#### Full Year, Year 1

- HS2142 Field Experience I (cont. in Year 2)

#### Semester 1, Year 2

- HS2113 Nursing Studies IB
- HS1151 Sociology
- EN1317 Effective Communication

#### Semester 2, Year 2

- HS2150 Legal Studies
- HS2151 Political and Health Care I
- Elective

#### Full Year, Year 2

- HS2142 Field Experience I

#### Semester 1, Year 3

- ED3904 Self Awareness and interpersonal Relationship Skills
- HS3140 Admin. Theory III

#### Semester 2, Year 3

- HS3151 Political and Health Care II
- EN2317 Formal Communication
- Elective

#### Full Year, Year 3

- HS3142 Field Experience II (cont. in Year 4)

#### Semester 1, Year 4

- HS3111 Introduction to Research
- HS2141 Admin. Strategies I
- Elective

**Semester 2, Year 4**  
HS3141 Admin. Strategies II

**Full Year, Year 4**  
HS3142 Field Experience II

**AVAILABILITY** (Semesters in which offered) and **CO/PREREQUISITES**

Available	Co/Prereq.
<b>SEMESTER I</b>	
HS1140 Admin. and Organ. Theory I	Nil
HS2110 Nursing Studies I	Nil
HS2113 Nursing Studies IB	HS2110 (p)
EN1317 Effective Communication	HS1151 (c/p)
ED1904 Human Behaviour	Nil
HS3140 Admin. and Organ Theory III	HS2140 (p)
HS3111 Intro. to Research and Measurement	HS2110 (p)
	HS2133 (p)
HS2141 Admin. Strategies I	HS1140 (p)
ED3904 Self Awareness	ED2912 (p)
	ED2913 (p)
Elective(s)	*
HS2142 Field Experience I	HS1140 (c)
HS3142 Field Experience II	HS2142 (p)
	HS3140 (c/p)
<b>SEMESTER II</b>	
HS2140 Admin. and Organ. Theory II	HS1140 (p)
HS3141 Admin. Strategies II	HS2141 (p)
HS2151 Political and Health Care I	HS1151 (p)
HS3151 Political and Health Care II	HS2151 (p)
ED2912 Life Span Development	ED1904 (p)
ED2913 Motivation and Morale	ED1904 (p)
EN2317 Formal Communications	EN1317 (p)
HS2150 Legal Studies	HS1151 (p)
Elective(s)	*
HS2142 Field Experience I	HS1140 (c)
HS3142 Field Experience II	HS2142 (p)
	HS3140 (c/p)

\* Prerequisite depends on which elective taken.

# Associate Diploma in Automated Information Processing

**COURSE**

This course is designed to provide a source of integrated training for suitably qualified applicants to enable them to enter a vigorously growing profession producing graduates who:

- are able to enter the workforce maturely as competent contributors to an EDP;
- are academically qualified for membership of the Australian Computer Society;
- are ready to undertake specialist studies in order to qualify for higher positions.

**DURATION**

It is planned that students will have the opportunity to follow their studies on full-time or part-time basis, however this opportunity is dependent on the overall student numbers. For the average student studying on a full-time basis the award will take two years to complete. For the average student, not in EDP employment, studying on a part-time basis the award will take four years to complete. Intending applicants should note that the schedules listed below are designed to complete the course in minimum time. If other arrangements are desired, the applicant should contact the Head of Department of Mathematics and Computing Studies.

**STRUCTURE**

The detailed course structure is given below. The intending student should recognise that the design includes

- intensive theoretical studies essential to those intending to enter the computing profession. Many of these studies involve the student in programming and terminal time which is additional to the lecture allocation. The time intervals given in the structure relate to lecture periods,
- a work experience programme to provide the student with a realistic concept of the professional demands of the vocation.
- a major project involving systems analysis, systems design, programming and testing together with the associated group-work, interview situations, reporting and evaluation to marry the content of the course with a practical EDP problem.

**Course Modules**

Descriptions of modules may be found on pages 83-145.

**DIAGRAM 1**  
**COURSE STRUCTURE FULL-TIME STUDENTS**

Semester I (16 weeks)	Semester II (16 weeks)	Semester III (18 weeks)	Semester IV (14 weeks)
MA1034 PASCAL-TO-COBOL 6 hr per wk. 6 credit points	MA2030 COBOL II 6 hr per wk. 6 credit points	EN1390 EFFECTIVE COMMUNICATION 2 hr per wk. 3 credit points	MA3031 DATA PROCESSING III 3 hr per wk. 3 credit points
MA1032 DATA PROCESSING I 3 hr per wk. 3 credit points	MA2031 DATA PROCESSING II 3 hr per wk. 3 credit points	MA3033 SYSTEMS DESIGN 2 hr per wk. 3 credit points	MA3032 INFORMATION SYSTEMS 3 hr per wk. 3 credit points
MA1033 OPERATING SYSTEMS 3 hr per wk. 3 credit points	MA2033 SYSTEMS ANALYSIS 3 hr per wk. 3 credit points	MA3035 PROJECT PLUS 2 semester hr PLUS 6 credit points over two semesters	MA3035 PROJECT 3 semester hr
MA1031 COMPUTER ARCHITECTURE 3 hr per wk. 3 credit points	MA1030 BASIC 3 hr per wk. 3 credit points	MA2001 WORK EXPERIENCE	MA2034 TECHNICAL APPLICATIONS 3 hr per wk. 3 credit points
SS1580 BUSINESS STUDIES I 3 hr per wk. 3 credit points	SS2580 BUSINESS STUDIES II 3 hr per wk. 3 credit points	4 days per wk. for semester 9 credit points	MA3036 CURRENT APPLICATIONS and ADVANCES IN COMPUTER TECHNOLOGY 1½ hr per wk. 1½ credit points
ELECTIVE			
		MA2014 FINITE MATHEMATICS APPLIED TO BUSINESS STUDIES 4½ hr per wk. 4½ credit points	MA2032 FORTRAN AND TECHNICAL APPLICATIONS

\* Fortran and Technical Applications will be the only elective offered in 1984.

**DIAGRAM 2  
COURSE STRUCTURE PART-TIME STUDENTS**

I 16 weeks	II 16 weeks	III 16 weeks	IV 16 weeks	V 18 weeks	VI 14 weeks	VII 14 weeks	VIII 14 weeks
PASCAL-TO-COBOL 3 hr/wk 6 cr pts		COBOL II 3 hr/wk 6 cr pts		EFFECTIVE COMMUNICATION 2 hr/wk 3 cr pts	W O R E K  D A Y  P E R I E N C E  9 cr pts		PROJECT hours per wk over two semesters 6 cr. pts.
OPERATING SYSTEMS 3 hr per wk 3 cr pts	COMPUTER ARCHITECTURE 3 hr per wk 3 cr pts	DATA PROCESSING II 3 hr per wk 3 cr pts	SYSTEMS ANALYSIS 3 hr per wk 3 cr pts	SYSTEMS DESIGN 2 hr per wk 3 cr pts		INFORMATION SYSTEMS 3 hr per wk 3 cr pts	FORTTRAN and APPLICATION OR FINTE MATHEMATICS APPLIED TO BUSINESS STUDIES 4½ hr per wk 4½ cr pts
DATA PROCESSING I 3 hr per wk 3 cr pts	BUSINESS STUDIES I 3 hr per wk 3 cr pts	BASIC 3 hr per wk 3 cr pts	BUSINESS STUDIES II 3 hr per wk 3 cr pts	TECHNICAL APPLICATIONS 2 hr per wk 3 cr pts		CURRENT APPLICATIONS and ADVANCES IN COMPUTER TECHNOLOGY 1½ hr per wk. 1½ cr pts	
					EVENING DATA PROCESSING III 3 hr per wk 3 cr pts		

# Associate Diploma in Diagnostic Medical Radiography

Semester II	Hours per Week	Credit Points
SC2934 Radiographic Appreciation	1	1
SC2905 Equipment D	2	2
SC2916 Techniques and Surface Anatomy F	5	4
SC2917 Clinical Practice		3

During the year some lectures on medical legal aspects will be included.

All candidates will be expected to undertake clinical practice in their third year of studies.

### Course Modules

Descriptions of modules may be found on pages 83-145.

The Associated Diploma in Diagnostic Medical Radiography is a three year course covering the theoretical and practical aspects of training for the profession. Candidates undertake one year of full-time study followed by two years of part-time study during which they must be employed as trainee radiographers.

In their first year of studies candidates must enrol in the following programme:

Semester I	Hours per Week	Credit Points
SC1901 Physics for Radiographers	4	4
SC1902 Living Anatomy and Physiology A	4	4
SC1911 Radiographic Anatomy A	1	1
SC1904 Equipment A	3	3
HS1906 Hospital Practice	2	2
SC1913 Techniques and Surface Anatomy A	5	4

Semester II	Hours Per Week	Credit Points
SC2901 Radiation Physics	5	5
SC1903 Living Anatomy and Physiology B	3	3
SC1912 Radiography Anatomy B	1	1
SC1905 Equipment B	2	2
ED1905 Psychology - Understanding Human Behaviour	3	3
SC1914 Techniques and Surface Anatomy B	5	4

Candidates undertake practicums between semesters.

In their second year of studies candidates must enrol in:

Semester I	Hours per Week	Credit Points
ED1906 Interpersonal Behaviour	2	3
SC2911 Radiographic Anatomy C	1	1
SC2902 Living Anatomy and Physiology C	3	3
SC2913 Techniques and Surface Anatomy C	5	4

Semester II	Hours per Week	Credit Points
SC2921 Pathology A	2	3
SC2912 Radiographic Anatomy D	1	1
SC2903 Living Anatomy and Physiology D	3	3
SC2914 Techniques and Surface Anatomy D	5	4

All candidates will be expected to undertake clinical practice in their second year of studies.

In their third year of studies candidates must enrol in:

Semester I	Hours per Week	Credit Points
SC2922 Pathology B	2	3
SC2923 Complementary Techniques	1	1
SC2904 Equipment C	2	2
SC2915 Techniques and Surface Anatomy E	5	4

# Associate Diploma in Police Studies

## THE COURSE

The Associate Diploma in Police Studies is designed to develop abilities in three main areas:

- understanding personal relationships
- effective communication
- problem solving.

It recognises that police officers are called upon to perform a social function of the highest importance, of which dealing with crime is only a part.

The course was developed with the assistance of senior police and officers of the Police Association. Topics covered include human

behaviour, administration, spoken and written communication, social welfare and the multicultural nature of our society. Later in the course students will plan and follow some unit of study for themselves.

## DURATION

The course will be offered on a part-time basis over four years and will require attendance at lectures and tutorials for about six hours a week. Suitable lecture times will be decided after consultation with students.

After two years a certificate of achievement will be available to those who have completed half of the course. If officers are transferred from the Newcastle area before completing the course they will be able to complete it on an external basis.

Before enrolling for the Associate Diploma in Police Studies a candidate should:

- have a minimum two-year status as a permanent member of the NSW Police Force, or
- be deemed to have achieved a similar level and type of training.

## Course Modules

Descriptions of modules may be found on pages 83-145.

YEAR	SEMESTER	MODULE	POINTS	WEEKLY HOURS	
1	1	ED1903 Behavioural Studies I	4	3	
	1 & 2	EN1302 Communication	9	3	
		ED2909 Behavioural Studies II	4	3	
2	1	ID1801 Administration I	4	3	
	1	SS2851 Multicultural Studies I	4	3	
	2	SC1805 Material Hazards and Safety Procedures	4	3	
	2	SW1801 Social Welfare I	4	3	
3	1	SW2802 Social Welfare II	4	3	
	1	MA1806 Sampling Techniques and Basic Statistics	4	3	
	2	SS2852 Multicultural Studies II	4	3	
	2	SC2806 Enquiry Methods and Problem Solving	4	3	
4 EITHER A	1	Elective A	3	3	
	1	SS1850 Police and Society in N.S.W.	4	3	
	1 & 2	SC2807 Research	8	3	
		2	ID2802 Administrators II	4	3
		2	ED2910 Behavioural Studies III	4	3
OR B	1	Elective A	3	3	
	1	SS1850 Police and Society in N.S.W.	4	3	
	1	SC2808 Depth Study	5	3	
	2	Elective B	3	3	
	2	ID2802 Administration II	4	3	
	2	ED2910 Behavioural Studies II	4	3	

# Associate Diploma in Social Welfare

The Associate Diploma in Social Welfare is a course of vocational study and training lasting two years full-time, or longer part-time. Emphasis is placed on the integration of practical skills with theoretical knowledge.

The course comprises three main strands of study: social welfare studies, field experience and vocational forum.

## STRUCTURE

Full-time Studies - the total full-time Social Welfare programme is made up of the following modules under the new course structure which commenced in 1983.

	Hours per Week	Credit Points
<b>Semester I</b>		
SW1501 Social Welfare	3	3
ED1908 Psychology for Social Welfare	4	4
SS1820 Sociology	4	4
SW1502 Biosocial Problems	3	3
SW1503 Development Through Life and Community Services I	3	3
<b>Semester II</b>		
SW1504 Welfare Practice I	3	3
SS1830 Multicultural Studies	3	3
SW1505 Social Welfare Administration	3	3
SW1506 Welfare Practice II	3	3
SW1507 Development Through Life and Community Services II	3	3
<b>Semester III</b>		
SW2501 Welfare Practice III	3	3
SW2502 Social Policy	3	3
SW2503 Vocational Forum I	3	3
SW2504 Field Practice I (217 hr)		11
<b>Semester IV</b>		
SW2505 Law and Welfare	3	3
SW2506 Speciality Studies	3	3
SW2507 Vocational Forum II	3	3
SW2508 Field Practice II (217 hr)		11
		<hr/> 72

In 1984 the following modules will be available for students completing their programme under the old course structure:

	Hours per Week	Credit Points
<b>Semester III</b>		
SW2201 Welfare Practice III (Community Work)	3	3
SW2202 The Human Life Cycle	3	3
SW2203 Community Support Services I	3	3
SW2204 Vocational Forum II	3	3
SW2205 Field Practice II (168 hours per semester)		8
<b>Semester IV</b>		
SW2206 The Law and Welfare	3	3
SW2207 Speciality Studies	3	3
SW2208 Community Support Services II	3	3
SW2209 Vocational Forum III	3	3
SW2210 Field Practice III (168 hours per semester)		9

Modules may be offered during the day or during the evening in conjunction with part-time studies.

## Social Welfare Academic Studies

Social Welfare Academic Studies is comprised of all course modules except those taken in field experience and vocational forum strands.

## Field Practice

Field Practice is intended to provide students with educational experiences designed to develop practice skills through working in more than one social welfare setting. Some field observation visits take place during the first semester. Field placements for full-time students begin during the second semester when students spend one day per week or equivalent working in a social welfare setting under the supervision of agency staff. During the third semester field experience accounts for 168 hours. This is usually made up of two days per week but is subject to variation. A similar period takes place during the fourth semester. Placements will normally take place during the academic semester and students are required to continue placements during school holidays. Variations to this schedule may be granted.

## Vocational Forum

Vocational Forum is taken in conjunction with field practice and has the chief aim of providing an opportunity for students to integrate field practice with other social welfare modules.

## Part-time Studies

The part-time course is designed to take place during the evening over eight semesters. As a general rule, students take either two modules or three modules depending on the semesters. Part-time students may take additional modules with the approval of the Head of Department. Field placements may take place during the day or during the evening.

## Course Modules

Descriptions of modules may be found on pages 83-145.

# Graduate Diploma in Multicultural Studies

The Graduate Diploma in Multicultural Studies is a two year part time diploma which focuses both on theoretical knowledge in the area and the provision of skills which enable those working in the field to perform more effectively.

The course comprises a compulsory module core, an elective strand of two modules and a field project.

## STRUCTURE OF THE COURSE

Students take up to 9 credit points per semester. This generally means 6 hours/week of contact time with the remainder spent in the field or in the library. Modules are:

		Hours per week	Credit Points
MS4901	Australia as a Multicultural Society (Core) (full year)	2	6
MS4902	Interpersonal Relationships and Communication Skills (Core)	2	3
MS4903	Community Support Systems (Core)	2	3
MS4904	Ethnic Cultures in Australian Society (Core)	2	3
MS4905	Effective Curriculum in a Multicultural Society (Core)	2	3
MS4906	English Across the Curriculum (Elective)	2	3
MS4907	Politics and Welfare in Multi-cultural Australia (Elective)	2	3
*MS4908	Experiential Learning Through Other Language Programmes (Core)	2	3
*MS4909	Aboriginal Society (Elective)	2	3
MS4910	Intensive Mother-Tongue Maintenance (Elective)	2	3
MS4911	Field Study	individual	9

## FIELD STUDY

The field study in the second year of the course, is designed to allow students to work under contract in an area which interests them. They will be supervised by appropriate College staff and/or outside supervisors, where necessary, and be expected to take part in seminars on research design and project progress.

\* Please refer to module descriptions.

In 1984 the following modules will be offered with students choosing up to 9 credit points dependent on the stage of their programmes.

## Semester I

MS4901  
MS4902  
MS4904

## Semester II

MS4901  
MS4903  
MS4908

## Course Modules

Descriptions of modules may be found on pages 83-145.

# The School of Visual and Performing Arts

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<b>Graduate Diploma in Art (Photography)</b>	<b>80</b>
<b>Graduate Diploma in Art (Plant and Wildlife Illustration)</b>	<b>80</b>
<b>Graduate Diploma in Art (Printmaking)</b>	<b>80</b>
<b>Graduate Diploma in Art (Sculpture)</b>	<b>80</b>



# The School of Visual and Performing Arts

The School of Visual and Performing Arts is developing important study opportunities across a broad range of the creative, expressive and communicative arts. A new art building complex providing extensive studies and workshops was opened in 1981 and this has greatly improved the study resources. Other facilities have been updated recently and an expanded photographic unit and new textile complex were completed in 1982.

The philosophy of the School encompasses the notion that while personal creative development is considered an essential aspect in the education of an artist, it is also important that the graduate should be well equipped to cope with the problems arising from the application of artistic ability to the needs of society. Emphasis is, therefore, placed upon questions concerning the vocational employment of graduates.

It is an objective of the School that graduates in the Visual and Performing Arts should be able to use their knowledge and creative ability in order to practise as an individual professional artist, or to work collectively in one of the many creative art, design, media or performance professions.

Communication Studies (B.A. Degree) and Visual Arts (M.A. Degree) are in planning stages.

Courses available in 1984 lead to the following awards:

## Undergraduate:

Associate Diploma in Creative Arts and Crafts (4 years part-time)  
Bachelor of Arts, Visual Arts (3 years full-time study)

Art studies are also provided for candidates in the Bachelor of Education (Art) Course.

## Graduate

Graduate Diploma in Art (1 year full-time study)

The School's current and projected subject offerings include the following:

Painting	Theatre
Sculpture	Music
Printmaking	Dance
Ceramics	Graphic Design
Textiles	Industrial Design
Illustration (plant & wildlife)	Furniture Design
Film and Video	Jewellery Design
Photography	Design History
Environmental Art	Metalcraft
Art History and Theory	Leathercraft

# Associate Diploma in Creative Arts and Crafts

The Associate Diploma in Creative Arts and Crafts will be offered in 1984 both as a four year part-time evening course and a full-time day course according to demand. Each year will consist of two semesters of fifteen weeks. Part-time attendance will be eight hours of face-to-face lectures per week and full-time 16 hours per week. This course is intended as a community access course and a student will not necessarily have to complete the course in two or four consecutive years, but may study over a longer period if he or she wishes, taking time off in between units. The Associate Diploma will be awarded on completion of the total four units of the course.

The aims of the course are designed to:

- (i) encourage creative experimentation
- (ii) develop an awareness of aesthetics and the social and artistic contexts of the medium
- (iii) enhance the acquisition of creative skills, attitudes and abilities.
- (iv) expand knowledge of the creative application of the medium
- (v) impart an understanding of the essential concepts involved in problem solving in art and design
- (vi) assist the student in identifying with one or more aspects of the creative arts and crafts.
- (vii) provide a forum for the interaction of disparate groups and individuals in the region interested in the creative arts and crafts and thereby provide an initiative for continuing community activities.
- (viii) raise the understanding of the creative arts and crafts by imparting a deeper insight into the philosophy of their nature and place in the community.

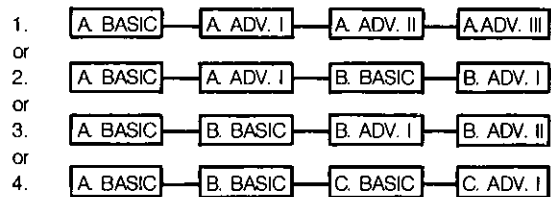
The course is structured to enable the student to build upon previous knowledge and technical ability so that a large proportion of the available study time may be devoted to experimentation and exploration of the subject in terms of its creative potential. Each specialist subject unit includes the necessary supporting, contextual, historical and philosophical studies so that the student may gain a perspective of the possible creative applications which are identified as a result of the experimentation and imaginative approaches adopted.

The following subjects in the specialist area will be offered in 1984:

- Ceramics
- Painting and Drawing
- Photography
- Textiles - weaving
- Television and Video

Each of the above subjects is available in 4 one-year units, one at basic level and three at advanced level.

The following is a diagram of possible study pattern.



Plus thirty (30) hours face to face of the Art/Craft Forum component each semester for the first two years.

In addition to the specialist subjects in the last two years, the student is required to elect one of the following resource seminars:

- Commerce Kit for Artists and Craftsmen
- Theoretical Perspectives
- Small Business Studies
- Art Theory

One of these subjects must be studied for two hours per week per semester in the final two years of the course.

All units are offered subject to there being a viable number of students interested in taking them.

## HOURS SUMMARY:

(part-time)	Hours per week
Specialist subject (face to face)	6
Specialist subject (studio practice)	7-9
Art Craft Forum (face to face)	2
Art Craft Forum (research)	3
(or Resource Units in latter part of course)	
Personal Development (four units of contract work on existing or new subject)	3-4
<b>TOTAL:</b>	<b>21-24</b>

## Credit Points

Total Course Allocation	80 cp
Breakdown	
Each Studio Unit	15 cp
Each Theory Unit	5 cp

## Course Modules

Descriptions of modules may be found on pages 83-145.

# Bachelor of Arts (Visual Arts)

The course of study for the BA (Visual Arts) is designed to prepare students for careers as professional artists or in art-related fields. The course programme is structured around the following study categories:

- (i) **Major Professional Study**  
This forms the focal point of the programme. The student is able to select from a wide range of art practice areas.
- (ii) **Support Study**  
This study is selected from an art practice area which will appropriately complement the Major Professional Study.
- (iii) **Studio Sessions**  
This is art practice time spent within various professional studios.
- (iv) **Studio Seminars**  
Seminars conducted to discuss aspects of art practice.
- (v) **Art History**  
The student is encouraged to participate in lecture/seminar situations where historical aspects of visual culture are discussed.
- (vi) **Art Theory**  
Aspects of art theory are discussed with relevant references to art practice

## THE MODULAR STRUCTURE

Studies are offered and administered as semester modules. To complete the BA (Visual Arts) programme a minimum of 131 credit points must be earned in the BA (Visual Arts) modules.

## BA (VISUAL ARTS) MODULES

This table sets out the programme semester by semester.

Semester 1	Credit Points
VA1241* Studio Sessions	15
VA1251 Studio Seminars	2
VA1271 Art History	3
VA1281 Art Theory	3
<b>Total</b>	<b>23 cpts</b>

Semester 2	Credit Points
VA2241* Studio Sessions	15
VA2251 Studio Seminars	2
VA2271 Art History	3
VA2281 Art Theory	3
<b>Total</b>	<b>23 cpts</b>

Semester 3	Credit Points
VA3241* Studio Sessions	15
VA3251 Studio Seminars	1
VA3271 Art History	2
VA3281 Art Theory	2
<b>Total</b>	<b>20 cpts</b>

Semester 4	Credit Points
VA4241* Major Professional Study	15
VA4261 Support Study	3
VA4271 Art History	2
VA4281 Art Theory	2
<b>Total</b>	<b>22 cpts</b>

Semester 5	Credit Points
VA5241* Major Professional Study	15
VA5261 Support Study	3
SS3580 Art/Business	2
VA5291 Dissertation	2
<b>Total</b>	<b>22 cpts</b>

Semester 6	Credit Points
VA6241* Major Professional Study	18
VA6291 Dissertation	3
<b>Total</b>	<b>21 cpts</b>

TOTAL CREDIT POINTS						
S1	S2	S3	S4	S5	S6	
23	23	20	22	22	21	= 131 cpts

\* Full year enrolment for Part-time students.

### INDEPENDENT STUDIO PRACTICE

Throughout the course students are expected to extend their experience in continuous studio practice. Studio space is available for this purpose. It is expected that as students proceed in the course they increase their independent studio practice in their specialist studies.

#### Assessment

Students are formally assessed in all modules of study. The requirements of a specific module as determined by the lecturer(s) must be met.

Extensions of work time for specific assignment or project may be granted by the lecturer(s). Extensions of time beyond a final assessment date may be granted by the Course Director. Students must apply in **writing** for such extensions, outlining the reasons for the application.

#### Reviews

A mid semester review is held in certain studies. Students are required to present work in progress and/or completed works for review by staff. The reviews are not assessments but they do indicate students progress in meeting the requirements of specific modules. Review requirements and details are provided by lecturers.

#### First Year Studies

The programme of studies for the First Year of the BA (Visual Arts) is designed to expose the student to a broad range of creative art experiences. Studio workshops are conducted to allow the student to select study areas relevant to the needs of the individual student. This gives the student an opportunity to explore problems within specific studio areas of the Department of Art. The relationships between creative art practice, theory and art history are explored. A student may select studio studies from the following art practice areas:

Painting	Textiles
Sculpture	Photography
Printmaking	Film and Video
Illustration (Plant & Wildlife)	Graphics*
Ceramics	

\*It should be noted that Graphics is not available as a major professional study in the course.

Art History Art Theory are compulsory components of the course.

#### Course Modules

Descriptions of modules may be found on pages 83-145.

# Graduate Diploma in Art

### MAJOR STRANDS ARE SUBJECT TO STUDENT DEMAND

The Graduate Diploma in Art course is designed to enable students to achieve high levels of artistic competence which are not normally anticipated within undergraduate programmes. Studies include historical, theoretical and critical considerations within a studio-oriented experience.

Each student has access to studios, laboratories and workshops and must demonstrate a capacity for independent, self-motivated work. Personal development is reinforced by tutorial and seminar situations. A guest lecture programme is an integral part of this course.

Each student is exposed to many stylistic and aesthetic positions in the Contextual Studies programme which examines current art practice.

At all times stress is placed upon individual achievement and to this end, formal group contact is kept to a minimum of six hours per week (average) when lectures and seminars take place. The student is expected to participate through the interchange of ideas. Another important aspect of the course is the one hour personal tutorial where the individual student and members of staff discuss work in progress examining problems arising from the work.

#### DURATION

The course is conducted over two semesters of full time study, each of 15 weeks duration.

Average course hour distribution is as follows:

#### Contextual Studies

3 hours per week (lecture or seminar)

90 course hours

#### Major Strand

(i) 4 hours per week comprising:

(a) 3 hours group seminar

(b) 1 hour personal tutorial

(total 120 course hours)

(ii) studio practice - 23 hours per week

(total 690 course hours)

Total 900 course hours.

#### Formal Student Time Commitment

Average 30 hours per week to include all individual tutorials, seminars, lectures and studio practice. (900 course hours).

#### Major Strands

Major strands are available in the following disciplines in 1984.

Painting
Sculpture
Printmaking
Illustration (Plant and Wildlife)
Ceramics
Photography
(Textiles and Art History will be available in 1984, subject to Higher Education Board approval).

#### Assessment

An exhibition of selected work is mounted by the student at the end of the course. This work is assessed by a panel which includes specialist academic staff and an external professional.

#### Credit Points

This course has been allocated the following credit points:

Total course allocation	36 cp
Breakdown:	
Course Unit I - Contextual Studies	4 cp
Course Unit II - Major Strand	32 cp

### VA5520 PAINTING

This major strand is designed to encourage the student to develop professional attitudes to painting.

The student is expected to achieve high levels of artistic competence which are not normally anticipated in undergraduate programmes. Studies include historical, theoretical and critical considerations within a studio-oriented experience. The student is required to demonstrate the capacity for independent, self-motivated studies and a high degree of creative and imaginative work is expected.

Current art practice is examined and contact with professional painters is organised.

### VA5530 SCULPTURE

This major strand is designed to encourage individual creative development in sculpture with expert guidance from staff and visiting specialists.

The main objective of this strand is the attainment of high professional standards in sculpture, building upon previous experience and studies. Coupled with this is an examination of the context within which the sculptor works in society.

It is expected that the student will already have formed ideas concerning their intended direction and what they expect to achieve.

Contact with professional sculptors is organised.

### VA5540 PRINTMAKING

This major strand is designed to encourage the student to extend studies through one or various print media so that a high professional standard will be achieved while still enjoying the freedom to pursue individual directions.

Emphasis is placed upon the development of a conceptual and technical synthesis, individual endeavour, personal research and the development of critical attitudes towards self-evaluation, current art practices and the context within which the printmaker is working.

Contact with professional printmakers and print suppliers is organised.

### VA5560 ILLUSTRATION (PLANT AND WILDLIFE)

Newcastle and the Hunter Valley Region is unique within this country in the variety and abundance of native flora and fauna and most is readily accessible to the student.

This major strand enables to student to extend undergraduate studies in illustration, photography, graphics, painting and print-making.

Students holding a Science degree in an allied field are also admitted to the course in which scientific and taxonomic illustration may be studied.

The primary objective is to develop a high degree of professional practice. This is accomplished through the freedom to follow an individual direction supported by the best professional advice available.

An involvement with the community and appropriate research institutions is encouraged.

Current illustration work is examined and contact with professional illustrators is organised.

### VA5550 CERAMICS

This major strand is designed to encourage individual creative work in ceramics.

The main objective of the course is the attainment of high professional standards. This is approached through the development of individual research and self-evaluation processes.

Contemporary art practices in ceramics is studied through contact with professionals and critical evaluation sessions.

It is expected that the student will already have formulated ideas concerning individual study areas.

### VA5570 PHOTOGRAPHY

This major strand is designed to encourage individual creative development through photographic media.

The main objective is the attainment of high professional standards in photography. This is achieved by further extending undergraduate experiences. Personal research and self-evaluation processes are maintained.

The student will study historical, theoretical and critical attitudes within the major strand.

Contact with professional photographers is organised.

### VA5590 TEXTILES\*

\*This strand is presently subject to Higher Education Board approval. If approved, details of this course will be presented at enrolment.

### VA5510 ART HISTORY\*

\*This strand is presently subject to Higher Education Board approval. It is expected to be offered in 1984.

# Module Descriptions

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# Module Descriptions

## Information

The information contained herein is correct as at October, 1983 however some changes may be effected after this date.

## Coding of Modules

Modules are given a letter code to indicate the department offering the module and a number code, the first number of which indicates the level of study of the module. The remaining numbers are for departmental and computer identification. For example:

VA1150	MA3207
VA - Arts and Crafts	MA - Mathematics
1 - 1st level	3 - 3rd level
150 - departmental and computer ident.	207 - departmental and computer ident.

**Please Note:** The College is changing its coding system to four digits from three digits. A number of three digit modules remain in the Calendar as some continuing students are studying under three digit modules.

## Nature and Availability of Modules

The following lettering and numbering system is designed to assist the student in assessing hours of study, credit point rating etc of modules.

A before brackets indicates Automated Information Processing  
 E before brackets indicates Early Childhood  
 F before brackets indicates Foundation Studies  
 G before brackets indicates Generally available  
 P before brackets indicates Primary  
 PC before brackets indicates Police Studies  
 PE before brackets indicates Physical Education  
 S before brackets indicates Secondary  
 SW before brackets indicates Social Welfare  
 T before brackets indicates T.A.F.E. (Technical and Further Education)  
 NA indicates that the module is Not available in 1983  
 (3:0) indicates 3 hours per week in Semester I  
 (0:3) indicates 3 hours per week in Semester II  
 (3:3) indicates 3 hours per week in Semester I or II  
 (3+3) indicates 3 hours per week for one year  
 ( )3 indicates the module attracts 3 credit points  
 h/w indicates hours per week

Prerequisite - Where a particular module is cited the code number is used otherwise the following abbreviations are used:

3cp1 indicates 3 credit points at 1st level  
 3ED2 indicates 3 credit points in Education at 2nd level  
 6AE1 indicates 6 credit points in Art Education at 1st level  
 3SS indicates 3 credit points in Social Science modules at any level

E after the prerequisite indicates Equivalent studies  
 R after the prerequisite indicates Recommended

Corequisite - Where a corequisite module is cited the code number is used. The corequisite is located adjacent to the prerequisite.

## Listing of Modules

— Advanced Teaching Method  
 AT Art  
 AE Art Education  
 VA Arts and Crafts/B.A. Visual Arts  
 ED Education  
 ET Education T.A.F.E.  
 EN English  
 HS Health Studies  
 HT Home Economics  
 IA Industrial Arts  
 ID Interdepartmental  
 LA Languages  
 MA Mathematics and Computer Studies  
 MS Multicultural Studies  
 MU Music Education

PE Physical Education  
 — Police Studies  
 \*\* Professional Studies  
 \*\* Teaching Experience  
 — Radiography  
 SC Science Education  
 SS Social Sciences  
 SW Social Welfare  
 SE Special Education  
 — Teacher Librarianship

Advanced Teaching Method, Police Studies, Radiography, Social Welfare and Teacher Librarianship are marked with a dash (—) as modules are offered by a variety of departments.

Professional Studies modules and Teaching Experience are offered on an interdepartmental basis. Students should refer to Pages 127-132 for the detail of codes appropriate to their course.

## P.E. LEGEND

First and second letters indicate the subject of Physical Education. First numeral indicates the level and the second numeral indicates the following:

0 = Open  
 9 = Primary, Foundation Studies, Early Childhood  
 8 = Foundation courses - External Study only  
 7 = Courses, Levels 1 and 2 common to Dip. Teach P.E., B.Ed P.E.  
 6 = Education (general)  
 5 = Non-teaching  
 4 = Secondary  
 3 = Primary  
 2 = Degree courses  
 1 = Diploma courses

Third and fourth numerals indicate module name.

For example, PE4206 is Adapted Physical Education programming a fourth level degree module with the pre-requisite of PE3206 (itself a degree module). It would therefore be available mainly to Physical Education specialist students only.

# Advanced Teaching Method

## ED4911 INDIVIDUAL DIFFERENCES IN DEVELOPMENT AND LEARNING

(0:2)3  
 Through reviewing recent research on child development and through designing learning experiences in which children become involved, students in this course will become increasingly aware of individual differences and of the possibility of planning for these in a mainstream class.

## ED4912 TEACHING THE GIFTED CHILD

(0:2)3  
 Teachers need to be knowledgeable about the gifted and talented children in their classes. The identification of these children is considered and their needs recognised. A variety of appropriate programmes are examined.

## EN4401 LANGUAGE AND READING: ASSESSMENT, DIAGNOSIS AND INTERVENTION

(0:2)3  
 This module will present the student with information on the ways in which children gain competency in language and reading. The problems of the slow and advanced learner will be considered. Methods of evaluation and diagnosis will be discussed and techniques of teacher intervention to assist language and reading development for children achieving at all levels.

## EN4402 CASEWORK PRACTICUM

(Semester I)0  
 This module will provide students with an opportunity to develop practical skills in working with individual children with special needs in language and reading, in a normal classroom. A written case study will record a specially designed programme, devised by the student.

## ID4203 CURRICULUM COMMUNITY RESOURCES

(2:0)3  
 This module will contribute to developing:

- a more advanced degree of competence in assessing children and planning for teaching in mainstreamed classes.
- an extended knowledge of the range of teaching strategies to enable to select, adapt and devise new strategies as determined by diagnosed needs.

## MA4001 MATHEMATICS EDUCATION ADV. TEACH. METHOD

(2:0)3  
 The aim is to develop skills and competencies required in the regular classroom for diagnosis in mathematics and for the construction of appropriate remediation and enrichment programmes. The nature of mathematics, theories associated with the psychology of learning mathematics, as well as contemporary approaches to the teaching of mathematics will be examined with the view to establishing effective strategies for the successful implementation of these programmes.

## MA4002 MATHEMATICS EDUCATION ADV. TEACH. METHODS PRACTICUM

(0:2)3  
 The aim of this module is to allow the student to examine and evaluate the theoretical content of the mathematics module MA4001, through application to his own teaching situation. In this way the student has the opportunity to consider the theoretical perspective in terms of the day-to-day teaching demands of the classroom.

## SE4006 DATA BASED INSTRUCTION/BEHAVIOUR MANAGEMENT

(4:0)6  
 This module is designed to focus the teacher's attention on methods for assessing the effectiveness of teaching programmes and for implementing techniques which effect classroom management procedures conducive to classroom harmony and teaching success.

## SE4007 CASEWORK PRACTICUM

( )2  
 SE4008 DEVELOPMENT AND LEARNING DISABILITIES  
 (2:0)3  
 This module aims to review current research about development learning disabilities so that the graduate will acquire a high level of awareness to the needs of the individual child and an increased sensitivity to development problems.

## TP4020 STRATEGIES FOR TEACHING I

(0:2)3  
 Teaching strategies using information processing models of teaching will be studied in their theoretical context and then practised in actual classroom settings.

## TP4021 STRATEGIES FOR TEACHING II

(0:2)3 TP4020  
 Teaching strategies using social interaction models and personal models of teaching will be studied in their theoretical context and then practised in actual classroom settings.

# Art

Modules available for Bachelor of Education (Art) students.

All first year modules are subject to student demand.

## Code

(3-1) indicates that the module requires 3 hours per week of face-to-face lecture or tutorial commitments and at least 1 hour per week of independent study

(4-0) indicates that the module requires 4 hours per week of face-to-face lecture or tutorial commitments and no prescribed independent study commitments.

(8-8) indicates that the module requires 8 hours per week of lecture or tutorial commitments and at least 8 hours per week of independent studio commitments

cps credit points

S Semester

SI Semester I

SII Semester II

NA Not available

## AT101 HISTORY OF ART

(3-1) 3 cps

SII

A contemporary survey of the art of the twentieth century, examining the nature, sources, influences and context of the art of this period.

## AT112 BASIC DESIGN

(4-0) 3 cps

SI

The development of a working knowledge of the fundamentals of structuring form and colour in 2 + 3 dimensions.

## AT113 BASIC DESIGN

(4-0) 3 cps

SI, SII *Prerequisite* AT112

An extension of AT112.

## AT116 DRAWING

(4-0) 3 cps

SI

The development of basic perceptive and manipulative skills in using both technical and experimental approaches to drawing media.

## AT117 DRAWING

(4-0) 3 cps

SI, SII *Prerequisite* AT116

An extension of AT116

## AT122, AT123 PAINTING

(4-0), (4-0) 3 cps per module

SI, SII *Prerequisite* AT122 or AT123

These modules are designed to develop perceptive and manipulative skills in painting through the examination of form, space, concepts and techniques from painting innovations.

## AT132, AT133 SCULPTURE

(4-0), (4-0) 3 cps per module

SI, SII *Prerequisite* AT132 for AT133

A basic investigation of major sculptural areas and their related concepts. The investigations include historical and contemporary study of techniques and processes. Safety and care of equipment is emphasised.

## AT142, AT143 PRINTMAKING

(4-0), (4-0) 3 cps per module

SI, SII *Prerequisite* AT142 for AT143

An exploration of the basic possibilities of various techniques related to printmaking: relief printing, intaglio, planographic, stencil, studio preparation of work, paper and print surface preparation. Printing procedures and presentation of work.

## AT152, AT153 CERAMICS

(4-0), (4-0) 3 cps per module

SI, SII *Prerequisite* AT152 for AT153

These modules seek to develop a creative approach to the ceramic arts and investigate major areas of ceramics by project, including hand-building, throwing and kiln design.

## AT157, AT158 TEXTILES

(4-0), (4-0) 3 cps per module

SI, SII *Prerequisite* AT157 for AT158

The exploration of basic design and skills relevant to textile media, emphasising properties of traditional and contemporary media and equipment.

## AT160, AT161 ILLUSTRATION

(4-0), (4-0) 3 cps per module

SI, SII *Prerequisite* AT160 for AT161

*Corequisite* Photography and one of Painting, Printmaking, Graphic Communication

Students will be expected to develop basic skills within illustration and to develop an understanding of plant and wildlife environments. Topics will include media and techniques in illustration, taxonomy, ecology, taxidermy and typography. Field work is an important aspect of these modules.

## AT172, AT173 PHOTOGRAPHY

(4-0), (4-0) 3 cps per module

SI, SII *Prerequisite* AT172 for AT173

These modules explore the creative and communicative aspects of photography through selected focus techniques, selected themes, photograms and the study of Australian and international photographers.

## AT187, AT188 JEWELLERY

(3-1), (3-1) 3 cps per module

SI, SII *Prerequisite* AT187 for AT188

These modules seek to develop creative approaches to jewellery whilst investigating techniques and aspects of design.

## AT201 HISTORY OF ART

(3-1) 3 cps

SII *Prerequisite* AT101

The content of this module will be presented at enrolment.

## AT216, AT217 DRAWING

(4-0), (4-0) 3 cps per module

*Prerequisite* AT117 for AT216

AT216 for AT217

Development of the student's abilities in expressing specific concepts through drawing. Emphasis is placed on relating drawing to professional studies being undertaken.

## AT222, AT223 PAINTING

(4-4), (4-4) 3cps per module

SI, SII *Prerequisite* AT123 for AT222

AT222 for AT223

The establishment of the capacity to express a specific concept through painting by the development of individual concepts and research of natural and technological sources.

## AT232, AT233 SCULPTURE

(4-4), (4-4) 3cps per module

SI, SII *Prerequisite* AT133 for AT232

AT232 for AT233

These modules seek to provide an understanding of the visual, technical and formal sculpture problems encountered through construction, or modelling and carving, in a variety of materials.

## AT242, AT243 PRINTMAKING

(4-4), (4-4) 3 cps per module

SI, SII *Prerequisite* AT143 for AT242

AT242 for AT243

An intensive study of the processes related to aspects of paper printing technology and the exploration of creative possibilities using one or more of the traditional and contemporary techniques: intaglio, planographic, relief printing.

## AT252, AT253 CERAMICS

(4-4), (4-4) 3 cps per module

SI, SII *Prerequisite* AT152 for AT253

AT252 for AT253

The development of aspects of ceramics through studio, industrial and sculptural approaches. Kiln-building techniques are explained and tested and historical aspects of ceramics are explored. Creative solutions to design problems are encouraged.

## AT301 HISTORY OF ART

(3-1) 3 cps

SII *Prerequisite* AT201

The content of this module will be presented at enrolment.

## AT322, AT323 PAINTING

(4-0)+(0-4) 3 cps per module

SI *Prerequisite* AT223

*Corequisite* AT322 for AT323

These modules enable Bachelor of Education (Art) students to develop a professional level of competence in painting. Both modules may be undertaken simultaneously; however, AT323 an independent studio module, is NOT compulsory, as confirmed by the B.Ed. (Art) course programme requirements.

## AT324 PAINTING

(4-0) 3 cps

SII *Prerequisite* AT322

An extension of AT322 with an emphasis placed upon developing an active awareness of contemporary issues in painting.

## AT332, AT 333 SCULPTURE

(4-0)+(0-4) 3 cps per module

SI *Prerequisite* AT233

*Corequisite* AT332 for AT333

These modules enable Bachelor of Education (Art) students to develop a professional level of competence in Sculpture. Both modules may be undertaken simultaneously; however, AT333, an independent studio module, is NOT compulsory, as confirmed by the B.Ed.(Art) course programme requirements.

## AT334 SCULPTURE

(4-0) 3 cp

SII *Prerequisite* AT332

An extension of AT332. Full details from Course Co-ordinator.

## AT342, AT343 PRINTMAKING

(4-0)+(0-4) 3 cps per module

SI *Prerequisite* AT243

*Corequisite* AT342 for AT343

These modules enable Bachelor of Education (Art) students to develop a professional level of competence in printmaking. Both modules may be undertaken simultaneously; however, AT343, an independent studio module is NOT compulsory, as confirmed by the B.Ed.(Art) course programme requirements.

## AT344 PRINTMAKING

(4-0) 3 cps

SII *Prerequisite* AT342

An extension of AT332 with an emphasis placed upon developing and sustaining technical and conceptual progression.

## AT352, AT353 CERAMICS

(4-0)+(0-4) 3 cps per module

SI *Prerequisite* AT253

*Corequisite* AT352 for AT353

These modules enable Bachelor of Education (Art) students to develop a professional level of competence in Ceramics. Both modules may be undertaken simultaneously; however, AT353, an independent studio module is NOT compulsory, as confirmed by the B.Ed.(Art) course programme requirements.

## AT354 Ceramics

(4-0) 3 cps

SII *Prerequisite* AT352

An extension of AT352. Full details from Course Co-ordinator.

## AT401 HISTORY OF ART

(3-1) 3 cps

S to be advised *Prerequisite* AT301

The presentation of a major research project, this module requires students to consult regularly with the lecturer(s), rather than attend specific lectures. The lecturer(s) will guide students to appropriate research sources, assist in determining the research area(s) and generally supervise the development and presentation of the project. The chosen research area(s) must be approved by the lecturer(s) before it is presented for assessment.

## AT422, AT423 PAINTING

(4-0)+(0-4) 3 cps per module

SI *Prerequisite* AT324 for AT422

*Corequisite* AT422 for AT423

Undertaken simultaneously, these modules provide the opportunity for Bachelor of Education (Art) candidates to sustain research and development in self-selected areas of painting. AT422 is a face-to-face module. AT423 is a studio module.

## AT424, AT425 PAINTING

(4-0)+(0-4) 3 cps per module

SII *Prerequisite* AT423 for AT424

*Corequisite* AT424 for AT425

Bachelor of Education (Art) candidates have the opportunity to sustain a specialisation in painting by electing these modules; however, AT425 is NOT a required module, as confirmed by the B.Ed.(Art) course programme requirements. AT424 is a face-to-face module. AT425 is a studio module.

## AT432, AT433 SCULPTURE

(4-0)+(0-4) 3 cps per module

SI *Prerequisite* AT334 for AT432

*Corequisite* AT432 for AT433

Undertaken simultaneously, these modules enable Bachelor of Education (Art) candidates to sustain research and development in chosen areas of sculpture. AT432 is a face-to-face module while AT433 is an independent studio module.

## AT434, AT435 SCULPTURE

(4-0)+(0-4) 3 cps per module

SII *Prerequisite* AT433 for AT434

*Corequisite* AT434 for AT435

Bachelor of Education (Art) candidates may sustain a specialisation in sculpture by electing these modules; however, AT435 is NOT a required module as confirmed by the B.Ed.(Art) course programme requirements. AT434 is a face-to-face module while AT435 is an independent studio module.

## AT442, AT443 PRINTMAKING

(4-0)+(0-4) 3 cps per module

SI *Prerequisite* AT344 for AT442

*Corequisite* AT442 for AT443

Undertaken simultaneously, these modules enable Bachelor of Education (Art) candidates to continue research and development in self-selected areas of printmaking. AT442 is a face-to-face module while AT443 is an independent studio module.

## AT444, AT445 PRINTMAKING

(4-0)+(0-4) 3 cps per module

SII *Prerequisite* AT443 for AT444

*Corequisite* AT444 for AT445

Bachelor of Education (Art) candidates may continue a specialisation in printmaking by electing these modules; however, AT445, an independent studio module, is NOT a required module, as confirmed by the B.Ed.(Art) course requirements. AT444 is a face-to-face module with AT445 is an independent studio module.

## AT452, AT453 CERAMICS

(4-0)+(0-4) 3 cps per module

*Prerequisite* AT454 for AT455

*Corequisite* AT452 for AT453

Undertaken simultaneously, these modules enable Bachelor of Education (Art) candidates to continue research and development in self-selected areas of ceramics. AT452 is a face-to-face module while AT453 is an independent studio module.

AT454, AT455 CERAMICS  
(4-0)+(0-4) 3 cps per module  
Prerequisite AT453 for AT454  
Corequisite AT454 for AT455

Bachelor of Education (Art) candidates may continue a specialisation in Ceramic by electing these modules; however, AT455, an independent studio module, is NOT a required module, as confirmed by the B.Ed (Art) course requirements. AT454 is a face-to-face module while AT455 is an independent studio module.

## Art Education

AE1001 ART MEDIA WORKSHOP I  
P(3:3)3

The student will gain introductory experience in practical art activities of his or her choice by working in an open structure studio atmosphere. Students may select from such subjects as two dimensional studies, three dimensional studies, printmaking technique and applied design.

AE1004 ART EDUCATION: 2D ART  
P(3:3)3

Opportunity to develop personal art ability through a range of 2D art experiences which might include drawing, painting, design, photography, printmaking, silk screen printing or graphic arts.

AE1005 THREE DIMENSIONAL ART  
P(3:3)3

Opportunity to develop personal art ability through a range of 3D art experiences which might include sculptural processes in a variety of media, jewellery making and fibre construction.

AE1015 ART, ARTISTS AND VISUAL EDUCATION I PRIMARY STUDIES

(2:2)3

This module will bring the student to a heightened awareness of the visual arts through a study of concepts, influences, materials and styles while maintaining a method emphasis by concentrating upon classroom application.

AE1016 FOUNDATION STUDIES: EARLY CHILDHOOD PRIMARY ART

(2:2)2

A compulsory method module designed to equip the student with a basic introduction to the teaching of art at the elementary level. It will involve a study of child development.

AE1052 FILM AND VIDEOTAPES I  
S(0:3)3

The planning, production and presentation of videotaped and filmed material using basic techniques.

AE153 STRUCTURED ART EXPERIENCES FOR PROGRESSIVE DEVELOPMENT

S(0:3)2

A comparative analysis of art curricula and consideration of the needs and requirements for planning lessons and organising progressive programmes of art activities suitable for the needs of children.

AE156 CONCEPT DEVELOPMENT AND TECHNIQUES IN THE TEACHING OF TWO DIMENSIONAL ART FORMS

S(3:3)3

The study of art methodology as a means of presenting subject content to children with varying levels of skill and intellectual development. Students will be assisted to:

- (i) identify and analyse the difficulties of individuals in both conceptual and practical experiences in art so that step-development programmes of work can be organised to satisfy special needs.

(ii) understand processes and concepts related to art experience so that appropriate materials, methods and practices can be applied at the child's level of experience.

(iii) develop a language of vision to enable children to communicate and express their personal experiences.

(iv) develop creative and critical approaches to art production including an awareness of environmental and social aspects of the community in relation to their artistic development.

AE158 PRINTMAKING TECHNIQUES IN RELATION TO TEACHING VARIOUS PROCESSES AND IDEAS AS ART MEDIA IN THE SCHOOL SITUATION

S(3:3)2

The encouragement of the use of printmaking as creative art media in the schools.

Various techniques and materials suitable for schools and different age groups to be explored.

Details of the limitations and possibilities of autographic processes in relation to methods adopted by children in preparing art work for printing.

AE2006 TWO DIMENSIONAL ART  
P(3:3)3 AE1004

To further develop some of the 2D concepts and skills gained in the AE1004 module and to encourage students to attempt some self-initiated (lecturer approved) projects.

AE2007 THREE DIMENSIONAL ART  
P(0:3)3 AE1005

Students develop some of the 3D concepts and skills gained in the AE1005 module and are encouraged to attempt some self-initiated (lecturer approved) projects.

AE2015 ART, ARTISTS AND VISUAL EDUCATION II  
(3:3)3

To bring the student to a heightened awareness of the visual arts through a study of concepts, influences, materials and styles while maintaining a method emphasis by concentrating upon classroom application.

AE252 FILM AND VIDEOTAPES II  
S(3:3)3 AE152

Experiments in the nature of film-making, following specific limitations, will enable the student to respond expressively to the moving image created at an individual level.

Consideration of cinema and television as expressions of art and society will be incorporated as a means of establishing a perceptual awareness of the cinematic styles of the mass media.

AE257 CONCEPT DEVELOPMENT AND TECHNIQUES IN THREE DIMENSIONAL ART FORMS

S(4:4)3 5AE1

Procedures necessary to initiate and develop in students the capacity to be able to foster in their pupils the ability to conceive, clarify and produce their own three dimensional art forms.

AE258 TEACHING METHODOLOGY RELATIVE TO PHOTOGRAPHY AND FILM-MAKING

S(3:3)2 5AE1

Experiences designed to make future art educators aware of photography used as an art media. Basically it will deal with 35mm-still photography (prints, slides etc.) and super 8 movie-making. Creative and innovative techniques will be employed in producing animated drawings and objects. Educational films for the use in visual communication and in general creative art productions.

AE259 METHODS OF TEACHING ART HISTORY: A RATIONALE  
S(3:3)2 5AE1

Designed to assist the student in understanding the variety of methods and approaches for teaching the History of Art content to children in the school.

AE3004 ART IIP  
(3-3)6

Basic introduction to the teaching of art at primary school level. The visual characteristics of child art and relevant teaching strategies. Methods, techniques and media in the classroom.

AE3006 TWO DIMENSIONAL ART  
G(0:3)3 AE2006

A student in this module is expected to plan and present for approval an individual programme of 2D work in his/her area of expertise or interest. The full semester is devoted to developing projects related to the approved theme/s.

AE3007 THREE DIMENSIONAL ART  
G(0:3)3 AE2007

A student in this module is expected to plan and present for approval an individual programme of 3D work in his/her area of expertise or interest. The full semester is devoted to developing projects related to the approved theme/s.

AE3015 ART, ARTISTS AND VISUAL EDUCATION III  
(3:3)3

Advanced knowledge of the visual arts and its relation to teaching. Analytical and critical awareness of the visual arts.

AE3016 STRUCTURED ART STUDIES & PROGRAM  
INFANT/PRIM

(3:3)3

Programming for progressive development in implementation of the primary visual arts curriculum. To be able to understand and develop meaningful art experiences for children in the infant/primary schools.

AE352 FILM AND VIDEOTAPES III  
S(3:3)3 AE252

The structure of movie-making as a personal experiment will be explored; and individualised responses to the cinema and television will be examined in the light of current film theory. An aesthetic for film, both viewed and produced, should be established or developed by philosophical and practical investigation of film form.

AE355 UTILISATION OF RESOURCES IN TEACHING ART  
S(3:0)2 5AE2

To stimulate creative and innovative procedures in the use of resource materials for teaching art. The resources of creative use of environment, utilisation of natural materials, scrap materials, audio-visual equipment, photocopiers and duplicating equipment as well as development of improved environment through art and environment design will be studied.

AE357 CONCEPT DEVELOPMENT AND TECHNIQUES IN TEACHING APPLIED THREE DIMENSIONAL ART FORMS

S(3:0)3 5AE2

to initiate and develop in students the capacity to be able to foster in their pupils the ability to conceive, clarify and produce their own three dimensional art forms relative to applied three dimensional design, viz. model making, jewellery, home planning, interior and exterior design and furniture design.

AE358 THE ART EDUCATOR: PROFESSIONAL RESPONSIBILITIES AND PRACTICE

S(0:3)2 5AE2

To make further art educators aware of their professional responsibilities in the field of Art Education.

AE359 ADVANCED METHODS OF TEACHING ART HISTORY  
S(0:3)3 5AE2

Aspects to assist students develop their ability to devise and implement a conceptually framed approach to the teaching of Art History and to investigate a variety of philosophical approaches to the content of Art History at Secondary School level.

AE400 PROJECT  
( ) 9

An investigation into an aspect of Secondary School Education through the arts.

AE4071 ART IIP: ART CURRICULUM STUDIES  
S(3:0)3

A basic introduction to the skills, materials, resources, thought processes and objectives of education through art. Students will gain an insight into the nature of child growth in relationship to the

child's visual and tactile expression.

The planning of appropriate activities designed to facilities continued development in child art will be covered.

AE4073 SECONDARY ART EDUCATION: DRAWING AND DESIGN

S(2:0)2

Methodology appropriate for high schools relevant to the teaching of drawing and design.

AE4074 SECONDARY ART EDUCATION - THE TEACHING OF THREE DIMENSIONAL ART FORMS

S(0:2)2

Teaching methodology and educational goals in relation to sculpture, ceramics, fibre construction.

AE4075 SECONDARY ART EDUCATION - PAINTING AND PRINTMAKING

S(2:0)2

Application of concepts, processes and techniques through relevant materials, methods and practices to the child's level of experience.

AE4076 SECONDARY ART EDUCATION - FILM/VIDEO AND PHOTOGRAPHY

S(0:2)2

Directions for possibilities for the expressive potential of the medium through experimentation at the secondary school level.

AE4077 SECONDARY ART EDUCATION: PROGRAMMING, SYLLABUS, CURRICULUM STUDIES

S(3:0)3

Introduction to the concepts and procedures involved in the planning of study units in art for high schools.

AE4078 SECONDARY ART EDUCATION: PHILOSOPHY OF ART EDUCATION, SCHOOL ORGANISATION AND ADMINISTRATION

S(0:3)3

Introduction to the philosophy of Art Education with reference to developments in Australia, America, U.K., and Europe. The study aspects of school organisation and art administration and develop awareness of issues of professional responsibility in art education.

AE4079 SECONDARY ART EDUCATION: ART HISTORY  
S(2:0)2

To provide an understanding of the basic methodological options for approaching art history and the integration of art history/art appreciation with practical areas of the curriculum.

AE4083 ART THERAPY (B.Ed.Art)  
S(0:3)3 SE409

To identify significant differences in child art development between the products of a normal child, the exceptional child and children with various types of abnormality. Students will also research in the field of art used as a form of therapy.

AE4084 EDUCATIONAL STUDIES: EDUCATION AND THE INTERNATIONALISATION OF ART

S(3:3)3

An examination of certain problems facing art education of today.

AE4085 VISUAL EDUCATION (B.Ed.Art)  
S(3:0)3 AE

To examine aspects of the board spectrum of visual communications, analyse the media employed and focus in particular on the evaluation of visual teaching aids and their use. Practical work includes the production of visuals.

AE4086 GROWTH DEVELOPMENT AND RESEARCH IN ART EDUCATION (B.Ed.Art)

S(0:3)3 AE

A study of the growth and development of Art Education with specific attention to the English, European, American and Australian situations.

Major trends will be isolated to form a foundation for the design of future practice and research in art education. Students will relate the work of particular educators and significant research in art education.

#### AE484 EDUCATIONAL STUDIES: EDUCATION AND THE INTERNATIONALISATION OF ART

S(3:3)3

An examination of certain problems facing Art Education of today.

## Arts and Crafts

### Code

(6-7-9) denote 6 hrs face-to-face with 7-9 hrs studio practice per week.

#### VA1101 GENERAL FORUM I (2-3)5

Provides a forum for discussion for all students of the course and equips them with the basic knowledge of the history of the art forms they are studying. Stress will be placed upon appreciation and analysis.

#### VA1102 GENERAL FORUM II (2-3)5 *Prerequisite* VA1101

Provides a forum for discussion for all students of the course and equips them with the basic knowledge of the history of the art forms they are studying. Stress will be placed upon appreciation and analysis.

#### VA1120 PAINTING AND DRAWING - BASIC (6-7-9)15

Provides a basis for personal expression and skills related to the expression of an idea or feeling.

#### VA1121 PAINTING AND DRAWING - ADV I (6-7-9)15 *Prerequisite* VA1120

Initiates development of personal ideas and feelings in painting and drawing. Develops skills related to the student's personal expression of an idea or feeling.

#### VA1150 CERAMICS - BASIC (6-7-9)15

Heightens students awareness of ceramics as a means of creative expression. Exposes students to the broad technological field of ceramics, so that they may execute their intentions successfully in clay. To examine contemporary theory and related art forms with a view to perceiving new ceramic works in the tradition of clay.

#### VA1151 CERAMICS - ADV I (6-7-9)15

*Prerequisite* VA1150  
Converges skill and expression in a creative situation. Continues the analysis of the history of ceramics. Relates drawing and design to the decoration of ceramics.

#### VA1170 PHOTOGRAPHY - BASIC (6-7-9)15

Introduces photography as a creative art form. Provides a basic understanding of the potential of photography as a medium of expressive communication.

#### VA1171 PHOTOGRAPHY - ADV I (6-7-9)15 *Prerequisite* VA1170

Develops further an understanding of the potential of photography as a creative medium. Extends the student's knowledge of the aesthetic traditions of photography through an examination of classic works.

#### VA1180 TELEVISION AND VIDEO - BASIC (6-7-9)15

Makes the student aware of the distinctive features of video communication and the history of television broadcasting in Australia, the U.K. and the U.S.A. and its social impact in those countries. The student will be taught to design and produce a range of video messages and will have an understanding of the basic conceptual limits of the medium and its creative and innovative possibilities.

#### VA1181 TELEVISION AND VIDEO - ADV I (6-7-9)15 *Prerequisite* VA1180

The student will be taught to write a usable script for video and will be made aware of organisational principles as applied to a closed circuit television studio. Emphasis will be upon innovation in video.

#### VA1190 TEXTILES - APPLIED DECORATION - BASIC (6-7-9)15

Develops the essential attitudes and understanding related to applied decoration of fabric and fibre through study of traditional and contemporary techniques of European textiles.

#### VA1191 TEXTILES APPLIED DECORATION - ADV I (6-7-9)15 *Prerequisite* VA1190

Develops an appreciation of the essential qualities of fibre and fabric preparation, applied decoration and dye techniques through the study of traditional and contemporary South East Asian textiles.

#### VA1195 SPINNING AND WEAVING - BASIC (6-7-9)15

Develops practical basic skills over a wide range of production techniques. Explores the design possibilities of this medium and develops sensitivity to and awareness of aesthetic considerations.

#### VA1196 SPINNING AND WEAVING - ADV I (6-7-9)15 *Prerequisite* VA1195

Extends techniques and concepts in weaving and elementary knowledge and practical experience in handweaving and pattern designing. Provides a sound understanding of aesthetics, design and craftsmanship.

#### VA2106 ART AND CRAFT: THEORETICAL PERSPECTIVES I (2-3)5

Extends understanding of the basic theoretical substructures for art and craft from a psychological, philosophical and sociological viewpoint.

#### VA2120 PAINTING AND DRAWING - ADV II (6-7-9)15 *Prerequisite* VA1121

Develops the students ability to assess and analyse their work and imparts an understanding of the sociology of art as a helpful background to the students development as an individual painter and draughtsman.

#### VA2121 PAINTING AND DRAWING - ADV III (6-7-9)15 *Prerequisite* VA2120

Further refines the students' ability to assess and analyse their painting and drawing. Encourages an in-depth involvement with a theme.

#### VA2150 CERAMICS - ADV II (6-7-9)15 *Prerequisite* VA1151

Presents to students contemporary approaches to ceramics as an art form. Develops individual directions utilising drawing and design. Refines technology used and kiln building in the service of conceptual development.

#### VA2151 CERAMICS ADV III (6-7-9)15 *Prerequisite* VA2150

Enables students to pursue independent study, experimentation and development of skills using clay as a medium for creative expression and communication. Develops creative potential by independent study and analysis of individual progress.

#### VA2170 PHOTOGRAPHY - ADV II (6-7-9)15 *Prerequisite* VA1171

Develops and explores further the photographic process by establishing a relationship between concepts and the final photographic image. Imparts an awareness of photographic aesthetics. Includes an introduction to the principles and theories of colour vision and reproduction.

#### VA2171 PHOTOGRAPHY - ADV III (6-7-9)15 *Prerequisite* VA2170

Further establishes standard of professional excellence in both black and white and colour photography. It also establishes the interrelationship between history of photography and art.

#### VA2180 TELEVISION AND VIDEO - ADV II (6-7-9)15 *Prerequisite* VA1181

Develops an awareness of a broad range of experimental video and of the necessary funding of video production. Also creates an awareness of marketing and distribution strategies of video products and gives the necessary information and understanding to enable the students to produce video products which demonstrate a degree of originality.

#### VA2181 TELEVISION AND VIDEO - ADV III (6-7-9)15 *Prerequisite* VA2180

Expands on current trends in television and video. Refers to children's television and the role of television in society and further encourages creative experimentation.

#### VA2190 TEXTILES - APPLIED DECORATION - ADV II (6-7-9)15 *Prerequisite* VA1191

Affords the student practical experience and furthers his/her knowledge and understanding of art and craft techniques and the relationship between function and design as used by other cultures. Particular attention is given to applied decoration of Asian origin.

#### VA2191 TEXTILES - APPLIED DECORATIONS - ADV III (6-7-9)15 *Prerequisite* VA2190

Develops further the appreciation of the essential qualities of fibre and fabric preparation and applied decoration relative to the study of traditional and contemporary textiles.

#### VA2195 SPINNING AND WEAVING - ADV II (6-7-9)15 *Prerequisite* VA1196

Develops skills and commitment in, and awareness of the creative potential of this area. Enables a wide range of skills and aesthetic issues to be considered in the context of practical project work.

#### VA2196 SPINNING AND WEAVING - ADV III (6-7-9)15 *Prerequisite* VA2195

Develops further skills and commitment in, and awareness of, the creative potential of this area. Extends the techniques and creative possibilities of weaving processes, design and research.

## B.A. Visual Arts

#### VA1241 STUDIO SESSIONS

(15-15)15 SI Full Year for Part-Time Students  
This module encourages the student to select studio/workshop sessions that will meet the creative and technical needs of the individual student. Selections can be made from sessions presented in the following areas: painting, sculpture, printmaking, ceramics, textiles illustration (plant and wildlife), graphics, photography and film and video.

#### VA1251 STUDIO SEMINARS

(1-1)2 SI, SII  
This module establishes the student's studio work pattern. Problems are discussed. Students prepare seminar papers on subjects of interest and concern and present these to peer groups.

#### VA1271 ART HISTORY

(3-3)3 SI  
An introduction to twentieth century visual and plastic arts.

#### VA1281 ART THEORY

(3-3)3 SI  
An introduction to aspects of art theory pertaining to studio art practice.

#### VA2241 STUDIO SESSIONS

(15-15)15 SII Full Year for Part-Time Students  
*Prerequisite* VA1241  
A further extension of Semester 1 Module VA1241 with selection more specifically from: painting, sculpture, printmaking, ceramics, textiles, illustration (plant and wildlife), graphics, photography and film and video.

#### VA2251 STUDIO SEMINARS

(1-1)2 SI, SII  
An extension of the studio work pattern. Students discuss seminar papers or aspects of concern in the visual arts.

#### VA2271 ART HISTORY

(3-3)3 SII *Prerequisite* VA1271  
A continuation of studio undertaken in Semester I in VA1271. A further historical study of western visual arts.

#### VA2281 ART THEORY

(3-3)3 SII *Prerequisite* VA1281  
A continuation of studies undertaken in Semester I in VA1281. A further study of art theory areas pertaining to studio art practice.

#### VA3241 STUDIO SESSIONS

(15-15)15 SI Full Year for Part Time Students  
*Prerequisite* VA2241 or VA2243  
An exploration of creative and technical possibilities within studio practice. By this time the student is expected to have limited selection to more specific areas for detailed study. Areas available are: painting, sculpture, printmaking, ceramics, textiles, illustration (plant and wildlife), graphics, photography and film and video.

#### VA3251 STUDIO SEMINAR

(1-1)1 SI, SII  
This module is related to studio art practice. Aspects of interest and concern are presented through seminar papers.

#### VA3271 ART HISTORY

(2-2)2 SI *Prerequisite* VA2271  
A selection of study may be made from the following options:  
1. Australian Art and Architecture  
2. Relationship between Art and Music  
3. Philosophy and Art Criticism in the Twentieth Century  
4. The History of Art Since 1945  
5. The History and Theory of Photography  
6. Film Genres  
7. Australian Film  
8. Women in Art

# Education

9. History of Illustration and Printmaking
10. Japanese Art and Culture
11. Renaissance Studies
12. Art, Perception and Aesthetics

VA3281 ART THEORY  
(2-2)2 SII *Prerequisite* VA2281  
This study aims to relate art theory to studio art practice.

VA4241 MAJOR PROFESSIONAL STUDY  
(12-15)15 SII Full Year for Part Time Students  
*Prerequisite* VA3241  
A selection of a major studio art and for study in depth. Selections are made from painting, sculpture, printmaking, ceramics, textiles, illustration (plant and wildlife), photography and film and video.  
\*Note: Graphics is not available presently as a major professional study option.

VA4261 SUPPORT STUDY  
(3-3)3 SII  
A studio study which must adequately complement the major professional study selected from painting, sculpture, printmaking, ceramics, textiles, illustration (plant and wildlife), graphics, photography, film and video.

VA4271 ART HISTORY  
(2-2)2 SII *Prerequisite* VA3271  
A selection of one of the following excluding the option undertaken in VA3271.  
Options:

1. Australian Art and Architecture
2. Relationship between Art and Music
3. Philosophy and Art Criticism in the Twentieth Century
4. The History of Art Since 1945
5. The History and Theory of Photography
6. Film Genres
7. Australian Film
8. Women in Art
9. History of Illustration and Printmaking
10. Japanese Art and Culture
11. Renaissance Studies
12. Art, Perception and Aesthetics

VA4281 ART THEORY  
(2-2)2 SII *Prerequisite* VA3281  
A further extension of VA3281. This study aims to integrate art theory and studio art practice.

VA5241 MAJOR PROFESSIONAL STUDY  
(12-15)15 SII Full Year for Part Time Students  
*Prerequisite* VA4241  
A continuation of study area undertaken as a major professional study in VA4241.

VA5261 SUPPORT STUDY  
(3-3)3 SII *Prerequisite* VA4261  
Continuation of support study selected in VA4261. This study must adequately complement the major professional study.

VA5291 DISSERTATION  
(1-1)2 SII *Prerequisite* VA4271 or VA4281  
The preparation of material for final presentation in Semester 2 as a dissertation. An aspect of the history, theory or art practice within the visual arts may be selected.

VA6241 MAJOR PROFESSIONAL STUDY  
(15-18)18 SII Full Year for Part Time Students  
*Prerequisite* VA5241  
A continuation of the major professional study selected under VA5241.

VA6291 DISSERTATION  
(1-2)3 SII *Prerequisite* VA5291  
A continuation of research commenced in Semester I study VA5291 material to be prepared on an aspect of history, theory or art practice within the visual arts.

Students who commenced a course before 1981 should refer to the relevant calendar for module details.

ED1701 SENSITIVITY TO OTHERS  
G(3:3)3  
The student will develop personal techniques to understand self, to cope with emotions, and to interact with others

ED1801 BASIC ISSUES IN EDUCATION  
G(3:0)3  
Definition of concepts related to the educational process and critical analysis of controversial educational issues, with a view to students clarifying their own educational philosophy.

ED1802 PLANNING & PRODUCING AUDIO-VISUAL  
( )3 TECHNIQUES  
The contents of the above module will be presented at enrolment.

ED1902 CHILD DEVELOPMENT (ADOLESCENCE)  
(0:3)3  
The biological, social, cognitive and emotional factors which interact in the development of adolescents are considered.

ED1904 HUMAN BEHAVIOUR - MAN AS AN INDIVIDUAL  
(2:0)3  
This module provides an introduction to the study of human behaviour complementing psychological and sociological studies.

ED1908 PSYCHOLOGY FOR SOCIAL WELFARE  
SW(4:0)4  
This course gives emphasis to the psychology of human relationships and communication. In addition it conveys something of the scientific basis of the study of human nature.

ED1909 ORIENTATION TO TEACHING  
G(3:0)3  
This course will assist students to prepare for their initial practice teaching session by introducing them to some basic ideas on lesson planning, classroom teaching techniques and classroom management in general.

ED1910 PSYCHOSOCIAL ASPECTS OF ILLNESS  
(2:2)3  
This module is designed to cause the nurse to consider the implications of illness and/or hospitalisation for the individual who is ill and for his/her family with respect to the psychosocial aspects of life. In addition, the health agencies and/or modes of support are examined.

ED2501 CAREERS EDUCATION ACTIVITIES  
G(3:3)3  
This will embrace the practical application of theoretical concepts concerned with entry into the workforce and a knowledge of relevant referral agencies.

ED2601 PHILOSOPHY AND CURRICULUM IN EARLY  
CHILDHOOD EDUCATION  
EC(3:0)3  
This module is concerned with theoretical foundations for curriculum development. Practice will be given in designing appropriate programmes.

ED2602 PLAY IN EARLY CHILDHOOD EDUCATION  
EC(3:0)3  
This study is concerned with the development of play and its functions in the physical, social, cognitive, emotional and language growth of the child.

ED2701 STRESS AND GROWING  
G(3:0)3  
Students will gain an understanding of factors associated with stress generally and in the context of the school. Study will also focus on procedures to minimise stress.

ED2702 DEVELOPMENT THROUGH LIFE  
(3:3)3  
The student will gain an increased understanding of the factors affecting the interaction between persons and the social environment.

ED2801 THE TEACHING/LEARNING PROCESS  
(ADOLESCENCE)  
S(3:3)3 ED1  
Psychological and educational principles which affect the efficiency of students' learning in the secondary years of schooling.

ED2802 CLASSROOM PROCESSES  
G(3:3)3 ED1  
The processes of teaching and their relationship to learning outcomes in the classroom are studied by an examination of the major phases of the teaching process and the roles of the teacher and learner in this process.

ED2803 ISSUES AND PATTERNS IN CURRICULUM  
DEVELOPMENT  
G(3:3)3 ED1  
Curriculum development theory provides a basis for practical exercises undertaken in areas of specialisation.

ED2805 CRITICAL PROBLEMS FOR THE CLASSROOM  
TEACHER  
G(0:3)3 ED1  
This module is intended as a practical extension of the theoretical ideas given in the Child Development modules and a desirable corollary to the first and second practicum.

ED2901 ADOLESCENT DEVELOPMENT  
(3:3)3  
An examination of the basic principles of human development will be used as a foundation for a study of the adolescent problems generally and in the school.

ED2902 TEACHING/LEARNING IN THE MAIN STREAM CLASS I  
G(3:3)3  
Students will be involved in experiences associated with the design, implementation and assessment of teaching strategies.

ED2903 TEACHING/LEARNING IN THE MAIN STREAM CLASS II  
G(3:3)3  
This course will provide students with some knowledge of the nature and range of differences likely to occur among children in the regular class and of a variety of alternative approaches to cater for these differences.

ED2904 INTRODUCTION TO HUMAN DEVELOPMENT  
(0:3)3  
The student will make a psychological study for human life span development with special emphasis on the period associated with pre-primary and infant pupils and primary pupils.

ED2905 TEACHING AND LEARNING IN SECONDARY SCHOOLS  
S(3:3)3  
The student will gain an understanding of the planning, techniques and resources needed to promote effective pupil learning and of the need to cater for individual differences among pupils.

ED2906 PROCEDURES IN CURRICULUM DEVELOPMENT  
G(3:3)3 ED1  
A basic understanding of the factors to be considered in curriculum design will be used in developing a curriculum plan.

ED2912 LIFE SPAN DEVELOPMENT (NURSE EDUCATION)  
(0:3)3  
Increased understanding of individual development continuing throughout the life span is seen as contributing to understanding of the self. In this way the module will contribute to the development of a healthy self concept and assist the establishment of satisfying interpersonal relationships.

ED2913 MOTIVATION AND MORALE  
(0:2)2 ED1904  
This module will examine the meaning of the concepts of motivation and morale, the determinants and complexity of human motivation and the application of these to theories of management. Special examination will be made of the questions of the relevance of motivation and morale to selected professional practice.

ED3101 SCHOOL & SOCIETY (DIPLOMA)

ED3102 MEASUREMENT & EVALUATION IN THE SCHOOL  
(DIPLOMA)

ED3103 PERSONALITY AND MENTAL HEALTH (DIPLOMA)

ED3104 TECHNOLOGY OF EDUCATION (DIPLOMA)

ED3201 SCHOOL & SOCIETY (EXTENSION)

ED3202 MEASUREMENT & EVALUATION IN THE SCHOOL  
(EXTENSION)

ED3203 PERSONALITY & MENTAL HEALTH (EXTENSION)

ED3204 TECHNOLOGY OF EDUCATION (EXTENSION)

ED3300 EDUCATION TODAY  
The contents of the above 9 modules will be presented at enrolment.

ED3301 SCHOOL AND SOCIETY (DEGREE)  
G(3:3)3 ED2 only available to stage 5 or stage 6 students  
Students will develop an understanding of basic sociological concepts, and the process of the socialisation of the individual in an educational context.

ED3302 MEASUREMENT AND EVALUATION IN THE  
CLASSROOM  
G(3:3)3 ED2  
This study provides the student with an insight into the basic methods, practices and problems associated with educational measurement.

ED3303 PERSONALITY AND MENTAL HEALTH  
G(3:3)3  
Factors contributing to the making and changing of personality will be discussed together with the concept of the "inadequate" personality. This will lead to a study of mental health in the schools.

ED3304 TECHNOLOGY OF EDUCATION  
G(3:3)3 ED2  
The relationship of the media of instruction to the whole process of instruction is explored in practical situations.

ED3601 INNOVATIONS AND PARENT INVOLVEMENT IN EARLY  
CHILDHOOD EDUCATION  
EC(0:3)3  
Students will develop a theoretical knowledge of parental involvement in Early Childhood Education and associated innovative concepts. Students will also gain practical experience in design, implementation and evaluation of related programmes.

ED3602 ELEMENTARY ADMINISTRATION  
EC(3:3)3  
Emphasis is placed on the development of knowledge relating to practical administrative procedures in Early Childhood work. This module is particularly recommended for persons intending to teach or direct preschool activities.

ED3701 MIND AND BODY  
(3:0)3  
A study of this module will give some understanding of the psychological findings related to normal and altered states of consciousness. Supporting study will focus on the usefulness of scientific method to obtain relevant data.



ED3702 TECHNIQUES IN EDUCATIONAL PERSUASION  
( )3  
The contents of the above module will be presented on enrolment.

ED3703 INTERPERSONAL RELATIONSHIPS AND COMMUNICATION SKILLS  
(0:3)3  
The factors underlying the development of communication skill will be examined and opportunity given to the student to improve his abilities to communicate and to enhance his relationships with others.

ED3704 PERSONALITY AND HUMAN MOTIVATION  
(0:3)3  
Students will examine the interacting influences which move persons to behave in particular ways. In this study, students will also gain a deeper awareness of self.

ED3801 COUNSELLING  
(0:3)3  
This module is designed to extend the interpersonal and counselling-rated skills of any person whose functions include aspects of counselling. It will accomplish this by developing a knowledge of the philosophical and scientific bases of the counselling process and skills in relevant practices.

ED3802 INNOVATIONS IN PRIMARY/SECONDARY EDUCATION  
G(3:3)3 ED2  
Students to select either Primary or Secondary. This module provides an understanding of the theoretical issues involved in educational innovation. It examines in detail examples of innovative practices in Australia and in other countries.

ED3901 EDUCATIONAL ADMINISTRATION  
(2+2)4  
An examination of such dimensions of administration in education as leadership, decision making, group behaviour and communication in an organisational setting.

ED3902 SOCIOLOGY OF EDUCATION  
(2+2)4  
An analysis of the teacher and the pupil as individuals and as group members in the social system within the school and of the influence of society on each.

ED3904 SELF AWARENESS/INTERPERSONAL RELATIONSHIP SKILLS  
(3:0)3  
The provision of an environment conducive to and supportive of learning is greatly dependent on maintaining meaningful interpersonal relationships. Such an environment is also essential to quality patient care, personal growth of health team members and facilitation of the aims of the organisation. This module is designed to foster a realistic self image by providing experiences which enhance self awareness and promote self esteem and to build on this awareness and understanding in developing competence in establishing and maintaining meaningful relationships with others.

ED3906 TEACHING/LEARNING IN THE MAIN STREAM CLASS III  
G(3:3)3  
This module will examine the interactions among all the persons within a school.

ED3907 CHILD DEVELOPMENT - PERSONALITY AND SELF CONCEPT  
(3:0)3  
The student will make an indepth study of some aspects of personality and self concept in the context of life span development but with special emphasis on the years from 0 to 8.

ED3908 CHILD DEVELOPMENT - INTELLECTUAL GROWTH  
(3:0)3  
This module will examine some theories relating to the growth of intellectual abilities with emphasis on the years from 0 to 8.

ED4003 PROJECT PREPARATION (EARLY CHILDHOOD)  
E( )3  
The contents of the above module will be presented at enrolment.

ED4006 PROJECT IN EARLY CHILDHOOD  
E(3+3)6  
The student will undertake a project with some practical application approved by the Early Childhood Course Director. The project will be supervised by a lecturer from the Department of Education and one from the relevant subject discipline.

ED4013 PROJECT PREPARATION IN PRIMARY  
E( )3  
The contents of the above module will be presented at enrolment.

ED4016 PROJECT  
P(3+3)6  
The student will undertake a project with some practical application and some personal relevance under the jurisdiction of the Department of Education and the department offering the students major emphasis in Primary Studies.

ED4200 EDUCATIONAL RESEARCH  
ED4304 EDUCATIONAL TECHNOLOGY  
The contents of the above 2 modules will be presented at enrolment.

ED4601 CURRENT TRENDS AND ISSUES IN EARLY CHILDHOOD EDUCATION  
EC( )3  
This module will enable the student to gain some experience in creating and evaluating practical programmes in early childhood education in accordance with recent developments.

ED4602 EDUCATIONAL ADMINISTRATION (E.C.)  
EC( )3  
This course will focus on administrative theory and relevant practice in Early Childhood Education.

ED4701 THE HELPING RELATIONSHIP AND THE INTERVIEWING PROCESS  
(3:3)3  
This study is intended to develop an understanding of the nature of helping relationships and some competency in making helpful contacts. Practical aspects will also be considered.

ED4702 MOTIVATION  
(3:3)3  
A study of this module will assist the student to understand and interpret human behaviour.

ED4703 PSYCHOLOGICAL TECHNIQUES/CONSUMER PERSUASION  
( )3  
The contents of the above module will be presented at enrolment.

ED4704 CHANGING ATTITUDES AND BEHAVIOUR BY INDIVIDUAL INFLUENCE  
(3:3)3  
The student will study factors concerned in the development of attitudes. Individual influence in changing attitudes will be examined in a variety of contexts.

ED4706 PSYCHOLOGY AND WORK  
(3:3)3  
This module will promote an awareness of the possible outcomes arising from the interaction of the work environment and associated persons.

ED4707 CHANGING ATTITUDES AND BEHAVIOUR BY GROUP INFLUENCE  
(3:3)3  
This module considers the effects of different kinds of social groups in changing the behaviour of the individual. Groups will include advertisers in the media, peer groups in the educational context and community groups.

ED4708 PARENTS, CHILDREN AND THE COMMUNITY  
(3:3)3  
The student will develop an awareness of the abilities and values of persons from different life styles and especially from life styles moulded by misfortune.

ED4709 DEVELOPMENT OF OCCUPATIONAL AWARENESS  
(3:3)3  
The student will develop techniques to assist school pupils to gain a realistic view of the world of work and to gain skills in evaluating information from the employment sources.

ED4801 PSYCHOLOGY AND THE ATHLETE  
S(3:3)3  
A study of this module will lead to an understanding of the contributions of the behavioural scientist to the development of proficiency in sport.

ED4802 SITUATION BASED CURRICULUM  
G(3:3)3  
After the development of some initial concepts in curriculum structure, students will design and begin to implement and evaluate a curriculum that is personally useful and satisfying.

ED4803 EDUCATIONAL INQUIRY  
G( )3  
This module is designed to enable the student to develop simple research skills and an interest in carrying out action research.

ED4804 CURRENT ISSUES IN EDUCATION  
G(3:3)3  
Opportunity will be given to debate freely a number of critical issues of current importance in education.

ED4806 LEADERSHIP  
G(3:3)3  
The student will examine theories relating to leadership, the decision making process, styles of organizational behaviour, supervisory techniques, staff morale and organizational climate.

ED4807 COMPARATIVE EDUCATION  
G( )3  
The student will contrast the education systems in several countries with the NSW education system.

ED4808 THE TEACHING OF READING: A PSYCHOLOGICAL ANALYSIS  
G( )3  
This study uses an information-processing model to facilitate the evaluation of alternative methods of teaching reading generally at the infants and early primary stages.

ED4809 THE PSYCHOLOGY OF READING DISABILITIES  
G(3:3)3  
A study will be made of the psychological principles underlying the development of reading skills and factors which impede such development.

ED4810 CURRENT RESEARCH ON TEACHING AND CURRICULUM  
G(3:3)3  
Elective module. Explores current research on teaching and curriculum. Extensive use of ERIC will be made.

ED4811 LEARNING AND THE DESIGNING OF LEARNING EXPERIENCES  
G(3:3)3  
Core module for PG1. Reviews evidence of processes and development of learning. Students will relate educational objectives to the selection and organisation of learning experiences and evaluate the process in a practical context.

ED4812 THE CURRICULUM AND GROUPS WITH SPECIAL NEEDS  
G(3:0)3  
Elective module. Looks at designing curriculum for less able, gifted, poor and reluctant readers, first and second phase migrant children

and physically handicapped children. Students may opt to specialise.

ED4815 ASSESSMENT PROCEDURES IN THE SECONDARY SCHOOL  
S(3:3)3  
Modern school assessment techniques are studied, together with the rationale for testing. Emphasis is placed on the development of practical skills for students in all disciplines.

ED4816 CURRICULUM DEVELOPMENT AND RESEARCH  
(3:3)3  
A study is made of the basic principles and practices of curriculum development in the specific area of interest.

ED4818 OBJECTIVES AND EVALUATION IN EDUCATION  
(3:3)3 15cpED including 3cp3  
Skills are developed in the identification of valid reasons for the assessment of learning, the creation of appropriate tests and the interpretation and reporting of test results.

ED4817 THE APPLICATION OF ORGANIZATIONAL THEORY TO EDUCATION  
(3:3)3  
A study of this topic is intended to make the potential educational administrator more sensitive to the problems of school administration and to provide a theoretical background conducive to their solution.

ED4819 INTERPERSONAL RELATIONS & COMMUNICATION SKILL  
The contents of the above module will be presented at enrolment.

ED4820 EDUCATIONAL ADMINISTRATION  
( )3  
An analysis will be made of administrative systems in education and associated innovations.

ED4821 PHILOSOPHIES OF EDUCATION  
The contents of the above module will be presented at enrolment.

ED4822 AIMS AND VALUES OF AUSTRALIAN EDUCATION  
(3:3)3  
The student will develop an understanding of the aims and values that have shaped Australian education in the past and of the effects of these in curriculum development.

ED4823 ESSAY  
( )2  
The Essay topic will relate to either the field of specialization or to Education and will be completed over 2 semesters.

ED4824 THE ADOLESCENT AND EDUCATION  
(3:3)3  
An examination will be made of the basic principles of human development through life. These principles will also be considered in the context of the school through practical observations and case studies.

ED4825 PERCEPTION  
G(2:2)3  
The physiology of the five senses, particularly sight and hearing are related to the psychology of the individual and the environment.

ED4826 EDUCATIONAL INQUIRY  
G(0:3)3 ED2000 or equiv.  
This module aims to prepare the student to develop a research proposal and to undertake useful and personally meaningful classroom research.

ED4901 RECENT ADVANCES IN CHILD DEVELOPMENT  
EC( )3  
This module will introduce the student to a variety of topics of current research interests. Compulsory for B.Ed. (Early Childhood).

**ED4902 CURRICULUM THEORY AND DEVELOPMENT**  
G(3+3)6

Core module for PG1. Deals with theoretical and practical issues involved in curriculum making. Work is done in groups and by contract. Various curriculum projects such as ASEP, SEMP, MACOS are examined, and their use and limitations explored.

**ED4903 CULTURE, CHANGE AND SCHOOL**  
G(3+3)6

Core module for PG1. Module looks at contemporary Australian society and the forces shaping the culture. Examines the role of school, family and policy and the effect on curricula of cultural and social changes.

**ED4904 MODES OF INQUIRY**  
G(0:3)3

Core modules for PG1. Explores the different modes of inquiry underlying the acquisition of knowledge. As well as theoretical considerations, students opt to examine the modes of inquiry of two subject disciplines of their choice.

**ED4905 PREPARATION AND DISSERTATION**  
(3+3)9

Preparation and presentation of a dissertation. Students will work with a staff supervisor and acquire necessary skills as prescribed.

**ED4907 CURRICULUM EVALUATION**  
G(3+3)6

Core module for PG1. Explores the nature of curriculum evaluation. Students will initiate, develop and construct an evaluation of a curriculum provided by a local school or institution.

**ED4908 EDUCATION IV (SECONDARY)**  
S(3+3)10

**PART A: Perspective in Education**  
Issues facing education in Australia.  
Strand A - Functions and philosophies - including a search for definition, the purpose of schools, the economy, politics and education.

Strand B - Classroom and curriculum - including classroom management, the learner, the teacher, curriculum design - influences, effects and application.

**PART B: Students must undertake one of:**

- (i) Educational Psychology
- (ii) The Exceptional Child
- (iii) The Sociology of Education

**(i) Educational Psychology**  
A study of important psychological factors likely to exercise a significant influence in the classroom. These will include genetic, home and cultural factors and teacher skills.

**(ii) The Exceptional Child**  
The following two modules will be offered, one module to be completed in each semester.

**Semester 1**  
Developmental disabilities in children (e.g. mental retardation, learning disabilities, emotionally disturbed, communication disorders, etc.) especially disabilities commonly encountered in normal classrooms, and recent trends in special education.

**Semester 2**  
Behaviour management principles and their practical application in dealing with a variety of behaviour and learning problems in the classroom or home setting.

**(iii) The Sociology of Education**  
**Semester 1**  
The School and Society: Basic concepts regarding society and culture, the socialisation process, the agencies of socialisation, the functions of education in society, the teacher in society.

**Semester 2**  
The Sociology of Education: The school as an organisation, group processes in the classroom, attitude and attitude change, the teacher in the school system, local education systems.

**ED4909 EDUCATION IV (PRIMARY)**  
P(3+3)10

**PART A: Perspectives in Education**  
Teacher effectiveness. Classroom management and discipline. Principles of development and the developmental characteristics of primary school children. Theories of learning (Bruner, Ausubel, Cagne, Piaget). The functioning classroom (curriculum, syllabus, school policy, Departmental Regulations, etc.).

**PART B: Sociology of Education**  
**Semester 1 School and Society**  
This covers the basic concepts of society, culture, socialisation and its agencies, the functions of education in society, and the role of the teacher in society.

**Semester 2 The School as an Organisation**  
An examination of the school as an organisation. Detailed analysis of group processes in the classroom and of the role of teacher and pupil in the school system.

# Education — T.A.F.E. (Technical and Further Education)

## ON CAMPUS MODULES\*

**ET1000 SPECIAL METHOD 1 PRE-SERVICE**  
T(2+2)4

See ET2000 for module description.

**ET1020 PRACTICAL EXPERIENCE 1 PRE-SERVICE**  
T(3+3)4

Ongoing supervised practice teaching conducted in another teachers classroom.

**ET1050 SPECIAL METHOD 2 PRE-SERVICE**  
T(2+2)4

See ET2000 for module description.

**ET2000 SPECIAL METHOD 1 IN-SERVICE**  
T(2+2)4

Special Method Courses are conducted to meet the requirements of the individuals' subject specialisation.

**ET2020 PRACTICAL EXPERIENCE 2 PRE-SERVICE**  
T(3+3)4

Ongoing supervised practice teaching conducted in a fashion classroom.

**ET2025 PRACTICAL EXPERIENCE 1 IN-SERVICE**  
T(12:12)6

Ongoing supervised practice teaching conducted in the trainee teacher's classroom.

**ET2026 PRACTICAL EXPERIENCE 2 IN-SERVICE**  
T(16:16)6

Ongoing supervised practice teaching conducted in the trainee teacher's classroom.

**ET2050 SPECIAL METHOD 2**  
T(1+1)2

See ET2000 above for module description.

**ET2110 PLANNING SKILLS**  
T(2:2)3

Students will develop competence in systematic procedures for lesson planning and will be expected to apply these to their ongoing teaching.

**ET2120 EVALUATION SKILLS**  
T(2:2)3

Students will critically examine assessment as it affects the individual teacher's role within particular schools in technical and further education. Students will also develop appropriate test instruments and will acquire proficiency in methods employed in test item validation.

**ET2130 STUDENTS AND TEACHERS IN T.A.F.E.**  
T(2:2)3

This module will examine the special characteristics and diversity of students in T.A.F.E. It will particularly develop an understanding of the young worker at college and the predicament of students in the context of continuing education. The course will also address itself to the requirements of recent T.A.F.E. provision for special groups, e.g. pre-apprenticeship student; minorities.

**ET2150 ISSUES IN T.A.F.E. A**  
T(2:2)3

This module will examine the major concerns of T.A.F.E. in the 80's and the systems responsiveness to change. It will seek to chart directions for development and students will be encouraged to explore, through comparative study, the potential of general trends, e.g. off the job provision.

**ET2170 CURRICULUM STUDIES**  
T(2:2)3

A number of curriculum models are examined in the context of their particular applicability to the T.A.F.E. situation. A curriculum evaluation exercise is undertaken after consideration of the various theories of curriculum assessment. Students are required to suggest alternative modes of curriculum implementation, following upon their curriculum evaluation.

**ET2250 TEACHING SKILLS 1**  
T(2:2)3

The focus on this module is exposition as an approach to teaching. Teaching skills treated include narration, explanation and demonstration, etc.

**ET2260 INSTRUCTIONAL MEDIA 1**  
T(2:2)3

An introduction to basic instructional materials, preparation and usage. Includes: chalkboard; overhead transparencies; visualisation and lettering techniques; mounting; transparency design and production; basic-photography, audio and videotape recording; movie film production; the role of the computer in education, etc.

**ET2270 TEACHING SKILLS 2**  
T(2:2)3 ET2250

This module examines ways to increase the quality and quantity of student participation when teaching. Teaching skills treated include basic and higher order questioning and responding.

**ET2280 INSTRUCTIONAL MEDIA 2**  
T(2:2)3 ET2260

This module is designed to extend the basic skills of media selection and production and utilise these skills to design, produce, use and evaluate instructional media packages appropriate to the student's particular field of specialisation.

**ET2290 TEACHING SKILLS 3**  
T(2:2)3

This module focuses on affective aspects of the teaching process. Emphasis is given to interpersonal skills such as attending, listening, self-expression and awareness.

**ET3140 PROCESSES OF LEARNING**  
T(2:2)3

The learning process will be explored with regard to the requirements and need of T.A.F.E. teaching. The course will be complementary to ET2130.

**ET3160 ISSUES IN T.A.F.E. B**  
T(2:2)3

This module promotes an awareness of the sociological factors which influence student performance and the social forces which help to shape the aims and operation of T.A.F.E., particularly the functional relationship between individuals in such organisations. It should provide a structure for the development of insights gained in ET2130, ET2140 and ET2150.

**ET3300 ALTERNATIVE TEACHING STRATEGIES**  
T(2:2)3 ET2250 - ET2270

In this module, teaching skills mastered in earlier modules are used as a basis for developing various teaching strategies. Strategies include lecturing, discussion, laboratory, workshop and learning resource approaches to teaching.

**ET3620 T.A.F.E. TEACHER DECISION MAKING**  
T(2:2)4

Students analyse problem situations which arise in T.A.F.E. teaching, develop a variety of solutions to problems and evaluate the effects of decisions made in the T.A.F.E. teaching context.

**ET3640 STUDENT DIFFICULTIES IN T.A.F.E.**

T(3:3)4

This module provides teachers with an increased awareness of problems that are confronted in the Technical and Further Education setting. The psychological determinants related to such difficulties are explored, providing the student with greater awareness, understanding and methods of class control.

**ET3650 MEDIA, TECHNOLOGY AND T.A.F.E.**

T(3:3)4

Students will develop an awareness of the operation, potential, and limitations of state-of-the-art media technologies including video, satellite and computer. The curriculum implications of emerging and converging media technologies are examined. Mediated courseware applicable to the T.A.F.E. teaching-learning context is planned, developed and evaluated by each student.

\* Students undertake these module studies internally at Newcastle College of Advanced Education campus.

**EXTERNAL/OFF CAMPUS MODULES \*\***

**ET2609 SPECIAL METHOD 1A AND B IN-SERVICE**

T( )4

Special Method Courses are conducted to meet the requirements of the individuals' subject specialisation.

**ET2610 PRACTICAL EXPERIENCE 1A AND B IN-SERVICE**

T( )6

Ongoing supervised practice teaching conducted in the trainee teacher's classroom.

**ET2619 SPECIAL METHOD 2A AND B IN-SERVICE**

T( )2

Special Method Courses are conducted to meet the requirements of the individuals' subject specialisation.

**ET2620 PRACTICAL EXPERIENCE 2A AND B IN-SERVICE**

T( )6

Ongoing supervised practice teaching conducted in the trainee teacher's classroom.

**ET2621 SKILLS TO ASSIST EXTERNAL STUDY**

T( )2

This module examines various study skills required by students for external mode study. It particularly develops the skills of assignment writing and literary usage.

**ET2622 COMMUNICATION SKILLS**

T( )2

This module examines verbal and non-verbal communication in college, classroom and within the T.A.F.E. system generally.

**ET2623 STUDENT LEARNING OBJECTIVES**

T( )2

Students are required to devise appropriate learning objectives for their students in various T.A.F.E. teaching situations

**ET2624 PLANNING A LESSON**

T( )2

This module provides students with strategies required for planning lessons for T.A.F.E. classroom use.

**ET2625 LESSON PRESENTATION**

T( )2

This module provides students with approaches for presenting lessons in T.A.F.E. colleges.

**ET2626 DEVELOPING A CURRICULUM**

T( )1

This module involves the examination of procedures used in curriculum development and the organisation of learning experiences in order to implement the curriculum and T.A.F.E. syllabus.

**ET2627 AN INTRODUCTION TO TEACHING**

T( )2

Students examine various in and out of class activities T.A.F.E. teachers perform in their day to day duties.

**ET2628 TEACHING TO ASSIMILATE LEARNING**

T( )2

Students explore various teaching skills such as explaining, questioning, gaining feedback, etc. used in college classroom teaching.

**ET2629 EXPLAINING**

T( )2

Students examine the teaching skill of explaining and its use in college teaching.

**ET2630 GUIDELINES FOR COLLEGE OBSERVATIONS**

T( )2

Students explore the process of observing and evaluating college staff and students behaviour in a variety of classroom/workshop situations.

**ET2631 INTRODUCTION TO TEACHING STRATEGIES**

T( )2

This module examines various day to day teaching methods used in the classroom and workshop viz. demonstration, lecture, workshop, practical/laboratory lessons, etc.

**ET2632 ALTERNATIVE TEACHING STRATEGIES**

T( )1

The purpose of this module is to provide the student with a range of alternative teaching strategies directed at broadening his/her repertoire for T.A.F.E. college teaching.

**ET2633 INSTRUCTIONAL MEDIA**

T( )1

An introduction to the range of instructional materials used in the T.A.F.E. context, e.g. chalkboard, O.H.P., basic photography, etc.

**ET2634 PREPARING INSTRUCTIONAL NOTES AND CLASS MATERIALS**

T( )1

This module offers the student a basic introduction to the construction and practical implementation of educational technology and instructional material needs for T.A.F.E. classroom use.

**ET2635 DEVELOPING PROGRAMMED LEARNING MATERIALS**

T( )1

The production and use of programmed learning materials for college classroom use.

**ET2636 MEDIA PACKAGE CONSTRUCTION**

T( )1

The construction and practical implementation of a media package for T.A.F.E. classroom use.

**ET2637 THE T.A.F.E. ENVIRONMENT**

T( )1

This module examines the physical and social environment of the T.A.F.E. college viz. teacher duties, administrative tasks, physical resources, etc.

**ET2638 THE PROCESS OF LEARNING**

T( )1

This module introduces students to the process of learning skills, information and attitudes in a college context.

**ET2639 PERSONAL FACTORS IN TEACHING**

T( )1

Students study personal aspects of classroom behaviour for both students and teachers, viz: intelligence, motivation, interest, etc.

**ET2640 CLASS MANAGEMENT AND ORGANISATION**

T( )1

Students recognize and suggest ideas and strategies for dealing with basic class management problems which may confront the T.A.F.E. teacher.

**ET2641 CURRENT MEASURE OF ASSESSMENT**

T( )1

Students learn how to assess the learning/teaching process in college and classroom situations.

**ET2642 DEVELOPING AND USING ASSESSMENT MEASURES**

T( )1

Students will be expected to develop and use assessment measures for college and classroom use.

**ET2643 PREPARING A MODULE FOR T.A.F.E. TEACHING A**

T( )1

This subject involves:

- (i) The preparation of teaching materials for sections of a T.A.F.E. course (either new or in existence)
- (ii) The trialling or assessment of these teaching/learning materials in a T.A.F.E. college

**ET2644 PREPARING A MODULE FOR T.A.F.E. TEACHING B**

T( )1

- (i) The preparation of teaching materials for sections of a T.A.F.E. course (either new or in existence).
- (ii) The trialling or assessment of these teaching/learning materials in a T.A.F.E. college.

**ET2645 LOCAL ISSUES IN T.A.F.E.**

T( )1

In this module key local issues in T.A.F.E. will be examined, contrasted and compared.

**ET2646 NATIONAL ISSUES IN T.A.F.E.**

T( )1

In this module key issues in T.A.F.E. will be identified and compared with systems in various states of Australia.

**ET2647 COMPARATIVE T.A.F.E. ISSUES**

T( )1

In this subject key issues in T.A.F.E. will be identified and compared with systems in various states of Australia and overseas.

**ET2648 SOCIAL ISSUES RELATED TO T.A.F.E.**

T( )1

The objectives and implications within the T.A.F.E. system will be examined in relation to social and technological change as it effects industry, commerce and the community generally.

**ET2649 T.A.F.E. EXTENSION STUDIES**

T( )4

This module is undertaken within various Departments of N.C.A.E. The contents of these modules will be indicated at enrolment.

**ET3526 DEVELOPING A CURRICULUM**

T( )1

This module involves the examination of procedures used in curriculum development and the organisation of learning experiences in order to implement the curriculum and T.A.F.E. syllabus.

**ET3532 ALTERNATIVE TEACHING STRATEGIES**

T( )1

The purpose of this module is to provide the student with a range of alternative teaching strategies directed at broadening his/her repertoire for T.A.F.E. college teaching.

**ET3534 PREPARING INSTRUCTIONAL NOTES AND CLASS MATERIALS**

T( )1

This module offers the student a basic introduction to the construction and practical implementation of educational technology and instructional material needs for T.A.F.E. classroom use.

**ET3535 DEVELOPING PROGRAMMED LEARNING MATERIALS**

T( )1

The production and use of programmed learning materials for college classroom use.

**ET3536 MEDIA PACKAGE CONSTRUCTION**

T( )1

The construction and practical implementation of a media package for T.A.F.E. college and classroom use.

**ET3537 THE TAFE ENVIRONMENT**

T( )1

This module examines the physical and social environment of the T.A.F.E. college, viz. teacher duties, administrative tasks, physical resources, etc.

**ET3538 THE PROCESS OF LEARNING**

T( )1

This module introduces students to the process of learning skills, information and attitudes in a college context.

**ET3539 PERSONAL FACTORS IN TEACHING**

T( )1

Students study personal aspects of classroom behaviour for both students and teachers, viz. intelligence, motivation, interest, etc.

**ET3540 CLASS MANAGEMENT AND ORGANISATION**

T( )1

Students recognize and suggest ideas and strategies for dealing with basic class management problems which may confront the T.A.F.E. teacher.

**ET3541 CURRENT MEASURES OF ASSESSMENT**

T( )1

Students learn how to assess the learning/teaching process in college and classroom situations.

**ET3542 DEVELOPING AND USING ASSESSMENT MEASURES**

T( )1

Students will be expected to develop and use assessment measures for college and classroom use.

**ET3543 PREPARING A MODULE FOR T.A.F.E. TEACHING A**

T( )1

This subject involves:

- (i) The preparation of teaching materials for sections of a T.A.F.E. course (either new or in existence).
- (ii) The trialling or assessment of these teaching/learning materials in a T.A.F.E. college.

**ET3544 PREPARING A MODULE FOR T.A.F.E. TEACHING B**

T( )1

- (i) The preparation of teaching materials for sections of a T.A.F.E. course (either new or in existence).
- (ii) The trialling or assessment of these teaching/learning materials in a T.A.F.E. college.

**ET3545 LOCAL ISSUES IN T.A.F.E.**

T( )1

In this module key local issues in T.A.F.E. will be examined, contrasted and compared.

**ET3546 NATIONAL ISSUES IN T.A.F.E.**

T( )1

In this module key issues in T.A.F.E. will be identified and compared with systems in various states of Australia.

**ET3547 COMPARATIVE T.A.F.E. ISSUES**

T( )1

In this subject key issues in T.A.F.E. will be identified and compared with systems in various states of Australia and overseas.

**ET3548 SOCIAL ISSUES RELATED TO T.A.F.E.**

T( )1

The objectives and implications within the T.A.F.E. system will be examined in relation to social and technological change as it effects industry, commerce and the community generally.

\*\* Students undertake these modular studies in either a part time/external (i.e. externally, without face to face instruction) or part time/off campus situation (with face to face instruction in a non metropolitan area of N.S.W.)

# English

- EN1000 FOUNDATION STUDIES: ENGLISH METHOD (PRE-SCHOOL TO GRADE 2)  
EP(2:0)2  
Teaching strategies for promoting children's oral communication and the early skills of literacy.
- EN1001 FOUNDATION STUDIES: ENGLISH METHOD (GRADE 3-6)  
EP(0:2)2  
Teaching techniques for promoting children's abilities in oral and written language.
- EN1005 LANGUAGE DEVELOPMENT AND TEACHING  
EP(3:0)3  
Core for Primary and Early Childhood  
A study of varied aspects of language use and their implications for teaching.
- EN1150 SECONDARY ENGLISH TEACHING I  
S(3:0)3  
Objectives, lessons, activities, and resources in the teaching of English.
- EN1155 UNDERSTANDING POETRY  
S(3:0)3  
Responding to themes and techniques in poetry of different periods and countries.
- EN1156 LITERATURE FOR ADOLESCENTS  
S(0:3)3  
Themes and approaches in various types of adolescent fiction.
- EN1215 MASS MEDIA AND POPULAR CULTURE I - THE PRESS  
G(0:3)3  
Journalism - purposes and approaches. The growth of the New Journalism.
- EN1216 CONTEMPORARY WORLD LITERATURE  
G(0:3)3  
Contemporary authors - their views of particular societies and the human condition.
- EN1217 LANGUAGE I  
G(0:3)3  
Studies of literacy and language variation. Implications for the classroom.
- EN1218 CHILDREN'S LITERATURE I - MODES AND THEMES  
G(0:3)3  
Children's literature - types, themes, and techniques of presentation.
- EN1219 DRAMA I  
G(0:4)3  
The nature of drama and the development of theatre. Abilities in improvisation.
- EN1312 LANGUAGE AND READING ACROSS THE CURRICULUM  
S(3:3)3  
An introduction to language processes relating to reading, written English and oral communication in the effort to determine "across the curriculum" policies on classroom language.
- EN1314 EFFECTIVE COMMUNICATION  
G(3:3)3  
The teacher's role in communication. The competencies and skills involved in effective communication are explored within a range of personal, social and professional situations.

- EN1315 EFFECTIVE COMMUNICATION - TAFE  
T(2:2)3  
An essentially practical unit covering all aspects of verbal and non verbal communication with emphasis on personal development and vocational application.
- EN1317 EFFECTIVE COMMUNICATION (NURSE ADMIN/EDUC)  
(2:0)3  
Appreciating the value of different forms of communication. Attaining professional competence in speaking and writing.
- EN1390 EFFECTIVE COMMUNICATION (A.I.P.)  
A(2:0)3  
Personal, social and professional development in communication skills.
- EN1900 DICTATION AND SPELLING  
A compulsory qualifying unit to assess competence of all primary/early childhood and all secondary students specialising in English. The unit attracts no credit points.
- EN2005 LANGUAGE: THE INTEGRATING MEDIUM  
P(0:3)3 EP1  
Not available to Early Childhood Students.  
The importance of language in children's learning. Skills in using language as an integrating medium across subject areas.
- EN2006 READING  
EP(0:3)3 EN1  
Core for Primary and Early Childhood  
The nature of the reading process. Approaches to teaching reading at different stages.
- EN2011 TEACHING ENGLISH AS A SECOND LANGUAGE I  
P(3:3)3  
Current methods, materials and problems associated with the teaching of English as a second language to migrants.
- EN2150 SECONDARY ENGLISH TEACHING II  
S(3:0)3 E  
Teaching language skills, literature, and the media. Integrating lessons.
- EN2155 SHAKESPEARE  
S( )3  
An extension study of some of Shakespeare's works.
- EN2158 DRAMA I  
S(4:0)3  
The nature of drama and the development of theatre. Abilities in improvisation.
- EN2215 MASS MEDIA AND POPULAR CULTURE II - TELEVISION AND RADIO  
G(3:0)3  
Purposes and approaches in radio and television communication.
- EN2216 POPULAR FICTION  
G( )3  
Popular fiction - thematic and structural patterns. Developments in science, espionage, and crime fiction.
- EN2217 LANGUAGE II  
G(NA)3  
The functions of written language in society and in education.
- EN2218 CHILDREN'S LITERATURE II - AUSTRALIAN CHILDREN'S LITERATURE  
G(3:0)3  
Themes and styles in literature for children, with a focus on Australian authors.
- EN2219 DRAMA II  
G(4:0)3  
Knowledge and skills in theatrical production.

- EN2304 STUDIES IN READING EDUCATION  
(2:0)2 EN1  
Current theories and practices in the teaching of reading.
- EN2310 EFFECTIVE COMMUNICATION FOR TAFE TEACHERS  
(2:2)3  
This course aims to develop personal skills in the student in the areas of writing, reading and speaking especially in relation to the classroom situation.
- EN2312 LANGUAGE AND READING: INTEGRATED STUDIES (INDUSTRIAL ARTS)  
S(3:3)3  
The centrality of language in the learning process. Approaches to language "across the curriculum". Evaluating language and reading.
- EN2317 FORMAL COMMUNICATION: SKILLS AND CONVENTIONS (NURSE ADMINISTRATION)  
(0:2)3  
Further development of the theoretical and practical skills gained in **Effective Communication** with particular emphasis on formal spoken and written English, including meeting procedure.
- EN3000 INTEGRATING LEARNING THROUGH LANGUAGE AND READING  
E(0:3)3  
Core for Early Childhood. Not available in Primary.  
Theories and methods of developing children's language and reading competencies at the early childhood level.
- EN3005 TEACHING ENGLISH AS A SECOND LANGUAGE  
P(0:3)3 EN2  
Problems and current methods associated with the teaching of English as a second language.
- EN3006 READING STUDIES  
P(3:3)3 EN2  
Core for Primary  
Theories and approaches in organising the class, selecting relevant materials, and dealing with reading materials.
- EN3007 TEACHING LITERATURE TO CHILDREN  
P(3:3)3 EN2  
Core for Primary  
A critical study of children's literature. The implications for the teaching situation.
- EN3008 THE CREATIVE TEACHING OF ENGLISH IN PRIMARY SCHOOLS  
P( )3 EN2  
Creativity in children's literary responses and language abilities. Appropriate teaching strategies.
- EN3009 ADVANCED STUDIES IN INFANT ENGLISH  
P( )3 EN2  
Theories and approaches in the teaching of English to young children.
- EN3011 TEACHING ENGLISH AS A SECOND LANGUAGE II  
( )3  
Evaluation of existing levels of English language ability of migrants, construction of individual programs in E.S.L. and practical teaching.
- EN3023 STORY TELLING AND STORY WRITING FOR EARLY CHILDHOOD  
E(3:3)3 EN2  
Core for Early Childhood  
Studying and creating stories and poems for young children.
- EN3150 SECONDARY ENGLISH TEACHING III  
S(3:0)3  
Principles, practices, and organisation in teaching English. Special emphasis on the Senior School level.

- EN3155 UNDERSTANDING LANGUAGE  
S(0:3)3  
Studies in language variation and literacy. Relationship to developing language abilities in the classroom.
- EN3156 FILM APPRECIATION  
S(0:3)3  
A study of film and film criticism.
- EN3157 ISSUES IN NINETEENTH AND EARLY TWENTIETH CENTURY AUSTRALIAN LITERATURE  
S(0:3)3  
Developments in literary forms. Variations on recurring themes.
- EN3158 DRAMA  
S(4:0)3  
Knowledge and skills in theatrical production.
- EN3159 POPULAR FICTION  
S(3:0)3  
Popular fiction - thematic and structural patterns. Developments in science, espionage, and crime fiction.
- EN3160 MASS MEDIA AND POPULAR CULTURE  
S(3:0)3  
Purposes and approaches of journalism in film, television, radio and print.
- EN3215 MASS MEDIA AND POPULAR CULTURE III - FILM APPRECIATION  
G(0:3)3  
A study of film and film criticism.
- EN3216 CONTEMPORARY AUSTRALIAN LITERATURE  
G(0:3)3  
Ways in which Australian authors see Australia, Australians, the overseas world, and the human condition.
- EN3217 LANGUAGE III  
G(0:3)3  
The language development of children and its implications for classroom work.
- EN3218 CHILDREN'S LITERATURE III - LITERATURE FOR ADOLESCENTS  
G( )3  
Themes and approaches in various types of adolescent fiction.
- EN3219 DRAMA III  
G(0:4)3  
The educational functions of drama as script and/or action.
- EN3305 TEACHING ENGLISH AS A SECOND LANGUAGE  
G(0:2)2 LA1, EN1 or ED1  
Teaching English as a second language, with emphasis on two methods: the Australian situational and the functional national. Appropriate for special education.
- EN4000 ADVANCED LANGUAGE AND READING  
( )3  
This module deals with the theories and methods for developing children's language competency, including reading, at the E.C. level.
- EN4005 ADVANCED STUDIES IN ORACY AND LITERACY  
P( )3 6EN3  
Improving pupil performance in oral and written language.
- EN4006 READING RESEARCH, K-12: CLASSROOM APPLICATION  
P( )3 6EN3  
Teaching reading - theories, approaches, and research studies.
- EN4007 TEACHING LITERATURE: ADVANCED STUDIES, K-12  
P( )3 6EN3  
Working with literature and assessing response - theories, approaches, and research studies.

EN4009 INFANT ENGLISH: NEW PERSPECTIVES  
P( )3 EN3  
Research, theory, and approach in fostering the language and reading competence of young children.

EN4010 MASS MEDIA EDUCATION, K-12  
P( )3 6EN3  
Research, controversy, and classroom procedures in mass media education.

EN4155 LITERATURE FOR THE SENIOR SCHOOL  
S( )8  
A focus on works and authors commonly studied in the Senior School.

EN4156 CONTEMPORARY AUSTRALIAN LITERATURE  
S( )4  
Literary perceptions of Australia, Australians, the overseas world, and the human condition.

EN4157 LANGUAGE  
S( )4  
Language across the curriculum. Grammatical considerations. Language in literature.

EN4158 DRAMA  
S( )4  
The educational functions of drama as script and/or action.

EN4159 RESEARCH IN ENGLISH EDUCATION  
S( )8  
Studies of existing research and the selection of a particular area for research.

EN4160 CONTEMPORARY WORLD LITERATURE  
S( )4  
Contemporary authors - their view of particular societies and the human condition.

EN4215 MASS MEDIA AND POPULAR CULTURE IV  
G( )3  
Purposes and approaches in particular fields of media communications.

EN4216 LITERATURE IV - FAMOUS WRITERS  
G( )3  
Some major authors of the nineteenth and twentieth centuries. National and/or international comparisons and contrasts.

EN4217 LANGUAGE IV  
G( )3  
A specialist linguistic study of particular areas of language.

EN4218 CHILDREN'S LITERATURE IV - MAJOR CHILDREN'S WRITERS OF THE TWENTIETH CENTURY  
G( )3  
The contribution of some major writers to trends in writing for children.

EN4219 DRAMA IV - SHAKESPEARE  
G( )3  
An extension of some of Shakespeare's works.

EN4501 ENGLISH & READING IVP  
P(2+2)4  
This module, designed to develop knowledge of the principles and methodology of teaching English in the primary school, interprets and implements curricula in the areas of language, reading and literature, drama, spelling and handwriting, language arts.

EN4511 ENGLISH IVA  
S(3+3)8  
Detailed, practical analysis of teaching approaches in literature, language and mass media. Resources that are available. The contribution of major theorists.

EN4512 ENGLISH IVB  
S(3+3)8  
Corequisite to EN4511. Effective speech and listening. The place of reading in subject English and in the total curriculum of the school. Audio-visual recording equipment.

EN4513 ENGLISH IVC  
S(3+3)8  
Teaching English in the secondary school - a course design for students taking another method study such as history or languages.

**Students undertaking the Diploma In Education English subjects must demonstrate a satisfactory standard in written English (including Spelling).**

## Health Studies

HS1110 HISTORICAL DEVELOPMENT OF NURSING  
(2 hpw for 1 sem)2  
Studies in this module are designed to broaden the perspective of nurses by enabling them to consider present day practice in an historical context and to engage in comparative studies country-by-country.

HS1111 PROFESSIONAL ADJUSTMENTS AND ETHICS  
(2 hpw for 1 sem)2  
Studies in this module cause the student to examine the actual implications of day-to-day realities of professional practice for personal development, nursing practice and/or education.

HS1112 CONCEPTS AND STRATEGIES IN NURSING PRACTICE  
(2 hpw for 1 sem)3  
This module is designed to cause the nurse teacher, administrator or practitioner to examine the changing concepts in health care and their implications for nursing practice.

HS1113 PHILOSOPHY OF NURSING  
(2 hpw for 1 sem)3  
This module is designed to enable the nurse teacher, administrator and/or practitioner to consider issues of significance currently debated in nursing circles, the beliefs about which will influence practice and educational outcomes.

HS1120 TEACHING AND LEARNING IA  
INTRODUCTION TO TEACHING BASICS  
(2:0)2

The purpose of this module is to introduce the nurse teacher to some of the professional and practical aspects of teaching and learning. This will be done through an examination of selected curriculum and educational principles — the philosophical and psychological aspects of learning, as well as the significance of a discipline's inherent structure for the way in which it is learned. Further, certain skills associated with the planning and implementing of effective lessons will, be introduced.

HS1121 TEACHING AND LEARNING IB  
METHOD AND NURSING KNOWLEDGE I  
(2:0)2

This module will assist the nurse teacher to apply specific teaching skills by developing familiarity with content and its organisation. This will be done through an analysis of specific content organisation in relation to teaching method and learning theories.

HS1140 ADMINISTRATION AND ORGANISATIONAL THEORY I  
(3:0)3 *Corequisite* HS1151  
An introduction to the structural and functional aspects of organisations at a basic theoretical level and the examination of these theories and concepts in relation to health institutions.

HS1151 SOCIOLOGY  
(3:0)3  
This module is designed to introduce the student to man as a social being and is complementary to the module ED1904 Man as an individual. Through the examination of man as a member of society, an understanding of the contextual influences on nursing practice, health services in general and education will be enhanced.

HS1152 HEALTH  
(2 hpw for 1 sem)3  
The module is designed to enable the nurse to explore the concept of health in today's society, identifying such characteristics as relatively and adaptability, and the factors which influence health status. It seeks to develop a more positive attitude to preventive and maintenance measures.

HS1153 DISEASE  
(2 hpw for 2 sem)6  
This module is designed to allow an analysis of the disease process, causal factors and the role of the nurse in respect of the caring and curing processes.

HS1160 FIELD EXPERIENCE (TEACHING) I — CLASSROOM MAJOR  
*Corequisite* HS1171 or HS1181  
This module forms the major-study component of Field Experience I for those students specialising in classroom teaching. It will involve 3 lesson observations and 1 lesson in the student's first semester. (1 credit point)

HS1161 FIELD EXPERIENCE (TEACHING) I — CLASSROOM MINOR  
*Corequisite* HS1170 or HS1180  
Students doing a minor-study in classroom teaching will complete this module as part of Field Experience I. It will involve 3 lesson observations and 1 lesson in semester I. (2 credit points)

HS1170 FIELD EXPERIENCE (TEACHING) I — CLINICAL MAJOR  
*Corequisite* HS1161  
This module forms the major-study component of Field Experience I for students specialising in clinical teaching. Students will be required to teach 3 lessons in the first semester. (1 credit point)

HS1171 FIELD EXPERIENCE (TEACHING) I — CLINICAL MINOR  
*Corequisite* HS1160  
Students doing a minor-study in Clinical teaching will complete this module as part of Field Experience I. It will involve 3 lessons during semester I. (2 credit points)

HS1180 FIELD EXPERIENCE (TEACHING) I — COMMUNITY MAJOR  
*Corequisite* HS1161  
This module forms the major-study component of Field Experience I for students electing to specialise in community teaching. Students will be required to teach 3 lessons in their first semester. (1 credit point)

HS1181 FIELD EXPERIENCE (TEACHING) I — COMMUNITY MINOR  
*Corequisite* HS1160  
Students doing a minor-study in community teaching will complete this module as part of Field Experience I. It will involve 3 lessons during semester I. (2 credit points)

HS2110 NURSING STUDIES I — PROFESSIONAL DEVELOPMENT OF THE NURSE PRACTITIONER  
(3:0)3  
This module enables the nurse teacher and administrator to explore and develop those concepts which form the theoretical and philosophical bases of nursing practice and education programmes.

HS2111 NURSING STUDIES II — CLINICAL TEACHING-NEEDS AND OPPORTUNITIES  
(0:3)3 HS1120, HS1121 or HS2110 *Corequisite* HS2122  
This module is designed to illustrate the value of a theoretical analysis of a work situation to the development and implementation of clinical teaching programmes. With such an orientation, it sets out to draw on and complement the Field Experience and Clinical Teaching modules and the Curriculum module. It focuses attention on the dual nature of the role of the clinical teacher who through practice as a nurse and a teacher, ensures both learner development and patient safety and well-being.

HS2112 NURSING STUDIES III — PROBLEMS SOLVING IN PRACTICE  
NA HS2111  
This module has been designed to enable the nurse teacher to identify the implications of a problem solving model of nursing practice for nursing education. Specific attention is paid to concept formation and the identification of principles of practice and management strategies which are generalisable to various performance skills.

HS2113 PROFESSIONAL DEVELOPMENT OF THE NURSE PRACTITIONER IB  
(3:0)3 *Pre or Corequisite* HS1151, HS2110, HS1140  
The module provides an understanding of the effective management of nursing staff relationships between patient needs and nursing staff, and of the effect of alternative patient care delivery systems on the department of staff.

HS2120 TEACHING AND LEARNING IIA  
VERBAL AND INTERACTION SKILLS  
(0:2)2 HS1120, HS1121 *Corequisite* HS2121  
This module is designed to extend the nurse teacher's theoretical knowledge and understanding of the teaching/learning processes particularly those processes related to the basic teaching skills being developed in this module. The focus of the module is directed towards 'Inquiry and Problem Solving' approaches.

HS2121 TEACHING AND LEARNING IIB  
METHOD AND NURSING KNOWLEDGE 2  
(0:2)2 HS1120, HS1121 *Corequisite* HS2121  
This module continues the exploration of the relationship between content structure, teaching method and learning theories begun in HS1121.

HS2122 CURRICULUM I  
(0:3)3 HS1120, HS1121, HS2110  
The purpose of this module is to introduce the nurse teacher to some of the basic theoretical constructs, research studies and practical considerations which affect the development and implementation of curricula. It builds on and extends the ideas introduced in HS2110, HS1120 and HS1121.

HS2140 ADMINISTRATION AND ORGANISATIONAL THEORY II  
(0:4)4 HS1151, HS1140  
Theories of the structure and function of organisation are applied to the concepts of organisational development and renewal.

HS2141 ADMINISTRATION STRATEGIES I  
(0:4)4 HS1151 HS1140  
This module focusses on the development of techniques of information acquisition, recording, retrieval and utilisation, with attention to budget preparation, accounting and to the setting of goals and priorities.

HS2142 FIELD EXPERIENCE (ADMINISTRATION) I  
6 cp HS1140, HS2140  
This 4 week block of field experience will allow the student to transfer and apply to practice the theory of administrative structures and functions by identification of groups and their roles within the institution, by investigation of the ways in which the institution updates its policies, goals and standards and by consideration of the leadership style of its senior administrators.

## HS2150 LEGAL STUDIES

NA

This module is designed to introduce the student to those aspects of the law which would allow recognition of the legal implications of a given situation and the taking of appropriate initial action.

## HS2151 POLITICAL AND HEALTH CARE SYSTEMS I (0:2)3 HS1151

This module is designed to assist the nurse teacher and health administrator to view nursing in its social context, and to explore the influences exerted on the planning and delivery of health care and nurse education by influential institutions of society. It is complementary to the module HS2150 Legal Studies.

## HS2160 FIELD EXPERIENCE (TEACHING) 2 — CLASSROOM MAJOR

NS160 *Corequisite* HS2171 or HS2181

This module forms the major-study component of field Experience 2 for those students specialising in classroom teaching. Students completing the course in two years will undertake 4 weeks of block practice in their first year and 3 lessons in their second semester, while students taking three years will complete 2 weeks of block practice in each of Years 1 and 2 and 3 lessons in their second semester. (4 credit points)

## HS2161 FIELD EXPERIENCE (TEACHING)2 — CLASSROOM MINOR

NS161 *Corequisite* HS2170 or HS2180

Students doing a minor-study in classroom teaching will complete this module as part of Field Experience 2. Those students completing the course in two years will undertake 2 weeks of block practice in their first year and 3 lessons during their second semester. Students taking three years will complete 7 days of block practice in their first year and 3 lessons in their second semester. (2 credit points)

## HS2170 FIELD EXPERIENCE (TEACHING) 2 — CLINICAL MAJOR NS170 *Corequisite* HS2161

This module forms the major-study component of Field Experience 2 for students specialising in clinical teaching. Students completing the course in two years will undertake 2 weeks of block practice in Year 1 and 3 lessons during semester 2, while students taking 3 years will complete 3 lessons during each of semesters 2 and 3. (4 credit points)

## HS2171 FIELD EXPERIENCE (TEACHING) 2 — CLINICAL MINOR NS171 *Corequisite* HS2160

Students doing a minor-study in clinical teaching will complete this module as part of Field Experience 2. It will involve 3 lessons during semester 2 (or a later semester for students completing in the course in three years). (2 credit points)

## HS2180 FIELD EXPERIENCE (TEACHING) 2 — COMMUNITY MAJOR

NS180 *Corequisite* HS2161

This module forms the major-study component of Field Experience 2 for those students electing to specialise in community teaching. Students completing the course in two years will undertake 2 weeks of block practice in their first year and 3 lessons during their second semester. Students taking three years will complete 3 lessons during each of their second and third semesters. (4 credit points)

## HS2181 FIELD EXPERIENCE (TEACHING) 2 — COMMUNITY MINOR

NS181 *Corequisite* HS2160

Students doing a minor-study in community teaching will complete this module as part of Field Experience 2. It will involve 3 lessons during semester 2 (or a later semester for students completing the course in three years). (2 credit points)

## HS3110 NURSING STUDIES IV — EVALUATION OF CLINICAL PRACTICE

NA HS2110, HS2111, HS1120, HS1121, HS2120, HS2121, HS2122. Prefer HS2112, HS3111

This module is designed to introduce the nurse teacher to the problems and process of clinical evaluation and, in so doing, to

demonstrate the relationship between evaluation and the quality of care and learning. Further, the module is designed to illustrate curriculum principles and to reinforce learning from other modules e.g. Teaching and Learning and Nursing Studies.

## HS3111 INTRODUCTION TO RESEARCH AND MEASUREMENT (3:0)3

The purpose of this module is to introduce the registered nurse to research method in order that she/he will be able to evaluate research reports and judge their worth to nursing practice, education and for administration. In addition the graduate of the course will be able to engage in small projects in the capacity of an assistant.

## HS3120 TEACHING AND LEARNING IN NURSING III NA HS1120, HS1121, HS2120, HS2121 *Pre or Corequisite* ED3904

This module is designed to focus the teacher's attention more fully on the learner's responsive behaviour and to cause the teacher to be more aware of the effect he/she is having on the learner's performance. As such, this module can be identified as a 'student performance models' and 'learning approach models'.

## HS3122 CURRICULUM IIA NA HS2122

This module has been designed to allow students with specific interest and skill in curriculum to obtain in-depth insight and experience in curriculum development by direct involvement in a project.

## HS3123 CURRICULUM IIB (3)3 HS2122, HS3122

Students who have completed the curriculum planning of HS3122 may continue to process whereby the proposed conceptual framework is expanded into a proposal suitable for implementation.

## HS3130 HEALTH OF THE WORKERS NA 3 cp

This elective module further develops the administrator's skills in staff control and development by focussing on methods of developing a positive attitude to the health of staff.

## HS3131 HEALTH PLANNING NA 3 cp HS2140, HS3141

This elective module provides insights into the complexities of health planning and requires an examination of the variables which affect health care planning.

## HS3132 HEALTH ECONOMICS NA 3 cp

This elective module will enable the student to understand how economists have approached health service problems and to identify areas of health care where economic analysis is relevant.

## HS3140 ADMINISTRATION AND ORGANISATIONAL THEORY III (4:0)4 HS1151, HS2140, ED1904 NA

Theories of the structure and function of organisations are related to staff development and other resource utilisation.

## HS3141 ADMINISTRATION STRATEGIES II (4:0)4 HS2140, HS2141

To extend the administrator's competencies in action management this module focusses on the strategies involved in resource planning and utilisation by examining the concept of management by objectives.

## HS3142 FIELD EXPERIENCE (ADMINISTRATION) II 8 cp HS3140, HS3141

This 4 week period of field experience will require the student to apply management theory to institutions in the areas of resource availability and identification of staff development and of leadership.

## HS3150 COMMUNITY HEALTH — ISSUES AND SERVICES NA HS1151, ED1904

This module is designed to enlarge the nurse teacher's and health administrator's concept of the role of the nurse in health care, and to illustrate and apply theoretical concepts developed in other modules, e.g. HS1151 Sociology, ED2912 Life Span Development

It will do this specifically by directing the student to examine the parameters of health and health services, the concepts of community and social influences on health, and the roles of the nurse, health administrator and nurse teacher.

## HS3151 POLITICAL AND HEALTH CARE SYSTEMS II (0:3)3 HS2151

This module is designed to extend the student administrator's understanding of the influence of political climate upon the health care system.

## HS3160 FIELD EXPERIENCE (TEACHING) 3 — CLASSROOM MAJOR

NS260 *Corequisite* HS3171 or HS3181

This module forms the major-study component of Field Experience 3 for those students specialising in classroom teaching. Two-year students will complete 4 weeks of block practice in their second year and 3 lessons during their third semester. Three-year students will complete 2 weeks of block practice in their third year and 3 lessons during each of semesters 3, 4, 5 and 6 of their course. (4 credit points)

## HS3161 FIELD EXPERIENCE (TEACHING) 3 — CLASSROOM MINOR

NS261 *Corequisite* HS3170 or HS3180

Students doing a minor-study in classroom teaching will complete this module as part of Field Experience 3. Two-year students will complete 2 weeks of block practice in Year 2 and 3 lessons during semester 3. Three-year students will complete 7 days of block practice in each of Years 2 and 3, and 3 lessons during semester 3. (2 credit points)

## HS3170 FIELD EXPERIENCES (TEACHING) 3 — CLINICAL MAJOR

NS270 *Corequisite* HS3161

This module forms the major-study component of Field Experience 3 for student specialising in clinical teaching. Two-year students will complete 2 weeks of block practice in their second year and 3 lessons during their third semester. Three-year students will complete 3 lessons during each of their fourth and fifth semesters. (4 credit points)

## HS3171 FIELD EXPERIENCE (TEACHING) 3 — CLINICAL MINOR NS271 *Corequisite* HS3160

Students doing a minor-study in clinical teaching will complete this module as part of Field Experience 3. It will involve 3 lessons during semester 3 (or a later semester for three-year students). (2 credit points)

## HS3180 FIELD EXPERIENCE (TEACHING) 3 — COMMUNITY MAJOR

NS280 *Corequisite* HS3161

This module forms the major-study component of Field Experience 3 for students who elect to specialise in community teaching. Two-year students will complete 2 weeks of block practice in Year 2 and 3 lessons during semester 3, while three-year students will complete 3 lessons during each of semesters 4 and 5. (4 credit points)

## HS3181 FIELD EXPERIENCE (TEACHING) 3 — COMMUNITY MINOR

NS281 *Corequisite* HS3160

Students doing a minor-study in community teaching will complete this module as part of Field Experience 3. It will involve 3 lessons during semester 3 (or a later semester for three-year students). (2 credit points)

# Home Economics Education

## HT1130 SCIENCE OF FOODS AND NUTRITION (0:4)3

An introduction to the study of the science of food and nutrition of the foods eaten by man - production, handling, storage, preservation, preparation, service and their functions within the body.

## HT1230 FOOD AND FIBRE SCIENCE (0:4)3

A study of the structures and properties of the fundamental components of foods and fibres.

## HT1330 FOODS (4:0)3

The application and management of specific Home Science skills and demonstration techniques. Through demonstrations and practical exercises the student develops expertise in food preparation involving the 6 nutrients.

## HT1430 CONTEMPORARY AUSTRALIAN FAMILY (3:0)3

Scientific method as a tool of research. Research structure as applied to laboratory and field studies. Kinship and interpersonal relationships. Societal influences on lifestyles of families through history culminating in the 18th century.

## HT1530 CONSUMER BEHAVIOUR (0:3)3

The influence of the determinants of human behaviour, and social, societal and cultural dimensions on the consumer behaviour process. Communication and consumer behaviour.

## HT1538 CONSUMER BEHAVIOUR EXT (TAFE) ( )6

The influence of the determinants of human behaviour and social societal and cultural dimensions on the consumer behaviour process. Communication and consumer behaviour.

## HT1630 CONSUMER TEXTILES (4:0)3

A study of the structures and properties of fibres, yarns and fabrics.

## HT1730 BASIC DESIGN (0:4)3

The elements and principles of design applied to textile products and the home.

## HT1770 FIBRE ARTS

(4:0)3 for B.Ed(Art) and Dip. Teach. (TAFE) only.

Development of an appreciation and working knowledge of fibre and yarn characteristics, early looms and construction techniques, fibre and yarn characteristics, early looms and construction techniques, off-loom construction and dyeing through a systematic exploration of techniques since ancient times.

## HT1830 FASHION DESIGN - CLOTHING CONSTRUCTION (4:0)3

A study of the aesthetics of fashion and the basic concepts of design applied to fashion. The student will experiment with methods of manipulating design to create and construct fashion styles.

## HT2130 NUTRITION (0:4)3 HT1130 E

Development of a basic understanding of the physico-chemical nature, digestion, absorption and metabolism of food nutrients. Introduction to the role of carbohydrates, lipids, proteins, vitamins and minerals in human nutrition.

**HT2230 FOOD SCIENCE**  
(0:4)3 HT1230 E

The physical and chemical composition of the food nutrients and the changes which take place in these foods during processing, storage, preservation, preparation and presentation, with further study of colloidal systems.

**HT2430 FAMILY IN HISTORY**  
(0:3)3 HT1430 E

The Australian family in historical perspective. A cross cultural comparison of either the tribal family as found in the Pacific Islands or traditional family found in other cultures such as Greece, Italy, Yugoslavia, Turkey or Asia.

**HT2530 HOMES AND HOUSING**  
(0:3)3 HT1530 E

Homes are viewed from two perspective:

- the needs of the dwellers
- the architectural structure, plan and interior design. Emphasis is placed on energy conservation by efficient management of both material and human resources.

**HT2531 FAMILY DECISION MAKING & MANAGEMENT**  
(3:0)3 HT1430

A view of the family as a management unit undertaking decisions both within the family and in terms of decisions in the society. An understanding that the principles skills of management apply across the range of areas encompassed by the field of home science/textiles thereby facilitating the resolution of conflict and the achievement of goals.

**HT2630 TEXTILE TECHNOLOGY**  
(4:0)3 HT1630 E

The design and production of fibres, yarns, fabrics and garments for mass consumption.

**HT2730 YARNS**  
(4:0)3 HT1730 E

Spinning fibre into yarn. Designing with yarns to make looped and knotted fabrics. Utilising yarns in traditional and creative embroidery.

**HT2770 FIBRE ARTS**  
(0:4)3 HT1770 E

Emphasis on individual work to demonstrate skill - in manipulating formal principles of design; in assessing textile materials for suitability as design medium; in determining appropriate construction and finishing techniques for textile design project.

**HT2830 FASHION DESIGN**  
(0:4)3 HT1830 E

Development of an appreciation of the basic concepts of fashion design. The student experiments with the interpretation of design lines in relation to fibre, texture and weight, and applies knowledge of the properties of sheer fabrics to fashion design and construction.

**HT2930 HOME SCIENCE TEACHING METHODOLOGY**  
(0:4)3

To develop expertise in skills involved with demonstrations and practical Home Science classes.

**HT2931 TEXTILES & DESIGN TEACHING METHODOLOGY**  
(0:4)3

To develop expertise in the skills involved with demonstrations and practical Textiles lessons.

**HT3100 NUTRITION**

A degree extension unit designed to facilitate the conversion of a 3000 diploma level study in nutrition to a 3000 degree level study in nutrition.

**HT3130 NUTRITION**  
(4:0)3 HT2130 E

Introduction to the biochemistry of amino acids, peptides and proteins. Digestion and absorption of proteins. Nitrogen metabolism. In vivo and in vitro assessment of protein quality. The nutritional quality of various protein foods, protein supplementation and protein-energy malnutrition. Nucleic acids and protein biosynthesis, gout. The water soluble vitamins. Overview of human nutritional requirements.

**HT3200 FOOD SCIENCE**

A degree extension module designed to facilitate the conversion of a 3000 level diploma study in food science to a 3000 level degree study in food science.

**HT3230 FOOD SCIENCE**  
(4:0)3 HT2230

Investigation by application and experiment of the major protein foods and their reactions within colloidal food systems. A study of production and use of alternative protein foods. Importance of hygiene in food handling, food labelling and packaging - government regulations. Chemical, physical and biological raising agents.

**HT3333 AUSTRALIAN FOODS — A HISTORICAL AND CULTURAL PERSPECTIVE**

(0:4)3 HT2330 E or HT2230 E

Development of the aspect of food as a means of communication, by expressing hospitality, celebrating, commemorating and relating to new cultures; the art of demonstration and presentation of food; techniques applied by the media in associating concepts of family goals and standards with the desirable in advertising.

**HT3400 FAMILY AND SOCIAL INSTITUTIONS**

A degree extension unit designed to facilitate the conversion of a 3000 level diploma study in family and culture to a 3000 level degree study of family and social institutions.

**HT3430 THE FAMILY AND SOCIAL INSTITUTIONS**  
(0:3)3 HT2430 E

The composition of the household, interdependency of household nuclear family unit. Family life cycle. Organisation within the household; management skills in areas of finance, home purchase, social responsibilities incurred in parenthood and legal and social aid.

**HT3530 THE FAMILY AS A CONSUMER**  
(0:3)3 HT2430 E

Consumer behaviour and management of family resources.

**HT3538 THE FAMILY AS A CONSUMER EXT (TAFE)**  
( )3

Family as an economic unit. Family needs and the life cycle. Other influences (marketing legislation) on family consumption.

**HT3600 TEXTILE SCIENCE**

A degree extension unit designed to facilitate the conversion of an accredited 3000 diploma level study in textile science to a 3000 degree level study in textile science.

**HT3630 TEXTILE SCIENCE**  
(0:4)3 HT2630 E

Applied study of textile dyeing and finishing. Emphasis on the science of processing natural fibre fabrics.

**HT3700 WEAVING & DYEING**

A degree extension unit designed to facilitate the conversion of an accredited 3000 diploma level study in the textile arts to a 3000 degree level study in weaving and dyeing.

**HT3730 WEAVING AND DYEING**  
(4:0)3 HT2730 E

Development of sensitivity towards the principles underlying shapes and patterns found in nature and technology, and exploration of these sources for design material that will translate into textile form.

**HT3738 WEAVING & DYEING EXT (TAFE)**  
( )3

Development of sensitivity towards the principles underlying shapes and patterns found in nature or technology, and exploration of these sources for design material that will translate into textile form.

**HT3778 CREATIVE EMBROIDERY (TAFE)**  
(4+4)8

An experimental approach to the elements and principles of design applied to the techniques of embroidery.

**HT3830 FASHION DESIGN**  
(4:0)3 HT2830 E

Development of creative ability through an experimental study of new fabrics and fashion trends; tailored design and construction techniques; adaption of current commercial patterns to the individual.

**HT3933 METHODOLOGY HOME ECONOMICS**  
S(0:3)3

This module aims to acquaint the student with philosophies, procedures, practices, organisation and administration of Home Science/Textiles Departments through simulation exercises, school visits, discussion and seminars.

**HT4140 NUTRITION**  
(0:4)4 HT3130 or HT3100

An advanced study of nutrition incorporating enzyme kinetics, biochemistry of metabolism, current research and development in nutrition and nutrition related disciplines.

**HT4240 FOOD SCIENCE**  
(4:0)3 HT3230 or HT3200

Advanced study of food science with an emphasis on microbiology (principles and practice) for food preservation techniques in contemporary Australia.

**HT4440 CURRENT ISSUES AND THE FAMILY**  
(3:0)4 HT3430 or HT3400

Current issues affecting families in contemporary western society, reactions of individuals and groups to such issues self-help strategies. For the family, external assistance for families.

**HT4540 CONSUMER EDUCATION**  
(0:3)4 HT3530

Knowledge and skills for effective consumer behaviour including management of information systems and finances. Decision based strategies and consumer action. Consumer movements and consumer reform.

**HT4640 TEXTILE PERFORMANCE**  
(4:0)4 HT3630 or HT3600

Testing to evaluate textile products designing for textile performance. Advances in textile science and technologies.

**HT4740 DESIGN RESEARCH**  
(0:4)4 HT3730 or HT3830

Concepts interpretation in design patterns in native architecture, art history, cultures, wild life, theatre expression of design concepts through textile medium.

**HT4930 RESEARCH METHODS**  
(0:3)3

An introduction to experimental design, methods, tools and data analysis.

**HT4960 RESEARCH PROJECT**  
(3+3)6 HT4930

Students will conduct and report a research study into an area of home science/textiles education in one of schools, industry, or service institutions.

# Industrial Arts and Craft Education

**IA1103 DESCRIPTIVE GEOMETRY**

S(2+2)3

This study aims at giving the student an opportunity to gain experience in Descriptive Geometry in order to achieve the following objective; to develop further powers of visualisation and the concept of spatial relationship.

**IA1123 FUNCTIONAL DESIGN IN TECHNOLOGY**  
S(2+2)3

Functional design is studied as it applies to a variety of materials and applied processes together with a study of the elements and principles of design and their inter-relationship. Students will investigate the limitations imposed on the design of products by the physical properties of the materials involved. Experience in designing and the construction of products from a variety of materials such as paper, cardboard, wood, metal, plastic and clay will be encouraged.

**IA1203 WOODWORKING PRACTICES**  
S(2+2)3

Students will acquire a fundamental knowledge of woodworking processes and an understanding of the principles associated with the practical work attempted. The safe operation of appropriate woodworking machines and hand tools will be stressed as students acquire a foundation of technical skills, upon which future experiences will be structured.

**IA1213 TIMBER FABRICATION**  
S(2+2)3

The module aims to develop an appreciation of creativity, quality in design and craftsmanship by experiencing the properties and uses of materials suitable for framed fabrication and turning on the wood lathe.

**IA1303 METALWORKING PRACTICES**  
S(2+2)3

This module will assist the student to develop personal skills in the safe use of metalworking tools and machines. In addition the student will acquire specialised knowledge in metalworking processes and recognised laboratory procedures.

**IA1313 METAL FORMING**  
S(2+2)3

The intention is to broaden concepts of metalcraft design whilst increasing knowledge and skill in the shaping, joining and finishing of metals. This is to be achieved through direct experience in the use of tools, appliances and machines.

**IA1403 MATERIALS OF INDUSTRY**  
S(2+2)3

This study is designed to broaden the students knowledge of the broad spectrum of material and manufacturing techniques used in industry.

The specific combinations of materials and manufacturing processes used for a range of commercial objects will be examined in order to determine their advantages and limitations to the manufacturer. Possible alternate combinations will be considered in the light of new developments and changes in availability of materials.

**IA1503 INTRODUCTION TO INDUSTRIAL ARTS EDUCATION**  
S(2+2)3

This module is designed to assist intending Industrial Arts teachers to develop a conceptual understanding of Industrial Arts through a consideration of the range of subjects, the facilities and the organisation necessary to support those offerings.

**IA1513 TEACHING TECHNICAL DRAWING**  
S(2+2)3

This module acquaints students with teaching technical drawing in the variety of industrial arts subjects and develops an understanding of programming procedures, topic selection, lesson preparation and evaluation of pupil performance.

**IA1602 CRAFT - FOUNDATION STUDIES**  
F(2:2)2

An examination of the nature and role of craft in the education of children from three to twelve years of age. Through a programme of demonstrations and practical experiences, students will be introduced to a range of craft skills and processes. In addition, aspects of classroom organisation and management peculiar to the implementation of craft activities will be discussed.

**IA1613 CRAFT IN PRIMARY EDUCATION**  
P(4:4)3

Designed to expand the students knowledge of the role played by traditional and contemporary craft skills in the education of children in Primary grades, this module will place emphasis on the student's involvement in a programme of practical experiences which will lead to the acquisition of skills and an appreciation of the materials encountered. Students will develop approaches to the design and implementation of a range of craft activities suitable for use in a variety of classroom situations.

**IA1633 CRAFT DESIGN**  
EP(4:4)3

Students will develop a sound understanding of the elements and principles of design and the relationship of these elements to a range of contemporary and traditional crafts. Aesthetic and functional requirements, which influence the design process, will be examined and related to a programme of practical problem solving experiences in a variety of media. The specific crafts covered will vary from time to time, but will be based on the use of materials such as: paper, leather, wood, metal, ceramics, plastics, fabrics, fibres and environmental materials.

**IA1703 MOTOR MECHANICS**  
G(4:0)3

Through a study of fuels, power sources, developing units, transmission devices and applications, the student will develop a perspective of power technology in society. The study will embrace formal lectures, research assignments, group discussions and practical experiences of sample items in both laboratory and community situations.

**IA1713 TECHNICAL DRAWING**  
G(4:0)3

This course introduces the student to the fundamentals of engineering drawing. Basic concepts relating to projections are studied together with current Australian Drawing Standards. This knowledge is then applied to drawing exercises which range from views of simple solids to more complex workshop drawings. Drawing office techniques including tracings and reproductions are also studied. Other projections incorporated in the programme include isometric, oblique, axonometric etc.

**IA1723 BASIC WOODWORK**  
G(4:4)3

An introductory module aiming to provide individuals with a fundamental knowledge of processes in working wood and allied materials. Students will develop practical skills through development of manual dexterity and be aware of proper use and care of hand and machine tools used in woodwork.

**IA1733 BASIC METALWORK**  
G(0:4)3

By gaining a knowledge of various metals and working techniques appropriate to creative metalcraft, students should develop basic concepts of metalcraft design in its aesthetic, structural and industrial context.

Through individual expression of design in jewellery, copperware and enamelling, it is intended to develop skill and confidence in applying this knowledge to practical achievement.

**IA1743 CONCEPTS OF MANUFACTURING**  
G(4:0)3

This subject aims at examining the factors involved in the manufacture or construction of a wide variety of articles. The objectives are to develop the ability to critically evaluate manufactured articles considering such diverse factors as functionalism, aesthetics, mechanical properties and sociological implications and to be better prepared for the role of a consumer by the application of skills gained in the selection of well designed items of suitable materials.

**IA1753 PLASTIC CRAFT**  
G(4:0)3

This module is suited to students of Art who wish to pursue studies in Art that require the use of basic skills in utilising wood, paint, polymers and reinforced plastics.

**IA1763 CRAFTS IN THE COMMUNITY**  
G(4:4)3

The specific crafts studied will vary from time to time, but could include, paper crafts, leatherwork, ceramics, printing weaving etc. Students will become aware of the techniques involved in the mastery of beginning skills in a number of crafts and to appreciate the recreational and educational applications of these craft within the community. The student will be required to investigate current trends in craft activities and to recognise the social factors which influence these trends.

**IA1773 LEATHERCRAFT I**  
G(4:4)3

This module is intended to develop an appreciation of the aesthetic and functional qualities of leather, and will introduce students to a range of skills and processes appropriate to the construction of a variety of practical projects in leather.

**IA2053 PLASTICS TECHNOLOGY**  
S(4:4)3 Any IA1000 subject

Plastics (polymers) will be reviewed with respect to their role in our technological society in the past, present and future. Various common polymers will be studied in detail to assist students in developing a concept of molecular structures, classifications, mechanical properties and specific applications. The applications of plastics to industrial problems will be investigated and reference made to common industrial high and low rate production techniques. A large part of the course will deal with plastics as a creative medium, where through practical experience students will develop a greater understanding of particular plastics and production methods. The environmental and social implications of plastics technology will be reviewed and safety aspects stressed.

**IA2063 GRAPHIC COMMUNICATION**  
S(4:4)3 Any IA1000 subject

This course will provide the student with an understanding of the various forms of graphic communication and through them, a realisation of its place as a tool of communication in past, present and future societies. Content will involve the investigation of the production of printed words, pictures, graphs and maps through the process of drawing, printing, publishing and photography.

**IA2073 LEATHERCRAFT**  
S(4:4)3 IA1123

This module will extend the students technical skill and knowledge of leathercraft and in particular will place emphasis on individual research and innovation.

**IA2103 ENGINEERING DESIGN DRAWING**  
S(2+2)3 IA1103 or IA1123

This study is designed to broaden experiences in Engineering Drawing through conceptual design, as well as introducing the student to design procedures. Specific objectives are: to produce a student who is conversant with the basic principles and techniques

of Engineering Drawing; to give the student a foundation in design procedures and conceptual design; to allow the student to follow through a design to the prototype stage in either of the technologies.

**IA2123 APPLIED DESIGN IN TECHNOLOGY**  
S(2+2)3 IA1123

This module provides students with the opportunity of fostering and developing their knowledge of design by the application of design principles to the development of products in a number of materials.

**IA2203 CABINETMAKING**  
S(2+2)3 IA1203 or IA1213

This module further develops bench and machine skills to a greater extent than previously experienced. Areas covered include cabinet making skills, tool maintenance, marquetry, woodturning (between centres and cup chuck), free form carving and wood finishing techniques.

**IA2223 SPACE FRAME DESIGN AND CONSTRUCTION**  
S(0:4)3 IA2203

This module aims to equip students with a fundamental knowledge of the scope and variety of skills required in constructing residential dwellings and working spaces. Additionally, face plate turning, carcass construction and professional techniques in operating general power machinery and power tools associated with the woodworking industry is experienced.

**IA2243 POWER TOOL WOODWORKING**  
S(2+2)3 IA1213

This subject aims to equip students with professional techniques in correctly setting, operating and maintaining woodworking power tools. Fixed and portable power tools will be used extensively to incorporate current timber fabricating techniques in practical projects undertaken by students.

**IA2303 APPLIED METALS**  
S(2+2)3 IA1303

Students attempting this subject are expected to further investigate the practical problems of working metals by hand or machine and to realise how problems encountered influence the working plan, the selection of materials and the techniques employed. This will be achieved by the student designing and constructing articles using techniques applied to art metalwork, electricity and machining.

**IA2313 ART METALWORK**  
S(0:4)3 IA1303 or IA1313

A variety of constructional and decorative techniques will be examined as the student develops specialised knowledge in the field of art metalwork and an understanding of how this can be applied to education.

**IA2323 POWER TECHNOLOGY**  
S(4:0)3 IA1303 or IA1313

Through group learning, consultation with lecturers and individual research and development, students will examine in depth a selected power source or related technology of harnessing and application. Practical experience in the construction of illustrative models should enhance appreciation of the chosen area while drawing attention to the broad importance of power in modern civilisation.

**IA2333 APPLIED ELECTRICITY**  
S(0:4)3

This module will cultivate an interest in and understanding of the fundamental principles of electrical applications and circuits. Students will also be exposed to teaching strategies and projects appropriate for secondary school Industrial Arts.

**IA2403 MATERIALS: PROPERTIES AND STRUCTURES**  
S(2+2)3 IA1403

This module will provide a close examination of the fundamental principles which control the properties of a wide variety of materials, particularly those related to their structure at atomic, microscopic and macroscopic levels. Students will investigate various mechanical testing procedures used to determine qualitative and empirical properties of materials on both a theoretical and experimental level.

**IA2433 ENGINEERING MECHANICS**  
S(2+2)3 IA1403

This subject aims to provide specialist content in Engineering Mechanics so as to develop expertise in the solution of engineering problems based on the assumptions of coplanar force systems with constant acceleration. Specific objectives are: To broaden the student's knowledge of the fundamentals of Engineering Mechanics. To provide a sound base on which the analysis phase of the design process can be built.

**IA2503 TEACHING TECHNICS**  
S(2+2)3 IA1203 or IA1303

This module will expose students to a range of teaching strategies appropriate in a multimedia activity laboratory. Students will become aware of the educational significance of developing suitable techniques for group or class instruction and will analyse the demonstration of practical skills to isolate points which need special emphasis.

**IA2513 TEACHING JUNIOR SCHOOL INDUSTRIAL ARTS (DESIGN)**  
S(2+2)3 IA1123

Through an evaluation of the design process, students will be encouraged to heighten their own design skills; to appreciate the creative skills of others, and to implement strategies which will encourage children, in a school situation, to develop problem solving approaches to design briefs.

**IA2603 CRAFT IN THE INFANT SCHOOL**  
P(4:4)3 IA1613

Based on an understanding of the patterns of development inherent in young children, this module will provide opportunities for students to participate in the preparation of a range of craft experiences designed to facilitate the physical, social and intellectual growth of young children. Through involvement in a programme of selected practical activities, students will gain experience in the preparation of classroom displays; the construction of aids and resource material, and the identification of skills, processes and materials appropriate to the special needs and abilities of young children.

**IA2613 APPLIED CRAFT DESIGN**  
G(4:4)3 IA1633

Based on an analysis of the design process, students will engage in a series of problem solving projects which will require the application of various craft design skills. The limitations and possibilities of design potential, which results from an understanding of the physical properties of the materials being used, will be investigated, and students will be encouraged to foster creativity and innovation in applying design skills to the various craft projects. Projects will be based on the use of materials such as paper, leather, wood, metal, ceramics, plastics, fabrics, fibres and environmental materials.

**IA2713 TECHNICAL DRAWING AND GRAPHICAL REPRESENTATION**  
G(2+2)3 IA1713

This course is for the student who has completed IA1713 or IA1513 and wishes to become more proficient in technical drawing. Advanced drawings in architecture, machine components, pictorial representation etc. are undertaken, in addition to plans and specifications of domestic dwellings.

**IA2733 ART METALWORK**  
G(2+2)3 IA1733

The student is challenged to extend his own boundaries in the process of designing in metal as well as to appreciate work in metal by others. Emphasis is given to the further development of latent creative talents by applying the design process to art metalwork.

**IA2773 LEATHERCRAFT II**  
G(4:4)3 IA1773

This module will extend the students technical skill and knowledge of leathercraft and in particular will place emphasis on individual research and innovation.



### IA3033 DEVELOPMENT OF TECHNOLOGY

S(4:0)3 Any IA2000

This subject aims to develop an understanding of the impact of technological change and its place within history. The objective is to foster an awareness of the importance of social change and how the level of technological knowledge has influenced social structure.

### IA3043 INTEGRATED WORKSHOP PRACTICES

S(2+2)3 Any of IA2043, IA2053, IA2203, IA2223, IA2243 or IA2303

This module will provide opportunities for the acquisition of experience using various media, tools and machines. This will be achieved by applying knowledge of materials and production methods to the design and construction of articles using a combination of media. In addition students will be encouraged to develop an understanding of the relationships between properties of materials and limitations on design construction.

### IA3056 TECHNOLOGICAL CHANGE AND FUTURES FORECASTING

T(3+3)6

To review the gradual evolutionary process evident in man's habitation of earth and identify the technological significance of change. A number of case studies will provide examples of modern industrial development. In addition consideration will be given to the possibilities of technological, educational and social change by the year 2001 and implications relative to future leisure activities.

### IA3103 ENGINEERING DESIGN

S(2+2)3 IA2103 or IA2433

This is the analytical component of the engineering design process. It covers mechanical properties of materials, effects of loadings, stresses etc. and includes design of beams, shafting, etc. It serves as an introduction to 400 level design.

### IA3133 ADVANCED GRAPHICAL REPRESENTATION

S(2+2)3 IA2103

This module aims to give students an insight into modern drafting techniques so as to ensure that students are well grounded in the traditional drawing approach to orthogonal and pictorial projection, to examine the handling of traditional drawings through computer graphics, and to consider possible future developments in technical drawing and graphics.

### IA3203 WOOD TURNING AND BOAT BUILDING

S(4:0)3 IA2203, IA2223 or IA2243

Through participation in this module students will acquire individual experience in the design, planning and construction of boat building projects. In addition students will extend their experience in wood turning and develop specific expertise in selected skills.

### IA3213 ADVANCED FURNITURE DESIGN AND CONSTRUCTION

S(0:4)3 IA2203, IA2223 or IA2243

A full study will be made of the materials used and the techniques employed in modern furniture construction. The practical components of this aspect of the course, will be developed on the basis of a design brief and students are expected to construct a project to meet their individual needs.

### IA3303 ADVANCED METAL PROCESSING

S(4:0)3 IA2303

This module will prepare students for project development, organised along the lines of design and its application. Through the development of new skills, attitudes and approaches to construction, and through an awareness of the industrial processing of metals and production organisation, students will demonstrate their ability to apply this knowledge to selected projects. In addition students will prepare a paper, with appropriate visual support, on an agreed topic independently researched.

### IA3313 METAL PROJECT

S(0:4)3 IA3303

Students will be required to complete an individual project in metal and allied materials. It is to be determined in consultation with the lecturer and must involve a high expectation level of research and problem-solving. Emphasis on instructional design value. Students will be required to submit a comprehensive written report on the project and meet the requirements of related theoretical studies.

### IA3333 ELECTRONICS

S(4:0)3 IA2333

Students will acquire knowledge in the field of electronics and electricity which will enable them to develop appropriate projects for secondary schools, as well as appreciating the nature of this aspect of technology.

### IA3403 MATERIALS: PROCESSES AND APPLICATIONS

S(2+2)3 IA 2403

Students will gain an understanding of the mechanisms where by materials solidify, and apply this knowledge to a study of materials joining techniques.

The reading and interpretation of binary equilibrium diagrams will be examined, together with methods used in the non destructive testing of materials. In addition students will relate the content of this knowledge to the teaching of Technology and Engineering Science in secondary schools.

### IA3433 APPLIED MECHANICS

S(2+2)3 IA2433

This module broadens the application of the principles developed, in engineering mechanics by investigating and exploring the mechanics of technological systems in the context of the environment and society.

Students will be aware of the mechanism and consequent economic implications of force transfer and energy conservation in our technological society; will have developed personal attitudes towards the environment and technological issues confronting our society; and will be capable of disseminating knowledge and attitudes related to the interaction of applied mechanics, technology and society.

### IA3443 EXPERIMENTAL ANALYSIS IN MECHANICS

S(2+2)3 IA2433

This subject aims to reinforce the concepts of Engineering Mechanics established in IA243 through laboratory experiences. The specific objectives are: to develop skills in the use of scientific method of observation and deduction; to develop the application of statistical analysis to engineering problems; and to further develop experience in computer programming through its application to experimental analysis.

### IA3503 INDUSTRIAL ARTS EDUCATION

S(3:0)3

Students will become familiar with various philosophical positions in industrial arts. They will develop the ability to analyse and critique statements of philosophical positions in industrial arts and investigate and analyse curriculum development in this area of education.

### IA3513 TEACHING SENIOR SCHOOL INDUSTRIAL ARTS

S(2+2)3 IA2403 or IA2433

Students will analyse the senior high school syllabuses in Industrial Arts in order to determine the areas and depth of study required to adequately cover the subject content in the classroom. An examination will be made of various teaching techniques, appropriate to the needs of a specialist teaching area. In addition, students will investigate various programmes of study, including those of an integrated nature, and develop related teaching units and resource material.

### IA3523 CURRICULUM DEVELOPMENT IN INDUSTRIAL ARTS EDUCATION

S(3:0)3 9 cp in Education

The aim of this module is to facilitate the opportunity of investigating determinants of industrial arts curriculum and examining how these elements can be used in revising and evaluating curriculum. Students will investigate designs, problems and trends in past and current curriculum, with a view to determining procedures used in revising and evaluating industrial arts curriculum.

### IA3533 INNOVATION IN INDUSTRIAL ARTS EDUCATION

S(0:3)3 9 cp in Education

Students will be expected to relate Industrial Arts curricula developments to the principles and practice of curriculum theory. They will identify the philosophy, aims and objectives of current Industrial Arts curricula with particular reference to Australia, Europe and North America; and they will investigate the mechanisms of curriculum development in innovative Industrial Arts programmes.

### IA3543 HISTORY OF INDUSTRIAL ARTS EDUCATION

S(3:0)3 9 cp in Education

This module will provide an understanding of the historical background to the development of Industrial Arts education in N.S.W. In addition the English, North American and European systems of education will be examined to isolate significant historical contributions to the development of Industrial Arts education.

### IA3603 CURRICULUM INTEGRATION THROUGH CRAFT

P(4:4)3 IA2603

Through participation in this module, students will establish an awareness of the avenues through which subject integration can be achieved by relating craft activities to a variety of mainstream learning processes. Drawing on knowledge and experience gained from other subject areas, students will develop a range of craft activities designed to facilitate curriculum integration and accommodate the different abilities and levels of maturation of mainstream grades.

### IA3613 INNOVATIVE CRAFT

P(4:4)3 IA2603

Designed as a module to promote the development of the students' inventiveness and creativity, Innovative Crafts will afford opportunities for experimentation with new and traditional materials in the development of new approaches to the implementation of craft activities. Students will be encouraged to identify areas of special emphasis and experiment with programme development and classroom application within the selected area of emphasis.

### IA3623 CRAFT FABRICATION TECHNOLOGY

EP(4:4)3 IA2613

Intended to heighten the students appreciation of the fine craftsmanship, and to facilitate the acquisition of advanced skills in creating an original piece of craftwork, this module is intended to afford students the opportunity of pursuing individual projects in the fabrication of selected materials. A detailed study of related information will be required, on an individual basis, in the line with the range of materials and processes being used. The use of composite materials is desirable and students will be encouraged to design project work in a combination of wood, metal, leather, ceramics, plastics, fabrics, fibres and environmental materials.

### IA3633 CRAFT AND SOCIETY

EP(4:4)3 IA2613

This module is aimed at expanding the students knowledge of Craft in contemporary society and its role as an educational, recreational and vocational pursuit. Students will be required to compile a detailed report based on an investigation of factors such as; the impact of technology on craft through the development of materials and equipment; cottage industry craft and the self employed craftsman; display, presentation and marketing of crafts; crafts which have contributed to the cultural heritage of the local and national community; and multi-cultural crafts - an investigation of crafts which have had their origins in other countries and the assimilation of these crafts into Australian society.

### IA4014 CRAFT RESEARCH AND DEVELOPMENT

S(3:0)4 Any IA3000

Explore a selected area of Craft Education and develop programmes of activities for a variety of educational situations.

### IA4108 DRAWING AND DESIGN IV

S(4+4)8 IA3103

A module designed to integrate the students' knowledge of Mathematics, Mechanics and Mechanical Drawing in the process of designing structures, machine components and machines. Students will investigate the effect of different materials on the design process and will establish an awareness of the role played by standard codes in the design of machine elements.

### IA4208 FOREST AND WOOD TECHNOLOGY IV

S(4+4)8 Any IA3000 plus one of IA2203, IA2223 or IA2243

Wood and other materials derived from forestry activities will be treated as products of living organisms and natural systems being consumed and controlled in the service of man. Students will examine the extent to which man can utilise and control these renewable resources and be stimulated into critical appraisal of the problems created by the multiple use of forest eco systems in providing recreation, wild life refuge and national income. Opportunities will be offered to discover and develop suitable plans to meet the special demands placed on forest products. Wood growth, structure and wood derivatives will be examined from the biological and physical stand points based on industrial visits, field excursions and laboratory work.

### IA4214 PROPERTIES AND USES OF WOOD

S(4:0)4 Any IA3000 plus one of IA2203, IA2223 or IA2243

Fieldwork sample collection, supported by audio visual demonstrations, lecture descriptions and the use of practical laboratory and workshop techniques, will form the basis upon which students will be able to describe, utilise and identify trees and timber. Proficiency in collecting data about observed characters, use of sorting keys and other aids and skill in final interpretation will be encouraged by having each student present a number of identified samples and reports.

### IA4224 COMMERCIAL FORESTRY

S(0:4)4 Any IA3000 plus one of IA2203, IA2223 or IA2243

Through close contact with the timber industry and observation of production techniques, the students will be able to evaluate the problems created by multiple use of forest resources and be able to administer forest product workshops and laboratories. The importance of the planning role in silviculture, harvesting and utilisation will be stressed and thoroughly examined to show how man will have a sound governing role in future timber production.

### IA4308 INDUSTRIAL DESIGN IV

S(4+4)8 Any IA3044, IA3203, IA3213, IA3303 or IA3313

The process of Industrial Design is to be fully investigated in order to provide experience in constructive analysis of the design problem, development of the working or proto-type model and eventual satisfactory achievement of the design product. It will be necessary to consider aspects of consumer demand, the economics of industry, problems of creativity, adaption as a requirement of product development, the role of the laboratory and the historical development of modern design.

### IA4314 INDUSTRIAL DESIGN A

S(4:0)4 Any IA3044, IA3203, IA3213, IA3303 or IA3313

This module intends to develop an understanding of design for industry. The specific objective is to investigate the industrial process in order to provide experience in constructive analysis of the design problem and the preparation of a design brief.

### IA4324 INDUSTRIAL DESIGN B

S(0:4)4 Any IA3044, IA3203, IA3213, IA3303 or IA3313

The aim of this module is to apply the principles consistent with accepted industrial design methodology. Students will proceed with the design brief established in Industrial Design A and prepare the product for industrial production.

### IA4408 MATERIALS SCIENCE IV

S(4+4)8 IA3403

Students will be expected to extend their knowledge of materials in the areas of non equilibrium treatments of more complex materials and the various diagrams and mechanisms associated with such treatments; together with the theoretical and practical aspects of materials behaviour in actual service.

**IA4414 MATERIALS MODIFICATION**

S(4:0)4 IA3403

A module designed to further develop the concept of the relationship between the structure of materials and their properties with specific reference being made to the reaction to variations of heating and cooling rates and subsequent modification of structure. Both practical and theoretical studies will be carried out in this area.

**IA4424 MATERIALS IN SERVICE**

S(0:4)4 IA3403

A module designed to extend the range of materials studied to encompass the classification of composite materials. The behaviour of materials at high and low temperatures, and their resistance to oxidation and degradation from a number of sources will be considered from both a theoretical and practical point of view.

**IA4438 MECHANICS IV**

S(4+4)8 IA3433 or IA3443

Designed to accommodate the needs of students who desire to study advanced topics in Engineering Mechanics, this module will overview the concepts of statics and dynamics with freedom from restrictive assumptions, and will develop expertise in the solution of engineering problems associated with applied mechanics. Laboratory experiences will be provided to support and extend the application of principles developed.

**IA4444 EXPERIMENTAL MECHANICS**

S(2+2)4 IA3433 or IA3443

A module designed to produce laboratory skills which can assist in the development of creativity in experimental mechanics. On completion of the module students will be able to display complex engineering phenomena using transducers and photoelastic apparatus and show evidence of the use of scientific method of observation and deduction in practical experiments.

**IA4454 ADVANCED MECHANICS**

S(2+2)4 IA3433 or IA3443

A module designed to overview the concepts of statics and dynamics with freedom from restrictive assumptions. This will be done by investigating the equilibrium, of spatial force systems and studying the dynamics of variable force systems.

**IA4508 INDUSTRIAL ARTS IVA — TEACHING TECHNICS**

S(4+4)8

A module designed to provide students with a fundamental knowledge of metalworking and woodworking processes associated with technics. Practical or laboratory work undertaken will place emphasis upon developing skills in teaching practical subjects in secondary schools.

**IA4518 INDUSTRIAL ARTS IVB — TEACHING ENGINEERING TECHNOLOGY**

S(4+4)8

A module designed to develop competence in content and teaching methods related to engineering technology. Specific consideration will be given to content, lesson preparation, organisation of learning experiences, programming, sequencing and processes of evaluation related to teaching engineering materials, engineering mechanics and drawing and design.

**IA4522 INDUSTRIAL ARTS IVC (Qualifying)**

S(4+4)2

A module which provides additional skills and knowledge in the practical laboratory situation for students whose undergraduate backgrounds indicate weaknesses in subject content.

**IA4533 PROJECT DEVELOPMENT IN INDUSTRIAL ARTS EDUCATION**

S(0:3)3 Enrolment in stage III of the I.A. course

Through participation in this module, students will acquire an understanding of scientific method and the fundamental concepts and procedures for Industrial Arts Education research. Students wishing to undertake the project in Industrial Arts Education must take this module as a prerequisite or corequisite study.

**IA4566 PROJECT IN INDUSTRIAL ARTS EDUCATION**

S(3+3)6

Enrolment in Stage IV of I.A. course.

*Pre or Corequisite* IA4533

The research project will allow students to gain basic skills in subjective and objective measurement and evaluation techniques relevant to Industrial Arts in a broad sense.

Students will investigate an area of Industrial Arts, drawing from their previous studies, school experiences and the principles dealt with in class to arrive at a solution. The range of problems is large, involving the entire range of the subject area.

Students must have their proposed projects approved prior to commencement and upon completion three bound copies of the final report are required for assessment purposes.

**IA4603 TECHNOLOGY FOR CHILDREN**

P(4:4)3 IA3603, IA3613

Students will experience a blend of practical and theoretical studies in establishing an appreciation of the various influences contemporary technological society exerts on Crafts and Craft Education. From an understanding of this knowledge, students will develop a programme of experiences, suitable for implementation in a classroom, which will generate in Primary age children a greater understanding of the role technology plays in modern society.

**IA4613 CRAFT RESEARCH AND DEVELOPMENT**

P(4:4)3 IA3603, IA3613

The content of this module has been developed around the student identifying a specific area of study, conducting research and experimentation within the chosen area, and establishing a comprehensive report on the findings of their work. Individual topics will be determined in consultation with the lecturers concerned. However, areas to be examined may include; historical developments in craft education; technological changes in materials and equipment; the relationship of design to craft education; and craft education as an aid to physical and intellectual development.

**IA4623 COMPARATIVE STUDIES IN CRAFT EDUCATION**

P(4:4)3 IA3603, IA3613

The comparison of craft curricula in each state of Australia will form a basis for the study of international approaches in the field of Craft Education. Working in consultation with the participating lecturer, students will identify the various philosophies, objectives, content and teaching methods of a number of craft programmes in Australia and a selection of overseas countries. A detailed report on their findings will establish a comparison of factors which relate to the various programmes and identify those elements considered to be the most significant in the implementation of effective Craft Education.

**IA4633 CRAFT HISTORY**

EP(4:4)3 IA3633, IA3623

To accommodate the special interests of individual students, the subject organisation of this module has been developed around the student, in consultation with an academic advisor, identifying a specific area of study from within the field of traditional crafts and craftsmanship, researching information related in this chosen area and developing a detailed account, which sets out in chronological order, the stages of development in the historical growth of the selected area.

**IA4643 CRAFT RESEARCH**

EP(4:4)3 IA3623, IA3633

At an advanced level, this module requires the student to thoroughly research a specific area of Craft; the area being established in consultation with an academic advisor, and to prepare a detailed account of their findings. The findings of the investigation should indicate why various trends have occurred rather than summarise events. Factors such as the influence of environmental surroundings, technological influences, the impact of science on the development or modification of materials, economic factors such as marketing, tourism, labour costs and the influence of other craftsmen, should be considered.

**IA4652 CRAFT METHOD DIP. ED.**

P(2:0)2

This module gives a fundamental knowledge of the principles involved in various aspects of craft. Topics include: the role of craft in education, child growth and development through craft activities, developing a craft curriculum, classroom management in the implementation of craft activities, craft skills which involve the modification of materials with a variety of tools and processes, the display and presentation of craft activities.

**IA4662 CRAFT FOR SPECIAL EDUCATION**

S:SE(0:2)2

Elective for Graduate Diploma in Educational Studies.

This module examines a range of craft processes designed to assist persons with physical and sensory defects, intellectual handicaps and learning disabilities.

The specific materials and processes examined will vary from time to time, but will be established through an analysis of the specific needs associated with the various difficulties or handicaps.

Topics indicative of the areas to be covered include: manipulative skill development through the modification of solid and plastic materials, constructional processes using assorted materials and basic printing techniques on fabric and paper.

# Interdepartmental

**ID1000 THE PHYSICAL HUMAN**

(3:0)3

The structure and function of the human body; how it is kept fit and how it is influenced by drugs.

**ID1001 THE SOCIAL HUMAN**

(0:3)3

The appreciation of personal relations in respect to self and others.

**ID1003 PERSONAL DEVELOPMENT IE**

For description of module refer to Physical Education Department.

**ID1100 PROBLEMS IN TEACHING LITERACY AND NUMERACY**

S(0:3)3

The study is designed to provide all teachers, regardless of discipline with some expertise in recognising, identifying and assisting pupils who fail to meet acceptable standards of numeracy and literacy.

**ID1603 ART - CRAFT I - INTEGRATED STUDIES**

E(4:0)3 IA1602

Through participation in this module, students will develop an understanding of the relationship between Art and Craft activities and the innate ability of young children to learn from practical experiences. Students will be encouraged to recognise the stages of creative development through which young children pass and to establish a sound knowledge of a range of Art and Craft experiences and activities appropriate to the special needs of early childhood education. With this development students will be equipped to facilitate the creative, intellectual, social and physical development of young children.

In addition, students will be encouraged to develop personal competence in Art and Craft activities through the acquisition of skills, techniques and related knowledge.

**ID2000 HUMAN SEXUALITY**

(0:3)3

The development of knowledge and understanding of the human as a sexual being.

**ID2001 PERSONAL DEVELOPMENT CURRICULUM AND PROGRAMME**

(0:3)3

The acquisition of knowledge concerning the resources available in N.S.W. schools for use in presenting personal development courses.

**ID2002 PERSONAL DEVELOPMENT OVERVIEW**

For description of module refer to Physical Education Department.

**ID2003 PERSONAL DEVELOPMENT II**

For description of module refer to Physical Education Department.

**ID2010 CHILDHOOD HEALTH AND NUTRITION**

3 cp

This module covers the topics of nutrition in child health, dietary goals for Australians, common health problems, treatments used, commonsense classroom approaches, food hygiene and food budgeting.

**ID2011 INTEGRATED STUDIES - MUSIC MOVEMENT & DRAMA**

(0:3)3

Students will:

- identify principles of movement/music drama integration
- understand curriculum planning approaches to integrated themes
- demonstrate an understanding of creative, integrative approaches to a variety of classroom activities.

**ID2012 INTEGRATED STUDIES MATHEMATICS & SCIENCE EC**  
For description of module refer to Mathematics and Science Departments.

ID2014 INTEGRATED STUDIES - SOCIAL SCIENCES & SCIENCE  
For description of module refer to Social Sciences and Science Departments.

ID2603 ART - CRAFT II - INTEGRATED STUDIES  
E(0:4)3 ID1603

Teaching procedures and motivational techniques, designed to integrate Art and Craft activities with other learning experiences and to heighten the children's awareness of the environment as a source of ideas and sensory stimulation, will form the basis of this module.

Students will also gain additional knowledge of the skills, techniques and processes which enable young children to give visual or tactile form to the ideas and information drawn from other learning experiences.

ID2803 HEALTH EDUCATION  
(0:3)3

The evaluation of one's own goals and personal needs relative to oneself as a primary school educator facing social pressures and values. The focus of attention on the formulation of a professional-personal code of health behaviour.

ID2805 SOCIAL AWARENESS  
(0:3)3

An interdisciplinary module in which the student's awareness of his/her own identity and the interaction and interdependence of people in relation to social institutions is developed.

ID4001 DRAMA I  
(8:0)9

The student will:

- develop an integrated understanding of the theory and practice of drama and theatre;
- develop skills in improvised drama and drama created from a variety of source material;
- be able to relate his understanding and skills to work with children and young adults at levels appropriate to their different stages of development.

ID4002 DRAMA II  
(0:8)9

The student will:

- develop to a higher level than in Drama I an understanding of the nature, concerns and forms of theatre.
- Develop further skills in the creation of drama and its performance;
- be able to discriminate among the leading theorists and practitioners of educational drama to find the approaches and methods most appropriate to his own situation.

ID4003 DRAMA IIIA  
(8:0)9

The student will:

- build upon the experience gained in Drama I and Drama II in order to;
- develop a wider and deeper understanding of the nature and mechanics of theatre;
- develop further the skills of theatrical production, especially with regard to plays suitable for children;
- develop further his ability to illuminate the theatrical qualities of scripted plays in the classroom.

ID4004 DRAMA IIIB  
(8:0)9

The student will:

- build upon the experience gained in Drama I and Drama II in order to;
- develop greater expertise in the theory and practice of major exponents of educational drama;
- develop greater expertise in the use of drama in the areas and as an experience in itself;
- prepare teachers to make the best use of the available and often very limited drama facilities in schools;
- see drama in perspective educationally and as one of a number of related arts.

ID4005 DRAMA IV  
(0:8)9

The student will:

- be able to apply the theory and the practice that he has experienced in Drama I, II and III in work with children and young adults;
- be aware of developments in educational drama in schools and other educational institutions throughout Australia and in Great Britain, Canada and the United States of America;
- be able to plan drama curricula for use in the schools or other educational institutions.

ID4299 PHYSICAL EDUCATION RESEARCH PROJECT  
(3:6)9 4th level standing

A project initiated and researched by the individual student reflecting the interest, capabilities and selected research technology of the student.

## Languages

LA1005 TEACHING LANGUAGES OTHER THAN ENGLISH IN THE PRIMARY SCHOOL I

P(0:3)3

Core for Languages. Introduction to General Methodology of teaching languages other than English in the primary school.

LA1215 FRENCH: LANGUAGE AND CIVILISATION I  
G(NA)3 Contract S.C.F.E.

Knowledge of modern French civilisation and extension of oral skills through TV, tape, adult audio-visual material.

LA1216 INTRODUCTION TO TWENTIETH CENTURY GERMAN LITERATURE

G(NA)3 Contract S.C.G.E.

Development of fluency in German reading and interest in German literature and style.

LA1256 FRENCH LANGUAGE AND SOCIETY I  
G(0:3)3

Beginning French: a tourist-style spoken French learnt through TV, tapes and text.

LA2005 TEACHING LANGUAGES OTHER THAN ENGLISH IN THE PRIMARY SCHOOL II

P(3:0)3 LA1005E

Core for Languages. Implementation of specific courses for teaching languages other than English.

LA2006 TEACHING MULTICULTURAL CHILDREN'S LITERATURE  
P(NA)3 LA2005E

Study of fairytale, folklore, legend for children: Grimm brothers, Andersen, Perrault.

LA2215 FRENCH: LANGUAGE AND CIVILISATION II  
G(NA)3 LA1015 or LA2056 E

Extension of speaking/listening and investigation of modern French society through TV, radio, film, slides, tapes.

LA2216 GERMAN LANGUAGE AND SOCIETY  
G(NA)3 LA G1 E

Extension of spoken and written German and knowledge of German society.

LA2256 FRENCH LANGUAGE AND SOCIETY II  
G(3:0)3 LA1256E

Continuation of beginning French (LA1256), with basic reading extension.

LA3005 TEACHING LANGUAGES OTHER THAN ENGLISH IN THE PRIMARY SCHOOL III

P(3:0)3 LA2005E

Core for Languages. Major language teaching techniques: audio-visual, audio-lingual, pattern practice, resources, testing.

LA3006 APPLIED LINGUISTICS AND AUDIO-VISUAL LANGUAGE LEARNING

P(NA)3 LA2005E

Core for Languages. Nature of language and foreign/community language acquisition - psychological, social and cultural factors; in-depth theory and practice in audio-visual approaches.

LA3255 FRENCH LANGUAGE AND CIVILISATION III

G(0:3)3 LA F2 E

Extension of language skills to intelligent directed conversation and specific format writing skills.

LA3261 TWENTIETH CENTURY FRENCH LITERATURE (External)  
G(0:3)3 LA F2 E

Literary appreciation of major writers including Comus, Gide, Sartre.

LA3274 GERMAN LIFE AND LANGUAGE

G(NA)3 LA G2 E

Consolidation of oral/written language and knowledge of contemporary German society.

LA3275 TWENTIETH CENTURY GERMAN LITERATURE

G(NA)3 LA G2 E

Expression, Realism, Neoromanticism, Symbolism, Modern Trends, including Mann, Kafka, Brecht, Hesse, Boll.

LA3276 MODERN GERMAN FILM AND DRAMA

G(NA)3 LA G2 E

Film and dramatic representation of social, philosophical and political comment in Germany.

LA4005 LANGUAGE OTHER THAN ENGLISH EDUCATION: THEORIES AND THEORISTS

P(NA)3 LA3005 and LA3006

Theoretical approaches to foreign language education.

LA4008 RESEARCH IN LANGUAGES OTHER THAN ENGLISH EDUCATION

P(NA)3 LA3005 and LA3006

Investigation of research and its relevance in teaching modern languages.

LA4009 RESEARCH PROJECT IN LANGUAGES OTHER THAN ENGLISH EDUCATION

P(NA)3 LA4005 and LA4008

Student designs and implements a research study project in languages other than English education in the Primary School.

LA4216 GERMAN LANGUAGE AND SOCIETY

G(NA)3 LA G3 E

Expansion of oral/written German and youthful German society.

LA4218 EIGHTEENTH CENTURY FRENCH LITERATURE

G(NA)3 LA F3 E

Historical, social, philosophical background to eighteenth century. Selected works or extracts of Prevost, Voltaire, Rousseau, Beaumarchais.

LA4220 NINETEENTH CENTURY GERMAN NOVELLE

G(NA)3 LA G3 E

Themes and style in the German Novelle.

LA4255 FRENCH CIVILISATION: ADVANCED STUDIES

G(NA)3 LA F3 E

Development of rapid reading and oral/written communication ability for inquiry purposes. Research facility in reading for understanding of French society and thought.

LA4265 NINETEENTH CENTURY FRENCH POETRY

G(NA)3 LA F3 E

Romanticism: Lamartine, Vigny, Hugo, Musset; Le Parnasse; Idealism and Symbolism: Baudelaire, Rimbaud, Verlaine, Mallarme.

LA4278 MORALITY AND MATERIALISM IN THE TWENTIETH CENTURY

G(NA)3 LA G3 E

Modern German dramatists: Brecht, Durrenmatt, Frisch, Hofmannsthal, Weiss.

LA4511 FRENCH IV

S(3-3)8

Method and curriculum study for secondary language teachers.

LA4521 GERMAN IV

S(3+3)8

Method and curriculum study for secondary language teachers.

## Mathematics and Computer Studies

### COMPUTER STUDIES

MA1021 COMPUTER AND STATISTICAL LITERACY  
G(3:0)3

The study is designed to produce a student literate in the scope and applications of statistics and computing. The 'Apple' micro-computer will mainly be used to provide "hands on" experience.

MA1030 BASIC

G(3:3)3

The formulation of algorithms to solve elementary problems. The application of programming principles and techniques to such algorithms. The production of computing programs in basic utilising the preceding methods.

MA1031 COMPUTER ARCHITECTURE

A(3:3)3

This module seeks to provide an overall view of computing systems leading to an understanding of the numerical theories required for efficient encoding and decoding, the algebraic theories behind the problem of designing efficient circuits and the programming of simple manipulative tasks using machine code.

MA1032 DATA PROCESSING I

A(3:3)3

The different kinds of information processing systems. The benefits of machine processing of information using a variety of input forms. Information as a product of computers. The choosing of the most appropriate type of machine-processing system for specific business applications.

MA1033 OPERATING SYSTEMS

A(3:3)3

The general principles of operating systems. The details of the primos operating system. The effective utilisation of the primos operating system. The examination of other operating systems.

MA1034 PASCAL TO COBOL

G(6:0)6

The construction, testing and evaluation of data structure management programs using the structured approach supported by the pascal language. Team and individual transfer of these programs into a complete subset of the cobol language. The construction of a complete, self-contained commercial program using cobol.

**MA2001 WORK EXPERIENCE PROGRAMME AIP**

A( )9

Student is attached to a host firm for 4 days a week for one semester (slightly varied for part-time students) to gain a realistic concept of the professional demands and expectancies of the vocation.

**MA2030 COBOL II**

G(0:6)6

The construction, testing and documenting of efficient cobol programs. The investigation and understanding of how cobol is used effectively in commercial applications. The development of a logical approach to the creation of sophisticated programs in cobol.

**MA2031 DATA PROCESSING II**

A(3:3)3

The underlying concepts of electronic file organisation. The relative merits of sequential and random file handling tasks. The implementation of standard commercial applications. The problems associated with the economics of data storage and methods of access.

**MA2032 FORTRAN AND TECHNICAL APPLICATIONS**

G(0:4½)4½

The details of the fortran programming language. The construction testing and evaluation of efficient programs using fortran. The application of fortran to technical and scientific problems.

**MA2033 SYSTEMS ANALYSIS**

A(0:3)3

The objects of a current real-life system. The investigation and analysis of the existing procedures of this system. The analysis of the recorded data associated with the system. The construction of reports to management involving case studies of commercial applications.

**MA2034 TECHNICAL APPLICATIONS**

G(3:0)3

The application of computer methods in the technical and scientific fields. The application to the problems involved in real-life situations. The uses of computer graphics and computer simulation for modelling procedures.

**MA3031 DATA PROCESSING III**

A(0:3)3

The organisation of the daily operations of a data processing installation. The problems associated with effective man-machine communications. Software packages and their tailoring. The responsibilities of privileged users and security. The place of professional integrity.

**MA3032 INFORMATION SYSTEMS**

A(3:3)3

The basic requirements of databases and the features required in a database. The operation of a database and the associated methods of access. The total database and its query language.

**MA3033 SYSTEMS DESIGN**

A(3:0)3

The design and appraisal of a new, computerised system. The documentation, implementation and maintenance of the new system. The determination of the controls required for this system. The future development and methods of updating such systems in commercial practice.

**MA3035 PROJECT**

A( )6

A major project involving systems analysis, systems design, programming and testing together with the associated group-work, interview situation, reporting and evaluation to marry the content of the course with a practical E.D.P. problem.

**MA3036 CURRENT APPLICATIONS AND ADVANCES IN COMPUTER TECHNOLOGY**

A(0:1½)1½

This module will reflect changes in methods, hardware etc. in the E.D.P. industry as reported in current journals and newsheets.

**MATHEMATICS****MA1025 MATHEMATICS IA, PART A**

(4:0)3

An integrated study in Algebra and Calculus designed to provide a useful foundation for later studies and to produce general competency in the related calculating skills.

**MA1026 MATHEMATICS IA, PART B**

(0:4)3 MA1025

An integrated study in Algebra, Calculus and Geometry which expands the foundation base initiated in MA125. The central aim concerns competency in the concepts and application of complex numbers;  $2 \times 2$  matrices; circular, logarithmic and exponential functions; standard applications of the integral calculus; the geometry of plane conic sections.

**MA1027 MATHEMATICS IB**

(4+4)6

The two lobes central to this study are Euclidean Geometry and Mathematical Navigation and Astronomy. Euclidean geometry will be deductively examined using traditional, vector, transformation and algebraic techniques. Emphasis will be within the common properties of circles, triangles and quadrilaterals, however, some examination will be made of the properties of radical axis, centres of similitude, involution and inversion. Astronomy will involve some practical observations and the time for this practice will be directed to Semester I to capitalise on the Autumn skies. Navigation will include some cartography but concentrate on the techniques applicable to small craft coastal navigation.

**MA2014 FINITE MATHEMATICS APPLIED TO BUSINESS STUDIES**

(0:4½)4½

The role of mathematics in business studies. Elementary linear systems. Decision making matrices. Time series and trend analysis. Net works and critical path analysis.

**MA2025 MATHEMATICS IIA**

S(4+4)6 MA1026

The Algebra component of this module considers the properties and applications of  $n \times n$  matrices, leading to a consideration of elementary linear algebra. The calculus component continues the development of this aspect of mathematics to the concepts and applications of bi and tri variate functions. The geometry considered makes manipulative use of the developed matrix theory and relates vector relationships to the linear algebra results.

**MA2026 MATHEMATICS IIB**

S(4+4)6 MA2025 (Pre/Co-requisite)

Through examples involving classical applied mathematics and 3-dimensional geometry this study aims at promoting a physical understanding of various applications of calculus, vectors and transformation.

**MA2027 MATHEMATICS IIC**

S(4+4)6 MA1021 MA1026

Real analysis forms one of the two major lobes of this module by which an examination of the important concepts of set topology are used to study in greater detail the concepts of limits, continuity, differentiability and integrability. The second major lobe consists of studies in computing techniques using the BASIC language and applying such studies to C.A.I.; simulations; network problems.

**MA3025 MATHEMATICS IIIA**

S(4+4)6 MA2025

Through studies in Linear Algebra, Group Theory and Complex Variables students will consolidate the concepts associated with algebraic structures; with analyses applied to linear spaces and complex variables and with calculus techniques extended to include function of the complex variable.

**MA3026 MATHEMATICS IIIB**

S(4+4)6 MA2026

This module nurtures the development of mathematical models by considering Plane Projective Geometry and Probability and

Statistics from a modelling viewpoint. The study also examines the historical background of some aspects of mathematics which include consideration of modelling.

**MA3027 MATHEMATICS IIIC**

S(4+4)6 MA3025 (Pre/Co-requisite)

This module seeks to encourage the solution of sophisticated problems using chosen algorithmic forms. Studies are directed towards applications involving the solutions of differential equations and numerical methods as well as applications involving the extension of calculus to vector calculus.

**MA3028 MATHEMATICS IIID HISTORY OF MATHEMATICS**

This module combines a study of the history of numeration, and the subsequent applications of early societies with the history and development of particular branches of pure and applied mathematics.

**MA3029 MATHEMATICS IIIE ADVANCED STUDIES IN MATHS**

The student is required to study one or more of the following themes:

**THEME 1:** Linear algebra, inner product spaces, orthogonality, linear operators, similarity, eigenvalues and eigenspaces, orthogonal and unitary transformations, quadratic forms, spectral decomposition applications.

**THEME 2:** Complex variables. Complex numbers, functions or a complex variable, analytic functions, integration, power series, residues, conformal mapping.

**THEME 3:** Projective geometry. Plane projective geometry is introduced informally. The geometry of points and lines is developed to permit of the consideration of conics. Some emphasis is placed upon the working of exercises.

**THEME 4:** Probability and statistics. Elementary probability theory. Random variables, probability function, distribution functions (discrete and continuous). Some special probability distributions: Binomial, poisson, normal. Statistical inference: Random sampling, estimation. Tests of hypotheses.

**THEME 5:** Differential equations. This study is mainly concerned with methods of solution of second order linear equations. Appropriate theory is developed and where possible, links with linear algebra are made.

**THEME 6:** Numerical methods for solving linear and non-linear systems of equations, involving use of programmable calculators and of high speed computers incorporating basic language.

**THEME 7:** From the definition of a mathematical group particular sets forming groups are studied leading to the development of group properties and examination of specialised groups.

**MA3030 MATHEMATICS IIIE**

The student is required to study one more of the following themes:

**THEME 1:** Linear algebra. Inner products spaces, orthogonality, linear operators, similarity, eigenvalues and eigenspaces, orthogonal and unitary transformations, quadratic forms, spectral decomposition applications.

**THEME 2:** Complex variables. Complex numbers, functions of a complex variable, analytic functions, integration, power series, residues, conformal mapping.

**THEME 3:** Projective geometry. Plane projective geometry is introduced informally. The geometry of points and lines is developed to permit of the consideration of conics. Some emphasis is placed upon the working of exercises.

**THEME 4:** Probability and statistics. Elementary probability theory. Random variables, probability functions, distribution functions (discrete and continuous). Some special probability distributions: Binomial, poisson, normal. Statistical inference: Random sampling, estimation. Tests of hypotheses.

**THEME 5:** Differential equations. This study is mainly concerned with methods of solution of second order linear equations. Appropriate theory is developed and where possible, links with linear algebra are made.

**THEME 6:** Numerical methods for solving linear and non-linear systems of equations, involving use of programmable calculators and of high speed computers incorporating basic language.

**THEME 7:** From the definition of a mathematical group particular sets forming groups are studied leading to the development of group properties and examination of specialised groups.

**MA4025 MATHEMATICS IVA**

S(4+4)8 MA3025

This module is functional analysis considers the properties, structures and relations previously developed through a consideration of abstract sets. The study allows the development of the Lebesgue integral and considers its relationship to the Riemann integral. The concept of distance is generalised and applied in an analytic context.

**MA4026 MATHEMATICS IVB**

S(4+4)8 MA3026

This module considers an axiomatic development, expressed in transformation concepts, of Euclidean Geometry linking this development where appropriate to the history of geometry. Secondary studies include some modern aspects of number theory and the history of calculus.

**MA4027 MATHEMATICS IVC**

(NA)8 For prerequisites see individual strands

**MA4028 MATHEMATICS IVD**

(NA)8 For prerequisites see individual strands

These modules each permit the student of mathematics to continue his studies in mathematics, as well as expanding his interest in some aspect of mathematics, by engaging in any two of the six strands listed below. That is students taking MA4027 and MA4028 will select four strands. The pertinent strands are:

Strand (a): Linear Programming and Its Applications MA3025

Strand (b): Aspects of Operations Research Strand (a)

Strand (c): Groups, Rings and Fields MA3025

Strand (d): An Introduction to Combinatorial Theory MA 3025

Strand (e): Probability and Statistics MA3026

Strand (f): Numerical Analysis MA3027

**MATHEMATICS EDUCATION****MA1070 FOUNDATION STUDIES EARLY CHILDHOOD/ PRIMARY MATHEMATICS**

EP(0:2)2

This module is compulsory for all B.Ed. (Primary/Early Childhood) candidates.

**MA1071 MATHEMATICS EDUCATION I - TEACHING FOR NUMERACY**

EP(2:0)3

This module is compulsory for all B.Ed. (Primary/Early Childhood) candidates. This module counts towards a main/minor in primary studies mathematics.

**MA1073 MATHEMATICS FOR T.A.F.E. TEACHERS I**

T(0:2)3

An overview of elementary mathematical concepts which cause difficulty. Methods of teaching basic mathematics are discussed and procedures for diagnosis and remediation are developed.

**MA1705 MATHEMATICS EDUCATION JUNIOR SECONDARY CURRICULUM STUDIES I**

S(3:0)3

This module emphasises the knowledge, skills and understanding relevant to the junior secondary mathematics curricula. The student on satisfactory completion of the study, will have undertaken relevant professional reading will have progressed towards a professional attitude to teaching and will be familiar with the resources which are appropriate to the development of instructional programmes.

**MA2071 MATHEMATICS EDUCATION II - GROWTH OF MATHS CONCEPTS**

P(3:3)3 MA1071

This course is a compulsory primary studies module for all B.Ed. primary candidates and counts towards a major/minor in primary studies mathematics.

MA2073 MATHEMATICS FOR T.A.F.E. TEACHERS 2  
(1)3

This subject is a follow-up to module MA1073. Further mathematics topic occurring in the T.A.F.E. courses are discussed and teaching procedures developed.

MA2075 MATHEMATICS EDUCATION: JUNIOR SECONDARY CURRICULUM STUDIES II

S(0:3)3 MA1075

On completion of this module the student will have acquired a broad background knowledge of the teaching of selected topics in mathematics, will be sensitised to the differences between particular groups of children, will have studied the integration of mathematics with other appropriate subject areas and will have developed professional attitudes and ethics towards his teaching role.

MA2076 MATHEMATICS EDUCATION: SENIOR SECONDARY CURRICULUM STUDIES I

S(3:0)3 MA1075 or MA2075

This module seeks to make the student aware of the problems associated with the teaching of mathematics in the senior secondary school and some possible modes of solutions. Consideration will be limited to the 2 Unit and 2 Unit A syllabuses.

MA3054 MATHEMATICS EDUCATION: THE SLOW LEARNER  
S(1)2 MA254

The student is acquainted with a range of materials and a variety of methods designed to assist the mathematically less able high school pupil. Emphasis is placed upon individualisation of instructions and on the applicability of selected mathematics topics.

MA3071 MATHEMATICS EDUCATION IIIA: PROGRAMMING AND RESOURCES

EP(0:3)3 MA2071E

This course is a core Primary Studies module. Students wishing to complete a Primary Studies Major in Mathematics must do this module. Students wishing to complete a Primary Studies Minor in Mathematics will elect to do either MA3071 or MA3072

MA3072 MATHEMATICS EDUCATION IIIB: MATHS COMPLEMENTARY TO PRIMARY CURRICULUM

EP(3:0)3 MA2071E

This course is a core Primary Studies module. Students wishing to complete a Primary Studies Major in Mathematics must do this module. Students wishing to complete a Primary Studies Minor in Mathematics will elect to do either MA3071 or MA3072.

MA3075 MATHEMATICS EDUCATION: MATHEMATICS FOR THE NON-AVERAGE PUPIL IN THE SECONDARY SCHOOL

S(3:0)3 MA2075

This module considers the identification of pupils of non-average ability and the measuring devices which assist this identification. Identification leads to the isolation of problems faced by such pupils and to the production of appropriate programmes of mathematics.

MA3076 MATHEMATICS EDUCATION: SENIOR SECONDARY CURRICULUM STUDIES II

S(0:3)3 MA2076

This study concentrates on the 3 Unit, and 4 Unit mathematics curricula and examines in detail the teaching of a variety of topics with bias to the mathematically talented child. Some examination in mode of experimental approaches to the teaching of senior mathematics.

MA3077 MATHEMATICS EDUCATION: COMPUTER ASSISTED INSTRUCTION IN MATHEMATICS

S(0:3)3 MA2027

Following appropriate theoretical considerations this study involves the design, testing and evaluation of programmed teaching units, utilising micro-processors, selected from each of the junior secondary curricula and the 2 Unit A curriculum.

MA4053 MATHEMATICS EDUCATION PRIMARY CURRICULUM STUDIES

P(2+2)4

This module involves the study and discussion of methods of developing number and mathematical concepts in infant and primary grades. The classroom use of environmental and structural materials is examined in lectures supplemented by practical workshops.

MA4054 MATHEMATICS EDUCATION JUNIOR CURRICULUM STUDIES

This strand investigates the primary school background of Year 7 pupils and general principles of classroom procedures. In addition a detailed study of selected curriculum topics is undertaken.

MA4055 MATHEMATICS EDUCATION SENIOR CURRICULUM STUDIES

S(3+3)8

This strand investigates the organisation of Mathematics courses for Years 11, 12 and the teaching of selected syllabus topics.

MA4072 MATHS ED 4B: RESEARCH INTO TEACHING OF MATHS (1)3

This module is compulsory for all students working to complete a primary studies major in mathematics to fulfil the requirements of the B.Ed. (Primary) award. To qualify for enrolment in this course a candidate must have passed MA3071 or a course deemed equivalent.

MA4073 MATHS ED 4C: ASSESS DIAG AND INTERVENTION (1)3

This module is compulsory for all students wishing to complete a primary studies major in mathematics to fulfil the requirements of the B.Ed. (Primary) award. To qualify for enrolment in this course a candidate must have passed MA3071 or a course deemed equivalent.

MA4075 MATHEMATICS EDUCATION: ISSUES IN THE TEACHING OF MATHEMATICS IN THE SECONDARY SCHOOL

S(NA)3 MA3075, MA3076, MA3077

This study fosters an awareness of current issues pertaining to the teaching of mathematics in the secondary school. The examination of the issues chosen embraces an analysis of the pertinent research evidence, translation of the issue to the classroom and the design and implementation of an associated classroom-centred research unit.

# Multicultural Studies

MS1050 MULTICULTURAL EDUCATION AND COMMUNITY LANGUAGES (Foundation Studies)

P/E(2:2)2

Foundation Study. Nature of the multicultural classroom, social, emotional and linguistic factors, role of peer groups, family and community, community languages, E.S.L., Aboriginal society and language.

MS1210 MULTICULTURALISM IN AUSTRALIA (General Studies)  
G(3:3)3

Development of Multicultural Australia, the concept of multiculturalism and its relevance for contemporary Australia and the future. Study includes Australian and international examples.

MS1300 MULTICULTURAL EDUCATION AND COMMUNITY LANGUAGES (Educational Studies)

Sec(0:3)3

Nature of the multicultural classroom, social, emotional and linguistic factors, role of peer groups, family and community, community languages, E.S.L., Aboriginal society and language.

MS2020 PLANNING FOR MULTICULTURAL CURRICULA IN EARLY CHILDHOOD (CONVERSION) (External)

E(3:3)3

A composite transition module for B.Ed. Conversion (Early Childhood). Nature and significance of multiculturalism in Australia, multicultural curriculum design, resources, language maintenance, E.S.L.

MS2021 PLANNING FOR MULTICULTURAL CURRICULA IN EARLY CHILDHOOD

E.C.(3:3)3 MS1050 E

Considerations for designing a multicultural curriculum - situational analysis, objectives, teaching strategies for multiculturalism in the early childhood domain.

MS2050 PLANNING FOR MULTICULTURAL CURRICULA IN PRIMARY (Educational Studies)

Pr.(3:3)3 MS1050 E

Considerations for designing a multicultural curriculum - situational analysis, objectives, teaching strategies for the multicultural primary school.

MS2051 MULTICULTURAL CONVERSION (External)

P(3:3)3

A composite transition module for B.Ed. Conversion (Primary). Nature of multiculturalism, significance for Australian society, multicultural curriculum design, resources, language maintenance and E.S.L.

MS2210 ETHNIC MINORITIES IN THE COMMUNITY AND SCHOOL (General Studies) (Internal/External)

G(3:0)3 MS1210

Practical appreciation of the major aspects of significant ethnic groups in Australia with respect to language, culture and education.

MS2300 PLANNING FOR MULTICULTURAL CURRICULUM IN SECONDARY

Sec(NA)3 MS1300 E

Considerations for designing a multicultural curriculum - situational analysis, objectives, teaching strategies for the multicultural secondary school.

MS3210 FAMILIES IN MODERN AUSTRALIAN SOCIETY (General Studies) (Internal/External)

G(0:3)3 MS2210

Investigation of the diverse nature of families in Australia, including expectations, norms and values of different ethnic and Aboriginal groups. The impact of change in families is examined.

MS3215 DESIGNING AND IMPLEMENTING CURRICULA IN THE MULTICULTURAL SCHOOL (General Studies and Home Science/Textiles) (Internal/External)

G(3:0)3 MS3210

Teaching and designing multicultural curricula for the classroom, whether all Anglo-Saxon or an Aboriginal/ethnic/Anglo-Saxon mix.

MS3232 EASTERN EUROPEAN CULTURES (General Studies) (External)

G(NA)3 MS2210

The module enables students to understand cultural differences between pupils. It investigates problems associated with refugee migration to Australia with particular reference to the cultural backgrounds of the Jews, Poles and Yugoslavs.

MS4220 LANGUAGE PROBLEMS OF ETHNIC MINORITIES (General Studies) (External)

G(1½+1½)3 MS3210

Language patterns of major ethnic groups in Australia, areas of linguistic conflict in learning English, socio-linguistic factors, in-depth investigation of one major ethnic group's linguistic problems.

MS4230 MEDITERRANEAN/MIDDLE EASTERN CULTURES I (General Studies) (External)

G(NA)3 MS3210

Historical, geographical, socio-economic and political perspectives of the region, settlement patterns in Australia, cultural backgrounds, life-styles and aspirations, case study: Italians.

MS4235 ABORIGINAL AUSTRALIANS I (General Studies) (External)

G(NA)3 MS3210

Prehistory of Australian Aborigines, cultural and language features, case study of the traditional Walbiri community (economic, social and religious features), case study of the Tiwi - cultural and linguistic differences.

MS4901 AUSTRALIA AS A MULTICULTURAL SOCIETY (2+2)6

The module examines the sources of power in Australia, and the position of ethnic groups in Australian society and deals with prejudice and racism and stratification. Core module for PGI multicultural studies.

MS4902 INTERPERSONAL RELATIONSHIPS AND COMMUNICATION SKILLS

(2:0)3

The module enables students to develop awareness of themselves and their sensitivity in relation to others. Emphasis is placed on students' improving their communication skills in a multicultural context. Core module for PGI multicultural studies.

MS4903 COMMUNITY SUPPORT SYSTEMS (0:2)3

The module aims to enable students to develop an understanding of the aims and organisation of the welfare network in New South Wales, and to be aware of the attitudes, expectations and problems of ethnic groups in the welfare context. Core module for PGI multicultural studies.

MS4904 ETHNIC CULTURES IN AUSTRALIAN SOCIETY (2:0)3

The module develops a framework for examining ethnic cultures in Australia, in general and details specific cultural groups in Australia. Core module for PGI multicultural studies.

**MS4905 EFFECTIVE CURRICULUM IN MULTICULTURAL SOCIETY**

(NA)3

The module enables students to design and implement curricula for use in a multicultural society in both a teaching and community context. Core module for PGI multicultural studies.

**MS4906 ENGLISH ACROSS THE CURRICULUM**

(NA)3

The module explores techniques of teaching English to Non-English speakers, allows students to appraise characteristics of first, second and third phase English language learners and examines the implementation of English across the curriculum. Elective for PGI multicultural studies.

**MS4907 POLITICS AND WELFARE IN MULTICULTURAL AUSTRALIA**

(NA)3

The module examines the relationship between politics and welfare in Australia, particularly as relevant to ethnic groups. Self-help groups and pressure groups, social change and delivery services are among topics explored. Core module for PGI multicultural studies.

**MS4908 EXPERIMENTAL LEARNING THROUGH OTHER LANGUAGE**

(O:2)3

The module aims to allow experience of negotiating in a new language and to give cognitive and affective insights of the linguistic, psychological, emotional and social facets of contact in a new culture. Required module for students who do not have a second language in PGI multicultural studies.

**MS4909 ABORIGINAL SOCIETY**

(NA)3

The module seeks to develop an awareness of the diversity that exists in modern aboriginal society and to analyse the interaction between aboriginal and non-aboriginal groups in Australian society. Elective module for PGI multicultural studies.

**MS4910 INTENSIVE MOTHER TONGUE MAINTENANCE**

(NA)3

The module aims to provide students with a knowledge of the theory and practice involved in maintaining the mother tongue of ethnic groups. Elective module for second language speakers in PGI multicultural studies.

**MS4911 MULTICULTURAL FIELD STUDY**

(NA)9

The module is a student chosen, staff supervised field project in an area of interest in multicultural studies. It is intended as the culmination of the course and should add to material in the field of study, seminars and progress reports will be required and students will contract the extent of work.

# Music Education

**MU1007 GUITAR MELODIC PERCUSSION**

P(3:0)3

A practical introduction to playing the guitar which combines group instruction in folk and classical styles and simple ensemble playing. Caters for both the beginner and the student with some previous experience.

**MU1009 RECORDER AND RENAISSANCE WIND INSTRUMENTS I**

P(0:3)3

A practical introduction to playing recorders and renaissance wind instruments which includes group instruction in basic technique and simple ensemble performance of music from Elizabeth times to the modern jazz era.

**MU1030 EARLY CHILDHOOD MUSIC I**

E(3:0)3

- Early responses to musical stimuli.
- Sources of materials and teaching strategies employed in pre presenting music to very young children.
- Development of musical perception through active participation in practical music making.
- The nature and development of basic musical concepts e.g. pitch and rhythm, through planned sequencing of musical experiences.
- Integration of music with other fields of activity.

**MU1040 MUSIC TEACHING IN THE JUNIOR SECONDARY SCHOOL A**

S(3:0)3

- The development of creative, listening and performing skills which are basic to the educative processes of the primary and junior secondary child.
- The adaptation and application of the educational philosophies of Kodaly and Orff to Junior Secondary Education.
- Approaches to the development of perception, including an examination of pitch training through pentatonicism, and the use of non-traditional graphic notation in teaching concepts of pitch, time, dynamics and timber.
- Learning outcomes associated with instrumental performance on pitched instruments.

**MU1041 MUSIC TEACHING IN THE JUNIOR SECONDARY SCHOOL B**

S(0:3)3 MU1040

- Programme planning to allow the integrated development of visual and aural skills in music for the Junior Secondary School.
- The composite approach
- Application of instrumental study (recorder, guitar, tuned percussion) to the Junior Secondary classroom situation.
- An extension of the interdisciplinary approach, e.g. music and speech, music and movement, and music theatre.
- Instrumental and vocal arrangement suitable for Junior Secondary classes.
- The study of selected listening works.

**MU1051 PRIMARY AND EARLY CHILDHOOD MUSIC TEACHING**

P(2:2)2

The development of a basic understanding of the knowledge necessary for primary and early childhood music teaching. Sequential development of rhythm and pitch skills. Development of skills in teaching singing, listening and musical creativity.

**MU1070 LEARNING GUITAR**

G(3:3)3

A practical introduction to playing the guitar which combines group instruction in folk and classical styles and simple ensemble playing. Caters for both the beginner and the student with some previous experience.

**MU1071 ELEMENTARY GUITAR FOR EARLY CHILDHOOD**

E(0:3)3

A practical introduction to playing the guitar which combines group instruction in folk and classical styles. The emphasis will be on development of accompaniment skills, and repertoire suitable for early childhood.

**MU1080 VOCAL PERFORMANCE I**

G(3:3)3

The voice will be developed in conjunction with a wide variety of vocal repertoire associated with ensemble singing and group performance. Attention will also be given to singing material related to guitar repertoire.

**MU1090 RECORDER AND RENAISSANCE WIND INSTRUMENTS I**

G(3:3)3

A practical introduction to playing recorders and renaissance wind instruments which includes group instruction in basic technique and simple ensemble performance of music from Elizabeth times to the modern jazz era.

**MU1710 MUSIC FOR PHYSICAL EDUCATION**

S(0:3)3

The fundamentals of music which contribute to sport movements, dance and gymnastics are studied and applied to consolidate knowledge and appreciation of rhythmic patterns and music form.

**MU2007 GUITAR VOCAL**

P(3:0)3 MU1007

Continues to develop skills and basic performance techniques. A variety of folk accompaniment styles will be explored and work on classical repertoire will be extended.

**MU2009 RECORDER AND RENAISSANCE WIND INSTRUMENTS II**

P(0:3)3 MU1009

Continues to develop basic techniques, performance skills and musicianship. Repertoire in both solo and ensemble playing will be extended.

**MU2040 SECONDARY MUSIC TEACHING - ELECTIVE CLASSES A**

S(3:0)3 MU1041

- Curriculum planning and the development of an integrated music programme for elective classes in year 8 - 10.
- Listening repertoire, including the use of score reading as an aid in developing analytical skills, harmonic and melodic perception, tone colour discrimination and knowledge of orchestral techniques.
- Simple orchestration for school instrumental groups.
- Repertoire suitable for various instrumental and vocal ensembles, including recorder consorts, tuned and untuned percussion groups, choral groups.

**MU2041 MUSIC EDUCATION IN THE SECONDARY SCHOOL - ELECTIVE CLASSES B**

S(0:3)3 MU2040

- Teaching techniques and further examination of suitable repertoire for instrumental and vocal ensemble in elective classes. The application of group music making to the teaching of style, music history and harmony.
- Planning and integration of aural activities.
- Melodic invention, and simple melodic improvisation.
- Experimental composition using improvisation and graphic notation.
- Preparation of examination materials.
- Assessment procedures.

**MU2070 LEARNING GUITAR**

G(3:3)3 MU1070

Continues to develop skills and basic performance techniques. A variety of folk accompaniment styles will be explored and work on classical repertoire will be extended.

**MU2080 VOCAL PERFORMANCE II**

G(0:3)3 MU1080

Continues to develop vocal skills, performance techniques and musicianship. Repertoire in both solo and ensemble playing will be extended.

**MU2090 RECORDER AND RENAISSANCE WIND INSTRUMENTS II**

G(0:3)3 MU1009

Continues to develop basic techniques, performance skills and musicianship. Repertoire in both solo and ensemble playing will be extended.

**MU2710**

3 cp

Full details of this module are available from the Department of Music.

**MU3001 MODERN APPROACHES TO CLASSROOM MUSIC: ORFF AND KODALY SKILLS**

P(0:3)3 MU2007

The use of music devices to heighten understanding and awareness of rhythmic groupings and intervals through a detailed study of Orff and Kodaly materials. Groups composition through speech and instrumental percussion ensemble.

**MU3007 GUITAR CREATIVE MUSIC MAKING**

(3:3)3 MU2007

Extension of skills and musicianship acquired in Learning Guitar. Aspects of technique and musical interpretation will be discussed and demonstrated during class and individual instruction.

**MU3009 RECORDER AND RENAISSANCE WIND INSTRUMENTS III**

(NA)3 MU2009

Extension of skills and musicianship acquired in MU209. Aspects of technique and interpretation will be discussed during class and individual performance.

**MU3040 SECONDARY TEACHING - SENIOR CLASSES A**

S(3:0)3 MU2041 or MU241

Development of musical creativity and knowledge through an integrated treatment of the following from c1300 to c1900: melody writing and harmonisation; aural perception; orchestration; techniques of composition; listening to variety of recorded works and live performances; score reading and analysis; examination requirements of School Certificate and Higher School Certificate, regulations, assessments and gradings. Examination, development and evaluation of teaching procedures associated with the above topics as appropriate to senior elective classes. Principles and practice of conducting.

**MU3041 SECONDARY MUSIC TEACHING - SENIOR CLASSES B**

S(0:3)3 MU3040 or MU340

Development of musical creativity and knowledge through an integrated treatment of the following from the period c1900 to the present: melody writing and harmonisation; aural perception; orchestration; techniques of composition; listening to a variety of recorded works; score reading and analysis; tests of musical ability; curriculum development and programme sequencing. Examination, development and evaluation of teaching procedures associated with the above topics as appropriate to senior elective classes. Programming and examining musical material for senior elective classes. Examination and evaluation of selected innovative schemes in Music Education.

**MU3070 LEARNING GUITAR**

G(3:3)3 MU2070

Extension of skills and musicianship acquired in Learning Guitar. Aspects of technique and musical interpretation will be discussed and demonstrated during class and individual instruction.

**MU3090 RECORDER AND RENAISSANCE WIND INSTRUMENTS III**

G(0:3)3 MU2090

Extension of skills and musicianship acquired in MU209. Aspects of technique and interpretation will be discussed during class and individual performance.

## MS4905 EFFECTIVE CURRICULUM IN MULTICULTURAL SOCIETY

(NA)3

The module enables students to design and implement curricula for use in a multicultural society in both a teaching and community context. Core module for PGI multicultural studies.

## MS4906 ENGLISH ACROSS THE CURRICULUM (NA)3

The module explores techniques of teaching English to Non-English speakers, allows students to appraise characteristics of first, second and third phase English language learners and examines the implementation of English across the curriculum. Elective for PGI multicultural studies.

## MS4907 POLITICS AND WELFARE IN MULTICULTURAL AUSTRALIA

(NA)3

The module examines the relationship between politics and welfare in Australia, particularly as relevant to ethnic groups. Self-help groups and pressure groups, social change and delivery services are among topics explored. Core module for PGI multicultural studies.

## MS4908 EXPERIMENTAL LEARNING THROUGH OTHER LANGUAGE

(O:2)3

The module aims to allow experience of negotiating in a new language and to give cognitive and affective insights of the linguistic, psychological, emotional and social facets of contact in a new culture. Required module for students who do not have a second language in PGI multicultural studies.

## MS4909 ABORIGINAL SOCIETY

(NA)3

The module seeks to develop an awareness of the diversity that exists in modern aboriginal society and to analyse the interaction between aboriginal and non-aboriginal groups in Australian society. Elective module for PGI multicultural studies.

## MS4910 INTENSIVE MOTHER TONGUE MAINTENANCE (NA)3

The module aims to provide students with a knowledge of the theory and practice involved in maintaining the mother tongue of ethnic groups. Elective module for second language speakers in PGI multicultural studies.

## MS4911 MULTICULTURAL FIELD STUDY

(NA)9

The module is a student chosen, staff supervised field project in an area of interest in multicultural studies. It is intended as the culmination of the course and should add to material in the field of study, seminars and progress reports will be required and students will contract the extent of work.

# Music Education

## MU1007 GUITAR MELODIC PERCUSSION

P(3:0)3

A practical introduction to playing the guitar which combines group instruction in folk and classical styles and simple ensemble playing. Caters for both the beginner and the student with some previous experience.

## MU1009 RECORDER AND RENAISSANCE WIND INSTRUMENTS I

P(0:3)3

A practical introduction to playing recorders and renaissance wind instruments which includes group instruction in basic technique and simple ensemble performance of music from Elizabeth times to the modern jazz era.

## MU1030 EARLY CHILDHOOD MUSIC I

E(3:0)3

- Early responses to musical stimuli.
- Sources of materials and teaching strategies employed in pre presenting music to very young children.
- Development of musical perception through active participation in practical music making.
- The nature and development of basic musical concepts e.g. pitch and rhythm, through planned sequencing of musical experiences.
- Integration of music with other fields of activity.

## MU1040 MUSIC TEACHING IN THE JUNIOR SECONDARY SCHOOL A

S(3:0)3

- The development of creative, listening and performing skills which are basic to the educative processes of the primary and junior secondary child.
- The adaptation and application of the educational philosophies of Kodaly and Orff to Junior Secondary Education.
- Approaches to the development of perception, including an examination of pitch training through pentatonicism, and the use of non-traditional graphic notation in teaching concepts of pitch, time, dynamics and timber.
- Learning outcomes associated with instrumental performance on pitched instruments.

## MU1041 MUSIC TEACHING IN THE JUNIOR SECONDARY SCHOOL B

S(0:3)3 MU1040

- Programme planning to allow the integrated development of visual and aural skills in music for the Junior Secondary School.
- The composite approach
- Application of instrumental study (recorder, guitar, tuned percussion) to the Junior Secondary classroom situation.
- An extension of the interdisciplinary approach, e.g. music and speech, music and movement, and music theatre.
- Instrumental and vocal arrangement suitable for Junior Secondary classes.
- The study of selected listening works.

## MU1051 PRIMARY AND EARLY CHILDHOOD MUSIC TEACHING

P(2:2)2

The development of a basic understanding of the knowledge necessary for primary and early childhood music teaching. Sequential development of rhythm and pitch skills. Development of skills in teaching singing, listening and musical creativity.

## MU1070 LEARNING GUITAR

G(3:3)3

A practical introduction to playing the guitar which combines group instruction in folk and classical styles and simple ensemble playing. Caters for both the beginner and the student with some previous experience.

## MU1071 ELEMENTARY GUITAR FOR EARLY CHILDHOOD

E(0:3)3

A practical introduction to playing the guitar which combines group instruction in folk and classical styles. The emphasis will be on development of accompaniment skills, and repertoire suitable for early childhood.

## MU1080 VOCAL PERFORMANCE I

G(3:3)3

The voice will be developed in conjunction with a wide variety of vocal repertoire associated with ensemble singing and group performance. Attention will also be given to singing material related to guitar repertoire.

## MU1090 RECORDER AND RENAISSANCE WIND INSTRUMENTS I

G(3:3)3

A practical introduction to playing recorders and renaissance wind instruments which includes group instruction in basic technique and simple ensemble performance of music from Elizabeth times to the modern jazz era.

## MU1710 MUSIC FOR PHYSICAL EDUCATION

S(0:3)3

The fundamentals of music which contribute to sport movements, dance and gymnastics are studied and applied to consolidate knowledge and appreciation of rhythmic patterns and music form.

## MU2007 GUITAR VOCAL

P(3:0)3 MU1007

Continues to develop skills and basic performance techniques. A variety of folk accompaniment styles will be explored and work on classical repertoire will be extended.

## MU2009 RECORDER AND RENAISSANCE WIND INSTRUMENTS II

P(0:3)3 MU1009

Continues to develop basic techniques, performance skills and musicianship. Repertoire in both solo and ensemble playing will be extended.

## MU2040 SECONDARY MUSIC TEACHING - ELECTIVE CLASSES A

S(3:0)3 MU1041

- Curriculum planning and the development of an integrated music programme for elective classes in year 8 - 10.
- Listening repertoire, including the use of score reading as an aid in developing analytical skills, harmonic and melodic perception, tone colour discrimination and knowledge of orchestral techniques.
- Simple orchestration for school instrumental groups.
- Repertoire suitable for various instrumental and vocal ensembles, including recorder consorts, tuned and untuned percussion groups, choral groups.

## MU2041 MUSIC EDUCATION IN THE SECONDARY SCHOOL - ELECTIVE CLASSES B

S(0:3)3 MU2040

- Teaching techniques and further examination of suitable repertoire for instrumental and vocal ensemble in elective classes. The application of group music making to the teaching of style, music history and harmony.
- Planning and integration of aural activities.
- Melodic invention, and simple melodic improvisation.
- Experimental composition using improvisation and graphic notation.
- Preparation of examination materials.
- Assessment procedures.

## MU2070 LEARNING GUITAR

G(3:3)3 MU1070

Continues to develop skills and basic performance techniques. A variety of folk accompaniment styles will be explored and work on classical repertoire will be extended.

## MU2080 VOCAL PERFORMANCE II

G(0:3)3 MU1080

Continues to develop vocal skills, performance techniques and musicianship. Repertoire in both solo and ensemble playing will be extended.

## MU2090 RECORDER AND RENAISSANCE WIND INSTRUMENTS II

G(0:3)3 MU1009

Continues to develop basic techniques, performance skills and musicianship. Repertoire in both solo and ensemble playing will be extended.

## MU2710

3 cp

Full details of this module are available from the Department of Music.

## MU3001 MODERN APPROACHES TO CLASSROOM MUSIC: ORFF AND KODALY SKILLS

P(0:3)3 MU2007

The use of music devices to heighten understanding and awareness of rhythmic groupings and intervals through a detailed study of Orff and Kodaly materials. Groups composition through speech and instrumental percussion ensemble.

## MU3007 GUITAR CREATIVE MUSIC MAKING

(3:3)3 MU2007

Extension of skills and musicianship acquired in Learning Guitar. Aspects of technique and musical interpretation will be discussed and demonstrated during class and individual instruction.

## MU3009 RECORDER AND RENAISSANCE WIND INSTRUMENTS III

(NA)3 MU2009

Extension of skills and musicianship acquired in MU209. Aspects of technique and interpretation will be discussed during class and individual performance.

## MU3040 SECONDARY TEACHING - SENIOR CLASSES A

S(3:0)3 MU2041 or MU241

Development of musical creativity and knowledge through an integrated treatment of the following from c1300 to c1900: melody writing and harmonisation; aural perception; orchestration; techniques of composition; listening to variety of recorded works and live performances; score reading and analysis; examination requirements of School Certificate and Higher School Certificate, regulations, assessments and gradings. Examination, development and evaluation of teaching procedures associated with the above topics as appropriate to senior elective classes. Principles and practice of conducting.

## MU3041 SECONDARY MUSIC TEACHING - SENIOR CLASSES B

S(0:3)3 MU3040 or MU340

Development of musical creativity and knowledge through an integrated treatment of the following from the period c1900 to the present: melody writing and harmonisation; aural perception; orchestration; techniques of composition; listening to a variety of recorded works; score reading and analysis; tests of musical ability; curriculum development and programme sequencing. Examination, development and evaluation of teaching procedures associated with the above topics as appropriate to senior elective classes. Programming and examining musical material for senior elective classes. Examination and evaluation of selected innovative schemes in Music Education.

## MU3070 LEARNING GUITAR

G(3:3)3 MU2070

Extension of skills and musicianship acquired in Learning Guitar. Aspects of technique and musical interpretation will be discussed and demonstrated during class and individual instruction.

## MU3090 RECORDER AND RENAISSANCE WIND INSTRUMENTS III

G(0:3)3 MU2090

Extension of skills and musicianship acquired in MU209. Aspects of technique and interpretation will be discussed during class and individual performance.

MU4001 INTEGRATING PROJECT  
S(3+3)6 ED4826

An investigation, proposed and researched by the student, into some aspect of music education. The topic chosen must have some application to teaching. The prime objective is to enable the student to develop skills in research, design, data collection, report writing and evaluation of information.

MU4140 MUSIC EDUCATION IN THE PRIMARY SCHOOLS  
P(0:2)2

The establishment of basic rhythm skills through movement, speech and performance.

The development of pitch perception, pitch control and aural awareness.

A comparative study of the approaches of Carl Orff and Zoltan Kodaly.

MU4230 MUSIC EDUCATION IN THE SECONDARY SCHOOL:  
JUNIOR CLASSES  
S(3+3)8

The educational philosophies of Carl Orff and Zoltan Kodaly.

The applicability of the Orff and Kodaly approaches in junior secondary school.

Instrumental and vocal arrangements.

Selected listening works.

Programming with emphasis upon integrated aural development.

MU4240 MUSIC EDUCATION IN THE SECONDARY SCHOOL:  
SENIOR CLASSES  
S(4+4)8

Development of musical creativity and knowledge through an integrated treatment of the following from C1300 to C1900:

melody and writing and harmonisation

aural perception

orchestration

techniques of composition

listening to a variety of recorded works

score reading and analysis.

# Physical Education

PE1024 SPORT IN THE SCHOOL  
(3:0)3

Students examine the theoretical and practical foundations of sports recreation in the secondary and/or primary school. Analysis will enable students to organise or supervise sports programmes as offered in the primary or secondary schools.

PE1311 MOVEMENT EDUCATION  
E(3:0)3

This module is a compulsory Early Childhood subject study for all B.Ed. (Early Childhood) students. Strategies in movement education are examined through the study of functional and expressive movement, a problem-solving approach to physical education in early childhood.

PE1312 MOVEMENT IN THE PRIMARY SCHOOL  
P(3:3)3

This module develops the principles of movement education in the areas of dance and gymnastics. It is the 1000 level core module for students developing a major/minor emphasis in physical education for B.Ed. (Primary Education).

PE1320 EARLY CHILDHOOD - PRIMARY P.E.  
F,EP(2:2)2

The development of a basic understanding of the knowledge necessary for teaching primary and early childhood physical education. Skills in teaching games, gymnastics and dance are introduced.

PE1540 DANCE FOR ART I/T.A.F.E. I  
(3:3)3

A composite course of folk, social and creative dance.

PE1700 FOUNDATIONS OF PHYSICAL EDUCATION  
G(3:3)3

The study of the theoretical issues relative to physical education, both as an academic discipline and a professional area of education. The examination of the student's appreciation of physical education through critical review of its development in Australia. It is available to B.Ed. (Primary/Early Childhood Education) students as a general study.

PE1701 FOUNDATIONS OF HEALTH EDUCATION  
(0:3)3

A development of the student's knowledge and understanding in the areas of sanitary science and human sexuality, especially as they relate to secondary pupils.

PE1702 COMMUNITY RECREATION  
(3:0)3

This module undertakes a theoretical consideration of the structure, functions and processes of leisure, and examines the social context of recreation planning and policy making in Australia.

PE1761 TEACHING OF BASIC MOTOR MOVEMENT/PHYSICAL FITNESS  
(4:0)3

An analysis of the components of basic movement and skills and their relevance of teaching games. Consolidation of these skills by the use of skill drills, practices and minor games. The theoretical constructs and factual platform of the concept "fitness" from which student fitness programmes may be drawn.

PE1762 TEACHING OF DANCE  
(2+2)3

A composite course of folk, ballroom and creative dance, teaching methods and techniques.

PE1763 TEACHING OF GYMNASTICS  
(2+2)3

An individualised approach to movement on floor and apparatus, teaching methods and techniques for educational, recreational and formal gymnastics.

**Twelve credit points must be taken from the following:**

PE1765/1768 TEACHING OF GAMES I, II, III, IV  
(4:4)3

Skills, rules, offensive and defensive tactics; teaching methods and techniques in each of the following selections:

Cricket, netball, softball, hockey, basketball, football, volleyball, soccer, tennis.

NB For student selection from above sports see Programme Co-ordinator.

PE2046 RECREATIONAL ACTIVITIES IN AUSTRALIAN SCHOOLS

G(3:3)3 PE specialists require PE1702, non specialists require one (1) 1st level PE module. Primary B.Ed. students require PE1700. This module seeks to develop basic skills and teaching strategies which could be applied in presenting the following activities in the school situation.

(A) Archery

(B) Badminton

(C) Bowls

(D) Golf

(E) Orienteering

(F) Squash

PE2312 DEVELOPING GAMES IN THE PRIMARY SCHOOL  
P(3:3)3 PE1312

This course is devoted to analysis of games, skills practices, minor games and lead-up games including learn-to-swim activities and a general introduction to aquatics. It is the 2000 level core module for students developing a major/minor emphasis in physical education for B.Ed. (Primary Education).

PE2540 DANCE FOR ART II/T.A.F.E. II  
(3:0)3 PE1540

A specialisation selected from three of the following areas:

(A) Folk

(B) Social

(C) Square

(D) Modern Jazz Ballet

(E) Primitive Jazz

(F) Contemporary Dance

PE2700 STRUCTURES IN PHYSICAL EDUCATION  
(0:3)3 or PE1700

The study and critical evaluation of physical education, health education and recreation curricula and the examination of the foundations of curriculum development in physical education.

PE2701 FACTORS INFLUENCING HEALTH  
(3:0)3 PE1701

The development of the student's knowledge and understanding of nutrition and drugs so as to develop and maintain physical health.

PE2702 RECREATION PLANNING  
G(0:3)3 PE1702 or PE1700 (for Primary students)

This course is based on developing an understanding of the principles and practices involved in planning and programming for recreation in Australian communities. It is available to B.Ed. (Primary Education) students as a General Study.

PE2705 TESTS AND MEASUREMENTS IN PHYSICAL EDUCATION

G(3:3)3 3SC1+3PE1

The investigation of the implications of testing in the motor domain and the development of knowledge and skill in the conducting of testing in physical fitness and sports.

PE2706 INTRODUCTION TO ADAPTED PHYSICAL EDUCATION

G(3:0)3 PE1761 or PE1700 (for Primary students)

Students will be introduced to the range of developmental abilities, emotionally disturbed, sensory and neurological handicaps. It is available to B.Ed. (Primary Education) students as a General Study.

PE2707 COACHING OF SPORTS, DANCE, GYMNASTICS I  
P(3:0)3 3 cp in 1st level relevant coaching area  
Discusses the skill, fitness, physiological and behavioural factors of individuals involved in sport; encourages students to appreciate the combinations of these factors involved in coaching athletics and teams.

PE2708 COACHING OF SPORTS, DANCE, GYMNASTICS II  
(0:3)3 PE2707

This course is an extension of PE2707 and looks at the relationship between the coach and his athletes or teams, together with influences from spectators, club officials, parents and peers. It will concentrate on the practical application of the principles involved in effective coaching.

PE2761 TEACHING OF DANCE/GYMNASTICS II  
(4:0)3 PE1762

This course provides the student with practical experience and teaching expertise in selected specialist areas of dance and gymnastics.

PE2762 TEACHING OF DANCE III  
(0:3)3 PE2761

Theoretical and practical aspects of dance; the development of activities suitable for the school and the community; social, ethnic, jazz, choreography and dance production.

PE2763 TEACHING OF GYMNASTICS III  
(0:3)3 PE2761

This course develops the theoretical base of gymnastics and examines the scope and relationship of gymnastics to the pupil, the school and the community. Students will also be involved in selected practical and teaching areas.

PE2764 TEACHING OF ATHLETICS  
(0:3)3 PE1761

Biomechanical analyses, teaching points and progressions for selected track and field events appropriate to the secondary track and field events appropriate to the secondary school programme.

PE2765 TEACHING OF AQUATICS  
(0:3)3 PE1761 +PE1762+PE1763

This module focuses on the teaching of aquatic skills, learn to swim techniques, stroke analysis and fault correction, life saving activities, aquatic games, teaching methods and activities appropriate to the school programme.

PE3100 ADMINISTRATIVE PRACTICES IN PHYSICAL EDUCATION, HEALTH AND RECREATION (Diploma)

(3:0)3 PE2700

An investigation of organisational and administrative procedures in health, physical education and recreation within the secondary school curriculum.

PE3101 MENTAL AND COMMUNITY HEALTH (Diploma)

(3:0)3 PE2701

A development of the student's knowledge and understanding in mental and community health so as to help him function more happily in society.

PE3102 RECREATION LEADERSHIP (Diploma)

(3:3)3 PE2702

This course seeks to develop an understanding of the principles and practices of leadership pertaining to the organisation and implementation of both school and community recreation programmes.

PE3103 MOTOR LEARNING (Diploma)

(3:0)3 3ED2+3PE2

The module is concerned with the processes involved in the acquisition of motor skills, learning patterns, processing of human information, reaction time are some of the areas discussed and investigated.



**PE3106 ADAPTED PHYSICAL EDUCATION (Diploma)**

(0:3)3 PE2706  
To acquaint the students with the organisation and administration of adapted physical education programmes to meet the needs of the handicapped.

**PE3170 RESEARCH METHODS IN PHYSICAL EDUCATION, HEALTH, RECREATION (Diploma)**

(3:0)3 24PE  
An introduction to research methodology in health, physical education and recreation.

**PE3190 PHYSICAL EDUCATION RESEARCH PAPER (Diploma)**

(0:3)3 12PE Final Semester, DIP.T.P.E.  
A project initiated and researched by the individual student reflecting the interest, capabilities and selected research technology of the student.

**PE3200 ADMINISTRATIVE PRACTICES IN PHYSICAL EDUCATION, HEALTH AND RECREATION (Degree)**

(3:0)3 PE2700  
The investigation of the organisation and administration of physical education, health and recreation, to provide the specialist student with the experience to construct and administer changes of administrative and organisational skills in secondary and tertiary education.

**PE3201 MENTAL AND COMMUNITY HEALTH (Degree)**

(3:0)3 PE2701  
The development of the student's knowledge and understanding in the areas of mental and community health.

**PE3202 RECREATION LEADERSHIP (Degree)**

G(3:3)3 PE2702  
The development of an understanding of basic human needs and how they affect choices of leisure-time experience; the development of an understanding of leadership methods in specific recreational activities. This module is available to B.Ed. (Primary Education) students as a General Study.

**PE3203 MOTOR LEARNING (Degree)**

G(3:0)3 3ED2-3PE2  
A critical appreciation of the theoretic and physical problems in motor skill acquisition, and attendant research. This module is available to B.Ed. (Primary Education) students as a General Study.

**PE3206 ADAPTED PHYSICAL EDUCATION (Degree)**

G(0:3)3 PE2706  
The assessment of adapted programmes; the construction of specific remedial activities in adapted physical education. This module is available to B.Ed. (Primary Education) students as a General Study.

**PE3270 RESEARCH METHODS IN PHYSICAL EDUCATION, HEALTH, RECREATION (Degree)**

(3:0)3 24PE  
An extension of research methodology in health, physical education and recreation with implications for graduates in contemporary Australian school and community contexts.

**PE3310 PERSPECTIVE IN PHYSICAL EDUCATION, HEALTH AND RECREATION IN THE PRIMARY SCHOOL**

EP(3:3)3 - 3PE2000  
The appreciation of modern changes in Primary School Physical Education programmes and sports recreations and the determination of appropriate settings for Primary school physical education and sports. Available in the external study mode for B.Ed (Primary and Early Childhood) students.

**PE3311 ADMINISTRATIVE PRACTICES IN PRIMARY SCHOOL P.E.**

P(3:0)3, PE2312  
An investigation of the organisation and administration of physical education in the primary school. It is a 3000 level core module for students developing a major/minor emphasis in physical education for B.Ed. (Primary Education).

**PE3312 PRELIMINARY WORKSHOP PROCESSES IN MOTOR SKILL ANALYSIS**

P(0:3)3 PE2312  
This module utilizes a workshop approach to examination and evaluation of scientific "good form" and an understanding of the mechanical principles of sports movement, dance and gymnastics. It is a 3000 level core module for students developing a major/minor emphasis in physical education for B.Ed. (Primary Education).

**PE3313 OUTDOOR EDUCATION IN THE PRIMARY SCHOOL**

P(0:3)3 PE2702  
Consideration of outdoor education in N.S.W., critical appreciation of the primary school curriculum with regard to contributions of outdoor education for the future. Development of concepts designed to build and strengthen environmental ethics. It is available to B.Ed. (Primary Education) students as a General Study.

**PE3540 DANCE FOR ART III**

(3:0)3 PE2540  
This course concerns the study of dance as a communicative and expressive art form, and the inter-relatedness of all the arts in the understanding of choreography.

**PE3625 PHYSICAL EDUCATION ELECTIVE - SPECIAL EDUCATION**

(0:2)2  
Students will be introduced to the range of development disabilities, emotionally disturbed, sensory and neurological handicaps.

**PE3800 ADMINISTRATION PRACTICES IN HEALTH, PHYSICAL EDUCATION AND RECREATION (FOUNDATION)**

(1)0 PE2700  
The investigation of the organisation and administration of physical education, health and recreation, to introduce the external student in his foundation year with the experience to construct and administer changes of administrative and organisational skills in secondary and tertiary education. (This course is offered solely to external students in the foundation year of the B.Ed. (P.E.) conversion course).

**PE3801 MENTAL AND COMMUNITY HEALTH (FOUNDATION)**

(1)0 PE2701  
The introduction of the student to the knowledge and the understanding of mental and community health. (This course is offered solely to external students in the foundation year of the B.Ed. (P.E.) conversion course.)

**PE3802 RECREATIONAL LEADERSHIP (FOUNDATION)**

(1)0 PE2702  
The development of an understanding of basic human needs and how they affect choices of leisure-time experience. The development of an understanding of leadership methods in specific recreational activities. (This course is offered solely to external students in the foundation year of the B.Ed. (P.E.) conversion course.)

**PE3803 MOTOR LEARNING AND PHYSICAL PERFORMANCE (FOUNDATION)**

(1)0 3ED2+3PE2  
An introduction to the theoretical and physical problems in motor skill acquisition, and attendant research. (This course is offered solely to external students in the foundation year of the B.Ed. (P.E.) conversion course.)

**PE3806 ADAPTIVE PHYSICAL EDUCATION (FOUNDATION)**

(1)0 PE2706  
To extend the ability to conduct and administer specialised physical education programmes for the physically and mentally impaired in the school context. (This course is offered solely to external students in the foundation year of the B.Ed. (P.E.) conversion course.)

**PE4200 COMPARATIVE PHYSICAL EDUCATION**

(0:3)3 PE3200 (Degree) Primary 4th level standing in B.Ed. Primary  
The review of political, social, economic and cultural influences and the development of physical education throughout modern civilis-

ation with special emphasis on selected countries including Australia with predictions for future trends. This module is available externally to B.Ed. (Primary Education) students as a General Study.

**PE4202 RECREATION MANAGEMENT**

(3:0)3 PE3202 (Degree)  
This course seeks to apply basic management principles to the tasks involved in planning and administering recreation programmes both in school and in other leisure organisations.

**PE4203 SPORTS TECHNOLOGY**

(0:3)3 (SC2740+SC3248)  
The development of a critical appreciation of the application of recent scientific research findings to coaching and performance in a variety of sports.

**PE4204 HUMAN MOVEMENT**

EP(3:3)3  
The analysis of human movement patterns with emphasis on mechanical principles involved in each pattern for children of primary school age. Available by external mode to Primary and Early Childhood candidates as a general study.

**PE4205 KINESIOLOGY**

(3:0)3 SC 3 Degree (Biomechanics) + 6PE3 Degree  
The development of further insight into teaching motor performances.

**PE4206 ADAPTED PHYSICAL EDUCATION PROGRAMMING**

(3:0)3 PE3206 (Degree)  
Organisation of integrated and segregated programmes of physical education and recreation in special disability categories.

**PE4207 CONTEMPORARY STRATEGIES IN HEALTH INSTRUCTION AND CURRICULUM CONSTRUCTION**

(0:3)3 PE3201 (Degree)  
To develop the student's expertise in presenting lessons in health education and in determining the content of health courses in secondary schools.

**PE4290 PHYSICAL EDUCATION RESEARCH PROJECT**

(3:6)9 4th level standing  
A project initiated and researched by the individual student reflecting the interest, capabilities and selected research technology of the student.

**PE4311 PRIMARY SCHOOL SPORT IN CONTEMPORARY AUSTRALIAN SOCIETY**

P(0:3)3 4th level standing in B.Ed. (Primary)  
This module focusses attention upon the cultural significance of junior sporting involvements in our Australian Society of today. This module is available to students who have pursued a major emphasis in physical education at the pre-service level.

**PE4312 ADVANCED WORKSHOP LABORATORY PROCESSES IN SKILLED MOTOR PERFORMANCE**

P(3:0)3 4th level standing in B.Ed. (Primary)  
An introduction to research methodology in primary school physical education, health education and sports recreation. This module is available to students who have pursued a major emphasis in physical education at the pre-service level.

**PE4313 PRIMARY SCHOOL PHYSICAL EDUCATION, HEALTH AND RECREATION: RESEARCH METHODS**

P(0:3)3 4th level standing in B.Ed. (Primary)  
An introduction to research methodology in primary school physical education, health and sports recreation. This module is available to students who have pursued a major emphasis in physical education at the pre-service level.

**PE4314 HEALTH AND PHYSICAL EDUCATION IVP**

P(2:2)2 Graduate Status  
An overview is made of personal health and physical fitness of the primary school child; the theory and practices in teaching motor skills; personal physical recreation activities employed in primary school sport and physical education.

**PE4401 HEALTH AND PHYSICAL EDUCATION IVS**

(2+2)4 Graduate Status  
An overview is made of secondary school sport and physical education; the personal health and physical fitness of the secondary school child; personal physical recreation of the secondary school child and the teacher.

**PE4450 PHYSICAL EDUCATION IVA: ADMINISTRATION OF PHYSICAL EDUCATION AND SPORT (SECONDARY)**

(3+3)6  
A detailed study of theoretical issues relating to administration of physical education and sports recreation offered in the secondary school system.

**PE4451 PHYSICAL EDUCATION IVB: ADVANCED PHYSICAL EDUCATION TEACHING**

(3+3)6  
Consideration of professional aspects of teaching physical education. Examination of innovative theoretical and practical presentations in health education, physical education and recreation, related to secondary school.

**PE4455 HEALTH AND PHYSICAL EDUCATION**

(2+2)4  
Related to the theory and practice of teaching physical education in the secondary school system, this module affords the student opportunities for development of specific teaching skills and strategies.

## Police Studies

**ED1903 BEHAVIOURAL STUDIES I - POLICE STUDIES**

(3:0)4  
A study to promote an awareness of:

- the various stages of transition during the life cycle.
- the physical, psychological and sociological aspects of childhood adolescence, adulthood and old age.
- appreciate the nature of social categorisation of age during life, and how it may influence behaviour.
- to critically examine the structure and functions of family in contemporary society.

**ED2909 BEHAVIOURAL STUDIES II - POLICE STUDIES**

(0:3)4 ED1903  
A study to promote an awareness of:

- the problems of growing up in contemporary society
- the differences between youth groups and youth culture.
- the variations in sub-cultures and mainstream culture.
- the importance of work on life styles.
- social change, employment/unemployment and dislocation.
- the process of differentiation in terms of culture and work.

ED2910 BEHAVIOURAL STUDIES III - POLICE STUDIES  
(NA)4 ED1903 ED2909

A study to promote an awareness of:

- the various features of community life and interaction.
- the commonality of themes in all behavioural studies units, namely the processes of differentiation.
- the continuance of social patterns, and social change.
- the factors influencing individuals and groups in a changing society.

EN1302 EFFECTIVE COMMUNICATION FOR POLICE OFFICERS  
(3+3)9

This two semester module will enhance the student's ability to:

- communicate using verbal, non-verbal and written communication skills.
- evaluate his own effectiveness as a communicator.
- use audio-visual aids in communication.

ID1801 ADMINISTRATION I  
(3:0)4

In this module, students will:

- study the nature of organisations in society.
- investigate organisational theory in general.
- become aware of the problems faced by individuals and groups in organisations.

ID2802 ADMINISTRATION II  
(0:3)4 ID1801

In this module, the student will:

- study the organisation in which he works and be aware of the duties associated with various offices.
- learn to apply good principles of management to specific situations.
- develop the ability to relate to colleagues and public easily and harmoniously.

MA1806 SAMPLING TECHNIQUES AND BASIC STATISTICS  
(3:0)4

On completion of this module the student will:

- have an understanding of computers, their values and shortcomings.
- have the knowledge to devise elementary programmes.
- have an understanding of sampling techniques and be able to apply those techniques to social data.
- have an understanding of the organisation and presentation of data to generate hypothesis.
- have an appreciation of the limitations of hypothesis related to the nature of the data base.
- be able to effect standard hypothesis testing techniques.

SC1805 MATERIAL HAZARDS AND SAFETY PROCEDURES  
(0:3)4

This module is based on the premise that a police officer is frequently the first person called to handle emergency situations and he is required to assess the problem, take emergency steps and bring specialised services into operation. In the period in which he is the "on-site" authority, his initial assessment and action can be of critical importance to property and persons (including the officer) in the vicinity. His actions will reduce the extent of a hazard situation, facilitate and rescue and assist subsequent medical treatment.

SC2806 ENQUIRY METHODS AND PROBLEM SOLVING  
(0:3)4 MA1806

This module will enhance the student's ability to recognise the necessary psychological tension involved in solving complex problems, and learn how to reduce the tension and therefore:

- approach complex problems with confidence.
- understand the differences between convergent and divergent thinking and the conditions under which either may occur.
- recognise the importance of the 'incubation' of ideas in problem solving.
- use analogy (often physical analogy) in problem solving.
- confidently use techniques of 'brainstorming' individually and in groups.
- clearly distinguish between inference and observation.
- confront change with confidence.

SC2807 RESEARCH I AND RESEARCH II  
(3+3)8 MA1806, SC2806

The student will be assisted to:

- identify felt needs or problems associated with police work.
- through observation and data gathering, describe the needs or problems in objective ways (deduction).
- suggest a variety of solutions and select the most likely to be successful for a particular need or problem (induction).
- reason out the consequences of the suggested solution and test the consequences against further observations and data (deduction).
- produce a warranted conclusion and/or clarification of the need or problem.

SC2808 DEPTH STUDY  
(3:0)5 EN1302 SC2806

The police officer will select a topic for in-depth study. The topic will be related to police work and may be concerned with, for example, behavioural science, administration, social welfare, hazards, history or the multicultural society.

Major objectives for the student will be:

- critically analyse the information and ideas relevant to his topic.
- organise ideas and information in a meaningful manner and use logical argument to arrive at substantive conclusions and/or to suggest hypotheses for research.
- accept responsibility for independent investigation, after an initial period of instruction.

SS1850 POLICE AND SOCIETY IN NEW SOUTH WALES  
(3:0)4

This module will give an awareness of:

- how the attitudes of society to crime and punishment have changed or fluctuated.
- how police roles and expertise have expanded.
- how police and society have viewed police roles.
- how significant personnel and events have influenced the nature, the image and the operation of the police force in New South Wales.

SS2850 MULTICULTURAL STUDIES  
(3+3)8 ED1903

This module aims to have the student:

- become aware of the multicultural nature of modern Australian society.
- understand the values, attitudes and processes of selected ethnic groups in society.
- become alert to communication difficulties that may occur in inter-ethnic situations.
- examine in inter-relation between the concepts of equality and multiculturalism.
- develop an awareness of and practice in techniques and skills relevant to the management of inter group relations in multicultural context.

SW1801 SOCIAL WELFARE I  
(3:0)4

In this module the student will develop his understanding of:

- the development, context and dimensions of social welfare.
- the roles of social welfare personnel.
- the police officer as a social welfare worker.
- the ethics and values of social welfare practice.
- the structure and nature of social welfare organisations and delivery systems.
- the nature, advantages and limitations of such intervention processes as casework, group work and community work.

SW2802 SOCIAL WELFARE II  
(0:3)4 ED1903, SW1801, SC2806

In this module the student will develop his understanding of:

- the needs of people in crisis situations.
- the community support services available to people.
- how to make appropriate referrals to community support services.
- the need for additional community support services.
- the police officer's role in crisis intervention and resolution.
- how he might make contributions towards the development of existing and additional support services.

## Professional Studies Programme — Primary/Early Childhood

TP1001 EXPOSITORY TEACHING: PRIMARY/EARLY CHILDHOOD

EP(3:0)3

The focus of this module is a teacher-directed approach to teaching with related teaching skills. Skills treated include Basic Questioning, Explaining and Variability. These skills are developed in micro-teaching and macro-teaching settings at school base.

TP1002 PUPIL CENTRED TEACHING: PRIMARY/EARLY CHILDHOOD

EP(0:3)3

The focus of this module is a pupil-centred approach to teaching with related teaching skills. Skills treated include Reinforcement, Higher Order Questioning and Teacher Response Behaviour designed to increase the amount and level of pupil participation. These skills are developed in micro-teaching and macro-teaching settings at school base.

TP2001 DIAGNOSTIC AND REMEDIAL TEACHING: PRIMARY

P(3:0)3 TP1001 or TP1002

This module focuses on the diagnosis of pupil-learning strengths and weaknesses at school base. The formulation, implementation of a developmental programme in Reading and Mathematics is required.

TP2002 UNIT PLANNING: PRIMARY

P(0:3)3 TP1001 or TP1002

This programme aims to develop skills in curriculum planning at school base using both subject centred and experience centred approaches to curriculum development. Having designed the programmes of work students will be required to teach and evaluate them.

TP2005 UNIT PLANNING: EARLY CHILDHOOD

E(3:0)3 TP1001 or TP1002

This programme aims to develop skills in writing units of work at school base using both product and process approaches to curriculum development. Having designed the units of work, students will be required to teach and evaluate the units in a pre-school environment.

TP2006 DIAGNOSTIC PLANNING IN PERCEPTUAL MOTOR SKILLS: EARLY CHILDHOOD

E(0:3)3 TP1001 or TP1002

This module focuses on the diagnosis of pupil-learning strengths and weaknesses of pre-school and kindergarten pupils. Students will develop an observation checklist for perceptual-motor development. They will plan for, teach and evaluate individual programmes in the College gymnasium and at school base.

TP3001 UNIT PLANNING FOR MULTIPLE GROUPS

EP(3:0)3 TP2002 or TP2005

In schools with different social environments this module aims to develop competencies in teaching multiple groups in the classroom. Students are required to develop appropriate units of work using the skills acquired in the 2nd level modules, to teach these units and to evaluate the success of this teaching.

Students will also gain familiarity with the administration of standardised tests and the interpretation of the results of this administration.

TP3002 PRINCIPLES AND PRACTICES OF TEACHING: PRIMARY CONVERSION

EP(3:3)3

Basic teaching skills programme for students converting from a Diploma to a Degree programme.

TP3003 PRINCIPLES AND PRACTICES OF TEACHING: EARLY CHILDHOOD CONVERSION

EP(3:3)3

Basic teaching skills programme for students converting from a Diploma to a Degree programme.

TP3012 CLASSROOM MANAGEMENT AND DISCIPLINE

EP(0:3)3

This module provides opportunities to apply theoretical ideas on classroom management and discipline in a school situation.

TP3014 BEGINNING TO TEACH

EP(0:3)3

This module provides opportunities for students to make actual decisions about issues that they will confront when they first enter the teaching profession.

TP4000 TEACHING SKILLS: PRIMARY DIP.ED.

P(3:0)2

This module emphasises teacher-directed and pupil-centred approaches to teaching with related skills. Teaching skills treated include Variability, Explaining, Basic Questioning, Teacher Response and Higher Order Questioning.

TP4011 SUPERVISION IN PRACTICE

EP(3:3)3 External in 1984

This module provides opportunities for the acquisition of the understandings and skills which facilitate the adoption of a supervisory role by a member of the school staff. Experiences will be both College and school based.

TP4012 THE ANALYSIS OF PERSONAL TEACHING STYLE

EP(3:3)3 External in 1984

This module provides for examination and analysis of your approach to teaching through the development of classroom observation instruments and their use in a school setting.

TP4016 TECHNIQUES FOR IMPROVING THE LEVEL OF CLASSROOM INTERACTION

EP(3:3)3 External in 1984

This module provides opportunities for the development of specific techniques for improving the level of classroom interaction.

## Professional Studies Programme — Art Education

PS101 PRINCIPLES AND PRACTICES OF TEACHING: ART EDUCATION

S(3:0)2

The objective of this module is to provide each student with an opportunity to identify and acquire specific teaching skills and behaviour. Students will be presented with an opportunity to practice these skills in the reality of a school situation.

PS201 PRINCIPLES AND PRACTICES OF TEACHING: ART EDUCATION

S(3:0)2 PS101

The objective of this module is to provide each student with an opportunity to identify and acquire specific teaching skills. Students will be presented with an opportunity to practise these skills in the reality of a school situation and implement a programme of work.

PS301 PRINCIPLES AND PRACTICES OF TEACHING: ART EDUCATION

S(3:0)2 PS201

The aim of this course is to be present to students a spectrum of teaching styles identifying a basic repertoire of teaching strategies and to relate these to teaching situations.

PS4000 PRINCIPLES AND PRACTICES OF TEACHING: ART ( )2 EDUCATION (Dip.Ed.)  
The focus of this module is on several basic teaching skills and to practise these skills by teaching Art to small groups of secondary pupils.

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## Professional Studies Programme — English/History

TS1005 EXPOSITORY TEACHING: ENGLISH/HISTORY S(3:0)3

Students will be provided with opportunities to acquire specific teacher-centred behaviours and skills through a programme of micro-teaching in a secondary school. Teaching skills introduced will include Basic Questioning, Variability, Explaining, Introductory procedures and Closure.

TS1006 PUPIL CENTRED TEACHING: ENGLISH/HISTORY S(0:3)3

Students will be provided with opportunities to acquire specific pupil-centred behaviours and skills through a programme of micro teaching in a secondary school. Teaching skills introduced will include Teacher Response, Reinforcement and Advanced Questioning.

TS2005 DESIGN AND PRODUCTION OF INSTRUCTIONAL RESOURCES: ENGLISH/HISTORY

S(0:3)3

Students will be provided with opportunities to acquire basic competencies in using instructional materials. This will involve the development of planning, design and production skills to make and use media and materials to achieve specific learner outcomes.

TS2006 TEACHING STRATEGIES: ENGLISH/HISTORY S(3:0)3

This module focuses on the theory and practice of teaching strategies for English and History in the secondary school. The structure incorporates a theoretical base and practical application in classroom teaching.

TS3005 APPROACHES TO UNIT PLANNING: ENGLISH/HISTORY S(3:0)3 TS2006

This module offers a comprehensive and integrated series of practical experiences at school base to complement the theoretical studies in curriculum undertaken at College.

TS3006 CLASSROOM MANAGEMENT AND DISCIPLINE: ENGLISH/HISTORY

S(0:3)3 TS2006

This module provides opportunities to apply theoretical ideas on classroom management and discipline in a school situation.

TS4005 PRINCIPLES AND PRACTICES OF TEACHING: ENGLISH-ENGLISH/HISTORY (Dip.Ed.)

S(3:0)2

The focus of this module is on several basic teaching skills and to practise these skills by teaching English or English and History to small groups of secondary pupils.

TS4042 PRINCIPLES AND PRACTICES OF TEACHING: HISTORY (Dip.Ed.)

S(3:0)2

The focus of this module is on several teaching skills such as Narration, Explanation, Questioning, Introductory/Closing Procedures and Variability and to practise these skills with small groups of secondary pupils.

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## Professional Studies Programme — Home Economics

TS1111 EXPOSITORY TEACHING: HOME ECONOMICS S(3:0)3

Students will be provided with opportunities to acquire specific teacher-centred behaviours and skills through a programme of micro teaching in a secondary school. Teaching skills introduced will include Basic Questioning, Variability, Explaining, Introductory procedures and Closure.

TS1112 INTERACTIVE TEACHING: HOME ECONOMICS S(0:3)3

Students will be provided with opportunities to acquire specific pupil-centred behaviours and skills through a programme of micro teaching in a secondary school. Teaching skills introduced will include Teacher Response, Reinforcement and Advanced Questioning.

TS2113 CREATING TEACHING RESOURCES: HOME ECONOMICS

S(0:3)3

Students will be provided with opportunities to acquire basic competencies in using instructional materials. This will involve the development of planning, design and production skills to make and use media and materials to achieve specific learner outcomes.

TS2114 CLASSROOM MANAGEMENT AND DISCIPLINE: HOME ECONOMICS

S(0:3)3 *Pre-requisite* provided on enrolment

This module provides opportunities to apply theoretical ideas on classroom management and discipline in a school situation.

TS3111 CURRICULUM DESIGN AND IMPLEMENTATION: HOME ECONOMICS

S(3:0)3 TS2114

This module provides for a series of workshops, guest speakers, seminars and school visits to prepare the student for working in a Home Economics Department. Units and other material prepared during the module will be used during the Stage III Teaching Experience.

TS4112 THE ANALYSIS OF PERSONAL TEACHING STYLE: HOME ECONOMICS

S(0:3)3 External only in 1984

This module provides for examination and analysis of your approach to teaching through the development of classroom observation instruments and their use in a school setting.

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## Professional Studies Programme - Industrial Arts

TS1015 PRINCIPLES AND PRACTICES OF TEACHING: INDUSTRIAL ARTS

S(3:0)3

This module is designed to provide each student with an opportunity to acquire specific teaching skills in practical situations.

TS2015 PRINCIPLES AND PRACTICES OF TEACHING: INDUSTRIAL ARTS

S(0:3)3

Students will be provided with opportunities to acquire specific pupil-centred behaviours and skills through a programme of micro-teaching in a secondary school. Teaching skills introduced will include Teacher Response, Reinforcement and Advanced Questioning.

TS3015 PRINCIPLES AND PRACTICES OF TEACHING IIIA: INDUSTRIAL ARTS

S(0:3)3 TS1015

This module provides opportunities to apply theoretical ideas on management and discipline in a school situation.

TS3016 PRINCIPLES AND PRACTICES OF TEACHING IIIB: INDUSTRIAL ARTS

S(3:0)3

This module is to provide the intending teacher of Industrial Arts with an understanding of Industrial Arts curriculum development and application through a series of simulated exercises and school experience.

TS4015 PRINCIPLES AND PRACTICES OF TEACHING: INDUSTRIAL ARTS (B.Ed.)

S(3:0)3

The module provides students with an opportunity to acquire specific teaching behaviours or skills, to feed into practice some of the theory acquired in other subjects and to orient himself to the realities of the school situation with particular emphasis on Industrial Arts.

TS4016 PRINCIPLES AND PRACTICES OF TEACHING: INDUSTRIAL ARTS (Dip.Ed.)

S(3:0)2

This module provides students with an opportunity to acquire specific teaching behaviours or skills, to feed into practice some of the theory acquired in other subjects and to orient himself to the realities of the school situation with particular emphasis on Industrial Arts.

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## Professional Studies Programme — Languages

TS1051 EXPOSITORY TEACHING: LANGUAGES S(3:0)3

Students will be provided with opportunities to acquire specific teacher-centred behaviours and skills through a programme of micro teaching in a secondary school. Teaching skills introduced will include Basic Questioning, Variability, Explaining, Introductory Procedures and Closure.

TS1052 PUPIL CENTRED TEACHING: LANGUAGES S(0:3)3

Students will be provided with opportunities to acquire specific pupil-centred behaviours and skills through a programme of micro-teaching in a secondary school. Teaching skills introduced will include Teacher Response, Reinforcement and Advanced Questioning.

TS4051 PRINCIPLES AND PRACTICES OF TEACHING: LANGUAGES (Dip.Ed.)

S(3:0)2

This module focuses on the development of some basic skills of teaching with practical application to improve competence. Analysis of teacher-pupil behaviour will allow teaching strategies to be appropriately modified.

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## Professional Studies Programme — Mathematics

TS1021 EXPOSITORY TEACHING: MATHEMATICS S(3:0)3

Students will be provided with opportunities to acquire specific teacher-centred behaviours and skills through a programme of micro teaching in a secondary school. Teaching skills introduced will include Basic Questioning, Variability, Explaining, Introductory procedures and Closure.

TS1022 PUPIL CENTRED TEACHING: MATHEMATICS S(0:3)3

Students will be provided with opportunities of acquire specific pupil-centred behaviours and skills through a programme of micro teaching in a secondary school. Teaching skills introduced will include Teacher Response, Reinforcement and Advanced Questioning.

TS2021 DESIGN AND PRODUCTION OF INSTRUCTIONAL RESOURCES: MATHEMATICS

S(3:0)3

Students will be provided with opportunities to acquire basic competencies in using instructional materials. This will involve the development of planning, design and production skills to make and use media and materials to achieve specific learner outcomes.

TS2022 STRATEGIES OF TEACHING: MATHEMATICS S(0:3)3 TS1021

This course aims to develop skills associated with the teaching of mathematics. Students are given an opportunity to demonstrate a variety of strategies, lesson types and learning aids. Lessons are recorded for post lesson evaluation.

TS3021 APPROACHES TO UNIT PLANNING: MATHEMATICS S(3:0)3 TS2022

This module offers a comprehensive and integrated series of practical experiences at school base to complement the theoretical studies in curriculum undertaken at College.

TS3022 CLASSROOM MANAGEMENT AND DISCIPLINE: MATHEMATICS

S(0:3)3 TS2022

This module provides opportunities to apply theoretical ideas on classroom management and discipline in a school situation.

TS4021 PRINCIPLES AND PRACTICES OF TEACHING: MATHEMATICS (Dip.Ed.)

S(3:0)2

This programme is designed to identify and analyse pertinent skills of effective teaching. It includes the practical development of each skill in a micro-teaching situation at school base. Lessons are video-recorded for post lesson evaluation.

**These modules are currently under review.**

## Professional Studies Programme — Music

TS1025 PRINCIPLES AND PRACTICES OF TEACHING: MUSIC S(3:0)3

This module focuses on several basic teaching skills and opportunity is provided for practising these skills by teaching music to school pupils.

TS2025 PRINCIPLES AND PRACTICES OF TEACHING: MUSIC S(3:3)3

This module emphasises the classroom management and discipline teaching skills. Opportunity is provided to practise these skills by teaching Music to secondary school pupils.

TS4025 PRINCIPLES AND PRACTICES OF TEACHING: MUSIC (B.Mus.Ed.)

S(3:0)3 *Corequisite* MU3041

Strategies of Teaching. The planning and implementation of a variety of lesson types directed towards specific learning outcomes and the evaluation of pupil performance. Planning a unit of work to be implemented in a school based programme emphasising an integrated approach to the development of skills and insights in pupils.

TS4027 PRINCIPLES AND PRACTICES OF TEACHING: MUSIC (Dip.Ed.)

S(3:0)2

This module emphasises various approaches to teaching with skills which include Variability, Explaining, Basic Questioning, Teacher Response and Higher Order Questioning.

TS3031 PRINCIPLES AND PRACTICES OF TEACHING: PHYSICAL EDUCATION III

S(3:0)2 TS2031

This module provides an opportunity for students to design and implement coaching programmes with pupils who fail to make grade sporting teams.

## Professional Studies Programme — Science

TS1035 PRINCIPLES AND PRACTICES OF TEACHING: SCIENCE (PREPARATION FOR PRACTICE TEACHING)

S(3:0)3

Preparation for practice teaching through school based demonstrations, seminars on objectives, lesson preparation, control and safety. Followed by peer group teaching, micro-teaching, and half day school experiences at the practice teaching school.

TS1036 PRINCIPLES AND PRACTICES OF TEACHING: SCIENCE (MICRO-TEACHING)

S(0:3)3

Theoretical treatment and micro-teaching practice of the skills of Reinforcement, Basic Questioning and Variability.

TS2035 PRINCIPLES AND PRACTICES OF TEACHING: SCIENCE (TEACHING STRATEGIES)

S(3:0)3 TS1036

Theoretical treatment and macro-teaching practice of the Advance Organiser Model (Ausubel) the Concept Attainment Model (Bruner) and the Inquiry Training Model (Suchman).

TS2036 PRINCIPLES AND PRACTICES OF TEACHING: SCIENCE (INFLUENCING ATTITUDES)

S(0:3)3 TS2035

Theoretical treatment, testing and macro-teaching, concerning scientific attitudes, attitudes to science, and attitudes to conservation and personal and community health.

TS3035 PRINCIPLES AND PRACTICES OF TEACHING SCIENCE (FOR YEAR 11 AND 12)

S(3:0)3 TS2036

Detailed study of aims and objectives and content of senior syllabuses. Through macro-teaching, students will develop a beginning competence in the teaching of 2 Unit A science and one 2 unit science chosen from Chemistry, Physics or Biology.

TS3036 PRINCIPLES AND PRACTICES OF TEACHING: SCIENCE (CHILDREN WITH SPECIAL NEEDS)

S(0:3)2 TS3035

Ethnic and social awareness programme. Meritocratic selection, social class selection, ethnic selection, school children as clients.

TS4035 PRINCIPLES AND PRACTICES OF TEACHING: SCIENCE (Dip.Ed.)

S(3:0)2

The course is divided into two semester units, initially, students experience a gradual introduction to teaching through attending demonstrations, seminars, micro-teaching and half day experiences. Later, strategies of teaching designed for different outcomes are studied and practised.

## Professional Studies Programme — Social Sciences

TS1041 EXPOSITORY TEACHING: SOCIAL SCIENCES S(3:0)3

Students will be provided with opportunities to acquire specific teacher-centred behaviours and skills through a programme of micro-teaching in a secondary school. Teaching skills introduced will include Basic Questioning, Variability, Explaining, Introductory Procedures and Closure.

TS1042 PUPIL CENTRED TEACHING: SOCIAL SCIENCES S(0:3)3

Students will be provided with opportunities to acquire specific pupil-centred behaviours and skills through a programme of micro teaching in a secondary school. Teaching skills introduced will include Teacher Response, Reinforcement and Advanced Questioning.

TS2041 STRATEGIES OF TEACHING: SOCIAL STUDIES S(3:0)3 TS1041

The purpose of the module is to promote participation in specific teaching strategies identified as being basic to the Social Sciences, including (a) Simulation/Role Play/Socio-drama; (b) Field Studies; (c) Programmed Instruction; (d) Case Studies.

TS2042 DESIGN AND PRODUCTION OF INSTRUCTIONAL RESOURCES: SOCIAL SCIENCES

S(0:3)3

Students will be provided with opportunities to acquire basic competencies in using instructional materials. This will involve the development of planning, design and production skills to make and use media and materials to achieve specific learner outcomes.

TS3041 APPROACHES TO UNIT PLANNING: SOCIAL SCIENCES S(3:0)3 TS2042

This module offers a comprehensive and integrated series of practical experiences at school base to complement the theoretical studies in curriculum undertaken at College.

TS3042 CLASSROOM MANAGEMENT AND DISCIPLINE: SOCIAL SCIENCE

S(0:3)3 TS2042

This module provides opportunities to apply theoretical ideas on classroom management and discipline in a school situation.

TS4040 PRINCIPLES AND PRACTICES OF TEACHING SOCIAL SCIENCES (Dip.Ed.)

S(3:0)2

This module focuses on the development of some basic skills of teaching with practical application to improve competence. Analysis of teacher-pupil behaviour will allow teaching strategies to be appropriately modified.

## Professional Studies Programme — Teacher Librarianship

TS4060 PRINCIPLES AND PRACTICES OF TEACHING: TEACHER LIBRARIANSHIP (Dip.Ed.)

S(3:0)2

The focus of this module is on several basic teaching skills and to practise these skills with small groups of secondary pupils.

## Professional Studies Programme — Advanced Teaching Method

TP4020 STRATEGIES FOR TEACHING (INFORMATION PROCESSING MODELS)

(0:3)3

Students will be provided with opportunities to acquire specific teaching strategies using information processing models developed by Bruner, Suchman, Ausubel and Taba

TP4021 STRATEGIES FOR TEACHING II (SOCIAL AND PERSONAL MODELS)

(0:3)3

Students will be provided with opportunities to acquire specific teaching strategies using social and personal models developed by Glasser, Shaftel, Gordon, Rogers and others.

## Professional Studies Programme — Physical Education

TS1031 PRINCIPLES AND PRACTICES OF TEACHING: PHYSICAL EDUCATION I

S(3:0)2

In this module students undertake lectures in teaching strategies, content, lesson preparation and presentation techniques. Initially the programme involves peer group teaching followed by micro-teaching in the primary school.

TS2031 PRINCIPLES AND PRACTICES OF TEACHING: PHYSICAL EDUCATION II

S(3:0)2 TS1031

In this module students are given the opportunity to gain teaching experience in the secondary school. The programme comprises preparation lectures, demonstrations and teaching of lower secondary pupils in small groups initially, with the provisions for increasing numbers of pupils.

# Teaching Experience

Teaching Experience consists continuous teaching at school bases.

BP1000	TEACHING EXPERIENCE: PRIMARY/EARLY CHILDHOOD	6 cp
PT108	TEACHING EXPERIENCE: ART EDUCATION	2 cp
BP1005	TEACHING EXPERIENCE: ENGLISH/HISTORY	6 cp
BP1011	TEACHING EXPERIENCE: HOME ECONOMICS	6 cp
BP1015	TEACHING EXPERIENCE: INDUSTRIAL ARTS	6 cp
BP1020	TEACHING EXPERIENCE: MATHEMATICS	6 cp
BP1025	TEACHING EXPERIENCE: MUSIC	1 cp
BP1030	TEACHING EXPERIENCE: PHYSICAL EDUCATION	2 cp
BP1035	TEACHING EXPERIENCE: SCIENCE	6 cp
BP1040	TEACHING EXPERIENCE: SOCIAL SCIENCES	6 cp
BP2000	TEACHING EXPERIENCE: PRIMARY	6 cp
BP2001	TEACHING EXPERIENCE: EARLY CHILDHOOD	6 cp
PT208	TEACHING EXPERIENCE: ART EDUCATION	2 cp
BP2005	TEACHING EXPERIENCE: ENGLISH/HISTORY	6 cp
BP2011	TEACHING EXPERIENCE: HOME ECONOMICS	6 cp
BP2015	TEACHING EXPERIENCE: INDUSTRIAL ARTS	6 cp
BP2020	TEACHING EXPERIENCE: MATHEMATICS	6 cp
BP2025	TEACHING EXPERIENCE: MUSIC	2 cp
BP2030	TEACHING EXPERIENCE: PHYSICAL EDUCATION	2 cp
BP2035	TEACHING EXPERIENCE: SCIENCE	6 cp
BP2040	TEACHING EXPERIENCE: SOCIAL SCIENCES	6 cp
BP3000	TEACHING EXPERIENCE: PRIMARY	6 cp
BP3001	TEACHING EXPERIENCE: EARLY CHILDHOOD	6 cp
BP3002	TEACHING EXPERIENCE: PRIMARY CONVERSION	6 cp
BP3003	TEACHING EXPERIENCE: EARLY CHILDHOOD CONVERSION	6 cp
BP3005	TEACHING EXPERIENCE: ENGLISH/HISTORY	6 cp
BP3011	TEACHING EXPERIENCE: HOME ECONOMICS	6 cp
BP3015	TEACHING EXPERIENCE: INDUSTRIAL ARTS	6 cp
BP3020	TEACHING EXPERIENCE: MATHEMATICS	6 cp
BP3025	TEACHING EXPERIENCE: MUSIC	1 cp
BP3030	TEACHING EXPERIENCE: PHYSICAL EDUCATION	2 cp
BP3035	TEACHING EXPERIENCE: SCIENCE	6 cp
BP3040	TEACHING EXPERIENCE: SOCIAL SCIENCES	6 cp
BP4001	TEACHING EXPERIENCE: PRIMARY (Dip.Ed.)	2 cp
PT408	TEACHING EXPERIENCE: ART EDUCATION (B.Ed.)	2 cp
BP4007	TEACHING EXPERIENCE: ENGLISH/HISTORY (Dip.Ed.)	2 cp
BP4009	TEACHING EXPERIENCE: ART EDUCATION (Dip.Ed.)	2 cp
BP4011	TEACHING EXPERIENCE: HOME ECONOMICS (B.Ed.)	6 cp
BP4015	TEACHING EXPERIENCE: INDUSTRIAL ARTS (B.Ed.)	2 cp
BP4016	TEACHING EXPERIENCE: INDUSTRIAL ARTS (Dip.Ed.)	2 cp
BP4021	TEACHING EXPERIENCE: MATHEMATICS (Dip.Ed.)	2 cp
BP4025	TEACHING EXPERIENCE: MUSIC (Dip.Mus.Ed.)	2 cp
BP4027	TEACHING EXPERIENCE: MUSIC (Dip.Ed.)	2 cp
BP4036	TEACHING EXPERIENCE: SCIENCE (Dip.Ed.)	2 cp
BP4041	TEACHING EXPERIENCE: SOCIAL SCIENCES (Dip.Ed.)	2 cp
BP4051	TEACHING EXPERIENCE: LANGUAGES (Dip.Ed.)	2 cp
BP4060	TEACHING EXPERIENCE: TEACHER LIBRARIANSHIP (Dip.Ed.)	2 cp

# Radiography

## ED1905 PSYCHOLOGY: UNDERSTANDING HUMAN BEHAVIOUR

(0:3)3

This module aims to assist the student to an understanding of the individual human being. The module treats such topics as human growth and development, socialisation, motivation, perception and the self.

## ED1906 INTERPERSONAL BEHAVIOUR

(2:0)2

This module aims to help the student develop an understanding of self and others and to develop competence in making helpful and reassuring contacts with others. The module treats such aspects as perception of one person by another and verbal and non-verbal aspects of communication.

## HS1906 HOSPITAL PRACTICE

(2:0)2

Basic hospital organisations; relevant nursing procedures; Patient care; observation; measurement; procedure. First aid.

## SC1901 PHYSICS FOR RADIOGRAPHERS

(4:0)4

An introductory study of basic physical concepts to provide a background for further work.

## SC1902 LIVING ANATOMY AND PHYSIOLOGY A

(4:0)4

A sequential treatment of the complete human anatomy and physiology as required by radiographers under general headings: Cell and Tissue biology; Systems Anatomy and Physiology; Skeletal; Muscular/Visceral; Vascular and lymphatic; Nervous and Ventricular, Special senses, ears, eyes and nose. Introduce cells, tissues, upper and lower limbs, respiratory system.

## SC1903 LIVING ANATOMY AND PHYSIOLOGY B

(0:3)3

Introduces vertebral column, skull, neck. Overview of neuro anatomy and physiology.

## SC1904 EQUIPMENT A

(3:0)3

Radiographic photography, film, screens, cassettes processors, sensitometers, densitometers, subtractions and copying.

## SC1905 EQUIPMENT B

(0:2)2

The total radiographic equipment will be studied in sequence, X-Ray tube, transformers, safety devices, timers, Dosimeters, Protection, special procedures equipment.

## SC1911 RADIOGRAPHIC ANATOMY A

(1:0)1

Positions of patients will be integrated with the living anatomy relevant to that positioning.

## SC1912 RADIOGRAPHIC ANATOMY B

(0:1)1

Positions of patients will be integrated with the living anatomy relevant to that positioning.

## SC1913 TECHNIQUES AND SURFACE ANATOMY A

(5:0)4

A study will be made of the following:  
Radiographic terminology, Protection and dark room procedures. Technique and surface anatomy of:  
Basic skeletal systems, extremities and chest.  
Respiratory system and thorax routine.

## SC1914 TECHNIQUES AND SURFACE ANATOMY B

(0:5)4

A study of the technique and surface anatomy of: skull and vertebral column, sinuses, teeth and abdomen.

## SC2901 RADIATION PHYSICS

(0:5)5

A detailed study of electromagnetic and radiation physics under general headings: Electronmagnetism; A.C.; Nature of Matter; Radioactivity; X-Rays; Basic Electronics.

## SC2902 LIVING ANATOMY AND PHYSIOLOGY C

(3:0)3

Introduces Digestive Tract, Urinary system, Male and Female pelvis.

## SC2903 LIVING ANATOMY AND PHYSIOLOGY D

(0:3)3

Introduces vascular system, special senses and more detailed anatomy.

## SC2904 EQUIPMENT C

(2:0)2

A study of equipment associated with the X-Ray machine, timers, image intensifiers, fuses, safety circuits, maintenance together with a further study of biological effects of radiation, cumulative exposure, dosimeters and other measuring devices.

## SC2905 EQUIPMENT D

(0:2)2

A study of equipment associated with tomography, angiography. Mobile units photofluorography, Mammography and automatic exposure system. Some work on Law and the Radiographer will be included.

## SC2911 RADIOGRAPHIC ANATOMY C

(1:0)1

Positions of patients will be integrated with the living-anatomy relevant to that positioning.

## SC2912 RADIOGRAPHIC ANATOMY D

(0:1)1

Positions of patients will be integrated with the living-anatomy relevant to that positioning.

## SC2913 TECHNIQUES AND SURFACE ANATOMY C

(5:0)4

The technique and surface anatomy of the various tracts, alimentary, Biliary, Genito-Urinary together with bronchography.

## SC2914 TECHNIQUES AND SURFACE ANATOMY D

(0:5)4

The technique and surface anatomy of the lacrimal and salivary systems.

Operative procedures including Retrograde Pyelogram. Operative Cholangiogram, orthopaedic procedures with and without image intensifications, exposed kidneys, etc.

## SC2915 TECHNIQUES AND SURFACE ANATOMY E

(5:0)4

This module will cover catheter preparation, immobilisation, angiography and special investigation techniques for examining veins, the spleen, liver and brain.

## SC2916 TECHNIQUES AND SURFACE ANATOMY F

(0:5)4

This module will cover myelography, discography, tomography, cineradiography, localisation of foreign bodies (methods etc.) and specialised procedures relating to soft tissues.

## SC2917 CLINICAL PRACTICE

3 cp

This module recognises the successful completion of the Year 1 practicum and Clinical Practice in Year 2 and Year 3. Full details are supplied by the Course Co-ordinator.

## SC2921 PATHOLOGY A

(0:2)3

This module covers inflammation, infection, trauma diseases of circulation and diseases affecting growth and development. Viral infection, parasitic diseases, allergies and anaphylaxis, Neoplasms.

## SC2922 PATHOLOGY B

(2:0)3

This module covers pathology of the circulatory respiratory, alimentary, genito urinary, skeletal central nervous, endocrine, haemopoietic and reticuloendothelial systems, together with the pathology of the tissues of the head and neck.

## SC2923 COMPLEMENTARY TECHNIQUES

(1:0)1

This module investigates other imaging systems computerised axial Tomography, Ultra sound electrocardiography, electroencephalography and zerography.

## SC2934 RADIOGRAPHIC APPRECIATION

(0:1)1

This module covers radiographs of various anatomical systems illustrating pathological abnormalities. Radiographic case studies will be examined.

# Science Education

## SC1131 MECHANICS I

S(4:0)3

Topics dealt with include linear and rotational kinematics, statics and dynamics of a particle and of extended bodies, conservation of energy and momentum, coefficient of restitution, examination of the value of application of principles of mechanics to the study of thermodynamics.

## SC1132 DIRECT CURRENT ELECTRICITY

S(0:4)3

This module will give an understanding of basic direct current electricity and magnetism with an introduction to electrostatics, semi-conductor diodes and alternating current.

## SC1141 CHEMISTRY IA

S(4:0)3

Basic aspects of chemistry both from a theoretical and practical approach. Topics include: atomic theory, periodic properties, bonding and physical properties, equilibria, energy changes, electron transfer processes.

## SC1142 CHEMISTRY IB

S(0:4)3

Aspects of chemistry which find particular application in biological systems. Topics include: introductory organic chemistry; functional groups; stereoisomerism, carbohydrates, lipids and proteins, enzymes, buffer systems, nucleic acids, metal ions in biological systems.

## SC1151 GEOLOGY IA

S(4:0)3

An introduction to the structure and composition of the Earth, rock forming minerals, origin and nature of major rock types. The influence of plate tectonics on the crust is examined.

## SC1152 GEOLOGY IB

S(0:4)3

Surface alteration processes of the Earth are studied using regional and Australian examples. Stratigraphic principles are applied to the study of geologic time. Man's geologic role is reviewed.

SC1171 BIOLOGICAL SCIENCE  
S(4:0)3  
Fundamental biological principles and processes. Living systems, from cell to ecosystem. Major biological concepts and theories. Classification. Diversity of living organisms. The angiosperm. The mammal.

SC1172 HUMAN BIOLOGY  
S(0:4)3  
Structure and function in the human body. A systems approach to bodily processes. Homeostasis. Ill-health: causes, prevention and cure. Heredity and environment. Genetics and evolution.

SC1261 BIO-MEDICAL SCIENCES (NURSE EDUCATION)  
(3+3)6  
Studies in this module are designed to provide a foundation for more advanced and applied learning in later modules, and in so doing to demonstrate the value of knowledge in these sciences through their specific application to nursing practice.

SC1262 NUTRITION (NURSE EDUCATION)  
(0:2)2  
This module is designed to enable the nurse teacher to examine nutrition through the concept of the way food intake affects the health of the human body. In particular, the role of nutrition in energy production, in supplying building and protective materials, and the dependence of the body on factors external to it will be emphasised.

SC1263 MICROBIOLOGY AND INTRODUCTION TO PATHOLOGY (NURSE EDUCATION)  
(0:2)2  
This module is designed to enable the nurse teacher to view the study of microbiology as essential to an understanding of man as a biological being interacting with his environment. This interaction is seen as being both essential to the maintenance of normal health and life itself, as well as being responsible for specific disease processes.

SC1370 DIRECT CURRENT ELECTRICITY  
(0:4)3  
To establish a basic knowledge and understanding of direct current electricity and basic magnetism.  
The student will:  
- demonstrate the ability to handle direct current equipment;  
- plan, execute and evaluate experiments in this area;  
- demonstrate the ability to handle numerical problems based on concepts studies.  
- master the structure of knowledge within the discipline;  
- develop effective problem-solving and discovery methods and to adopt appropriate scientific attitudes;  
- develop effective communication techniques.

SC1470 BASIC CONCEPTS OF CHEMISTRY  
(4:0)3  
This module will provide the student with knowledge of some basic aspects of chemistry. Practical work is an essential part of this module and students will develop practical skills from the laboratory programme.  
The student will be assisted to:  
- master the structure of knowledge within the discipline;  
- develop effective problem-solving and discovery methods and adopt appropriate scientific attitudes;  
- become proficient in the experimental techniques of the discipline;  
- develop effective communication techniques;  
- understand the limitations of scientific investigations.

SC1740 BIOMECHANICS I  
S(3:0)3  
The student is introduced to fundamental concepts of mechanics such as the forces, vectors, centre of gravity, equilibrium, rotational motion, flotation and the Magnus effect and a biomechanical analysis of track and field events.

SC1741 BIOLOGY FOR PHYSICAL EDUCATION  
S(0:3)3  
Students study the origin of living cells and examine the basic cell structure and cell inclusions. The chemistry of the cell precedes the study of the evolution of specialised cells and organisms.

SC1930 PHYSICAL SCIENCE FOR NON-SCIENTISTS (GENERAL STUDIES)  
P(0:4)3  
Observing, classifying, measuring and other processes. Waves and wave phenomena. Forces, motion and energy. Gaseous and crystalline states of matter. Electricity and electrical phenomena—charges, simple circuits and simple electrochemistry. Particles of matter—atoms, molecules, ions, and the structure of matter.

SC1940 EARLY CHILDHOOD: PRIMARY SCIENCE K-6 METHOD (PRIMARY STUDIES)  
P(2:2)2  
Identification and development of science process skills in elementary education. New programmes for science teaching such as Science 5/13, S.C.I.S., and New Zealand Units. Practical aspects of making a curriculum—units and themes and integration of science with other subjects; use of local resources. Learning theories and their application to the development of learning environments and teaching procedures.

SC1950 SCIENCE AND THE PHYSICAL WORLD (PRIMARY STUDIES)  
P(4:0)3  
The nature of forces and machines. Types of energy and energy transformations. Electricity and magnetism. Teaching science with toys.

SC2040 SCHOOL BASED CURRICULUM DEVELOPMENT  
S(3:0)3  
Systems analysis and development of curricula in secondary science.

SC2131 MECHANICS II  
S(4:0)3 SC1131  
Topics include rotational dynamics, rotational kinetic energy and angular momentum, moment of inertia. Simple Harmonic Motion, the sinusoidal wave equation and its application to the study of interference. Special relativity is dealt with in terms of the Lorentz transformation equations, time dilation, length contraction, relativistic addition of velocities and relativistic momentum.

SC2132 OPTICS  
S(0:4)3  
The nature of light and its velocity. Huygens principle and its application. The physical and geometrical optics of spherical lenses, mirrors and optical systems. The eye is an optional system; defects of the eye and use of lenses for correction of defects. Interference and diffraction; the diffraction grating and polarisation. Laboratory work based on the above topics.

SC2141 CHEMICAL BONDING  
S(4:0)3 SC1141  
A more detailed consideration of atomic structure and models of chemical bonding including: covalent, ionic, metallic and van der Waals bonds. Relation of bonding models to physical and chemical properties of compounds. Application of bonding models to physical and chemical properties of compounds. Application of bonding models to physical methods used in modern industry.

SC2142 ENERGY AND CHEMICAL REACTIONS  
S(0:4)3 SC1141  
Energy relationships in the study of chemical changes is considered with an aim to:  
(1) use energy relationships to examine the predictability of chemical reactions and the effect of different conditions and develop an appreciation of the importance of energy considerations in chemical reactions of industrial and biological importance.  
(2)

SC2151 GEOLOGY IIA  
S(4:0)3 SC1151  
Elements of crystallography. Structure and composition of rock-forming minerals and their optical properties in thin section. Petrology of igneous rocks.

SC2152 GEOLOGY IIB  
S(0:4)3 Either SC1151 or SC1152  
Economic minerals and fuels: their nature, origin and significances. An introduction to palaeontology. Geological and history of New South Wales. Laboratory and field studied.

SC2171 ECOLOGY AND ECOSYSTEM STUDIES  
S(4:0)3 SC1171  
Ecology and the nature of ecosystems. Energy flow and biogeochemical cycles. Population ecology. Organisation and dynamics of ecological communities. Ecology and man. Field techniques and procedures. Glasshouse trials. Conservation and wildlife studies.

SC2172 CELL CHEMISTRY AND PHYSIOLOGY  
S(0:4)3 SC1171  
The cellular basis of life. Plant and animal cells. Prokaryotic and eukaryotic cells. Cell specialisation. Cell ultrastructure. Biologically important molecules. Cellular bioenergetics. Protein biosynthesis. Ageing of cells.

SC2261 ANATOMY AND PHYSIOLOGY NURSE  
S(3+3)6  
The major purpose of this module is to cause the nurse teacher to recognise the systematic organisation of facts in the major concepts of physiology and in the principles of anatomy. These are presented and interpreted in such a way that nursing practice is made more effective and meaningful, and therefore rewarding.

SC2370 ALTERNATING CURRENT DEVICES  
(0:4)3 Prerequisite SC1370  
The student will be able to describe the generation of alternating currents and analyse alternating current circuits.  
The student will be able to describe the operation of electronic devices, measure selected parameters and use the devices in circuits, and  
- master the structure of knowledge within the discipline;  
- develop effective problem-solving and discovery methods and to adopt appropriate scientific attitudes;  
- become proficient in the experimental techniques of the discipline;  
- develop effective communication techniques;  
- study the historical development of the subject;  
- understand the constraints and influences which society exerts on scientists;  
- examine the interplay between economic and scientific progress;  
- understand the limitations of scientific investigations.

SC2380 ELECTRONIC CONSTRUCTION TECHNIQUES  
(0:4)3 Prerequisite SC1470  
- To apply the subject matter of courses in electronics and Industrial Arts to the production of electronic devices, and to the use of materials and test instruments.  
- To develop proficiency in the interpretation and use of circuit diagrams and other symbolic representations.  
- To develop proficiency in laboratory and workshop management.

SC2470 CHEMICAL BONDING  
(0:4)3 Prerequisite SC1470  
Students will study a number of models of chemical bonding. The advantages, limitations and applications of each model will be emphasised.  
The student will be assisted to:  
- master the structure of knowledge within the discipline;  
- develop effective problem-solving and discovery techniques and adopt appropriate scientific attitudes;  
- become proficient in experimental techniques;  
- develop effective communication techniques;  
- trace the historical development of the subject;  
- realise the limitations of scientific investigations.

SC2740 BIOMECHANICS II  
S(0:3)3 SC1740  
Students examine the coefficient of restitution. Reynold's number Magnus effect, effect of humidity of flight F balls, conservation of rotational energy and momentum, free body diagrams, estimation of segmental masses, mathematical models of the human body, electromyography and uses of the force plate.

SC2741 ANATOMY AND PHYSIOLOGY A  
S(3:0)3 SC1741  
This module examines the musculo-skeletal system; the nervous system and aspects of the cardiovascular and respiratory systems.

SC2742 ANATOMY AND PHYSIOLOGY B  
S(0:3)3 SC2741  
In addition to extending the cardiovascular and respiratory systems discussed in SC2741, other systems studied include the endocrine, reproductive, digestive and urinary systems. Fluid and electrolyte balance are also examined.

SC2743 BIOCHEMISTRY I  
S(NA)3 SC1741  
Introduction to the chemistry of carbohydrates, lipids and proteins, enzymes and elementary kinetics, bioenergetics. Glycolysis, TCA cycle and oxidative phosphorylation; B - oxidation of fatty acids. Nitrogen metabolism and excretion. Gluconeogenesis. Vitamins and co-enzymes. Composition, structure and contraction of muscle types. Muscular adaptations to aerobic and anaerobic training.

SC2920 INNOVATIONS IN K-6 CURRICULA (PRIMARY STUDIES)  
P(0:3)3 PNA3 SC1950  
Overview of intellectual development of children. Analysis of models of teaching. Examination of new curricula and study of new curriculum materials prepared in N.S.W.

SC2930 HUMAN BIOSCIENCE (GENERAL STUDIES)  
P(0:4)3  
A study of selected fundamental scientific, technological and medical advances which are affecting all aspects of present-day human life; genetic and environmental perspectives; changing lifestyle; human development from a biological viewpoint.

SC2940 ENVIRONMENTAL AND CONSUMER CHEMISTRY (GENERAL STUDIES)  
P(4:0)3 SC1930  
Chemistry of specific pollutants in air, water. Solid wastes. Composition of consumer products, food additives and uses.

SC2950 SCIENCE AND THE LIVING WORLD (PRIMARY STUDIES)  
P(NA)3  
Characteristics of living things. Uses of energy. Reproduction and change. Evolution. Cell physiology. Teaching strategies for the classroom.

SC3080 ENV SCIENCE TAFE  
T(0:2)3  
Aims to explore the application of scientific concepts, principles and methodology to the analysis of environmental phenomena. Includes air and water quality, ecosystems and the impact of man, occupational health and safety, attitudes and beliefs about the environment, the EIS phenomenon, resources, soils and fertilizers, radiation and nuclear chemistry, energy resources.

SC3131 ATOMS AND NUCLEI  
S(NA)3 SC2131  
Basic concepts: Michelson-Morley Experiment; Lorentz Transformations; Simultaneity; Relativistic Mechanics; General Relativity; Quantum Theory of Light; X-ray diffraction; Gravitational Red Shift; De Broglie Waves; Phase and Group Velocities; Applications of the Uncertainty Principle; Wave-Particle Duality.  
Atomic models: Alpha-particle scattering; Atomic spectra; Energy levels and spectra; Correspondence Principle; Schrodinger's Equation; Particle in a box; Quantum theory of the hydrogen atom; Magnetic quantum number, Electron probability density, Crystal structure, Band Theory of Solids.

Atomic masses; Nuclear electrons; Nuclear sizes: The deuteron; Mason theory of Nuclear forces; Models of the nucleus; Radio-active series; Decay; Nuclear reactions; Elementary particles; Symmetries and conservation principles.

**SC3132 ELECTROMAGNETIC THEORY AND RADIATION PHYSICS**

S(NA)3 SC2131  
Coulomb's Law; electric field; flux; Gauss Law; electrical potential; electrical potential energy; capacitance; current density; resistivity; magnetic field; magnetic force on a current; torque on a loop; Hall effect; Cyclotron; Ampere's Law; Biot-Savart Law; Faraday's Law; Time varying magnetic fields; Maxwell's equations; basic radio theory; atomic models; elementary quantum theory; uncertainty; waves and particles; cosmic rays. A major research project and seminar work will be undertaken. A study will also be made of the generation and uses of X-rays as an example of Electromagnetic radiations.

**SC3133 ALTERNATING CURRENT AND DEVICES**

S(NA)3 SC1132  
The nature of an a.c. supply. Resistors, capacitors and inductors separately and in combination in d.c. and a.c. circuits. The junction and vector methods for circuit analysis. Resonant circuits. Transformers: Introduction to solid state electronics; conduction, diodes of different kinds, transistors and other solid state devices. The vacuum tube: its history and principles of operation. Laboratory work based on these topics.

**SC3134 ELECTRIC CIRCUITS**

S(NA)3 SC3133  
Rectification of a.c. in single and multiphase circuits. Voltage multiplier/rectifiers. Filter and regulation circuits. Detection circuits. The transistor and the f.e.t. in circuits. Analysis of circuits containing these elements. Oscillators, amplifiers and multivibrators. The opamp as a circuit element. Wave shaping circuits. Laboratory work based on above topics.

**SC3141 ELECTRONIC EFFECTS IN MOLECULES**

S(NA)3 SC1142 and SC2141  
A study of electronic effects in organic molecules and the consequent effect on the properties of compounds. These effects will be used to consider the mechanism of a number of reaction types.

**SC3142 CHEMICAL KINETICS**

S(NA)3 SC2141  
An introduction to chemical studies including experimental methods and applications in areas of social and industrial importance.

**SC3143 BIOCHEMISTRY II (DIPLOMA)**

S(NA)3 SC2743  
This module applies the biochemical concepts introduced in the prerequisite module SC2743 to areas of interest to the specialist students of physical education. Included will be those topics related to the biochemical adaptations of particular tissues in an athlete's body in response to different forms of physical exercise. Slightly less vigorous approach to modules as that undertaken by degree students.

**SC3145 SPORTS MEDICINE (DIPLOMA)**

S(0:3)3 SC2741  
Review of relevant physiology and psychology. Effects on performance of training, environment conditions, nutrition, drugs, travel, illness, age, handicap. Effects of exercise on training. Medical screening. Basic medical concepts including inflammation, infection, repair. Injuries to bone and soft tissues. First aid. Methods and techniques for prevention and treatment of injuries.

**SC3146 TRANSITION METAL CHEMISTRY**

S(0:4)3 SC2141  
Electronic structure of transition elements. Co-ordination compounds, bonding, stereochemistry, ligand field theory, colour. Relevance of co-ordination chemistry to analytical, environmental, biological and industrial issues.

**SC3147 POLYMER CHEMISTRY**

S(0:4)3 SC2141 and SC3142  
A study of synthetic and natural polymers. Their properties and characterisations. Manufacture of polymers. Social and environmental problems caused by polymers.

**SC3148 PHYSIOLOGY OF EXERCISE I (DIPLOMA)**

S(3:0)3 SC2741  
Emphasis is placed on increasing understanding of nerves and muscles, metabolism and the cardio vascular system and the whole body effects of exercise. The theory is put into practice by measuring such parameters as VO2MAX.

**SC3151 GEOLOGY IIIA**

S(NA)6 SC2151  
Sedimentary processes and structures. Classification and description of sedimentary rocks. Metamorphic processes and products. Classification and description of metamorphic rocks. Micro-geology of sedimentary and metamorphic rocks.

**SC3152 GEOLOGY IIIB**

S(NA)6 Either SC2151 or SC2152  
Stratigraphy of the Sydney Basin. The Earth's gravitational and magnetic fields. Principles and applications of radiometric dating. Structural geology and its influence on geomorphology.

**SC3171 MICROBIOLOGY**

S(NA)6 SC2172  
Classification and general properties of micro-organisms. The ubiquity of micro-organisms in air, water, soil. Techniques of microscopy, pure culture, staining. Cultivation of bacteria and fungi. Effects of chemical and physical agents. Role of micro-organisms in nature systems and agriculture.

**SC3172 REGULATION AND RESPONSE IN ORGANISMS**

S(NA)6 SC2172  
Organism response and regulation from cellular-molecular and integrated organ-system viewpoints. Homeostasis as a unifying theme. Animal behaviour from biochemical and ethological viewpoints. Metabolic regulation. Enzymes. Hormones. Neural integration. Functional organisation of the vertebrate. Ethology: stereotyped behaviour, learning, social behaviour.

**SC3243 BIOCHEMISTRY II (DEGREE)**

S(NA)3 SC2743  
This module applies to biochemical concepts introduced in the prerequisite module SC2743 to areas of interest to the specialist students of physical education. Included will be those topics related to the biochemical adaptations of particular tissues in an athlete's body in response to different forms of physical exercise. Diploma Level  
S( )3 SC2743  
Slightly less vigorous approach to module as that undertaken by degree students.

**SC3245 SPORTS MEDICINE I (DEGREE)**

S(0:3)3 SC2741 (SC2742 also preferred)  
Review of relevant physiology and psychology. Effects on performance of training, environmental conditions, nutrition, drugs, travel, illness, age, handicap. Effects of exercise on training. Medical screening. Basic medical concepts including inflammation, infection, repair. Injuries to bone and soft tissues. First aid. Methods and techniques for prevention and treatment of injuries.

**SC3246 BIOMECHANICS III**

S(0:3)3 SC2740  
The contents of this module will be presented at enrolment.

**SC3248 PHYSIOLOGY OF EXERCISE I (DEGREE)**

S(0:3)3 SC2741  
Emphasis is placed on increasing understanding of nerves and muscles, metabolism and the cardio vascular system and the whole body effects of exercise. The theory is put into practice by measuring such parameters as VO2MAX.

**SC3910 SCIENCE AND THE UNIVERSE (PRIMARY STUDIES)**

P(NA)3 SC2950 or SC2920  
The earth in the solar system. The moving earth. Earth Materials. The Oceans. The changing face of the earth. The atmosphere. Teaching strategies.

**SC3920 COMPARATIVE STUDIES IN K-6 SCIENCE CURRICULA (PRIMARY STUDIES)**

P(NA)3 SC2950 or SC2920  
Models of teaching suited to science teaching. Study of innovative science curricula from around the world. Implementing and evaluating a program of work.

**SC3930 ENVIRONMENT BIOSCIENCE (GENERAL STUDIES)**

P(NA)3 SC2930  
An analytic overview of man's place in the biosphere by means of an ecological approach to issues of population, energy, natural resources and environmental quality. A systematic treatment of natural ecosystems and the impact of a technological society upon these systems.

**SC3940 ENVIRONMENTAL GEOSCIENCE (GENERAL STUDIES)**

P(NA)3 SC2930 or SC2940  
In this module students will study the processes at work on the planet and human interaction with these processes and the energy flows of the atmosphere and the lithosphere. In addition a study of the deeper seated earth processes will be made.

**SC4131 ASTRONOMY**

S(NA)4 SC3131 and SC3132  
Historical aspects of astronomy reviewed. The tools and methods of astronomy. The solar system. Stars and star systems. The sun as a typical star. Cosmological concepts.

**SC4132 ELECTRIC SYSTEMS**

S(NA)4 SC3134  
The integrated circuit concept. The i.c. opamp and its uses. The i.c. timer and its uses. Logic gates, digital systems, analogue systems and D/A or A/D conversions. A.M. and F.M. receivers and transmitters.

**SC4133 ENERGY: NUCLEAR AND ALTERNATE SOURCES**

S(NA)8 SC3131 and SC3132  
Introduction. Interactions of neutrons with matter, effects of neutrons in various energy ranges, (n-γ), (n-α), (n-p), (n-n) reactions, stable and unstable nuclei, quantum-mechanical theory of emission of alpha particles, radioactive decay constant. Nuclear Fission. Chain reaction process and products, neutron capture, critical size, reproduction factor. Thermal reactors, intermediate reactors, fast reactors, heterogeneous reactor and homogeneous reactor. Moderators, fast fission factor, resonance escape probability, thermal utilisation factor. Types of Reactors. Boiling-reactor power plants, pressurised water reactors, and power plants gas cooled reactors. The fast-breeder reactor-nuclear reaction in fast-breeder reactors conversion (breeding) ratio, doubling time, safety aspects of fast reactors. Fluid fuelled reactors. Organic cooled and moderated reactors.

Thermionic Energy Conversion. The plasma diode, inpile thermionic converter, a small thermionic diode.

Fusion Power. Fusile fuels and reactions, the plasma, plasma heating and injection, plasma confinement, magnetic pinch confinement in closed geometry or stellarator machines, other confinement schemes. The D-T fusion reactor power plant. Tritium-breeding and neutron multiplication. Some technological problems. A direct-conversion fusion power plant. The fusion torch.

**SC4134 APPLICATION OF CALCULATOR AND MINI COMPUTER PROGRAMMING TO SCIENCE LABORATORY EXERCISES**

S(NA)8  
Computers in Science  
The student will research the type of tasks which lend themselves to computer application, the advantages gained by using the computer in science and study the effect of experience with computers upon attitude to computers and "the loss of privacy" controversy. Brief consideration of computer assisted instruction and of ways of introducing computer use into science.

Programming  
How to write programs for a programmable calculator. Students will write and store on cards many useful programs.  
How to write basic programs for the computer at N.C.A.E. and for use on Apple computers.

**Testing of Models**

A large number of programs will be written to provide predicted values of quantities which are produced by the application of certain models used by scientists.  
Evaluation of Computer Application in Science Laboratory Exercises.  
By conducting experiments to produce the quantities related to models studied in the previous topic, the student determines the degree to which the program has aided clarification of the value of the model under study.  
Simulation of Complex Experimental Procedures.  
Programs will be written to clarify the operation of models which make predictions which cannot readily be tested, because they relate to unavailable complex equipment, or because producing the predicted quantities takes a huge period of time in which to operate.

**SC4135 PHYSICS TECHNOLOGY, PHILOSOPHY AND SYSTEM THINKING**

S(NA)8 SC3131, SC3132  
This module has two parts. In the first a study is made of the relationships of Physics to Technology and Philosophy together with the application of Physics to the Third World and a guess at the future. The second part takes problem solving by the systems or models approach. The students individually choose their own problems.

**SC4141 PHYSICAL METHODS IN CHEMISTRY**

S(NA)8 SC3141  
Basic theory, instrumentation, sampling and interpretation of data with respect to; UV-VIS, IR, NMR and mass spectroscopy. X-ray methods and specific ion electrodes.

**SC4142 CHEMISTRY OF NATURAL RESOURCES**

S(NA)4 SC2142  
A study of the origin, distribution, extraction and use of resources for the production of energy, metals and non-metals. Problems associated with resource usage, waste disposal and recycling.

**SC4143 NATURAL PRODUCT CHEMISTRY**

S(NA)4 SC3141  
Composition and properties of glycerides, waxes, carbohydrates, proteins, and steroids. Instrumental methods used to elucidate composition and structure.

**SC4144 BIOINORGANIC CHEMISTRY**

S(NA)8 SC3141 SC3143  
A study of metalloproteins and other metal containing biological molecules. Hydrolytic metallo- and metal-activated enzymes. Oxygen carriers. The alkali metal and alkaline earth metal cations in Biology. Metal ions and chelating agents in medicine.

**SC4145 BIOCHEMISTRY**

S(NA)4 SC3141  
Topics include:

- the cell structure, electrolytes and active transport
- equilibrium thermodynamics
- classification of enzymes, chemical nature and kinetics
- the pentose phosphate pathway
- photosynthesis; the glyoxylate cycle
- muscle biochemistry
- breakdown and elimination of nitrogen and sulphur compounds.

**SC4146 ENVIRONMENTAL AND CONSUMER CHEMISTRY**

S(NA)4 SC2142 and SC3141

- The chemistry of specific pollutants, their formation, effects, detection/estimation and possible control measures.
- A study of the composition of various consumer products - reasons why they are used in the product formulations and the consequences of their presence both directly to the consumer and to the environment in general.

SC4151 GEOLOGICAL RESOURCES AND SOCIETY  
S(NA)8 SC3151 or SC3152

A study of the origin and use of energy, metal and non-metal resources, problems associated with resource usage and waste disposal.

SC4152 GEOLOGICAL PROBLEMS  
S(NA)8 SC3151 or SC3152

A critical approach to theories of the origin and evolution of the Earth, global tectonics, palaeontological evolution, and to the development of some of these as examples of the evolution of scientific ideas.

SC4153 HYDROLOGY  
S(NA)4 SC3151 or SC3152

The hydrological cycle, fluvial and ground water movements. Stream gauging and data analysis. Water chemistry and pollution. Australian water resources.

SC4154 APPLIED GEOLOGY  
S(NA)8 SC3151 or SC3152

Geological hazards - earthquakes, tsunami, volcanism, and monitoring problems. Engineering applications and problems such as earth slips, floods and shoreline changes and mining.

SC4171 MAN AND ENVIRONMENT  
S(NA)8 SC2171

Philosophy and rationale of environmental impact assessment and of resource utilisation. The E.I.S. (Environmental Impact Study) technique. Methods of data collection. Role of government departments and instrumentalities, such as the Pollution Control Commission. Environmental monitoring and control. Conceptual models and simulation techniques. Case studies of various major developmental projects. Preparation, presentation and evaluation of reports.

SC4172 INDUSTRIAL MICROBIOLOGY  
S(NA)8 SC3171

Batch and continuous culture systems in industry. Manufacture of microbial products. Microorganisms in food processing. Microbiological aspects of plant cleansing and sterilisation. Development of microbiological standards. Statutory requirements. Standard tests in pollution studies. Role of microbiology in agriculture, forestry and fishing industries.

SC4173 APPLIED ECOLOGY  
S(NA)8 SC2171

Factors limiting distribution and diversity of organisms. Environmental parameters in population ecology. Applied problems in productivity and population studies. Biological control. Community studies. Field techniques for terrestrial and aquatic studies. Assessment of the status of existing ecosystems and prediction of change effects due to forestry, agriculture, mining and industrial activities.

SC4174 DEVELOPMENTAL AND COMPARATIVE ANATOMY  
S(NA)8 SC2172

Comparative anatomy and physiology in relation to the function of various systems, including skeletal, muscular, respiratory, cardiovascular, nervous systems. Integration of systems: metabolism, temperature control. Gametogenesis. Embryology. Differentiation and growth. Reproduction. Ontogenetic development. Structure and function in animals, with particular emphasis upon the human.

SC4210 SCIENCE IVA: SENIOR SCIENCE EDUCATION  
S(3+3)8

This module is concerned with the teaching of science to pupils in years 11 and 12 in Australian schools. Understanding of topics treated in Junior Science Education is assumed. Topics include syllabus evaluation, aims and objectives, classroom techniques, evaluation, literature sources, laboratory organisation.

SC4220 SCIENCE IVB: JUNIOR SCIENCE EDUCATION  
S(3+3)8

This module is concerned with the teaching of general science to pupils in years 7-10 in Australian schools. Topics include aims and objectives, teaching strategies, curriculum planning, remedial teaching, evaluation, laboratory and field activities, laboratory organisation and safety.

SC4245 SPORTS MEDICINE II  
S(3:0)3 SC3245

This course aims to develop an understanding of the sequence of injury through to repair and factors that may be of influence. Some common injuries and conditions will be discussed and the P.E. teacher's role in such situations established.

SC4248 PHYSIOLOGY OF EXERCISE II  
S(0:3)3 SC3248

This course continues to further build up the student's knowledge and understanding of physiology and exercise and areas such as neuromuscular physiology and age changes and exercise will be identified. The emphasis will be on developing areas of research and practical application.

SC4300 NATURAL SCIENCE IVP: SCIENCE FOR THE PRIMARY SCHOOL  
P(0:2)2

This module enables students to gain an understanding of the role of Science in the Primary school and introduces a variety of teaching procedures for use in schools. Topics include the aims of Science teaching in the Primary school, behavioural objectives in teaching, the nature and processes of Science and their relation to teaching of Science, classroom techniques of teaching Science, including models of teaching procedures, the use of teaching aids in the classroom, learning and teaching outside the classroom including the projects, excursions, fieldwork covering specimen collections and natural phenomena.

SC4920 SCIENCE AND NATURAL ENVIRONMENT

The contents of this module will be presented at enrolment.

SC4930 SCIENCE EDUCATION AND URBAN ENVIRONMENT

The contents of this module will be presented at enrolment.

SS1240 HISTORY TEACHING METHOD I  
S(3:0)3

A review of the nature and value of History leads to consideration of basic historical skills and methods of teaching the subject. Attention is also focused on the Syllabus for Years 7 - 10 and on various evaluative procedures.

SS1250 TEACHING GEOGRAPHY I  
S(2:0)2

Basic teaching techniques in Geography are analysed and practised. Emphasis is placed on the value and methods of using audio-visual aids, the organisation of teaching space, the need for and examples of variety, and methods of pupil-evaluation.

SS1260 TEACHING SOCIAL SCIENCE  
S(2:0)2

Current trends and issues in social education are examined with special reference to N.S.W. secondary schools. Particular skills considered are expository techniques, instructional media. Programming and unit construction.

SS1270 TEACHING ECONOMICS  
S(0:2)2

An examination of the Economics Syllabus leads to the development of programmed units of work and to the construction, implementation and evaluation of specific teaching strategies. An in-school experience component is developed on a competency-based programme.

SS1280 TEACHING COMMERCE  
S(0:2)2

The Commerce Syllabus is used as a basis for the development of programmed units of work and for constructing, implementing and evaluating specific teaching strategies. A competency-based in-school experience component is a feature of the approach.

SS1310 EARLY CHILDHOOD SOCIAL STUDIES  
E(0:3)3

A study is made of the various inquiry processes as applied to Social Studies, including Taba's inductive approach. Practice in the collection and organisation of data is complemented by the examination and creation of resource materials used in valuing, feeling and acting exercises.

SS1320 EARLY CHILDHOOD/PRIMARY SOCIAL STUDIES  
EP(2:2)2

Consideration is given to the application of inductive and deductive methods to Social Studies, and to specific teaching strategies involving observation, study, conceptualising, generalising and oral communication. Curriculum Guidelines are reviewed, and an examination of the nature and use of resources is complemented by the production of appropriate materials.

SS1330 INQUIRY SOCIAL STUDIES  
P(3:3)3

A review of the various inquiring processes includes an examination of Taba's inductive approach. Practice in collecting, organising and analysing data leads to an investigation of cognitive and skill development in Social Studies, and to a consideration of basic inquiry strategies such as role-play, simulation activities and problem solving.

SS1410 THE IMMIGRANT IN AUSTRALIA  
G(0:3)3 (Not available to History Trainees)

The ethnic composition of 19th and 20th Century Australia - Aboriginal, European and non-European - is seen as a backdrop to

SS1430 THE IMPACT OF TECHNOLOGICAL CHANGE  
G(0:3)3

Technology is considered as an extension of man's capacity for work. Focal points include the bases of technology such as energy, mechanics, electricity and electronics. Particular attention is also given to technology as it relates to man's way of life and to development of societies.

SS1440 THE ANCIENT NEAR EAST AND EARLY GREECE  
G(3:0)3

A survey of the beginnings of civilisation and of early Egyptian, Minoan, Mycenaean and Mesopotamian history leads to a closer examination of the Hebrews and the Babylonians to the 6th Century B.C. A study of the establishment of the Persian Empire and the Hebrew restoration precedes an investigation of Greek city-states, (notably Athens and Sparta) incorporating a review of forms of society and of colonisation, trade and religion.

SS1450 BRITAIN 1815 - 1914  
G(0:3)3

A major interest is Britain's development and achievement in the technological, economic, political and social fields between Waterloo and World War I. She is also seen in the international context, especially in terms of growing competition for world leadership in the military and economic arenas.

SS1540 CONSUMER STUDIES I  
G(3:0)3

An introduction to consumer activities leads to a review of social influence, power contexts, modes of communication with the consumer and consumer socialisation. Consideration of perception, brand loyalty, consumer needs and motivation promotes an understanding models of consumer behaviour.

SS1550 ACCOUNTING AND FINANCIAL STUDIES  
G(0:3)3

Accounting is introduced as an important element of the total business information system in a financial environment. It is considered in terms of its nature, development and value as an aid to management, with an emphasis on its recording, reporting, interpreting and budgeting functions.

SS1560 ECONOMICS IN SOCIETY I  
G(0:3)3

In order to develop an awareness of economic methods and skills within a social organisation, there is a review of the framework of economic analysis and of rational human behaviour. An introduction of micro-economics considers choice, markets and demand theories. At the macro level, there is a survey of social order, capitalism, public sector rationale and thus the reasons for government intervention, and comparative economic systems.

SS1580 BUSINESS STUDIES I  
A(3:3)3

Initially the module is designed to develop an understanding of the political and economic environment of business. Later sections focus on some major systems of management, viz. accounting, finance and marketing, so that students gain an appreciation of management's need for rapid, clear and accurate information.

SS1630 PHYSICAL GEOGRAPHY I  
G(3:0)3

This introduces the variety of elements in the physical environment and the skills needed in the study of physical processes. The earth in space is the starting point, from which there is a study of crustal structure, rocks, soil, climate and flora, with a final brief survey of the relationships among these elements.

SS1640 THE SKILLS OF THE GEOGRAPHER  
G(3:0)3

Basic skills introduced here are developed in later systematic studies. Emphasis is upon the use of topographic maps in both workshop and field. There are studies of scale, distance, location, relief, patterns of distribution and land use, and as with mapping work the studies are supported by statistic, aerial photographs and field surveys.

SS1650 URBAN GEOGRAPHY I  
G(0:3)3

Students develop an appreciation of varied urban environments and of world growth in urbanism. The dynamic nature of urban character in the developed and developing world is emphasized. A case study of Newcastle is undertaken to illustrate principles of urban character and to practise field skills in urban geography.

SS1780 ASIAN STUDIES I  
G(0:3)3

This introduction is designed to show the variety in physical environments, historic and religious influences, social structures, government and demographic factors in Asia.

SS1820 SOCIOLOGY: AUSTRALIA - A CHANGING SOCIETY  
SW(4:0)4

Basic sociological concepts are introduced through the study of the development of Australian society. A practical strand involves the use of sociological inquiry techniques.

SS1830 MULTICULTURAL STUDIES  
SW(0:3)3 (For Ass. Dip. in Soc. Welfare only)

This is a study of the multicultural nature of Australian society and its consequences. It includes an analysis of ethnic group structures and processes as related to the welfare needs of the members of such groups.

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## Social Sciences Education



**SS1840 SOCIAL ANTHROPOLOGY I**  
G(3:0)3

The basic concepts of social anthropology are introduced through an examination of the problems facing non-industrial societies such as the Nuer of Africa and the Chimbu of New Guinea. Specific problems include food production, family formation, law and order, knowledge and beliefs.

**SS1850 POLICE AND SOCIETY IN NEW SOUTH WALES**  
PC(3:0)4

This module will give an awareness of:

- how the attitudes of society to crime and punishment have changed or fluctuated.
- how police roles and expertise have expanded.
- how police and society have viewed police roles.
- how significant personnel and events have influenced the nature, the image and the operation of the police force in New South Wales.

**SS2240 HISTORY TEACHING METHOD II**  
S(3:0)3 SS1240 E

An initial focus on the selection and organisation of content and teaching strategies according to pupils' needs leads to a consideration of the construction and use of resource materials, the essay as evidence of acquired historical skills, literature and film in History teaching, and programme construction. A review of the Syllabuses for Years 11 and 12 develops students' concepts of their roles as teachers of History.

**SS2250 TEACHING GEOGRAPHY II**  
S(2:0)2 SS1250 E

This module gives further practice in the preparation and use of aids. It also emphasizes the construction and implementation of curricula and the organisation of content material and teaching strategies to achieve curriculum objectives. An analysis of new teaching developments is designed to encourage innovative techniques.

**SS2330 NEW TRENDS IN SOCIAL STUDIES EDUCATION**  
P(3:3)3 SS1330 E

A study of the students' value judgements and of the perceived role of the school in inculcating values is complemented by consideration of Kohlbert's stages of moral development and their application to Social Studies in the Primary School, and by the examination and creation of resource materials used in valuing, feeling and acting exercises. Fraenkel's pattern of strategies for integrated sequencing serves as a theoretical base for writing objectives and strategies for an integrated sequence of lessons.

**SS2420 PRACTICAL HISTORY**

G(3:3)3 (Not available to History Trainees) 3 SSI HE  
To develop a perception of the history of a local region in a wider historical context, students apply a range of historical skills in a practical task. Specific attention is devoted to identifying appropriate areas of research, locating and dealing with evidence, structuring and expressing findings, and drawing conclusions.

**SS2430 A CULTURAL HISTORY OF ASIA**  
G(3:0)3 3 SSI E

Objectives are to become aware of religious beliefs and customs, artistic forms and the relationships between Asian viewpoints and problems in a modern world. Close attention is devoted to Hinduism, Buddhism, Confucian and Taoist Ethics, Islam, Shinto and Animism. A final focus is on the people and the land in various countries as a source of cultural values.

**SS2450 EAST ASIA: A HISTORICAL STUDY OF THE CULTURAL BACKGROUND**

G(3:0)3 3 SSI HE  
In order that students become aware of religious beliefs, customs and artistic forms in Asian societies, studies are made of religions, lifestyles, cultural bases, attitudes to the land and historical background in major Asian communities, such as India, China and Japan.

**SS2460 CHINA: AN EMERGING THIRD-WORLD SUPER-POWER**  
G(0:3)3 3 SSI HE

To appreciate the forces leading to the continuing Chinese Revolution an initial study is made of the Imperial Government, the Confucian Mandate and the Ming Dynasty to 1912, followed by a review of China's response to foreign ideas and of the struggle among forces such as imperialism, nationalism and communism. A subsequent focus is on facets of Chinese society such as the family, law, religion, the land and the village.

**SS2470 GREECE, ROME AND EARLY MEDIEVAL EUROPE**  
G(0:3)3 3 SSI HE

From a study of democracy in Greece the focus moves to the breakdown of the city-state and the rise of Hellenism. The history of Rome to the fall of the Roman Empire is followed by a study of the Eastern Roman Empire and the Islamic invasion. Medieval history includes feudalism and society, the Church and the Crusades.

**SS2530 THE ECONOMICS OF INCOME AND EMPLOYMENT**  
G(0:3)3 3 SSI ECS E

This is a modern and rigorous yet mathematically simple introduction to macro-economic theory and policy. The module focuses on the basic Keynesian model, but contemporary developments and monetarist criticisms of the Keynesian approach are also treated.

**SS2560 ECONOMICS IN SOCIETY II**  
G(3:0)3 3 SSI ECS E

This module further develops the concept of economics as a skill that incorporates a special view of human behaviour. It provides an overview of those parts of economic theory relevant to the solution of economic problems, for example work and employment, poverty, resource policies, and environmental and urban concerns.

**SS2571 ECONOMICS FOR HOME ECONOMICS STUDENTS**  
S(3:0)3 (for Home Economics students only)

The module aims to develop an overview of economic theory by applying the methods of economic analysis to the Australian economy in general and to problems and issues relevant to Home Economics students' needs and interests in particular.

**SS2580 BUSINESS STUDIES II**  
A(0:3)3 SS1580

An examination of the organisational and administrative functions of common business systems is undertaken. The role of the automated information professional in the effective management of business systems is explained. Particular emphasis is placed on the application aspects of particular systems, supported by guest managerial speakers and visits to select E.D.P. sites.

**SS2590 COMMERCIAL KIT FOR ARTISTS AND CRAFTSMEN I**  
(2+2)5 Arts and Crafts students only

Identifies the problem areas associated with the sale of art and craft works and provides guidelines for their successful marketing. Provides a foundation in small art and craft business management.

**SS2630 PHYSICAL GEOGRAPHY II**  
G(3:0)3 SS1630 E

Specific processes, such as fluvial, glacial, shoreline, volcanic and arid areas, are examined in terms of the distinctive surface features produced in each case. Fluvial and coastal processes and landforms are studied in the field.

**SS2650 URBAN GEOGRAPHY II**  
G(3:0)3 SS1650 E

This module develops on the field work in SS1650 to highlight the variety of social areas and the multicultural interaction in Australian cities. Changing patterns as people react to high-density living are studied, with specific reference to Liverpool, London and Nottingham. Finally, an assessment is made of the effect of planning in solving urban problems in the Western world.

**SS2660 REGIONAL GEOGRAPHY I**  
G(3:0)3

To examine recent changes in emphasis in regional geography and to contribute to local area studies, topics such as functional

regionalism, regional science, regional patterns and simple regional diffusion in the Hunter Valley are considered. Examples of overseas regional hierarchies are used as bases for comparison.

**SS2670 ECONOMIC GEOGRAPHY**  
S(0:3)3 3 SSI (Geography)

This module defines the increasingly important role of economic geography, as high technology, fluctuating world trade and population growth combine to create novel problems for the world. Basic economic principles are placed in a context of geographic explanation.

**SS2820 CONTEMPORARY AUSTRALIAN SOCIETY A**  
G(3:3)3 3 cp I E

Contemporary Australian society is studied from several points of view: its geographical and historical setting, its cultural structure in terms of ethnic, social, economic, religious and political factors; the origin and nature of the Australian life-style; minority groups such as the underprivileged, the aged, migrants and Aborigines. Additional emphasis is given to the problems of the individual in the complex modern community.

**SS2830 CONTEMPORARY AUSTRALIAN SOCIETY B**  
G(0:3)3 SS2820 E

Students may specialise in a number of elective groups focusing on selected aspects of contemporary society. A feature of the module is the team-teaching approach.

**SS2840 SOCIAL ANTHROPOLOGY II**  
(0:3)3 SS1840 E

Students will examine the processes and theories of social change and examine the consequences of change at both individual and institutional levels. Emphasis is placed on rate, functions and mechanisms of change and theoretical approaches to it. Further interest is on culture contact, industrialisation, urbanisation and political power.

**SS2850 MULTICULTURAL STUDIES**  
PC(4+4) ED1903

This module aims to have the student:

- \* Become aware of the multicultural nature of modern Australian society.
- \* Understand the values, attitudes and processes of selected ethnic groups in society.
- \* Become alert to communication difficulties that may occur in inter-ethnic situations.
- \* Examine in inter-relation between the concepts of equality and multiculturalism.
- \* Develop an awareness of and practice in techniques and skills relevant to the management of inter groups relations in multicultural context.

**SS3220 TEACHING ASIAN SOCIAL STUDIES**  
S(0:2)2

A basic objective is to transform previously acquired knowledge of Asian studies into communicable material for secondary schools. Specific considerations are syllabus materials, interdisciplinary curriculum construction, programme and unit construction, and the use of resource materials.

**SS3240 HISTORY TEACHING METHOD III**  
S(3:0)3 SS2240 E

History is considered as a social science, with emphasis on the interdisciplinary approach. Skills in research are developed, with a major focus on local history and resources, simulation gaming and role play are considered, as are the varying approaches to gifted and less able children. Special segments examine the ancient history syllabus and the structure and routines of history departments.

**SS3320 COMMUNITY SOCIAL RESEARCH**  
G(0:3)3 3 SS2 E

A theoretical segment assesses the value of the community as a resource and the techniques appropriate to societal enquiry. A practical application involves individual students in actual investigation of facets of a local community, culminating in reports of that investigation to the student group.

**SS3330 INTEGRATED UNIT WRITING**  
P(3:0)3 SS2330 E

A principal objective is competence in the skills involved in the construction of integrated units of work. Analysis of overseas and local studies leads to scrutiny of the role of skills in creative school programmes and to practice in skills leading to the construction of creative integrated curriculum units.

**SS3410 AUSTRALIA FROM FOUNDATION TO WORLD WAR II**  
G(0:3)3 3 SSI E

In order to see modern Australia as a product of the past historical bases, attention is focused on Aboriginal and European foundations, on the effect of geography on history, on political and social change and on Australia at war and in boom and depression. A particular emphasis is placed on culture and lifestyles over two centuries.

**SS3430 CHINA: THE BIRTH OF A THIRD-WORLD SUPER-POWER**  
G(0:3)3 3 SS2 HE

To comprehend the reasons for the decay of imperial government and the Confucian mould of Chinese society, and to understand the forces of the 20th century long revolution, studies range over the Confucian mandate, the Ming dynasty and the Chinese response to Western influences. There is a focus on the 1911-12 revolution, and on imperialism, nationalism and communism. Some attention is also given to Chinese culture, past and present.

**SS3450 AUSTRALIA FROM FOUNDATION TO WWI: A PRACTICAL STUDY**

G(3+3)6 SS2 HE  
Students will apply practical historical research techniques to a study of Australia's history to C.1918. A content strand considers the influence of geography, social, cultural and political groupings and the growth of an Australian identity. A practical strand focuses on various types of resources, on modes of investigating and collecting and on the preparation of a major piece of research work.

**SS3460 U.S.A. 1787-1917**  
G(0:3)3 6 SS2 HE

Students will trace the development of a new nation and its institutions and examine internal tensions and external relations. Specific topics considered are the constitution, the various branches of government, sectionalism, the civil war, the growth of corporate power, foreign relations, Indians and blacks, and the development of the American ethos.

**SS3470 RENAISSANCE AND REFORMATION**  
G(3:0)3 6 SS2 HE

A study is made of the political, social, cultural and religious changes in Europe from c.1300 to c.1700, with special reference to England.

**SS3480 PRACTICAL HISTORY (E/H)**  
S(0:3)3 Transition module

A perspective of history is acquired through a practical study of a local region, involving the application of historical skills in research and presentation.

**SS3520 PUBLIC FINANCE**  
S(0:3)3 3 SS2 ECS E

Objectives include awareness of principles of taxation and government expenditure, of the main problems in Australian public finance and of the appropriateness of government initiatives. Emphasis is placed on the ability of the student to research, analyse and interpret data.

**SS3560 ECONOMICS IN SOCIETY III**  
S(3:0)3 3 SS2 ECS E

Students will apply the economics perspective to current social issues, comparing economic decisions with political outcomes. Topics considered are the economics of inflation, local and international inflation and controls, industrial research and development, and the role of governments.

**SS3570 INTERNAL BALANCE IN THE AUSTRALIAN ECONOMY**  
S(0:3)3 Transition Module

An analysis of the economy's performance through an examination of the business cycle, non-cyclical fluctuations and cyclic impact

leads to a review of the analytical tools for employment theory. Attention is given to government fiscal policy, monetary alternatives, wage-price policies, the Phillips curve and stagflation.

**SS3580 ART/BUSINESS**  
(2:0)2 VA2222 B.A. Visual Arts students only  
A study of business practices pertaining to the artist or art related vocations.

**SS3640 PHYSICAL GEOGRAPHY III**  
S(3:0)3 SS2630 E  
The student extends his studies of man's physical environment and his role in changing it. Continuing studies are made of soils, weather, climate, resources and the concept of the ecosystem, especially as they relate to man's interaction with and management of that environment.

**SS3660 REGIONAL GEOGRAPHY II**  
G(0:3)3 SS2660  
In order to understand concepts of regional divergence and convergence and to synthesise studies in the urban geography and asian studies, attention is focused on major regional hierarchies, including examples from Asia dominated by urban, industrial and agricultural activity. Regional territoriality, inequality and conflict are illustrated.

**SS3940 SPORT IN AUSTRALIAN HISTORY (DEGREE)**  
P.E. (3:0)3 3 SS2 E or 3 PE2 E  
A major objective is an appreciation of Australia's historical background as a source of attitudes to and styles of sport and recreation. Topics include the physical and social setting, pioneers in a frontier society, effects of distance, hunting as a source of sport and recreation, the significance of the horse and other animals, the gambling ethic, individual and collective activities, participation and spectator sports, and internationalism.

**SS3941 SPORT IN AUSTRALIAN HISTORY (FOUNDATION)**  
PE(0:3)3  
A major objective is an appreciation of Australia's historical background as a source of attitudes to and styles of sport and recreation. Topics include the physical and social settings, pioneers in a frontier society, effects of distance, hunting as a source of sport and recreation, the significance of the horse and other animals, the gambling ethic, individual and collective activities, participation and spectator sports, and internationalism.

**SS3960 THE ABORIGINAL FAMILY: PAST AND PRESENT**  
G(3:0)3 3 ED2 E  
This study of the form and function of traditional and modern Aboriginal families includes an examination of factors causing change. The emphasis is on the diversity within modern Aboriginal society and the social, political and economic forces influencing the family today.

**SS4100 SOCIAL STUDIES IVP**  
P(2:0)2 (Dip. Ed.)  
The structure provides a varied approach to the teaching of Social Studies by focusing on a wide range of traditional and enquiry techniques and on preparing students for the planning of the integrated units. Theoretical planning and practical application in the classroom of appropriate strategies are features of the approach.

**SS4200 SOCIAL SCIENCES IV A**  
S(3+3)8 (Dip. Ed.)  
Emphasis is on what is taught about man and society, and trends in Social Sciences education and inter-cultural-based curricula. Programming, teaching units, resources and assessment procedures for these subjects are studied, while the major methodological focus is on inquiry procedures.

**Note:** Students with inadequate background in Accounting must also complete the Accounting portion of Strand A of **Social Sciences IVB** if they are not doing that subject in its entirety.

**SS4210 SOCIAL SCIENCES IV B**  
S(3+3)8 (Dip. Ed.)  
**Strand A - Economics and Commerce Education**  
The focus is on the consumer education movement and trends in Economics Education. Methodology covers traditional techniques of teaching Commerce and Economics, and advanced teaching procedures. Accounting matters are included for any students with inadequate background.  
**Strand B - Geography Education**  
The emphasis here is on trends in teaching Geography, and its place in the Social Sciences. There is a review of teaching methods common to Social Sciences with an emphasis on geographic learning experiences.

**SS4220 HISTORY IV: THE TEACHING OF HISTORY**  
S(3+3)8 (Dip. Ed.)  
The concentration is upon basic teaching procedures, including oral presentation, observation and study techniques, the use and construction of aids and resources, literature, inquiry activities and role playing. Emphasis is also given to syllabus and programme construction, organisation of materials and sources, and innovation in History teaching.

## Social Welfare

**ED1908 PSYCHOLOGY FOR SOCIAL WELFARE**  
SW(4:0)4  
This course gives emphasis to the psychology of human relationships and communication. In addition it conveys something of the scientific basis of the study of human nature.

**SS1820 SOCIOLOGY: AUSTRALIA - A CHANGING SOCIETY**  
SW(4:0)4  
Basic sociological concepts are introduced through the study of the development of Australian society. A practical strand involves the use of sociological inquiry techniques.

**SS1830 MULTICULTURAL STUDIES**  
SW(0:3)3  
This is a study of the multicultural nature of Australian society and its consequences. It includes an analysis of ethnic group structures and processes as related to the welfare needs of the members of such groups.

**SW1501 SOCIAL WELFARE**  
SW(3:0)3  
This module aims to provide an introduction to the basic concept areas of knowledge and skills necessary to the practice of social welfare. It will attempt to introduce students to material covered in depth throughout the entire course by integrating it into a view of how social welfare is practised.

**SW1502 BIOSOCIAL PROBLEMS**  
SW(3:0)3  
This module is an introduction to the relationship between social welfare and biology. Many of the biologically related social problems such as genetics, alcoholism, drug addiction environmental pollution, sexuality and fertility will be approached through a general sociological perspective of social problems.

**SW1503 DEVELOPMENT THROUGH LIFE AND COMMUNITY SERVICES I**  
SW(3:0)3  
This is the first of two interdisciplinary (psychology and social welfare) modules which focus on development through life in the context of Australian society. In each module the issues of continuity and discontinuity, the bends of transition possible within the current ecology of the person and the process of learning will be considered. This module examines development from birth to early childhood. Problems associated with this period and transition within it are reviewed and community services which have involved to assist the child and his family, the adolescent and the young adult are considered.

**SW1504 WELFARE PRACTICE I**  
SW(0:3)3  
This module has been designed as a basic introduction to social welfare. The historical developments, social division, service delivery methods conceptual models, ethics and values, means by which poverty and need have been measured and the major intervention skills used by welfare workers will be briefly covered. Whenever possible, examples will be drawn from the Newcastle area.

**SW1505 SOCIAL WELFARE ADMINISTRATION**  
SW(0:3)3  
This module is designed to equip students with a knowledge and understanding of the organisation of social welfare services and their administrative systems and the practical skills necessary to establish, maintain and improve organisational efficiency and direction. It is also intended to develop in students an awareness of the functions and dysfunctions of social welfare organisations.

**SW1506 WELFARE PRACTICE II**  
SW(0:3)3  
This module is designed to provide the student with a basic understanding of the principles and practice of social casework together with the acquisition of elementary casework skills. Broadly much of what is known as casework will be covered from a critical social/interaction perspective. Besides the theoretical content of this module, considerable emphasis will be placed on practical skill development, using modern audio-visual aids. The interface with other social welfare methods will be emphasised.

**SW1507 DEVELOPMENT THROUGH LIFE 4 COMMUN SERVICES II**  
SW(0:3)3  
This is the second of two interdisciplinary (psychology and social welfare) modules which focus on development through life in the context of Australian society. This module examines development through adulthood.

**SW2201 WELFARE PRACTICE III:**  
SW(3:0)3 SS1820  
The goal of this module is to provide students with knowledge and understanding about the various strategies, practice levels and orientations of community work. It is also expected that students will acquire some basic skills in community work practice.

**SW2202 THE HUMAN LIFE CYCLE**  
SW(3:0)3  
This module aims at providing an understanding of an individual persons course through life by studying the "normal" occurrences throughout life. Thus stages, crises and concepts of development are examined critically in a context of both psychological and sociological aspects. An attempt is made to apply such perspectives in the analysis of certain types of welfare problems.

**SW2203 COMMUNITY SUPPORT SERVICES I**  
SW(3:0)3  
A review of government and non-government services available to children, adolescents and families is provided. Critical issues are dealt with in respect to specific topics such as child abuse, juvenile delinquency, unemployment and marital separation.

**SW2204 VOCATIONAL FORUM II**  
SW(3:0)3  
This is concerned with discussing.  
—how course theory relates to field practice  
—any issues arising in field practice  
—new and emerging topics in social welfare.

**SW2205 FIELD PRACTICE II**  
SW(1)8 ED2907, SW1 104, SW1 105, SW1 106 *Corequisite* SW2205  
To continue development as a welfare worker through practice in an agency under supervision from the agency and the College. The students should develop further skill in welfare practice and further relate theory to practice.

**SW2206 THE LAW AND WELFARE**  
SW(0:3)3  
A selective presentation of existing law is provided emphasising those areas where client need has tended to be greatest. The role of the legal profession, court officials and enforcement agencies is explained. Legal processes are outlined.  
**SW2207 SPECIALITY STUDIES**  
SW(0:3)3 *Prerequisite:* Completion of modules of semesters 1, 2, 3 (full time) or equivalent  
The purpose of this module is to provide students with the opportunity to extend their knowledge in a social welfare study area in which they have a special interest. Topics will be submitted for approval to staff advisers.

**SW2208 COMMUNITY SUPPORT SERVICES II**  
SW(0:3)3 SW2203  
This module will provide students with a comprehensive coverage of social services available to the community. These will include services for the aged, the handicapped and ethnic peoples.

**SW2209 VOCATIONAL FORUM III**  
SW(0:3)3 *Corequisite* SW2210  
See SW2204 for module description.

**SW2210 FIELD PRACTICE III**  
SW(1)9 SW2201 SW2203 SW2204 SW2205  
See SW2205 for module description.

**SW2501 WELFARE PRACTICE III**  
SW(3:0)3 SS1820 SW1 504 SW1 506  
The goal of this module is to provide students with knowledge and understanding about the various strategies, practice levels and orientations of community work. It is also expected that students will acquire some basic skills in community work practice.

**SW2502 SOCIAL POLICY**  
SW(3:0)3 SS1820 SW1 505  
The aim of this module is to develop an understanding of the relationship among ideologies, political phenomena and social policy as well as an appreciation of the constraints upon implementation of social policy. A development of an awareness of the potential roles of social welfare workers in influencing social policy development and its implementation.

**SW2503 VOCATIONAL FORUM I**  
SW(3:0)3 *Corequisite* SW2504  
This is concerned with discussing  
—how course theory relates to field practice  
—any issues arising in field practice  
—new and emerging topics in social welfare

**SW2504 FIELD PRACTICE I**  
SW(1)10 217 HR minimum *Corequisite* SW2503  
This is concerned with understanding how a particular community agency associated with social welfare operates and with understanding how course subjects relate to practical experience.

**SW2505 LAW AND WELFARE**  
SW(0:3)3  
A selective presentation of existing law is provided emphasising those areas where client need has tended to be greatest. The role of the legal profession, court officials and enforcement agencies is explained. Legal processes are outlined.

**SW2506 SPECIALITY STUDIES**  
SW(0:3)3 All semesters 3 (full time) modules  
The purpose of this module is to provide students with the opportunity to extend their knowledge in a social welfare study area in which they have a special interest. Topics will be submitted for approval to staff advisers.

**SW2507 VOCATIONAL FORUM II**  
SW(0:3)3 SW2501 SW2502 SW2503 *Corequisite* SW2505  
The objective of this module is to further develop and consolidate skills required of the social welfare workers.

To continue development as a welfare worker through practice in an agency under supervision from the agency and the college. The students should develop further skill in relating theory to practice.

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## Special Education

### SE1001 INTRODUCTION TO SPECIAL EDUCATION

EP(3:3) ED101 or ED1801

This module will emphasise those disabilities commonly encountered in regular classrooms, and recent trends in special education to integrate children into the regular classroom where possible.

### SE2000 LEARNING PROBLEMS IN THE SCHOOL: RECOGNITION AND TREATMENT

EP(3:3)3 3 ED1

This module provides a basic knowledge of children's learning problems. Strategies designed to help the classroom teacher to overcome these problems are discussed. These focus on the regular classroom and cover testing, diagnostic teaching and organisation for small groups and individual children.

### SE2002 SPECIAL EDUCATION IN EARLY CHILDHOOD

E(3:0)3 SE1001

This module is designed for students involved in early childhood education. It examines the characteristics of children whose development is delayed or appears likely to be delayed. Students will be introduced to techniques of assessing and assisting children's development. Observations of preschool and babies enrolled in programme at the Special Education Centre will be a feature of the module.

### SE2006 CLASSROOM MANAGEMENT FOR SLOW LEARNERS IN THE SECONDARY CLASSROOM

S(0:3)3 3 ED1

This module provides an introduction to the problems and needs of slow learners in the regular secondary classroom. Topics include:

1. diagnosis of learning difficulties in the basic skills (reading, spelling, mathematics)
2. standardised testing and the slow learner
3. methods of assessing instructional levels of teaching materials
4. assessment of materials currently available in subject areas and the methods of adapting them to meet the needs of slow learners.
5. the application of behaviour management principles to secondary classrooms.

### SE2007 EMOTIONAL AND BEHAVIOURAL PROBLEMS IN THE CLASSROOM

P(3:0)3 SE1001

The objective of this module is to make students aware of disturbing behaviours which manifest themselves in the classroom and the possible home or school factors which contribute to them. Students will also be introduced to means of planning and implementing behavioural management programmes designed to increase, maintain, establish or reduce behaviour.

### SE3009 LEARNING DISABILITIES

EP(0:3)3 SE2002 or SE2007

Educational objectives broken down into three component parts (A) cognitive (B) affective (C) psychomotor; will be the framework for understanding children who exhibit learning disabilities. This module will provide an extension to SE1001 giving students check lists to identify and methodology to remediate.

### SE3026 PROGRAMMING FOR LEARNING DIFFICULTIES IN THE SECONDARY CLASSROOM

S(3:3)3 SE2006

This module provides an in-depth analysis of techniques for catering for the slow learner in the secondary classroom. Built on the introduction provided in SE2006, this module requires the student to develop an in-depth unit of work in their subject area to specifically cater for the needs of slow learners. The units developed will reflect an understanding of diagnostic, planning material adaptation and evaluation skills. This module will be offered by contract only.

### SE4000 RESEARCH ESSAY

( )9

This module provides an opportunity to engage in individual research and the presentation of the results of research. The module covers an introduction to research and research designed together with basic statistical analysis. A project outline will be developed and research conducted reflecting the interests, capabilities and research technology of the students.

### SE4001 ASSESSMENT, DIAGNOSIS AND REMEDIATION I AND II

(3+2)5

Module for Graduate Diploma in Educational Studies.

The aim is to give students a critical overview of the literature related to the identification of reading and mathematics problems, their diagnosis and the forms remedial education should take.

### SE4004 COMMUNICATION DISORDERS

(0:2)2

Core module for Graduate Diploma in Educational Studies. Emphasis will be placed on knowledge of the variety of communication disorders, training in early recognition and screening, knowledge of referral personnel and the remedial methods they employ, knowledge of materials and techniques for continual assistance in the regular classroom. Disorders would include deaf and hearing impaired, speech difficulties, developmental language delay and autistic behaviour.

### SE4005 BEHAVIOUR MANAGEMENT/DATA BASED INSTRUCTION

(3+3)6

Core module for Graduate Diploma in Educational Studies. This module will train students in precise techniques of behavioural analysis and instructional programming together with skills in the implementation of behavioural principles in classroom management.

### SE4009 DEVELOPMENT DISABILITIES I

(3:0)3

To demonstrate knowledge of traditional categories handicap and the major diagnostic criteria for labelling each category. To be competent to relate developmental disabilities to theories of normal developmental profiles in the cognitive, affective and psychomotor areas.

### SE4013 CLINICAL PRACTICUM

( )12

A series of practica is arranged involving students in the application of data based instruction behaviour management procedures, assessment diagnosis and remedial exercises.

### SE4014 PROGRAMMING FOR REMEDIATION

(4:0)4

To provide an examination of approaches to remediation programmes both within the resource model and the special class. Emphasis will be placed on organisational and planning skills in each approach.

### SE4015 PROGRAMME FOR DEVELOPMENTAL DISABILITIES

(4:0)4

To enable teachers to establish effective instructional programmes for children with moderate and severe developmental disabilities.

### SE4016 PARENT TRAINING/CONSULTATIVE SKILLS

(2:0)2

To provide teachers with fundamental training in Dreikussian techniques of family counselling to provide them with specific strategies for treating behaviour problems in the home and classroom.

### SE4017 ISSUES/INTERDISCIPLINARY ASPECTS OF CHILDREN WITH DEVELOPMENT DISABILITIES

(0:2)2

To study and analyse controversial issues in the field of special education and to inform student of the contributions of professionals involved with the developmentally disabled children and their families.

### SE4018 CURRICULUM RESOURCE DEVELOPMENT

(2:0)2

This module is designed to provide resource and special class teachers with specific skills in the evaluation, adaptation and construction of resource materials for special education. Emphasis is placed on those skills and techniques that will strengthen the teacher's consultancy skills. Topics include:

(A)

Knowledge of specialist resource available

(B) The evaluation and adaptation of commercial materials

(C) The design and construction of resource materials

(D) The establishment of resource banks

---

## Teacher Librarianship

### ED3901 EDUCATIONAL ADMINISTRATION

(2+2)4

An examination of such dimensions of administration in education as leadership, decision making, group behaviour and communication in an organisational setting.

### ED3902 SOCIOLOGY OF EDUCATION

(2+2)4

An analysis of the teacher and the pupil as individuals and as group members in the social system within the school and of the influence of society on each.

### EN4563 TEACHER LIBRARIANSHIP I/VC

S( )8

Available to diploma in education students wishing to combine teacher librarianship with another method, e.g. English, History, Social Sciences, Languages.

### EN4601 CATALOGUING AND CLASSIFICATION

( )6

Basic cataloguing and classification information needed to organise a school library. Selecting, ordering, processing, publicising and repairing material.

### EN4602 METHOD, ORGANISATION AND MANAGEMENT FOR THE SCHOOL LIBRARY

( )6

The librarian's organisational duties in relation to his wider professional responsibilities as a teacher.

### EN4603 ADVANCED REFERENCE AND RESEARCH

( )6

The provision of assistance in research. The range and scope of reference material and bibliographical aids.

### EN4604 RESOURCE TECHNOLOGY

( )3

The technology of education in relation to the process of education. The production of educational software.

### EN4605 CURRICULUM DEVELOPMENT, DESIGN AND RESEARCH

( )6

Basic principles and practices of curriculum theory and development. Application to the student's specific areas of interest.

### EN4606 COLLECTION BUILDING AND READING GUIDANCE

( )6

Library collection building with an emphasis on the characteristics of the library user which are reflected in demand for material in the various sections of the library.

# External Studies

## Article

1. Title of the article

## Table

1. Title of the table  
2. Description of the table  
3. Data presented in the table  
4. Source of the data  
5. Date of the data  
6. Author of the data  
7. Title of the table  
8. Description of the table  
9. Data presented in the table  
10. Source of the data  
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12. Author of the data

## Table

## External Studies

The Department of External Studies at Newcastle College of Advanced Education has been helping teachers since 1972 to upgrade their qualifications. A close link with the teaching profession has enabled the College to develop its external courses in line with recommendations from teachers, especially those who do not have convenient access to tertiary institutions.

Some courses have been designed to include on-campus schools to encourage contact between the student and lecturer, to provide access to specialised equipment and to discuss difficulties in "distance teaching".

Enrolments in external courses in 1983 totalled 774.

Courses leading to the following awards are available to teachers with appropriate initial training:

- (i) Bachelor of Education (Early Childhood Education)
- (ii) Bachelor of Education (Primary Education)
- (iii) Bachelor of Education (Secondary Education)
  - English/History
  - Home Economics
  - Industrial Arts
  - Mathematics
  - Physical Education
  - Science
  - Social Sciences

Available to teachers who hold a Diploma in Teaching or an equivalent qualification and who have had at least one year's teaching experience.

Experienced teachers with at least two years of approved initial training may be granted sufficient standing to enable them to complete award courses by external study.

- (iv) Diploma in Teaching (T.A.F.E.)
- (v) Diploma in Education (T.A.F.E.)

Trained and experienced teachers wishing to qualify for the award of the Diploma in Education (T.A.F.E.) or candidates undertaking initial teacher training, who, by reason of their geographical location are unable to attend the College, may undertake appropriate course modules by external or off-campus modes of study.

The Department of External Studies publishes detailed outlines of the courses available by external study. Pamphlets and application forms are available by writing to the Registrar.

## Services for Students

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<b>Students' Association</b>	<b>150</b>
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<b>Health Service</b>	<b>150</b>

# Services for Students

## STUDENT UNION BUILDING

The Union Building is of Australian colonial design and located adjacent to the Physical Education block. The ground floor comprises a large common room, kitchen and coffee shop, students' shop, Activities Officer room, media room and cool room. A conference room and administration area are located on the mezzanine floor.

## STUDENTS' ASSOCIATION

The Students' Association's offices are located in the Union Building and Executive members of the Students' Representative Council are elected at the Annual General Meeting which is held in November of each year.

A copy of the Students' Association of Newcastle College of Advanced Education Constitution is available from the Administration Office in Union Building.

Services provided by the Students' Association are:-

### Association Shop:

Carries stationery lines, drawing equipment, haberdashery, sports skirts, tracksuits, T shirts, art supplies, photographic supplies, postage stamps and Herald available. The shop also sells tickets for student functions and takes payments for Intercollegiate and club trips.

### Equipment Hire:

Students may hire a variety of equipment on payment of hire charges and deposit, the latter refundable on return of equipment in good condition. Bookings may be made at the shop.

### Nursing Service:

The Students' Association with assistance from the College provides a trained nurse for students. 6 First Aid cabinets are maintained and provided for all students outdoor functions.

### Students' Insurance:

All students are covered twenty four hours a day in the case of accidents. Should a student have an accident he or she should contact the S.R.C. Office and report the matter.

### Student Members on Boards:

Students have representatives on all College Boards and these people can be contacted through the S.R.C. Office.

### Loans:

Students in financial difficulties may call at the S.R.C. Office and apply for a student loan.

### Commonwealth Bank Agency:

Commonwealth Bank facilities are provided in the Student Union Building from 10 a.m. to 3 p.m. Monday to Friday. The hours do not vary in vacation and practicum periods.

## STUDENT SERVICES CENTRE

The Student Services Centre has been set up to help students solve problems. The College recognises that considerable time may be spent by students attempting to cope with personal and health problems as well as day to day contingencies such as employment, accommodation, legal matters, finance, grants and awards, transport. The service is designed to help the student by providing fast and confidential access to information from or liaison with any department or body in the College or the community.

Since the Student Services Centre is intended to service students' needs, your suggestions or requirements will be put into effect where ever possible as soon as you make them known, by contacting either the Student Counsellors, the Advisory Officer, the Nursing Sister, or the Student Services Secretary. Located just off the main concourse between the Inquiry Counter and the Library, the Student Services Centre offers the following services.

## COUNSELLING SERVICE

Counsellors are available to discuss any matters related to personal adjustment, academic progress or personal growth - e.g. academic choices or difficulties, study skills, stress management, inter-personal relationships, family issues, anxieties etc. All discussions with Counsellors are free and confidential.

As well as individual counselling sessions, Counsellors also run various group programmes from time to time. Groups have been run in such areas as: Study Skills; Examination Anxiety; Personal Awareness; Relaxation Training. The Counselling Service welcomes requests or suggestions for these or new group programmes.

## ACCOMMODATION SERVICE

The Student Services Centre helps students to find suitable accommodation in hostels, private homes, boarding houses, or flats and houses in the Newcastle area and provides assistance in overcoming housing problems that may arise from time to time. Information on accommodation available may be obtained from the Advisory Office.

## EMPLOYMENT SERVICE

In order to assist students to obtain employment on a part-time basis the Centre provides an employment service to all full-time or part-time students. Students in need of part-time employment should contact the Advisory Officer.

## CAREERS ADVICE

Careers information is available from the Advisory Officer on teaching, the Public Service, the industrial and the private sectors. Personal advice is also available with regard to such matters as applications, suitability, approach, job demands.

## FINANCIAL ASSISTANCE

The Centre offers advice on T.E.A.S., awards and bursaries, overseas travel grants and scholarships other than N.S.W. Department of Education Scholarships. A representative of the T.E.A.S. office visits the College on a regular basis.

## COLLEGE LOAN FUND

The College has limited funds available to provide financial assistance to needy students in the form of loans. The scheme supplements the Students' Association's short term loan arrangements and the type of credit extended by the College bankers whereby final year students may obtain a loan repayable after graduation. Assistance may be made available to needy students, both full-time and part-time, in accordance with the following guidelines:

- (a) Funds will be allocated normally as loans.
- (b) The maximum loan or grant to a student will normally not exceed \$500.
- (c) Loans will be interest free for a period of up to twelve (12) months from the end of the year in which the student completes or ceases his course.
- (d) After this time interest will be payable on the unpaid balance of the loan, calculated at five percent (5%) per annum reducing on monthly rests.
- (e) Loans are to be repaid within three (3) years of the completion or cessation of a course.
- (f) Undertakings to repay loans will be required to be completed by students prior to any loans being made.

Any student wishing to apply for a College loan should contact the Student Advisory Officer.

Because of the heavy demand for emergency loans and the limited funds available, students are encouraged to repay loans as soon as possible so that the needs of other students can be met.

## HEALTH SERVICE

An experienced Nursing Sister is available to assist all staff and students of the College. She gives advice, help and treatment for accidents and sickness, and will be happy to discuss any personal health problems which a student or member of staff may have. All discussions are treated in the strictest confidence, and, if necessary, patients will be referred to an appropriate specialist. All accidents on campus should be reported to the Sister, so that possible danger spots may be dealt with.

The Sister can be seen between the hours of 8.45 a.m. and 4.45 p.m. in the Student Services Centre. No charge is made for this service.

# General Information

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# General Information

## AUSTRALIAN ARMY RESERVE UNIT

Students from Newcastle College of Advanced Education are eligible to enlist in the University of Newcastle Company, the Australian Army Reserve Unit affiliated with the University. Enlistment in the Company is voluntary and is open to all students 17 years of age or over. Inquiries regarding enlistment should be made at the Training Depot, King Street, Newcastle West.

## BANKING FACILITIES

Banking facilities are provided in the College complex by the Westpac Banking Corporation. The College branch is open during semesters from:—

- 10.00 a.m. - 12.30 p.m. (Monday to Thursday)
- 1.30 p.m. - 3.00 p.m. (Monday to Thursday)
- 10.00 a.m. - 12.30 p.m. (Friday)
- 1.30 p.m. - 4.00 p.m. (Friday)

The hours during vacation times vary and notices are displayed on the door prior to the vacations.

Travel information is also available from the branch.

A **Commonwealth Bank Agency** provides banking facilities at the S.R.C. Office, in the Student Union Building from 10 a.m. to 3 p.m. Monday to Friday. The hours do not vary during vacation times or Practicum.

## BUS ROUTES

There are four different buses that students may catch to College. Bus Route 100 - Newcastle, Mayfield, Waratah West (Rankin Drive), Newcastle University - Jesmond. (via Maitland Road direct)

Bus Route 105 - Only a selection of 105's pass the College and these buses must display either Newcastle University or Jesmond as their destination.

Bus Route 225 - Newcastle via Georgetown and Waratah Hospital to Waratah West (Rankin Drive).

Bus Route 228 - Newcastle via Broadmeadow to Waratah West (Rankin Drive). Irregular service.

Bus Route 236 - Bar Beach/Merewether (Darby Street and Parkway Avenue) via Hamilton South, Adamstown, New Lambton and Jesmond to Waratah West (Rankin Drive).

Bus timetables are available from the Bus Depot in Denison Street, Hamilton and the Inquiry Counter.

## CASHIER'S OFFICE

The Cashier's office is open Monday to Friday from 9 a.m. - 12.30 p.m. and 1.45 p.m. - 3.30 p.m. Vacation hours 1.45 p.m. - 3 p.m. Monday to Friday. The hours will be extended during enrolment and students will be advised accordingly.

## CHAPLAINCY SERVICE

A Chaplaincy Service is provided within the College by the Christian Churches of Newcastle for the benefit of students and members of staff. Their service offers personal counselling and guidance, and also assistance in biblical and doctrinal studies. Opportunities for liturgical worship are also provided.

## NAMES AND ADDRESSES OF CHAPLAINS

### Anglican:

The Reverend James Bromley,  
11 Myall Road,  
WARATAH, 2298  
Telephone 68 5204, A.H. 68 3378

### Baptist:

The Reverend Peter Banks,  
133 Kemp Street,  
HAMILTON SOUTH, 2303  
Telephone 61 3656, A.H. 61 4048

### Presbyterian:

The Reverend A. Ewin,  
St. Andrews Manse,  
40 Stewart Avenue,  
HAMILTON, 2303  
Telephone 61 1455

### Roman Catholic:

The Reverend Father P. Brock,  
Catholic Presbytery,  
P.O. Box 14,  
BOOLAROO, 2284  
Telephone 58 2031

## CHARGES FOR USE OF COLLEGE FACILITIES AND SERVICES

The Griffith Duncan Theatre (924 seats) is registered as a public hall. College facilities are also available for conferences and a scale of charges is available from the Properties Office under the following categories:

- (1) Any professional or learned body not directly connected with the College.
- (2) Any professional or learned body directly connected with the College or invited and supported by the College (Community Programmes).
- (3) College Departments or Student Clubs.
- (4) Other. Determined by the Principal in the light of relevant factors such as additional costs to the College, demand for facilities, size of the conference, seminar etc and benefit to the College.

### (a) Conference Facilities.

The College facilities are available for conferences, conventions, seminars etc and all inquiries should be directed to Mr John Brazier in the Properties Office.

The College's Griffith Duncan Theatre can seat 924 people while two tiered-seating lecture theatres can seat 200 and 125 delegates respectively. Lecture rooms with seating capacity of between 20 and 70 are also available.

Other facilities for conferences include audio-visual and back-up equipment, typing and photocopying services, courtyards for study groups, a gymnasium complex, banks on campus and good areas for displays and demonstrations. The College has its own on-campus food service while accommodation can be arranged at the nearby Edwards Hall at certain times of the year. Bookings for off-campus accommodation and scenic tours can be arranged through the Properties Office.

(f) Griffith Duncan Theatre	
General Category	
Rehearsal Charge	
Monday to Saturday	\$10 per hour
Sundays & public holidays	\$15 per hour
Performance Charge (with no Admission fee)	
Monday to Friday	\$150 per session
Saturdays	\$280 per session
Sundays & public holidays	\$350 per session
Performance Charge	
Monday to Friday	\$150 + 10% gross box office takings
Saturdays	\$250 + 10% gross box office takings
Sundays & public holidays	\$300 + 10% gross box office takings

### Concessional Category

This category may include professional bodies connected with or invited by the College.

Rehearsal Charge	
Same as for Category A	
Performance Charge (with no Admission fee)	
Monday to Friday	\$120 per session
No concessional rate to apply on weekends and public holidays	

Performance Charge (with Admission fee)  
Monday to Friday \$100 + 10% gross box office takings

No concessional rate to apply on weekends and public holidays  
Student Clubs/Staff Depts. - Actual costs to College to be Charged

Further Charges  
Grand Piano \$20 per session  
Follow Spot \$5 per session  
Drama Room \$20 per session - no special lighting

(ii) Business Session/Lecture Facilities  
General Category  
B15 \$10 per hour or \$50 per day  
B13 \$7 per hour or \$35 per day  
Lecture Rooms with air-cond.

\$5 per hour or \$25 per day  
Lecture Rooms without air-cond.

Tutorials \$2 per hour or \$10 per day  
Cafeteria \$100 (when no food served) + security  
Concourse \$20 per day with track lighting  
\$10 per day without track lighting

Foyer No charge  
Griffith Duncan Kiosk Area \$10.00 per hour  
Plus additional security charges outside normal hours.

### (b) Turf Fee.

1. Any amateur sporting club not directly connected with the College.  
\$10.00 turf fee where no preparation of the ground is required outside normal College hours.

\$30.00 where additional preparation of wicket is required outside of normal College hours.

2. College Clubs and Teams.  
Actual additional groundsman costs to College if any.

3. Other.  
Charges not exceeding those specified above, determined by the Principal in the light of relevant factors such as actual additional cost to the College, demand for facilities and benefit to the College.

### (c) Playing Fields.

1. Any amateur sporting group not directly connected with the College.  
\$10.00 ground fee where no preparation of the ground is required outside normal College hours.

\$30.00 where additional preparation of ground is required outside of normal College hours.

2. College Clubs and Teams.  
Actual additional groundsman costs to College if any.

3. Other.  
Charges not exceeding those specified above, determined by the Principal in the light of relevant factors such as actual additional cost to the College, demand for facilities and benefit to the College.

### (d) Tennis Courts.

1. Any amateur sporting group not directly connected with the College.  
\$1.00 per hour of part thereof per court.

2. College Clubs and Teams.  
Actual additional operating costs of College if any.

3. Other.  
Charges not exceeding those specified above, determined by the Principal in the light of relevant factors such as actual additional cost to the College, demand for facilities and benefit to the College.

### (e) Volleyball/Badminton Courts.

1. Any amateur sporting group not directly connected with the College.  
\$4.00 per court per hour plus direct additional caretaking and/or security costs if any.

2. College Clubs and Teams.  
Actual additional operating costs of the College if any.

3. Other.  
Charges not exceeding those specified above, determined by the Principal in the light of relevant factors

such as actual additional cost to the College, demand for facilities and benefit to the College.

(f) Dance Studio.  
1. Any amateur sporting group not directly connected with the College.  
\$10.00 per session plus direct additional caretaking and/or security costs if any.

2. College Clubs and Teams.  
Actual additional operating costs of the College if any.

3. Other.  
Charges not exceeding those specified above, determined by the Principal in the light of relevant factors such as actual additional cost to the College, demand for facilities and benefit to the College.

### (g) Health Studio.

1. Any amateur sporting group not directly connected with the College.  
\$5.00 per hour plus direct additional caretaking and/or security costs if any.

2. College Clubs and Teams.  
Actual additional operating costs of the College if any.

3. Other.  
Charges not exceeding those specified above, determined by the Principal in the light of relevant factors such as actual additional cost to the College, demand for facilities and benefit to the College.

### (h) Gymnasia G 9 and G 11.

1. Any amateur sporting group not directly connected with the College.  
\$8.00 per hour plus direct additional caretaking and/or security costs if any.

2. College Clubs and Teams.  
Actual additional operating costs of the College if any.

3. Other.  
Charges not exceeding those specified above, determined by the Principal in the light of relevant factors such as actual additional cost to the College, demand for facilities and benefit to the College.

### (i) Outdoor Basketball Courts.

1. Any amateur sporting group not directly connected with the College.  
\$1.00 per court per hour or part thereof plus direct additional caretaking and/or security costs if any.

2. College Clubs and Teams.  
Actual additional operating costs of the College if any.

3. Other.  
Charges not exceeding those specified above, determined by the Principal in the light of relevant factors such as actual additional cost to the College, demand for facilities and benefit to the College.

### (j) Locker Key Deposit.

\$10.00 per annum provided that the sum will only be refunded on application and upon return of the key with ring and tag intact by the last day of term/semester of the year. \$2.00 will be retained if key with ring and tag is not returned intact.

(k) Photocopy.  
5 cents per copy for photocopying within the library - except for 3M machine (10 cents).

(l) Microfilm Reader/Printer.  
20 cents per hard copy.

(m) Library Fines.  
20 cents per day (5 day week) per item up to a maximum of \$9.00 per book or a group of overdue books. A 20% discount is given if the fine is paid on the spot.

(n) Replacement/Repair of Materials and Equipment.  
In respect of materials and equipment of the College misplaced or lost, a charge to the amount of replacement value of the article will be levied. A minimum charge of \$2.00 will apply. Where repair is possible and economical, the direct cost of repairs will be charged to the borrower.

(o) Dining Hall.

Where the Dining Hall is used, with the approval of the Principal, for functions not associated with the College, a charge of \$100.00 per occasion will be levied. Provided that a charge not exceeding \$100.00 may be determined by the Principal in the light of relevant factors such as actual additional costs to the College, demand for the facilities and benefit to the College.

(p) College Calendar.

A charge of \$3 is levied for supply of the College Calendar to persons or organisations other than those having a formal connection or association with the College.

### COLLEGE SHOPS

#### University Co-operative Bookshop.

The College Branch of the University Co-operative Bookshop is open from 9 a.m. to 5 p.m. except during March when trading hours are extended to 6 p.m.

Text books for College courses are ordered by the Branch from lists supplied by lecturers. A mail order and special order service are available, as is a selection of paperback and general books. Telephone orders can be made on 687284.

The Branch is located on 'A' level near the Social Sciences area.

#### Students' Association Shop.

The Students' Association conducts its own shop in the Union Building. The shop provides at a reduced price, clothing, haberdashery, stationery, drawing equipment, art and photographic supplies, calculators, and many other goods. Payment may be made in the shop for club trips and intercollegiate, also bookings for student shows, dances and concerts.

### COMMUNITY PROGRAMMES

College Community Programmes offer the region non award courses aimed at broadening interests and promoting constructive use of leisure.

Courses in previous years have included weaving, painting, photography, through to guitar for beginners and enjoyment through exercise.

These non credit courses must be self funding. Accordingly courses which do not attract sufficient subscribers are cancelled. Suggestions are invited from community groups to establish short courses and enjoy the staff expertise and the excellent facilities of the College for a nominal fee.

### HEALTH SOCIETY FOR TRAINEE TEACHERS

The New South Wales Teachers' Federation Health Society provides a special concession scheme for teacher trainees. Membership is restricted to students during training provided they are associate members of the N.S.W. Teachers' Federation.

Any unmarried student up to the age of 25, whose parent is a member of the New South Wales Teachers' Federation Health Society is already covered by the parent's membership and should not take out separate membership of the Students' Concession Scheme.

Further information is available from the N.S.W. Teachers Federation, Room 3, Federation House, 26 Union Street, Newcastle, Telephone 22006.

### THE LIBRARY

A 2-storey air-conditioned library in the centre of the College houses reference and teaching material for the academic programmes. The main reading room contains more than 100,000 monograph and serial volumes and 1,000 current periodical titles. Part of the collection was established in 1949, resulting in many valuable back-runs of education serials.

The reading room below contains an extensive reference collection of audio-visuals together with curriculum material and teaching aids. These include 16 mm. films, videos, art prints, synchronised tape/slide sets, reading "laboratories" and slides.

Union lists (including NUCOM) enable participation in nation-wide inter-library loan services, and especially the sharing of library resources within Newcastle itself. Co-operative arrangements with

the University of Newcastle include reciprocal borrowing rights for staff and provision for students' special needs. Consultation between the College and the University at the time of ordering precludes duplication of materials which can be shared.

#### Hours of Opening:

Monday to Thursday	9 a.m. to 9 p.m.
Friday	9 a.m. to 5 p.m.

Vacations:

9 a.m. to 5 p.m.

### LOST PROPERTY

Inquiries regarding lost property should be directed to the Cashier's Office between 9 a.m. and 12.30 p.m. and 1.45 p.m. and 3.30 p.m.

### MEDICAL CERTIFICATES AND ADVICE OF ABSENCE

Students who are absent from the College for any appreciable period because of illness or for any other reason are advised to lodge a medical certificate or letter of explanation with the Student Administration Office as soon as possible. Such advice of absence is kept on file and may be considered in the event of a student making unsatisfactory progress in his studies or applying for re-admission.

### N.S.W. TEACHERS' FEDERATION

The Federation now provides membership for unemployed teachers for \$6.00 per year and membership for Casual and Part Time teachers for \$31.00 per year.

Students are advised to take out Unemployed membership at the conclusion of their final year.

### NOTICE BOARDS

College notices are displayed on the official Notice Boards opposite the Inquiry Counter. Students are expected to become acquainted with the contents of those announcements which concern them.

Specific notices concerning examination timetables and procedural matters relating to examinations are displayed on these boards as well as notices concerning enrolment matters, scholarships, and travel concessions.

All students should consult the notice boards regularly.

The Students' Association has its own Notice Board in the cafeteria near the entrance from the concourse.

### POSTAL FACILITIES

A post box is situated on the road side at the rear of the cafeteria. This box is cleared at 8.30 a.m. and 2.30 p.m. Monday to Friday. A post office is situated next to the Staff House and at the rear of the Social Sciences building in the grounds of the University of Newcastle.

### TEACHER EDUCATION ADVISORY SERVICE

Students holding a Department of Education scholarship and who wish to seek advice on pre-service teacher education matters should contact The Department of Education, Hunter Regional Office.

### TRAINEE TEACHERS' ASSOCIATION

The Trainee Teachers' Association is affiliated with the Teachers' Federation and provides a voice for students with the Department of Education and the Government. Students become eligible for discounts at various stores throughout the district upon becoming a member of the T.T.A.

Membership applications are available from the S.R.C. Office.

### TRAVEL CONCESSIONS

#### Airlines:

Most internal airlines give full-time students under 26 years of age discount travel in Australia. Students must purchase an airline card from the company concerned and have it authorised by the College.

#### Bus and Rail Concessions:

*Railways of Australia Student identification Cards.*

Application must be made on the prescribed form which is available at the Inquiry Counter. Upon production of the Student Identification Card, the holder will be entitled to purchase tickets at the student

concession rate of fare, for unlimited travel by all services operated by the State Rail Authority and the Urban Transit Authority of N.S.W. except the hydrofoils. Periodical tickets are available. Cards must be renewed each year prior to April 1 and are not transferable. Cards lost, destroyed or stolen will be replaced only upon submission of a new application with a Statutory Declaration regarding the circumstances, and payment of a fee amounting to \$1.00 in respect of each calendar month or part thereof of the unexpired period. Maximum payment \$12.00. Further information is available at the Inquiry Counter.



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# Newcastle College of Advanced Education By-Law

	CHAPTER 1 PRELIMINARY
1.	This By-law may be cited as the "Newcastle College of Advanced Education By-Law".
2.	This By-Law applies to and in respect of Newcastle College of Advanced Education.
3.	This By-Law is divided as follows:
	CHAPTER I PRELIMINARY
	CHAPTER II INTERPRETATION
	CHAPTER III THE COUNCIL
	Division 1 Preliminary
	Division 2 Composition — Official and Elected Members
	Division 3 Conduct of Council Elections Generally
	Division 4 General Provisions Relating to the Council
	CHAPTER IV THE PRESIDENT AND VICE PRESIDENT OF THE COUNCIL
	CHAPTER V COMMITTEES AND BOARDS
	Division 1 General Provisions
	Division 2 The Academic Board
	CHAPTER VI CONDUCT OF MEETINGS
	CHAPTER VII THE COMMON SEAL
	CHAPTER VIII THE PRINCIPAL AND OTHER OFFICERS
	Division 1 The Principal
	Division 2 The Assistant Principal
	Division 3 The Secretary
	CHAPTER IX STAFF MATTERS
	Division 1 Appointment, Tenure and Conditions of Service
	Division 2 The Conduct and Discipline of Officers
	CHAPTER X STUDENT CONDUCT AND DISCIPLINE
	Division 1 General Provisions
	Division 2 The Discipline Committee
	CHAPTER XI COURSES OF STUDY, AWARDS AND ENROLMENT OF STUDENTS
	CHAPTER XII AFFILIATION OF EDUCATIONAL AND RESEARCH ESTABLISHMENTS AND RESIDENTIAL COLLEGES
	CHAPTER XIII FEES
	CHAPTER XIV ACADEMIC DRESS
	CHAPTER XV REGULATION OF TRAFFIC
	CHAPTER XVI CONVOCATION, ASSOCIATIONS AND SOCIETIES OF THE COLLEGE
	CHAPTER XVII CONGREGATIONS
	CHAPTER XVIII RULES
	SCHEDULE 1. COUNTING OF VOTES
	SCHEDULE 2. TEMPORARY PROVISIONS APPLYING TO THE CHAIRMAN AND DEPUTY CHAIRMAN OF THE FIRST COUNCIL

- CHAPTER II  
INTERPRETATION
1. (1) In this By-Law and in a rule, except in so far as the context or subject-matter otherwise indicates or requires —
- "Assistant Principal" means the person duly acting in that position in the College;
- "Chapter" means Chapter of this By-Law;
- "College" means Newcastle College of Advanced Education;
- "Council" means Council of the College;
- "officer" means servant of the College;
- "permanent staff" means any member of staff appointed to a full-time position in the approved establishment of the College with normal expectancy of continued employment in the College until the normal retiring age as specified in any determination made under the Act or this By-Law;

- "Praelector" means the person appointed to that office by the Council;
- "President" means President of the Council;
- "Principal" means principal officer of the College;
- "regulation" means regulation made under the Act;
- "rule" means rule made under this By-Law;
- "Secretary" means the person duly acting as secretary of the College;
- "student" means student of the College;
- "the Act" means the Colleges of Advanced Education Act, 1975;
- "Vice President" means Vice President of the Council
- (2) Except in so far as the context or subject-matter otherwise indicates or requires, a reference in a Chapter to a clause is a reference to a clause of that Chapter.
2. Except in so far as the context or subject-matter otherwise indicates or requires, a reference in a clause or rule to an authority, officer or office shall be construed as a reference to that authority, officer or office in or of the College.
3. Where a clause or rule confers a power or imposes a duty on the holder of an office as such, then except in so far as a contrary intention appears, the power may be exercised and the duty shall be performed by the person for the time being acting in the office.
4. Where a clause or rule provides for the appointment of a person to an office in the College by virtue of some other office held by him, whether in the College or elsewhere, that person shall, except in so far as a contrary intention appears, hold the appointment ex officio, and in the absence of that person, such other person as may for the time being be acting in that office shall hold that appointment ex officio unless the Council resolves otherwise.
5. A person appointed or elected under a clause or rule to an office in the College for a term shall, on ceasing to hold that office, except in so far as a contrary intention appears, be eligible for re-appointment or re-election to that office.
6. Where a clause or rule refers to a senior academic officer of the College the reference is to an officer designated by the Council as a senior academic officer of the College.
7. Where any vacancy occurs in the office of any person appointed or elected under a clause or rule and no provision is made for the filling thereof, the Council may direct that a person be appointed or elected to the vacant office and may direct that any election shall be held in the same manner as that in which the person whose position is vacant was elected, and the person so appointed or elected shall hold office for the residue of his predecessor's term of office.
8. Any notice or other document which is authorised or required to be served on a person by a clause or rule may be served in any one of the following manners:—
- by delivering it to that person personally;
  - where that person is resident at or has an office at the College, by forwarding it to him through the internal mail of the College; or
  - by forwarding it by pre-paid post to that person's address as last known to the Secretary.

## CHAPTER III THE COUNCIL

### Division 1 — Preliminary

1. In this Chapter—
- "academic staff member" means a member of the Council referred to in clause 3 (2) (a);
- "non-academic staff member" means the member of the Council referred to in clause 3 (2) (b);
- "Roll of Academic Staff" means the roll kept under clause 9 (a);
- "Roll of Non-academic Staff" means the roll kept under clause 9 (b);
- "Roll of Students" means the roll kept under clause 9 (c);
- "student member" means a member of the Council referred to in clause 4.

### Division 2 — Composition — Official and Elected Members

2. (1) For the purposes of section 7(2)(a) of the Act the

- prescribed offices are the office of Assistant Principal and the office of Praelector.
- (2) The Council may make rules for or with respect to the appointment of a person to the office of Praelector.
3. (1) For the purposes of section 7(2)(b)(i) of the Act, the specified number is 3.
- (2) Of the members of the Council referred to in section 7(2)(b)(i) of the Act —
- 2 shall be members of the staff of the College, each of whom is enrolled on the Roll of Academic Staff; and
  - one shall be a member of the staff, other than academic staff, of the College, who is enrolled on the Roll of Non-academic Staff.
4. (1) For the purposes of section 7(2)(b)(ii) of the Act, 2 students of the College shall be members of the Council.
- (2) The members of the Council referred to in subclause (1) shall be students of the College each of whom is not classified under clause 11 as a full-time servant.
5. (1) For the purposes of section 7(2)(b)(iii) of the Act, 2 additional members of the Council shall be elected by the other members of the Council.
- (2) The Council may make rules for or with respect to the election of additional members of the Council referred to in subclause (1).
6. For the purposes of section 7(4)(a)(i) of the Act, an elected member of the Council holds office until the expiration of the period of 2 years after he takes office.
7. Where a casual vacancy occurs in the office of an elected member of the Council the Secretary shall conduct an election to fill the vacant office in accordance with Division 3.

### Division 3 — Conduct of Council Elections Generally

8. This Division applies to and in respect of an election for elected members of the Council other than additional members referred to in section 7(2)(b)(iii) of the Act.
9. The Secretary shall keep separately —
- a roll of servants of the College, containing the names of the officers entitled to be enrolled as members of the academic staff of the College;
  - a roll of servants of the College, containing the names of the officers entitled to be enrolled as members of the staff, other than academic staff, of the College; and
  - a roll of students of the College
10. (1) For the purpose of clause 9(a), an officer of the College —
- who is within the academic staff establishment of the College;
  - whose appointment is to a position with tenure in excess of one year and who has been in the service of the College for the 6 months preceding the day of publication of the notice referred to in clause 15; and
  - who is classified as a full-time servant under clause 11,
- is entitled to be enrolled on the Roll of Academic Staff.
- (2) For the purpose of the clause 9(b), an officer of the College —
- who is not within the academic staff establishment of the College;
  - whose appointment is to a position with tenure in excess of one year and who has been in the service of the College for the 6 months preceding the day of publication of the notice referred to in clause 15; and
  - who is classified as a full-time servant under clause 11,
- is entitled to be enrolled on the Roll of Non-academic Staff.
11. For the purposes of section 7(2)(b)(i) of the Act, an officer of the College, other than an officer whose service with the College is, by the terms of his appointment by, or contract with, the College, stated to be part-time service, is classified as a full-time servant.
12. For the purposes of section 7(2)(b) of the Act —
- the persons enrolled on the Roll of Academic Staff

- are prescribed as the persons to elect an academic staff member;
- the persons enrolled on the Roll of Non-academic Staff are prescribed as the persons to elect the non-academic staff member; and
- the persons enrolled on the Roll of Students are prescribed as the persons to elect a student member,

- being persons so enrolled as at 5.00 p.m. on the date specified in the notice referred to in clause 15 as the date by which nominations in relation to the election must be received by the Secretary.
13. (1) An election to which this Division applies shall be conducted by the Secretary.
- (2) The Secretary shall conduct every election to which this Division applies in accordance with this Division.
- (3) The Secretary may appoint such presiding officers and other persons to assist him as he deems necessary.
- (4) Subject to this Division, the Secretary shall have full power and authority to determine all procedural matters relating to an election to which this Division applies.
14. In the conduct of an election to which this Division applies, the Secretary shall allow the intervals specified hereunder:—
- between the publication of a notice of an election and the date specified therein as the date by which nominations must be received by the Secretary — not less than 14 days nor more than 28 days;
  - between the date specified in that notice as the date by which nominations must be received by the Secretary and the issue of ballot-paper — not more than 28 days; and
  - between the issue of ballot-papers and the date by which ballot-papers must reach the Secretary — not less than 14 days nor more than 28 days.
15. When an election to which this Division applies is to be held, the Secretary shall publish on such notice-boards as the Council nominates as official notice-boards on the premises of the College and by such other means, if any, as he deems desirable, a notice, which shall —
- state —
    - that an election to which this Division applies is to be held;
    - the position or positions to be filled; and
    - the number of persons to be elected;
  - invite nominations of persons for election and specify the form in which nominations must be made;
  - specify a date and time by which nominations must be received by the Secretary;
  - specify a date and time by which ballot-papers must reach the Secretary; and
  - specify a date or dates on which, and the places and hours during which, a poll will be conducted.
16. (1) A nomination of a candidate shall be made by delivering a nomination paper in the form specified in the notice under clause 15(b) to the Secretary at his office on or before the date and time specified in the notice referred to in clause 15(c).
- (2) A nomination paper shall be signed by the candidate and by 2 persons enrolled on the same roll as that on which the candidate is enrolled.
- (3) Only one candidate may be nominated on the one nomination paper.
- (4) After the time specified in clause 15(c) a nomination may not be withdrawn.
17. The secretary shall reject any nomination paper if he is satisfied that —
- the nomination is not duly made; or
  - the person nominated is not eligible to be elected.
18. (1) If at the close of nominations the number of nominations for an election does not exceed the number of vacancies to be filled, the Secretary shall declare the person or persons nominated to be elected.
- (2) If at the close of nominations the number of nominations for an election exceeds the number of vacancies to be filled there shall be a ballot.
19. A candidate may nominate one scrutineer who shall be entitled to observe the counting of votes.

20. Voting shall be by secret ballot.
21. (1) Each ballot-paper shall contain the names of the candidates in random order determined by lot by the Secretary and shall be initialled by the Secretary or by a presiding officer. (2) In this clause, "determined by lot" means determined in accordance with the following direction: —  
The names of the candidates concerned having been written on separate and similar slips of paper, and the slips having been folded so as to prevent identification and mixed and drawn at random, the first name drawn shall be the first name appearing on the voting paper, the second name drawn shall be the second name so appearing and the process shall be continued until all the names have been drawn.
22. (1) Where there is to be a ballot in an election to which this Division applies the Secretary shall deliver to any person qualified to vote in that election who makes application to him for a postal vote before the date and time the ballot-paper must reach him —  
(a) a ballot-paper,  
(b) a notice setting out the manner in which the ballot-paper is to be completed and stating the date and time by which and the manner in which ballot-papers must reach the Secretary;  
(c) a form of declaration of identity and of entitlement to vote; and  
(d) 2 envelopes, one marked "Ballot-paper" and the other addressed to the Secretary.  
and shall place a mark against the name of that person in the Roll for that election.  
(2) An election shall not be invalid because a person who has applied under subclause (1) did not receive a ballot-paper.
23. Where there is to be a ballot in an election to which this Division applies, on the day or any of the days specified in a notice referred to in clause 15(e), the Secretary shall cause a polling place or places to be set up where the Secretary or a presiding officer shall, upon being satisfied that a person applying to him for a ballot-paper is qualified to vote at that election, place a mark against the name of that person in the Roll for that election and issue to him a ballot-paper and a notice setting out the manner in which the ballot-paper is to be completed and stating the date, time and manner by which ballot-papers must reach the Secretary.
24. (1) Where there is to be a ballot in an election to which this Division applies, each voter shall mark his vote on the ballot-paper by placing the figure "1" in the square opposite the name of the candidate to whom he desires to give his first preference vote and by placing consecutive figures (commencing with the figure "2") in the squares opposite the names of the remaining candidates, so as to indicate by numerical sequence the order of his preference for them.  
(2) A voter completing a postal vote may enclose the completed ballot-paper in the envelope marked "Ballot-paper" and enclose that envelope and declaration of identity duly completed and signed in the envelope addressed to the Secretary and deliver it to the Secretary by the date and time by which ballot-papers must reach him.  
(3) A voter voting at a polling place referred to in clause 23 may deposit the completed ballot-paper in a ballot-box provided for the election by the Secretary.  
(4) A voter shall not before or after voting permit a ballot-paper issued to him to be used by any other person.
25. The Secretary may, on written application made to him and if he is satisfied that a ballot-paper has been lost or destroyed, supply a duplicate ballot-paper to the person to whom the lost or destroyed ballot-paper was delivered or was to have been delivered.
26. Forthwith after the date and time by which ballot-papers must reach the Secretary, the Secretary shall ascertain the result of the ballot in the manner specified in Schedule 1.
27. (1) A ballot-paper shall be rejected as being informal if —  
(a) the ballot-paper is not initialled by the Secretary or a presiding officer;  
(b) the ballot-paper contains any means by which the voter may be identified;  
(c) the ballot-paper is not completed in accordance with the instructions printed on or issued with the

- ballot-paper;
- (d) being a postal vote, it is not enclosed in an envelope marked "Ballot-paper" and that envelope and declaration of identity duly completed and signed are not enclosed in another envelope addressed to the Secretary; or  
(e) being a vote other than a postal vote, it is not delivered to the Secretary in accordance with the instructions referred to in clause 23.
- (2) A ballot-paper shall not be informal for any reason other than a reason specified in subclause (1), and shall be given effect to according to the voter's intention as far as that intention is clear.  
(3) The Secretary's decision as to the validity or regularity of any ballot-paper shall be final.
28. After the end of counting the Secretary shall place in one packet all the ballot-papers together with any other papers or documents signed or marked by a voter and a marked copy of the Roll signed by the Secretary and keep the packet safely for 12 months, after which time the Secretary may destroy it.
29. The Secretary shall prepare a statement signed by himself and counter-signed by such of the scrutineers as may wish to do so containing the names of the candidates and the number of the votes received by each candidate and a declaration of the names of the candidates who have been elected and place that statement and declaration in the packet referred to in clause 28.
30. The Secretary shall report the result of the ballot to the Council, advise each candidate of the result and publish, within 14 days after the closing of the ballot, the result on such notice-boards as the Council nominates as official notice-boards on the premises of the College.
31. The Secretary or any scrutineer or other person concerned with the conduct of an election shall not in any way disclose or aid in disclosing in what manner any voter voted.
- Division 4 — General Provisions Relating to the Council**
32. An ordinary meeting of the Council shall be held at least once in every 2 months.
33. (1) A special meeting of the Council —  
(a) may be convened by —  
(i) the President or in the absence of the President, the Vice President; or  
(ii) the Principal, for the consideration of any urgent business; or  
(b) shall be convened by the Secretary upon the written request of 5 members setting forth the purpose for which the meeting is required to be convened.  
(2) A special meeting required to be convened under subclause (1)(b) shall be held within 14 days after the receipt of the request for that special meeting.
34. A member of the Council shall not initiate any matter for discussion, or move any motion in respect of that matter, at a meeting of the Council unless —  
(a) notice in writing has been given to the Secretary, in the case of an ordinary meeting, not less than 14 days before the date of the meeting, and, in the case of a special meeting, not less than 10 days before the date of the meeting, that the matter will be so initiated or a motion moved in respect of that matter; or  
(b) the Council by resolution of a majority of the members present otherwise permits.
35. (1) Notice of the time and place of a meeting of the Council and a copy of the business papers accompanied by supporting statements shall be posted or delivered by the Secretary to each member of the Council at least 7 days prior to the meeting, but, by a further notice so posted or delivered not less than 4 days prior to the meeting, the Secretary may advise of supplementary business to be put before the meeting.  
(2) Nothing in subclause (1) prevents the initiation of a matter for discussion or the moving of any motion, with the per-

- mission of the Council as referred to in clause 34(b), notwithstanding that subclause (1) has not been complied with.  
(3) Proceedings of a meeting of the Council shall be deemed to have been validly transacted notwithstanding the accidental failure by the Secretary to comply with subclause (1) in any respect or the non-receipt of a notice or papers and statements referred to in subclause (1) by a member.
36. At any meeting of the Council, the quorum shall be one-half of its members for the time being, but, if one-half is not a whole number, shall be the next higher whole number.
37. (1) At any meeting of the Council a question shall be decided by a majority of the members present.  
(2) The person presiding at any meeting of the Council (other than the Secretary presiding under clause 6(1) of Chapter IV) shall have a deliberative vote but not a casting vote.  
(3) In the event of an equality of votes, the motion shall lapse.
38. A meeting of the Council may be adjourned to a later time or date by resolution of a majority of members present.
39. At each ordinary meeting of the Council there shall be presented a report from the Academic Board prepared by the Secretary.
40. The Council may make rules for or with respect to the payment of out-of-pocket expenses to members of the Council.
41. The Council may make rules for carrying out and giving effect to this Chapter.
- CHAPTER IV  
THE PRESIDENT AND VICE PRESIDENT OF THE COUNCIL**
1. (1) This Chapter, subclause (2) excepted, applies after the reconstitution of the Council pursuant to section 7 of the Act.  
(2) Schedule 2 applies in respect of the Chairman of the Council and the Deputy Chairman of the Council before the reconstitution of the Council pursuant to section 7 of the Act.
2. There shall be a President and a Vice President elected by the Council from among the members referred to in section 7(2)(b)(iii) and section 7(2)(c) of the Act.
3. (1) Subject to this clause, the person elected to be the President and the person elected to be Vice President shall each hold office for 2 years and if otherwise qualified shall each be eligible for re-election.  
(2) The person elected to be President or Vice President shall cease to hold office as such if he resigns his office or ceases to be a member of the Council.
4. (1) An election to fill a casual vacancy in the office of the President or the Vice President shall be held as a meeting of the Council within 2 months after the vacancy occurs.  
(2) A person elected to fill a casual vacancy in the office of the President or the Vice President shall hold office for the residue of his predecessor's term of office.
5. (1) A nomination for election as the President or the Vice President shall be —  
(a) in writing;  
(b) endorsed with the signatures of the person nominated and 2 other members; and  
(c) delivered to the Secretary before the meeting at which the election is to be held.  
(2) There shall be a separate nomination paper for each candidate.
6. (1) The Secretary shall be the Returning Officer for the election of the President and Vice President and shall preside at that part of the meeting at which an election is held.  
(2) Where both a President and a Vice President are to be elected at a meeting, the election of the President shall be held first.
7. The following provisions shall have effect in respect of an election under this Chapter:—  
(a) If only one nomination is duly made and delivered, the Secretary shall declare the candidate so nominated to be elected.  
(b) If 2 or more nominations are duly made and delivered, each member shall be entitled to vote at a secret ballot to determine which candidate shall be elected.  
(c) Each ballot-paper shall be prepared in the manner prescribed in clause 21 of Chapter III.

- (d) Each voter shall mark his vote on the ballot-paper in the manner prescribed in clause 24(1) of Chapter III.  
(e) After the votes have been cast the Secretary shall count the votes marked on the ballot-papers and ascertain the result of the ballot, in the manner prescribed in Schedule 1.
8. (1) The President shall preside at any meeting of the Council at which he is present unless he elects not to do so.  
(2) Where at a meeting of the Council the President —  
(a) is absent;  
(b) elects not to preside; or  
(c) is unable to preside,  
or the office of President is vacant, the Vice President shall preside.  
(3) In the absence of the President and Vice President from a meeting of the Council the members present shall elect one of their number to preside at that meeting.  
(4) The provisions of this clause have effect subject to clause 6(1).
- CHAPTER V  
COMMITTEES AND BOARDS  
Division 1 — General Provisions**
1. Subject to this By-Law law —  
(a) the Council may appoint such committees and boards as it thinks fit;  
(b) committees and boards appointed by the Council may include persons who are members of the Council, officers or students of the College and other persons and shall exercise and perform such powers, authorities, duties and functions as the Council may from time to time determine; and  
(c) the Council may determine the time at and the manner in which committees and boards may be required to make reports to the Council.
2. Except in the case of the Discipline Committee constituted under clause 8(1) of Chapter X, the President or, in his absence, the Vice President shall, by virtue of his office, be a member of any committee or board appointed by or under this By-Law or under any rule or resolution of the Council.
3. Unless otherwise specified in this By-Law or in a rule, the quorum at any meeting of a committee or board shall be one-half of its members for the time being, but, if one-half is not whole number, shall be the next higher whole number.
- Division 2 — The Academic Board**
4. (1) There shall be an Academic Board of the College consisting of —  
(a) the Principal;  
(b) the Assistant Principal;  
(c) such senior academic officers as the Council shall from time to time determine;  
(d) the Secretary;  
(e) the College Librarian;  
(f) the Senior Student Counsellor, and  
(g) such elected staff and student members and such other persons appointed by the Council as the Council, subject to such conditions as it may specify, shall determine from time to time in rules made under this By-Law.  
(2) Schedule 1 shall apply in respect of the election of persons referred to in subclause (1)(g).
5. (1) The Principal, or in his absence, the Assistant Principal, shall be the Chairman of the Academic Board.  
(2) In the absence of both the Principal and the Assistant Principal from a meeting of the Academic Board, the Board shall elect a chairman from among its members present at the meeting.
6. At least 7 days' notice of any meeting shall be given in writing to the members of the Academic Board by the Secretary, specifying the time, place and agenda of the meeting.
7. The Academic Board may determine how frequently it shall meet and may fix the dates of its meetings but it shall meet in ordinary session not less than 8 times in each year.
8. (1) A special meeting of the Academic Board —

- (a) may be convened by the Principal or, in the absence of the Principal, by the Assistant Principal; or
  - (b) shall be convened by the Secretary upon the written request of 5 members of the Academic Board setting forth the purpose for which the meeting is required to be convened.
- (2) A special meeting required to be convened under subclause (1)(b) shall be held within 14 days after the receipt of the request referred to therein.

9. All matters which come before the Academic Board shall be decided by a majority of the members present at the meeting, and the member presiding at the meeting shall have a deliberative vote and in the case of an equality of votes, a casting vote.
10. Subject to this By-Law, any regulation, any rule or any resolution of the Council, the Academic Board —
- (a) is the principal academic advisory board to the Council on matters concerned with the educational work of the College;
  - (b) shall consider any matter referred to it by the Council;
  - (c) may consider any matter affecting the policy and activities of the College as a whole, and may make recommendations thereon to the Council or to any other board, committee or authority within the College;
  - (d) may refer matters to other boards or committees responsible to it for consideration and report, and shall exercise such other powers and functions and perform such duties as may be determined by the Council from time to time.
11. The Academic Board may establish such committees as it deems fit with such membership as it deems appropriate for the purpose for which any such committee is established.

**CHAPTER VI  
CONDUCT OF MEETINGS**

- 1. The Council may make rules for or with respect to the convening and conduct of meetings of the Council.
- 2. The minutes of a meeting shall be entered in a minute book.
- 3. At each meeting the minutes of the preceding meeting shall —
  - (a) be read, unless copies thereof have been previously circulated to members;
  - (b) be confirmed or confirmed as amended; and
  - (c) be signed by the person presiding at the meeting as confirmed with or without amendment.
- 4. No question shall be decided at a meeting unless the quorum, appropriate to the meeting, is present.
- 5. If the quorum appropriate to a meeting is not present within half an hour after the time appointed for the meeting to commence all business which should have been transacted at that meeting shall stand over until the next ordinary meeting and shall take precedence thereat unless a special meeting is summoned in the meantime for the transaction of that business.
- 6. At a meeting, not being a meeting of the Council or the Academic Board, unless otherwise specified in this By-Law or in a rule —
  - (a) a question shall be decided a majority of members present; and
  - (b) the chairman shall have a deliberative vote and in the case of an equality of votes, a casting vote.

**CHAPTER VII  
THE COMMON SEAL**

- 1. The Common Seal of the College shall be kept in the custody of the Secretary, and shall not be used except as resolved by the Council or as provided in the Act or this By-law or in rules made under this By-law.
- 2. The Common Seal of the College shall be affixed to documents which are required by law to be under seal and to such other documents as the Council approves that the Common Seal be affixed.
- 3. The affixing of the Common Seal of the College to any document shall be attested on that document by —

- (a) the President or in his absence, the Vice President;
- (b) the Principal or in his absence, the Assistant Principal; and
- (c) the Secretary.

4. In the absence of the Secretary for any reason, his responsibilities in respect of the affixing and attesting to the affixing of the Common Seal of the College may be exercised by a person approved by resolution of the Council to do so on behalf of the Secretary.
5. A register of the use of the Common Seal of the College shall be maintained by the Secretary and in it shall be recorded the authority for the affixing of the Common Seal, the nature of the document to which the Common Seal is affixed, the date of attestation of the document and the names of the signatories to the document.

**CHAPTER VIII  
THE PRINCIPAL AND OTHER OFFICERS**

**Division 1 — The Principal**

1. Subject to the Act, this By-Law, any regulation, any rule or any resolution of the Council, the Principal —
- (a) is charged with the duty of promoting and maintaining the interests and furthering the development of the College;
  - (b) is responsible for the conduct of the academic administrative, financial and other business of the College; and
  - (c) shall exercise general supervision over all officers of the College and over the welfare and discipline of students.
2. Subject to the Act, this By-law, any regulation and to any rules made by the Council, the Principal may make rules for the maintenance of good order and discipline in the College.
3. (1) The Principal is ex-officio a member of every committee or board constituted by or under this By-law or a rule and may, if he so desires, preside at any meeting of a committee or board other than the Council or committees of Council, but the Council may appoint the Principal chairman of any such committee or board.
- (2) The authority of the Principal to preside at a meeting of a committee or board shall not extend to a meeting at which the President or Vice President is present if the President or Vice President desires to preside.
4. Whenever the Council is satisfied that the Principal is unable to perform his duties because of his absence or because of ill-health, the Council may appoint an Acting Principal.

**Division 2 — The Assistant Principal**

- 5. (1) The Council may appoint a person to the office of Assistant Principal of the College.
- (2) The Assistant Principal has the authority of the Principal during any period of absence of the Principal.
- 6. Subject to the provisions of Chapter X, the Assistant Principal shall assist the Principal in such matters as the Principal may from time to time determine.
- 7. (1) Whenever the Council is satisfied that the Assistant Principal is unable to perform his duties because of his absence or because of ill-health, the Council may appoint an acting Assistant Principal.
- (2) An acting Assistant Principal has the authority of the Assistant Principal during any period of absence of the Assistant Principal.

**Division 3 — The Secretary**

- 8. (1) The Secretary shall be the secretary to the Council and all committees of the Council and shall keep the records of the Council and its committees.
- (2) The Secretary may nominate some other person in writing to act in his place as secretary to the Council or to a committee of the Council and that person shall be responsible for keeping the records of the Council or of that committee, as the case may be.
- 9. Subject to the direction of the Principal, the Secretary shall —
  - (a) be responsible for the administrative functions of the College;
  - (b) be the secretary or nominate some other person to be the secretary to any committee or board

- (c) constituted by or under this By-law or a rule; keep the registers and financial records of the College;
- (d) conduct the correspondence of the College;
- (e) be responsible for the management and supervision of the examinations of the College and the maintenance of proper academic records; and
- (f) be responsible for the conduct of elections for a committee or a board constituted by or under this By-law or a rule.

**CHAPTER IX  
STAFF MATTERS  
Division 1 — Appointment, Tenure and Conditions of Service**

- 1. (1) The Council may make an appointment to the staff of the College after invitation, or by promotion or transfer within the College, or after open advertisement as determined in each case by the Council.
- (2) Officers shall be notified of and be eligible to apply for all vacant positions.
- 2. In making any appointment to the staff of the College the Council shall take into consideration the recommendation of any Selection Committee appointed as specified in rules made under this By-law.
- 3. (1) Subject to the provisions of the Act and any regulation relating to the determination of conditions of employment of servants of a corporate college, the Council shall determine the tenure of office and emoluments of officers of the College.
- (2) The determination by the Council concerning tenure of office and emoluments referred to in subclause (1) shall be conveyed to the selected applicant for any position and shall, subject to any agreement between the College and the applicant and any action in respect of a disciplinary matter, become binding upon the College and the applicant upon acceptance of the appointment.
- (3) All permanent staff appointed to a full-time position in the approved establishment of the College who elect to transfer to the service of the College pursuant to section 13(3) of the Act continue in that capacity upon transfer to the service of the College.
- 4. The Council may make rules for or with respect to the manner of promotion of officers and their progression on salary scales.
- 5. Subject to the provisions of the Act, the conditions of service and resignation of officers of the College shall be determined by the Council in rules made under this By-law.
- 6. (1) An officer who feels himself aggrieved in any matter of promotion, or progression or transfer within the College, may appeal to the Council, which may appoint such committees as it deems fit to deal with any such appeal.
- (2) The Council may make rules for or with respect to the appointment of, membership of and procedures to be followed by, a committee referred to in subclause (1).

**Division 2 — The Conduct and Discipline of Officers**

- 7. (1) In this Division —
  - "appropriate staff association" means, where a complaint is made in respect of an officer who is a member of —
    - (a) the academic staff — the staff association or union that, in the opinion of the Council, represents the interest of the majority of members of the academic staff; or
    - (b) the non-academic staff — the staff association or union that, in the opinion of the Council, represents the interests of the majority of the members of the non-academic staff;
  - "good cause" means —
    - (a) the commission of a breach of any regulation or any provision of this By-law or a rule;
    - (b) the wilful disobedience or disregard of any lawful order made or given under the Act, a regulation, this By-law or a rule;
    - (c) gross negligence or gross inefficiency in a person's performance of his duties as an officer; or

- (d) conduct which the Council considers is such as to render the officer unfit to continue to hold his office;

"investigating committee" means a committee constituted in accordance with subclause (3).

- (2) Where the Council receives a complaint that it should, for good cause, take action against an officer the Council may thereupon consider the complaint and —
- (a) take no action on the complaint;
  - (b) refer the complaint to the Principal for a report as to the matter contained in the complaint; or
  - (c) where it is of the opinion, formed either upon receipt of the complaint or after the receipt of a report referred to in paragraph (b), that it is necessary to make further inquiries into the matter contained in the complaint, constitute a committee to investigate that complaint.
- (3) An investigating committee shall consist of —
- (a) the President or the Vice President who shall be chairman;
  - (b) 2 members of the Council nominated by the Council; and
  - (c) not more than 2 persons nominated by the appropriate staff association.
- (4) For the purposes of constituting an investigating committee the Secretary shall, as soon as practicable after the Council passes a resolution that it is necessary to make further inquiries into the matter contained in a complaint, forward to the appropriate staff association a notice in writing requesting that association to advise him in writing, within 28 days after the receipt by that association of that notice, of the names and addresses of the persons nominated by that association as members of the investigating committee.
- (5) Where the appropriate staff association referred to in subclause (4) fails to comply with the notice referred to in that subclause, the investigating committee shall be deemed to be duly constituted by the members specified in subclause (3)(a) and (b).
8. (1) As soon as practicable after the Secretary is advised in writing of the names and addresses of the persons nominated as referred to in subclause (4) or, where the Secretary is not so notified within the time specified in that subclause, upon the expiration of that time, the Secretary shall, by notice in writing, notify the officer in respect of whom the complaint was made and the members of the investigating committee of the time and place at which the investigating committee shall convene.
- (2) An officer in respect of whom a complaint is made —
- (a) may be represented at an inquiry referred to in this Division by any person; and
  - (b) is entitled to a record of the proceedings of any such inquiry.
9. An investigating committee shall, as soon as practicable after the completion of its investigations, make a report thereon to the Council.
10. The Council may, after considering a report made by an investigating committee pursuant to clause 9, reduce in status, suspend, censure or request the resignation of the officer in respect of whom the complaint was made.
11. (1) Where in the opinion of the Principal the circumstances so warrant, the Principal may suspend an officer pending an inquiry.
- (2) Where the Principal suspends an officer under subclause (1) he shall forthwith report the matter to the Council.
- (3) Where an officer suspended by the Principal under subclause (1) is subsequently restored to his normal duties he is entitled to the salary for the period of suspension and all entitlements shall be restored to him.
12. The Council may determine whether an officer, because of permanent incapacity, is unable to perform the duties of his office.
13. Where the Council determines —
- (a) that an officer, because of his invalidity or physical or mental incapacity, is unable to perform the duties of his office; or
  - (b) that the invalidity or incapacity of an officer is likely to be of a permanent character.

it may cause the officer to be retired from the service of the College or, with the consent of the officer, transfer him to some other position in the service of the College with salary and other conditions of employment appropriate to that position.

14.

CHAPTER X  
STUDENT CONDUCT AND DISCIPLINE  
**Division 1 — General Provisions**

1. In this Chapter "offence against discipline" means any misconduct, a breach of good order and non-compliance with any provision of this By-law, a regulation, a rule or disobedience of any lawful order of the Principal or an officer.
2. Any action by a student which in the opinion of an officer constitutes an offence against discipline shall forthwith be reported by an officer to the Assistant Principal.
3. (1) The Assistant Principal, upon receiving a report from any person concerning an offence against discipline shall cause such inquiries to be made concerning the circumstances of the offence as he deems necessary and may —
  - (a) take no action in the matter;
  - (b) censure the student;
  - (c) impose a fine not exceeding such amount as is specified in a rule made for the purpose of this paragraph;
  - (d) exclude the student from the College for a period not exceeding 4 weeks; or
  - (e) refer any matter relating to the conduct of the student to the Discipline Committee of the College and may exclude that student from the College and its precincts until the matter has been dealt with by the Discipline Committee.
- (2) Where the Assistant Principal takes any action under subclause (1)(c), (d) or (e), he shall forthwith send to that student at his address last known to the Assistant Principal, notice in writing of his decision.
4. A student who has been fined pursuant to clause 3(1)(c) or who has been excluded from the College pursuant to clause 3(1)(d) by the Assistant Principal may appeal to the Discipline Committee of the College.
5. The Council may make rules for or with respect to the procedures for and the time or times within which notice of appeal against a decision, notified by the Assistant Principal pursuant to clause 3(2), may be given.
6. (1) In this clause, "area of the College" includes any place or places where a student is present under the auspices of the College.
- (2) Any member of the academic staff, the College Librarian, the Deputy Librarian, the Secretary or any other officer authorised by the Principal may exclude a student for an offence against discipline from that area of the College under his control.
- (3) If the exclusion under subclause (2) is for a period of more than one day, the case shall be referred to the Assistant Principal.
- (4) When what is prima facie an offence against discipline occurs in an area of the College which is not the location of an organised College activity, any of the officers referred to in subclause (2) who is present is, for the purpose of this Chapter, in charge of that area.
7. The Council may make rules empowering the College Librarian to impose fines on students for failure to return any material borrowed from the Library by the due date.

**Division 2 — The Discipline Committee**

8. (1) There shall be a Discipline Committee of the College consisting of —
  - (a) the Principal, or in his absence a senior academic officer nominated in writing by the President;
  - (b) 2 members of the Academic Board nominated by the Academic Board;
  - (c) one full-time member of the academic staff, not being a member of the Academic Board, elected

annually by the full-time members of the academic staff; and

- (d) a student nominated in writing annually by the students' College Association Council.
- (2) The proceedings of a Discipline Committee shall not be invalidated by the failure of any group to nominate or elect the members specified in subclause (1)(b), (c) or (d).
- (3) The Council may make rules for the conduct of the election referred to in subclause (1)(c).
- (4) Where the student referred to in subclause (1) becomes the subject of a hearing by the Discipline Committee he shall cease to be a member of that Committee and the Students' College Association Council may nominate some other student to hold office in his place.
9. The Principal or in his absence the senior academic officer referred to in clause 8(1)(a) shall be the chairman of the Discipline Committee.
10. The Discipline Committee shall —
  - (a) deal with any matter relating to the conduct of any student referred to it by the Assistant Principal under clause 3(1)(e); and
  - (b) hear any appeal by a student against a decision notified by the Assistant Principal pursuant to clause 3(2).
11. When the Discipline Committee hears an appeal against a decision of the Assistant Principal referred to in clause 10(b) the Assistant Principal shall be entitled to be present but shall not participate in the decision of the Discipline Committee.
12. When the Discipline Committee hears an appeal or deals with a matter referred to it, the student concerned —
  - (a) shall be notified in writing of the day of the hearing, and where a matter is referred to it, of the terms of the reference at least 7 days before the time set down for the hearing;
  - (b) shall be entitled to make representations, either orally or in writing or both;
  - (c) shall be entitled to give and call evidence; and
  - (d) may at the sole discretion of the Discipline Committee be allowed legal or other representation.
13. When the Discipline Committee hears an appeal against a decision of the Assistant Principal referred to in clause 10(b) it may vary, confirm or quash the Assistant Principal's decision and may in varying the decision increase or reduce any fine or period of exclusion or both.
14. The Discipline Committee may in respect of any matter dealt with or any appeal heard by it under this Chapter impose any one or more of the following penalties —
  - (a) a fine not exceeding such amount as is specified in a rule made for the purpose of clause 3(1)(c);
  - (b) in the case of misconduct relating to an examination or other forms of assessment, the cancellation of the student's attempt to complete the subject or stage or a course; or
  - (c) the exclusion of a student from the College permanently or for such period or periods as it may determine.
15. Every penalty imposed by the Discipline Committee shall be reported by that Committee to the next ordinary meeting of the Council.
16. The Council may make rules for or with respect to the procedures for and the time or times within which a meeting of the Discipline Committee shall be held to consider a matter referred to it by the Assistant Principal pursuant to clause 3(1)(e) or an appeal lodged by a student pursuant to clause 4.
17. (1) A student aggrieved by a decision of the Discipline Committee may appeal to the Council against that decision.
- (2) An appeal to the Council made under subclause (1) shall be dealt with by way of a rehearing.
- (3) The Council may vary, confirm or quash the decision of the Discipline Committee.
- (4) The Council may make rules for or with respect to the matters referred to in this clause.

CHAPTER XI  
COURSES OF STUDY, AWARDS AND ENROLMENT  
OF STUDENTS

1. The Council on the recommendation of the Academic Board

may make rules for or with respect to the terms and conditions upon which a student may be admitted to any course of study and the continuance by that student of any course of study.

2.

- (1) The Council, of its own motion or on the recommendation of the Academic Board, may make an award *ad eundem gradum* or *honoris causa* to a person who, in the opinion of the Council, is eligible for or might properly be honoured by such an award.
  - (2) The Council may make rules for or with respect to the matters referred to in subclause (1).
  3. The Council on the recommendation of the Academic Board may make rules for or with respect to —
    - (a) requirements for courses of study and for the awards of the College;
    - (b) examinations for, and the conferring of, award;
    - (c) examinations for, and the granting of, fellowships, scholarships, bursaries and prizes; and
    - (d) the recognition of studies undertaken in another educational institution.
  4. The Council may limit the number of students in any subject or course.
  5. (1) Any student excluded on the grounds of unsatisfactory progress from any course of the College under a rule made pursuant to clause 1 may appeal to the Council.
  - (2) Any appeal referred to in subclause (1) —
    - (a) shall be in writing addressed to the Secretary; and
    - (b) shall be dealt with in accordance with rules made by the Council under this By-law.
  6. The Council may on the recommendation of the Academic Board determine the academic year, the commencement and ending of terms or semesters and of lectures for any year for the whole College, for any group of students or for any academic department as it may deem necessary.
  7. Before being admitted as a student any candidate for admission shall meet whatever requirements are prescribed in rules made for the purpose of this clause and have signed an undertaking to comply with the By-laws and rules of the College.
  8. The dates and form of and procedure for enrolment of students shall be determined and published in such ways as the Council may deem fit.
- CHAPTER XII  
AFFILIATION OF EDUCATIONAL AND RESEARCH ESTABLISHMENTS AND RESIDENTIAL COLLEGES
1. The Council may establish or assist in the establishment of residential colleges, whether or not sited on land vested in the College, and may grant affiliation with the College to any such residential college or any educational or research establishment.
  2. The constitution of a residential college shall be approved by the Council and shall not be altered or amended without the prior approval of the Council.
  3. If the Council is of the opinion that good and sufficient reasons exist to withdraw a grant affiliation with a residential college or an educational or research establishment it shall —
    - (a) give 2 months' notice of its intention to withdraw the grant of affiliation to the governing body of the residential college or establishment concerned;
    - (b) consider any matter put to it by the governing body of that residential college or establishment during the period of notice; and
    - (c) if the Council is still of the same opinion after the period of notice has elapsed, withdraw the grant of affiliation.
- CHAPTER XIII  
FEES
1. Subject to the provisions of the Act, the Council may make rules for or with respect to —
    - (a) the amount of any fees to be paid for —
      - (i) tuition;
      - (ii) the use of facilities of the College including facilities associated with student residences and societies;
      - (iii) examinations; and

- (iv) the granting of degrees, diplomas or certificates;
- (b) the time at which such fees shall be due and payable; and
- (c) discretionary action that may be taken for or with respect to the collection of fees.
2. Subject to the continuation in force of any arrangement made under any rule made pursuant to clause 1(c), the Principal may —
  - (a) exclude from any examinations;
  - (b) exclude from any class or the use of any facilities of the College;
  - (c) withhold the result of any examination, test or other assessment of; or
  - (d) take any action, being a combination of any two or all of the actions specified in paragraphs (a) to (c), both inclusive, against, any student who has not paid any fees due by him to the College.

CHAPTER XIV  
ACADEMIC DRESS

1. The Council may make rules for or with respect to the nature of academic dress appropriate to —
  - (a) the President, Vice President and members of the Council;
  - (b) officers of the College;
  - (c) the holders of awards of the College; and
  - (d) students of the College.

CHAPTER XV  
REGULATION OF TRAFFIC

1. The Council may make rules for regulating, or providing for the regulation of, traffic on any land under its control, and in particular the driving, parking and using of vehicles on any such land, the charges which the Council may impose in respect thereof, the causing or allowing of vehicles to stop or stand thereon, the affixing of stickers on vehicles and the removal of vehicles parked in breach of the rules, and the disciplining, in the manner specified in the rules and by such persons as are therein specified, of any person who commits a breach of those rules and of any person recorded in the College's records as responsible for a vehicle which is involved in a breach of the rules.
2. A breach of a rule made under clause 1 shall not be construed as grounds for an inquiry into the conduct of a member of staff under Division 2 of Chapter IX or as an offence against discipline under clause 1 of Chapter X.

CHAPTER XVI  
CONVOCATION, ASSOCIATIONS AND SOCIETIES OF THE COLLEGE

1. The Council may establish a Convocation of the College, the constitution of which shall be as determined by Council.
2. The Council shall determine the categories of persons who shall be entitled to membership of Convocation and the conditions upon which they shall be admitted to such membership.
3. (1) The Council may approve by resolution of such other associations or societies of or within the College as it deems fit and may make such rules as it deems necessary for the conduct and management of such associations or societies.
- (2) No association or society formed pursuant to subclause (1) may use the name of the College without the approval of the Council.

CHAPTER XVII  
CONGREGATIONS

1. Congregations of the College for the conferring of awards of the College or other purposes shall be held in such manner as the Council may determine and shall be presided over by the President or in his absence by the Vice President or in the absence of both by a member of Council appointed by the Council.

CHAPTER XVIII  
RULES

1. Nothing in this Chapter affects any other provision of this By-

- law empowering the making of rules.
2. The Council may make rules prescribing any matter that is, by any other Chapter of this By-law, required or permitted to be prescribed by rule made by the Council.
  3. A rule made under this By-law by the Council shall have full force and effect on and from the day on which it is promulgated in accordance with clause 4 or on and from such later dates as may be specified in the rule.
  4. A rule made under this By-law shall be promulgated by the Secretary's affixing a copy of the rule to an official notice-board on the premises of the College.

**SCHEDULE 1  
MANNER OF COUNTING VOTES AND ASCERTAINING  
RESULT OF BALLOT**

1. This Schedule only applies to an election to which this By-law or a rule specifies that this Schedule applies.
2. In this Schedule —  
"an absolute majority of votes" means a greater number than one-half of the total number of votes counted;  
"continuing candidate" means a candidate not already elected or excluded from the count; and  
"determine by lot" means determine in accordance with the following direction:—  
The names of the candidates concerned having been written on separate and similar slips of paper, and the slips having been folded so as to prevent identification and mixed and drawn at random, the candidate whose name is first drawn shall be excluded.
3. Where there is only one vacancy to be filled, the candidate to be elected or, where there are two vacancies to be filled, the first candidate to be elected, shall be ascertained in the following manner:—
  - (a) The Secretary or a person or persons appointed by him shall count the number of first preference votes given for each candidate.
  - (b) The candidate who has received the largest number of first preference votes shall, if that number constitutes an absolute majority of votes, be declared elected.
  - (c) If no candidate has received an absolute majority of first preference votes, the Secretary shall make another count.
  - (d) On that other count the candidates who have received the fewest first preference votes shall be excluded, and each ballot-paper counted to him shall be counted to the candidate next in order of the voter's preference.
  - (e) If any candidate then has an absolute majority of votes he shall be declared elected, but if no candidate then has an absolute majority of votes, the process of excluding the candidates who has the fewest votes and counting each of his ballot-papers to the continuing candidate next in the order of the voter's preference shall be repeated until a candidate has received an absolute majority of votes.
  - (f) The candidates who has received an absolute majority of votes shall be declared elected.
4. Where there are two vacancies to be filled, the second candidate to be elected shall be ascertained in the following manner:—
  - (a) The Secretary shall re-arrange all the ballot-papers under the names of the respective candidates in accordance with the first preference votes indicated thereon, except that each ballot-paper on which a first preference for an elected candidate is indicated shall be placed in the parcel of the candidate next in the order of the voter's preference.
  - (b) The Secretary shall then count the ballot-papers in the parcel of each continuing candidate and so ascertain the total number of votes given for each such candidate.
  - (c) If any such candidate then has an absolute majority of votes he shall be declared elected, but if no such candidate then has an absolute majority

- of votes the procedure shall be as provided in clause 3(c), (d), (e) and (f).
- (d) In the application of clause 3(c), (d), (e) and (f) a reference to first preference votes shall be read as a reference to all the votes counted to a candidate in pursuance of paragraph (b).
  5. Where there are more than two vacancies to be filled, the third and subsequent candidates to be elected shall be ascertained in the following manner:—
    - (a) The Secretary shall re-arrange all the ballot-papers under the names of the respective candidates in accordance with the highest preference indicated thereon for a continuing candidate.
    - (b) The procedure shall then be as provided in clause 4(a), (b) and (c).
    - (c) In the application of clause 4(a), (b) and (c), a preference for an elected candidate shall be disregarded and the vote shall be allocated to the continuing candidate next in order of preference.
  6. Where on any count 2 or more candidates have an equal number of votes and one of them has to be excluded, the candidate to be excluded shall be determined as follows:—
    - (a) if the count is the first made in connection with the ballot, the Secretary shall determine by lot which of those candidates shall be excluded;
    - (b) if the count is the second or a subsequent count made in connection with the ballot, that candidate shall be excluded who had the least number of votes among the candidates at the last count made in connection therewith at which one of those candidates received fewer votes than each of the others; or
    - (c) if that count is the second or a subsequent count made in connection with the ballot and if at all preceding counts made in connection therewith none of those candidates received fewer votes than each of the others, the Secretary shall determine by lot which of those candidates shall be excluded.
  7. The provisions of clause 6 shall extend to the case where the number of continuing candidates is reduced to 2 and those candidates have an equal number of votes.

**SCHEDULE 2  
TEMPORARY PROVISIONS APPLYING TO THE  
CHAIRMAN AND DEPUTY CHAIRMAN OF THE FIRST  
COUNCIL**

1. This Schedule applies to and in respect of the first Council constituted under section 6 of the Act.
2. The Chairman of the Council shall be the member, and the Deputy Chairman of the Council shall be the member, elected to hold that office respectively by the Council.
3. The person elected to be the Chairman of the Council and the person elected to be Deputy Chairman of the Council shall each hold office until his successor is elected or until the Council is reconstituted under section 7 of the Act, whichever first occurs.
4. The person elected to be Chairman of the Council or Deputy Chairman of the Council shall cease to hold office as such if he resigns as such or ceases to be a member of the Council.
5. (1) At any meeting of the Council, the Chairman of the Council shall preside, but if the Chairman of the Council is absent from that meeting, the Deputy Chairman of the Council shall preside.  
(2) In the absence of the Chairman of the Council and Deputy Chairman of the Council from a meeting of the Council the members present shall elect one of their number to preside at that meeting.
6. The provisions of clause 33 of Chapter III apply to and in respect of the Council before the reconstitution of the Council pursuant to section 7 of the Act as if a reference in that clause to the President and Vice President were a reference to the Chairman and Deputy Chairman respectively.
7. The provisions of clause 2 of Chapter V apply before the reconstitution of the Council pursuant to section 7 of the Act to and in respect of committees and boards established by the Council as if a reference in that clause to the President and

- Vice President were a reference to the Chairman and Deputy Chairman respectively.
8. The provisions of clause 7 of Chapter IX apply to and in respect of an investigating committee constituted before the reconstitution of the Council pursuant to section 7 of the Act as if a reference in clause 7(3) of that Chapter to the President and Vice President were a reference to the Chairman and Deputy Chairman respectively.

**RULES MADE UNDER THE BY-LAW  
RULE III/2/1 APPOINTMENT TO THE OFFICE OF  
PRAELECTOR**

- 1.1 Council shall appoint to the office of Praelector the member of the Academic Board of the College elected by Academic Board for appointment to the office.
- 1.2 The appointment shall be made for a period of two years, save that the first appointment shall be until 31.3.85.
- 1.3 Any member of the Academic Board other than the Principal and the Assistant Principal shall be eligible for election.
- 1.4 A candidate shall be nominated by two members of the Academic Board.
- 1.5 The roll of electors shall consist of all members, for the time being, of the Academic Board.
- 1.6 There shall be no additional emolument associated with the office of Praelector.
- 1.7 Where the term of appointment of Praelector and the term of office of Council members elected by the Academic Staff expire at the same time the election for appointment to the office of Praelector shall be held after the declaration of the result of the election of those members.
- 1.8 The election for appointment as Praelector shall be held, as appropriate, under the provisions of the By-law, Chapter III, Division 3, clauses 13 to 31 inclusive, and Schedule 1.

**RULE VIII/2/1 RULES OF CONDUCT IN THE LIBRARY**

- 1.1 Quietness must be maintained in the Reading Rooms.
- 1.2 No eating or smoking is permitted in the Library.
- 1.3 Suitcases, briefcases, or similar bags MUST NOT be brought into the Library. (Baggage racks are provided just outside the entrance, but the Library cannot take responsibility for anything left there.)
- 1.4 Books and notebooks may be brought into the Library, but must be offered for inspection on leaving the Library.
- 1.5 Books and other library materials must not be marked or damaged in any way.
- 1.6 Dress in the Library must be such as not to offend others. Persons wearing socks or stockings may leave their shoes outside, but BARE FEET on the carpet ARE NOT PERMITTED. Nor are narrow or pointed heels which are likely to damage the carpet.

**RULE VIII/2/2 PHOTOCOPYING**

1. "General Administrative Copying" means the copying of all material other than work which is subject to copyright.
2. The photocopying of work which is subject to copyright is not permitted in the College other than in accordance with the provisions of the Copyright Act 1968-1980.
3. Any copying for "Fair Dealing" (single copy) purposes as permitted under Section 40 of the Act shall be carried out only at the self-service photocopying machine provided for this purpose as an adjunct to the Library.
4. All general administrative copying and any multiple copying of insubstantial portions of works (as permitted by Section 53A of the Act) and any multiple copying of more than insubstantial portions of works under statutory licence (as permitted by Section 53B of the Act) shall be carried out only at the machines provided in the College for these purposes.
5. All multiple copying of work to be carried out under Section 53A and 53B of the Act shall be authorised by a Head of Department or other authorised person in the form specified for this purpose.
6. Disciplinary action will be taken for any breach of this Rule. Any offence may also render the user liable to civil action for breach of copyright.

**RULE VIII/2/3 GENERAL AND MULTIPLE COPYING**  
(To be displayed at photocopying machines provided for general administrative copying and for multiple copying of work as permitted under Sections 53A and 53B of the Copyright Act 1968-1980.)

1. This photocopying machine may be used only for the purposes of general administrative copying and multiple copying, strictly in accordance with the provisions of Sections 53A and 53B of the Copyright Act 1968-1980, of work which is subject to copyright.
2. Under no circumstances shall this machine be used for "Fair Dealing" (single copy) purposes as permitted under Section 40 of the Copyright Act.
3. All Fair Dealing (single copy) photocopying as permitted under Section 40 of the Act shall be carried out only at the self-service photocopying machine provided for this purpose as an adjunct to the Library.
4. Disciplinary action will be taken for any breach of this Rule. Any offence may also render the user liable to civil action for breach of copyright.

**RULE VIII/2/4 FAIR DEALING COPYING**

(To be displayed at self-service photocopying machine provided as an adjunct to the Library for Fair Dealing copying.)

1. This photocopying machine shall be used *only* for "Fair Dealing" (single copy) purposes under Section 40 of the Copyright Act 1968-1980.
2. Under no circumstances shall copying of the following kinds be carried out on the photocopying machine provided for Fair Dealing (single copy) purposes:
  - 2.1 General administrative copying;
  - 2.2 multiple copying of insubstantial portions of works (as permitted by Section 53A of the Act); or
  - 2.3 multiple copying of more than insubstantial portions of works under statutory licence (as permitted by Section 53B of the Act).
3. All general administrative photocopying and any multiple copying as permitted by Sections 53A and 53B of the Act shall be carried out only at the machines provided elsewhere in the College for these purposes.
4. Disciplinary action will be taken for any breach of this rule. Any offence may also render the user liable to civil action for breach of copyright.

**IX/5/1 OUTSIDE EARNINGS OF MEMBERS OF STAFF**

- 1.1 Subject to the prior written consent of the Principal (which may be given on conditions) members of staff may undertake outside work of a nature not incompatible with a staff member's employment for a fee or reward, and such fee or reward shall be disclosed to the Principal.
- 1.2 Provided also that in the event of the net fees or rewards for all such work received in any financial year exceeding 25% of the gross salary of the said member of staff, all net fees and rewards in excess of the said 25% shall be paid to the College or to some other authority under the control of the Council of the College.
- 1.3 Notwithstanding the requirement of Rule 1.2, the Principal may, for what he considers to be sufficient reason, determine that an amount greater than the said 25% may be retained by the member.

**RULE IX/6/1 APPEALS (STAFF)**

1. COMPOSITION OF AN APPEALS COMMITTEE (STAFF)
  - 1.1 That the same Committee model be adopted for the consideration of all forms of staff appeals, irrespective of whether they arise over a matter of termination of employment or over matters of appointment, promotion, progression or transfer in the College.
  - 1.2 That the composition of an Appeals Committee (Staff) be as follows -
    - (a) The President or the Vice-President of Council, who shall be Chairman.
    - (b) Two members of the Council nominated by the Council.
    - (c) Not more than two persons nominated by the staff association to which the appellant belongs or is eligible to belong.

2. law empowering the making of rules. The council may make rules prescribing any matter that is, by any other Chapter of this By-law, required or permitted to be prescribed by rule made by the Council.
3. A rule made under this By-law by the Council shall have full force and effect on and from the day on which it is promulgated in accordance with clause 4 or on and from such later dates as may be specified in the rule.
4. A rule made under this By-law shall be promulgated by the Secretary's affixing a copy of the rule to an official notice-board on the premises of the College.

**SCHEDULE 1  
MANNER OF COUNTING VOTES AND ASCERTAINING  
RESULT OF BALLOT**

1. This Schedule only applies to an election to which this By-law or a rule specifies that this Schedule applies.
2. In this Schedule —  
"an absolute majority of votes" means a greater number than one-half of the total number of votes counted;  
"continuing candidate" means a candidate not already elected or excluded from the count; and  
"determine by lot" means determine in accordance with the following direction:—  
The names of the candidates concerned having been written on separate and similar slips of paper, and the slips having been folded so as to prevent identification and mixed and drawn at random, the candidate whose name is first drawn shall be excluded.
3. Where there is only one vacancy to be filled, the candidate to be elected or, where there are two vacancies to be filled, the first candidate to be elected, shall be ascertained in the following manner:—  
(a) The Secretary or a person or persons appointed by him shall count the number of first preference votes given for each candidate.  
(b) The candidate who has received the largest number of first preference votes shall, if that number constitutes an absolute majority of votes, be declared elected.  
(c) If no candidate has received an absolute majority of first preference votes, the Secretary shall make another count.  
(d) On that other count the candidates who have received the fewest first preference votes shall be excluded, and each ballot-paper counted to him shall be counted to the candidate next in order of the voter's preference.  
(e) If any candidate then has an absolute majority of votes he shall be declared elected, but if no candidate then has an absolute majority of votes, the process of excluding the candidates who has the fewest votes and counting each of his ballot-papers to the continuing candidate next in the order of the voter's preference shall be repeated until a candidate has received an absolute majority of votes.  
(f) The candidates who has received an absolute majority of votes shall be declared elected.
4. Where there are two vacancies to be filled, the second candidate to be elected shall be ascertained in the following manner:—  
(a) The Secretary shall re-arrange all the ballot-papers under the names of the respective candidates in accordance with the first preference votes indicated thereon, except that each ballot-paper on which a first preference for an elected candidate is indicated shall be placed in the parcel of the candidate next in the order of the voter's preference.  
(b) The Secretary shall then count the ballot-papers in the parcel of each continuing candidate and so ascertain the total number of votes given for each such candidate.  
(c) If any such candidate then has an absolute majority of votes he shall be declared elected, but if no such candidate then has an absolute majority

- of votes the procedure shall be as provided in clause 3(c), (d), (e) and (f).
- (d) In the application of clause 3(c), (d), (e) and (f) a reference to first preference votes shall be read as a reference to all the votes counted to a candidate in pursuance of paragraph (b).
  5. Where there are more than two vacancies to be filled, the third and subsequent candidates to be elected shall be ascertained in the following manner:—  
(a) The Secretary shall re-arrange all the ballot-papers under the names of the respective candidates in accordance with the highest preference indicated thereon for a continuing candidate.  
(b) The procedure shall then be as provided in clause 4(a), (b) and (c).  
(c) In the application of clause 4(a), (b) and (c), a preference for an elected candidate shall be disregarded and the vote shall be allocated to the continuing candidate next in order of preference.
  6. Where on any count 2 or more candidates have an equal number of votes and one of them has to be excluded, the candidate to be excluded shall be determined as follows:—  
(a) if the count is the first made in connection with the ballot, the Secretary shall determine by lot which of those candidates shall be excluded;  
(b) if the count is the second or a subsequent count made in connection with the ballot, that candidate shall be excluded who had the least number of votes among the candidates at the last count made in connection therewith at which one of those candidates received fewer votes than each of the others; or  
(c) if that count is the second or a subsequent count made in connection with the ballot and if at all preceding counts made in connection therewith none of those candidates received fewer votes than each of the others, the Secretary shall determine by lot which of those candidates shall be excluded.
  7. The provisions of clause 6 shall extend to the case where the number of continuing candidates is reduced to 2 and those candidates have an equal number of votes.

**SCHEDULE 2  
TEMPORARY PROVISIONS APPLYING TO THE  
CHAIRMAN AND DEPUTY CHAIRMAN OF THE FIRST  
COUNCIL**

1. This Schedule applies to and in respect of the first Council constituted under section 6 of the Act.
2. The Chairman of the Council shall be the member, and the Deputy Chairman of the Council shall be the member, elected to hold that office respectively by the Council.
3. The person elected to be the Chairman of the Council and the person elected to be Deputy Chairman of the Council shall each hold office until his successor is elected or until the Council is reconstituted under section 7 of the Act, whichever first occurs.
4. The person elected to be Chairman of the Council or Deputy Chairman of the Council shall cease to hold office as such if he resigns as such or ceases to be a member of the Council.
5. (1) At any meeting of the Council, the Chairman of the Council shall preside, but if the Chairman of the Council is absent from that meeting, the Deputy Chairman of the Council shall preside.  
(2) In the absence of the Chairman of the Council and Deputy Chairman of the Council from a meeting of the Council the members present shall elect one of their number to preside at that meeting.
6. The provisions of clause 33 of Chapter III apply to and in respect of the Council before the reconstitution of the Council pursuant to section 7 of the Act as if a reference in that clause to the President and Vice President were a reference to the Chairman and Deputy Chairman respectively.
7. The provisions of clause 2 of Chapter V apply before the reconstitution of the Council pursuant to section 7 of the Act to and in respect of committees and boards established by the Council as if a reference in that clause to the President and

Vice President were a reference to the Chairman and Deputy Chairman respectively.

8. The provisions of clause 7 of Chapter IX apply to and in respect of an investigating committee constituted before the reconstitution of the Council pursuant to section 7 of the Act as if a reference in clause 7(3) of that Chapter to the President and Vice President were a reference to the Chairman and Deputy Chairman respectively.

**RULES MADE UNDER THE BY-LAW  
RULE III/2/1 APPOINTMENT TO THE OFFICE OF  
PRAELECTOR**

- 1.1 Council shall appoint to the office of Praelector the member of the Academic Board of the College elected by Academic Board for appointment to the office.
- 1.2 The appointment shall be made for a period of two years, save that the first appointment shall be until 31.3.85.
- 1.3 Any member of the Academic Board other than the Principal and the Assistant Principal shall be eligible for election.
- 1.4 A candidate shall be nominated by two members of the Academic Board.
- 1.5 The roll of electors shall consist of all members, for the time being, of the Academic Board.
- 1.6 There shall be no additional emolument associated with the office of Praelector.
- 1.7 Where the term of appointment of Praelector and the term of office of Council members elected by the Academic Staff expire at the same time the election for appointment to the office of Praelector shall be held after the declaration of the result of the election of those members.
- 1.8 The election for appointment as Praelector shall be held, as appropriate, under the provisions of the By-law, Chapter III, Division 3, clauses 13 to 31 inclusive, and Schedule 1.

**RULE VIII/2/1 RULES OF CONDUCT IN THE LIBRARY**

- 1.1 Quietness must be maintained in the Reading Rooms.
- 1.2 No eating or smoking is permitted in the Library.
- 1.3 Suitcases, briefcases, or similar bags MUST NOT be brought into the Library. (Baggage racks are provided just outside the entrance, but the Library cannot take responsibility for anything left there.)
- 1.4 Books and notebooks may be brought into the Library, but must be offered for inspection on leaving the Library.
- 1.5 Books and other library materials must not be marked or damaged in any way.
- 1.6 Dress in the Library must be such as not to offend others. Persons wearing socks or stockings may leave their shoes outside, but BARE FEET on the carpet ARE NOT PERMITTED. Nor are narrow or pointed heels which are likely to damage the carpet.

**RULE VIII/2/2 PHOTOCOPYING**

1. "General Administrative Copying" means the copying of all material other than work which is subject to copyright.
2. The photocopying of work which is subject to copyright is not permitted in the College other than in accordance with the provisions of the Copyright Act 1968-1980.
3. Any copying for "Fair Dealing" (single copy) purposes as permitted under Section 40 of the Act shall be carried out only at the self-service photocopying machine provided for this purpose as an adjunct to the Library.
4. All general administrative copying and any multiple copying of insubstantial portions of works (as permitted by Section 53A of the Act) and any multiple copying of more than insubstantial portions of works under statutory licence (as permitted by Section 53B of the Act) shall be carried out only at the machines provided in the College for these purposes.
5. All multiple copying of work to be carried out under Section 53A and 53B of the Act shall be authorised by a Head of Department or other authorised person in the form specified for this purpose.
6. Disciplinary action will be taken for any breach of this Rule. Any offence may also render the user liable to civil action for breach of copyright.

**RULE VIII/2/3 GENERAL AND MULTIPLE COPYING**

(To be displayed at photocopying machines provided for general administrative copying and for multiple copying of work as permitted under Sections 53A and 53B of the Copyright Act 1968-1980.)

1. This photocopying machine may be used only for the purposes of general administrative copying and multiple copying, strictly in accordance with the provisions of Sections 53A and 53B of the Copyright Act 1968-1980, of work which is subject to copyright.
2. Under no circumstances shall this machine be used for "Fair Dealing" (single copy) purposes as permitted under Section 40 of the Copyright Act.
3. All Fair Dealing (single copy) photocopying as permitted under Section 40 of the Act shall be carried out only at the self-service photocopying machine provided for this purpose as an adjunct to the Library.
4. Disciplinary action will be taken for any breach of this Rule. Any offence may also render the user liable to civil action for breach of copyright.

**RULE VIII/2/4 FAIR DEALING COPYING**

(To be displayed at self-service photocopying machine provided as an adjunct to the Library for Fair Dealing copying.)

1. This photocopying machine shall be used only for "Fair Dealing" (single copy) purposes under Section 40 of the Copyright Act 1968-1980.
2. Under no circumstances shall copying of the following kinds be carried out on the photocopying machine provided for Fair Dealing (single copy) purposes:
  - 2.1 General administrative copying;
  - 2.2 multiple copying of insubstantial portions of works (as permitted by Section 53A of the Act); or
  - 2.3 multiple copying of more than insubstantial portions of works under statutory licence (as permitted by Section 53B of the Act).
3. All general administrative photocopying and any multiple copying as permitted by Sections 53A and 53B of the Act shall be carried out only at the machines provided elsewhere in the College for these purposes.
4. Disciplinary action will be taken for any breach of this rule. Any offence may also render the user liable to civil action for breach of copyright.

**IX/5/1 OUTSIDE EARNINGS OF MEMBERS OF STAFF**

- 1.1 Subject to the prior written consent of the Principal (which may be given on conditions) members of staff may undertake outside work of a nature not incompatible with a staff member's employment for a fee or reward, and such fee or reward shall be disclosed to the Principal.
- 1.2 Provided also that in the event of the net fees or rewards for all such work received in any financial year exceeding 25% of the gross salary of the said member of staff, all net fees and rewards in excess of the said 25% shall be paid to the College or to some other authority under the control of the Council of the College.
- 1.3 Notwithstanding the requirement of Rule 1.2, the Principal may, for what he considers to be sufficient reason, determine that an amount greater than the said 25% may be retained by the member.

**RULE IX/6/1 APPEALS (STAFF)**

1. COMPOSITION OF AN APPEALS COMMITTEE (STAFF)
  - 1.1 That the same Committee model be adopted for the consideration of all forms of staff appeals, irrespective of whether they arise over a matter of termination of employment or over matters of appointment, promotion, progression or transfer in the College.
  - 1.2 That the composition of an Appeals Committee (Staff) be as follows -
    - (a) The President or the Vice-President of Council, who shall be Chairman.
    - (b) Two members of the Council nominated by the Council.
    - (c) Not more than two persons nominated by the staff association to which the appellant belongs or is eligible to belong.

1.3 That a standing Appeals Committee be established and that this be effected by Council appointing for a period of two years the two members of the Council and two alternates nominated by the Council.

## 2. PROCEDURE FOR LODGING AN APPEAL AND COMMENCING PROCEEDINGS

2.1 A right of appeal over a matter of appointment will exist for internal applicants only.

2.2 In any appeals by staff, whether the appeal is over a matter of appointment or otherwise, an appellant be required to lodge, within two full working days after despatch of a notification in writing of the decision in respect of his/her application/case, a notice of his/her intention to appeal, and to lodge within a further five days documents setting out the grounds of the appeal.

2.3 The standing Appeals Committee shall commence its consideration of the appeal on a mutually acceptable date no later than twenty-eight days after the interval allowed for an appellant to lodge the detailed documents setting out the grounds of his/her appeal.

2.4 It shall be the responsibility of the Principal to ensure that all of the information which formed the basis of the original decision relating to the staff member's case is placed before the Appeals Committee.

## 3. POWER OF APPEALS COMMITTEES

3.1 That an Appeals Committee (Staff) not be given any delegated power to determine a matter which is the subject of an appeal.

3.2 That if the Appeals Committee judges that an injustice may have occurred, or ascertains an apparent error in the proceedings or in the conclusions reached by the body which made the decision in respect of the staff member, it shall refer these matters to that body with the request that it take cognisance of the matters raised by the Appeals Committee and review its decision in the light of those factors. The factors shall be specified in an accompanying statement from the Appeals Committee of the reasons for its decision.

3.3 The body to which the referral has been made (the original panel or committee or officer) shall, after making such review, transmit to Council in ordinary or special meeting, the result of that review, with a statement of the reasons for its recommendations. Council shall also be provided with the statement of reasons prepared by the Appeals Committee. On the basis of these statements Council shall make the final determination with respect to the appeal.

3.4 That minority reports from the Appeals Committee or from the original body acting in review shall be permissible and such minority reports shall be transmitted with the majority report.

3.5 If the Appeals Committee concludes that no injustice has occurred and has been unable to ascertain any defect in the proceedings or conclusions reached by the body responsible for the original decision, it shall recommend to the Council that the appeal be dismissed.

## 4. REIMBURSEMENT OF APPEALS WITNESSES

4.1 That any claims for the reimbursement of expenses of witnesses called to attend appeals hearings be decided by the Council, after receiving recommendations from the Appeals Committee.

## IX/14/1 THE CONDUCT AND DISCIPLINE OF OFFICERS

1.1 Every proceeding under this Rule shall be commenced by a written complaint served upon the Registrar for consideration by the Council.

1.2 Should Council decide to act, in terms of Chapter IX, Division 2, clause 7(2)(b) or (c), the Registrar shall, as soon as practicable, serve on the officer complained against (hereinafter referred to as the respondent) a notice setting out the complaint and informing him that Council has decided to act in terms of clause 7(2)(b) or (c) and shall also inform the complainant of the decision of the Council.

1.3 If Council decides to act in terms of clause 7(2)(b), the respondent shall be requested to present a written or oral response to the complaint upon the expiration of five working days after the delivery by hand or by registered mail of the notice referred to in 1.2.

1.4.1. If Council decides to act in terms of clause 7(2)(c), such an action shall not be commenced until the expiration of fourteen days after service on the respondent of a notice specifying the complaint referred to in 1.1. and the name of

the person lodging the complaint and a copy of the By-law and a copy of any Rule made under the By-law for the conduct of an inquiry by an investigating committee.

1.4.2 The Registrar shall give not less than seven days' notice in writing to the complainant, the respondent and members of the investigating committee of the time, date and place of the initial meeting of the committee, being as soon as practicable after the expiration of the period referred to in 1.4.1.

2.1 An investigating committee constituted by Council under Chapter IX, Division 2, clause 7 shall conduct its investigation in accordance with the following:

2.1.1 The purpose of the committee is to investigate the complaint and report to the Council so far as it is able to ascertain the circumstances from which the complaint arose and the evidence presented by and on behalf of the complainant, the respondent and by any other persons and upon documents of record considered pursuant to 2.2.9.

2.1.2 Any member of the committee may submit to Council a dissenting report on any part of the matter under investigation.

2.2 The following procedures shall be adopted:

2.2.1 In the exercise of its functions the investigating committee shall not be bound to follow strict legal procedure or to observe the rules of law governing the admission of evidence.

2.2.2 The committee shall ensure that every party to the investigation is given a reasonable opportunity to present his case and, in particular, to inspect any documents to which the committee proposes to have regard in preparing its report to Council and to make submissions in relation to those documents.

2.2.3 The complainant and the respondent may present his own case or nominate a person to present a case for him. Where a person elects to conduct his own case he may be accompanied by another person. In either instance, the person chosen may be a legally qualified practitioner but shall not be a witness.

2.2.4 The committee may be legally advised upon and during the performance of its functions.

2.2.5 The complainant and the respondent and persons accompanying or representing them may be present while the committee is taking evidence, but shall not be present for any of the deliberations of the committee or for any period during which the committee may wish to deliberate in the course of the inquiry.

2.2.6 The complainant and the respondent may invite other persons to appear before the committee to present evidence relevant to the grounds of the complaint.

2.2.7 The parties to the complaint will be responsible for arranging for any witnesses they wish to call to be available and present at the inquiry at a time stipulated by the committee.

2.2.8 The committee, independently of the other parties to the complaint, may invite any person to appear before it for the purpose of giving evidence or verifying any of the information placed before the committee.

2.2.9 All documents of record relating to the service of the respondent and, where relevant, those of the complainant, shall be available to the committee at its request after the taking of evidence has been completed.

2.2.10 A record of the proceedings of the inquiry will be made and kept. The complainant and the respondent shall, on request, be provided with a record of the proceedings of the inquiry.

2.2.11 The order of taking evidence shall be

- (a) the complainant;
- (b) witnesses called by the complainant;
- (c) the respondent;
- (d) witnesses called by the respondent; and
- (e) witnesses called by the committee.

except that the committee may at its discretion permit or conduct the examination of any witness at any stage of the proceedings.

2.2.12 Each of the complainant and the respondent may present a written statement of his evidence which he shall read and thereafter may give oral evidence.

2.2.13 After the complainant has given evidence the respondent or his representative shall be entitled to ask the complainant

questions relating to the complaint and after the respondent has given evidence the complainant shall be entitled to ask him questions relating to the complaint.

2.2.14 Members of the committee may question the parties to the complaint or any witness as deemed appropriate by the committee.

2.2.15 The Chairman of the committee may disallow any question.

2.2.16 Only one witness at a time will be admitted to the inquiry.

2.2.17 No witness shall hear the evidence given by any other witness or by the complainant or by the respondent.

2.2.18 Each witness may present his evidence supported, if he so desires, by a written statement and led, if he so desires, by the party by whom he has been called. The witness may then be questioned by the other party or parties and by the committee.

2.2.19 The committee may question the complainant or the respondent again on the whole of the evidence after all of the witnesses have been heard.

2.2.20 Where either the respondent or the complainant can show cause why he is unable to attend, then the hearing shall be adjourned.

2.2.21 If the respondent has not shown cause and does not appear, the investigating committee may

(a) upon proof of service of the complaint on the respondent, or, where the hearing of the complaint has been adjourned, proceed to the hearing of the action on the part of the complainant only;

or

(b) adjourn the hearing.

2.2.22 If the complainant has not shown cause and does not appear, the committee may adjourn the hearing or dismiss the complaint or proceed to investigate the complaint on such evidence as is available.

2.2.23 Where a party to the inquiry or a witness satisfies the committee that he is unable to be present at the investigation, the committee may accept as evidence a written statement made by that person. Such a statement may take the form of a Statutory Declaration.

2.2.24 Any material presented by the complainant or person complained against during his evidence shall be recorded and marked and retained in the custody of the Registrar until completion of any action taken by the Council whereupon it shall be returned to the person who tendered it.

2.2.25 The committee may adjourn proceedings from time to time.

2.2.26 The Registrar shall act as Secretary of the committee. If for any reason the Registrar is unable to act, the Principal shall appoint a Secretary to the committee.

2.2.27 The College Council may reimburse the respondent for any expenditure incurred by him in securing such legal representation as is permitted by the Rule in accordance with guidelines established by the Council.

## 2.3 Interpretation:

2.3.1 The following words shall, unless the contrary intention appears, have the meanings respectively assigned to them:-

(a) words importing the masculine gender shall include the feminine gender; and

(b) words in the singular shall include the plural and words in the plural shall include the singular.

2.3.2 The time prescribed or allowed for the doing of a particular thing shall, unless the contrary intention appears, be taken to exclude the day of the act or event from or after which the time is to be reckoned but to include the day for the doing of that thing.

2.3.3 Times prescribed by these rules shall exclude public holidays and such other holidays as determined by the College Council.

## X/1/1 USE OF COLLEGE LIBRARY

1.1 All library material being taken out of the Library must be recorded in the name of the person taking it out.

1.2 Fines and penalties, as from time to time approved by the Council of the College, will be imposed for the non-return of borrowed books or equipment or materials.

1.3 Fines, and amounts due for lost books etc., must be paid as soon as possible after they have been imposed.

1.4 If fines, and amounts due for lost books etc., are not paid as soon as possible, the College Librarian may withdraw borrowing rights.

1.5 Any breach of the Rules by a reader may render him liable to the penalty prescribed in Chapter X, Division 1, clauses 2, 3 or 6 of the By-law, namely, to suspension from the Library for a period up to twenty-four hours at the discretion of the College Librarian, or for a longer period at the discretion of the Assistant Principal of the College.

1.6 Rules pertaining to the conduct of students in the Library may be made by the Principal.

## XI/3(b)/1 REVIEW OF EXAMINATION RESULTS

1.1 Students shall be made aware at the commencement of each academic year of the precise nature of the course assessment and how the final grade is computed.

1.2 Students shall be made aware promptly of the grades given to class work and assignments during the year.

1.3 Review is deemed to mean a check of the numerical accuracy of the assessment and a re-mark of any final examination paper.

1.4 The charge for a review shall be reviewed annually.

1.5 An objection to a grade on progressive assessment must be made by a student within a fortnight of the return of the work by the lecturer.

1.6 Students shall be made aware that a review of the result of a subject can result in a better grade, no change in grade, or a worse grade.

1.7 An application for a review of a final examination result must be submitted to the Cashier on the appropriate form, together with the prescribed charge for a review, by the date listed on the "Notification of Examination Results" posted to the student.

## XV/1 TRAFFIC AND PARKING RULES

### 1. PREAMBLE

The college campus is private property. It is a privilege to bring a vehicle onto the grounds. These Rules control that privilege.

### 2. PRELIMINARY AND DEFINITIONS

2.1 These Rules may be cited as the "Newcastle College of Advanced Education Traffic and Parking Rules", and are made in exercise of all the powers of the Council conferred by the Colleges of Advanced Education Act, 1975 and the By-laws in force thereunder.

2.2 In these Rules and for the purpose of these Rules:

"Assistant Principal" means Assistant Principal for the time being of the College and includes a reference to a person occupying the position of Acting Assistant Principal and during a period when there is no Assistant Principal or Acting Assistant Principal on campus, to a person authorised by the Principal to exercise the powers conferred by these Rules upon the Assistant Principal;

"Attendant (Patrol)" means a person employed by the College as an Attendant (Patrol) and includes the Attendant (Caretaking and Patrol);

"Campus" refers to the whole of the lands of the College and to any part thereof;

"Infringement sticker" means a piece of paper on which particulars of an offence alleged to have been committed against the Rules are recorded and which is affixed to a vehicle pursuant to Rule 4.3;

"Member of the College" includes a member of staff of the College, whether full-time or part-time and whether academic or non-academic, whether tenure, fixed term, probationary or otherwise, and a student enrolled in any course or subject of the College whether as a candidate proceeding to a degree or a diploma at the College or not;

"Notice" means a written notification signed by the Assistant Principal or by an Attendant (Patrol);

"Parking permit sticker" means a parking permit sticker issued under these Rules;

"Planner" means Planner for the time being of the College and includes a reference to a person occupying the position of Acting Planner;

"Principal" means Principal for the time being of the College and includes a reference to a person occupying the position of Acting Principal;



- "Registered person responsible" means the person registered in the Register of Motor Vehicles Authorised to be Parked on Campus as responsible for a motor vehicle;
- "Secretary" means Secretary for the time being of the College and includes a reference to a person occupying the position of Acting Secretary.
- "Sign" means a notification in language or symbol erected, painted on or affixed to a building or structure or marked on the ground or otherwise displayed by authority of the Principal or the Assistant Principal, and "sign" includes markings which indicate a pedestrian crossing;
- "Vehicle" includes bicycle;
- "Register of Motor Vehicles Authorised to be Parked on Campus" means the register to be kept pursuant to Rule 3.3 of these Rules.
- 2.3 The headings of and within these Rules shall be deemed part of the Rules.
- 2.4 The Interpretation Act 1897 shall apply mutandis to and in respect of these Rules in the same manner as it applies to Acts of Parliament.
3. BRINGING OF VEHICLES ON THE CAMPUS
- 3.1 The Assistant Principal shall cause to be available forms of application for the issue of parking permit stickers in the form or forms prescribed from time to time by the Assistant Principal for the purpose.
- 3.2 Any member of the College or person employed on the campus (other than a person so employed temporarily or for a particular purpose or project) may apply for a parking permit sticker. Application shall be made in the form prescribed duly completed and signed by the applicant.
- 3.3 There shall be a Register of Motor Vehicles Authorised to be Parked on Campus in which shall be recorded particulars of every vehicle in respect of which a parking permit sticker is issued and of the name, address and qualifying status of the applicant for such sticker. A person to whom a parking permit sticker is issued shall notify the College of any change in his name, address or qualifying status.
- 3.4 A parking permit sticker shall cease to be valid:
- when the motor vehicle in respect of which it was issued is disposed of so that it ceases to be owned or available to the person to whom the sticker was issued;
  - when the person to whom the parking permit sticker was issued ceases to possess a qualifying status by reason of which sticker or stickers of the category in question are issued;
  - on the date of which the Principal orders that the sticker be cancelled;
  - on the date on which the Principal orders that all parking permit stickers or all parking permit stickers of the category in question be cancelled;
  - when the sticker is no longer clearly legible; whichever shall be the earlier. When a parking permit sticker ceases to be valid, the person to whom it was issued shall cause it to be removed from the motor vehicle in respect of which it was issued.
- 3.5 Any member of the College or person employed on the campus (other than a person so employed temporarily or for a particular purpose or project) who wishes to bring a motor vehicle on to the campus shall not do so unless there has first been obtained in respect of the motor vehicle a parking permit sticker and such sticker is currently valid and is affixed to the windscreen or, in the case of a motor cycle, to a prominent place on the motor cycle. Motor vehicles without a parking permit sticker may be refused entry to the campus.
4. PARKING OF VEHICLES
- 4.1 No person shall park any vehicle on the campus except in a place set aside for the parking of vehicles of the category in question.
- 4.2 No person other than a bona fide visitor shall park any motor vehicle on the campus unless the vehicle bears a parking permit sticker relating to the place or category of place in which the vehicle is parked, being a place set aside for time for parking of motor vehicles or of motor vehicles of a particular category, or of motor vehicles belonging to persons of a particular category.
- 4.3 Where a vehicle is parked or left in a place in breach of these Rules or of any parking sign or parking direction, it shall be lawful for an infringement sticker to be affixed to the vehicle by

- an Attendant (Patrol). If the vehicle is causing obstruction or inconvenience, it shall be lawful for an Attendant (Patrol) with the concurrence of the Assistant Principal to move it or cause it to be moved.
5. TRAFFIC
- 5.1 A person in charge of a vehicle entering or upon any part of the campus shall:
- stop his vehicle on any part of the campus when signalled to do so by an Attendant (Patrol);
  - give to an Attendant (Patrol) such information as he may reasonably require;
  - obey any directions which an Attendant (Patrol) may reasonably give in relation to the driving, parking or moving of such vehicle;
  - not drive at a speed greater than 35 km/h or such other speed as may be indicated by an appropriate sign as the speed limit for the section of road or part of campus in question;
  - not drive a vehicle or allow it to stand on any part of the campus in such a manner or in such circumstances that he would be guilty of an offence if the part of the campus were a public street and shall obey any sign as if it had been erected, painted, affixed, marked or otherwise displayed on a public street with the authority of the Commissioner of Police;
  - not drive, park or leave a vehicle on any lawn, grassed area, oval, garden, undeveloped area of the campus or builders' access road;
  - comply with all other directions relating to traffic indicated by appropriate signs installed on the campus;
  - not drive a vehicle while the vehicle is in such a condition that unreasonable noise or inconvenience to other persons may be caused or may reasonably be expected to be caused;
  - comply with any prohibition of the Principal under Rule 7.2.
6. BREACH OF RULES AND ENFORCEMENT
- 6.1 If a vehicle is involved in a breach of these Rules as well as the person actually committing the breach, the registered person responsible for the vehicle or, if there is no person so registered, the person registered under the Motor Traffic Act 1909 (N.S.W.) as the owner of the vehicle on the date of the breach, shall be deemed for all the purposes of these Rules (and in particular but without limiting the generality of the foregoing, for the purpose of the category and degree of sanction to be imposed) to have committed the breach in question.
- 6.2 Where a breach of these Rules is alleged to have been committed, notice specifying the breach alleged and the facts or circumstances said to constitute the breach including the date, place and time of the alleged breach shall be given to the registered person responsible or the person registered under the Motor Traffic Act 1909 (N.S.W.) as the owner of the vehicle, as the case may be. Notice shall be deemed duly given to such person if the notice is affixed to the vehicle or if it is sent to such person by registered or certified post addressed to him at the address registered in respect of him in the Register of Motor Vehicles Authorised to be Parked on Campus or in the records of the N.S.W. Department of Motor Transport. Notice so affixed or posted shall be deemed to have been duly served on the third day following but not including the date of affixation or posting.
- 6.3 Where, after affording the person a period of seven days from the time of serving the notice in which to submit a written statement to him the Assistant Principal is satisfied that the person is in breach of these Rules he may:
- warn the person against committing any further breach; or
  - impose a fine; or
  - refer the matter to the Principal
- provided that a person who in his written statement requests to be heard in person by the Assistant Principal shall be given an opportunity to be so heard before action is taken under the provisions of this Rule. The range of fines which may be imposed by the Assistant Principal in respect of various categories of breach shall be:
- Parking in areas not set aside for parking: up to \$4.

- Parking in special service areas, e.g. loading bays, by fire hydrants, etc.: up to \$10.
- Failing to display a valid parking permit: up to \$4.
- Driving offences — including speeding and dangerous driving: up to \$25.
- Failing to stop when signalled to do so by an Attendant (Patrol): up to \$25.
- Refusing to give information to an Attendant (Patrol): up to \$25.
- Failing to obey the directions of an Attendant (Patrol): up to \$25.
- 6.4 Notice of the Assistant Principal's decision shall be given to the registered person responsible or the person registered under the Motor Traffic Act 1909 (N.S.W.) as the owner of the vehicle, as the case may be. Notice shall be deemed duly served on such person if it is served on him personally or if it is sent to him by ordinary post addressed to him at the address registered in respect of him in the Register of Motor Vehicles Authorised to be Parked on Campus or in the records of the N.S.W. Department of Motor Transport. Notice so posted shall be deemed to have been duly served on the third day following but not including the date of posting.
7. REFERENCES AND APPEALS
- 7.1 From any decision of the Assistant Principal in respect of an alleged breach of these Rules there is a right of appeal to the Principal exercisable in writing within fourteen days after the date of service of the notice of the decision appealed from.
- 7.2 The Principal on a reference or an appeal to him under these Rules shall have all the powers of the Assistant Principal under these Rules and, in addition, the power to order that a parking permit sticker be cancelled, the power to prohibit a person from driving or from driving a particular vehicle or category of vehicle on the campus or on any specified part thereof, and to exercise all such other powers as belong to him by virtue of his office.
8. EXEMPTIONS
- 8.1 A particular person or vehicle or category of person or vehicle may be exempted from the application of any of the foregoing Rules for a particular time or purpose or in respect of a particular part of the campus and otherwise upon such conditions as may be specified. This power of exemption shall be exercisable by the Principal or the Assistant Principal or the Secretary and, in respect of maintenance staff, contractors and service authorities, also by the Planner.

#### XVIII/2/1 MAKING OF RULES

- 1.1 Notice of any proposed rule or amendment to an existing rule with the exception of rules made under clause 2 of Chapter VIII must be given to the Secretary in accordance with the provisions of clause 34(a) of Chapter III, and be included in the notice sent to each member of the Council as prescribed in clause 35(1) of that Chapter.
- 1.2 Any rule or amendment to a rule decided at a meeting of the Council shall be left in abeyance and become effective only after confirmation by the Council at a subsequent meeting held not less than 28 days later.
- 1.3 Rules Made by the Principal.
- Rules made by the Principal under clause 2 of Chapter VIII shall become effective immediately following publication on a notice-board on the premises of the College.
  - Such rules shall be tabled at the earliest available Council meeting.
  - The Council may disallow or amend any such rule.

#### XVIII/2/2 CONSULTATION IN FORMATION OF RULES

- 2.1 As a matter of general principle Council undertakes to seek the advice of appropriate groups within the College before determining rules which affect such groups.
- 2.2 In particular —
- it is expected that rules relating to academic matters will originate from or be referred to the Academic Board,
  - where rules relate to conditions of service of staff they will, in general, be referred to appropriate associations of staff members; and

- where rules relate to students they will, in general, be referred to the Students' Representative Council.
- 2.3 Notwithstanding this general statement of intent, Council retains the right to proceed without such consultation or to seek advice from individuals or groups not specified in the examples given.
- (Examples are rules to be made —  
Under 2.2(a), rules under Chapters V (Div.2), X and XI;  
Under 2.2(b), rules under Chapter IX, Divisions 1 and 2; and  
Under 2.2(c), rules under Chapter X, Divisions 1 and 2.)

# College Requirements and Procedures

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## ADMISSION

### Admission as a Student

A person who has applied to undertake a course or subject or subjects shall upon the approval of admission to the College and the payment of such fees as may from time to time be determined, become an admitted member of the College and be deemed to have accepted the privileges and obligations of membership of the College.

### Admission Based on the New South Wales Higher School Certificate

A candidate before being deemed eligible to be considered for admission to Newcastle College of Advanced Education, is required to:

- offer at least 11 units in the N.S.W. Higher School Certificate presented from at least 4 approved subjects, one of which must be English, and
- reach a standard accepted as satisfactory by the College Academic Board in the English course attempted, and
- have attained in that examination the aggregate of marks prescribed by the College Academic Board (aggregate based on 10 best units), and
- have satisfied in that examination the departmental entry prerequisites.

### Approved Subjects

The approved subjects shall include:

English	Ancient History
Mathematics	Art
Science	Economics
Chinese	Geography
French	Modern History
German	Food & Textile Science
Classical Greek	Music
Hebrew	Agriculture
Arabic	Latvian
Czech	Lithuanian
Indonesian	Industrial Arts
Italian	General Studies
Dutch	Home Science
Japanese	Textile & Design
Latin	Farm Mechanics
Modern Greek	Sheep Husbandry & Wool Technology
Russian	Polish
Spanish	Serbo-Croatian
Hungarian	Turkish
Ukrainian	

## COURSE REQUIREMENTS

### SCHOOL OF TEACHER EDUCATION

- Diploma in Teaching (Primary, Early Childhood and Secondary Education).
- Bachelor of Education.
- Bachelor of Music Education.

In addition to the General Admission Requirements (a) and (b) above, candidates for entry to the above courses must satisfy the following special English and departmental entry prerequisites:

### Special English Requirements

- Students entering Art Education, Home Economics, Industrial Arts, Languages, Mathematics, Music, Physical Education, Science and Social Science should have attained in English at the H.S.C. the level of
  - 3 Unit, Percentile band 1-10 or better
  - 2 Unit, Percentile band 11-20 or better
  - 2 Unit General, Percentile band 31-40 or better
 unless otherwise stated by the department concerned.
- Candidates for specialist secondary English courses should have attained in English at the H.S.C. the level of
  - 3 Unit, Percentile band 11-20 or better
  - 2 Unit, Percentile band 31-40 or better
  - 2 Unit General, Percentile band 71-80 or better — provided that those candidates who have attained in English at the H.S.C. the level of 2 Unit General, Percentile band 71-80 or better, should have attained the level of 2 Unit, Percentile band 31-40 in any other two humanities subjects. (Geography, History, Economics, Art, Music or a Foreign Language).

- Candidates for entry to the Diploma in Teaching/Bachelor of Education (Primary Education) & (Early Childhood Education) should have attained in English at the H.S.C. the level of
  - 3 Unit, Percentile band 1-10 or better
  - 2 Unit, Percentile band 11-20 or better
  - 2 Unit General, Percentile band 31-40 or better
 Preference will be given to candidates with attainments at (c) (i) or (c) (ii) levels.

### Admission to Specialist Courses

Art Education	<i>Prescribed:</i>	At least a 2 Unit course in Art at the H.S.C.
	<i>Preferred:</i>	A 3 Unit course in Art at the H.S.C.
English/History	<i>Prescribed:</i>	Candidates must satisfy the Special English Requirements (b) stated above.
Home Economics	<i>Preferred:</i>	<ol style="list-style-type: none"> <li>A 3 Unit course in Food and Textile Science</li> <li>Two 2 Unit courses from                             <ol style="list-style-type: none"> <li>Home Science</li> <li>Textiles and Design</li> <li>Science (Chemistry preferred)</li> </ol> </li> </ol>
Industrial Arts	<i>Preferred:</i>	Units in Industrial Arts, Mathematics and Science.
Languages	<i>Prescribed:</i>	A foreign language at one of the following levels: <ol style="list-style-type: none"> <li>3 Unit, Percentile band 11-20 or better</li> <li>2 Unit, Percentile band 21-30 or better</li> <li>2 Unit 2, Percentile band 21-30 or better</li> <li>2 Unit General, Percentile band 71-80 or better, together with 2 Unit or better in two other humanities subjects (Geography, History, Art, Music, English or Economics)</li> </ol>
Mathematics	Students offering a 2 Unit General course in Mathematics are not eligible.	
	<i>Prescribed:</i>	<ol style="list-style-type: none"> <li>Students offering the 2 Unit course in Maths must attain a Percentile band of 71-80 or better.</li> <li>Students offering a 3 Unit course in Maths must attain a Percentile band of 31-40 or better.</li> </ol>
		Students offering the 4 Unit course in Mathematics will be deemed eligible for consideration.
Music	Specific Music Requirements -	
	In general, the candidate must:	
	<i>(i)</i>	Have satisfactorily completed Music examinations conducted by the Board of Senior School Studies of 3 unit, 2 unit or 2 unit General.
		or
		Pass in Grade VI Performance and Grade VI Musicianship in examinations conducted by the Australian Music Education Board.
		or
		Demonstrate musical expertise equivalent in standard to the requirements listed above.
	<i>(ii)</i>	Satisfy the requirements of an interview/audition conducted jointly by

members of staff from the Conservatorium and the College.

At the interview/audition, applicants will be required to perform two pieces of music of a contrasting nature and sing a song of their own choice (accompanists must be provided where required).

Applicants will also be required to undergo aural tests and tests of musical ability if competence in these has not been demonstrated by examination results.

No preparation is required for tests of musical ability, but aural tests will include:

- Aural recognition of
- Time signatures
  - Major and Minor tonality
  - Cadences
  - Triads
  - Intervals

Applicants are requested to forward references from music teachers and any other documents pertaining to their musical experience to the College.

Physical Education	<i>Preferred:</i>	<ol style="list-style-type: none"> <li>A 2 Unit course in Mathematics and</li> <li>A 2 Unit course in Science</li> </ol>
Science	Students offering a 2 Unit General course in Science are not eligible.	
	<i>Prescribed:</i>	<ol style="list-style-type: none"> <li>At least a 2 Unit course in Science.</li> <li>At least a 2 Unit course in Mathematics.</li> </ol>
	<i>Preferred:</i>	<ol style="list-style-type: none"> <li>A 4 Unit course in Science at the H.S.C.;</li> <li>A 2 Unit course in Chemistry or Physics at the H.S.C., and</li> <li>A 4 or 3 Unit course in Mathematics (not including a 2 Unit General course).</li> </ol>
Social Sciences	No specific prerequisites. Lectures will be based on the assumption that students have studied Economics or Geography at the H.S.C.	

### 4. Diploma in Teaching (Technical and Further Education)

In general, candidates should possess recognised specialist technical qualifications suitable as a basis for teaching in post-secondary technical and further education or similar fields.

- An applicant for admission to candidature for the Diploma in Teaching shall possess either
  - a Trade Certificate, or
  - a Certificate of the technician or middle level kind of the New South Wales Department of Technical and Further Education, or
  - an Associate Diploma, or shall
  - have completed a three-year full-time technical course based upon a School Certificate or Higher School Certificate, or
  - have such specialised training and occupational experience as to have been selected by the Director of Technical and Further Education for employment as a teacher, or

- have such vocational education qualifications as may be deemed by the Academic Board to be equivalent to one of the qualifications (a) to (d) above, or
- be eligible for admission to the College as a mature age candidate, AND
- have had, except in cases under (c) and (d) aforementioned, a minimum of three years' occupational experience related to the specialised vocational qualification forming the basis of application for admission.

### 5. Diploma in Teacher Librarianship

Candidates must be teachers having at least 2 years' trained certificate attainments and a minimum of 2 years' teaching experience.

### 6. Graduate Diploma in Education (Primary and Secondary Education)

Candidates must be graduates of a recognised university or hold qualifications deemed equivalent. Diplomates of a recognised tertiary institution who hold a three year diploma in a field other than teacher education may be deemed eligible for consideration for admission.

Applicants who have completed the equivalent of 8/9ths of a degree or diploma may be considered for admission. Candidates admitted under this regulation are required to complete degree/diploma requirements concurrently with their candidature for the Graduate Diploma in Education.

### 7. Graduate Diploma in Education (Technical and Further Education)

In general, candidates should have a university degree or other appropriate tertiary qualification and be employed for concurrent teaching in technical and further education.

- An applicant for admission to candidature for the Graduate Diploma in Education shall either
  - have qualified for an appropriate degree at an approved institution, or
  - have qualified for an appropriate diploma at an approved tertiary institution, or
  - hold qualifications approved as equivalent, e.g. membership by examination of a professional association for which degree qualifications are a normal requirement.
- Applicants who have completed all requirements for a degree or a diploma save one course may be admitted to candidature. Candidates admitted under this regulation are required to complete the course necessary to fulfil the requirements of the degree or diploma concurrently with their candidature for the Graduate Diploma in Education.

### 8. Graduate Diploma in Educational Studies (Curriculum Development)

Candidates for entry to this course are required to:

- hold a degree or equivalent qualification from a recognised tertiary institution together with an approved teacher education qualification; or
- hold a diploma in teaching from an approved tertiary institution; and
- have at least 2 years' teaching experience.

### 9. Graduate Diploma in Educational Studies (Advanced Teaching Method)

Candidates for entry to this course are required to:

- hold a degree or equivalent qualification from a recognised tertiary institution together with an approved teacher education qualification; or
- hold a Diploma in Teaching from an approved tertiary institution; and
- have at least two year's teaching experience or suitable equivalent experience.

### 10. Graduate Diploma in Educational Studies (Educational Drama)

Candidates for admission to the course are required to have completed:

- an approved 3 or 4 year teacher education programme which includes at least two courses in Drama, or English in which Drama is a significant component, and at least two years of successful teaching experience; or
- an approved degree or Graduate Diploma in Education which includes at least two courses in Drama, or English in which

Drama is a significant component, and at least two years of successful teaching experience; or  
(iii) an approved diploma or degree which may not include sufficient Drama, if the candidate has undertaken Drama studies of significant duration and depth in, for instance, in-service courses, vacation schools run by professional theatre companies, university community programs departments or similar, and has had at least two years of successful teaching experience.

Graduates with qualifications other than those described above may be considered for admission by the Admissions Committee of the College.

### 11. Graduate Diploma in Educational Studies (Special Education)

Candidates for entry to this course are required to:

- have completed either
  - an appropriate degree from a recognised university or college of advanced education together with an approved programme of pre-service teacher education; or
  - a UG2 Diploma in the field of Teacher Education from an approved institution; or
  - such other studies at approved tertiary institution(s) as the College deems to be equivalent to (i) or (ii) above.
- have at least three years' teaching experience and proven competence as a teacher. (Information will be sought from two referees knowledgeable of the person's teaching situation and ability).

NOTE: Candidates who have more than five years' teaching experience and/or are currently serving as resource teachers may be given priority for entry.

## SCHOOL OF PARAMEDICAL AND COMMUNITY WELFARE STUDIES

### 1. Diploma in Teaching (Nursing) and Diploma in Administration (Nursing)

Persons seeking entry to the Diploma in Nurse Teacher Education course shall have satisfied the general entry requirements of the College and, in addition, have met the following criteria:

- have completed the requirements for registration in any of the fields accredited by the Nurses Registration Board of N.S.W. and be currently registered;
- have completed
  - two years post-registration experience in the area of specialisation, or
  - one year post-registration experience in each of two areas of specialisation;
- (a) be currently engaged in the practice of her/his speciality, or  
(b) generally have been absent for not more than 5 years from practising as a nurse specialist.

Nurse specialists who have not practised as nurse specialists within the last two years may be required to undertake preliminary refresher courses before being considered for admission.

Nurse specialists who have not had substantial practice on a reasonably regular basis for more than 5 years will be required to demonstrate to the satisfaction of the Admission Committee an adequate knowledge of and their competence in current nursing practice.

Non-nurses seeking entry to the Diploma in Teaching (Nursing) and Diploma in Administration (Nursing) courses shall have satisfied the general entry requirements of the College and, in addition, shall be graduates in Science (including Applied Science) or Social Science with degree components deemed satisfactory by the College Admissions Committee or equivalent qualifications; and at interview, demonstrate a commitment to the application of the discipline to the Health Care profession.

Applicants who meet the criteria set out in (i), (ii) and (iii) above but do not meet the general entry requirements of the College may apply for admission under the College's Mature Age Entry provisions.

### 2. Associate Diploma in Automated Information Processing

#### COURSE ENTRY REQUIREMENTS

Before enrolling for the Associate Diploma in Automated Information

Processing a candidate should:

- have met the general entry requirements of the College; or
- be at least 21 years of age by the day of enrolment and have qualified as a mature age entrant.

Candidates for admission to the course will also be expected to undertake an aptitude test at which their potential for successfully undertaking the course will be gauged.

### 3. Associate Diploma in Social Welfare

Application for admission to the Associate Diploma in Social Welfare course who satisfy the General Admission Requirements (a) and (c) as stated above shall also be required to satisfy the College Admissions Committee of their suitability for and interest in Social Welfare work. However, previous academic achievement will be considered as only one criterion of suitability and applications are encouraged from those with qualifications such as welfare experience, proven ability, demonstrated commitment and/or strong motivation. It is generally expected that suitable candidates will be over 19 years of age. Applicants may be asked to attend the College for an interview.

### 4. Associate Diploma in Diagnostic Medical Radiography

In addition to satisfying the College's general admission requirements candidates for entry must have attained the following minimum grades at the N.S.W. Higher School Certificate:

English	<i>Prescribed:</i>	2 or 3 Unit, Percentile band 11-20 or better. 2 Unit A, Percentile band 31-40 or better.
Mathematics	<i>Prescribed:</i>	2 or 3 Unit, Percentile band 11-20 or better.
Science	<i>Prescribed:</i>	2 Unit Physics, Percentile band 31-40 or better. 4 Unit including Physics, Percentile band 31-40 or better.

### 5. Associate Diploma in Police Studies

Applicants for admission to the Associate Diploma in Police Studies course should:

- have met the general entry requirements of the College; or
  - be at least 21 years of age by the day of enrolment and have qualified as a mature age entrant.
- As well as the above candidates must:
- have the status of permanent appointment in the NSW Police Force and have had that status for at least two years;
  - or be deemed to have achieved a similar level and type of training.

### 6. Graduate Diploma in Multicultural Studies

Students enrolling in the course are required to:

- hold a diploma or degree from a recognised tertiary institution OR
- (i) have had substantial experience in a multicultural or ethnic context and  
(ii) can demonstrate an ability to perform at a graduate level by dint of previous studies undertaken. These studies should be at a level significantly above those of the level of the Higher School Certificate and could include studies done in countries other than Australia. Where this level is difficult to determine the College could require an entrance examination.

## SCHOOL OF VISUAL AND PERFORMING ARTS

### 1. Bachelor of Arts (Visual Arts)

In addition to the general admission requirements, candidates for entry to the Bachelor of Arts (Visual Arts) course must satisfy the following special English and course entry prerequisites:

English	<i>Prescribed:</i>	3 Unit, 2 Unit or 2 Unit General, Percentile band 11-20 or better.
Art	<i>Prescribed:</i> <i>Preferred:</i>	At least a 2 Unit course in Art A 3 Unit course in Art

Applicants who have not had the opportunity to present art for the HSC may submit at interview a substantial portfolio of work which clearly demonstrates artistic ability of a standard comparable to that expected of applicants who have presented art for the HSC. Candidates may also be considered on the following criteria:

- completion of the TAFE Art Certificate or equivalent post-secondary studies in art having a duration of at least two years

full-time AND achievement of a satisfactory result in the Mature Age English test.

- Mature Age entry.  
Where an applicant wishes to be considered for admission under a "Mature Age" provision, a substantial portfolio of work must be submitted which clearly demonstrates an artistic ability of a standard comparable to that required for normal admissions. In such cases the applicant will be required to attend for interview and a series of entrance tests to show that the course can be successfully completed.

### 2. Associate Diploma in Creative Arts and Crafts

In addition to the General Admission Requirements (a) and (c) above, candidates for entry to the Associate Diploma in Creative Arts and Crafts will be required to satisfy the Admissions Committee that they have the potential to benefit from undertaking the course. Candidates who are not eligible for entry under the General Admission Requirements or Other Entry Provisions may nevertheless be admitted if they satisfy the Admissions Committee of their potential to benefit from undertaking the course. Candidates may be required to attend the College for an interview as part of the selection procedure.

### 3. Graduate Diploma in Art

Candidates for entry to the Graduate Diploma in Art courses in the fields of Ceramics, Illustration, Painting, Photography, Printmaking, Sculpture and Textiles should have successfully completed a Diploma or Degree in Art or equivalent with specialisation in the subject area for which graduate entry is sought. A portfolio (this may be in the form of slides, documents, publications, photographs, video, film or other evidence) of completed art work should be made available for examination by a course admissions selection panel and applicants will normally be required to attend for an interview. It is expected that applicants will be able to indicate their reasons for wishing to work at graduate level.

Exceptionally, where an applicant wishes to be considered for admission as an "Established Artist", a substantial portfolio (this may be in the form of slides, documents, publications, photographs, video, film or other evidence) of work will be submitted which clearly demonstrates an artistic ability and knowledge of a standard comparable to that required for normal admissions. The Established Artist category is only available to those persons who can demonstrate a degree of public standing in their field. In all such cases the applicant will be required to attend for an interview and otherwise show that the course can successfully be completed if admitted.

## OTHER ENTRY PROVISIONS

### Mature Age Entry

Applicants who will be at least 21 years of age by March 1, 1984 may apply for admission as mature age entrants, whether or not they meet the normal entry requirements. Such applicants may be required to attend the College in November, 1983 for a series of entrance tests and interviews. Applicants who are not admitted as mature age entrants will still be considered for admission on the basis of whatever academic qualifications they may hold.

### Artisan Entry

Provision is made for the admission into Industrial Arts courses with one year's advanced standing of suitably qualified tradesmen with the Higher School Certificate or equivalent.

Candidates seeking entry to the Artisan course must possess the following qualifications:-

- (i) Successful completion of at least four approved subjects including English at the N.S.W. Higher School Certificate or equivalent examination; or  
(ii) Completion of one of the following certificate courses conducted by the Department of Technical and Further Education:- Automotive Engineering, Electrical Engineering, Marine Engineering Technology, Materials Testing, Mechanical Engineering, Metalliferous Mine Surveyors, Metallurgy, Production Engineering; or  
(iii) Other equivalent qualifications;
- AND IN ADDITION
- (i) Completion of an apprenticeship; or  
(ii) Possession of a certificate of trade competency in an appropriate trade such as fitting and machining, electrical fitting, pattern making, boiler making, carpentry and joinery or cabinet making and allied trades; or  
(iii) Employment as a trainee and completion of one of the

- certificate courses listed in 1 (ii), above; or  
(iv) Employment as a trainee engineer with completion of one of majority of studies for a degree or diploma in Engineering; or  
(v) Completion of the Metallurgy Certificate as well as the Higher School Certificate or Leaving Certificate.

### Provisional Admission

Provision has been made for the admission to courses of applicants who do not possess recognised entry qualifications. The Admissions Committee may recommend the admission of such an applicant under such conditions or with such standing as it may determine where the applicant has satisfied the Committee that he has reached a standard of education sufficient to enable him to pursue his proposed course of study.

Any candidate who wished to apply for admission on the basis of qualifications other than those listed above and is in doubt about his eligibility for admission is invited to approach the College for advice.

### Advanced Standing

The College may give credit for relevant tertiary studies completed at other recognised institutions.

Applications for advanced standing must be accompanied by official documentation of previously completed studies and will be assessed on an individual basis by the Admissions Committee.

### Conversion Provisions

External courses are available to enable suitably qualified teachers who hold the Diploma in Teaching to qualify for the degree of Bachelor of Education. These are currently offered in the Early Childhood and Primary fields and in several secondary specialisations.

All applications for admission to these courses are assessed by the Admissions Committee.

## HOW TO APPLY

### Undergraduate Courses

In 1984 the College will be participating with other Colleges and Universities in N.S.W. in the centralising of applications for admission through the Universities and Colleges Admissions Centre (U.C.A.C.). Applications for admission to undergraduate courses (i.e. those available to school leavers) must be made on the joint application form which may be obtained either at high schools throughout the State or from U.C.A.C. by writing to:

The Universities and Colleges Admissions Centre,  
P.O. Box 7049,  
G.P.O.

SYDNEY, N.S.W. 2001 Telephone: (02) 232 1699

The joint application form may also be obtained from the College. Applications for admission to undergraduate courses must be lodged at the U.C.A.C. office.

### Graduate and External Courses

All applications for admission to graduate and external courses in 1984 must be made direct to the College on forms available only from the College. These may be obtained by writing to:

The Registrar,  
Newcastle College of Advanced Education,  
P.O. Box 84,  
WARATAH, N.S.W. 2298 Telephone (049) 67 1388

### Closing Date

The closing date for all applications for admission in 1984 is October 1, 1983. Successful applicants will be advised by letter in early February, 1984. New students will be required to attend the College in person in mid-February to have their enrolments approved and to pay fees.

### Deferment

Students offered a place in the College may be granted a deferment of 12 months in taking up the place offered. Such a request for deferment must be made in writing. If deferment is granted, the student must advise the College of his/her intention to take up the place offered by October of the year prior to enrolling.

### Limitation of Numbers

The Council may limit the number of places available in any subject or course.

**REQUIREMENTS FOR THE REGULATION OF SEMESTER PROGRAMMES (INTERIM RULES)**

**A. DEFINITIONS**

**CREDIT POINTS:** A measure of the minimum amount of work required for a module/course. The normal hour equivalent for each credit point is two and two thirds contact and study hours per week per semester.

**MODULE:** A unit of study taken by a student as part of the requirements of the College award.

**COURSE:** The aggregate set of modules leading to an award of the College as defined in the requirements for the particular degree or diploma.

**FULL-TIME STUDENT:** A student enrolled in modules totalling 75% or more of the total credit points of the course minus the total credit points of any practicum divided by the normal semester duration of the course.

**PART-TIME STUDENT:** A student enrolled in modules totalling less than 75% of the total credit points of the course minus the total credit points of any practicum divided by the normal semester duration of the course. (For the purposes of the requirements an external student means a student who enrolls in a course available by correspondence. External students will normally be enrolled in a part-time programme and be designated as part-time students.)

**PROGRAMME:** A sequence of modules taken by a student to satisfy the requirements of an award of the College.

**NORMAL DURATION:** (a) The normal duration of a course for full-time students shall be:  
Graduate Courses 2 semesters  
Degree Courses 6-8 semesters  
Diploma Courses 6 semesters  
Associate Diploma Courses 4 semesters  
(b) The normal duration of a course for part-time students shall be twice that prescribed for full-time students.

Notwithstanding the above, variations to the stated duration of courses exist and reference should be made to the Requirements for the particular award to determine the length of time set down for that course.

**B. REQUIREMENTS**

**1. MAXIMUM TIME FOR COMPLETION OF COURSE.**

- 1.1 Full-time students enrolled in a course having a normal duration of two semesters will require permission of the School Board to proceed after three semesters.
- 1.2 Full-time students enrolled in a course having a normal duration of four semesters will require permission of the School Board to proceed after six semesters.
- 1.3 Full-time students enrolled in a course having a normal duration of six semesters will require permission of the School Board to proceed after eight semesters.
- 1.4 Full-time students enrolled in a course having a normal duration of eight semesters will require permission of the School Board to proceed after ten semesters.
- 1.5 A student's progress in the course will be reviewed annually and any student who is determined as being in jeopardy of not completing within the maximum time will be notified.
- 1.6 In general, the maximum time permitted for part-time students to complete a course shall be double that permitted for full-time students.

**2. MAXIMUM CREDIT POINTS PER SEMESTER**

- 2.1 A student may enrol in any one semester in modules the total credit point value of which does not exceed that arrived at by dividing the total credit points for the course minus practicum credit points by the normal semester duration of the course.
- 2.2 This requirement may be varied with the permission of the appropriate Board of Studies on the recommendation of the appropriate Head of School. In general it is expected that no Board of Studies will authorise a student to attempt more than the above prescribed maximum credit points without reference to the School Board.

**3. FINAL DATE FOR ENROLMENT IN MODULES**

Except with the express permission of the Head of School a student will normally be expected to enrol in a module before the commencement of lectures for that module.

**4. PROGRESS IN THE COURSE**

A student shall be permitted to continue in the course:  
(a) while ever it is possible for him/her to accumulate the total credit points for the award either:  
(i) within the maximum time as defined in Regulation (1);  
or  
(ii) within the further period of time stipulated by the School Board in accordance with the provisions under Regulation (1).

(b) unless he/she fails to meet Practicum requirements within a period stipulated by the School Board.

**5. UNSATISFACTORY PROGRESS**

5.1 A student who fails to meet the requirements under Regulation (4) shall be excluded from further study in the course for a period of one semester.

5.2 Such a student may apply after one semester for re-admission to the course. If the Admissions Committee is satisfied that the condition or circumstances of the student have so changed that there is reasonable probability that he/she will make satisfactory progress in his/her studies, it may recommend to the Academic Board the re-admission of the student under such conditions as it may determine.

5.3 A student excluded from a course is excluded from that course only and may apply for admission to other courses in which case his/her application will be considered in the normal way.

**6. SHOW CAUSE**

A student affected by a decision under section (5) of this requirement shall be invited to give reasons as to why he/she should not be excluded from the Course. Such reasons must be presented in writing to the Registrar.

(a) The Academic Progression Review Committee will examine any written submission and hear a student in person (if the student so desires) before a decision to exclude the student from a course is implemented. Should the Committee recommend to the Academic Board, as a result of its review, that a student be permitted to continue in a course, the Committee may recommend to Academic Board the condition(s) under which the particular student may so continue.

(b) Both the student and relevant members of staff are permitted to make written submissions and to be heard in person by the Academic Progression Review Committee.

(c) The Academic Progression Review Committee shall comprise the Assistant Principal (Chairman and Convenor), three student members, one to be elected by each of the School Boards, and the Heads of School or their nominees.

(d) In appearing before this Committee a student shall be entitled to legal or such other representation as he/she desires by way of counsel. Hearings shall not be subject to the Rules of Evidence.

(e) Academic Progression Review Committee shall make recommendations to Academic Board. The decision made by the Academic Board will be notified to the student in writing.

**7. APPEAL AGAINST EXCLUSION**

A student excluded from any course of the College may appeal to the Council. Such appeal must be in writing addressed to the Registrar of the College.

**8. WITHDRAWAL**

A student who withdraws from one or more modules at a time after the mid-point of the programmed duration of the module(s) shall be deemed to have failed in the module(s). However, such a student may apply to the Head School who, after consultation with the relevant departments concerned, may allow him/her to withdraw without failure.

**9. LEAVE OF ABSENCE**

9.1 A student who has successfully completed the equivalent of at least two semesters of a College programme-  
(a) may be granted leave of absence for a maximum

of two consecutive semesters with the right of a place in the same course at the end of that time, subject to the following conditions:

- (i) that the course is being offered by the College;
- (ii) that the student applies for re-admission at least two (2) calendar months before the commencement of the semester in which he/she seeks to be re-admitted.

(b) Where, during the period of absence, the College has significantly modified the course, the College Academic Board shall, on the advice of the Admissions Committee, determine the requirements for completion of the course.

(c) Where the course is no longer offered, the College Academic Board may, on the advice of the Admissions Committee, grant the student advanced standing in another course.

9.2 A student who is not eligible for leave of absence may withdraw from the course (with or without failure) and, on seeking re-admission to the course, may be re-enrolled providing there is a place available in the course to which re-admission is sought. Should such be available, the College Academic Board, on the advice of the Admissions Committee, shall determine -  
(a) the standing to be granted to the student;  
(b) further requirements the student shall meet to complete the course.

**10. RELAXING CLAUSE**

The College Academic Board may relax these requirements in special cases.

**GENERAL PRESCRIPTIONS**

**GENERAL CONDITIONS FOR AWARD OF DIPLOMAS**

In order to qualify for a degree or diploma of the College, every candidate shall satisfy the requirements for admission to the appropriate course of study, following the course of study for the prescribed periods, pass the prescribed examinations and assignments, pay the fees prescribed and comply with such procedures and rules as are determined by the College Council.

**\*FEES**

The fees payable in respect of attendance at the College shall be determined from time to time by the Council, acting in accordance with the provisions of the Act.

The following schedule of fees and charges has been prescribed by Council.

**1. Students Association Fee**

All registered full time students must pay an annual membership fee of \$80.00 to the Students' Association. All students enrolled in part-time courses in the College are required to pay a Students' Association fee of \$40.00. External students are required to pay a fee of \$15.00.

**2. Library Deposit**

All registered students must pay a Library deposit fee of \$10.00, refundable upon request at the completion of their course. (Any outstanding Library fine or the value of books lost or not returned will be deducted before a refund is made.)

**3. Service Charge**

All registered full-time and part-time students are required to pay a service charge of \$2.00. Payment of this charge will entitle students to a copy of the College Calendar.

**4. Late Enrolment and Re-enrolment Charges**

- (a) Late lodgement of re-enrolment form charge, where a continuing student fails to lodge a re-enrolment form with the Student Administration Office by the prescribed date ..... \$10.00
- (b) Late enrolment/re-enrolment charge, where a continuing student does not lodge the "approved" section of the enrolment form with the cashier by Monday, March 6, 1984 ..... \$10.00
- (c) Late enrolment charge, where a commencing student does not lodge the "approved" section of the enrolment form with the cashier by Monday March 6, 1984 ..... \$10.00
- (d) Late lodgement charge, where an application to sit for examination is lodged after the closing date ..... \$8.00
- (e) Late payment charge, where payment due under sections (1) and (2) above are not paid within an extension of time to pay fees approved by the Principal ..... \$5.00

**5. Late Lodgement Charge**

Where Verification of Programme advice is lodged after the prescribed closing date ..... \$8.00

**6. Other Charges**

Examination under special supervision (per paper) ..... \$12.00  
Review of examination results (per subject).  
(The charge is refundable if the result is altered) ..... \$3.00  
Academic Statements in excess of six per annum ..... \$0.15 per copy

Replacement of student identity card ..... \$1.00  
\*All fees and charges are subject to review.

**Refund of Student Fees**

Application for Refunds of Student Fees following withdrawal should be lodged with the Administrative Secretary, Students' Association as soon as possible accompanied by a photocopy of approved variation form and receipt. Normally, fees under \$40 will not be refunded.

**TIMETABLE REQUIREMENTS**

No student may enrol in any year for any combination of subjects which is incompatible with the requirements of the timetable for that year.

**ATTENDANCE REQUIREMENTS**

1. Attendance at lectures is expected, but optional.
2. The relevant head of department shall be responsible for determining whether attendance at tutorials, workshops, etc. is compulsory and to what extent a student's attendance record will be taken into account in assessment of the student's grading in a particular module.
3. The head of department, in determining the requirements for attendance at tutorials, workshops, etc. shall do so within the following policy guidelines:

(a) The student must be made aware of the extent to which his failure to comply with any attendance requirement will affect his final assessment. This means that requirements concerning attendance are subject to Clause 1.1 of the Rules Governing Review of Examination Results which states: "Students shall be made aware at the commencement of each academic year of the precise nature of the course assessment and how the final grade is computed."

(b) The lecturer/s responsible for each module which has an attendance requirement shall keep an accurate record of each student's attendance.

(c) A student who has not attended at least 75% of the compulsory tutorials, workshops, etc., relevant to a module shall be deemed to have failed that module.

(d) Where a student fails a module because of failure to comply with (c) and can demonstrate that there was a legitimate reason for his absence (e.g. illness) the head of department may permit the student to recoup the failure by completion of work of the type that would have been done had the student been able to attend.

4. Where a head of department decides that a module shall have no compulsory attendance requirement, he shall explain the reasons for this decision to Academic Board.

5. Academic Board has determined that for the purposes of these requirements block Practice Teaching shall be deemed to be a workshop situation and that attendance at block Practice Teaching will be compulsory.

**EXAMINATIONS**

**General**

A student's work in each subject shall be assessed either by final examination or by progressive assessment or both. The form of the assessment shall be determined by the head of the department concerned.

The Council shall determine the dates upon which final examinations will take place. The head of each subject department shall determine the requirements for the conduct of progressive assessment within his department.

All students shall be required to notify the Registrar by the prescribed date of the subjects in which they expect to be given a result.

A late lodgement charge will be applied where a student fails to notify the Registrar by the prescribed date of the subjects which he

wishes to present for examination. Late notifications will not be accepted later than two weeks after the prescribed closing date for notification without the approval of the Registrar.

A timetable showing the time and place of each examination will be posted on official notice boards prior to the holding of examinations. Students are expected to acquaint themselves with the details. Misreading of the timetable will not be accepted as a reason for failing to attend at an examination. Students who are unable to attend an examination by virtue of their religious beliefs may apply to the Registrar in writing to be examined at an alternative time. Where this request is granted a special supervision fee may be charged. A student may be required by the examiner in a subject to undertake supplementary examinations following the final examinations in order to satisfy the examiner of the student's performance at the final examinations. Such additional examination may take the form of practical, oral or written work and will be regarded as forming part of the final examinations.

#### Conduct of Examinations

1. Candidates are required to obey any instruction given by a Supervisor for the proper conduct of the examination.
2. Candidates are expected to be in their places in the examination room not less than fifteen minutes before the time for commencement of the examination.
3. No bag, writing paper, blotting paper, manuscript or book, other than a specified aid, is to be brought into the examination room. Small hand purses for carrying money and/or other valuables may be brought into the examination room. Supervisors have the right to determine what is admissible in this context.
4. No candidate shall be admitted to an examination after thirty minutes from the time for the commencement of the examination. In the case where the same examination will be conducted for a second group of students immediately after the session for the first group of students has concluded, no candidate will be admitted to the second session of the same examination after the time specified for the commencement of the second session or the time the second group is admitted to the examination room, whichever is the later.
5. No candidate shall be permitted to leave the examination room before the expiry of thirty minutes from the commencement or during the last ten minutes of the examination. No extra time will be allowed to students who arrive late. In special instances candidates may be required to remain in the examination room for the duration of an examination.
6. No candidate shall be re-admitted to the examination room after he has left it unless during the full period of his absence he has been under approved supervision.
7. A candidate shall not by any improper means obtain or endeavour to give assistance to any other candidate, or commit any breach of good order.
8. Candidates are required to complete attendance slips for every examination and to provide all the information sought.
9. Smoking is not permitted during the course of an examination.
10. A candidate who commits any infringement of the rules governing examinations is liable to disqualification at the particular examination and if detected at the time, to immediate expulsion from the examination room, and is liable to such further penalty as may be determined.

#### REVIEW OF EXAMINATION RESULTS (Rule XI/3(b)/1)

- 1.1 Students shall be made aware at the commencement of each academic year of the precise nature of the course assessment and how the final grade is computed.
- 1.2 Students shall be made aware promptly of the grades given to class work and assignments during the year.
- 1.3 Review is deemed to mean a check of the numerical accuracy of the assessment and a re-mark of any final examination paper.
- 1.4 The charge for a review shall be reviewed annually.
- 1.5 An objection to a grade on progressive assessment must be made by a student within a fortnight of the return of the work by the lecturer.
- 1.6 Students shall be made aware that a review of the result of a subject can result in a better grade, no change in grade, or a worse grade.
- 1.7 An application for a review of a final examination result must be submitted to the Cashier on the appropriate form, together

with the prescribed charge for a review, by the date listed on the "Notification of Examination Results" posted to the student.

#### Special Examinations

A student may be permitted by the Academic Board to undertake Special examinations where:

1. he provides evidence to the Registrar that exceptional circumstances prevented him from attending the final examination in a subject;
2. he can provide to the Registrar within seven days from the completion of the final examination in the subject, evidence that he was unable to complete the final examination or that his performance at the final examination was impaired through exceptional circumstance, provided that the Supervisor in charge of the examination is advised during the course of the examination; and
3. he provides evidence to the Registrar that his academic performance in a subject during the year was adversely affected through exceptional circumstances.

#### Withholding of Official Transcript

A student who is indebted to the College for the non-payment of recognised fees or charges or who has not reimbursed the College for books, materials or equipment which the student has borrowed and not returned shall not be entitled to receive an official transcript of his/her academic record until such time as the indebtedness is eliminated.

#### Withholding of Examination Results

Students who are indebted to the College because of unpaid charges, library fines, outstanding library loans or parking fines may not

- complete enrolment in a following year;
- receive a transcript of academic record; or
- graduate or be awarded a Diploma.

#### VARIATION OF PROGRAMME

Any action taken by a student which involves a variation to the course information provided by him/her at the time of enrolment must be documented. Appropriate forms are provided for this purpose and may be obtained at the general Inquiry Counter. A student must use the appropriate form to do any of the following:

- Withdraw from a subject/module
- Add a subject/module
- Seek Leave of Absence
- Withdraw from course
- Change attendance pattern (e.g. full-time to part-time)
- Change from one course to another
- Change from one specialisation to another

Any variation application should be referred by the student to the appropriate Programme Co-ordinator.

Note: Substitution of a strand within a subject or module should be referred directly to the department concerned to authorise such substitution and does not require a variation form to be lodged.

#### WITHDRAWAL

##### Withdrawal from Subjects/Modules

A student who withdraws at a time after the mid-point of the programmed duration of a subject/module shall be deemed to have failed in the subject/module. However, such students may apply to Heads of School who, after consultation with the head of the department concerned may allow withdrawal without failure.

##### Last day for Withdrawal without Failure

- Semester 1 Modules/Course:  
Wednesday, April 11, 1984.  
Semester II Modules/Course:  
Wednesday, October 3, 1984  
Full-year Subjects or Modules:  
Friday, July 13, 1984.

##### Withdrawal from Course

Students who wish to withdraw from courses should notify their Head of School of their intention to do so. Generally speaking no student is permitted to withdraw from a course of study without failure after the mid-point of the programmed duration of the course. Withdrawal notification forms may be obtained from the Inquiry Counter.

#### UNSATISFACTORY PERFORMANCE IN PRACTICE TEACHING

A student who is recorded as having failed block practice will not be permitted to proceed to the next semester of his course; provided that a failure in block practice will only be recorded after a student who has been found unsatisfactory in block practice has been given the opportunity to attempt additional block practice and has subsequently had a failure in the additional block practice recorded.

#### IDENTITY CARDS

New identity cards will be available in 1984 to students enrolling for the first time who have paid both the Students' Association fee and Library deposit. Re-enrolling students must have their existing cards endorsed for the current year. Identity cards will be issued or endorsed at the Student Administration Office in first semester upon the presentation of a fees paid receipt. Students wishing to borrow library books, obtain travel concessions and attend functions are required to produce their identity card on demand.

#### Loss of Identity Card

If a student loses his identity card he should pay to the Cashier the sum of \$1.00 and present the receipt to the Student Administration Office for the purpose of obtaining a replacement card.

#### Return of Identity Card

If a student withdraws from his course during the academic year, he will be required to return the identity card to the Student Administration Office.

#### CHANGE OF NAME/ADDRESS

Students who change their name and/or address should notify the Student Administration Office in writing as soon as possible. The appropriate form should be used and this is available from the Inquiry Counter.

#### GRADUATION

Students who have completed requirements for the award of a degree or diploma will be sent a letter with details of the procedure for graduation not later than the end of March in the year following final examinations. If you are so qualified and have not received a letter within that time please contact the Registrar. The ceremony for Graduation is held on the first Friday in May of each year.

#### TRANSFER TO OTHER COLLEGES

A student who wishes to study at another tertiary institution in order to complete an award of Newcastle College of Advanced Education should apply for admission to the other institution and at the same time submit details of the proposed course of study to the Admissions Committee of this College. The Admissions Committee may reject or endorse the proposed course of study, or may determine the conditions under which the College award may be granted.

If it is intended that the award of the other institution be undertaken, a transferring student must advise the Student Administration Office of his/her intention to withdraw from this College.

#### DISCIPLINE

The provisions governing student conduct and discipline are contained in Chapter X of the College By-law. (Refer to page 164.)

#### TRAFFIC AND PARKING RULES

The Traffic and Parking requirements of the College are prescribed in Rule XV/1. (Refer to page 169.)



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## Graduate Diploma in Education (Primary Education)

BROWN, Megan  
CAROLAN, Lyndall Jane  
CULLEN, Deborah Anne  
DAVIES, Margaret May  
DAY, Helen Mary  
DOWNIE, Carole May  
FLETCHER, Jennifer Ruth  
FOTTEFF, Olga  
GARNER, Robyn  
GOSWELL, Janette  
GRACE, Cecily  
GREEN, Karen Louise  
GREENWOOD, Kay Louise  
HENDERSON, Gregory John  
HILEY, Susanne Elizabeth  
LUPTON, Paul Thomas  
McCONKEY, Anne  
PEARSALL, Robyn Lynette  
ROBERTSON, David Kelvin  
ROSE, Ann Margaret  
THODAS, Ira  
WALPOLE, Colin David

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## Graduate Diploma in Educational Studies (Special Education)

ASKIE, Kevin Grahame  
BHAGWANDEEN, Pushpaleela  
CAMPBELL, Paulette Margaret  
CAREY, Gerard  
COLMAN, Lorraine Beth  
DIETRICH, Suzanne Frances  
DRICE, Lynette Mary  
GEARIN, Paul Andrew  
HARVEY, Wayne Victor  
HONAN, Wendy Jean  
HOPTON, Lyndall Joan  
KEARNS, Karen Marie  
LAWS, Marilyn Anne  
MEAD, Gabrielle Marie  
MEIKLEJOHN, Nicole Elizabeth  
MURRAY, Stephen George  
OSBORNE, Gwendalyn Margaret  
PROVOST, Gai  
ROBERTS, Rosemary Pamela  
RYAN, Carmel Elizabeth  
RYAN, Paul Alexander  
SCANES, Deborah Jane  
SHARMAN, Carol Maree  
SHEARER, Sylvia  
SUTTON, Kenneth John  
WILLIAMS, Anne Maree

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## Graduate Diploma in Educational Studies (Curriculum Development)

CARTER, Leslie  
COLLEY, Frederick Keith  
GONINAN, Anika Maria  
HUGHES, Alison  
OLIVER, Barbara Anne  
POWELL, Brenda Joy  
SMITH, Denise Winsler

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## Graduate Diploma in Educational Studies (Advanced Teaching Method)

BYRNE, Peter John  
COLMAN, Pamela Anne  
GALLAGHER, John  
HEDDLES, Dale Margaret  
MATTHEWS, James Edward  
MOORE, Merran Rowena  
NAYLOR-SOLMAN, Kim Karen  
NEUSUESS, Gerda Elke  
NICOLL, Malcolm Rex  
ORMISTON, Cheryl Lesley  
PURDON, Stephen Eric  
STIBBARD, Janet Aileen  
STONE, Lee Jennifer

---

## Diploma in Teaching (Early Childhood Education)

AMERY, Stephen John  
CULLEN, Susanne Therese  
DAVIES, Ruth  
DERRICOTT, Judith Anne  
DITTBERNER, Louise Jane  
DUNN, Lorraine Adele  
ELWIN, Vicki Leanne  
FIELD, Jeanette  
HANSEN, Marilyn Rose  
HEMSON, Leanne  
HOARE, Jacqueline Anne  
HODSDON, Terese Lynn  
KEYSELL, Susan Helen  
KING, Tracey Anne

PRICE, Catherine Louise  
SECOMB, Karen Lee  
SHONE, Karen Louise  
SMITH, Jennifer Anne  
SOUTER, Margot Louise  
STEELE, Peggy-Anne  
STODDART, Judith Anne  
WILKINSON, Suzanne Norma

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## Diploma in Teaching (Primary Education)

ABBOTT, Petah Frances  
AURISCH, Lynne Margaret  
AUSTIN, Mandy Jayne  
BARR, Leanne Margaret  
BEVAN, Lesleigh Ann  
BLAND, Robert William  
BOLGER, Marilyn Gay  
BUFFIER, Mary Ann  
BUTCHER, Deborah Ruth  
CALLAGHAN, Leanne Gai  
CAMPBELL, Jill Lynette  
CANHAM, Sue Denise  
CARPENTER, Tracey Ann  
CASSELDEN, Marilyn  
CLARKE, Karyn Rebecca  
CLARKSON, Michael David  
COOK, Jennifer  
COWLED, Isabel Maude  
COX, Narelle Joy  
CROWTHER, John Arthur  
DI SANTO, Nicoletta  
DOYLE, Lorraine Mina  
ECONOMO, Carlene  
ELKINGTON, Wayne Arthur  
FITZGERALD, Karen Ann  
FRASER, Lorraine Dawn  
GARATY, Julie Ann  
GAVENLOCK, Sharmayne Anne  
GIBSON, Robyn Grace  
GIGGINS, Suellen Mary  
GILLOGLY, Helen Ann  
GODBOLD, Kerrie Diane  
GOLLEDGE, Carolyn Therese  
GOLLEDGE, Kerrie Anne  
GONINAN, Anika Maria  
GRANT, Leanne Elizabeth  
GREAVES, Linda Anne  
HANNAN, Lorraine Maude  
HARDY, Kam  
HEALY, Kim Therese  
HEAP, Michelle Fay  
HERBORN, Margaret Ruth Scott  
HERRETT, Christine Margaret  
HOLLINS, Joycelyn Anne  
HOLT, Susan Judith  
HOLZ, Janet Elizabeth  
HORNERY, Sonia Kathleen  
JANUSZ, Cherril D'Arcy  
JOHANSEN, Carolyn  
JONES, Francine Elizabeth  
JURD, Lynne Patricia  
KAROSI, Marika Barbara  
KEEGAN, Noeleen Gay  
KEPPIE, Ann  
KOUTSOUKOS, Catarina  
LAMBERT, Jill Patricia

LASCZIK, Zita Eva  
LAWRIE, Elizabeth  
MacTAVISH, Marie Kathleen May  
MARKGRAFF, Fiona Sjaan  
McCARTNEY, Tony Jon  
McCOSKER, Aileen Margaret  
McGOOGAN, Marcia Louise  
MEYER, Karen Elizabeth  
MITCHELL, Dale Maree  
MITCHESON, Judith  
MOUNTFORD, Kay Elizabeth  
MUNRO, Joanne Louise Truda  
NEWTON, Ian Dixon  
NEWTON, Joanne Fay  
NICHOL, Colleen Daphne  
NOBLE, Glenda May  
NOBLE, Robyne Aiana  
O'ROURKE, Lesley Carol  
PASZKOWSKI, Marek Geoffrey  
PEARSON, Kathleen Elizabeth  
PENGLASE, Marina Wynne  
PETERS, Maree Patricia  
PETTETT, Virginia Eileen  
PUNCH, Michael John  
RANDALL, Keryn Janelle  
REID, Cheryl Jann  
RELF, Glenda Denise  
ROGAN, Janece Faye  
SCOTT, Kerry Leanne  
SIBBALD, Judith Lavinia  
SIMM, Amanda Jane  
SKINNER, Lynda  
SMITH, Darnelle Anne  
SMITH, Kim Elizabeth  
SPINKS, Dianne Maree  
STEVENSON, Olive Ann  
SUNDERLAND, Annette Ruth  
SWANE, Margaret Patricia  
TALBOT, Laurece Valmay  
TAYLOR, Kathryn Ann  
TUCKER, Bettina Louise  
UNWIN, Jennifer Lea  
VANDERJAGT, Jennifer Ann  
WELLS, Anne-Maree  
WIGGINS, Catherine Jane  
WILKES, Katrina Mary  
WILKINSON, Susan Claire  
WILLIAMS, Wendy Elizabeth  
WILLIAMSON, Jo-anne  
WILMOTT, Janine Ruth

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## Diploma in Special Education

BROWN, Margaret  
COOK, Beverly June  
CRAVEN, Jennifer Anne  
HOARE, Beryl Ann  
HOLCOMBE, Elizabeth Mary  
LUMSDEN, Janette Kennedy  
NEWELL, Eric James  
PARKER, Leigh Frances  
PEPPER, Mark Nicholas  
ROBIN, Jeanette  
SCANES, Gary John  
SUTERS, Gwen



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## Diploma in Teacher Librarianship

BOWD, Robert Neil  
CRICK, Lynette Suzanne  
FARRELL, Nada Elizabeth  
GABBOTT, Ann Louise May  
GREENWELL, Lois Mary  
McLEOD, Dale Yvonne  
WILSON, Gayle Margaret

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## Graduate Diploma in Art

COLLINS, Amanda Katherine  
CONROY, Maureen Laurel  
COUSINS, David John  
DOOLAN, Yvonne Debra Anne  
GIBSON, Allan Francis  
HARRIS, Adrian Paul  
HETHERINGTON, Shane  
JAMES, Kerrie Jean  
LONERGAN, Joseph Patrick  
McCARTHY, Peter James  
SCHNEIDER, Linda May  
SHAW, Sandra Lorraine  
WOODHALL, Ann Maree

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## Diploma in Art

ALDHAM, Catherine Joan  
ARENT, Marion  
ARMSTRONG, Lesley Anne  
BAGGS, Ruth Elaine  
BATLEY, Simon Francis  
BOYLE, Christine Bridget  
BRAY, Dallas Thomas  
BRENNAN, Deirdre Maria  
BROWN, Toni  
BUXTON, Mark Gray  
CHESHIRE, Brett Edward  
CLANCY, Tania Marie  
COYLE, Susie Rosemary  
DAWES, Debbie  
DE COSTA-SILVA, David Bruce  
DIEZ, Gloria Ann  
DLOUHY, Karol  
DOBBIN, Simon David  
DONALD, Judith Ann  
DUSTING, Amanda Jane  
FALKNER, Lynette Maree  
FELETTI, Lorraine Margaret  
HANNETT, Marianne Joy  
HAWKE, Marianne Enid  
HILL, Fiona Joy  
HOUSEGO, Nicholas John  
HOWELL, Victoria Susan Angell  
HUNTER, Leahanne Gai  
HUTCHEON, Pauline Mary Ogilvie  
JONES, Janice Elizabeth

KING, Lawrence Peter  
KUNDICEVIC, Helen Gwen  
LAMM, Deborah Anne  
LARKIN, Rosemary Jean  
LIDDIARD, Kerriann  
LONGWORTH, Frances Joy  
LOPES, Paulo De Barros  
MONTANARI, Daniela  
MUDWAY, Patricia-Ann  
PESCHAR, Kathleen Anne  
PLINT, Jeremy Charles  
RIDLEY, Helen  
ROBERTSON, Mark Ian  
ROSENBERG, Tasma Janette  
SCHAFER, Perry John  
SCOTT, Campbell  
SCOTT, Gwen  
SCOTT, Megan Eleanor  
STUBBS, Carol Lynne  
TRENAMAN, Karen Marie  
WHITE, Debra May  
WIDDERS, John Joseph  
WILSON, Tanya Jean  
WOOD, Darryl Raymond  
YATES, Michelle Lorraine

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## Associate Diploma in Creative Arts and Crafts

ABELL, Joan Bertha  
ASHDOWN, Judith Browning  
BIRCH, Mary Pattie  
BULLEY, Frances Leone  
ELLIS, Dorothy  
FUSSELL, Lillian Winifred  
GOODRIDGE, Steven John  
GRAHAM, Phillip John  
HOCKING, Robyn  
HUGHES, Izabela Barbara  
HUNTER, Ronald William  
McINALLY, Stephen Thomas  
MULLER, Peter Ronald  
PRYOR, Jan  
QUIGLEY, Kent Thomas  
RIGBY, Virginia May  
ROBINSON, Philippa Mary Dehany  
SIECH, Kathleen May

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## Graduate Diploma in Education (Secondary Education)

AURISCH, Denise Barbara  
BARRATT, Margaret Joy  
BILBOROUGH, Catherine Michelle  
BRUCE, Carmel Therese  
BUCKLEY, David Paul  
BUCKLEY, Suellen Kay  
BUXTON, John Rodney

BUXTON, Louise Elizabeth  
BUXTON, Mark Gary  
CANNON, Prudence Helen  
COWEN, Rosemary Charmian  
DALTON, Robyn Joy  
DAN, Jennifer  
ELLIOTT, Cathie Jane  
EWIN, Fiona Anne  
HAYES, Robyn Margaret  
JAYE, Peter Robert  
JONES, Nigel  
JURSEVICS, Angela May  
KILPATRICK, John Anthony  
KING, Lawrence Peter  
McBRIDE, Margaret  
McNAUGHTON, Peter Malcolm  
MYERS, Robert William John  
O'LEARY, Mark Walter  
PESCHAR, Frederika Antje  
PHILLIPSON, Norman Shane  
PIETERSE, Anthony Brian  
PRICE, Gregory John  
REES, Jane Anne  
ROONEY, Kerry Lee  
ROSS-GOWAN, Suzan Bettye  
RUSSELL, Brenton George Clark  
SMART, James Ferguson  
SOUTHWARD, Anthony John  
STEWART, Glenn Robert  
TICKNER, Annette Maree  
WAKEMAN, Denise Joy  
WATT, Michelle Ann  
WHITE, Linda

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## Graduate Diploma in Educational Studies (Mathematics)

CAMPBELL, Douglas Earl  
SOLMAN, Leonard Stuart

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## Graduate Diploma in Education (Technical and Further Education)

BANYARD, Frederick James  
ELLICE, Raymond John  
FEHLBERG, Gerald  
HAYNES, John Digby  
MELLOR, Robert Essex

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## Bachelor of Education (Art Education)

ABRAHAM, Debbie Anne  
BAMBACH, Deryn Anne  
BUTTON, Deborah Ann  
COOPER, Judith Anne  
DAWES, Phyllis Jane  
DAWSON, Sharon Lee  
DUMPLETON, Janette Ann  
EDMISTON, Maree Elizabeth  
EISZELE EVANS, Suzanne Jane  
GUMMER, Peter Francis  
KRUX, David Charles  
KULMAR, Michael Bruce  
LACEY, Michael  
McCarthy, Nerida Lee  
McDONALD, Beverley Anne  
MUGGLETON, Julie Anne  
OLIVE, Helen Ruth  
PALMER, Rhys  
PAYNE, Catherine Lily  
PRATT, Louise Elizabeth  
SHEDDEN, Jan Kathryn  
TRAINOR, Judith Therese  
TWYFORD, Kim Maree  
WATERS, Jennifer Leonie

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## Bachelor of Education (Home Science/Textiles Education)

ANDREWS, Gwenda Rosemary  
CAIRNS, Norma Joan  
CROOKSHANKS, Judith Mary (with distinction)  
DAVIE, Vicky Narelle  
EDMAN, Trudi Jane  
FRANCIS, Cheryl Elizabeth  
HOCKEY, Jill Marjory  
JAHNSEN, Suzanne Gaye  
KILLICK, Fiona  
MASTERS, Catherine Joy (with distinction)  
MIDDLEBROOK, Pamela May  
RAE, Debbie Lyn (with distinction)  
ROSE, Susan Pamela  
SCREECH, Cheryl Elizabeth  
SKELTON, Wendy Anne  
SOMERVILLE, Debra Kay (with distinction)  
STEWART, Debra Kay  
WILLIAMS, Barbara Lois  
WILSON, Dianne

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## Bachelor of Education (Industrial Arts Education)

ALLEY, Reginald James  
AMOR, Gary David  
BAILLIE, Stephen James  
BOLAND, Geoffrey William  
BUXTON, John Wallace  
CAMERON, Anthony John  
CHAMBERLAIN, Grahame Stewart  
CLARK, John William  
CLEMENTS, Paul John  
COULTON, Bradley Ian  
CUTCHER, Stuart James (with distinction)  
DAVIDSON, Ross Francis  
DAVIES, Robert Allan  
DOWELL, John  
DYBALL, Jeffrey Ernest  
EAST, Terry Frank  
FAULDS, Glenn Thomas  
FRASER, Robert Lynne  
GOUGH, Phillip Leonard  
GUY, Robert Gordon  
HART, Michael Edward  
HENRY, James  
JAMES, Robert Edward  
JENKINSON, Steven Robert  
KERR, Peter Robert  
LANCEY, Brian  
LOCKING, Gregory Alexander  
LYNCH, Brian Francis  
MADDEN, Boyd  
MARTIN, John Arthur (with distinction)  
MAXWORTHY, Michael Edwin  
McCLINTOCK, Roger  
McFETRIDGE, Howard James  
McGEACHIE, Christopher (with distinction)  
McKEE, Allan Glen  
McMILLAN, Geoffrey Duncan  
MORIARTY, Thomas Gerard  
MORLEY, Terrence William  
MURGATROYD, Robert John  
RUDD, Anthony  
SAVINS, Brian Francis  
SHAW, Donald  
SHIELDS, Ronald Leslie  
SHORT, Russell Hunter  
SIPPLE, Peter John  
STAFFORD, Stephen Bruce  
STANFORTH, John Joseph  
TODKILL, Geoffrey John  
TURNER, John Leslie  
WATT, Noel James  
WELLHAM, Keith Richard

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## Bachelor of Education (Physical Education)

ASHTON, Paul Ronald  
BARTSCH, Maxwell Peter  
BULL, Jean Elizabeth  
BURKE, Paul Alan  
CARTWRIGHT, Stephen Roy  
COOPER, Marilyn Kay

DALLA COSTA, Ambra Anna Maria  
DALLY, Robert Thomas  
EARL, Rodney  
ELLIOTT, Gordon Trevlyn  
EVANS, Phillip John  
GROMEK, Annette Narelle Vicki  
HAY, Diane Elizabeth  
JACKSON, Patricia Rose  
JOY, Ann Louise  
McCORMACK, Ann Carolyn  
MEYN, Pamela Therese  
MORLEY, Elizabeth Ann  
PETERS, Janet May  
PRATTEN, Neil James  
SENKALSKI, Joseph Andrew  
THOMPSON, Alison Margaret  
TURNER, William Andrew  
WHEALEY, Kim Michael  
WORTH, Lesley Marion  
ZURAWSKI, Louise Elizabeth Anne

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## Diploma in Teaching (Secondary Education)

ARNOLD, Jesse Shane  
BAGLIN, Allison Margaret  
BOND, Denise Alison  
BRENNAN, Bernadette Marie  
BROOKS, Karyn  
BROWN, Peter Geoffrey  
CONROY, Lionel Oswald  
CRISPIN, Judith Yvonne  
CROWHURST, Cheryl Lynne  
DENIS, Christine Sue  
GAUL, Stephen Alan  
GLACHAN, Brad James  
HILL, David Allyn  
HINDMARSH, Harold Paul  
HINTE, William Raymond  
HOGAN, Alice Gail  
HOLDING, Paul Dennis  
HOLT, Judith Elizabeth  
HOPKINS, Beverley Rhonda  
HUTCHINSON, Vicki Maree  
JOHNS, Julieann Marie  
JOHNSON, Wendy Margaret  
JONAS, Carlene Louise  
JONES, Geoffrey Paul  
JONES, Margaret Mary  
KAHL, Frauke ruth  
KELLY, Vicki Ann  
KONDRATIEN, Brett Michael  
KNOWLES, Kim Leonie  
LIVINGSTON, Gregory David  
MAURO, Danny  
McCALLUM, Anne Kathryn  
McGUINNESS, Donald  
McINNESS, Julie Louise  
McKENZIE, Ian Richard  
McLENNAN, Susan Natalie  
McLOUGHLIN, Craig William  
McMASTER, Alison Megan  
McPHERSON, Steven Garry  
MIDDLETON, Andrew George  
MIDDLETON, Sandra Lea  
O'KEEFE, Rodney James  
OATS, Jennifer Mary  
PAIX, Diane Robyn

PEDDER, Joyce Constance  
PETERS, Eve Narelle  
PHILLIPS, Ralph Cecil  
PICKTHALL, Maureen Dorothy  
RAMAGE, Malcolm David  
RIVETT, Carolyn Blaxland  
RYAN, Bruce Gregory  
SEE, Peter John  
SHARP, Allan David  
SILKMAN, Robert James  
SINGH, Paramjeet  
SPARTALIS, Stephen Luke  
STIRLING, Janelle Marion  
SUMMERVILLE, Deborah Ann  
TURNBULL, Cecely Frances  
VOISEY, Helen Margaret  
WAITE, Pamela Therese  
WARE, Mark Alfred  
WATTS, Stephen Arthur  
WILSON, Peter John  
YATES, Susan McDonald  
ZEMLA, Mark Gregory

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## Diploma in Art Education

SCOTT, Kathryn Elizabeth  
TURIER, Andrew William

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## Diploma in Teaching (Technical and Further Education)

ALEXANDER, Robert Charles  
DAVEY, Irene Joyce  
DAVIS, Allan John  
DOOLEY, Peter John  
DRUMMOND, Colleen Patricia  
GRAY, Rodney Ronald  
HORAN, Keith Patrick  
HOWARD, Trevor Laurence  
JOHNSTON, Kevin James  
KIDD, Bruce Royston  
LINNEY, Raymond William  
McARTHUR, Robyn Maree  
MARTIN, Ritula  
MOORE, Harold Dudley  
NEWELL, Fay Louisa  
NOLLES, Tjeerd  
REDDY, Diane Sue  
SCHASSER, Graham William  
TWOHILL, Sonya Ann  
WHITEHALL, Paul James  
WILKINSON, David  
WINDSOR, Frances Jane  
WRIGHT, Raymond

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## Diploma in Teaching (Nursing)

CAPPER, Betty Thomasina  
HENDERSON, Alana Ruth  
RICHARDS, Barbara Kathleen

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## Diploma in Administration (Nursing)

D'ARCY, Susan Elizabeth  
GRAY, Helena  
HERMAN, Lois Margaret

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## Associate Diploma in Diagnostic Medical Radiography

ELLIS, Wendy Jannece  
HINGST, Karen Maree  
INWOOD, Fleur Elizabeth  
JONES, Dianne  
MURDOCH, Tanya Anne  
RUSSELL, Deborah Joy  
SYLVESTER, Jane Margaret  
TERRY, Joanne  
URQUHART, Sue Ellen

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## Associate Diploma in Social Welfare

ABDILLA, Jane  
ANSELL, Robert Michael  
BAER, Robert Allan  
BARDEN, Lianne Kim  
BELAN, Anna  
BENGER, Marilyn Julie  
BENNETT, Pamela Henrietta  
BOWREY, Lesley Therese  
BRADY, Catherine  
BRIDGE, Amanda Margaret  
BROOKER, John Mark  
BUTLER, Janet Kathleen  
CALLAGHAN, Gwen  
CARNEY, Phillip Michael

CASEY, Bill Gregory  
 CONDON, Wayne Leslie Matthew  
 DAVIS, Fay Narelle  
 DEWS, Catherine Anne  
 DIPLOCK, William David  
 DRING, Patricia Margaret  
 ELBOZ, Bryan Ralph  
 FLAHERTY, Susan Mary  
 FLORY, Pauline Elisa  
 GIGGINS, Ronald Edward  
 GOODWIN, Jan Marjorie  
 GREENE, Robyn Ann  
 GROOMBRIDGE, Stephen David  
 HARRINGTON, Dorothy Elizabeth  
 JORDAN, Christine Maria  
 KING, Lynette Dawn  
 LEDLIN, Desmond Curran  
 LIPMAN, Bede William  
 MARSH, Kathleen Ann  
 MAWKES, Leonard Joseph  
 McLENNAN, Fiona Jean  
 METSE, Louise Ruth  
 MITCHELL, Anthony Elliott  
 MORTON, Suzanne  
 MULHERIN, Phillip Craig  
 MURPHY, Margaret Faye  
 O'RIORDAN, Garan Joseph  
 OGILVIE, Pamela Kim  
 PARSONS, Linda Michele  
 PATON, Kevin David  
 PETTIT, Julie Ann  
 QUIGLEY, Donna Maree  
 REYNOLDS, Valerie Frances  
 SMITH, Terry Ann  
 SULLIVAN, Gerda Johanna Maria  
 TORDOFF, Janine  
 WEAVER, Margaret Rose  
 WEIR, Maree Bernadette  
 WHEELER, Raymond John  
 WHITEHOUSE, Mary Beatrice  
 WILLIAMS, Sandra Anne  
 WILSON, Leanne Elizabeth  
 WLODARCZYK, Christopher Thaddius  
 WOOD, Catherine Jane

## Diploma in Music Education

*In association with the New South Wales Conservatorium of Music.*

COWAN, Peter Edward  
 CRADDOCK, Margaret Mary  
 DONNOLLEY, Anthony Noel  
 DUNN, Paul Michael  
 GILL, Briona Elizabeth  
 GILL, Christopher Carl  
 HENSHAW, Gregory Lee  
 HENSHAW, Julia Anne  
 McCUTCHEON, Graeme Kenneth  
 McDONALD, Amanda Jane  
 McDougall, Patricia Jane  
 PARMETER, Paul Joseph  
 PARSONS, Kerry Louise  
 RANKIN, Scott  
 SANDERS, Julianne  
 WALPOLE, Judith Helen

## Prizes

### ART

Signor A. Datilo Rubbo Prize - First in Final Year, Diploma in Art:  
 HUNTER, Leahanne Gai  
 College Certificate for Associate Diploma in Creative Arts and  
 Crafts - Highest Grade in Final Assessment: ROBINSON, Philippa  
 Mary Dehany  
 The Hunter Region Sculpture Society Prize - Most Promising  
 Student in Sculpture: HEW, Ernest Chee Fong

### ART EDUCATION

Fordel Prize - Best Student in Jewellery or Silversmithing or  
 Goldsmithing: RICHARDSON, Susan Gai  
 College Certificate for Bachelor of Education (Art) - Outstanding  
 Final Year Student: GUMMER, Peter Francis

### EDUCATION

J.W. Staines Prize for Diploma in Education (Primary) - Outstanding  
 Final Year Student: DAVIES, Margaret May  
 J.W. Staines Prize for Diploma in Education (Secondary) - Outstanding  
 Final Year Student: ROSS-GOWAN, Suzan Bettye  
 College Certificate for Diploma in Teaching (Primary) (Five Awarded):  
 MITCHELL, Dale Maree, PENGLASE, Marina Wynne, TAYLOR,  
 Kathryn Ann, GAVENLOCK, Sharmayne Anne, NEWTON, Joanne  
 Fay.  
 College Certificate for Diploma in Teaching (Early Childhood)  
 (Three Awarded): DAVIES, Ruth, HANSEN, Marilyn Rose,  
 SMITH, Jennifer Anne

### ENGLISH

George Hutchinson Memorial Prize for Drama - Outstanding Final  
 Year Student: PRATT, Louise Elizabeth

### HEALTH STUDIES

College of Nursing Australia (Central Northern Auxiliary, N.S.W.) -  
 Prizes for Part-Time Nursing Education Graduates:  
 Outstanding Final Year Student in Diploma in Administration  
 (Nursing): HERMAN, Lois Margaret  
 Outstanding Final Year Student in Diploma in Teaching (Nursing):  
 RICHARDS, Barbara Kathleen.  
 The New South Wales College of Nursing - Prizes for Achievement -  
 Diploma in Administration (Nursing): D'ARCY, Susan Elizabeth.  
 Diploma in Teaching (Nursing): CAPPER, Betty Thomasina.  
 Nurse Teacher Practitioner Prize - Best Contribution of Theory to  
 Clinical Practice Teaching: HENDERSON, Alana Ruth.

### HOME ECONOMICS

Mabel Grady Prize - First across all subjects in Bachelor of  
 Education (External) degree: FRANCIS, Cheryl Elizabeth.  
 Hunter Region Home Science and Textiles Teachers - Association  
 Prize - First across all subjects in Bachelor of Education degree:  
 RAE, Debbie Lyn.  
 D. Burton Prize - First across all subject in Diploma of Teaching:  
 YATES, Susan McDonald.  
 Frances Baker Prize - First in Home Science, Bachelor Education  
 degree: RAE, Debbie Lyn  
 Leila Whittle Prize - First in Textiles, Bachelor of Education degree:  
 MASTERS, Catherine Joy  
 College Prize for Home Economics - First in Family and Consumer  
 Studies: MASTERS, Catherine Joy.

### INDUSTRIAL ARTS

A.I.M. Prize for Materials Science - Most Outstanding Materials  
 Science Project by a Year IV Industrial Arts Student: CUTCHER,  
 Stuart James.  
 Institute of Industrial Arts Prize - Industrial Arts Course Year III  
 General Proficiency: DETTINO, Peter Francis.  
 Institute of Industrial Arts Prize - Industrial Arts Course Year IV  
 General Proficiency: CUTCHER, Stuart James.  
 Institute of Industrial Arts (Newcastle Branch) Prize - Industrial Arts  
 Course Year I General Proficiency: TARASENKO, Vladimir Wally.  
 Institute of Industrial Arts (Newcastle Branch) Prize - Industrial Arts  
 Course Year II General Proficiency: WILTSHIRE, John Hilton  
 The John Anscombe Memorial Prize - Best Carving, Sculpture or  
 Construction in Wood: DETTINO, Peter Francis.

### MATHEMATICS

Colin C. Doyle Memorial Prize for Mathematics - Outstanding Final  
 Year Student: PHILLIPS, Ralph Cecil.

### MUSIC

The Keith Noake Memorial Prize (Conservatorium of Music  
 Prize): CRADDOCK, Margaret Mary.  
 College Prize for Music - Outstanding Final Year Student:  
 CRADDOCK, Margaret Mary.

### PHYSICAL EDUCATION

The H.W. Gillard prize for Physical Education - Outstanding Final  
 Year Student: THOMPSON, Alison Margaret.

### RADIOGRAPHY

Australasian Institute of Radiography N.S.W. Branch Prize - First  
 Year Radiography: SHEEHAN, Tracey.  
 Australasian Institute of Radiography N.S.W. Branch Prize - Second  
 Year Radiography (Aeq): CLEARY, Maryanne Patricia,  
 STEDMAN, Kathleen Maree.  
 Australasian Institute of Radiography N.S.W. - Newcastle and  
 District Sub-Branch Prize - First Year Radiography (Prize donated  
 by Kodak): SHEEHAN, Tracey.  
 Australasian Institute of Radiography N.S.W. - Newcastle and  
 District Sub-Branch Prize - Second Year Radiography (Prize  
 donated by Du Pont) (Aeq): CLEARY, Maryanne Patricia,  
 STEDMAN, Kathleen Maree.  
 Australasian Institute of Radiography N.S.W. - Newcastle and  
 District Sub-Branch Prize - Third Year Radiography (Prize donated  
 by Hanimex) (Aeq): HINGST, Karen Maree, ELLIS, Wendy  
 Jannee.  
 Kathy Fitzgerald Memorial Prize - Best Grade Point Average over  
 Three Years of Course: ELLIS, Wendy Jannee.

### SOCIAL WELFARE

Zonta Club of Newcastle Prize for Final Year Social Welfare - Best  
 Academic Performance: WEAVER, Margaret Rose.  
 Australian Institute of Welfare Officers Prize - Best Contribution to  
 Welfare by a Final Year Student (Aeq): MARSH, Kathleen Ann,  
 GREENE, Robyn Ann.  
 N.C.A.E. Social Welfare Staff Prize - Best Final Field Practice  
 Performance: MORTON, Suzanne.

### SPECIAL EDUCATION

Firstchance Prize for Special Education - Outstanding Final Year  
 Student: ROBERTS, Rosemary Pamela.

### TECHNICAL AND FURTHER EDUCATION

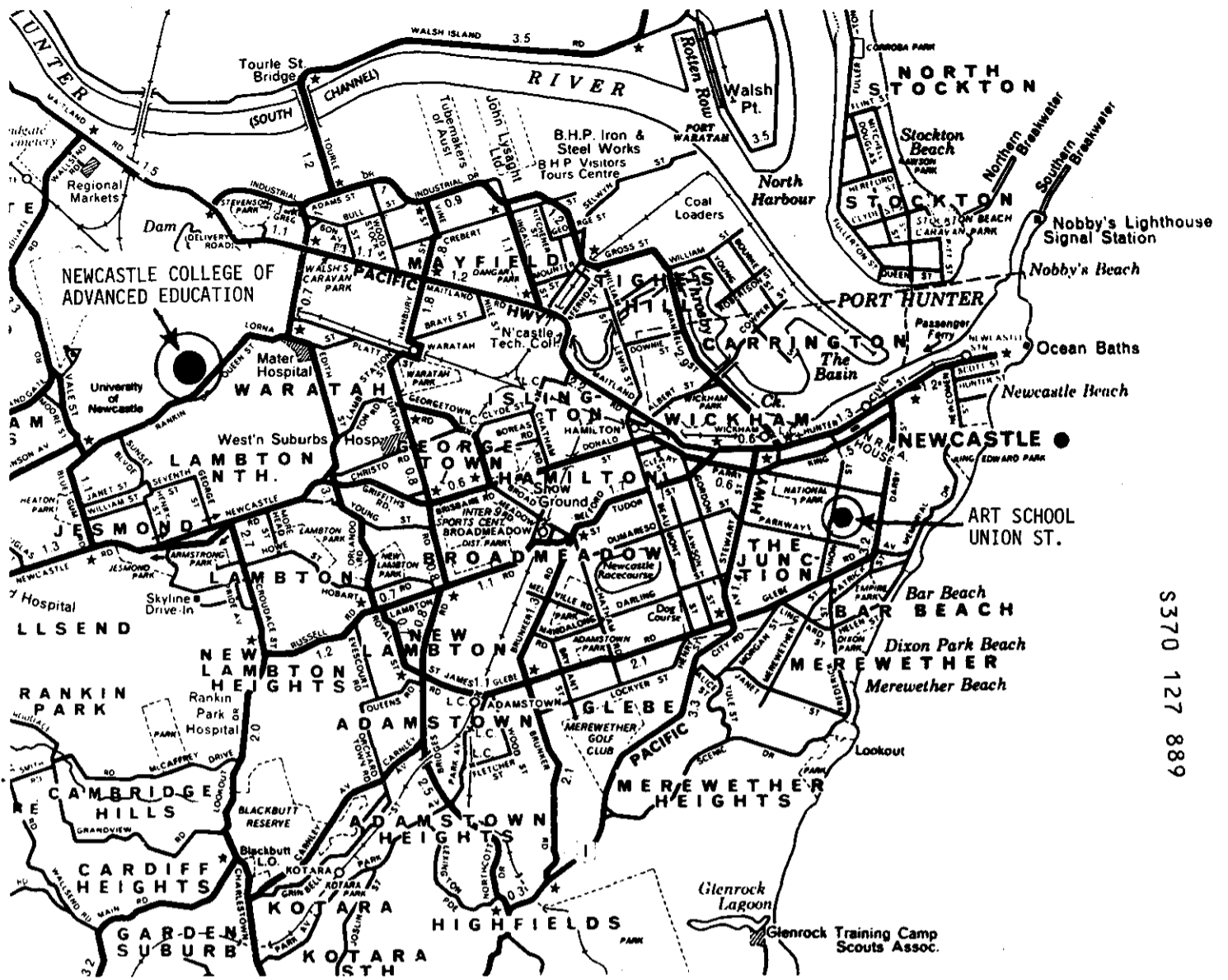
College Certificate for Diploma in Teaching (TAFE)  
 Best Grade Point Average in On-Campus Programme:  
 BENDEICH, Janette Loree.  
 Best Grade Point Average in Off-Campus Programme: LEAHY,  
 Michael Owen.

### SPECIAL AWARD

The Business and Professional Women's Club of Newcastle Prize -  
 Outstanding Final Year Woman Student with regard to Citizen-  
 ship, Scholarship and Leadership (Aeq): PENGLASE, Marina  
 Wynne, RAE, Debbie Lyn.

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