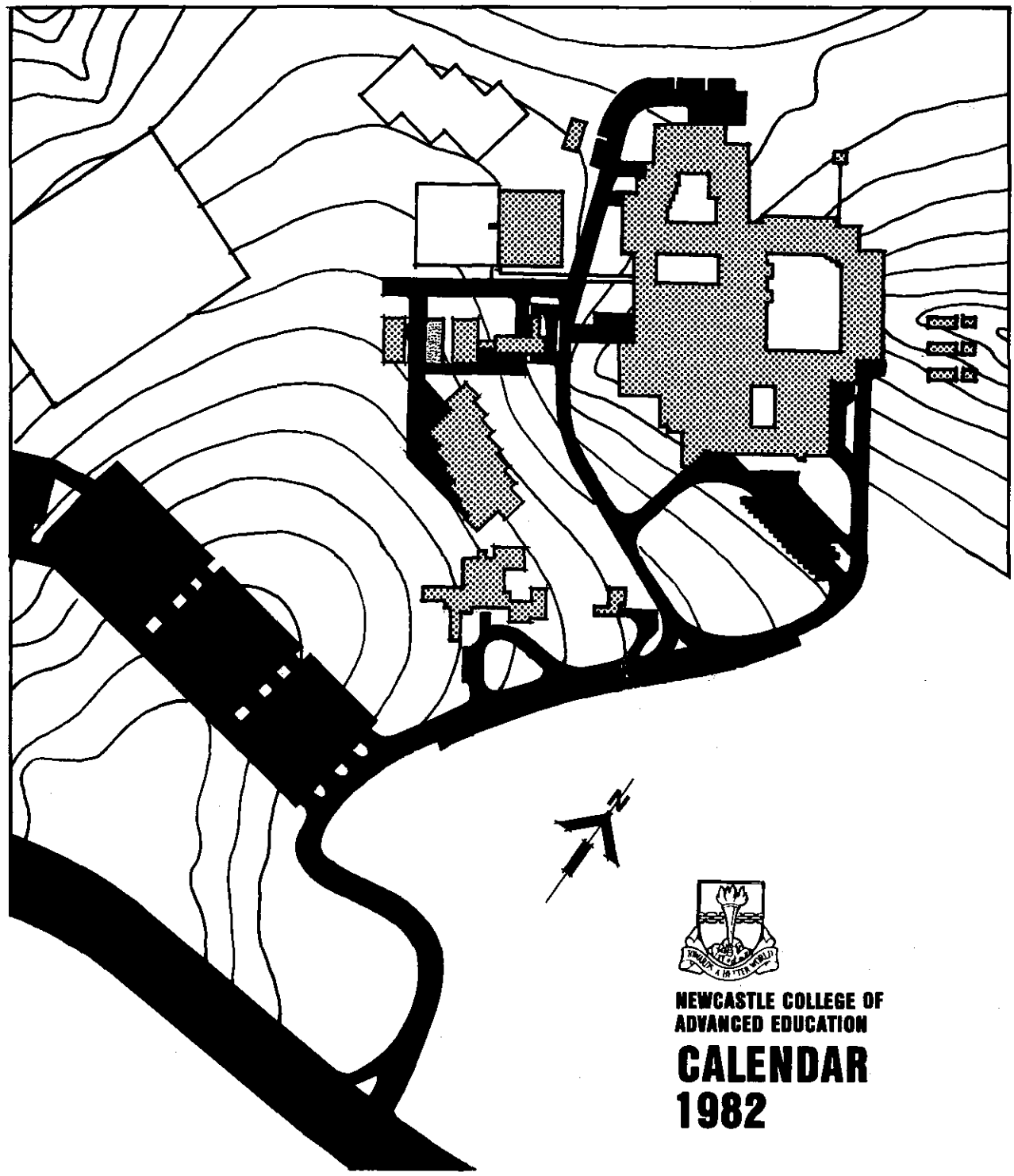


**NEWCASTLE COLLEGE OF
ADVANCED EDUCATION**

**CALENDAR
1982**

NEWCASTLE
C.A.E.
LIBRARY



NEWCASTLE COLLEGE OF
ADVANCED EDUCATION
CALENDAR
1982

NEWCASTLE
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LIBRARY

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

NEWCASTLE
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Contents of Calendar

(at November 30, 1981 unless otherwise stated)

A detailed list of contents appears at the beginning of each section

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".

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Introduction

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 280,000 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 441,300), 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 complex was occupied by the Industrial Arts and Art Education departments of the College from the beginning of 1971 and Stage II was fully occupied when the College moved all of its activities from the previous site in the city to the new complex in March, 1974. 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 gymnasia, 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.

Construction was completed in 1980 of a new 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 new building while some art activities may continue to be conducted at the former College site in Union Street, Newcastle.

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.

In 1981, the College had a student enrolment of 2715, an academic staff of 186 located in 16 departments; and a non-teaching staff establishment of 160. The College's vocational courses are offered through three Schools; a School of Education, which has two divisions, the Division of Primary and Special Education and the Division of Secondary and Further Education, and the Schools of Visual and Performing Arts and 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 the College are:

SCHOOL OF EDUCATION

Bachelor of Education (Art)
Bachelor of Education (Home Science/Textiles)
Bachelor of Education (Industrial Arts)
Bachelor of Education (Physical Education)
Bachelor of Education (Music) in association with the N.S.W. Conservatorium of Music
Diploma in Teaching/Bachelor of Education (English/History)
Diploma in Teaching/Bachelor of Education (Mathematics)

Diploma in Teaching/Bachelor of Education (Primary/Early Childhood)

Diploma in Teaching/Bachelor of Education (Science)
Diploma in Teaching (Home Science/Textiles)
Diploma in Teaching (Industrial Arts)
Diploma in Teaching (Physical Education)
Diploma in Teaching (Technical & Further Education)
Diploma in Teaching (Social Science)
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 (Special Education)
Graduate Diploma in Educational Studies (Curriculum Development)
Graduate Diploma in Educational Studies (Mathematics)
Graduate Diploma in Educational Studies (Science)
Graduate Diploma in Educational Studies (Advanced Teaching Method)

Diploma in Special Education

Diploma in Teacher Librarianship

* Courses proposed for introduction:

Bachelor of Education (Technical and Further Education)
Diploma in Teaching/Bachelor of Education (Social Sciences)
Diploma in Teaching/Bachelor of Education (Modern Languages)
Graduate Diploma in Educational Studies (Administration)
Graduate Diploma in Educational Studies (Career Education)
Graduate Diploma in Educational Studies (Educational Technology)
Graduate Diploma in Educational Studies (Educational Drama)
Graduate Diploma in Multicultural Studies
Master of Education (Industrial Education)
Master of Education (Special Education)

SCHOOL OF VISUAL AND PERFORMING ARTS

Bachelor of Arts (Visual Arts)

Associate Diploma in Creative Arts and Crafts

Graduate Diploma in Art (Illustration)

Graduate Diploma in Art (Painting)

Graduate Diploma in Art (Sculpture)

Graduate Diploma in Art (Printmaking)

* Courses proposed for introduction:

Graduate Diploma in Art (Photography)

Graduate Diploma in Art (Textiles)

Graduate Diploma in Art (Ceramics)

SCHOOL OF PARAMEDICAL AND COMMUNITY WELFARE STUDIES

Diploma in Teaching (Nursing)

Diploma in Administration (Nursing)

Associate Diploma in Police Studies

Associate Diploma in Social Welfare

Associate Diploma in Diagnostic Medical Radiography

* Courses proposed for introduction:

Diploma in Primary Care

Diploma in Religious Ministry

Associate Diploma in Automated Information Processing

Associate Diploma in Environmental Technology

Associate Diploma in Recreational Studies

Associate Diploma in Secretarial Studies

EXTERNAL COURSES

Diploma in Teaching (Technical and Further Education)

Diploma in Teaching (Primary Education) (Secondary Education)

Bachelor of Education (Industrial Arts), (Physical Education),

(Home Science/Textiles), (Primary/Early Childhood)

* Courses proposed for introduction:

Bachelor of Education (Secondary Mathematics, Science, English/History, Social Science)

* Proposed courses are subject to approval by the N.S.W. Higher Education Board.

Calendar of Dates 1982

JANUARY

1	Fri	Public Holiday - New Year's Day
2	Sat	
3	Sun	
4	Mon	
5	Tues	
6	Wed	
7	Thur	
8	Fri	Last day for lodgement of request for review of 1981 Annual and Second Semester Examination results. Last day for lodgement of enrolment forms.
9	Sat	
10	Sun	
11	Mon	Special Examinations begin.
12	Tues	
13	Wed	
14	Thur	
15	Fri	Special Examinations end.
16	Sat	
17	Sun	
18	Mon	
19	Tues	
20	Wed	
21	Thur	
22	Fri	
23	Sat	
24	Sun	
25	Mon	
26	Tues	
27	Wed	
28	Thur	
29	Fri	
30	Sat	
31	Sun	

FEBRUARY

1	Mon	Public Holiday - Australia Day
2	Tues	
3	Wed	
4	Thur	
5	Fri	
6	Sat	
7	Sun	
8	Mon	
9	Tues	
10	Wed	
11	Thur	
12	Fri	Last day for lodgement for request for review of 1981 Special Examination results.
13	Sat	
14	Sun	
15	Mon	
16	Tues	
17	Wed	
18	Thur	
19	Fri	
20	Sat	
21	Sun	
22	Mon	Orientation Week commences.
23	Tues	
24	Wed	
25	Thur	
26	Fri	Newcastle Show Day (to be confirmed)
27	Sat	
28	Sun	
29	Mon	
30	Tues	
31	Wed	

MARCH

1	Mon	First Semester begins. Last day for enrolment in a module. Last day for enrolment in a full year subject.
2	Tues	
3	Wed	
4	Thur	
5	Fri	
6	Sat	
7	Sun	
8	Mon	Last day for payment of fees.
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	

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

29	Mon	
30	Tues	
31	Wed	

APRIL

1	Thur	
2	Fri	
3	Sat	
4	Sun	

5	Mon	
6	Tues	
7	Wed	
8	Thur	
9	Fri	Public Holiday - Good Friday
10	Sat	
11	Sun	

12	Mon	Public Holiday - Easter Monday
13	Tues	Last day of Easter Recess
14	Wed	Last day for withdrawal without failure from a Semester one module/course.
15	Thur	
16	Fri	
17	Sat	

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

26	Mon	Public Holiday - Anzac Day (to be confirmed)
27	Tues	
28	Wed	
29	Thur	
30	Fri	

MAY

1	Sat	
2	Sun	
3	Mon	
4	Tues	
5	Wed	
6	Thur	
7	Fri	Graduation Day
8	Sat	
9	Sun	

10	Mon	First Semester Break begins.
11	Tues	
12	Wed	
13	Thur	
14	Fri	
15	Sat	
16	Sun	
17	Mon	
18	Tues	
19	Wed	
20	Thur	
21	Fri	First Semester Break ends.
22	Sat	
23	Sun	

24	Mon	
25	Tues	
26	Wed	

27	Thur	
28	Fri	
29	Sat	
30	Sun	
<hr/>		
31	Mon	
JUNE		
1	Tues	
2	Wed	
3	Thurs	
4	Fri	
5	Sat	
6	Sun	
<hr/>		
7	Mon	
8	Tues	
9	Wed	
10	Thur	
11	Fri	
12	Sat	
13	Sun	
<hr/>		
14	Mon	Public Holiday -Queen's Birthday (to be confirmed).
15	Tues	First Semester Examinations begin.
16	Wed	
17	Thur	
18	Fri	
19	Sat	
20	Sun	
<hr/>		
21	Mon	
22	Tues	
23	Wed	
24	Thur	
25	Fri	
26	Sat	First Semester Examinations end. First Semester ends.
27	Sun	
<hr/>		
28	Mon	Practicum commences
29	Tues	
30	Wed	
JULY		
1	Thur	
2	Fri	
3	Sat	

4	Sun	
<hr/>		
5	Mon	
6	Tues	
7	Wed	
8	Thur	
9	Fri	
10	Sat	
11	Sun	
<hr/>		
12	Mon	
13	Tues	
14	Wed	
15	Thur	
16	Fri	Last day for withdrawal without failure from a full-time course or full year subject.
17	Sat	
18	Sun	
<hr/>		
19	Mon	
20	Tues	
21	Wed	
22	Thur	
23	Fri	Practicum ends.
24	Sat	
25	Sun	
<hr/>		
26	Mon	Orientation Week commences Semester I, Special Examinations begins
27	Tues	
28	Wed	
29	Thur	
30	Fri	Special Examinations end.
31	Sat	
AUGUST		
1	Sun	
<hr/>		
2	Mon	Second Semester begins. Last day for enrolment in a module.
3	Tues	
4	Wed	
5	Thur	
6	Fri	
7	Sat	
8	Sun	
<hr/>		
9	Mon	

10	Tues	
11	Wed	
12	Thur	
13	Fri	
14	Sat	
15	Sun	
<hr/>		
16	Mon	
17	Tues	
18	Wed	
19	Thur	
20	Fri	
21	Sat	
22	Sun	
<hr/>		
23	Mon	Second Semester Break begins.
24	Tues	
25	Wed	
26	Thur	
27	Fri	Last day for lodging for request of Semester I examinations result.
28	Sat	
29	Sun	
<hr/>		
30	Mon	
31	Tues	
SEPTEMBER		
1	Wed	
2	Thur	
3	Fri	
4	Sat	
5	Sun	
<hr/>		
6	Mon	
7	Tues	
8	Wed	
9	Thur	
10	Fri	Second Semester Break ends.
11	Sat	
12	Sun	
<hr/>		
13	Mon	
14	Tues	
15	Wed	
16	Thur	
17	Fri	

18	Sat	
19	Sun	
<hr/>		
20	Mon	
21	Tues	
22	Wed	
23	Thur	
24	Fri	
25	Sat	
26	Sun	
<hr/>		
27	Mon	
28	Tues	
29	Wed	
30	Thur	
OCTOBER		
1	Fri	
2	Sat	
3	Sun	
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4	Mon	Public Holiday - Eight Hour Day
5	Tues	
6	Wed	Last day for withdrawal without failure from a Semester two module/course
7	Thur	
8	Fri	
9	Sat	
10	Sun	
<hr/>		
11	Mon	
12	Tues	
13	Wed	
14	Thur	
15	Fri	
16	Sat	
17	Sun	
<hr/>		
18	Mon	
19	Tues	
20	Wed	
21	Thur	
22	Fri	
23	Sat	
24	Sun	
<hr/>		
25	Mon	

26 Tues
 27 Wed
 28 Thur
 29 Fri
 30 Sat
 31 Sun

NOVEMBER

1 Mon
 2 Tues
 3 Wed
 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

22 Mon Second Semester Examinations begin.
 23 Tues
 24 Wed
 25 Thur
 26 Fri
 27 Sat
 28 Sun

29 Mon
 30 Tues

DECEMBER

1 Wed
 2 Thur
 3 Fri

4 Sat Second Semester Examinations end.
 Second Semester ends.
 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
 21 Tues
 22 Wed
 23 Thur
 24 Fri
 25 Sat Christmas Day
 26 Sun

27 Mon Public Holiday - Boxing Day (to be confirmed).
 28 Tues
 29 Wed
 30 Thur
 31 Fri

Principal Dates 1983

JANUARY

7 Fri Last day for lodgement of request for review of 1982 Annual and Second Semester Examination results.

10 Mon Special Examinations begin.

14 Fri Special Examinations end.

FEBRUARY

11 Fri Last day for lodgement of request for review of 1982 Special Examination results.

FEBRUARY

28 Mon First Semester begins.

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)
Head of School, Education:
Acting Head of School: John James GRADY, BA (New South Wales)
Head, Division of Primary and Special Education: Harold Bruce LINDSAY, BA, MEd (Sydney), PhD(New England), MACE
Head, Division of Secondary and Further Education: Vacant
Head of School, Visual and Performing Art:
Acting Head of School: Graham John GILCHRIST, ATD, DipCSAD (Sculpture), BA (London)
Head of School, Paramedical and Community Welfare Studies:
Acting Head of School: Raymond Lewis HODGINS, BSc (New South Wales), ASTC, BEd Studies (Newcastle), MACE
Registrar: John David TODD, BCom (Newcastle)
Bursar: Colin Fergus Stanley FITZGERALD, BEc (Tasmania), AASA, FAMI

The Council

President: Robert Michael ANSELL
Vice President: Margaret Estelle BOWMAN, BA, DipEd
Members Appointed by the Minister for Education: Robert Michael ANSELL
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

William Peter CLEAVES

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

Helen Margaret HENRY, BA (Sydney), MA (Loughborough) DipEd (UNE)

Susan Elizabeth MACLEOD

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

John Charles PRICE, AIME (London)

John Lawson WHITE, ASTC (Sydney), BSc (NSW), DipEd (Admin) (UNE), MIM, AMAust, IMM, MACE

Members being Official Members:
Edward RICHARDSON, BSc, PhD, PCERTED (London)

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

Members Elected by Members of the Academic Staff:
Raymond Lewis HODGINS, BSc (NSW), ASTC, BEdStuds (Newcastle), MACE

John James GRADY, BA (NSW)

Member Elected by Members of the Non-Academic Staff:
Graeme John PARKINSON

Members Elected by the Students of the College:
Debbie Lyn RAE

Peter Robert KERR

Members Elected by Members of Council:
Professor Charles Cyril RENWICK, MEd (Sydney)

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

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, (Chairman)
Professor J.B. Biggs
Mrs Zeny Giles
Ms H.M. Henry
Mr R.L. Hodgins
Dr D.R. Huxley
Ms E.M. O'Connell
Mrs D.L. Rae
Professor C.C. Renwick
Ms A.C. von Bertouch

Finance Committee:

Professor C.C. Renwick (Chairman)
Mr A.F. Beard
Mrs M.E. Bowman
Miss B. Callcott
Mr W.P. Cleaves
Mr J. Grady
Mr P.R. Kerr
Ms E.M. O'Connell
Mr G.J. Parkinson
Mr J.C. Price

Legislative Committee

Mr J.C. Price (Chairman)
Mr W.P. Cleaves
Dr E.G. Currow
Mr R.L. Hodgins
Dr D.R. Huxley
Mrs D.L. Rae
Mr J.L. White

Personnel and Management Committee

Ms E.M. O'Connell (Chairwoman)
Mrs M. Biggins
Mrs M.E. Bowman
Mr J. Grady
Ms H.M. Henry
Dr D.R. Huxley
Mr P.R. Kerr
Mrs S.E. Macleod
Professor C.C. Renwick

Properties and Grounds Committee:

Miss B. Callcott (Chairman)
Mr A.F. Beard
Dr E.G. Currow
Mr S.J.C. Heath
Mr G.J. Parkinson
Mrs D.L. Rae/Mr P.R. Kerr
Mr J.L. White

Academic Board

Chairman:

Dr E. Richardson (Principal)

Deputy Chairman:

Dr D.R. Huxley (Assistant Principal)

Members Ex Officio

Acting Head - School of Visual and Performing Arts
Mr G.J. Gilchrist

Acting Head - School of Education

Mr J.J. Grady

Acting Head - School of Paramedical and Community Welfare Studies

Mr R.L. Hodgins

Heads of Division (School of Education)

Dr H.B. Lindsay
Vacant

Heads of Department

Miss B. Andersen (Acting)
Mr J.W. Cramp
Miss J.E. Ferguson
Mr T.J. Fullerton
Mr P. Singleton (Acting)
Mr J. Bailey (Acting)
Dr J. Miles
Dr R. Morland
Dr P.D. O'Connor
Dr D.R. Parsons
Mr T.J. Sheedy
Mrs E.A. Smith (Acting)
Mrs F. Trent (Acting)
Dr A.O. Taylor
Mr R.J. Whitbread
Mr J.M. Graham (Acting)

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
Mr R.L. Hodgins
Mr W.R. Maley
Mr K. Scott
Mrs H.M. Vaile

Members Elected by the Student Body

Ms J. Lang
Mrs D. Rae
Vacant
Vacant
Vacant
Vacant

Standing Committees of Academic Board

Executive Committee:

The Principal
Assistant Principal
Heads of School
Mr W.R. Maley
Dr H.B. Lindsay
Dr A.O. Taylor
Dr R. Morland

With respect to this Committee the Board noted that there were changing circumstances and,

it was RESOLVED that the members of the Executive Committee be asked to resign from the first meeting of Academic Board in 1982 to allow reconsideration of the situation in view of changing circumstances.

Admissions Committee

Dr H.B. Lindsay (Chairman)
Mr W.R. Maley (Dr. D.R. Parsons alternative member)
Mr W. Newling
Mr R.J. Whitbread
Mr J. Bailey (Mr. A.W. Curry alternative member)
Mr J.J. Grady

Staff Development Programme Leave Committee:

Dr. D.R. Huxley
Mr. J. Grady
Dr. R. Morland
Mr. G.J. Gilchrist
Mr. A.W. Curry

External Studies Committee

Director of External Studies (Chairman)
Mr. N. Pryde (elected by Academic Board)
Mrs. H.M. Vaile (elected by Academic Board)
Mr. R.N. Conway (Special Education)
Mr. K. Scott (Social Sciences)
Miss J. Poole (English)
Mr. R. Hinten (Education)
Mr. K. Laffey (Physical Education)
Mr. R. Heading (Music)
Mr. K. McDonald (Science)
Dr. W.L. Cook (Industrial Arts)
Miss R. Williamson (Home Science/Textiles)
Mr. R. Whitbread (Mathematics)
Mr. K. Wilkinson (Art Education)
Miss J. Blatchford by invitation.

Research Committee:

Dr. J. Miles (Chairman)
Dr. J. Jurd
Dr. J.A.W. Caldwell
Dr. P.D. O'Connor
Dr. S.J. Beveridge

Honorary Degrees and Awards Committee:

Dr. D.R. Huxley
Mr. J.M. Graham
Dr. P.D. O'Connor
Mr. J.R. Nyman
Mr. L. Burwell

Timetable Advisory Committee:

Timetable Officer (Chairman)
Mrs. F.H.E. Trent
Mr. R.L. Hodgins
Mr. K. Scott
Mr. D.E. Comey
Mr. P. Singleton
Mr. I. Williams

Open Day Committee:

Public Relations Officer (Chairman)
Mr. J. McIvor
Mr. K. Laffey
Mr. J. Robson
Mr. H.J.C. Green
Mr. I. Williams
Mr. W. Galvin
Mr. W. Newling
Ms. J. Lang
Student Advisory Officer by invitation.

College Academic Dress Committee:

Mr. L.W.J. Pennington
Mr. J.R. Nyman
Miss J. Fook
Mrs. R. Gibbon

College Intake Committee:

Mr. T.J. Sheedy (Chairman)
Mr. W. Newling
Mrs. F.H.E. Trent
Mr. H.J.C. Green
Mr. P. Singleton
Mr. F. Bishop
Mr. N. Pryde
Dr. R. Morland

In answer to a question the Board AGREED that the College Intake Committee would be involved in the enrolment of all students.

Academic Staff

Head of School, Education:

Acting Head of School:

John James Grady, BA (New South Wales)

Head, Division of Primary and Special Education:

Harold Bruce Lindsay, BA, MEd (Sydney), PhD (New England) MACE.

Head of Division of Secondary and Further Education

Vacant

Head of School, Visual and Performing Art:

Acting Head of School:

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

Head of School, Paramedical and Community Welfare Studies:

Acting Head of School:

Raymond Lewis Hodgins, BSc (New South Wales), ASTC, BEEd Studies (Newcastle) MACE

DEPARTMENT OF ART

Acting Head of Department and Senior Lecturer:

P.W. Singleton, NDD (Fyde Coll)

Senior Lecturers:

Aldona O'Brien, ASTC, DipPaint, MA(RCA London)
G.J. Rintoul, DipArt

Lecturers:

Patricia A. Adams, ASTC, DipPaint
D.J. Bromfield, BA (Manchester), PhD (Leeds)
Kathleen D. Burston, ASTC, DipPaint
F.M. Celltan, ASTC, DipPaint
D.M. Hawke, ASTC, DipArt(Ed), BEEd, MA (Calgary), PhD (Alberta)
Susan Hunt, BA (Sydney)
G.W. Jones, ASTC, DipArtEd, MA (Studio Art) (New York)
K.R. Leveson, DipArt Design, DipArt Ceramics, TTC
J. McGrath, Teachers Certificate, DipArt
J. Montefiore, ASTC, DipPaint
Ron Morrison, DipArt, MA (Birmingham Polytechnic) AIP, AIAP
B. Pamaby, Dip Art & Design (Bendigo), GradDipPrinting
R.J. Ruthven, DipAD (Worcester Coll), BA (Stourbridge Coll), MSIA, Fellow SDSA
Christine A. Sanders, ASTC, DipPaint
B.W. Shepherd, DipArt
Pamela Sinnott, A.D.F.A. (Ceramics) (Coll Art, Brisbane), Grad Dip Teach (Kelvin Grove), BA (Ceramics) (Bendigo)
R. Ward, BA (Newcastle Upon Tyne), MFA (Reading)
I. Williams, B.Sc(Arch) (Sydney), BA (Comm) NSWIT

DEPARTMENT OF ART EDUCATION

Head of Department and Principal Lecturer:

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, BIID

Lecturers:

J.N. Berthold, DipArt (Ed), BEEd Studies (Newcastle)
J. Birkett, BA (Exeter), ATC (London)
G.I. Sangster, BA, DipEd (Sydney)
K.G. Wilkinson, DipArt (Ed)

DEPARTMENT OF EDUCATION

Acting Head of Department and Principal Lecturer:

J. Miles, BA, PhD (Newcastle) MAPsS

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), MAPsS
R.R. Milne, BA (Sydney), MACE, MAPsS

Lecturers:

Rosina Bailey, BA (New England), ATCL, LTCL (Trinity Coll London), MACE
D.L. Baird, BA, MA (California)
R.H. Coulton, BA, LittB (New England), MA (Newcastle), GradDip Data Processing (NSWIT), MACE
Carolyn G. Flanagan, BA, MEd(Newcastle)
R.D. Hinten, BA, Dip EdAdmin (New England), MEd (Newcastle)
W.G. Jones, BA (Newcastle), PhD(OJ), MAPsS, ABPsS
G.H. Morgan, BA, PGCEd (York), MAIW
R.S. Rowe, BA (New England), PhD (Newcastle), MACE, MAPsS, ASAIM
Wendy E. Schiller, DipTeach (Infants), BEEd, MEd (Early Childhood) (Alberta), AJA (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

Acting Head of Department and Principal Lecturer:

E. Agnes Smith, BA (Sydney), MACE

Senior Lecturers:

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

Lecturers:

D.J. Absalom, MA, PhD, DipEd, BEEd Studies (Newcastle), ALAA
M.M. Beck, BA (New South Wales), BEEdStudies (Newcastle)
Muriel J. Haywood, BA (New England), DipEd (Sydney), MEd (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), BEEd Studies (Newcastle)
J.D. O'Donoghue, BA (Newcastle), DipEd
J. Robson, BA, DipEd (Sydney), MA (Newcastle)
B.W. Wilson, BA, MA (Newcastle)

DEPARTMENT OF HEALTH STUDIES

Acting Head of Department and Senior Lecturer:

Betty M. Andersen, SRN, RMN, DNRRCN(N.S.W.) MA(Macquarie)

Lecturers:

D. Wicks, SRN, BA (Macquarie)

DEPARTMENT OF HOME SCIENCE/TEXTILES

Acting Head of Department and Senior Lecturer:

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

Lecturers:

Ena D. Abell, BA (New England)
E. Kay Everingham, BA (Newcastle), DipEd (Sydney)
Rae Gibbon, DipTeach, DipArtEd
Pauline J. Clark, DipTeach
June P. Gollan, DipDomArts (Victoria), DipTeach
Maia L. Manning, DipTeach, DipArtEd
Olga K. Pilger, DipTeach
Rhonda M. Williamson, BSc (New South Wales), ATI

DEPARTMENT OF INDUSTRIAL ARTS

Head of Department and Principal Lecturer:

A.O. Taylor, BA, ASTC (Man Arts), M EngSc (Newcastle), PhD (Newcastle), FIIA

Senior Lecturers:

W.L. Cook, BA (New England), MSc (New South Wales), PhD (Newcastle), ASTC (Man Arts), MIIA
D.E. Comey, ASTC (Man Arts), DipArt (Ed), MIIA
G.T. Nicholls, BA (New England), ASTC (Man Arts), M Ed (Alberta), MIIA, MACE

Lecturers:

B.W. Ableson, ASTC (Man Arts), MIIA
C.H.L. Ferguson, ASTC (Man Arts), MIIA
J.P. Koos, DipArt (Ed)
G.C. Lindsay, ASTC (Man Arts), MIIA
W.T. Marsh, ASTC (Man Arts), MIIA
T.R. Owen, DipArt (Ed)
A.J. Pateman, ASTC (Man Arts), MIIA
H. Pickard, ASTC (Man Arts), MIIA
E.D. Pyle, ASTC (Man Arts), MIIA
L.N. See, ASTC (Man Arts), MIIA
G.P. Symes, ASTC (Man Arts), MIIA
W.H. Wiltshire, DipIA (Ed) (Syd Institute of Technology), MIIA

DEPARTMENT OF MATHEMATICS

Head of Department and Principal Lecturer:

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 (Newcastle)
W.P. Galvin, BA (Sydney), M Math, M Ed (Newcastle)
R.E. Haines, BSc (Sydney)
B.F. Joyce, BA (New England), M Ed (Newcastle)
R.S. Murray, BSc DipEd (Sydney), M Ed (Newcastle)
J. Neilson, BA (New South Wales), BEEdStudies (Newcastle)
M.J. Williams, BA, M EngSc, DipEd (Newcastle)

DEPARTMENT OF MUSIC

Head of Department and Principal Lecturer:

Jessie E. Ferguson, LMus, DSCM (Con of NSW), LTCL (Trinity Coll London), DipMusEd (Con of NSW), MACE

Senior Lecturers:

A.W. Curry, BA, M Ed (Sydney), DipMusEd (Con of NSW), MIMT, MACE
R. 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)
F. Margaret Lloyd, BA (Newcastle), DipMusEd (Con of NSW) AMusA

DEPARTMENT OF PHYSICAL EDUCATION

Head of Department and Principal Lecturer:

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

Senior Lecturer:

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

Lecturers:

Kathleen Abernethy, DipPE (Syd Teach Coll)
P.R. Brown, BSc, Cert EdPe, MSc (Loughborough), MBIM
I.W. Burwell, BA BEEdStudies (Newcastle)
Marilyn K. Cooper, DipPE (Syd Teach Coll)
T. Hall, BSc (Ed), M Ed (Illinois), ElemAdminCredential (California)
M. Kaye Thomas, DipPE (Wollongong Teach Coll), BPE (Western Australia)
K.W. Thompson, BEEd (PE) (Sydney), BEEdStudies (Newcastle)

DEPARTMENT OF PROFESSIONAL STUDIES

Head of Department and Principal Lecturer:

T.J. Fullerton, BA (Newcastle)

Senior Lecturer:

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

Lecturers:

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

DEPARTMENT OF SCIENCE

Head of Department and Principal Lecturer:

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

Senior Lecturers:

C.A. MacDonald, MBBS (New South Wales)
K. McDonald, LittB, BA, MA (New England), MACE
L.A. McKenzie, BSc (Western Australia), BEEd (New England)
L.W.J. Pennington, BSc, Dip Ed (Liverpool), M Ed (Sydney), MAIP, MACE

Lecturers:

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

DEPARTMENT OF SOCIAL SCIENCES

Acting Head of Department and Senior Lecturer:

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), MAM 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 and Senior Lecturer:**

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

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
 L. Pohl, BA, MSW (Manitoba), MAIW
 Jane Wilson, BA (Social Science) (Manchester), PG Cert.
 Qualification (Social Work), Dip Applied Social Studies (Swansea)

DEPARTMENT OF SPECIAL EDUCATION**Head of Department and Principal Lecturer:**

P.D. O'Connor, BA, MEd (Sydney), PhD (Oregon), MACE

Senior Lecturer:

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

Lecturers:

R.N.F. Conway, DipSpecEd, BA, BEdStudies (Newcastle)
 Judith Cowley, BA, MA (Macquarie), LSDA, MAATD
 P.J. Foreman, BA, LittB, M Ed (New England), MACE
 A.M. Nicholas, MA (Sp Ed) (Macquarie), BSc (App Psych) (New
 South Wales), MAPsS
 G.L.W. Robinson, BA, DipEd (Sydney), MEd (Newcastle), MAPsS

Teachers:

Pamela A. Carruthers, Teachers Cert., DipSpecEd
 Basha Rozenberg, Dip Teach

**DEPARTMENT OF TECHNICAL AND
FURTHER EDUCATION****Acting Head of Department and Lecturer:**

J. Bailey, BA (Newcastle), DipEd (TAFE), MAPsS

Lecturers:

B. Burston, Dip Teach (T.A.F.E.)
 Sue Cowan, Fashion Teacher Certificate (T.A.F.E.)
 J. Dugas, BA, DipEd (Newcastle), CertFilm and Television Studies
 (London)
 L.R. Killen, BSc (Newcastle), DipEd (TAFE)
 D.W. McGee, BSc (Newcastle), MIM, CEng, BEdStudies (New-
 castle) DipEd (TTE)
 K.R. Morgan, Dip IA (Ed) (Sydney Institute of Technology),
 BEdStudies (Newcastle) PhD (Uni Missouri), MIA
 J.A. Rees, BA, PhD (Newcastle)
 J. Lergessner, BA (Qld), MA (Toronto) PhD (Alberta), MISA, MAAS,
 MAARE

**DIRECTOR OF EXTERNAL STUDIES
AND COMMUNITY PROGRAMMES**

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

UNATTACHED**Lecturer in Administration:**

K.D. Taylor, Dip TCP (Sydney), BSurv (New South Wales), MSc
 (Aston)

Administrative Staff**Registrar:**

J.D. Todd, BCom (Newcastle)

Deputy Registrar (Academic):

R. Weir, BA (Newcastle)

Deputy Registrar:

P.R. Welsh, AASA

Bursar:

C.F.S. FitzGerald, B Ec (Tasmania), AASA, FAMI

Assistant Registrar (Academic):

G.L. Parkinson, BA (Auckland)

College Planner:

W.G. Collins, BArch (Sydney), FRAIA, RIBA

Administrative Officer (Staffing Services):

Vacant

Public Relations Officer:

K.C. Powell

Systems Analyst/Programmer:

B.G. Regan, BSc, DipEd (Sydney), Dip CompSc (Newcastle)

Computer Programmer:

Mrs K. Foo, BSc (Johannesburg)

Student Advisory Officer:

D.G. Trent, BA (Simon Fraser)

Administrative Assistants:

Secretariat:
 Carolyn J. Fardon, BA, DipEd (Sydney)
 Helen Burgman BA, DipEd (New England)
 Alison A. Pearson, BA, DipEd (Newcastle)
 Judith Wallom, BA (Newcastle), DipEd in Developing Countries
 (PNG)

Examinations:

Violet M. Roberts

Executive Administrative Assistant:

Georgette L. Whitton, BA (Australian National University)
 DipEd (New South Wales)

College Accountant:

G.A. Searles, AASA

Staffing Services:

Helen R. Parr

Finance Officer:

G. Parkinson

Salaries:

Vacant

Properties:

V.G. King, AAIM, MISTSO

Purchasing and Supply:

D. Heggart

Instructional Media Unit:**Senior Visual Aids Officer**

R.K. Davey

Maintenance Supervisor:

F.J. McEneaney

Resident Caretaker:

I. Auld

Gardener Tradesman:

R. Allanson

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), Dip Lib (New South Wales), ALAA
 Marlene Edman, ALAA (Part-time)
 Brian Evans, BA (Newcastle), Dip Lib (New South Wales),
 Noelene King, ALAA (Part-time)

Reference Services:

Senior Librarian: Jennifer M. Scobie, BA, Dip Ed (Sydney),
 ALAA
 Jane E. Scott, BA (New England), DipEd (Sydney), ALAA
 Helen Lloyd
 Marilyn Wagstaff, ALAA

Evening Opening:

Joan Webber, ALAA
 Susan West, ALAA

Non-Book Services:

Margaret E. Stewart, BA (New South Wales), DipEd (Newcastle),
 ALAA
 Robyn D. Masterson, ALAA

Counsellor**Senior Student Counsellor:**

A.J. Kavanagh, MA (Sydney), MAPsS

**Education Research
Officer**

H. Margaret Clark, MSc (Newcastle)

**Honorary Fellows of the
College**

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

**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

**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)

Academic Structure

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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.

Government of Schools

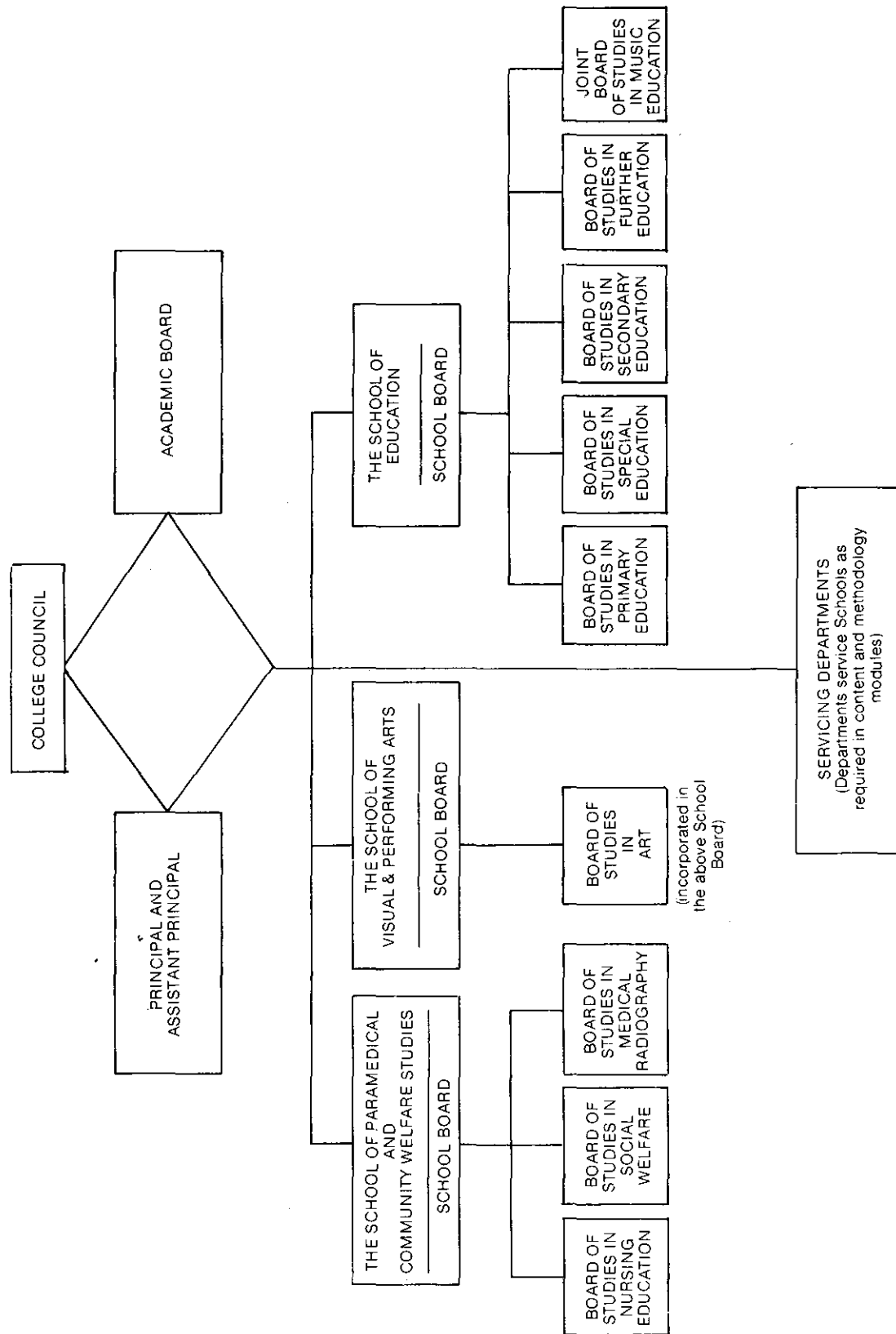
- (a) Each School is administered by a School Board comprised of:
- (i) the Head of School (Chairman);
 - (ii) Heads of Division within the School (ex officio) (if applicable);
 - (iii) Course Directors (ex-officio);
 - (iv) one elected representative from each appropriate academic department;
 - (v) one representative from each appropriate service centre;
 - (vi) student members in accordance with rules governing student membership on School Boards.
- (b) 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.
- (c) 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.
- (d) 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.
- (e) Boards of Studies are established by the School Board to administer a particular course or cluster of courses.
- Note:** In the case of small Schools offering one or two courses, it is found to be more efficient for the School Board to adopt a dual role, e.g. the School Board and Board of Studies in Visual and Performing Arts.

Each Board of Studies, where established separately from the School Board, is comprised of:

- (i) the Head of Division (Chairman) - (if applicable);
 - (ii) the Head of School (ex-officio), Chairman in the absence of a Head of Division;
 - (iii) the appropriate Course Director;
 - (iv) the appropriate Programme Co-ordinators;
 - (v) one elected representative from each academic department servicing the School and not already represented by a Course Director or Programme Co-ordinator;
 - (vi) student members in accordance with the rules governing student membership on Boards of Studies.
- (f) 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:
- (i) the Course Director (Chairman);
 - (ii) the Head of School and Head of Division (ex-officio);
 - (iii) Programme Co-ordinators (ex-officio);
 - (iv) members of relevant specialist academic staff elected to the Course Committee under a policy determined by the School Board;
 - (v) other members of the academic staff elected to the Course Committee under a policy determined by the School Board;
 - (vi) up to three external specialists in the vocation as determined under a policy of the School Board;
 - (vii) student members in accordance with rules governing student membership on Course Committees.
- (g) Where a Board of Studies functions also as a Course Committee, the composition shall be:

- (i) Chairman: Head of School or Head of Division where applicable;
 - (ii) Ex-officio members:
 - Course Directors
 - Programme Co-ordinators
 - Head of School where applicable;
 - (iii) 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;
 - (iv) Up to three external specialists in the vocation unless otherwise determined by the School Board.
- (h) Where a Joint Board of Studies is established, its composition shall be:
- (i) Chairman (acceptable to the co-operating institutions);
 - (ii) 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
 - (iii) Students.

* ACADEMIC STRUCTURE



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; 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;
- (iii) submits to the Academic Board cases where students have fulfilled requirements for graduation or where exclusion from the College is recommended;
- (iv) refers to the Academic Board recommendations for changes to the academic structure within the School;
- (v) refers to the Academic Board recommendations on any matter affecting the School;
- (vi) deals with any matter referred to it by the Academic Board; deals with any matter referred to it by any of the Boards of Studies in the School;
- (vii) 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 as may from time to time be delegated to it by the Board of 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 Education

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The School of Education

The School of Education

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

Undergraduate:

Diploma in Teaching in Technical and Further Education

Diploma in Teacher Librarianship

Bachelor of Education

in Early Childhood Education

in Primary Education

in Art Education

in English/History Education

in Home Science/Textiles Education

in Industrial Arts Education

in Mathematics Education

in Music Education

in Physical Education

in Science Education

in Social Science Education

Postgraduate:

Diploma in Education

in Primary Education

in Secondary Education

in Technical and Further Education

Diploma in Educational Studies

in Special Education

in Curriculum Development

in Secondary School Teaching Areas

in Advanced Teaching Method

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. Alternatively, it is possible, as well as studying the subject taught in the Primary school, to study with special emphasis. Multicultural Studies (dealing with the problems of the ethnic communities in the schools) or Special Education (to develop expertise in the teaching of handicapped children).

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 who have normally obtained a qualification in their particular field at certificate level or above. 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 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.

The undergraduate programmes within the School of 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 in Early Childhood, Primary and Secondary Education 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. Those modules offered over one semester generally carry a credit point rating of 2 or 4. Modules are placed at levels ranging from 1st through to 3rd in the undergraduate programmes to indicate relative levels of difficulty. Modules which relate specifically to the Bachelor of Education programmes are generally classified as being at the 4th level.

The postgraduate 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 Languages and 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 Curriculum Development, Mathematics, Science 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 required section 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.

Postgraduate Diploma in Educational Studies in

Educational Drama

Educational Technology

Multicultural Studies

Applied Transitional Studies

Bachelor of Education

(Technical and Further Education)

Diploma in Teaching in Secondary Education

ENGLISH/HISTORY SPECIALISATION

This is the final year of operation of this course. Students will find descriptions of Dip. Teach. modules offering in 1982 elsewhere in this Calendar under the Section **Module Descriptions**. Below is a reminder of the three-year Dip. Teach. structure, spelling out the requirements which students' programmes should meet.

PART A: GENERAL PREPARATION

15 credit points in Education, including 3 or more credit points at 3rd level.

48 credit points in English and History.

- 18 in English (6 at 1st level, 6 at 2nd level and 6 at 3rd level)
- 18 in History (6 at 1st level, 6 at 2nd level and 6 at 3rd level)
- 12 in English and/or History.

15 credit points in ANY subject area (including English and History if students so desire.)

PART B: VOCATIONAL PREPARATION

30 credit points.

- 6 in modules relating to the general theory of teaching
- 18 in modules relating to the teaching of English and History
- 6 in practical teaching experience

108 credit points in total.

Diploma in Teaching in Secondary Education

HOME SCIENCE/TEXTILES SPECIALISATION*

The award of the Diploma in Teaching (Secondary Education) Home Science/Textiles requires a minimum of 129 credit points comprising of:

PART A: GENERAL THEORETICAL PREPARATION

- (i) Education - 15 cp to include 6 cp at 3rd level
- (ii) Subject Content Studies - 72 cp.

(a) Special Subject Content (Home Science/Textiles) - 54 cp.

1st LEVEL (24 cp)

- HT1130 - Science of Foods and Nutrition
- HT1230 - Food and Fibre Science
- HT1330 - Foods
- HT1430 - Family and Culture
- HT1530 - Consumer Behaviour
- HT1630 - Consumer Textiles
- HT1730 - Basic Design
- HT1830 - Fashion Design - Clothing Construction

2nd LEVEL (18 cp)

Six modules (at least one module from each of the areas

- Foods, Family and Textiles)
- HT2130 - Nutrition
- HT2230 - Food Science
- HT2330 - Food in History and Culture
- HT2430 - Family and Culture
- HT2530 - Home and Housing
- HT2630 - Textile Technology
- HT2730 - Yarns
- HT2830 - Fashion Design

3rd LEVEL (12 cp)

Four modules (at least one module from each of the areas

- Food, Family and Textiles)
- HT3130 - Nutrition
- HT3230 - Food Science
- HT3330 - Food in Contemporary Society
- HT3430 - The Contemporary Family
- HT3530 - The Family as a Consumer
- HT3630 - Textile Science
- HT3730 - Weaving and Dyeing
- HT3830 - Fashion Design - Tailoring

(b) General 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
SS2570 - Economics for Home Science/Textiles 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 cp may be elected at any level from modules offered in:

- Education
- Educational Studies
- Special Subject Content (Home Science/Textiles)
- General Electives

PART B: PROFESSIONAL PREPARATION (42 cp)

- (i) Special Theory - 24 cp
- (a) General Theory of Teaching - 18 cp

- TS1011 - Expository Teaching: Home Science/Textiles
- TS1012 - Pupil Centred Teaching: Home Science/Textiles
- TS2011 - Strategies of Teaching: Home Science/Textiles
- TS2012 - Design and Production of Instructional Resources: Home Science/Textiles
- TS3011 - Curriculum Construction and Professional Management: Home Science/Textiles
- TS4012 - The Analysis of Personal Teaching Style: Home Science/Textiles.

(b) Specific to Home Science/Textiles - 6 cp

- HT2931 - Textiles and Design Teaching Methodology
- HT2930 - Home Science Teaching Methodology

- (ii) Practical Experience - 18 cp.
(6 cp at each level 1st - 3rd)

Description of modules may be found on pages 96-168

* Subject to review by the Higher Education Board.

Diploma in Teaching in Secondary Education

MATHEMATICS SPECIALISATION

In 1982 third year students will only be following the Diploma programme.

In order to qualify for the award of the Diploma in Teaching in Secondary Education—Mathematics specialisation, a candidate must gain at least 108 credit points. Candidates are required to gain 54 credit points in Theoretical Studies in Mathematics and 24 credit points in Professional Preparation.

The 54 points will be distributed in the manner indicated below.

PART A: GENERAL PREPARATION

(a) Compulsory modules

- MA101 - Algebra I
- MA103 - Calculus IA
- MA104 - Calculus IB
- MA105 - Geometry I
- MA202 - Applied Mathematics: Mechanics
- MA204 - Computer Studies
- MA210 - Matrices and Elementary Vector Spaces
- MA211 - Theory of Number and Related Topics
- MA212 - Real Analysis

Total: 27 credit points

(b) Elective modules

- 5 modules of mathematics at the 3rd level
- 4 modules of mathematics at the 2nd or 3rd level

Total: 27 credit points

Grand Total: 54 credit points

N.B. Students enrolled in the Diploma in Teaching Secondary Mathematics are excluded from

- (i) MA106 - Making a Mathematics I
- (ii) MA206 - Making a Mathematics II
- (iii) MA213 - Social Mathematics

PART B: VOCATIONAL PREPARATION

The 24 points in Professional Preparation are distributed as indicated below:

(a) Compulsory modules

- Practice Teaching: 6 cp
- PS120 - Principles and Practices of Teaching: } 2 cp
- PS121 - Principles and Practices of Teaching: } 2 cp
- PS220 - Principles and Practices of Teaching: } 2 cp
- PS221 - Principles and Practices of Teaching: } 2 cp
- PS320 - Principles and Practices of Teaching: 2 cp
- MA153 - Mathematics Education: Junior Secondary Curriculum Studies I: 3 cp.
- MA254 - Mathematics Education: Junior Secondary Curriculum Studies II: 3 cp.
- MA255 - Mathematics Education: Senior Secondary Curriculum Studies I: 3 cp.

Total: 21 credit points

(b) Elective modules

- One of:
MA354 - Mathematics Education: The Slow Learner
MA355 - Mathematics Education: Senior Secondary Curriculum Studies II

Total: 3 credit points

Grand Total: 24 credit points

Students are required to gain a minimum of 15 credit points in Education in the Theoretical Studies segment of their course. The remaining 15 credit points necessary for the award of a Diploma may be gained by taking modules, inside or outside the discipline of Mathematics, for which the appropriate prerequisites are held.

FOUNDATION SEMESTER

In their first year candidates are required to study the following modules in Semester I.

- MA101 - Algebra I

- MA103 - Calculus IA
- MA105 - Geometry I
- MA153 - Mathematics Education: Junior Secondary Curriculum Studies I
- PS120 - Principles and Practices of Teaching An Education module:
- ED1902 - Child Development (Adolescence) or
- ED1801 - Basic Issues in Education

Course Modules

Descriptions of modules may be found on pages 96-168.

Diploma in Teaching in Secondary Education

MUSIC SPECIALISATION

In 1982 4th year students only will be following the Diploma in Music Education programme. 1st, 2nd and 3rd year will follow Bachelor of Music Education. The programme for the fourth year of the Dip.Mus.Ed. is outlined below.

Diploma in Music Education
Course Outline for Fourth Year Students

Education

- ED3101 - The School and Society
- ED3910 - Sociology of the School
- ED2805 - Critical Problems for the Classroom Teacher

Music Education

- MU420 - Music Education in the Secondary School Senior Classes A
- MU421 - Music Education in the Secondary School Senior Classes B

Elective (General Study)

Any two modules available to candidates for the Diploma in Teaching in Secondary Education for which students hold the prerequisites.

- PS425 - Principles and Practice of Teaching Music
- PS426 - Principles and Practice of Teaching Music
- PT425 - Teaching Experience IV

Course module descriptions may be found on pages 96-168.

Diploma in Teaching in Secondary Education

PHYSICAL EDUCATION SPECIALISATION

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 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.
- MU110 - 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 SC140 - Biomechanics I: 3 cp.
- SC141 - Biology for Physical Education: 3 cp.
- SC240 - Biomechanics II: 3 cp.
- SC241 - Anatomy and Physiology A: 3 cp.
- SC242 - Anatomy and Physiology B: 3 cp.
- SC243 - Biochemistry: 3 cp.
- SC345 - Sports Medicine (Diploma): 3 cp.
- SC348 - 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.

- EN112 - Language and Reading Across the Curriculum: 3 cp.
- EN114 - Effective Communication: 3 cp.
- SS282 - Contemporary Australian Society A: 3 cp.
- SS283 - Contemporary Australian Society B: 3 cp.
- MU210 - 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 PS130: 2 cp.

One Module at 2nd level PS230: 2 cp.

One Module at 3rd level PS330: 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
 - A. Cricket/Netball: 3 cp.
 - B. Softball/Hockey: 3 cp.
- PE1766 - Teaching of Games II
 - A. Basketball/Volleyball: 3 cp.
 - B. Hockey/Football (Union/Australian Rules): 3 cp.
- PE1767 - Teaching of Games III
 - A. Basketball/Netball: 3 cp.
 - B. Soccer/Tennis: 3 cp.
- PE1768 - Teaching of Games IV
 - A. Tennis/Football (Union/Australian Rules): 3 cp.
 - B. Soccer/Volleyball: 3 cp.
- PE2761 - Teaching of Dance/Gymnastics II: 3 cp.
- PE2762 - Teaching of Dance III
- PE2763 - Teaching of Gymnastics III
- PE2764 - Teaching of Athletics
- PE2765 - Teaching of Aquatics

In PE1765 and PE1768 students may not repeat a major sport.

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.

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

Course Components	Semesters II-VI Optional Individual Programme Selection						Credit Point Requirements
	Fixed First Semester	Semester II	Semester III	Semester IV	Semester V	Semester VI	
Education	ED1902 Child Development 3 cp		ED2906 Procedures in Curriculum 3 cp	ED3301 The School and Society 3 cp			15 credit points
Physical Education Theory	PE1700 Foundations of Physical Education 3 cp	*PE1701 Personal Health Behaviour 3 cp MU110 Music for Physical Education 3 cp			*PE3170 Research Methods in Physical Education, Health, Recreation 3 cp		30 credit points
Science & Physical Education	*Either SCI40 Biomechanics I 3 cp OR SCI41 Biology for Physical Education 3 cp						15 credit points
General Elective	Modules may be chosen from any generally available						15 credit points
Principles & Practices of Teaching	PS130 Principles & Practices of Teaching 2 cp		PS230 Principles & Practices of Teaching 2 cp		PS330 Principles & Practices of Teaching 2 cp		6 credit points
Theory & Practice of Physical Education	PE1761 Teaching Basic Motor Movement/Physical Fitness 3 cp *PE1762 Teaching of Dance 3 cp	PE1763 Teaching of Gymnastics 3 cp					21 credit points
Practice Teaching	Primary School Block Practice Teaching Experience 4 weeks 2 cp	Secondary School Block Practice Teaching Experience 4 weeks 2 cp			Secondary School Block Practice Teaching Experience 4 weeks 2 cp		6 credit points
*Compulsory modules	TOTAL—108 credit points						

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
- SCI40 - Biomechanics I
or
- SCI41 - Biology for Physical Education
- PE1761 - Teaching Basic Motor Movement/Physical Fitness
- PE1762 - Teaching of Dance
- PS130 - Principles and Practices of Teaching

Course Modules

Descriptions of modules may be found on pages 96-168.

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 5 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 post-secondary 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 in one of the following patterns. Either pattern may be completed over two years of part-time study. In general, candidates undertaking the Pre-service pattern are those who are concurrently completing the requirements for a basic specialist technical qualification and who are therefore, not in full-time teaching employment. The in-service pattern is undertaken by those candidates who are concurrently employed as full-time teachers.

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

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) wholly 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 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 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

- 3.3 whole or in part, of Subject Content Studies. 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 Academic Board shall determine the further studies the candidate needs to complete to meet Subject Content Studies requirements.
5. The Academic Board 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.

Diploma in Teaching (TAFE)

CORE PROGRAMME (PRE-SERVICE)

STAGE I

	Credit Points	Hrs. Per Week
Semester I Modules		
ET1110 - Curriculum 1 - Planning Skills	3	2
ET1250 - Professional Preparation 1 - Teaching Skills	3	2
ET1260 - Professional Preparation 2 - Educational Technology	3	2

Semester II Modules

ET1130 - Curriculum 3 - Students and Teachers in TAFE	3	2
ET1270 - Professional Preparation 3 - Teaching Skills	3	2
ET1280 - Professional Preparation 4 - Resources for Learning	3	2

Full Year Modules

ET1000 - Special Method 1	4	2
ET1020 - Practical Experience 1	3	—

STAGE II

Semester I Modules

ET1120 - Curriculum 2 - Evaluation Skills	3	2
ET114 - Curriculum 4 - Processes of Learning in TAFE Contexts	3	2
ET1290 - Professional Preparation 5 - Teaching Skills	3	2
An Elective Module	3	Variable

Semester II Modules

ET1150 - Curriculum 5 - Issues in TAFE	3	2
ET1160 - Curriculum 6 - Sociological Foundations of TAFE	3	2
ET1300 - Professional Preparation 6 - Teaching Strategies	3	2
An Elective Module	3	Variable

Full Year Modules

ET1050 - Special Method 2	4	2
ET2020 - Practical Experience 2	3	—
TOTAL CREDIT POINTS	56	

Course Modules

Descriptions of modules may be found on pages 96-168.

Diploma in Teaching (TAFE)

CORE PROGRAMME (IN-SERVICE)

STAGE I

	Credit Points	Hrs. Per Week
Semester I Modules		
ET2110 - Curriculum 1 - Planning Skills	3	2
ET2250 - Professional Preparation 1 - Teaching Skills	3	2
ET2260 - Professional Preparation 2 - Educational Technology	3	2

Semester II Modules

ET2120 - Curriculum 2 - Evaluation Skills	3	2
ET2270 - Professional Preparation 3 - Teaching Skills	3	2
ET2280 - Professional Preparation 4 - Resources for Learning	3	2

Full Year Modules

ET2000 - Special Method 1	4	2
ET1030 - Practical Experience	6	—

STAGE II

Semester I Modules

ET2130 - Curriculum 3 - Students and Teachers in TAFE	3	2
ET2140 - Curriculum 4 - Processes of Learning in TAFE Contexts	3	2
ET2290 - Professional Preparation 5 - Teaching Skills	3	2
An Elective Module	3	Variable

Semester II Modules

ET2150 - Curriculum 5 - Issues in TAFE	3	2
ET2160 - Curriculum 6 - Sociological Foundations of TAFE	3	2
ET2300 - Professional Preparation 6 - Teaching Strategies	3	2
An Elective Module	3	Variable

Full Year Modules

ET2050 - Special Method 2	2	1
ET2030 - Practical Experience 2	6	—
TOTAL CREDIT POINTS	60	

Course Modules

Descriptions of modules may be found on pages 96-168.

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
TL401 - Cataloguing and Classification	2
TL402 - Method, Organisation and Management for the School Library	2
TL403 - Advanced Reference and Research	2
TL404 - Resource Technology	2
TL405 - Curriculum Development, Design and Research	2
TL406 - Collection Building and Reading Guidance	2
ED3901 - Educational Administration	2
ED3902 - Sociology of Education	2

Observation and experience may be included in each year. Continuing students in 1982 take ED3901 (Educational Administration) and ED3902 (Sociology of Education) which are required modules of the course and which will be available in Semester II through the external mode.

Course Modules

Descriptions of modules may be found on pages 96-168.

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 specialisation;
- (ii) *Practical Experience* which includes:
 - (a) simulation approaches; 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. At least 6 credit points must be 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 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 gain more than 42 credit points at 1st level within Part A *General Preparation*.

*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 Content and Requirements Four years full-time study

Study Area	Credit Points	Modules	Requirements
PART A: GENERAL PREPARATION			
(i) Education	18		Must include 3 credit points in each of the following three areas: Child Development, Curriculum, Sociology of Education. Gain 6 credit points in Education at 3rd level Gain 9 credit points in Educational Studies at 4th level
(ii) Educational Studies	9		
(iii) Subject Content Studies			
(a) Special —Major Study	27	Painting Sculpture Printmaking Ceramics	Select one module for 1st level study. Select the chosen 1st level module for in-depth study to 4th level gaining 6 credit points at 2nd level 6 credit points at 3rd level 9 credit points at 4th level Study modules as selected according to individual need
—Support Study	12	Drawing, Design Photography Media Study	
—Applied Art Study	9	Jewellery Ceramics Printed Textiles & Fibre Arts	Select from modules available
—Theoretical Study	12	Art History	3 credit points at 1st, 2nd, 3rd and 4th levels
(b) General Studies	12	Subjects available outside the student's area of speciality	Select 2 modules for study at 1st level gaining 6 credit points at 1st level, then either study one through to 3rd level or both to 2nd level
Project	9		9 credit points at 4th level (see Project requirements)
Any subject at any level	6		
TOTAL CREDIT POINTS (A)	114		
PART B: VOCATIONAL PREPARATION			
(i) Special Theory	6		2 credit points to be gained at 1st, 2nd and 3rd levels
(a) General (Theory & Practice of Teaching)			
(b) Specific to Subject	18		7 credit points at 1st level 7 credit points at 2nd level 4 credit points at 3rd level 2 credit points at 1st, 2nd and 3rd levels
(ii) Practical Experience			
(a) Stimulation	6		
(b) Practice in Field			
TOTAL CREDIT POINTS (B)	30		
TOTAL CREDITS A + B	144		

BACHELOR OF EDUCATION (ART)
PROGRAMME FOR
FIRST YEAR STUDENTS
1982

PART A: GENERAL PREPARATION 1st Level

- (i) *Education*
Semester I:
ED1902 - Child Development (Adolescence)
Three hours per week for one semester
(3 credit points)
- Semester II:*
ED1901 - Basic Issues in Education
Three hours per week for one semester
(3 credit points)
- (ii) *Subject Content Studies*
(a) *Special*
Semester I:
- ART STUDY**
Select one of the following:
AT122 - Painting
or
AT132 - Sculpture
or
AT142 - Printmaking
Four hours per week for one semester
(3 credit points)
or
AT152 - Ceramics
Four hours per week for one semester
(3 credit points)
- SUPPORT STUDY**
Select one of the following:
AT116 - Drawing
Four hours per week for one semester
(3 credit points)
or
AT112 - Design
Four hours per week for one semester
(3 credit points)
or
AT172 - Photography
Four hours per week for one semester
(3 credit points)
- Semester II:*
ART STUDY
Continue one of the following:
AT123 - Painting
or
AT133 - Sculpture
or
AT143 - Printmaking
Four hours per week for one semester
(3 credit points)
or
AT153 - Ceramics
- SUPPORT STUDY**
Continue one of the following:
AT117 - Drawing
or
AT113 - Design
or
AT173 - Photography
- THEORETICAL STUDY**
AT101 - History of Art
Three hours per week for one semester
(3 credit points)
- (b) *General*
One module made available from the following and studied in Semester II
AE152 - Film and Videotapes I
EN201 - Drama Practical Theatre Craft
MU1007 - Guitar Melodic Percussion

PE1540 - Dance for Art I
SS1420 - Ancient Civilisation
Three hours per week for one semester
(3 credit points)

PART B: VOCATIONAL PREPARATION 1st Level

- (i) *Special Theory*
(a) *General*
Semester I:
PS101 - Principles and Practices of Teaching:
Art Education
Three hours per week for one semester
(2 credit points)
- (b) *Specific to Subject*
Semester I and Semester II, 2 modules from:
AE152 - Film and Videotapes
Three hours per week for one semester
(3 credit points)
AE153 - Structured Art Experiences for Progressive
Development
Three hours per week for one semester
(3 credit points)
AE156 - Concept Development and Techniques in
the Teaching of Two Dimensional Art
Forms
Three hours per week for one semester
(3 credit points)
AE158 - Printmaking Techniques in Relation to
Teaching Various Processes and Ideas as
Art Media in the School Situation
Three hours per week for one semester
(3 credit points)
- (ii) *Practical Experience*
PT108 - Practical Teaching Experience
(2 credit points)
Every full-time student will enter upon a
continuous period of Teaching
Practice lasting four weeks.

Course Modules

Descriptions of modules may be found on pages 96-168.

BACHELOR OF EDUCATION (ART)
2ND LEVEL
PROGRAMME FOR 1982

PART A: GENERAL PREPARATION

- (i) *Education*
Semester I:
ED2801 - The Teaching/Learning Process
(Adolescence)
Three hours per week for one semester
(3 credit points)
- Semester II:*
ED2803 - Issues and Patterns in Curriculum
Development
Three hours per week for one semester
(3 credit points)
- (ii) *Subject Content Studies*
(a) *Special*
Semester I:
ART STUDY
Continue one of the following:
AT222 - Painting
or
AT232 - Sculpture
or
AT242 - Printmaking
or
AT252 - Ceramics
- SUPPORT STUDY**
Select one of the following:
Either continue with 1st level selection or another close
module
AT117 - Drawing (P.R. AT1016)
AT113 - Design (P.R. AT1012)
AT172 - Photography
(3 credit points)
- APPLIED ART STUDY**
Select one of the following:
AT187 - Jewellery and Silversmithing
AT152 - Ceramics
AT157 - Textiles
HT1770 - Fibre Arts
Four hours per week for one semester
(3 credit points)
AT142 - Printmaking
Four hours per week for one semester
(3 credit points)
- Semester II:*
ART STUDY
Continue with one of the following:
AT223 - Painting
AT233 - Sculpture
AT243 - Printmaking
AT253 - Ceramics
- APPLIED ART STUDY**
Select another Applied Art Study from:
AT188 - Jewellery
AT153 - Ceramics
AT158 - Textiles
HT2770 - Fibre Arts
AT143 - Printmaking
Four hours per week for one semester
(3 credit points)
- THEORETICAL STUDY**
AT201 - History of Art
Three hours per week for one semester
(3 credit points)
- (b) *General*
One module to be selected in either Semester I or Semester II
from the list of modules made available in the general study
area.

PART B: VOCATIONAL PREPARATION

- (i) *Special Theory*
(a) *General*

Semester I:
PS201 - Theory and Practice of Teaching Art
Three hours per week for one semester
(2 credit points)

(b) *Specific to Subject*

- Semester I:*
Select one of the following as offered:
AE252 - Film and Videotapes
AE257 - Concept Development and Techniques in
Teaching Three Dimensional Art Forms
Prerequisite 5 credit points in Art Education
at 1st level
Four hours per week for one semester
(3 credit points)
- or
AE258 - Teaching Methodology Relative to Photo-
graphy and Film-making
Prerequisite 5 credit points in Art Education
at 1st level
Three hours per week for one semester
(3 credit points)
- or
AE259 - Methods of Teaching Art History: A Rationale.
Prerequisite 5 credit points in Art Education
at 1st level
Three hours per week for one semester
(3 credit points)
- Semester II:*
Select two or one of the following not selected in Semester I:
AE252 - Film and Videotapes
Three hours per week for one semester
(3 credit points)
AE257 - Concept Development and Techniques
Teaching Three Dimensional Art Forms
Prerequisite 5 credit points in Art Education
at 1st level
Four hours per week for one semester
(3 credit points)
- or
AE258 - Teaching Methodology Relative to Photo-
graphy and Film-making
Prerequisite 5 credit points in Art Education
at 1st level
Three hours per week for one semester
(3 credit points)

Course Modules

Descriptions of modules may be found on pages 96-168.

BACHELOR OF EDUCATION (ART)
3RD LEVEL
PROGRAMME FOR 1982

- Either
AE355 - Utilisation of Resources in Teaching Art
or
AE357 - Concept Development and Techniques in Teaching Applied 3D Art Forms
Three hours per week for one semester
(3 credit points)

Semester II:

- Select one module from the following:
Either
AE358 - Art Educator- Professional Responsibilities and Practice
or
AE359 - Advanced Methods of Teaching Art History
Three hours per week for one semester
(3 credit points)

PRACTICUM

Four weeks block specialisation in a Major Art Study. To be undertaken during mid year block practice teaching period.

Course Modules

Descriptions of modules may be found on pages 96-168.

BACHELOR OF EDUCATION (ART)
4TH LEVEL
PROGRAMME FOR 1981

Educational Studies

Semester I:

- Select two modules from the following:
AE485 - Visual Education
ED4819 - Interpersonal Relationships and Communication Skills
SE4009 - Developmental Disabilities
(SE4009 is prerequisite for AE483 Art Therapy)

Semester II:

- Select one module from the following:
AE483 - Art Therapy
AE486 - Growth Development and Research in Art Education

Subject Content Studies

ART STUDY

Select two modules for study in Semester I and one module for study in Semester II at 4th level from the following areas:

- AT422, AT423, AT424 - Painting
AT432, AT433, AT434 - Sculpture
AT422, AT443, AT444 - Printmaking
Four hours per week per module for one semester
(3 credit points)

Theoretical Study

Semester I or Semester II:

- AT401 - History of Art
Three hours per week for one semester
(3 credit points)
(Half group Semester I, half group Semester II)

Project

Semester I and Semester II:

9 credit points
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 members of the lecturing staff under the Head of the Department of Art Education and the Head of the Department of Education.
Nominations for Project topics will be required early in Semester I and the final project presented for assessment by an expert panel at a date to be announced in Semester II.

Practical Experience

- PT408 - Teaching Experience: Art Education
(2 credit points)

Course Modules

Descriptions of modules may be found on pages 96-168.

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 1982 appear elsewhere in this Calendar under the section **Module Descriptions**. Note that these apply to the first two years only of the B.Ed. course, which enrolled its pioneer group in 1981. 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:

- | | |
|--|------|
| EN1 150 - Secondary English Teaching I | 3 cp |
| EN1 155 - Understanding Poetry | 3 cp |
| SS1 240 - History Teaching Method I | 3 cp |
| SS1 440 - The Ancient Near-East and Early Greece | 3 cp |
| ED1 909 - Orientation to Teaching | 3 cp |
| TS1 005 - Expository Teaching (E/H) | 3 cp |
| BP1 005 - Practice Teaching | 6 cp |

Semester II:

- | | |
|--|------|
| EN1 156 - Literature for Adolescents | 3 cp |
| SS1 450 - Britain 1815-1914 | 3 cp |
| ID1 100 - Problems in Teaching Literacy and Numeracy | 3 cp |
| ED2 901 - Adolescent Development | 3 cp |
| TS1 006 - Pupil-Centred Teaching (E/H) | 3 cp |
| Elective Module | 3 cp |

Semester III:

- | | |
|--|------|
| EN2 150 - Secondary English Teaching II | 3 cp |
| EN2 158 - Drama I | 3 cp |
| SS2 240 - History Teaching Method II | 3 cp |
| SS2 450 - East Asia: A Historical Study of the Cultural Background | 3 cp |
| ED2 902 - Teaching and Learning in the Mainstream Class I | 3 cp |
| TS2 005 - Design and Production of Instructional Resources (E/H) | 3 cp |
| BP2 005 - Practice Teaching | 6 cp |

Semester IV:

- | | |
|--|------|
| EN2 155 - Shakespeare | 3 cp |
| SS2 460 - China: An Emerging Third-World Super-Power | 3 cp |
| SS2 470 - Greece, Rome and Early Medieval Europe | 3 cp |
| SE3 026 - Learning Difficulties in the Secondary Classroom | 3 cp |
| MA1 021 - Computer-Statistics Literacy | 3 cp |
| TS2 006 - Teaching Strategies (E/H) | 3 cp |
| Elective Module | 3 cp |

Semester V:

- | | |
|--|------|
| EN3 150 - Secondary English Teaching III | 3 cp |
| EN3 155 - Understanding Language | 3 cp |
| EN3 156 - Film Appreciation | 3 cp |
| OR | |
| EN3 160 - Mass Media and Popular Culture | 3 cp |
| SS3 240 - History Teaching Method III | 3 cp |
| SS3 450 - Australia from Foundation to World War I: A Practical Study (Part I) | 3 cp |
| ED2 905 - Teaching and Learning in the Secondary School | 3 cp |
| TS3 005 - Classroom Management and Discipline (E/H) | 3 cp |
| BP3 005 - Practice Teaching | 6 cp |

Semester VI		
EN3157 - Issues in 19th and Early 20th Century Australian Literature		3 cp
EN3158 - Drama II		3 cp
	OR	
EN3159 - Popular Fiction		3 cp
SS3450 - Australian from Foundation to World War II: A Practical Study (Part II)		3 cp
SS3460 - U.S.A 1787 - 1917		3 cp
ED3101 - School and Society		3 cp
TS3006 - Approaches to Unit Planning (E/H) Elective		3 cp

ONE YEAR'S TEACHING EXPERIENCE

Semester VII and Semester VIII		
EN4155 - Literature for the Senior School		8 cp
EN4159 - Research in English Education		8 cp
EN4156 - Contemporary Australian Literature		4 cp
EN4157 - Language		4 cp
EN4158 - Drama III		4 cp
EN4160 - Contemporary World Literature		4 cp
SS4240 - History Teaching Method IV and TWO of the following SS modules:		
SS4400 - Asia Since World War II		8 cp
SS4420 - Europe and the Middle East Since 1945		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
Plus FOUR Education modules, one of which can be the PPT module TS405, below:		
TS4005 - Analysis of Personal Teaching Style		12 cp

Course Modules

Descriptions of modules may be found on pages 96-168.

Bachelor of Education (Home Science/Textiles)*

The award of Bachelor of Education (Home Science/Textiles) 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 Science/Textiles) - 76 cp

- 1st LEVEL (24 cp)
- HT1130 - Science of Foods and Nutrition
 - HT1230 - Food and Fibre Science
 - HT1330 - Foods
 - HT1430 - Family and Culture
 - HT1530 - Consumer Behaviour
 - HT1630 - Consumer Textiles
 - HT1730 - Basic Design
 - HT1830 - Fashion Design - Clothing Construction

2nd LEVEL (18 cp)

Six modules (at least one module from each of the areas Foods, Family and Textiles)

- HT2130 - Nutrition
- HT2230 - Food Science
- HT2330 - Food in History and Culture
- HT2430 - Family and Culture
- HT2530 - Homes and Housing
- 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
- HT3330 - Food in Contemporary Society
- HT3430 - The Contemporary Family
- 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 Science/Textiles)

(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

- SS2570 - Economics for Home Science/Textiles Students
- OR

- SS283 - 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 Science/Textiles)
General Electives

PART B: PROFESSIONAL PREPARATION (48 cp)

- (i) Special Theory - 24 cp
 - (a) General Theory of Teaching - 18 cp
 - TS1011 - Expository Teaching: Home Science/Textiles
 - TS1012 - Pupil Centred Teaching: Home Science/Textiles
 - TS2011 - Strategies of Teaching: Home Science/Textiles
 - TS2012 - Design and Production of Instructional Resources: Home Science/Textiles
 - TS3011 - Curriculum Construction and Professional Management: Home Science/Textiles
 - TS4012 - The Analysis of Personal Teaching Style: Home Science/Textiles
 - (b) Specific Home Science/Textiles - 6 cp
 - HT2931 - Textiles and Design Teaching Methodology
 - HT2930 - Home Science Teaching Methodology
- (ii) Practical Experience - 24 cp
(6 cp at each level 1st - 4th)

* Subject to review by the Higher Education Board.

Course Modules

Descriptions of modules may be found on pages 96-168.

STAGE 2
(1982 only)
(42 credit points total)
(126 credit point Dip. Teach.; 168 credit point B.Ed.)

- (i) Education (3 credit points)
Prescribed:
ED223 Teaching & Learning in Secondary Schools
(All modules 3 cp each.)
- (ii) Home Science/Textiles Content (18 credit points)
Six modules to be selected from the following, such that at least one module from each of the areas of Foods, Family and Textiles is included.
HT2130 Nutrition (HTO11:p)
HT2230 Food Science (HTO12:p)
HT2330 Food in History (HTO14:p)
HT2430 Family & Culture (HTO13:p)
HT2530 Homes & Housing (HTO16:p)
HT2630 Textile Technology (HTO15:p)
HT2730 Yarns (HTO17:p)
HT2830 Fashion Design (HTO18:p)
(1st level prerequisite module:p)
- (iii) English (3 credit points)
One 1st level module in English
- (iv) Elective (3 credit points)
One elective module free of content area prescription.
- (v) Professional Studies (9 credit points)
PS210 Principles & Practices of Teaching (3)
HT2930 Home Science Teaching Methodology (3)
HT2931 Textiles Teaching Methodology (3)
- (vi) Practical Teaching Experience (6 credit points)
PT210

Descriptions of modules may be found on pages 96-168.

STAGE 3
(1982 and 1983 only)
(42 credit points total)
(126 credit point Dip. Teach.; 168 credit point B.Ed.)

- (i) Education (6 credit points)
(All modules B.Ed. modules)
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)
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 (HTO21:p)
HT3230 Food Science (HTO22:p)
HT3330 Food in Contemporary Society (HTO24:p)
HT3430 The Contemporary Family (HTO23:p)
HT3530 The Family as a Consumer (HTO26:p)
HT3630 Textile Science (HTO25:p)
HT3730 Weaving & Dyeing (HTO27:p)
HT3830 Fashion Design-Tailoring (HTO28:p)
(2nd level prerequisite:p)
- (iii) Social Science (6 credit points)
Prescribed:
MS3215 Designing & Implementing Curricula in a Multicultural Society
and one of:
SS257 Economics for Home Science/Textiles Students
SS396 The Aboriginal Family - Past & Present
SS283 Contemporary Australian Society (B)
- (iv) Elective (3 credit points)
One elective free of content area prescription.
- (v) Professional Studies (6 credit points)
PS310 Principles & Practices of Teaching (3)
PS311 Principles & Practices of Teaching (3)
- (vi) Practical Teaching Experience (6 credit points)
PT310

Descriptions of modules may be found on pages 96-168.

STAGE 4
(1982 only)
(36 credit points total)
(144 credit point B.Ed.)

- (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 Need (3)
ED4815 Assessment Procedures in the Secondary School (3)
- (ii) Project (6 credit points)
HT409 Research Project (6 cp)
(includes a coursework component)
- (iii) Home Science/Textiles Content (18 credit points)
(P: Prerequisite module)
(a) Four to be selected from:
HT401 Nutrition (HT311:P)
HT402 Food Science (HT312:P)
HT403 Family as a Consumer (HT313:P)
HT404 Consumer Education
HT405 Textile Testing (HT315 + HT205:P)
HT407 Textile Arts (HT318:P or HT317:P)
(b) Two to be selected from 2nd/3rd level modules not previously studied:
2nd level/
HT2130 Nutrition (HTO11:P)
HT2230 Food Science (HTO12:P)
HT2330 Food in History (HTO14:P)
HT2430 Family & Culture (HTO13:P)
HT2530 Homes & Housing (HTO16:P)
HT2630 Textile Technology (HTO15:P)
HT2730 Yarns (HTO17:P)
HT2830 Fashion Design (HTO18:P)
3rd level/
HT3130 Nutrition (HTO21:P)
HT3230 Food Science (HTO22:P)
HT3330 Food in Contemporary Society (HTO24:P)
HT3430 The Contemporary Family (HTO23:P)
HT3530 The Family as a Consumer (HTO26:P)
HT3630 Textile Science (HTO25:P or HT205:P)
HT3730 Weaving & Design (HTO27:P or HT206:P)
HT3830 Fashion Design-Tailoring (HTO28:P)
Elective (3 credit points)
Prescribed: one module HSc/Text or Special Ed.
(This restriction does not apply to students who completed an elective within this prescription as part of the 9 cp elective loading in Stage 3, 1981.)
PT410 (0 credit points)

Descriptions of modules may be found on pages 96-168.

STAGE 4
(1983 and 1984 only)
(126 credit point Dip. Teach.; 168 credit point B.Ed.)

STAGE 4
(1983 and 1984 only)
(126 credit point Dip. Teach.; 168 credit point B.Ed.)
(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)
- (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 (HTO11:p)
HT2230 Food Science (HTO12:p)
HT2330 Food in History (HTO14:p)
HT2430 Family and Culture (HTO13:p)
HT2530 Homes & Housing (HTO16:p)
HT2630 Textile Technology (HTO15:p)
HT2730 Yarns (HTO17:p)
HT2830 Fashion Design (HTO18:p)
(1st level prerequisite:p)
3rd level
HT3130 Nutrition (HTO21:p or HT2130:p)
HT3230 Food Science (HTO22:p or HT2330:p)
HT3330 Food in Contemporary Society (HTO24:p or HT2330:p)
HT3430 The Contemporary Family (HTO23:p or HT2430:p)
HT3530 The Family as a Consumer (HTO23:p or HTO26:p or HT2430:p or HT2530:p)
HT3630 Textile Science (HTO25:p or HT2630:p)
HT3730 Weaving & Dyeing (HTO27:p or HT2730:p)
HT3830 Fashion Design (HTO28:p or HT2830:p)
(2nd level prerequisite module:p)
- (iv) Elective (3 credit points)
One elective module free of content area prescription.
- (v) Practical Teaching Experience (6 credit points)
PT410

Descriptions of modules may be found on pages 96-168.

Bachelor of Education (Industrial Arts)

(Subject to final approval)

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, Sociology of Education. 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 IA3013, 3033, 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 IA3013, 3033, 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 IA2043, 2053, 2063, 2073, 2123, 2223, 2243, 2313, 2323, 2333, 3013, 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
PS215 - Theory and Practice of Teaching
PS315 - Theory and Practice of Teaching
PS415 - Theory and Practice of Teaching
(b) Theory Specific to Subject (15 credit points)
IA1503 - Introduction to Industrial Arts Education

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
- PS215 - Theory and Practice of Teaching II
- PS315 - Theory and Practice of Teaching III
- PS415 - Theory and Practice of Teaching IV
- The following module is only appropriate to the Diploma option
- TS3016 - Classroom Management and Discipline

Theory Specific to Subject

- IA1503 - Introduction to Industrial Arts Education
- IA1513 - Teaching Technical Drawing
- IA2503 - Teaching Techniques
- 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
- PT215 - Teaching Experience II
- PT315 - Teaching Experience III
- PT415 - 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
 - IA2043 - Integrated Workshop Practice

- 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
- IA2333 - Applied Electricity
- IA3013 - Innovative Crafts
- 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
- IA3333 - Electronics
- 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:
 - SS141 - The Immigrant in Australia
 - SS154 - Consumer Studies I
 - SS164 - The Skills of the Geographer
 - SS282 - 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 96-168.

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	27 to 30	20 to 28	47 to 58
Minor Academic Study	21 to 24	0 to 12	24 to 33
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
	Max. 131	Max. 44	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.

Bachelor of Education (Music Education)

In 1982 4th year students only will be following the Diploma in Music Education programme.

1st, 2nd and 3rd year will follow Bachelor of Music Education. The programme for the full course for the Bachelor of Music Education is outlined below.

Bachelor of Music Education

To qualify for the award of a Bachelor of Music Education students are required to gain 144 credit points in accordance with the regulations set out below.

PART A: GENERAL THEORETICAL PREPARATION (111 cp)

- (i) Education (18 cp including 6 at 3rd level)
- (ii) Education Studies (9 cp at 4th level)
- (iii) Project (4th level) (9 cp)
- (iv) Subject Content Studies (Conservatorium) (66 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 Modules

Descriptions of modules may be found on pages 96-168.

Bachelor of Education (Physical Education)

All candidates for the award of the 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. A further selection may be made, depending on merit, at the end of the sixth semester. The qualify for the award of Bachelor of Education (Physical Education) candidates require a minimum of 144 credit points distributed as follows:

PART A: GENERAL THEORETICAL PREPARATION (111 credit points)

- (i) Education and Educational Studies
Minimum of 24 credit points must include 6 credit points at 3rd level and minimum 9 credit points at 4th level
- (ii) 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

ED4818 - Objectives and Evaluation in Education

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)
- MU110 - Music for Physical Education (3 credit points)
- SC140 - Biomechanics (3 credit points)
OR

SC141 - 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)

PE4290 - Physical Education Research Paper (9 credit points)

- ED4801 - Psychology and the Athlete (3 credit points)
- *SS282 - Contemporary Australian Society I (3 credit points)

- *SS283 - Contemporary Australian Society II (3 credit points)

- *SS3940 - Sport in Australian History (3 credit points)

Twelve credit points must be selected from Science in Physical Education

- SC240 - Biomechanics II (3 credit points)
- SC241 - Anatomy and Physiology for Physical Education I (3 credit points)

SC242 - Human Anatomy and Physiology for Physical Education II (3 credit points)

SC243 - Biochemistry I (3 credit points)

SC343 - Biochemistry II (3 credit points)

SC343 - Biochemistry II (3 credit points)

*SC345 - Sports Medicine (3 credit points)

*SC348 - Physiology of Exercise (3 credit points)

SC448 - Physiology of Exercise (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 pages 96-168.

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.

NEWCASTLE

C.A.E.

LIBRARY

VOCATIONAL PREPARATION
SPECIAL THEORY

- (a) GENERAL (6 credit points)
Principles and Practice of Teaching Physical Education
*PS130 - PPT PE I (2 credit points)
*PS230 - PPT PE II (2 credit points)
*PS330 - 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 (3 credit points)
A. Cricket/Netball
B. Softball/Hockey
PE1766 - Teaching of Games II (3 credit points)
A. Hockey/Football (Rugby Football/Australian National Football)
B. Soccer/Volleyball
PE1767 - Teaching of Games III (3 credit points)
A. Basketball/Netball
B. Soccer/Tennis

- PE1768 - Teaching of Games IV (3 credit points)
A. Tennis/Football (Rugby Football/Australian National Football)
B. Soccer/Volleyball
PE2761 - Teaching of Dance/Gymnastics II (3 credit points)
PE2762 - Teaching of Dance III (3 credit points)
PE2764 - Teaching of Aquatics (3 credit points)
PE2765 - Teaching of Athletics (3 credit points)

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

NOTE

In each of the three academic years a period of 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. 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 137-139 for descriptions of course modules available at 1st-3rd levels. A schedule of P.E. modules available to degree candidates follows.

4th Level Modules appropriate to the Bachelor of Education (Physical Education) Course.

Code	Module Name	Prerequisite	Hrs. per wk	Credit points	1981 Sem	1982 Sem	1983 Sem
PE4207	Contemporary Strategies in Health Instruction and Curriculum Construction	PE3201	3	3	1	1	1
PE4202	Recreation Management	PE3202	3	3	2	2	2
PE4203	Sports Technology	SC240 and SC348	3	3	2	2	2
PE4205	Kinesiology	SC240 + 6 cp in PE at 3rd level	3	3	1	1	1
PE4206	Adapted Physical Education Programming	PE3206	3	3	1	1	1
SC4245	Sports Medicine II	SC3245	3	3		2	1
SC4248	Physiology of Exercise II	SC3248	3	3		1	2

Bachelor of Education (Primary and Early Childhood)

- (i) Major Emphasis and/or
(ii) Minor Emphasis and/or
(iii) up to three other primary curriculum areas
The individual felt needs of the student following experience in the field is the determining factor.
(b) Within the area of General Studies the teacher will complete the major study of his previously selected academic discipline.

THE CONCEPT OF THE BACHELOR OF EDUCATION DEGREE
The Bachelor of Education degree is a **vocational** degree combining:

- a range and depth acquisition of practical teaching skills and vocationally oriented content and methodology in a continuing developmental programme;
- a sustained active involvement in the teaching field, designed to develop practical performance and to appraise students both of situational realities and of their needs and deficiencies requiring further development, particularly in the post-service component; and
- an academic rigour and intellectual development conducive to instilling in the graduate a confidence and capacity to handle the changing demands of the teaching situation.

FEATURES OF THE STRUCTURE

The structure of the degree has been shaped to fit these parameters. It includes:

- a strong element of practice teaching (18 cp) intimately linked with the continuous Principles and Practices of Teaching (PPT) programme (15-24 cp) particularly during the 3 years of the pre-service component. The PPT programme and the compulsory Education modules have been carefully sequenced to provide further integration between educational theory and practice.
- a strong education base to inform practical experience in an integrated way and to provide the tools for future vocational development after graduation. (24-30 cp)
- an academic contact (integrated content and methodology) across the whole range of subjects taught in the primary school (i.e. 20 cp Compulsory Foundation Studies) with added emphasis given to English in recognition of its central role in Early Childhood and Primary school programmes.
- in the case of the B.Ed. (Primary), an in-depth study of a number of subject areas. While sufficient time is not available for all of these subjects of the primary school to be followed in desired depth, the student teacher will have in-depth preparation in three (3) teaching areas of the primary school, one taken as a major emphasis study and two (2) taken as minor emphasis studies. In addition a student should pursue further studies in at least two (2) other teaching areas of the primary school. Within this area added emphasis has been given to English and Mathematics in recognition of their central role in Primary School programmes (i.e. see Primary Studies 39 cp Pre-service components).
- studies of certain areas of expertise which help sensitise the teacher to pupil learning difficulties and to the multicultural nature of Australian society. (see compulsory Special Education and Multicultural Studies modules).
- a study of an academic discipline capable of ensuring intellectual growth of the student. The student teacher, during his preparation, will pursue an area of academic interest in its own right. This non-vocational study will be selected from the range of subject disciplines offered within the area of General Studies (See General Studies 21-24 cp)
- a post-service component which builds upon the previous College studies and on the experiences and insights gained in the year(s) of practical teaching in the school. Both vocational and non-vocational studies will be pursued in depth in the post-service component. These studies form an integral part of the total course.
 - Within the area of Educational and Primary Studies/Early Childhood major the teacher selects academic pursuits which cater for his self-perceived needs. In the post-service component of Primary Studies it is possible for the student to follow further studies in either

SEGMENTS IN THE COURSE STRUCTURE

A. PROFESSIONAL (TEACHER EDUCATION) STUDIES are studies directed solely and peculiarly to the professional and vocational preparation of the teacher. They are designed to introduce students to the theory and practice of teaching and include a study of the educative process as a discipline. They also serve to provide perspectives on the needs and capabilities of the child up to the age of 12 years. Opportunity also is provided to develop mastery of the arts and skills of teaching in the preschool/primary classroom. These practical and theoretical courses aim ultimately to develop classroom competencies and a sense of professional responsibility towards teaching. The Professional (Teacher Education) Studies are implemented in three strands or segments.

- Educational Studies** introduce students to the teaching-learning process and to the application of this process in the classroom. These studies contribute to the development of students' knowledge of the pupils they will teach, the way in which these pupils learn (including pupils with specific needs) and the ways in which social influences affect learning and behaviour. This knowledge, coupled with knowledge of the educative process serves as the basis for the development of classroom skills. Courses in this segment include Education, Special Education, Principles and Practices of Teaching, Practice Teaching, and Multicultural Studies.
 - Primary Studies** develop control based teaching competencies in the subjects of the primary school curriculum. They include the development of knowledge, skills and understandings in these competencies and are concerned with curriculum aims and objectives, control, development and implementation.
 - Foundation Studies** are a first year introduction to the subjects and related areas of the primary school curriculum. They develop student's substantive knowledge and process skills in the subject areas of the primary school sufficient in themselves for classroom competency in these subject areas and also to provide a basis for the primary studies segment.
- B. GENERAL STUDIES are courses in the social, cultural, scientific and aesthetic disciplines designed to cater for individual students' needs and interests. These elective studies aim to promote and to foster students' personal maturity and social responsibility as well-educated and sensitive people. As such the courses provide opportunities for students to gain knowledge, skills, attitudes and values in relation to a perceptive understanding of human behaviour and an appreciation of human endeavours both cultural and intellectual.

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. The material for study, apart from Education requirements, is similar to that outlined in the 1981 Calendar for Semesters I and II of the Diploma in Teaching (Primary Education) course.

Graduates are prepared to teach children aged from five years to twelve years.

SEGMENTS IN THE COURSE STRUCTURE

A. PROFESSIONAL (TEACHER EDUCATION) STUDIES are studies directed solely and peculiarly to the professional and vocational preparation of the teacher. They are designed to introduce students to the theory and practice of teaching and include a study of the educative process as a discipline. They also serve to provide perspectives on the needs and capabilities of the child up to the age of 12 years. Opportunity also is provided to develop mastery of the arts and skills of teaching in the Kindergarten to Grade 6 classroom. These practical and theoretical courses aim ultimately to develop classroom competencies and a sense of professional responsibility towards teaching. The Professional (Teacher Education) Studies are implemented in three strands or segments.

- Educational Studies** introduce students to the teaching-learning process and to the application of this process in the classroom. These studies contribute to the development of students' knowledge of the pupils they will teach, the way in which these pupils learn (including pupils with specific needs) and the ways in which social influences affect learning and behaviour. This knowledge, coupled with knowledge of the educative process serves as the basis for the development of classroom skills. Courses in this segment include Education, Special Education, Principles and Practices of Teaching, Practice Teaching, and Multicultural Studies.
- Primary Studies** develop control based teaching competencies in the subjects of the primary school curriculum. They include the development of knowledge, skills and understandings in these competencies and are concerned with curriculum aims and objectives, control, development and implementation.
- Foundation Studies** are a first year introduction to the subjects and related areas of the primary school curriculum. They develop students' substantive knowledge and process skills in the subject areas of the primary school sufficient in themselves for classroom competency in these subject areas and also to provide a basis for the primary studies segment.

B. GENERAL STUDIES are courses in the social, cultural, scientific and aesthetic disciplines designed to cater for individual students' needs and interests. These elective studies aim to promote and to foster students' personal maturity and social responsibility as well-educated and sensitive people. As such the courses provide opportunities for students to gain knowledge, skills, attitudes and values in relation to a perceptive understanding of human behaviour and an appreciation of human endeavours both cultural and intellectual.

INTEGRATED PATTERN FOR EDUCATIONAL STUDIES, PRIMARY STUDIES & PRACTICE TEACHING

SEMESTER ONE		SEMESTER TWO	
	PRACTICE TEACHING		
1st	<p>TP1001 Expository Teaching (Science, Music, Craft, Maths)</p> <p>ED1909 Orientation to Teaching</p> <p>Primary Studies: English, Maths</p> <p>Foundation Studies: Science, Music, Craft</p>	<p>TP1002 Pupil-centred Strategies with Process Emphasis (English, Maths, Social Studies, Art, P.E.)</p> <p>ED2904 Introduction to Human Development</p> <p>Foundation Studies: English, Maths, Social Studies, P.E.</p>	<p>ED2903 (continued) Teach/Learning in Mainstream Class II (Individualised Learning)</p> <p>TP2002 Product & Process Approach to Unit Planning (Reading, Maths & choice of other Primary Studies)</p> <p>Primary Studies</p>
2nd	<p>ED2902 Teaching/Learning of Mainstream Class I (Lesson Strats)</p> <p>Primary Studies</p>	<p>INTAKE: Students who have had one semester of training who have completed TP1001.</p> <p>GUIDELINES FOR SCHOOL ELECTION: Class 1 & 2 schools which would provide students with a 'non-threatening' entry into teaching.</p> <p>COLLEGE EXPECTATIONS: Students are expected to teach full classes using teacher directed strategies.</p> <p>CRITERIA FOR STUDENT ASSESSMENT: (Refer Student Teacher Appraisal Guide - Pink)</p>	<p>ED2903 (continued) Teach/Learning in Mainstream Class II (Individualised Learning)</p> <p>TP2002 Product & Process Approach to Unit Planning (Reading, Maths & choice of other Primary Studies)</p> <p>Primary Studies</p>
3rd	<p>Teaching & Planning Group Work (Reading, Maths & choice of other Primary Studies)</p> <p>ED3906 Teaching/Learning in Mainstream III (Group Process)</p> <p>Primary Studies</p>	<p>INTAKE: Students who have had 3 semesters of training and who have completed TP1001, 1002 and 2001.</p> <p>GUIDELINES FOR SCHOOL ELECTION: Class 1, 2 and 3 schools that can provide students with opportunities to teach in full class settings and individual children experiencing learning difficulties.</p> <p>COLLEGE EXPECTATIONS: Students are expected to teach full classes using both teacher directed and pupil centred strategies. In addition they are expected to design and teach a remedial programme in Maths or Reading for 1 or 2 pupils.</p> <p>CRITERIA FOR STUDENT ASSESSMENT: (Refer Student Teacher Appraisal Guide - Yellow)</p>	<p>Social Awareness or Health or Teaching Problems</p> <p>ED3301 School and Society</p> <p>Primary Studies</p>

STRUCTURE OF THE BACHELOR OF EDUCATION DEGREE COURSE IN PRIMARY EDUCATION					
1. PRE-SERVICE COMPONENT (3 YEARS OF FULL TIME STUDY) - 131 CREDIT POINTS					
A. PROFESSIONAL STUDIES - 119 credit points					
	1st Level	2nd Level	3rd Level	Total Cr Pts	
a EDUCATIONAL STUDIES - (60 credit points)					
I	Education	3	3+3	3+3+3	18
II	Special Education		3		3
III	Principles and Practice of Teaching	3+3	3+3	3	15
IV	Multicultural Studies		3		3
V	Special Studies - Health Education OR - Social Awareness OR - Teaching Problems (PPT)		3		3
VI	Practice Teaching	6	6	6	18
b PRIMARY STUDIES* - (39 credit points)					
I	Major Emphasis	3	3	3+3	12
II	First Minor Emphasis	3	3	3	9
III	Second Minor Emphasis	3	3	3	9
IV	First Single Subject	3			3
V	Second Single Subject	3			3
VI	Third Single Subject OR	3			3
VII	Extension of IV or V to 2nd level				
c FOUNDATION STUDIES - (20 credit points)					
I	English - (2 modules)	2+2			4
II	Mathematics	2			2
III	Art	2			2
IV	Craft	2			2
V	Music	2			2
VI	Physical Education	2			2
VII	Multicultural Studies and Commun. Lang.	2			2
VIII	Science	2			2
IX	Social Science	2			2
B. GENERAL STUDIES - 12 credit points					
I	General Studies*	3+3	3	3	12
* See notes on following page		TOTAL		131	

Special Notes

(a) Primary Studies

- Primary Studies are defined as the following disciplines: English, Science, Art, Physical Education, Mathematics, Social Studies, Craft, Languages and Music.
- Students must study the two specified modules in ENGLISH (EN1005, EN1006)
- Students must study the two specified modules in MATHEMATICS (MA1071, MA2071).
- Students must take subjects from at least five Primary Studies areas.

(b) General Studies

Students must complete a sequence of one 1st, and one 2nd and one 3rd level module from the same General Studies subject discipline area, plus one any level General Studies module.

STRUCTURE OF THE BACHELOR OF EDUCATION DEGREE COURSE IN PRIMARY EDUCATION					
2. POST-SERVICE COMPONENT - 44 CREDIT POINTS					
A. PROFESSIONAL STUDIES - 32 to 35 credit points					
* Credit points subject to student's selection					
o Select one option only					
# Select one of two only					
		3rd Level	4th Level	Any Level	Total Cr Pts
a EDUCATIONAL STUDIES - (12 to 15 credit points)					
I	Education - 9 cp at 4th OR 6 cp at 4th + 3 cp 4th PPT		3+3+3*		9:6
II	Special Education	3			3:3
III	PPT in lieu of 3 cp 4th Education		3*		0:3
IV	PPT in lieu of 3 cp General Studies	o		3*	0:3
V	Education in lieu of 3 cp General Studies	o		3*	0:(3)
b PRIMARY STUDIES - (12 to 15 credit points)					
I	Extension of Pre-service Major Emphasis		3+3		6:6
II	Subjects meeting perceived needs			3+3	6:6
III	Subject in lieu of 3 cp General Studies	o		3*	0:(3)
c FOUNDATION STUDIES					
d PROJECT - (8 credit points)					
I	Project - Education and Special Emphasis		8		8:8
B. GENERAL STUDIES - 9 to 12 credit points					
I	General Studies - 6 cp at 4th built on Pre Service G.S.		3+3		6:6
II	General Studies - 3 cp at 3rd built on Pre Service G.S.	3			3:3
III	General Studies in lieu of 3 cp PPT OR 3 cp Education OR 3 cp Primary Studies	#		3*	3:0
N.B. Students require a sequence of 18 cp in one subject area of General Studies including 6 cp at 3rd and 6 cp at 4th					
TOTAL				44:44	

STRUCTURE OF THE BACHELOR OF EDUCATION DEGREE COURSE IN PRIMARY EDUCATION

1. PRE-SERVICE COMPONENT (3 YEARS OF FULL-TIME STUDY - 131 CREDIT POINTS)

A. PROFESSIONAL STUDIES (122 credit points)

a) EDUCATIONAL STUDIES (60 credit points)

	i) Education	ii) Special Education	iii) Princ. & Prac. of Teaching	iv) Prac. Teach.	v) Multi-Cultural Studies	vi) Special Studies One of: Health Education Social Awareness
3rd LEVEL	3	3	3	6	P.P.T.:	Teaching Problems
2nd LEVEL	3	3	3	6	3	3
1st LEVEL	3		3	6		

B. GENERAL STUDIES (9 credit points)

3rd LEVEL	3
2nd LEVEL	3
1st LEVEL	3
ANY LEVEL	3

b) PRIMARY STUDIES (42 credit points)

	i) Major Emphasis	ii) Minor Emphasis	iii) Single Modules
3rd LEVEL	3* 3*	3* 3*	
2nd LEVEL	3*	3*	3* 3* 3* 2
1st LEVEL	3*	3*	

c) FOUNDATION STUDIES (20 credit points)

1st LEVEL	2	2	2	2	2	2	2	2	2		
	English	English	Mathematics	Art	Craft	Music	Physical Ed.	Mult. Cult. St.	Commun. Lang.	Science	Social Studs.

* Core Modules

PROPOSED NEW STRUCTURE

2. POST-SERVICE COMPONENT (44 credit points)

A. PROFESSIONAL STUDIES

a) EDUCATIONAL STUDIES (12-15 credit points)

	i) Education	ii) Special Education	iii) Principles and Practices of Teaching
4th LEVEL	3		0-6
3rd LEVEL	3	3	

B. GENERAL STUDIES (9-12 credit points)

4th LEVEL	3	3
3rd LEVEL	3	
ANY LEVEL	(3) ²	

b) PRIMARY STUDIES (12-15 credit points)

4th LEVEL	3	3
ANY LEVEL	3	3

c) FOUNDATION STUDIES

--

d) PROJECT (8 credit points) (Education and Special Emphasis)

4th LEVEL	8
-----------	---

Students will be expected to gain a sequence of 18 credit points in a subject area including 6 credit points at 3rd level and 6 credit points at 4th level.

- NOTE: 1. Education or P.P.T.
 2. May be transferred to Professional Studies at any level in subject of felt need, (except Special Education or Multicultural Studies)
 3. Primary Studies i) 6-12 in Major Emphasis at 4th level.
 ii) 6-0 in any module at any level.

BACHELOR OF EDUCATION (EARLY CHILDHOOD) STRUCTURE

A. CHILD-CENTRED TEACHER TRAINING

The nature of Early Childhood Services requires that graduates be prepared 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 which inform the student of the theory of developmental 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 core or basic studies for this degree.

So that the teacher can better match tasks to the individual child, 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.

Whilst child-centred teaching is recognised as being most important in the early years of life, the skills for classroom management and the more traditional didactic 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

These consist of ten subject modules which are to be taught in accordance with the developmental mode of this degree. These modules address the student to the manner in which the various disciplines can be taught to children during the period from early infancy through to the primary school child. These subjects are taught as part of the common fixed year with the degree course in primary education.

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. 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.

Whilst the principle of interdisciplinary studies is endorsed for the young child, it is necessary to recognise the limitations of this approach for all subject content instruction to students. Thus, more discrete subjects are represented in the Early Childhood Subject Studies 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 (see Figure 1) and in addition include studies in the sociology of education. Figure 1 shows how these subjects (i) relate to each other, (ii) to the subject content areas in particular and (iii) how the Educational Studies relate to the Early Childhood Major.

4. The Early Childhood Major

This component of the course is particularly related to the Educational Studies component and 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. An additional module, Children's Literature is introduced into this component as an optional, or additional, study to the modules Integrating Learning Through Language and Reading and Elementary Administration (Pre-School).

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. This experience is especially related to the Educational Study, ED1909 Orientation to Teaching as well as to the Principles and Practice of Teaching module, TP1001 Expository Teaching. It also provides an opportunity to explore, within the context of the classroom, the Foundation Studies that have been completed in Semester I.

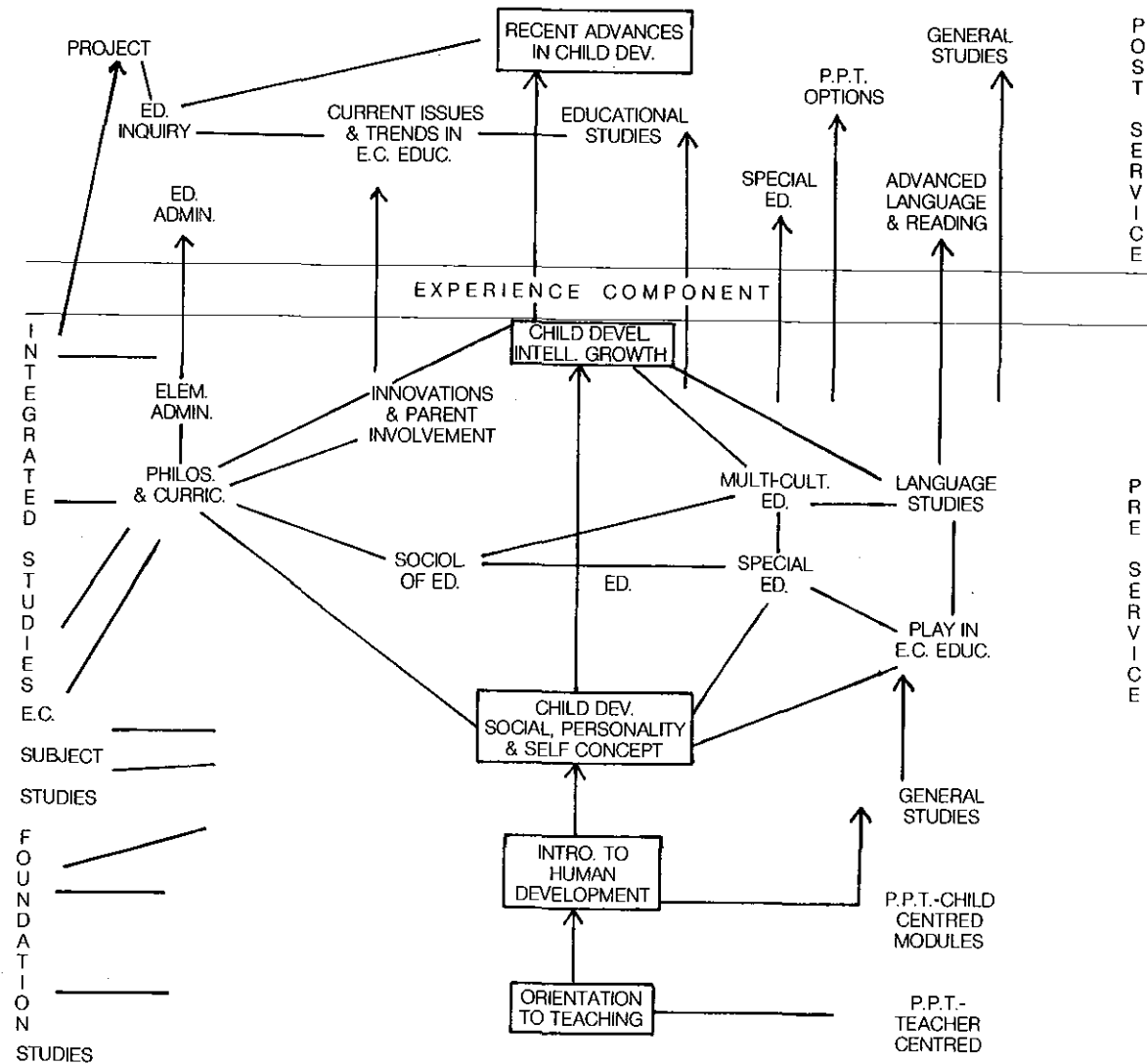


Fig. 1: Diagrammatic structure of the Bachelor of Education (Early Childhood) showing relationships between studies in Child Development (the theoretical basis for the degree) and other studies.

- Note: 1. Temporal sequence is accurate for main strand, approximate for other modules.
- 2. Lines indicate interrelationships, arrows also indicate flow.

BACHELOR OF EDUCATION DEGREE COURSE IN EARLY CHILDHOOD STUDIES

2. POST-SERVICE COMPONENT - 44 CREDIT POINTS				
A. PROFESSIONAL STUDIES 32-35 credit points				
* Credit points subject to student's selection				
o Select one option only				
# Select one option only				
	3rd Level	4th Level	Any Level	Total Cr Pts
EDUCATIONAL STUDIES - (12 to 15 credit points)				
I Educational Inquiry	3			3:3
II Recent Advances in Child Development		3		3:3
III Education - 6 cp at 4th OR 3 cp at 4th + 3 cp 4th P.P.T.		3+3*		6:3
IV PPT in lieu of 3 cp 4th Education		3*		0:3
V PPT in lieu of 3 cp General Studies			3*	0:3
VI Education in lieu of 3 cp General Studies			3*	0:(3)
EARLY CHILDHOOD MAJOR - (12-15 credit points)				
I Special Education	3			3:3
II Current Trends and Issues in ECE		3		3:3
III Advanced Language and Reading		3		3:3
IV Education Administration		3		3:3
V Subject in lieu of 3 cp General Studies selected from Pre-Service E.C. Major			3*	0:(3)
PROJECT - (8 credit points)				8:8
B. GENERAL STUDIES - (9 to 12 credit points)				
I General Studies 6 cp at 4th extn. of Pre-Service G.S.		3+3		6:6
II General Studies 3 cp at 3rd extn. of Pre-Service G.S.	3			3:3
III General Studies in lieu of 3 cp PPT or 3 cp Education or 3 cp EC Major			3*	3:0
N.B. Students require a sequence of 18 cp in one subject area of General Studies including 6 cp at 3rd and 6 cp at 4th				
TOTAL				44:44

BACHELOR OF EDUCATION DEGREE COURSE IN EARLY CHILDHOOD STUDIES

1. PRE-SERVICE COMPONENT - 131 CREDIT POINTS				
A. PROFESSIONAL STUDIES - (122 credit points)				
	1st Level	2nd Level	3rd Level	Total Cr Pts
a. EDUCATIONAL STUDIES - (48 credit points)				
I Orientation to Teaching	3			3
II Introduction to Human Development		3		3
III Child Development (Social, Personality, etc.)			3	3
IV Child Development (Cognitive)			3	3
V Sociology of Education			3	3
VI Principles and Practice of Teaching	3+3	3+3	3	15
VII Practice Teaching	6	6	6	18
b. EARLY CHILDHOOD MAJOR - (21 credit points)				
I Multicultural Studies Early Childhood		3		3
II Philosophy and Curriculum for Early Childhood		3		3
III Play in Early Childhood Education		3		3
IV Special Education		3		3
V Child Health and Nutrition		3		3
VI Innovations & Parent Involvement in ECE, or Music II for Early Childhood			3	3
VII Elementary Administration (Preschool), or Integrating Through Language and Reading, or Children's Literature			3	3
c. EARLY CHILDHOOD SUBJECT STUDIES - (18 credit points)				
I Movement Education	3			3
II Music I for Early Childhood	3			3
III Social Science	3			3
IV Numeracy	3			3
V Oracy	3			3
VI Literacy		3		3
d. INTEGRATED STUDIES - (15 credit points)				
I Creative Art/Craft	3	3		6
II Social Science/Science		3		3
III Mathematics/Science		3		3
IV Music/Movement/Drama		3		3
e. FOUNDATION STUDIES - (20 credit points) see note				20
B. GENERAL STUDIES - (9 credit points) see note				9
TOTAL				131

I **FOUNDATION STUDIES:** Foundation studies are common to the Degree in Primary Education.
 II **GENERAL STUDIES:** Students must complete a sequence of one 1st, one 2nd and one 3rd level module from the same General Studies subject discipline area.

(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 ongoing theoretical studies undertaken at the College.

(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**

The General Studies component may be reduced by the student from 21 credit points to a sequence of 18 credit points including 6 credit points at 3rd level and 6 credit points at 4th level. The choice of modules for the Bachelor of Education (Early Childhood) is identical to that for the Bachelor of Education (Primary).

C. **POST-SERVICE COURSE COMPONENTS**

Studies in the fourth year will be either one year full-time study or two years of part-time studies and after a minimum of one year's teaching (or equivalent) 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. Figure II illustrates the relationships between pre-service components, the Experience Component and the post-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, ED3909 Educational Inquiry, is completed.

FIGURE II BACHELOR OF EDUCATION (EARLY CHILDHOOD)

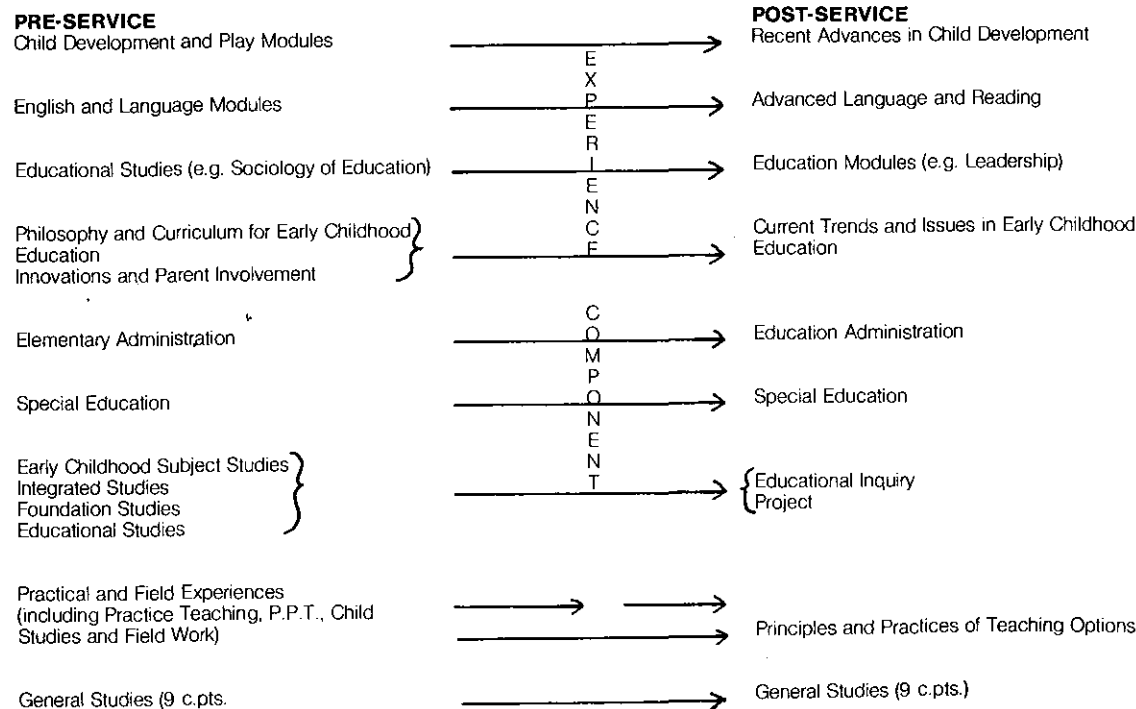


FIGURE II: Relationship of modules in the pre-service to those in post-service components.

STRUCTURE OF THE BACHELOR OF EDUCATION DEGREE COURSE IN EARLY CHILDHOOD EDUCATION

1. PRE-SERVICE COMPONENT

A. PROFESSIONAL STUDIES Education		B. GENERAL STUDIES	
3rd LEVEL	3*	3rd LEVEL	3
2nd LEVEL	3*	2nd LEVEL	3
1st LEVEL	3*	1st LEVEL	3
15 cr. pts. *Common to Primary		9 cr. pts.	

Early Childhood Major Emphasis

3rd LEVEL	3	3	3	3
2nd LEVEL	3	3	3	3
1st LEVEL	3	3	3	3
21 cr. pts.				

Foundation Studies (Common to Primary)

1st LEVEL	2	2	2	2	2	2
20 cr. pts.						

Princ. & Prac. of Teaching	Teaching Experience
3	6
3	6
3	6
15 cr. pts.	

Integrated Studies

3	3	3	3
15 cr. pts.			

2. POST SERVICE COMPONENT

A. PROFESSIONAL STUDIES Education		B. GENERAL STUDIES	
4th LEVEL	3	4th LEVEL	3
3rd LEVEL	3	3rd LEVEL	3
	(3) ¹	2nd LEVEL	3
		ANY LEVEL	(3) ²
		12 cr. pts.	
			8 cr. pts.
			12 cr. pts.
			12 cr. pts.

* Pre- or Co-requisite ED300 (Educational Inquiry, E.C.)

Students will be expected to gain a sequence of 18 credit points in one subject area including 6 credit points 2nd level and 6 credit points at 3rd level.

NOTE: 1. Education or P.P.T.
2. May be transferred to Professional Studies at any level in subject of felt need (except Special Education or Multicultural Studies).

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, Social Anthropology and Legal Studies and
 - 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

and strong supporting work in Economics. A supplementary strand includes modules in Asian Studies, Social Anthropology and Legal Studies; 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 1982 appear in the section **Module Descriptions** in this Calendar. Note that these apply only to the first two years of the B.Ed. course, which began with its first Year I group in 1981. The flow-chart which follows indicates the likely placement of modules over the full four years of the course.

SOCIAL SCIENCES - B. E. D. FLOW CHART

YEAR 1		YEAR 2	
SEMESTER 1	SEMESTER 2	SEMESTER 1	SEMESTER 2
1 SS1640 Skills of the Geographer	SS1650 Urban Geography I	SS2630 Physical Geography II	SS2650 Urban Geography II
SS1630 Physical Geography I			
2 SS1540 Consumer and Studies I	SS1560 Economics in Society I	SS2560 Economics in Society II	SS2530 Economics of Income & Employment
	SS1550 Accounting and Financial Studies		
3*	SS1570 Legal Studies	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	6 or 7 modules (Choice in Strand 3)	6 or 7 modules (Choice in Strand 3)	6 or 7 modules (Choice in Strand 3)

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

SOCIAL SCIENCES - FLOW CHART (Cont.)

Year 3		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 or SS4710 Asian Studies IVB	
4 SS1260 Social Sciences Method	SS3220 Asian Social Studies Method		
5 ED2905 Teaching and Learning in the Secondary School	ED3101 School and Society	EDUCATION	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	Elective Module	
7 Modules	6 or 7 Modules (Choice in Strand 3)	6 Modules	6 Modules

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

Bachelor of Education (Secondary) Science and Mathematics/Science

COURSE DESCRIPTION

SCIENCE MAJORS

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

Students who anticipate majoring in chemistry or physics are strongly urged to select Mathematics IA Parts A and B.

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.

MATHEMATICS/SCIENCE MAJORS

In the first year the following modules are compulsory:

- SC1141 - Chemistry IA
- SC1142 - Chemistry IB
- Mathematics IA Parts A and B
- SC1131 - Mechanics I
- SC1132 - Direct Current Electricity

In the first year students must choose two modules from:

- SC1171 - Biological Science
- SC1172 - Human Biology
- SC1151 - Geology IA
- SC1152 - Geology IB

At the conclusion of his first year the student choosing mathematics as a minor study must also choose **one** science subject as a minor study.

BIOLOGY MODULES

1st LEVEL	Credit points
SC1171 - Biological Science	3
SC1172 - Human Biology	3
2nd LEVEL	
SC2171 - Ecology and Ecosystem Studies	3
SC2172 - Cell Chemistry and Physiology	3
3rd LEVEL	
SC3171 - Microbiology	6
SC3172 - Regulation and Response in Organisms	6
4th LEVEL	
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
SC3143 - Transition Metal Chemistry	3
SC3145 - Polymer Chemistry	3
4th LEVEL	
SC4141 - Physical Methods in Chemistry	8
SC4142 - Chemistry of Natural Resources	4
SC4143 - Natural Product Chemistry	4
SC4144 - Bioinorganic Chemistry	8
SC4145 - Biochemistry	4
SC4146 - Environmental and Consumer Chemistry	4

GEOLOGY 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

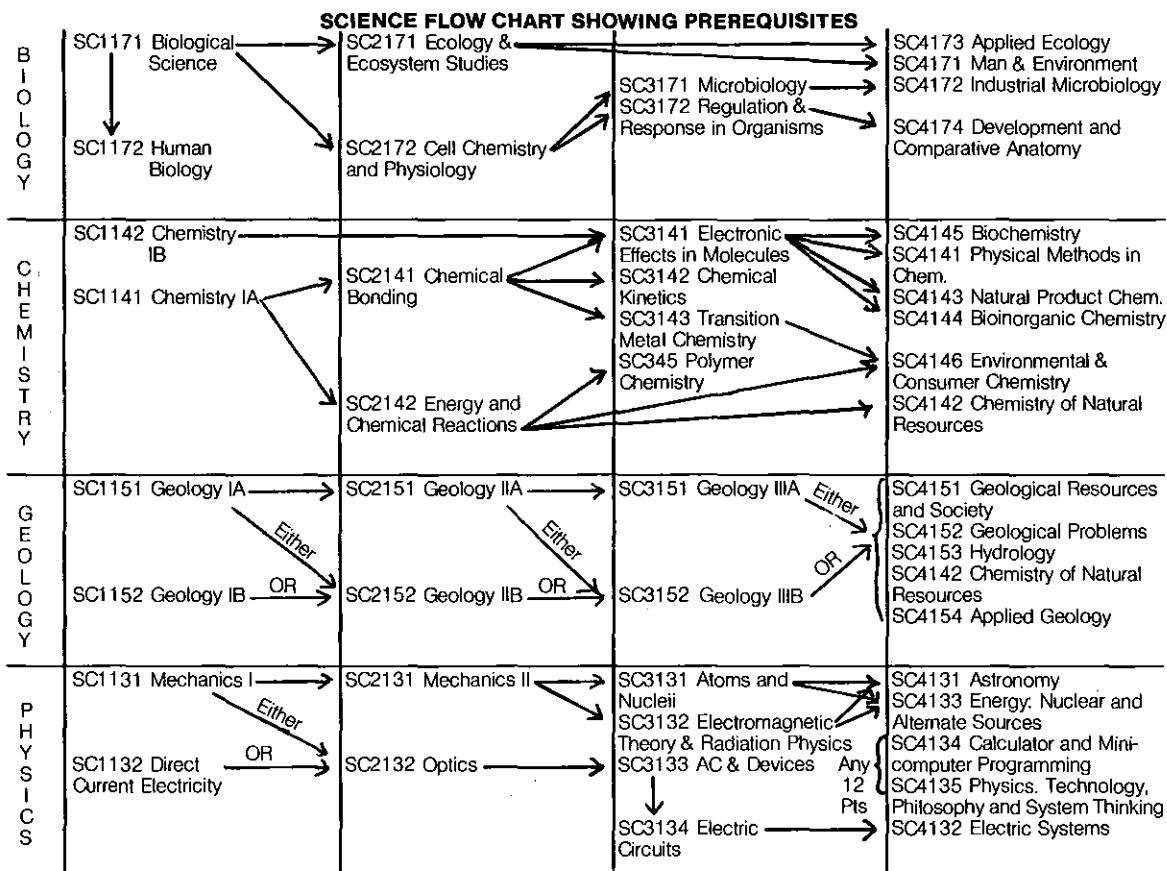
Descriptions of modules may be found on pages 96-168.

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)	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

MAJOR PHYSICS/MINOR MATHEMATICS - (AN EXAMPLE OF A COURSE STRUCTURE)

Semester/ Subject	I	II	III	IV	V	VI	VII	VIII	Total Credit Points
Biology	4 (3)	4 (3)							6
Chemistry	4 (3)	4 (3)							6
Geology									
Maths	3 (3)	3 (3)	3 (3)	3 (3)	6 (6)	6 (6)			24
Physics	4 (3)	4 (3)	4 (3)	4 (3)	6 (6)	6 (6)	12 (16)	12 (16)	56
Sc. Method									
M. Method	3				3				9
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	23	20	21	15	24	21	15	18	175 cp



Graduate Diploma in Education (Primary Education)

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.

Code	Subject of Study	Duration	Hours per Week	Semester of Study	Credit Points
ED4909	Education IV (Primary)	2 semesters	6	Semesters I & II	10
PP400	Principles & Practices of Teaching	1 semester	3	Semester I	2
AE471	Art IVP	1 semester	2	Semester II	2
IA4652	Craft Method, Dip.Ed.	1 semester	2	Semester II	2
EE421	English & Reading IVP	2 semesters	2	Semesters I & II	4
MA453	Mathematics IVP	2 semesters	2	Semesters I & II	4
MU414	Music Education in the Primary Schools	1 semester	2	Semester I	2
SC430	Natural Science IVP	1 semester	2	Semester II	2
PE4314	Health and Physical Education IVP	1 semester	2	Semester II	2
SS4100	Social Studies IVP	1 semester	2	Semester I	2
ED4823	† Essay	—	—	Semesters I & II	2
PT407	Teaching Experience: Primary	—	—	*	2
Total credit points					36

† 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 96-168.

Graduate Diploma in Education (Secondary Education)

Code	Subject of Study	Duration	Hours per Week	Semester of Study	Credit Points	Comments
ED4908	Education IV (Secondary)	2 semesters	6	Semesters I & II	10	Candidates may be required to undertake a further component of Principles and Practices of Teaching in Semester II
*	Principles and Practices of Teaching	1 semester	3	Semester I	2	
PE4401	Health and Physical Education IVS	2 semesters	2	Semesters I & II	4	
Two of the following:						
AE473	Drawing and Design Method	1 semester	2	Semester I	16	Each module is allocated 8 credit points
AE475	Painting and Printmaking	1 semester	2	Semester I	2	
AE477	Programming, Syllabus, Curriculum Studies	1 semester	3	Semester I	3	
AE479	Art History	1 semester	2	Semester I	2	
AE474	Three Dimensional Art	1 semester	2	Semester II	2	

AE476	Film, Video and Photography	1 semester	2	Semester II	2	
AE478	Philosophy of Art Education, School Organisation and Administration	1 semester	3	Semester II	3	
AE593	Art IVA	2 semesters	4	Semesters I & II	(8)	
AE594	Art IVB	2 semesters	3	Semesters I & II	(8)	
EE401	English IVA	2 semesters	3	Semesters I & II	(8)	
EE402	English IVB	2 semesters	3	Semesters I & II	(8)	
EE403	English IVC	2 semesters	3	Semesters I & II	(8)	
LA411	French IV	2 semesters	3	Semesters I & II	(8)	
LA421	German IV	2 semesters	3	Semesters I & II	(8)	Candidates will normally be required to undertake the two A & B modules nominated in the particular Method in which they intend to specialise e.g. candidates wishing to specialise in Art Method should undertake AE493 and AE494.
SS4220	History IV	2 semesters	3	Semesters I & II	(8)	
HT4900	Home Science/Textiles IVA	2 semesters	6	Semesters I & II	(8)	
HT4910	Home Science/Textiles IVB	2 semesters	6	Semesters I & II	(8)	Candidates 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.
IA4508	#Industrial Arts IVA	2 semesters	6	Semesters I & II	(8)	
IA4518	#Industrial Arts IVB	2 semesters	6	Semesters I & II	(8)	
LA441	Latin IV	2 semesters	3	Semesters I & II	(8)	
MA4054	Mathematics IVA	2 semesters	3	Semesters I & II	(8)	
MA4055	Mathematics IVB	2 semesters	3	Semesters I & II	(8)	Candidates wishing to undertake English and another Method should enrol in EE403 as their English Method module.
MU423	Music Education in the Secondary School	2 semesters	3	Semesters I & II	(8)	
MU424	Music Education in the Secondary School	2 semesters	4	Semesters I & II	(8)	Candidates wishing to undertake Teacher Librarianship and another Method should enrol in EE406 as their Teacher Librarianship Method module.
PE4450	Physical Education IVA	2 semesters	3	Semesters I & II	(8)	
PE4451	Physical Education IVB	2 semesters	3	Semesters I & II	(8)	
SC421	#Science IVA	2 semesters	3	Semesters I & II	(8)	
SC422	#Science IVB	2 semesters	3	Semesters I & II	(8)	
SS4200	Social Sciences IVA	2 semesters	3	Semesters I & II	(8)	
SS4210	Social Sciences IVB	2 semesters	3	Semesters I & II	(8)	
EE404	Teacher Librarianship IVA	2 semesters	3	Semesters I & II	(8)	
EE405	Teacher Librarianship IVB	2 semesters	3	Semesters I & II	(8)	
EE406	Teacher Librarianship IVC	2 semesters	3	Semesters I & II	(8)	
	**Teaching Experience	—	—	—	2	Candidates will be required to undertake four weeks of continuous Practice Teaching and two other weeks as can be most conveniently arranged.
ED4823	Essay	—	—	Semesters I & II	2	The Essay topic must relate to either the field of specialisation or Education and must be approved by the Principal Lecturer in Education. Exemption from the Essay may be granted if any additional qualifying subject is being undertaken.
					Total Credit Points	36

* Candidates should enrol in the Principles and Practices of Teaching module(s) relevant to their field of specialisation i.e. Art—PS400, English—EE407, History—PS442, Home Science/Textiles—HT419, Industrial Arts—PS416, Languages—PS450, Mathematics—PS421, Music—PS425 and PS426, Science—PS435, Social Sciences—PS440, Teacher Librarianship—EE408.

** Candidates should enrol in the Teaching Experience module relevant to their field of specialisation.

Candidates may be required to enrol in a qualifying subject or subjects. Industrial Arts candidates may be required to enrol in IA4522 — Industrial Arts IVC. Science candidates should consult with the Head of the Science Department.

Course Modules

Descriptions of modules may be found on pages 96-168.

Graduate Diploma in Education in Technical and Further Education

Candidates for the Diploma in Education in Technical and Further Education should have 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 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 their degree or diploma concurrently with their candidature for the Diploma in Education.

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

In order to qualify for the award of the 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 54 to 60 credit points in components of the course which contribute to their *general* and *professional* preparation as prospective teachers.

All candidates are required to gain over two years of study:
 18 credit points in *Education*
 6 credit points in *Special Method*
 18 credit points in the *Theory of Teaching* relative to TAFE
 6 credit points in *Practical Experience* (if practice is limited to brief block practices and micro-teaching or equivalent)
 OR

12 credit points in *Practical Experience* (for candidates in full-time teaching and employment)
 6 credit points in *General Studies*
 For details of programmes see Diploma in Teaching (TAFE)-Core Programme (In-Service) on page
 Note: This course may be offered by Block Release or by External Studies (in a restructured format) subject to approval by the Higher Education Board.

Course Modules

Descriptions of modules may be found on pages 96-168.

Graduate Diploma in Educational Studies (Advanced Teaching Method)

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 achieve as well as their peers.

MODULE (See Module Description for Prerequisite)	CLASS HOURS		CREDIT POINTS		TEACHING DEPARTMENT	SEMESTER
	PER WEEK	TOTAL	PER SUBJECT	TOTAL		
SM001 Date Based Instruction/ Behaviour Management	4		6		Special Education	1
AM003 Curriculum and Community Resources	2	6	3	9	Interdisciplinary	
ED1907 Individual Differences in Development and Learning	2		3		Education	2
LM001 Language and Reading	2		3		English	
PM010 Strategies for Teaching I	2		3		Professional Studies	
SM002 Casework Practicum		6	2	11	Special Education	3
SM003 Development/Learning Disabilities	2		3		Special Education	
MM001 Mathematics	2		3		Mathematics	
LM002 Casework Practicum		4	2	8	English	4
PM011 Strategies for Teaching II	2		3		Professional Studies	
ED2908 Teaching the Gifted Child	2		3		Education	
MM002 Casework Practicum		4	2	8	Mathematics	
TOTALS:			36	36		

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.

Code	Module	SECOND YEAR	
		Semester I	Semester II
ED4907	Curriculum Evaluation	X	X
	Elective	X	
ED4905	Preparation and Dissertation	X	+ X
		9 hrs.	9 hrs.

Course Modules

Descriptions of modules may be found on pages 96-168.

Graduate Diploma in Educational Studies (Mathematics)

The course of study leading to the award of the Postgraduate Diploma in Educational Studies in Mathematics is offered on a part-time basis over four semesters. It is anticipated that the majority of candidates for the course will be employed as teachers and that the course will extend the initial training of the teachers by providing an understanding of the trends in mathematical studies, a realisation of the impact and influence of such studies and the development of knowledge enhancing the role of the teacher in guiding the affective development of the child.

In order to qualify for the Diploma candidates must gain a total of 36 credit points consisting of:
 Education Studies: 6 cp
 Mathematics Studies and Mathematics Education Studies: 27 cp
 Elective Study: 3 cp

Education Studies

These are studies prepared by the College's Department of Education which are extensions of the Education component of the basic teaching diploma.

Modules in Education

ED4811 - Learning and the Designing of Learning Experiences

Student selects two modules

ED4815 - Assessment Procedures in Secondary School

ED4810 - Current Research on Teaching and Curriculum

Mathematics Studies and Mathematics Education Studies

The 27 credit points awarded to Mathematics studies may be earned through nine modules (3 credit points each) in Mathematics or eight modules in Mathematics and one module in Mathematics Education.

Summary of Studies in Mathematics/Mathematics Education

Code	Module	Prerequisite
MA4001	An Introduction to Combinatorial Theory	3 credit points in Number Theory at 2nd level and Group Theory at 3rd level
MA4002	Convexity in Finite Dimensional Spaces	Sets
MA4003	Foundations of Geometry	Plane Projective Geometry and Group Theory
MA4004	General Topology	Metric Spaces or Equivalent Study
MA4005	Groups, Rings and Fields	Group Theory
MA4006	Number Theory	6 credit points in any two Mathematics modules at 3rd level
MA4007	Numerical Analysis II	One of Numerical Analysis I or Differential Equations or Linear Algebra

MA4008	Probability and Statistics II	Probability and Statistics I
MA4009	Sets	Metric Spaces or Equivalent Study
MA4010	Theories of Integration	Sets
MA4011	Vector Analysis	Calculus III or Equivalent Study
MA4012	History of Mathematics III	MA3009 History of Mathematics II
MA4051	Aspects in the Teaching of Mathematics in the Secondary School	3 credit points in Mathematics Education at 3rd level
MA4052	Issues in the Teaching of Mathematics in the Secondary School	3 credit points in Mathematics Education at 3rd level

Elective Study

- (i) Electives available at 4th level:
 Any 4th level module described in this Calendar and not selected to contribute to the 33 credit points comprising the remainder of the course may be selected as the elective module.
- (ii) Electives available at 2nd and 3rd level:
 Any other module offered within the College for which the candidate holds the prerequisites may be taken as the elective.

Course Modules

Descriptions of modules may be found on pages 96-168.

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.

Course Modules

Descriptions of modules may be found on pages 96-168.

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

- SE409 - Developmental Disabilities I: 3 cp
- SE405 - Behaviour Management/Data-Based Instruction: 6 cp
- SE401 - Assessment, Diagnosis & Remediation I: 3 cp
- SE418 - Curriculum Resource Development (provision for Prim/Sec emphasis): 2 cp

Semester II

- SE401 - Assessment, Diagnosis & Remediation II: 2 cp
- SE417 - Issues/Interdisciplinary Aspects of Children with Developmental & Learning Problems: 2 cp
- SE404 - Communication Disorders: 2 cp

B: Core Electives

Semester II

- O.A./Resource Emphasis
- SE414 - Programming for Remediation: 4 cp
- OR
- Severe Developmental Disabilities Emphasis
- SE415 - Programming for Developmental Disabilities: 4 cp

C: Electives

Semester I

One of:

- SE416 - Parent Training/Consultative Skills: 2 cp
- EN204 - Studies in Reading Education: 2 cp
- ES330 - Education in the Multicultural Classroom: 2 cp
- MA354 - Maths Ed. and the Slow Learner: 2 cp

Semester II

One of:

- PE5425 - Physical Education Elective: Special Ed.: 2 cp
- ED3101 - The School & Society: 2 cp
- EN316 - Teaching English as a Second Language: 2 cp
- SE328 - Craft for Special Ed.: 2 cp
- ES330 - Education in the Multicultural classroom: 2 cp
- O.A./Resource Emphasis
- SE412 - Seminar in Learning Disabilities: 2 cp
- Severe Developmental Disabilities
- SE419 - Developmental Disabilities II: 2 cp

D: Practical Experience

Semester I

- SE413 - Clinical & School Practicum (12 hpw)

Semester II

- SE413 - Clinical & School Practicum (12 hpw)

The School of Paramedical
and Community Welfare
Studies

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The School of Paramedical and
Community Welfare Studies

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 Diagnostic Medical Radiography
Associate Diploma in Police Studies
Associate Diploma in Social Welfare

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 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 lecturers 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.

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 II	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	SC150	Bio-medical Sciences	6 cp
c	SC152	Nutrition	2 cp
c	SC153	Microbiology and Introduction to Pathology	2 cp
c	SC251	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	1 cp
		HS1171 Field Experience 1 - Clinical Minor	2 cp
		OR	
2.	HS1160	Field Experience 1 - Classroom Major and	1 cp
		HS1181 Field Experience 1 - Community Minor	2 cp
		OR	
3.	HS1170	Field Experience 1 - Clinical Major	1 cp
		and	
		HS1161 Field Experience 1 - Classroom Minor	2 cp
		OR	
4.	HS1180	Field Experience 1 - Community Major	1 cp
		and	
		HS1161 Field Experience 1 - Classroom Minor	2 cp

FIELD EXPERIENCE 2

1.	HS2160	Field Experience 2 - Classroom Major and	4 cp
		HS2171 Field Experience 2 - Clinical Minor	2 cp
		OR	
2.	HS2160	Field Experience 2 - Classroom Major and	4 cp
		HS2181 Field Experience 2 - Community Minor	2 cp
		OR	
3.	HS2170	Field Experience 2 - Clinical Major	4 cp
		and	
		HS2161 Field Experience 2 - Classroom Minor	2 cp
		OR	
4.	HS2180	Field Experience 2 - Community Major	4 cp
		and	
		HS2161 Field Experience 2 - Classroom Minor	2 cp

FIELD EXPERIENCE 3

1.	HS3160	Field Experience 3 - Classroom Major and	4 cp
		HS3171 Field Experience 3 - Clinical Minor	2 cp
		OR	
2.	HS3160	Field Experience 3 - Classroom Major and	4 cp
		HS3181 Field Experience 3 - Community Minor	2 cp
		OR	
3.	HS3170	Field Experience 3 - Clinical Major	4 cp
		and	
		HS3161 Field Experience 3 - Classroom Minor	2 cp
		OR	
4.	HS3180	Field Experience 3 - Community Major	4 cp
		and	
		HS3161 Field Experience 3 - Classroom Minor	2 cp

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 II

ED3801 Counselling

HS3150 Community Health - Issues and Services

SE2090 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.

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: 1½ years full-time plus ½ year part-time OR 3 years: 3 years part-time.

PROGRAMMES

The following charts outline recommended programmes for two-year and three-year students. Candidates who wish to complete the programme over a longer time are referred to the Chart of Prerequisites and Corequisites which indicates the key modules in the course structure.

Course Modules

Descriptions of modules may be found on pages 96-168.

DIPLOMA IN TEACHING (NURSING)

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

Semester 1	Semester 2	Semester 3	Semester 4
NURSING STUDIES HS2110 Nursing Studies I: Professional Development of the Nurse Practitioner 3 cp	NURSING STUDIES HS2111 Nursing Studies II: Clinical Teaching - Needs and Opportunities 3 cp	NURSING STUDIES HS2112 Nursing Studies III: Problem Solving in Practice 3 cp HS3111 Introduction to Research and Measurement 3 cp	
TEACHING AND LEARNING IN NURSING 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	TEACHING AND LEARNING IN NURSING HS2120 Teaching and Learning in Nursing IIA: Verbal and Interaction Skills 2 cp HS2121 Teaching and Learning in Nursing IIB: Method and Nursing Knowledge 2 2 cp HS2122 Curriculum I 3 cp	TEACHING AND LEARNING IN NURSING HS3120 Teaching and Learning in Nursing III 3 cp	
PSYCHOSOCIAL ASPECTS ED1904 Human Behaviour - Man as an Individual 3 cp	PSYCHOSOCIAL ASPECTS ED2912 Life Span Development 3 cp ED2913 Motivation and Morale 2 cp	PSYCHOSOCIAL ASPECTS ED3904 Self Awareness and Interpersonal Relationships Skills 3 cp	
	INTEGRATED BIO-MEDICAL SCIENCES SC152 Nutrition 2 cp SC153 Microbiology and Introduction to Pathology 2 cp	INTEGRATED BIO-MEDICAL SCIENCES SC251 Anatomy and Physiology	INTEGRATED BIO-MEDICAL SCIENCES SC251 Anatomy and Physiology 6 cp
SOCIETY AND ITS INSTITUTIONS HS1151 Sociology 3 cp		SOCIETY AND ITS INSTITUTIONS HS2150 Legal Studies 3 cp	SOCIETY AND ITS INSTITUTIONS HS2151 Political and Health Care Systems 1 - Their Influences on Patient Care and Nurse Education 3 cp
FIELD EXPERIENCE HS1160 Classroom Major 1 cp and HS1171 Clinical Minor 2 cp OR HS1160 Classroom Major 1 cp and HS1180 Community Minor 2 cp OR HS1170 Clinical Major 1 cp and HS1161 Classroom Minor 2 cp OR HS1180 Community Major 1 cp and HS1161 Classroom Minor 2 cp	FIELD EXPERIENCE HS2160 Classroom Major 4 cp and HS2171 Clinical Minor 2 cp OR HS2160 Classroom Major 4 cp and HS2181 Community Minor 2 cp OR HS2170 Clinical Major 4 cp and HS2161 Classroom Minor 2 cp OR HS2180 Community Major 4 cp and HS2161 Classroom Minor 2 cp	FIELD EXPERIENCE HS3160 Classroom Major 4 cp and HS3171 Clinical Minor 2 cp OR HS3160 Classroom Major 4 cp and HS3181 Community Minor 2 cp OR HS3170 Clinical Major 4 cp and HS3161 Classroom Minor 2 cp OR HS3180 Community Major 4 cp and HS3161 Classroom Minor 2 cp	FIELD EXPERIENCE HS3160 Classroom Major 4 cp OR HS3170 Clinical Major 4 cp and HS3161 Classroom Minor 2 cp OR HS3180 Community Major 4 cp and HS3161 Classroom Minor 2 cp
		ELECTIVE (S)	ELECTIVE (S)

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
NURSING STUDIES HS2110 Nursing Studies I: Professional Development of the Nurse Practitioner 3 cp			NURSING STUDIES HS2111 Nursing Studies II: Clinical Teaching - Needs and Opportunities 3 cp	NURSING STUDIES HS2112 Nursing Studies III: Problem Solving in Practice 3 cp HS3111 Introduction to Research and Measurement 3 cp	
TEACHING AND LEARNING IN NURSING 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	TEACHING AND LEARNING IN NURSING HS2120 Teaching and Learning in Nursing IIA: Verbal and Interaction Skills 2 cp HS2121 Teaching and Learning in Nursing IIB: Method and Nursing Knowledge 2 2 cp	TEACHING AND LEARNING IN NURSING HS3120 Teaching and Learning in Nursing III 3 cp EN1317 Effective Communication 3 cp	TEACHING AND LEARNING IN NURSING HS2122 Curriculum I 3 cp		
PSYCHOSOCIAL ASPECTS ED1904 Human Behaviour - Man as an Individual 3 cp	PSYCHOSOCIAL ASPECTS ED2912 Life Span Development 3 cp		PSYCHOSOCIAL ASPECTS ED2913 Motivation and Morale 2 cp	PSYCHOSOCIAL ASPECTS ED3904 Self Awareness and Interpersonal Relationships Skills 3 cp	
	INTEGRATED BIO-MEDICAL SCIENCES SC152 Nutrition 2 cp SC153 Microbiology and Introduction to Pathology 2 cp	INTEGRATED BIO-MEDICAL SCIENCES SC251 Anatomy and Physiology	INTEGRATED BIO-MEDICAL SCIENCES SC251 Anatomy and Physiology 6 cp		
		SOCIETY AND ITS INSTITUTIONS HS1151 Sociology 3 cp		SOCIETY AND ITS INSTITUTIONS HS2150 Legal Studies 3 cp	SOCIETY AND ITS INSTITUTIONS HS2151 Political and Health Care Systems 1 - Their Influences on Patient Care and Nurse Education
FIELD EXPERIENCE HS1160 Classroom Major 1 cp and HS1171 Clinical Minor 2 cp OR HS1160 Classroom Major 1 cp and HS1181 Community Minor 2 cp OR HS1170 Clinical Major 1 cp and HS1161 Classroom Minor 2 cp OR HS1180 Community Major 1 cp and HS1161 Classroom Minor 2 cp	FIELD EXPERIENCE HS2160 Classroom Major 4 cp and HS2171 Clinical Minor 2 cp OR HS2160 Classroom Major 4 cp and HS3181 Community Minor 2 cp OR HS2170 Clinical Major 4 cp and HS2161 Classroom Minor 2 cp OR HS2180 Community Major 4 cp and HS2161 Classroom Minor 2 cp	FIELD EXPERIENCE HS2160 Classroom Major 4 cp and HS3171 Clinical Minor 2 cp OR HS3160 Classroom Major 4 cp and HS3181 Community Minor 2 cp OR HS3160 Classroom Major 4 cp and HS3181 Community Minor 2 cp OR HS2170 Clinical Major 4 cp and HS3161 Classroom Minor 2 cp OR HS2180 Community Major 4 cp and HS3161 Classroom Minor 2 cp	FIELD EXPERIENCE HS3160 Classroom Major 4 cp OR HS3170 Clinical Major 4 cp and HS3161 Classroom Minor 2 cp OR HS3180 Community Major 4 cp and HS3161 Classroom Minor 2 cp	FIELD EXPERIENCE HS3160 Classroom Major 4 cp OR HS3170 Clinical Major 4 cp and HS3161 Classroom Minor 2 cp OR HS3180 Community Major 4 cp and HS3161 Classroom Minor 2 cp	FIELD EXPERIENCE HS3160 Classroom Major 4 cp
					ELECTIVES

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; organisational theory and practice; 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 SC150 Bio-medical Sciences

ORGANISATIONS THEORY AND OPERATIONS MANAGEMENT

Organisational Theory

- c HS1140 Administration and Organisational Theory I
- c HS2140 Administration and Organisational Theory II
- c HS3140 Administration and Organisational Theory III

Management in Action

- 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 pattern may be taken as a guide:

Field Experience I

- HS2142 WEEK 1 own hospital
- WEEK 2 *own hospital
- WEEK 3/4 another discipline
- WEEK 3/4 Health Commission

Field Experience II

- HS3142 WEEK 1 another hospital
- WEEK 2 another hospital
- WEEK 3/4 outside the health care system
- WEEK 3/4 own hospital

* if own hospital one hundred beds or less, student works second week in a larger hospital. Students from outside the Hunter Region may need to have a slightly different pattern.

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 up to 50% of 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 and three year students. Candidates who wish to complete the programme over a longer time are referred to the Chart of Prerequisites and Corequisites which indicates the key modules in the course structure.

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	Credit Points
HS2110 Nursing Studies I	3
HS2113 Nursing Studies IB	3
HS1140 Admin. and Organ. Theory I	3
EN1317 Effective Communication	3
ED1904 Human Behaviour - Man as an Individual	3
HS1151 Sociology	3
	18

Semester 2, Year 1

HS2140 Admin. and Organ. Theory II	4
HS2141 Admin. Strategies I	4
HS2151 Political and Health Care I	3
ED2912 Life Span Development	3
ED2913 Motivation and Morale	2
HS2142 Field Experience I	6
	22

Semester 1, Year 2

HS3140 Admin. and Organ. Theory III	4
HS3111 Introduction to Research and Measurement	3
HS3141 Admin. Strategies II	4
ED3904 Self Awareness and Interpersonal Relationship Skills	3
HS2150 Legal Studies	3
Elective	3
	20

Semester 2, Year 2

Elective	3
EN2317 Formal Communications	3
HS3151 Political and Health Care Systems II	3
Elective	3
HS3142 Field Experience	8
	20

THREE YEAR ATTENDANCE

Semester 1, Year 1

HS2110 Nursing Studies I	3
HS1151 Sociology	3
ED1904 Human Behaviour - Man as an Individual	3
HS1140 Admin. and Organ. Theory I	3
HS2142 Field Experience I	6

Semester 2, Year 1

HS2140 Admin. and Organ. Theory II	4
HS2141 Admin. Strategies I	4
ED2912 Life Span Development	3

Semester 1, Year 2

HS3140 Admin. and Organ. Theory III	4
HS3141 Admin. Strategies II	4
EN1317 Effective Communication	3
HS2113 Nursing Studies IB	3
HS2142 Field Experience I	6

Semester 2, Year 2

- HS2151 Political and Health Care I
- ED2913 Motivation and Morale
- EN2317 Formal Communications
- Elective

Semester 1, Year 3

- HS3111 Introduction to Research
- HS2150 Legal Studies
- ED3904 Self Awareness and Interpersonal Relationship Skills
- HS3142 Field Experience II

Semester 2, Year 3

- HS3151 Political and Health Care II
- Elective
- Elective

AVAILABILITY - (SEMESTERS IN WHICH OFFERED) AND PREREQUISITES

SEMESTER I

FIRST YEAR

HS2110	Nursing Studies I		
HS2113	Nursing Studies IB	(Co-or pre-req)	HS1151 Sociology
			HS2110 Nursing Studies I
			HS1140 Admin. and Organ. Theory I
HS1140	Admin. and Organ. Theory I	(Co-req)	HS1151 Sociology
EN1317	Effective Communication		
ED1904	Human Behaviour - Man as an individual		
HS1151	Sociology		

SECOND YEAR

HS3140	Admin. and Organ. Theory III		ED1904 Human Behaviour
			HS2140 Admin. and Organ. Theory II
HS3111	Introduction to Research and Measurement		
HS3141	Admin. Strategies II		HS2140 Admin. and Organ. Theory II
			HS2141 Admin. Strategies I
ED3904	Self Awareness and Interpersonal Relationship Skills		ED2912 Life Span Development
			ED2913 Motivation and Morale
HS2150	Legal Studies		
	Elective *		

SEMESTER II

FIRST YEAR

HS2140	Admin. and Organ. Theory II		HS1151 Sociology
			HS1140 Admin. and Organ. Theory I
HS2141	Admin. Strategies I		HS1151 Sociology
			HS1140 Admin. and Organ. Theory I
HS2151	Political and Health Care I		HS1151 Sociology
ED2912	Life Span Development		
ED2913	Motivation and Morale		ED1904 Human Behaviour - Man as an individual
HS2142	Field Experience I		HS1140 Admin. and Organ. Theory I
			HS2140 Admin. and Organ. Theory II

SECOND YEAR

	Elective*		
EN2317	Formal Communications		EN1317 Effective Communications
HS3151	Political and Health Care Systems II		HS2151 Political and Health Care System I
	Elective*		
HS3142	Field Experience II		HS3140 Admin. and Organ. Theory III
			HS3141 Admin. Strategies II

* Prerequisite depends on which elective taken.

Associate Diploma in Diagnostic Medical Radiography

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

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 96-168.

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	4	4
SC1902	4	4
SC1911	1	1
SC1904	3	3
HS1906	2	2
SC1913	5	4

Semester II	Hours per Week	Credit Points
SC2901	5	5
SC1903	3	3
SC1912	1	1
SC1905	2	2
ED1905	3	3
SC1914	5	4

Candidates undertake practicums between semesters. During the year some lectures on medical legal aspects will be included.

In their second year of studies candidates must enrol in:

Semester I	Hours per Week	Credit Points
ED1906	2	3
SC2911	1	1
SC2902	3	3
SC2913	5	4

Semester II	Hours per Week	Credit Points
SC2921	2	3
SC2912	1	1
SC2903	3	3
SC2914	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	2	3
SC2923	1	1
SC2904	2	2
SC2915	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.

STRUCTURE

YEAR	SEMESTER	MODULE	LEVEL	POINTS	WEEKLY HOURS
1	1	ED1903 Behavioural Studies I	1st	4	3
	1 & 2	EN1302 Communication	1st	9	3
	2	ED2909 Behavioural Studies II	2nd	4	3
2	1	ID1801 Administration I	1st	4	3
	1	SW1801 Social Welfare I	1st	4	3
	2	SW2802 Social Welfare II	2nd	4	3
	2	SC1805 Material Hazards and Safety Procedures	1st	4	3
3	1	MA1806 Sampling Techniques and Basic Statistics	1st	4	3
	1 & 2	SS2850 Multicultural Studies	2nd	8	3
	2	SC2806 Inquiry Methods and Problem Solving	2nd	4	3
4 EITHER A	1	Elective A	1st	3	3
	1	SS1850 Police and Society in N.S.W.	1st	4	3
	1 & 2	SC2807 Research	2nd	8	3
	2	ID2802 Administration II	2nd	4	3
	†	ED2910 Behavioural Studies III	2nd	4	3
OR B	1	Elective A	1st	3	3
	1	SS1850 Police and Society in N.S.W.	1st	4	3
	1	SC2808 Depth Study	2nd	5	3
	2	* Elective B	1st or 2nd	3	3
	2	ID2808 Administration II	2nd	4	3
2	ED2910 Behavioural Studies III	2nd	4	3	

* Note Elective B could be a 1st level elective or a 2nd level building on Elective A or some other module from the curriculum above.

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:

Semester I	Hours per Week	Credit Points
SW1101 Welfare Practice I (<i>Introduction to Welfare</i>)	3	3
SW1102 Social Welfare Administration	3	3
EW101 Psychology I	3	3
SS182 Sociology	3	3
SW1103 Social Biology	3	3

Semester II	Hours per Week	Credit Points
SW1104 Welfare Practice II (<i>Casework</i>)	3	3
SS183 Multicultural Studies	3	3
EW102 Psychology II	3	3
SW1105 Vocational Forum I	3	3
SW1106 Field Practice I		4
<i>(98 hours per semester)</i>		

Semester III	Hours per Week	Credit Points
SW2201 Welfare Practice III (<i>Community Work</i>)	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		8
<i>(168 hours per semester)</i>		

Semester IV	Hours per Week	Credit Points
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		9
<i>(168 hours per semester)</i>		

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 96-168.

The School of Visual and Performing Arts

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Courses of Study	
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Graduate Diploma in Art (Painting)	93
Graduate Diploma in Art (Plant and Wildlife Illustration)	93
Graduate Diploma in Art (Printmaking)	94
Graduate Diploma in Art (Sculpture)	95
Bachelor of Arts (Visual Arts)	95

The School of Visual and Performing Arts

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 studios 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 is expected to be completed by 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.

Future plans include an extension of design, dance, theatre, music and media areas. New courses in Expressive and Performing Arts Graduate Diploma, Design (B.A. Degree), Communication Studies (B.A. Degree) and Visual Arts (M.A. Degree) are in planning stages.

Courses available in 1982 lead to the following awards:

Undergraduate:

Associate Diploma in Creative Arts and Crafts (4 years part-time)

Diploma in Art (3 years full-time study, final year)

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	Leathercraft

Associate Diploma in Creative Arts and Crafts

The Associate Diploma in Creative Arts and Crafts will be offered in 1982 as a four (4) year part-time course. Each year will consist of two (2) semesters of fifteen (15) weeks. Students will be required to attend four (4) hours a night for two nights a week.

This course is intended as a community access course and a student will not necessarily have to complete the course in four (4) consecutive years, but may study over a longer period if he or she so wishes, taking time off in between units. The Associate Diploma will be awarded on completion of the total four (4) 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.

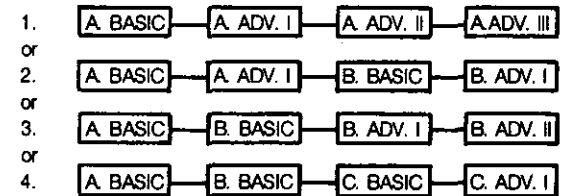
The following subjects in the specialist area will be offered in 1982:

Ceramics
 Painting and Drawing
 Photography
 Textiles - applied decoration
 Textiles - weaving
 Television and Video
 Woodcraft (subject to final approval by the Higher Education Board)

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

A student may study all four units of one subject or may elect to take the basic unit plus the first advanced unit in each of two subjects, or the basic unit of one subject plus the basic unit of a second one and follow that through by studying the next two units at advanced level, or take the basic units of three subjects and only take one of those to advanced level.

i.e.



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 and the Art Forum the student is required to elect one of the following resource seminars:

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:

	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) (or Resource Units in latter part of course)	3
Personal Development (four units of contract work on existing or new subject)	3-4
TOTAL:	<u>21-24</u>

Course Modules

Descriptions of modules may be found on pages 96-168.

Diploma in Art

The three year Diploma in Art has been superseded by the Bachelor of Arts (Visual Arts). The following course outline is provided for continuing students in the Diploma.

The course of study for the Diploma in Art is designed to prepare candidates for careers as professional artists or art-related fields.

2. THE MODULAR STRUCTURE OF THE PROGRAMME

Studies are offered and administered as semester modules. The weekly hour involvement varies from module to module, as does credit point weighting. Consult the module prescriptions for details of such variation.

To complete the Diploma in Art programme a minimum of 108 credit points must be earned in Diploma in Art modules.

3. TOTAL WEEKLY INVOLVEMENT

Students wishing to complete the course within three years are normally expected to enrol each semester in modules yielding a total of 18 credit points. These modules would require a weekly involvement on campus of 24 hours, over 4 days, minimum. Depending on the nature of the studies, the lecturer(s) may require a further weekly studio involvement.

Students wishing to undertake modules in a given semester which yield a total of more than 21 credit points (i.e. a weekly involvement of more than 28 hours) must obtain the approval of the School Board before enrolling in additional modules. Part-time students must select in each semester modules which yield a total of no more than 9 credit points (i.e. a weekly involvement of no more than 12 hours). Again, depending on the studies selected, the lecturer(s) may require a further weekly studio involvement.

4. DIPLOMA IN ART MODULES

The chart on page shows the overall organisation of existing and proposed modules, indicating the three study categories, the levels at which they are or will be offered, and the module prerequisites (depicted as connected modules). Note that in Professional Studies and in most Support Studies students must undertake BOTH modules of a given level in *consecutive* semesters.

5. PROFESSIONAL PRACTICE

In each year of the course students must satisfactorily complete a four week period of Professional Practice. The nature of the Professional Practice varies from student to student, depending on the Specialist Study and the interests of the students. Wherever possible, students are encouraged to undertake Professional Practice outside the College itself, for example, in association with industry, commerce and community groups.

Professional Practice normally occurs in the mid-year semester break.

Professional Practice is a required component of the Diploma in Art programme.

Students will not be eligible to graduate unless three Professional Practice sessions have been satisfactorily completed.

6. INDEPENDENT STUDIO PRACTICE

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

7. 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 time for specific assignments and projects may be granted by the lecturer(s).

Extensions of time beyond a final assessment date may be granted by the Head of the Art Department. Students must apply *in writing* for such extensions, outlining the reasons for the application.

All assessments are graded, the grades awarded being:

High Distinction (HD), Distinction (DIST), Credit (C), Pass (P), Terminal Pass (PT), Failure (FF).

The *Terminal Pass* is awarded to indicate that the student is prevented from proceeding further in that study. To proceed in that study the student must *repeat* the module and reach a standard higher than the Terminal Pass.

8. REVIEWS

Certain studies require students to present works in progress and/or completed works to review panels during each semester. The reviews are not assessments but they do indicate student progress in meeting the requirements of specific modules. Review details are provided by lecturer(s).

9. ILLUSTRATION COREQUISITES

Students selecting 1st level Illustration are advised that they must also undertake or have undertaken Photography. In addition, they must undertake, or have undertaken one of the following: Painting, Printmaking, Graphic Communication.

10. APPROVED SUPPORT STUDY

This study module enables students to select a module from other courses in the College. For example, Industrial Arts modules may support a Sculpture or Jewellery Specialist study; or, English modules may assist students undertaking Graphic Communication. Students must, however, obtain the approval of the Head of the Art Department before enrolling.

Students undertaking this study will receive a grade for AT200, not the specific module studied.

11. APPROVED PROFESSIONAL STUDY

The Approved Professional Study is made available for those students who feel a 1st level Professional Study would not enrich the Specialist Study to the same degree as a self-planned study. Students wishing to undertake this study are advised to enrol in AT398 and AT399 but are reminded that they must submit a written outline of the proposed study to the Head of the Art Department. The outline should state the Specialist Study being undertaken, 1st level Professional Studies already completed and a description of the proposed study. The description is to include a statement of intention, the working process to be used and possible assessment methods to be used by the Department of Art.

The outline must be submitted by FRIDAY, MARCH 12, 1982. All unsuccessful submissions will require a change of enrolment.

12. CHANGE OF ENROLMENT

ALL students should note that no changes of enrolment may be made after Friday, MARCH 12, 1982.

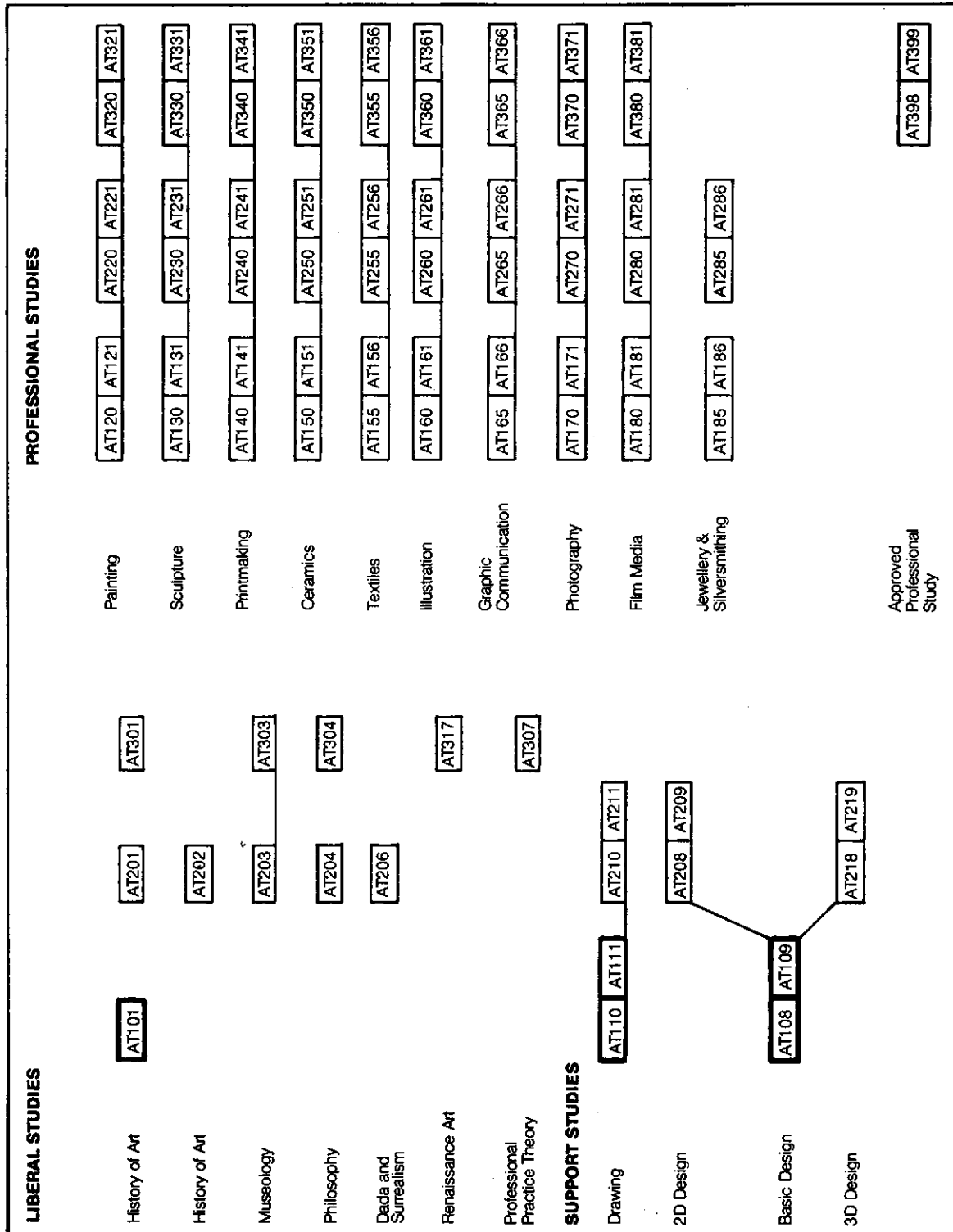
All students, and especially new students should note that module selections are binding after this date. Careful attention should therefore be given to selections made on the Enrolment Form, and a personal copy kept for reference.

MINIMUM COURSE REQUIREMENTS

Semester	Liberal Studies Modules			Support Studies Modules			Professional Studies Modules		
	Modules	Hours	Credit Points	Modules	Hours	Credit Points	Modules	Hours	Credit Points
V	1 (at 3rd level)	4	3				2 (either one at 3rd level and AT398) or (one at 3rd level and one at 1st level)	20	15
VI	1 (at 3rd level)	4	3				2 (Semester 5 Studies continued)	20	15

Course Modules

Descriptions of modules may be found on pages 96-168.



NOTE Modules boldly outlined are compulsory

Graduate Diploma in Art (Painting)

The Graduate Diploma in Art (Painting) 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 is provided with an individual or shared studio in the new Art Department building and has access to drawing studios, paint laboratory and workshop and is required to demonstrate capacity for independent, self-motivated work. Personal development is reinforced by tutorial contact, lecture and seminar situations and group critiques. In devising a programme to explore the horizons of one's own talent a student has the opportunity of consulting with experienced staff and guest lecturers. Each student is exposed to many stylistic and aesthetic positions in the Contextual Studies programme which closely examines current art practice. Students' powers of self evaluation and comparison are made in a rational and informed manner. Throughout the course the prime objective is to achieve a high degree of creative and imaginative force to allow professional competence to emerge. Seven hours of contact and participation is required in seminars, lectures and tutorials. The College facilities, which are amongst the best in the State, are supplemented by visits to local, regional and interstate art galleries and artists' studios. The end of year assessment exhibition consists of a panel including an external assessor viewing student selected work.

VA5520 PAINTING

DURATION

The course is conducted over two semesters full-time, 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 Professional Study:

- (i) 4 hours per week comprising of:
 - (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).

Graduate Diploma in Art (Illustration - Plant & Wildlife)

The course is primarily concerned with creative work in the natural science field and therefore is designated as PLANT and WILDLIFE ILLUSTRATION.

Nowhere else in Australia does a course at either undergraduate or graduate level in plant and wildlife illustration exist. Newcastle and the Hunter Valley region are unique within this country in the variety and abundance of native flora and fauna and most is readily accessible to the student. It is intended that this course will enable the student to extend undergraduate studies already completed in illustration, graphics, photography or an allied scientific field. In so doing the student will be provided with the opportunity to examine the subject in the context of individual needs as well as those of society.

Students are encouraged to work specifically within plant and wildlife illustration. However, the opportunity also exists for students to work in other related fields where prior planning and consultation with staff has occurred.

Scientific and taxonomic illustration for instance are available to students with these particular interests. The primary objectives of the course aims to develop in the student a high degree of professional practice. This is accomplished through the freedom to pursue an individual direction supported by the best professional advice available.

An involvement with the community and appropriate research institutions is encouraged and to this end research is documented accordingly and where necessary the results of such projects made available for critical evaluation to the relevant body or institution. Teaching strategies include an emphasis upon personal research, development, application and evaluation supported by "individual" tutorial contact. In general, formal lecture and peer group evaluation sessions are utilised.

The major learning strategy is based upon the principle of self devised, creative exploratory project programmes proposed, documented and concluded by the student in consultation with specialist staff.

Additional strategies to be pursued include extensive field work through the experiences of specific environments and locations selected by staff and students which are relevant to individual research areas and projects. It is estimated that up to eight weeks of full-time study in the year could be spent with research institutions outside this College.

Course work includes involvement with contextual studies in which professionals in many art fields, and including illustration, are part of a seminar programme.

The end of year assessment exhibition consists of a panel including an external assessor viewing student selected work.

VA5580 ILLUSTRATION

DURATION

The course is conducted over two semesters full-time, 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 Professional Study:

- (i) 4 hours per week comprising of:
 - (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).

Graduate Diploma in Art (Printmaking)

The Graduate Diploma in Art (Printmaking) is a full-time course conducted over two semesters each of fifteen (15) weeks duration. The course aims to bridge the gap between student life and that of the professional artist and builds upon former experience and undergraduate studies. Its primary objective is to extend the student through one or various print media so that the graduate may achieve a high professional standard while 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. Expert tutorial guidance from staff and external specialists is available to assist the student in his/her development.

Formal group contact is kept to a minimum of seven hours per week and comprise contextual studies lectures, seminars and tutorials. Students are required to participate as the exchange of ideas, both in seminar situations and in the printmaking studios in general, is seen as an integral feature of the course. Another important aspect of the course is the one hour per week personal tutorial for each student conducted on a "one to one" basis with a member of staff, where work in progress is examined and any other related topics are discussed.

The College offers excellent facilities for printmaking in the new Art Department complex. There are studios with modern equipment for lithography (2 presses), etching (3 presses) block printing, silk screen, a clean preparation studio as well as an extensively equipped dark room.

Contact and involvement with both the profession and the community is encouraged and excursions are arranged to galleries, museums, workshops and suppliers from time to time.

It is required that all students participate in the annual end of course exhibition which follows the course assessment. The assessment submission comprises practical work supported by a **viva voce** examination, but the nature and balance of the work submitted is selected by the student.

The assessment panel consists of the course co-ordinator, other lecturers in the field and an external assessor.

VA5540 PRINTMAKING

DURATION

The course is conducted over two semesters full-time, 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 Professional Study:

- (i) 4 hours per week
comprising of:
(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).

Graduate Diploma in Art (Sculpture)

A limited number of places are available for the study of sculpture to graduate level.

The full-time, one year course is designed to encourage individual development in sculpture with expert tutorial guidance from staff and external specialists.

The main objective of the course is the attainment of high professional standards in the execution of sculpture, building upon previous experience and undergraduate studies of the subject. Coupled with this is an examination of the context within which the sculptor works in society and topics such as exhibition preparation, gallery structures, external funding through grants, awards and scholarships, formation of arts workshops as well as art criticism and overviews of contemporary art are included. It is expected that applicants for the course will already have formed ideas concerning their intended direction, what they expect to achieve, and how they wish to set about satisfying their personal aspirations. Such plans would normally be discussed at a selection interview (Out of State and other long distance applicants are required to supply a written plan) conducted by a Graduate Art Studies selection panel.

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. Students are expected to participate through the interchange of ideas concerning their work or other activities. An important aspect of the course is the one hour per week regular personal tutorial between the individual student and members of staff when work in progress is examined and problems arising from the work programme or from any other source are discussed.

Contact and involvement with both the profession and the community is encouraged and it is expected that all students will wish to participate in the annual end of course exhibition which follows the course assessment. Normally the assessment submission would comprise practical art work supported by a **viva voce** examination, but the nature and balance of work submitted would be entirely at the discretion of the student.

The assessment panel consists of the course co-ordinator, other lecturers in the study and an external assessor.

VA5530 SCULPTURE

DURATION

The course is conducted over two semesters full-time, 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 Professional Study:

- (i) 4 hours per week
comprising of:
(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).

Bachelor of Arts (Visual Arts)

First Year Bachelor of Arts (Visual Arts)

The programme of studies for the first year of the Bachelor of Arts (Visual Arts) is designed to expose students to the relationships between creative art practice and art history and theory.

Students are provided with a continuous series of broad based situations which give beginning students an opportunity to explore common problems within the representative studio divisions of the department of art.

For the details of this, students should refer to the supplement to be provided by the School of Visual and Performing Arts.

Second Year Bachelor Arts (Visual Arts)

Please refer to second year supplement to be provided by the School of Visual and Performing Arts.

Module Descriptions

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Module Descriptions

Module Descriptions

Information

The information contained herein is correct as at November 30, 1981 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.

E before brackets indicates Early Childhood
F before brackets indicates Foundation Studies
G before brackets indicates Generally available
P before brackets indicates Primary
S before brackets indicates Secondary
T before brackets indicates T.A.F.E. (Technical and Further Education)

NA indicates that the module is Not available in 1982

(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

(3,3) indicates 3 hours per week in either Semester I or II

()3 indicates the module attracts 3 credit points

hpw 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

ED2 indicates 3 credit points in Education at 2nd level

6AE1 indicates 6 credit points in Art Education at 1st level

SS 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
ED Education
ET Education T.A.F.E.
EN English
EE English Education
LM English (Advanced Teaching Method)
HT Home Science/Textiles
IA Industrial Arts
ID Interdepartmental
LA Languages
MA Mathematics
MS Multicultural Studies
MU Music Education
HS Nursing
PE Physical Education
— Police Studies
** Professional Studies

** Teaching Experience
— Radiography
SC Science Education
SS Social Sciences
SW Social Welfare
SE Special Education
TL Teacher Librarianship

Advanced Teaching Method, Police Studies and Radiography 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 141-147 for the detail of codes appropriate to their course.

Advanced Teaching Method

ED2908 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.

SM001 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.

AM003 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.

ED1907 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.

LM001 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.

PM010 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.

SM003 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.

MM001 MATHEMATICS

(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.

PM011 STRATEGIES FOR TEACHING II

(0:2)3 PM010

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

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 product and production process.

AT108, AT109 BASIC DESIGN

(4-0),(4-0) 3 cps per module

SI, SII

Prerequisite AT108 for AT109

The development of a working knowledge of the fundamentals of structuring form and colour in two and three dimensions.

AT110, AT111 DRAWING

(4-0),(4-0) 3 cps per module

SI, SII

Prerequisite AT110 for AT111

The development of basic perceptive and manipulative skills in using both technical and experimental approaches to drawing media.

AT112 BASIC DESIGN

(4-0) 3 cps

SI

A B.Ed.(Art) module, the content for which is similar to that for AT108.

AT113 BASIC DESIGN

(4-0) 3 cps

SI, SII

Prerequisite AT112

A B.Ed.(Art) module, the content for which is similar to that for AT109

AT116 DRAWING

(4-0) 3 cps

SI

A B.Ed.(Art) module, the content for which is similar to that for AT110.

AT117 DRAWING

(4-0) 3 cps

SI, SII

Prerequisite AT116

A B.Ed.(Art) module, the content for which is similar to that for AT111.

AT120, AT121 PAINTING

(4-0),(4-0) 3 cps per module

SI, SII

Prerequisite AT120 for AT121

These modules are designed to develop perceptive and manipulative skills in painting through the examination of form, space, concepts and techniques resulting from painting innovations.

AT122, AT123 PAINTING

(4-0),(4-0) 3 cps per module

SI, SII

Prerequisite AT122 for AT123

These are B.Ed.(Art) modules, the content for which is similar to that for AT120 and AT121.

AT130, AT131 SCULPTURE

(4-0),(4-0) 3 cps per module

SI, SII

Prerequisite AT130 for AT131

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.

AT132, AT133 SCULPTURE

(4-0),(4-0) 3 cps per module

SI, SII

Prerequisite AT132 for AT133

These are B.Ed.(Art) modules, the content for which is similar to that for AT130 and AT131.

AT140, AT141 PRINTMAKING

(4-0),(4-0) 3 cps per module

SI, SII

Prerequisite AT140 for AT141

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.

AT142, AT143 PRINTMAKING

(4-0),(4-0) 3 cps per module

SI, SII

Prerequisite AT142 for AT143

These are B.Ed.(Art) modules, the content for which is similar to that for AT140 and AT141.

AT146 PRINTMAKING

(3-1)

3 cps

SI

NA to Dip. Art Students

An introduction to printmaking as a medium, its unique characteristics and possibilities.

AT147 PRINTMAKING

(3-1)

3 cps

SII

Prerequisite AT146, NA to Dip. Art students

The continued investigation of printmaking media, with the opportunity to study diverse techniques and materials.

AT150, AT151 CERAMICS

(4-0),(4-0) 3 cps per module

SI, SII

Prerequisite AT150 for AT151

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.

AT152 CERAMICS

(4-0)

3 cps

SI, SII

A B.Ed.(Art) module, the content for which is similar to that for AT150.

AT153 CERAMICS

(3-1)

3 cps

SI

NA to Dip. Art students

A basic introduction to studio ceramics, emphasising the acquisition of skills in hand-building and glazing.

AT154 CERAMICS

(3-1)

3 cps

SII

Prerequisite AT153. NA to Dip. Art students

The further study of basic studio skills, introducing fundamentals of design, construction and decoration relevant to hand-building.

AT155, AT156 TEXTILES

(4-0),(4-0) 3 cps per module

SI, SII

Prerequisite AT155 for AT156

The exploration of basic design and skills relevant to textile media, emphasising properties of traditional and contemporary media and equipment.

AT157 TEXTILES
(4-0) 3 cps
Sl, Sll
A B.Ed.(Art) module, the content for which is similar to that for AT155.

AT160, AT161 ILLUSTRATION
(4-0),(4-0) 3 cps per module
Sl, Sll
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.

AT165, AT166 GRAPHIC COMMUNICATION
(4-0),(4-0) 3 cps per module
Sl, Sll
Prerequisite AT165 for AT166
Exploration of the basic creative possibilities of media communication through concepts and imagery, psychology of the visual message, techniques and applications.

AT170, AT171 PHOTOGRAPHY
(4-0),(4-0) 3 cps per module
Sl, Sll
Prerequisite AT170 for AT171
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.

AT172 PHOTOGRAPHY
(4-0) 3 cps
Sl, Sll
A B.Ed.(Art) module, the content for which is similar to that for AT170.

AT173 PHOTOGRAPHY
(4-0) 3 cps
Sl, Sll
Prerequisite AT172
A B.Ed.(Art) module, the content for which is similar to that for AT171.

AT175 PHOTOGRAPHY
(2-2) 3 cps
Sl
A module prepared for TAFE students. It is intended to explore essential photographic techniques and resulting relationships between concept and imagery.

AT180, AT181 FILM MEDIA
(4-0),(4-0) 3 cps per module
Sl, Sll
Prerequisite AT180 for AT181
The exploration and establishment of relationships of technique, concept and imagery, and visual and documentation procedures in film, photographic and video areas.

AT185, AT186 JEWELLERY
(3-1),(3-1) 3 cps per module
Sl, Sll
Prerequisite AT185 for AT186
These modules seek to develop creative approaches to jewellery whilst investigating techniques and aspects of design.

AT201 HISTORY OF ART
(3-1) 3 cps
Sll
Prerequisite AT100, AT101
This module examines developments in painting, sculpture, graphics and architecture evident in Europe and the U.S.A. since World War II.

AT202 HISTORY OF ART
(3-1) 3 cps
Sl
Prerequisite AT100, AT101
An examination of the development of Australian Art in its broadest context, including contemporary issues.

AT203 MUSEOLOGY
(3-1) 3 cps
Sll
Prerequisite AT100, AT101
To introduce the students to a basic understanding of the principles and practice of museology in relation to art galleries.

AT204 PHILOSOPHY (WESTERN)
(3-1) 3 cps
Sl
Prerequisite AT100, AT101
This module traces the origins to Twentieth Century thought through the major western philosophic traditions, emphasising those aspects most relevant to the practice of art.

AT206 DADAT & SURREALISM
(3-1) 3 cps
Sl
Prerequisites AT100, AT101
An intensive study of a particular period in art history relevant to contemporary issues.

AT208, AT209 2D DESIGN
(4-0),(4-0) 3 cps per module
Sl, Sll
Prerequisite AT109 for AT208
AT208 for AT209
The examination of 2D composition and its principles of form and colour. Emphasis is placed on the student developing a personal research programme.

AT210, AT211 DRAWING
(4-0),(4-0) 3 cps per module
Sl, Sll
Prerequisite AT111 for AT210
AT210 for AT211
Development of the student's abilities in expressing specific concepts through drawing. Emphasis is placed on relating drawing to Professional Studies being undertaken.

AT212 2D DESIGN
(4-0) 3 cps
Sl, Sll
Prerequisite AT113
A B.Ed.(Art) module, the content for which is similar to that for AT208.

AT213 2D DESIGN
(4-0) 3 cps
Sl, Sll
Prerequisite AT212
A B.Ed.(Art) module, the content for which is similar to that for AT209.

AT214 3D DESIGN
(4-0) 3 cps
Sl, Sll
Prerequisite AT113
A B.Ed.(Art) module, the content for which is similar to that for AT218.

AT215 3D DESIGN
(4-0) 3 cps
Sl, Sll
Prerequisite AT214
A B.Ed.(Art) module, the content for which is similar to that for AT219.

AT216 DRAWING
(4-0) 3 cps
Sl, Sll
Prerequisite AT117
A B.Ed.(Art) module, the content for which is similar to that for AT210.

AT217 DRAWING
(4-0) 3 cps
Sl, Sll
Prerequisite AT216
A B.Ed.(Art) module, the content for which is similar to that for AT211.

AT218, AT219 3D DESIGN
(4-0),(4-0) 3 cps per module
Sl, Sll
Prerequisite AT109 for AT218
AT218 for AT219
The investigation of the formal problems particular to 3D composition, the transition between the concept and its 3D

realisation, colour and 3D form, and experiment and convention in relation to 3D composition.

AT220, AT221 PAINTING
(4-4),(4-4) 6 cps per module
Sl, Sll
Prerequisite AT121 for AT220
AT220 for AT221

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.

AT222, AT223 PAINTING
(4-0),(4-0) 3 cps per module
Sl, Sll
Prerequisite AT123 for AT222
AT222 for AT223

These are B.Ed.(Art) modules, the content for which is similar to that for AT220 and AT221.

AT230, AT231 SCULPTURE
(4-4),(4-4) 6 cps per module
Sl, Sll
Prerequisite AT131 for AT230
AT230 for AT231

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.

AT232, AT233 SCULPTURE
(4-0),(4-0) 3 cps per module
Sl, Sll
Prerequisite AT133 for AT232
AT232 for AT233

These are B.Ed.(Art) modules, the content for which is similar to that for AT230 and AT231.

AT240, AT241 PRINTMAKING
(4-4),(4-4) 6 cps per module
Sl, Sll
Prerequisite AT141 for AT240
AT240 for AT241

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.

AT242, AT243 PRINTMAKING
(4-0),(4-0) 3 cps per module
Sl, Sll
Prerequisite AT143 for AT242
AT242 for AT243

These are B.Ed.(Art) modules, the content for which is similar to that for AT240 and AT241.

AT246 PRINTMAKING
(3-1) 3 cps
Sl
Prerequisite AT147, NA to Dip. Art students
The investigation of block, intaglio, silk screen and lithography, emphasising control of equipment and techniques necessary in producing print editions.

AT247 PRINTMAKING
(3-1) 3 cps
Sll
Prerequisite AT246. NA to Dip. Art students
A programme of study is developed in one or more printmaking processes. The programme is determined in consultation with the lecturer(s).

AT250, AT251 CERAMICS
(4-4),(4-4) 6 cps per module
Sl, Sll
Prerequisite AT151 for AT250
AT250 for AT251

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.

AT253 CERAMICS
(3-1) 3 cps
Sl
Prerequisite AT154. NA to Dip. Art students

The study of ideas and techniques relevant to wheel-thrown forms and their decoration.

AT254 CERAMICS
(3-1) 3 cps
Sll
Prerequisite AT253. NA to Dip. Art students
A programme of in-depth study is developed in one or more aspects of studio ceramics. The programme is determined in consultation with the lecturer(s).

AT255, AT256 TEXTILES
(4-4),(4-4) 6 cps per module
Sl, Sll
Prerequisite AT156 for AT255
AT255 for AT256

These modules are designed for students to further gain competency and skill within current working practices and design in printmaking enabling movement into freelance or studio design, printing or basic loom work.

AT260, AT261 ILLUSTRATION
(4-4),(4-4) 3 cps per module
Sl, Sll
Prerequisite AT161 for AT260
AT260 for AT261
Corequisite One of the following at 200 level:
Photography, Painting, Printmaking,
Graphic Communication.

The further development of skills, with an emphasis on technical and creative aspects of illustration. Scientific illustration is introduced together with the production of commercially printed work. The further understanding of plant and wildlife environments is developed through fieldwork, including camps. Taxonomy, ecology and taxidermy are continued.

AT265, AT266 GRAPHIC COMMUNICATION
(4-4),(4-4) 6 cps per module
Sl, Sll
Prerequisite AT166 for AT265
AT265 for AT266

These modules are designed to explore and establish relationships of techniques, concepts and imagery, and to investigate and experiment with media as definition and communication.

AT270, AT271 PHOTOGRAPHY
(4-4),(4-4) 6 cps per module
Sl, Sll
Prerequisite AT171 for AT270
AT270 for AT271

Exploration of imaginative, theoretical and practical aspects of photography through techniques of bas-relief, print distortion, multiple images, tone drop-outs and texture and grain manipulation.

AT272 PHOTOGRAPHY
(4-0) 3 cps
Sl, Sll
Prerequisite AT173
A B.Ed.(Art) module, the content for which is similar to that for AT270.

AT273 PHOTOGRAPHY
(4-0) 3 cps
Sl, Sll
Prerequisite AT272
A B.Ed.(Art) module, the content for which is similar to that for AT271.

AT280, AT281 FILM MEDIA
(4-4),(4-4) 6 cps per module
Sl, Sll
Prerequisite AT181 for AT280
AT280 for AT281

A programme that is creative and of significant value to the student using self selected themes and processes of working, with emphasis on creative visual experience, in black and white and colour film.

AT285, AT286 JEWELLERY AND SILVERSMITHING
(4-4),(4-4) 6 cps per module
Sl, Sll
Prerequisite AT186 for AT285
AT285 for AT286

The development of more complex projects requiring advanced technique and design.

AT301 HISTORY OF ART
(3-1) 3 cps
SII *Prerequisite* Any two 2nd level Liberal Studies modules.

This module provides the opportunity for specialised study of selected areas of non European Art History, including China and Japan, India and South East Asia, North and South America, Islam, Eskimo and Oceanic cultures.

AT303 MUSEOLOGY
(3-1) 3 cps
SI *Prerequisite* AT203 and any other 2nd level Liberal Studies module.

This module provides for specialised study of the principles and practice of museology in relation to art galleries, museums and special collections.

AT304 PHILOSOPHY (EASTERN)
(3-1) 3 cps
SII *Prerequisite* Any two 2nd level Liberal Studies modules.

This module traces the developments in the major eastern philosophic traditions, emphasising those aspects most relevant to eastern art and those ideas most influential in western art.

AT307 PROFESSIONAL PRACTICE THEORY
(3-1) 3 cps
SI *Prerequisite* Any two 2nd level Liberal Studies modules.

The study of those aspects of economics, law, grants, scholarships and further education prospects considered appropriate to the successful pursuit of art and art-related professions.

AT317 RENAISSANCE ART
(3-1) 3 cps
SII *Prerequisite* Any two 2nd level Liberal Studies modules.

This module consists of a selective study of Italian Renaissance and mannerist painting, sculpture, architecture from 1400 to 1600 within a broad historical, economic, philosophical and social context.

AT320, AT321 PAINTING
(8-8),(8-8) 12 cps per module
SI, SII *Prerequisite* AT221 for AT320
AT320 for AT321

These modules seek to provide a professional level of competence in painting. Emphasis is placed on developing an active awareness of contemporary issues in painting.

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
A B.Ed.(Art) module, the content for which is similar to that for AT321.

AT330, AT331 SCULPTURE
(8-8),(8-8) 12 cps per module
SI, SII *Prerequisite* AT231 for AT330
AT330 for AT331

These modules seek to provide a professional level of competence in sculpture. Emphasis is placed on the student sustaining technical and conceptual progression.

AT332, AT333 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 cps
SII *Prerequisite* AT332
A B.Ed.(Art) module, the content for which is similar to that for AT331.

AT340, AT341 PRINTMAKING
(8-8),(8-8) 12 cps per module
SI, SII *Prerequisite* AT241 for AT340
AT340 for AT341

These modules seek to develop a professional level of competence in printmaking. Emphasis is placed on the student gaining technical excellence and an awareness of contemporary approaches to printmaking media.

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
A B.Ed.(Art) module, the content for which is similar to that for AT341.

AT350, AT351 CERAMICS
(8-8),(8-8) 12 cps per module
SI, SII *Prerequisite* AT251 for AT350
AT350 for AT351

The development of a professional attitude towards a specialist area of studio, industrial or sculptural ceramics. Kiln-building, packing and firing is a required component of the programme. Historical aspects of ceramics are further explored.

AT355, AT356 TEXTILES
(8-8),(8-8) 12 cps per module
SI, SII *Prerequisite* AT256 for AT355
AT355 for AT356

The development of a professional level of competence in textiles, emphasising a working knowledge of media and equipment.

AT360, AT361 ILLUSTRATION
(8-8),(8-8) 12 cps per module
SI, SII *Prerequisite* AT261 for AT360
AT360 for AT361

The exploration of imaginative and technical aspects of plant and wildlife illustration. Emphasis is placed on attaining professional competence through these experiences.

AT365, AT366 GRAPHIC COMMUNICATION
(8-8),(8-8) 12 cps per module
SI, SII *Prerequisite* AT266 for AT365
AT365 for AT366

The extension of the creative potential of graphics within the fields of commercial and fine art application. In-depth study of contemporary approaches and techniques is emphasised.

AT370, AT371 PHOTOGRAPHY
(8-8),(8-8) 12 cps per module
SI, SII *Prerequisite* AT271 for AT370
AT370 for AT371

The exploration of imaginative solutions to photographic problems, both in subject and technique. Emphasis is placed on attaining professional competence through these exploratory experiences.

AT380, AT381 FILM MEDIA
(8-8),(8-8) 12 cps per module
SI, SII *Prerequisite* AT281 for AT380
AT380 for AT381

These modules enable the student to select themes and working processes relevant to achieving a professional attitude in translating concepts into film imagery.

AT398, AT399 APPROVED PROFESSIONAL STUDY
(4-0), (4-0) 3 cps per module
SI, SII *Corequisite* Any two 3rd level Professional Study modules yielding 12 cps each

A student may submit to the Head of the Department of Art an outline of a proposed study which the student believes will supplement and enrich the Specialist Study to a greater extent than any other module of 3 credit point status. This study may be undertaken only if and when approved by the Head of the Department of Art.

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 pacific 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.

AT422, 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.

Art Education

AE101 ART EDUCATION: ART AND PRESCHOOL ACTIVITIES P(3:3)3

Introductory module for students of limited experience in Art. Explores the practical value of art in educating young children. Appreciation of the visual arts and investigation of artistic ability and perception in children. Application of the above to Art and Craft activities.

AE102 ART MEDIA FOR THE INFANTS/PRIMARY SCHOOL P(3:3)3

Due to advances in technology, traditional art materials and techniques have been joined by a wide diversity of new media and consequently new techniques. Students experiment with these and evaluate their suitability for classroom use with pupils at different levels of experience and ability.

AE103 PRACTICAL EXPERIENCES RELATED TO THE PRIMARY VISUAL ARTS CURRICULUM P(3:3)3

Students consider some of the practical approaches to the implementation of the current curriculum to ensure that pupils become visually aware of and sensitive to their environment, gain confidence in the use of a visual language and develop emotional and aesthetic responses.

AE104 TWO DIMENSIONAL ART P(3:3)3

Opportunity to develop personal art ability through a range of 2D art experiences which might include drawing, painting, design and graphics (including basic photography).

AE105 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.

AE110 ART METHOD P(2:2)2

A compulsory method module providing a basic foundation for teaching art at the elementary level. Contains units of work in 2D and 3D areas relevant to the child's developmental level. Classroom management and organisation.

AE111 CHILD DEVELOPMENT AND ART EXPRESSION P(3:0)3

To examine the visual characteristics of child art at relevant stages of development. To indicate the evidence of changing relationships that exist in the development of the child's cognitive, emotional and physical influences on his work. To interpret the developing concepts and to consider the relevant teaching strategies.

AE114 METHODS OF TEACHING THE VISUAL ARTS IN THE PRIMARY SCHOOL

A module to further develop art teaching techniques. There will be a focus upon the development of perceptual awareness, creativity, and appreciation of art works by children by the use of methods which stress self expression and communication.

AE115 ART, ARTISTS AND VISUAL EDUCATION I PRIMARY STUDIES

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.

AE116 FOUNDATION STUDIES: EARLY CHILDHOOD PRIMARY ART

A compulsory method module designed to equip the student with a

basic introduction to the teaching of art at the elementary level. The student will study the child's development as seen through his art, methods of programming and teaching the subject and aspects of classroom organisation. Practical experiences in 2D and 3D media will support the theoretical base.

AE152 FILM AND VIDEOTAPES I S(3:3)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:

- 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.
- 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.
- develop a language of vision to enable children to communicate and express their personal experiences.
- 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.

AE201 EARLY CHILDHOOD ART CONCEPTS AND EXPERIENCES P(3:3)3 AE1

To investigate further art activities in relation to early childhood education for the years of age from three to eight. To extend students' knowledge of child development and art ability. To develop confidence and ability in structuring art programmes suitable for early childhood experiences.

AE203 THE ENVIRONMENT IS STIMULUS AND RESOURCE FOR ART EDUCATION EXPERIENCES P(3:3)3 AE1

A study of the effect of the environment as a stimulus for visual and tactile expression, the visual evidence of man's effect upon his environment and the ways in which materials from the environment may be used in a non-functional art context.

AE206 TWO DIMENSIONAL ART P(3:3)3 AE104

To further develop some of the 2D concepts and skills gained in the AE104 module and to encourage students to attempt some self-initiated (lecturer approved) projects.

AE207 THREE DIMENSIONAL ART P(0:3)3 AE105

Students develop some of the 3D concepts and skills gained in the AE105 module and are encouraged to attempt some self-initiated (lecturer approved) projects.

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.

AE306 TWO DIMENSIONAL ART G(0:3)3 AE206

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.

AE307 THREE DIMENSIONAL ART G(0:3)3 AE207

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.

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)3 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)3 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.

AE381 ENVIRONMENTAL INFLUENCES AND CHILD ART P(3:3)3 ED2 or AE2

Children are influenced by their parents, other adults, siblings, peers and the media as well as other facets of their culture. Much of this influence helps breed conformity. This module examines the effects of personal interaction and societal pressures upon the development of a child's art expression.

AE382 VISUAL EDUCATION (PRIMARY) P(0:3)3 6AE2

To examine aspects of the broad 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.

AE482 PSYCHOLOGICAL AESTHETICS AND AESTHETIC PREFERENCE NA

To familiarise the student with the subject matter of psychological aesthetics and to examine the specific problems of psychological aesthetics particularly in the area of aesthetic preference. Some emphasis will be laid on changing concerns from the late nineteenth century to the present and the effect of social influences. Students will be assisted in critically evaluating research in psychological aesthetics and will be expected to carry out some small scale research to further their understanding in this area.

AE483 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.

AE484 EDUCATIONAL STUDIES: EDUCATION AND THE INTERNATIONALISATION OF ART NA

An examination of certain problems facing art educators of today. Questions raised will include the responsibilities and influences involved in Art Education, the demands upon art criticism brought about by the theoretical content of modern art, a questioning of the results of art education in the light of present day attitudes and art productions and the basis for art appreciation and its validity.

AE485 VISUAL EDUCATION (B.Ed. Art) S(3:0)3 AE

To examine aspects of the broad 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.

AE486 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.

AE471 ART IVP: ART CURRICULUM STUDIES S(3:3)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 facilitate continued development in child art will be covered.

AE473 SECONDARY ART EDUCATION: DRAWING AND DESIGN

S(2:0)2
Methodology appropriate for high schools relevant to the teaching of drawing and design.

AE474 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.

AE475 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.

AE476 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.

AE477 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

AE478 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.

AE479 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.

AE490 ART THERAPY: ART IN SPECIAL EDUCATION

G(3:3)3 ED1 or 6AE
An introduction to the unique contribution art can offer in the education of children with special needs. Specific programmes to assist students with planning suitable art activities for the physically, emotionally and/or mentally handicapped, will be examined. The concept of creativity will be considered within the framework of special needs. An analysis of art for 'total education' will be made so that students will understand its relationship to other subject areas particularly reading and numeracy and to the child's social emotional growth, perceptual development and general educational progress.

Arts and Crafts

Code

(6-7-9) denote 6 hrs face-to-face with 7-9 hrs studio practice per week.

VA1150 CERAMICS - BASIC (6-7-9)

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.

VA1120 PAINTING AND DRAWING - BASIC (6-7-9)

Provides a basis for personal expression and skills related to the expression of an idea or feeling.

VA1170 PHOTOGRAPHY - BASIC (6-7-9)

Introduces photography as a creative art form. Provides a basic understanding of the potential of photography as a medium of expressive communication.

VA1180 TELEVISION AND VIDEO - BASIC (6-7-9)

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.

VA1190 TEXTILES - APPLIED DECORATION - BASIC (6-7-9)

Develops the essential attitudes and understanding related to applied decoration of fabric and fibre through study of traditional and contemporary techniques of European textiles.

VA1195 SPINNING AND WEAVING - BASIC (6-7-9)

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.

VA1135 WOODCRAFT - BASIC* (6-7-9)

Instigates the development of creative skills by establishing an awareness of the design process through simulators problem-solving. Provides a common basis for concept development by complementing the skills acquired in previous courses and/or experience.

VA1101 GENERAL FORUM I (2-3)

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.

VA1151 CERAMICS - ADV I (6-7-9) Prerequisite AC010

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.

VA1121 PAINTING AND DRAWING - ADV I (6-7-9) Prerequisite AC019

Initiates development of personal ideas and feelings in painting and drawing. Develops skills related to the students' personal expression of an idea or feeling.

VA1171 PHOTOGRAPHY - ADV I (6-7-9) Prerequisite AC020

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.

VA1181 TELEVISION AND VIDEO - ADV I (6-7-9) Prerequisite AC024

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.

VA1191 TEXTILES APPLIED DECORATION - ADV I (6-7-9) Prerequisite AC025

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.

VA1196 SPINNING AND WEAVING - ADV I (6-7-9) Prerequisite AC026

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.

VA1102 GENERAL FORUM II (2-3) Prerequisite AC001

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.

VA2150 CERAMICS - ADV II (6-7-9) Prerequisite AC110

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.

VA2195 SPINNING AND WEAVING - ADV II (6-7-9) Prerequisite AC126

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.

VA2105 COMMERCE KIT FOR ARTISTS AND CRAFTSMEN I (2-3) Prerequisite AC002

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.

VA2106 ART AND CRAFT: THEORETICAL PERSPECTIVES I (2-3) Prerequisite AC002

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) Prerequisite AC119

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.

VA2170 PHOTOGRAPHY - ADV II (6-7-9) Prerequisite AC120

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.

VA2180 TELEVISION AND VIDEO - ADV II (6-7-9) Prerequisite AC124

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.

VA2190 - TEXTILES - APPLIED DECORATION - ADV II (6-7-9) Prerequisite AC125

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.

VA2121 PAINTING AND DRAWING - ADV III (6-7-9)

Further refines the students' ability to assess and analyse their painting and drawing. Encourages an indepth involvement with a theme.

VA2151 CERAMICS ADV III (6-7-9) Prerequisite AC210

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.

VA2196 SPINNING & WEAVING - ADV III (6-7-9) Prerequisite AC226

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.

*Offered in 1982 subject to the approval of the N.S.W. H.E.B.

Education

Students who commenced a course before 1981 should refer to the relevant calendar for module details.

ED1501 PSYCHOLOGICAL BASIS OF CAREER EDUCATION G(1)3

This module is concerned with the self perceptions, attitudes and abilities important in the development of realistic decision making for the new employee.

ED1701 SENSITIVITY TO OTHERS G(1)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(1)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.

ED1901 PSYCHOLOGY I

This module aims to promote understanding of the individual's development and behaviour and to introduce the basic concepts and practice of psychology. Topics studied include the person (self concept, beliefs and values, defences), motivation, human development, psychology and the psychologist.

ED1902 CHILD DEVELOPMENT (ADOLESCENCE)
()3
The biological, social, cognitive and emotional factors which interact in the development of adolescents are considered.

ED1903 BEHAVIOURAL STUDIES I
()4
A study will be made of the psychological and sociological influences which affect individual and family behaviour.

ED1904 HUMAN BEHAVIOUR - MAN AS AN INDIVIDUAL
()3
This module provides an introduction to the study of human behaviour complementing psychological and sociological studies.

ED1905 PSYCHOLOGY: UNDERSTANDING HUMAN BEHAVIOUR
G()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
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.

ED1907 INDIVIDUAL DIFFERENCES IN DEVELOPMENT AND LEARNING
Research evidence relating to human development from birth to adolescence will be used to inform studies of children in a variety of learning experiences.

ED1909 ORIENTATION TO TEACHING
G()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 hours per week for 1 semester)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
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
EG(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
EG(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
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
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()3ED1
Psychological and educational principles which affect the efficiency of students' learning in the secondary years of schooling.

ED2802 CLASSROOM PROCESSES
G()3ED1
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 ED1
Curriculum development theory provides a basis for practical exercises undertaken in areas of specialisation.

ED2805 CRITICAL PROBLEMS FOR THE CLASSROOM TEACHER
G()3ED1
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
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
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
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
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 or primary pupils or secondary pupils.

ED2905 TEACHING AND LEARNING IN SECONDARY SCHOOLS
S()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()3ED1
A basic understanding of the factors to be considered in curriculum design will be used in developing a curriculum plan.

ED2907 PSYCHOLOGY II
A study of this topic will promote an appreciation of the social influences on behaviour and a competence in initiating productive interpersonal relations.

ED2908 TEACHING THE GIFTED CHILD
Students will examine procedures for defining giftedness and creativity and study the design of curricula to cater for talented children.

ED2909 BEHAVIOURAL STUDIES II
()4
Emphasis will be placed on the practical consequences of the variations among youth groups in different social contexts.

ED2910 BEHAVIOURAL STUDIES III
()4
The student will examine social factors affecting individuals and groups in a context of increasing change.

ED2912 LIFE SPAN DEVELOPMENT (NURSE EDUCATION)
()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
()2
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.

ED3301 SCHOOL AND SOCIETY
G()ED2
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()3ED2
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
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()3ED2
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
EG(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
E(3:0)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
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.

ED3703 INTERPERSONAL RELATIONSHIPS AND COMMUNICATION SKILLS
()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
()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
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()3ED2
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.

ED3903 INTRODUCTION TO RESEARCH AND MEASUREMENT
The purpose of this module is to introduce the nurse teacher and health administrator to research method which will enable her/him to evaluate research reports and judge their worth to the practice of nursing and to the education of the nurse.

ED3904 SELF AWARENESS/INTERPERSONAL RELATIONSHIP SKILLS
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
This module will examine the interactions among all the persons within a school.

ED3907 CHILD DEVELOPMENT - PERSONALITY AND SELF CONCEPT
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
This module will examine some theories relating to the growth of intellectual abilities with emphasis on the years from 0 to 8.

ED3909 EDUCATIONAL INQUIRY (E.C.)
G()3
Students will develop research skill sufficient to enable a teacher to carry out simple studies in the school.

ED3910 SOCIOLOGY OF THE SCHOOL

G()3ED2

The group forces contributing to effective learning in an educational setting and the significant organisational forces operating on pupil and teacher will be explored.

ED4001 PROJECT for students specializing in Early Childhood Studies

E()8

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.

ED4002 PROJECT for students specializing in Primary Studies

P()8

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.

ED4601 CURRENT TRENDS AND ISSUES IN EARLY CHILDHOOD EDUCATION

EG()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.)

EG()3

This course will focus on administrative theory and relevant practice in Early Childhood Education.

ED4701 THE HELPING RELATIONSHIP AND THE INTERVIEWING PROCESS

()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

A study of this module will assist the student to understand and interpret human behaviour.

ED4704 CHANGING ATTITUDES AND BEHAVIOUR BY INDIVIDUAL INFLUENCE

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

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

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

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

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

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

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

Opportunity will be given to debate freely a number of critical issues of current importance in education.

ED4806 LEADERSHIP

G()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

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(0:3)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(3:0)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(0:3)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

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

A study is made of the basic principles and practices of curriculum development in the specific area of interest.

ED4817 THE APPLICATION OF ORGANIZATIONAL THEORY TO EDUCATION

()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.

ED4820 EDUCATIONAL ADMINISTRATION

()3

An analysis will be made of administrative systems in education and associated innovations.

ED4822 AIMS AND VALUES OF AUSTRALIAN EDUCATION

()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

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()3

The physiology of the five senses, particularly sight and hearing are related to the psychology of the individual and the environment.

ED4901 RECENT ADVANCES IN CHILD DEVELOPMENT

EG(3:0)3

This module will introduce the student to a variety of topics of current research interests.

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

9 credit points

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)

ET1000 SPECIAL METHOD 1
S(2+2)4
See ET2000 for module description.

ET1050 SPECIAL METHOD 2
S(2+2)4
See ET2000 for module description.

ET1110 PLANNING SKILLS
S(2:0)3
See ET2110 for module description.

ET1120 EVALUATION SKILLS
S(0:2)3
See ET2120 for module description.

ET1130 STUDIES AND TEACHERS IN T.A.F.E.
S(0:2)3
See ET2130 for module description.

ET1140 PROCESSES OF LEARNING IN T.A.F.E. CONTEXTS
S(0:2)3
The applicability of appropriate explanations of the learning process will be explored having particular regard to the peculiar exigencies of T.A.F.E. teaching venues. The course will be complimentary to insights developed in ET113.

ET1150 ISSUES IN T.A.F.E.
S(0:2)3
See ET2150 for module description.

ET1160 SOCIOLOGICAL FOUNDATIONS OF T.A.F.E.
S(0:2)3
This course promotes 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. and the functional relationship between individuals in such organisation. It should provide a structure for a development of insights gained in ET1150, ET1140 and ET1130.

ET2000 SPECIAL METHOD 1
S(2+2)4
Special Method Courses are conducted to meet the requirements of the individuals' subject specialisation.

ET2050 SPECIAL METHOD 2
S(1+1)4
See ET2000 for module description.

ET2110 PLANNING SKILLS
S(2:0)3
Students will develop competence in systematic procedures in curriculum design and will be expected to apply these procedures to their on-going planning function.

ET2120 EVALUATION SKILLS
S(0:2)3
Students will confront the function of assessment within a centralised curriculum and perform a critical examination of assessment as it affects the individual teacher's role within particular schools in the Department of T.A.F.E.
Students will also develop appropriate test instruments and coincidental with implementation they will acquire proficiency in statistical methods employed in test item validation.

ET2130 STUDENTS AND TEACHERS IN T.A.F.E.
S(2:0)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 more recent T.A.F.E. provision for special groups, e.g. pre-employment and ethnic needs.
As such the course is designed to compliment studies in sociology.

ET2140 PROCESSES OF LEARNING IN T.A.F.E. CONTEXTS
S(2:0)3
The applicability of appropriate explanations of the learning process will be explored having particular regard to the peculiar exigencies of T.A.F.E. teaching venues. The course will be complimentary to insights developed in ET2130.

ET2150 ISSUES IN T.A.F.E.
S(0:2)3
This course will ventilate the major concern 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 and to pursue the curricular implications determined by their individual interests and inclinations.

ET2160 SOCIOLOGICAL FOUNDATIONS OF T.A.F.E.
S(0:2)3
This course promotes 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. and the functional relationship between individuals in such organisations. It should provide a structure for development of insights gained in ET2150, ET2140 and ET2130.

English

PRIMARY/EARLY CHILDHOOD SPECIALISATION (Introduced 1981)

A. FOUNDATION STUDIES - Basic Curriculum Studies

EN1000 FOUNDATION STUDIES: ENGLISH METHOD
(PRE-SCHOOL TO GRADE 2)
P/E(2:0)2
Teaching strategies for promoting children's oral communication and the early skills of literacy.

EN1001 FOUNDATION STUDIES: ENGLISH METHOD
(GRADES 3-6)
P/E(0:2)2
Teaching techniques for promoting children's abilities in oral and written language.

B. PRIMARY STUDIES - Further Curriculum Studies

EN1005 LANGUAGE DEVELOPMENT AND TEACHING
P/E(3:0)3
Core for Primary and Early Childhood
A study of varied aspects of language use and their implications for teaching.

EN2005 LANGUAGE: THE INTEGRATING MEDIUM
P(0:3)3 EP1
Not available to Early Childhood
The importance of language in children's learning. Skills in using language as an integrating medium across subject areas.

EN2006 READING
P/E(0:3)3 EP1
Core for Primary and Early Childhood
The nature of the reading process. Approaches to teaching reading at different stages.

EN3000 INTEGRATING LEARNING THROUGH LANGUAGE
AND READING
E(3:3)3
Core for Early Childhood. Not available for Primary.
Theories and methods of developing children's language and reading competencies at the early childhood level.

EN3007 TEACHING LITERATURE TO CHILDREN
P(3:3)3 EP2
Core for Primary
A critical study of children's literature. The implications for the teaching situation.

EN3005 TEACHING ENGLISH AS A SECOND LANGUAGE
P()3 EP2 NA
Problems and current methods associated with the teaching of English as a second language.

EN3006 READING STUDIES
P(3:3)3 EP2
Core for Primary
Theories and approaches in organising the class, selecting relevant materials, and dealing with reading materials.

EN3008 THE CREATIVE TEACHING OF ENGLISH IN PRIMARY
SCHOOLS
P(3:3)3 EP2
Creativity in children's literary responses and language abilities. Appropriate teaching strategies.

EN3009 ADVANCED STUDIES IN INFANT ENGLISH
P(3:3)3 EP2
Theories and approaches in the teaching of English to young children.

EN3023 STORY TELLING AND STORY WRITING FOR EARLY
CHILDHOOD
E(3:3)3 EP2
Core for Early Childhood
Studying and creating stories and poems for young children.

EN4005 ADVANCED STUDIES IN ORACY AND LITERACY
P()3 6EP3
Improving pupil performance in oral and written language.

EN4006 READING RESEARCH, K-12: CLASSROOM
APPLICATION
P()3 6EP3
Teaching reading - theories, approaches, and research studies.

EN4007 TEACHING LITERATURE: ADVANCED STUDIES, K-12
P()3 6EP3
Working with literature and assessing response - theories, approaches, and research studies.

EN4009 INFANT ENGLISH: NEW PERSPECTIVES
P()3 6EP3
Research, theory, and approach in fostering the language and reading competence of young children.

EN4010 MASS MEDIA EDUCATION, K-12
P()3 6EP3
Research, controversy, and classroom procedure in mass media education.

GENERAL STUDIES IN ENGLISH

Patterns of Choice in General Studies

- Conventional patterns would be:
 - One or more of EN1218, 1215, 1216; one or more of EN2218, 2215, 2216; one or more of EN3218, 3215, 3216; one or more of EN4218, 4215, 4216, 4219.
 - EN1217; 2217; 3217; 4217
 - EN1219; 2219; 3219; 4219
- With anticipated restrictions of choice, **admission to the course** should be taken as the overriding prerequisite in any English General Study.
- Where any doubt remains, **Education** at the level immediately below the level of the module in General Studies may be accepted as the prerequisite requirement.

EN1215 MASS MEDIA AND POPULAR CULTURE I - THE PRESS
G()3
Journalism - purposes and approaches. The growth of the New Journalism.

EN1216 CONTEMPORARY WORLD LITERATURE
G()3
Contemporary authors - their views of particular societies and the human condition.

EN1217 LANGUAGE I
G()3
Studies of literacy and language variation. Implications for the classroom.

EN1218 CHILDREN'S LITERATURE I - MODES AND THEMES
G()3
Children's literature - types, themes, and techniques of presentation.

EN1219 DRAMA I
G()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
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()3
The functions of written language in society and in education.

EN2218 CHILDREN'S LITERATURE II - AUSTRALIAN
CHILDREN'S LITERATURE
G()3
Themes and styles in literature for children, with a focus on Australian authors.

EN2219 DRAMA II
G()3
Knowledge and skills in theatrical production.

EN3215 MASS MEDIA AND POPULAR CULTURE III - FILM
APPRECIATION
G()3
A study of film and film criticism

EN3216 CONTEMPORARY AUSTRALIAN LITERATURE
G()3
Ways in which Australian authors see Australia, Australians, the overseas world, and the human condition.

EN3217 LANGUAGE III
G()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()3
The educational functions of drama as script and/or action.

EN4215 MASS MEDIA AND POPULAR CULTURE IV - THE ART OF JOURNALISM
G()3
Purposes and approaches in particular fields of journalism.

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.

SECONDARY ENGLISH

ENGLISH/HISTORY SPECIALISATION (Introduced 1981)

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.

ID1100 PROBLEMS IN TEACHING LITERACY AND NUMERACY
S(0:3)3
Analysing problems and promoting the development of the child in literacy and numeracy.

EN2150 SECONDARY ENGLISH TEACHING II
S(3:0)3 E
Teaching language skills, literature, and the media. Integrating lessons.

EN2158 DRAMA I
S(4:0)3
The nature of drama and the development of theatre. Abilities in improvisation.

EN2155 SHAKESPEARE
S(0:3)3
An extension study of some of Shakespeare's works.

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(3:0)3
Studies in language variation and literacy. Relationships to developing language abilities in the classroom.

EN3156 FILM APPRECIATION
S(3:0)3
A study of film and film criticism.

EN3160 MASS MEDIA AND POPULAR CULTURE
S(3:0)3
Purposes and approaches of journalism in film, television, radio and print.

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(0:4)3
Knowledge and skills in theatrical production.

EN3159 POPULAR FICTION
S(0:3)3
Popular fiction - thematic and structural patterns. Developments in science, espionage, and crime fiction.

EN3161 LITERATURE: PURPOSES AND PROCESSES (CONVERSION COURSE)
S()3
The nature and value of literature. Analysis of literary responses.

EN3162 SHAKESPEARE (CONVERSION COURSE)
S()3
An extension study of some of Shakespeare's works.

EN4155 LITERATURE FOR THE SENIOR SCHOOL
S(6:0)8
A focus on works and authors commonly studied in the Senior School.

EN4156 CONTEMPORARY AUSTRALIAN LITERATURE
S(0:3)4
Literary perceptions of Australia, Australians, the overseas world, and the human condition.

EN4157 LANGUAGE
S(0:3)4
Language across the curriculum. Grammatical considerations. Language in literature.

EN4158 DRAMA
S(0:4)4
The educational functions of drama as script and/or action.

EN4159 RESEARCH IN ENGLISH EDUCATION
S(0:6)8
Studies of existing research and the selection of a particular area for research.

EN4160 CONTEMPORARY WORLD LITERATURE
S(0:3)4
Contemporary authors - their view of particular societies and the human condition.

EN100 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.

EN1302 EFFECTIVE COMMUNICATION FOR POLICE OFFICERS
(3+3)8
Principles and practices in effective writing, listening and speaking.

EN112 LANGUAGE AND READING ACROSS THE CURRICULUM
S()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.

EN114 EFFECTIVE COMMUNICATION
G()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.

EN115 EFFECTIVE COMMUNICATION (T.A.F.E.)
()2
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 ADMINISTRATION/EDUCATION)
(2:0)3
Appreciating the value of different forms of communication. Attaining professional competence in speaking and writing.

EN201 DRAMA PRACTICAL THEATRE CRAFT
G()3 EN1
The development of drama as an art form. Practical involvement in casting, directing and theatrical production.

EN202 FILM APPRECIATION
G()3 EN1
An exploration of various aspects of film-language, sociology and history, with special reference to Australian film.

EN204 STUDIES IN READING
G()3 EN1
Current theories and practices in the teaching of reading.

EN206 NINETEENTH CENTURY AUSTRALIA IN LITERATURE
G()3 EN1
Study of Australian writers both past and present whose inspiration derives from the ethos and events of nineteenth century Australia.

EN207 LITERATURE FOR ADOLESCENTS
G()3 EN1
Major interest areas of adolescent literature explored for personal development and significance in the classroom.

EN208 STUDIES IN POPULAR FICTION
G()3 EN1
Thematic and structural patterns, historical perspectives and elements of popular entertainment in a variety of fictional offerings are investigated and critically analysed.

EN2312 LANGUAGE AND READING: INTEGRATED STUDIES (INDUSTRIAL ARTS)
S(0:3)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.

EN301 TRENDS IN POPULAR CULTURE
G()3 EN2
Developments in press, radio, television and film as forms of communication.

EN306 STUDIES IN TWENTIETH CENTURY FICTION
G()3 EN2
Thematic and stylistic developments within this period.

EN307 TEACHING LITERATURE TO YOUNG PEOPLE
G()3 EN2
The significance of "literatures" at varying levels of development; modes of selection and presentation of young people's literature in classroom situations.

EN308 TWENTIETH CENTURY POETRY AND DRAMA
G()3 EN2
The literary contribution of selected major poets and play-wrights.

EN312 ADVANCED ENGLISH METHOD
S()3 EN2
Method, research and controversy in curriculum development; the contribution of the English teacher to individual vocational and societal needs within and across school departments.

EN313 OVERCOMING FAILURE IN THE SECONDARY SCHOOL
S()3 EN2
The problem of failure especially in relation to language competence. Compensatory teaching and the alleviation of learning difficulties.

EN315 CURRICULUM AND RESEARCH IN READING AND
G()3 EN2
A practical, school based unit providing perspective and background in curriculum development and research. Emphasis varied to suit student requirements. (Early Childhood/Primary/Secondary).

EN316 TEACHING ENGLISH AS A SECOND LANGUAGE
G()3 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.

EN317 WORLD FICTION I
G()3 EN2

EN318 WORLD FICTION II
G()3 EN2
Nineteenth and twentieth century landmarks in the short story and novel. Two semesters: I - Australia and Britain; II - America and Europe. In consultation with the lecturer, each student works individually on his own course of reading and writing after his programme has been approved. The modules may be taken as either complementary or singly.

EN319 ADVANCED STUDIES IN READING I
P()3 EN2
A theoretical and practical module which aims to give students extended knowledge of, and ability in, the teaching of reading especially in the primary school but within the perspective of promoting growth in reading from pre-reading to the attainment of mature, sophisticated reading skills.

EN324 ADVANCED STUDIES IN READING II
P()3 EN2
A theoretical and practical module which extends the work of Advanced Studies in Reading I by exploring more complex reading problems, reading failure in the classroom and issues, materials, priorities and controversies associated with reading programmes. Full work includes six to eight sustained in-school sessions on a project negotiated by the lecturer, the student and the class teacher.

EN333 LANGUAGE AND READING (EARLY CHILDHOOD)
E()3 EN2
This module aims to give students with a particular interest in early childhood, theoretical and practical knowledge about the development of oracy and literacy skills in the young child.

EN334 THE CREATIVE TEACHING OF ENGLISH IN THE PRIMARY SCHOOL (K - 6) I

Two consecutive semesters. These modules may also be taken separately. Emphasis on possibilities for creative reading provided by new approaches to language and reading and the place of English teaching across the curriculum.

English Education

EE401 ENGLISH IVA: THE TEACHING OF ENGLISH IN THE SECONDARY SCHOOL

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.

EE402 ENGLISH IVB: THE TEACHING OF ENGLISH IN THE SECONDARY SCHOOL

S(3+3)8
Corequisite to EE401. Effective speech and listening. The place of reading in subject English and in the total curriculum of the school. Audio-visual recording equipment.

EE403 ENGLISH IVC

S(3+3)8
Teaching English in the secondary school — a course design for students taking another method study such as History, Teacher Librarianship, Languages.

Students undertaking the Diploma in Education English subjects must demonstrate a satisfactory standard in written English (including Spelling).

EE404 TEACHER LIBRARIANSHIP IVA

S(3+3)8
Corequisite modules providing theoretical background and practical experience concerning school libraries and multi-media resource centres.

EE405 TEACHER LIBRARIANSHIP IVB

S(3+3)8
Available to Diploma in Education students wishing to combine Teacher Librarianship with another method, e.g. English, History, Social Sciences, Languages.

EE407 PRINCIPLES AND PRACTICE OF TEACHING

S(3:0)2
Closely related to method studies in English. Graduated entry into teaching via micro skills.

EE408 PRINCIPLES AND PRACTICE OF TEACHING (TEACHER LIBRARIANSHIP)

S(3:3)2
Available to Diploma in Education students following EE404 and EE405 or EE407. A school-based field experience programme occupying Semester I, or Semester II.

EE421 ENGLISH AND READING IVP

P(2+2)4
This module is 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.

English (Advanced Teaching Method)

This section lists either current modules or projected.

LM(001) LANGUAGE AND READING (PGI ADVANCED TEACHING METHOD)

(0:2)3
Children's competency in language and reading, including slow and advanced learners. Methods of education, diagnosis and teacher intervention.

LM(002) CASEWORK PRACTICUM: ENGLISH (PGI ADVANCED TEACHING METHOD)

(2:0)2
Implimentation of reading language programmes for children in classes being taught.

Home Science/Textiles 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. Social influences on lifestyles of families through history culminating in the 18th century.

HT1530 CONSUMER BEHAVIOUR

(0:3)3
The relationship of food, clothing and shelter in satisfying physical and psychological needs and factors affecting choice of food, clothing and shelter.

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, 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.

HT2330 FOOD IN HISTORY AND CULTURE

(4:0)3 HT1330 E
The contributions of non British cultures to Australian cuisine and a study of the natural resources, environment and historical influences and industry which contributed to the development of Australian food patterns. The nutritional problems of the integrating aboriginal.

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

(3:0)3 HT1530 E
Homes are viewed from two perspective:
(a) the needs of the dwellers
(b) the architectural structure, plan and interior design. Emphasis is placed on energy conservation by efficient management of both material and human resources.

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.

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 vitro assessment of protein quality. The nutritional quality of various protein foods, protein supplementation and protein-energy malnutrition. Nucleic acids and protein bio-synthesis, gout. The water soluble vitamins. Overview of human nutritional requirements.

HT3230 FOOD SCIENCE

(4:0)3 HT2230 E
Investigation by application and experiment of the major protein foods. A study of production and use of alternative protein foods. Importance of hygiene in food handling, food labelling and packaging - government regulations.

HT3330 FOODS IN CONTEMPORARY SOCIETY

(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.

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.

HT3630 TEXTILE SCIENCE

(0:4)3 HT2630 E
Applied study of textile dyeing and finishing. Emphasis on the science of processing natural fibre fabrics.

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.

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.

HT401 NUTRITION

(4:0)3 HT311 E (1980)
An extension of the understanding of the effects of inherited, nutritional and environmental influences on health in addition to an overview of the interactions of the various nutrients in metabolism.

HT402 FOOD SCIENCE

(0:4)3 HT312 E (1980)
An extension of the student's knowledge and understanding of food science. Qualitative and quantitative methods of food analysis with emphasis on microbial contamination of foods and on the latest trends in food technology and waste disposal.

HT403 FAMILY AS A CONSUMER

(0:3)3 HT313 E (1980)
The management of family resources.

HT404 CONSUMER EDUCATION

(4:0)3
Consumer protection, consumer organisations, regulations and standards.

HT405 TEXTILE TESTING

(4:0)3 HT315 E (1980)
Purposes, principles and methods of textile testing. An overview of textile production.

HT407 TEXTILE ARTS

(0:4)3 HT318 E or HT317 E (1980)
Emphasis is on individual work, to demonstrate skill in manipulating the formal principles of design, in assessing textile and other materials for quality and suitability as design medium, in determining appropriate construction and finishing techniques for a design project.

HT409 RESEARCH PROJECT

(3+3)6
Theoretical and practical aspects of research methods. Developmental stages of research design from problem identification through to writing up the research report. Current Home Science/Textiles research will be examined in relation to the above stages and students will undertake a community field study in any preferred area of Home Science/Textiles.

HT4900 HOME SCIENCE/TEXTILES IVA

(4+4)8
Students wishing to enrol in the Diploma in Education in Home Science/Textiles should consult with the Head of the Department regarding submission of an individual programme. In general, students should refer to Year IV level subjects in the B.Ed. programme for indication of speciality subjects available.

HT4910 HOME SCIENCE/TEXTILES IVB

(4+4)8
Students wishing to enrol in the Diploma in Education in Home Science/Textiles should consult with the Head of the Department regarding submissions of an individual programme. In general, students should refer to Year IV level subjects in the B.Ed. programme for indication of speciality subjects available.

Industrial Arts and Craft Education

IA101 HANDWORK IN CHILD DEVELOPMENT

EP(4:4)3
A module intended to introduce students to the range of skills, processes and materials which contribute to the collective term of Handwork and to establish an understanding of the significance of these skills in the development of young children. Initially students will be involved in the practical application of Handwork skills as a means of identifying the role these skills play in the physical, intellectual and social development of young children, age 5 to 8 years.

IA117 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 woodworking.

IA132 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.

IA137 LEATHERWORK

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 processes appropriate to the construction of a variety of practical projects in leather.

IA201 HANDWORK IN EARLY CHILDHOOD EDUCATION

E(4:4)3 IA101 or IA155
Students will examine the modes of sensory awareness by which young children gain experience and relate this information to the development of practical handwork activities which will assist in the extension of the child's capacity for cognitive growth.

IA202 CRAFTS IN PRIMARY EDUCATION

P(4:4)3 Any IA101 or IA124-IA136
Students will examine the role of traditional and contemporary craft skills in the education of children, aged 8 to 12 years. Emphasis will be placed on the acquisition of skills and an understanding of materials encountered. Through involvement in a programme of practical experiences, students will develop approaches to the design and implementation of two and three dimensional craft units suitable for use in the classroom situation.

IA236 CRAFT DISPLAY AND PRESENTATION

EP(4:4)3 Any IA100
To provide students through practical experience with the knowledge to present displays for maximum visual effect.

IA237 LEATHERCRAFT

G(4:4)3 IA112 or IA137
This module will extend the students technical skill and knowledge of leathercraft and in particular will place emphasis on individual research and innovation.

IA308 CURRICULUM INTEGRATION THROUGH CRAFT

P(4:4)3 IA201 or IA202
This module is intended to investigate approaches to the effective integration of craft activities with all areas of learning experience. Opportunities will exist for students to examine a variety of approaches used in the development of programmes which accommodate different abilities and age groups. Both "product" and "process" types of craft activities will be examined as a means of enhancing the learning experience through the provision of concrete materials or the acquisition of skills and knowledge.

IA332 INNOVATIVE CRAFTS

P(4:4)3 Any IA201, IA202 or IA221-IA224
Designed as a module to facilitate the development of the student's 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 application within the classroom.

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)
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(4:0)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(0:4)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(4:0)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(0:4)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(0:4)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.

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.

IA2043 INTEGRATED WORKSHOP PRACTICE S(2+2)3 Any IA1000 subject

This subject aims to give students the opportunity of becoming skilful in a series of workshop processes associated with a wide range of media appropriate for the projects at hand. Students will be given design briefs and be encouraged to work in a combination of wood, metal and plastic materials to produce projects using the most appropriate materials and processes. Specifically it will enable students to develop an appreciation of creativity, quality of design and craftsmanship. Additionally it enables students to discover the properties and use of materials, to familiarise themselves with the proper use and care of hand and machine tools and to achieve worthwhile attitudes and appreciation of tools and materials.

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(4:0)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(4:0)3

This module is intended to cultivate interest in and understanding of the fundamental principles of electrical applications and circuits. The high standards of safety essential in working with electrical appliances will be stressed as students develop knowledge and skill in the use of related components, equipment and procedures.

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; and to provide a tool for the analysis of engineering experiments through a study of elementary statistics and computer programming.

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 IA111 or IA151 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.

IA3013 INNOVATIVE CRAFTS S(4:0)3

To develop an awareness of new materials and their suitability in the execution of traditional and contemporary crafts. To appreciate the interchange and combination of these materials and devise activities to various levels of maturation.

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 FUTURE DEVELOPMENT

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 Industrial Design. 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(4:4)3 IA2333, SC282

Students will gain specific knowledge in the field of electronics and electricity, which will enable them to appreciate advances being made in this technological field. In addition it will enable them to understand the functions of electronic components.

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(4:0)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. In addition, past and present Craft curriculum will be examined, with a view to identifying the factors which have influenced Craft activities through past generations.

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.

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 paper.

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 TECHNIQS

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.

Interdepartmental

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.

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.

ID2603 ART - CRAFT II - INTEGRATED STUDIES

E(4:0)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.

ID2802 ADMINISTRATION II

(NA)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.

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.

Languages

LA101 FRENCH IS: FRENCH LANGUAGE AND CIVILISATION

NA G.S.C.F.E.

Knowledge of modern French society and listening/speaking skills are extended through TV, tape, laboratory exercises and adult audio-visual programme.

LA102 GERMAN I: INTRODUCTION TO GERMAN LITERATURE

G(0:3)3 H.S.C. or S.C.G.E.

Short stories read and discussed (Andersch, Boll, Broch, von Doderer, Durrenmatt, Kafka, Kastner).

LA103 FRENCH IB: BEGINNING FRENCH I

G(3:3)3

Effective tourist-style spoken French through Ensemble: TV programmes, tapes, texts. Core module for special emphasis in Languages (Primary).

LA105 GERMAN IB: BEGINNING GERMAN I

G(3:3)3

Speaking/listening programme with films, slides taped practice. Core module for Languages (Early Childhood)

LA109 TEACHING ETHNIC MINORITIES IN THE PRIMARY SCHOOL

P(2:2)2

Techniques and resources for multi-ethnic classes.

LA112 FRENCH II: FILM AND SONG STUDY

G(0:3)3 Contract S.C.F.E.

LA201 FRENCH 2S: FRENCH LANGUAGE AND CIVILISATION

G(3:0)3 Contract LA101 or LA213E

Extension of speaking/listening, and insight into modern French society through TV, radio, film, slides and tapes.

LA202 GERMAN 2L: MODERN FILM AND DRAMA

G(3:0)3 Contract LA102 or LA215E

Introduction by film/drama to current social, philosophical and political comment.

LA203 FRENCH 2L: FRENCH READING AND LITERATURE

G(NA) Contract LA101 or LA213E

A selection of literary extracts. Drama - Sartre, Ionesco.

LA204 GERMAN 2S: LANGUAGE AND SOCIETY

G(NA) LA102 or LA215

Oral written German in daily-life context, using Kontakte programme.

LA206 LEARNING A SECOND LANGUAGE

G(NA) EN1 or LA1 or EY114 or ES201

Techniques for learning a second language including English.

LA210 BILINGUALISM IN THE SCHOOL

G(0:3)3 Contract ED1 or EN1 or LA1 or ES1

Concepts and techniques in promoting bilingualism at secondary, primary and early childhood stages. Core module for special emphasis in Languages (Primary).

LA213 FRENCH 2N: BEGINNING FRENCH 2

G(0:3)3 LA103E

Continuation of LA103, together with basic tourist reading. Core module for special emphasis in Languages (Primary).

LA215 GERMAN 2N: BEGINNING GERMAN 2

G(0:3)3 LA105E

Extension of LA105, together with basic reading. Core module for Languages (Early Childhood)

LA301 FRENCH 3S: FRENCH LANGUAGE AND CIVILISATION
G(0:3) Contract LA201 or LA203E
Continuation of French 2S approach.

LA302 GERMAN 3L: TWENTIETH CENTURY GERMAN
G(0:3) Contract LA202 or LA204
Works of Kafka, Brecht, Mann, Hesse, Boll.

LA303 FRENCH 3L: APPRECIATION OF TWENTIETH CENTURY
FRENCH LITERATURE
G(NA) Contract LA201 or LA203
General perspectives, together with extracts from fiction by Camus,
Gide, Sartre and Bazin.

LA304 GERMAN 3S: LANGUAGE AND SOCIETY
G(NA) Contract LA202 or LA204
Practice of spoken/written German, together with a cultural,
economic and political overview.

LA308 LANGUAGES 3A: FUNDAMENTAL ISSUES IN FOREIGN
LANGUAGE LEARNING
G(3:0) Contract EN2 or LA2
Fundamental issues in foreign/ethnic language teaching
(secondary or primary). Core module for special emphasis in
Languages (Primary).

LA411 FRENCH IV: LANGUAGE METHODOLOGY (DIP. ED.)
S(3+3)8
Method and curriculum study for secondary language teachers

LA421 GERMAN IV: LANGUAGE METHODOLOGY (DIP. ED.)
S(3+3)8
Method and curriculum study for secondary language teachers.

LA441 LATIN IV: LANGUAGE METHODOLOGY (DIP. ED.)
C(3+3)8
Method and curriculum study for secondary language teachers.

PRIMARY STUDIES (B. Ed.)

LA1005 TEACHING LANGUAGES OTHER THAN ENGLISH IN
THE PRIMARY SCHOOL I
P(3:0)3
Core for Languages. Introduction to General Methodology of
teaching languages other than English in the primary school.

LA2205 TEACHING LANGUAGES OTHER THAN ENGLISH IN
THE PRIMARY SCHOOL II
P(0:3)3 LA1005E
Core for Languages. Implementation of specific courses for teach-
ing languages other than English.

LA2006 TEACHING MULTICULTURAL CHILDREN'S LITERATURE
P NA 3 LE2005E
Study of fairytale, folklore, legend for children: Grimm brothers,
Andersen, Perrault.

LA3006 TEACHING LANGUAGES OTHER THAN ENGLISH IN
THE PRIMARY SCHOOL III (External)
P(3:3)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.

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.

GENERAL STUDIES (B. Ed.)

LA1215 FRENCH: LANGUAGE AND CIVILISATION I
G(0:3)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(0:3)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(3:3)3
Beginning French: a tourist-style spoken French learnt through TV,
tapes and text.

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(0:3)3 LA1256E
Continuation of beginning French (LE156), with basic reading
extension.

LA3255 FRENCH LANGUAGE AND CIVILISATION III
G (NA) 3 LA F2 E
Extension of language skills to intelligent directed conversation and
specific format writing skills.

LA3261 TWENTIETH CENTURY FRENCH LITERATURE (External)
G(3:0)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 con-
temporary German society.

LA3275 TWENTIETH CENTURY GERMAN LITERATURE (External)
G(3:0)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.

LA4216 GERMAN LANGUAGE AND SOCIETY
G(0:3)3 LA G3 E
Expansion of oral/written German and youthful German society.

LA4218 EIGHTEENTH CENTURY FRENCH LITERATURE (External)
G(0:3)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) LA G3 E
Themes and style in the German Novelle.

LA4255 FRENCH CIVILISATION: ADVANCED STUDIES (External)
G(0:3)3 LA F3 E
Development of rapid reading and oral/written communication
ability for inquiry purposes. Research facility in reading for under-
standing 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 (External)
G(0:3)3 LA G3 E
Modern German dramatists: Brecht, Durrenmatt, Frisch,
Hofmannsthal, Weiss.

Mathematics Education

MA101 ALGEBRA I
G(3:0)3
This study is designed to supplement and augment the secondary
algebra content and to introduce students to basic mathematical
structures. Students are led from general sets through the common
number sets N, Z, J, Q, R and C to non-numerical mathematics,
finally exploring the elementary properties of matrices.

MA102 APPLIED MATHEMATICS: ELEMENTARY STATISTICS
AND COMPUTING
G(0:3)3
An introduction to statistics, computing and the computer applica-
tions required to solve elementary statistical problems. No previous
knowledge will be assumed.

MA103 CALCULUS IA
G(3:0)3
An introduction to differential and integral calculus which develops
the concepts and techniques associated with both differentiation
and integration.

MA104 CALCULUS IB
G(0:3)3
An investigation of transcendental functions consolidating con-
cepts and techniques of differentiation and integration. Practical
applications are studied.

MA105 GEOMETRY I
G(3:0)
This unit co-ordinates the various treatments of geometry at H.S.C.
and introduces those concepts, notations and principles that are
basic to more mature studies in mathematics.

MA106 MAKING A MATHEMATICS I
G(0:3)3
This study examines the sets of natural numbers, rational numbers
and integers with detailed reference to various modes of represent-
ation and some interesting properties.

MA151 MATHEMATICS EDUCATION: THE TEACHING OF
ELEMENTARY MATHEMATICS

P(3:0)3
This study provides the necessary background for the proper
interpretation and implementation of sub-secondary mathematics
teaching programmes.

MA152 MATHEMATICS METHOD
P(0:2)2
This study examines classroom approaches and materials which
permit the meaningful treatment of sub-secondary mathematics
programmes.

MA153 MATHEMATICS EDUCATION: JUNIOR SECONDARY
CURRICULUM STUDIES I
S(3:0)3 PSI 20
In this module the curricula of the upper primary and junior
secondary grades are examined and selected teaching methods in
mathematics are investigated.

MA201 APPLIED MATHEMATICS: MATHEMATICAL
ASTRONOMY, NAVIGATION AND SURVEYING
NA G MA1
This study is weighted towards astronomy with an emphasis on the
co-ordinate systems of the celestial sphere and their inter-
relationships and conversion techniques. Distances between
heavenly bodies, relative motions, relative masses and selected
influences pertinent to the solar system are studied. Descriptive
astronomy cannot be avoided and the various astronomical view-
ing and research instruments are discussed with reference to the
more recent discoveries and theories. A major descriptive assign-
ment involving field use of the celestial sphere, star maps, refractor
and Newtonian telescopes is an essential ingredient of the module.
The problem of position leads to map making which in turn leads to
a consideration of the techniques of coastal navigation as an
example of navigation, and plan table surveying.

MA202 APPLIED MATHEMATICS: MECHANICS
NA G MA103 or MA104
Problem solving in areas requiring the application of fundamental
laws and principles of mechanics.

MA203 CALCULUS II
G(3:0)3 MA104
This study is an extension of the earlier calculus courses and
involves solution and applications of first order differential equations
in addition to an introduction to differential and integral calculus of
functions of several variables.

MA204 COMPUTER STUDIES
G(3:0)3 MA1
Introduction to computers — hardware, software, general features.
Problem solving, flowcharting, computer applications. Logic,
boolean algebra. Introductory machine language and assembly
language programming. Sorting and searching algorithms,
simulation.

MA205 GEOMETRY II
G(0:3)3 MA105
In this study the command of concepts met in Geometry I is
developed, particularly in the application of vectors and matrices in
the context of three-dimensional geometry.

MA206 MAKING A MATHEMATICS II
G(3:0)3 MA101 or MA106
Some creative and geometrical aspects of mathematical structures,
with particular emphasis on the patterns to be observed in environ-
mental and artistic pursuits.

MA207 FINITE MATHEMATICS
NA G MA1
This introduction to some topics from modern applied mathematics
includes networks, linear programming and the study of matrix
games.

MA208 GEOMETRICAL TOPOLOGY
NA G MA1
From a brief comparative look at geometries the study centres on non-metric geometry and the associated invariants. Specific investigations include Euler's formulae for polyhedra and networks, the colour problem and the separation of simple closed curves. The study is designed to culminate in the "Fixed Point Theorem" and some of its applications.

MA209 INTRODUCTION TO THE HISTORY OF MATHEMATICS
NA G MA1
The contribution to mathematics by pre-classical and classical civilisations: European mathematics up to the Middle Ages.

MA210 MATRICES AND ELEMENTARY VECTOR SPACES
G(3:0)3 MA101
Linear spaces, linear dependence, the linear space homomorphism and applications.

MA211 THEORY OF NUMBER AND RELATED TOPICS
NA G MA101
An introduction to some classical discoveries in number theory and to areas of more recent development.

MA212 REAL ANALYSIS
G(3:3)3 MA103
Concepts based on the Supremum Axiom are used to consider the ideas of limit, continuity, differentiability and integrability; culminating in the Fundamental Theorem of calculus.

MA213 SOCIAL MATHEMATICS
G(3:3)3 MA1
The part played by mathematics in the development of modern society is extended to its current applications in a technological world.

MA251 MATHEMATICS EDUCATION PART IIA: MATHEMATICS AND THE PRIMARY/INFANT CHILD
P(3:3)3 MA151
This module provides students with the necessary knowledge and skill for construction of structured primary mathematics teaching programmes.

MA253 MATHEMATICS EDUCATION PART IIC: MATHEMATICS AND THE REMEDIAL CHILD
P(0:3)3 MA151
This study investigates the design and construction of mathematics programmes for the young child. It explores a variety of approaches to remediation in Mathematics together with the kits and aids available to reinforce these approaches.

MA254 MATHEMATICS EDUCATION: JUNIOR SECONDARY CURRICULUM STUDIES II
S(0:3)3 MA153
This study extends the student's knowledge of a range of procedures which are appropriate for teaching mathematics in the junior secondary school.

MA255 MATHEMATICS EDUCATION: SENIOR SECONDARY CURRICULUM STUDIES I
S(3:0)3 MA153
Methods of presentation of topics selected from the senior high school syllabus are discussed together with aspects of programming and evaluation.

MA301 ANALYSIS OF METRIC SPACES
G(0:3)3 MA212
The idea of a metric leads to the identification of particular metric spaces with a concentration on \mathbb{R} , \mathbb{R}^2 and \mathbb{R}^3 . The topology of metric spaces begins with the notion of an open ball which is consolidated by the construction of open balls in \mathbb{R} , \mathbb{R}^2 under a variety of metrics. Concepts of completeness, compactness and connectedness are introduced at appropriate stages. The analysis centres around the convergence of sequences, the idea of a function, continuity and differentiability.

MA302 MODERN APPLIED MATHEMATICS
G(3:3)3 MA2
This module is designed to provide an introductory overview of contemporary applied mathematics. Topics such as mathematical modelling, graph theory, linear programming, game theory and queue theory are used to stimulate modern problem solving approaches.

MA303 CALCULUS III
G(0:3)3 MA203
Infinite series and special functions are the main items studied in this module. Taylor's theorem is used to generate series for particular functions. In addition, Fourier series, gamma and beta functions receive attention.

MA304 COMPLEX VARIABLES
G(0:3)3 MA203
Complex numbers, function of a complex variable, analytic functions, integration, power series, residues, conformal mapping.

MA305 DIFFERENTIAL EQUATIONS
G(0:3)3 MA203
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.

MA306 GROUP THEORY
G(3:3)3 MA210
This study offers an introduction to abstract algebra by examining the properties of a single operation, axiomatically defined system. Although the theory applies to abstract groups, numerous particular illustrations are studied.

MA307 LINEAR ALGEBRA
G(3:3)3 MA210
Inner product spaces, orthogonality, linear operators, similarity, eigenvalues and eigenspaces, orthogonal and unitary transformations, quadratic forms, spectral decomposition, applications.

MA308 NUMERICAL ANALYSIS I
G(3:3)3 MA204
Numerical methods for solving linear and non-linear systems of equations, involving use of programmable calculators and of high speed computers incorporating BASIC language.

MA309 HISTORY OF MATHEMATICS II
NA G MA209
Syllabus available on request.

MA310 PROBABILITY AND STATISTICS I
G(0:3)3 MA204
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.

MA311 PROJECTIVE GEOMETRY
NA G MA205
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.

MA351 MATHEMATICS EDUCATION IIIA: COMPARATIVE CURRICULUM STUDIES IN MATHEMATICS
P(3:0)3 MA251
This study permits the analysis of sub-secondary mathematics teaching programmes in light of current mathematics education theories and trends.

MA352 MATHEMATICS EDUCATION IIIB: SPECIAL EDUCATION IN MATHEMATICS
P(0:3)3 MA2
This module examines the characteristics and needs of the child requiring special education in learning mathematics. Factors associated with the psychomotor, the cognitive and the affective

development of the underachieving child are studied with the view to establishing a theoretical basis and a clinical competency for the treatment of learning problems associated with retardation in mathematics.

MA353 MATHEMATICS EDUCATION IIIC: MATHEMATICS AND THE PRESCHOOL CHILD
P(3:0)3 MA251 or EC203 or EC204
This course investigates ways of helping children pre-school age to develop a knowledge of number and related mathematical concepts. The "logic" of the preschool child is analysed in terms of the thinking skills available to the child. This analysis is then used as criteria for assessing the mathematical value of the everyday play experiences of the child.

MA354 MATHEMATICS EDUCATION: THE SLOW LEARNER
NA S 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.

MA355 MATHEMATICS EDUCATION: SENIOR SECONDARY CURRICULUM STUDIES II
S(0:3)3 MA255
As an extension of MA255 consideration is given to the teaching of topics selected from the senior high school syllabus. Some overseas developments are examined. Mathematics courses for the more able and the less able senior high school pupils are examined.

MA401 AN INTRODUCTION TO COMBINATORIAL THEORY
S(0:3)3 MA212 or MA306
The structures of elementary combinatorial theory including block designs, finite geometries, difference sets, latin-squares and Hadamard matrices are examined.

MA402 CONVEXITY IN FINITE DIMENSIONAL SPACES
S(0:3)3 MA409
Through a conventional study of convex sets and convex functions this module illustrates the growing significance of convexity in advanced analysis as well as its relevancy to high school mathematics.

MA403 FOUNDATIONS OF GEOMETRY
NA S MA306 and MA311
In many quarters geometry is nowadays conceived as a complicated structure which leans on algebra, topology and analysis. This module on foundations is concerned primarily with euclidean geometry and the modern axioms which can lead to a deductive explanation of its properties. Whilst the study itself will involve problem solving and construction work to fully appreciate its thrust the student will be required to engage in a major research assignment associated with the historical development of euclidean geometry.

MA404 GENERAL TOPOLOGY
S(0:3)3 MA301
This study extends the concepts initiated in MA301 to a general non-metric consideration. The topics will include identifying topological spaces, common topological properties, separation properties, compactness, connectedness, nets and convergence of nets. The approaches to convergence and continuity will be related to the procedures already considered in previous studies in order to strengthen the associated concepts.

MA405 GROUPS, RINGS AND FIELDS
NA S MA306
This is a study of abstract algebras, axiomatically defined with particular reference to the properties of polynomials. Emphasis is placed on both structure of these systems and their important applications.

MA 406 NUMBER THEORY
S(3:0)3 6MA3
The well-ordering principles of integers. The division algorithm, the greatest common divisor and the fundamental theorem of arithmetic are examined using the integers and generalised to the set of Gaussian integers and applied to the solution of Diophantine Equations.

MA407 NUMERICAL ANALYSIS II
S(3:3)3 MA305 or MA308
The solution of linear systems by Gaussian elimination. Iterative methods and other convergence. The numerical solution of differential equations. Runge-Kutta methods for increasing accuracy in practical problems involving the equations of motion.

MA408 PROBABILITY AND STATISTICS II
S(3:3)3 MA310
Joint density functions, marginal and conditional distributions. Some particular probability distributions. Further sampling and testing of hypotheses, non-parametric methods. Correlation and regression. Analysis of variance.

MA409 SETS
S(3:0)3 MA301
The algebra of sets, elementary logic, Boolean algebra, ordered sets, ordinal number, classes of sets (rings, algebra, o-rings, o-algebras, monotone classes), Borel sets on the real line, countable and non-countable sets, cardinal number, further Boolean algebra.

MA410 THEORIES OF INTEGRATION
S(0:3)3 MA409
Riemman integration, Riemann-Stieltjes integral, Lebesgue integral on \mathbb{R} , Measurable sets and measurable functions, Lebesgue integral of functions defined in a measure space.

MA411 VECTOR ANALYSIS
S(3:3)3 MA303
This study extends the studies in calculus to vector differentiation, vector integration and selected applications of these techniques to differential geometry and traditional mechanics. The emphasis within the study is on application and students will find it necessary to supplement lecture content by their own research.

MA451 MATHEMATICS EDUCATION: ASPECTS OF TEACHING MATHEMATICS IN THE SECONDARY SCHOOL
NA S MA3
In-depth studies of topics of common interest to teachers of secondary school mathematics. Areas of concern may range over learning theories; the teaching of particular ability groups; resources; teaching styles; and mathematical across the curriculum.

MA452 MATHEMATICS EDUCATION: ISSUES IN THE TEACHING OF MATHEMATICS IN THE SECONDARY SCHOOL
S(3:0)3 MA3
Issues relating to the adaption of mathematics instruction to the needs of the individual are examined. Consideration is given to viewpoints and evidence relating to numeracy and basic skills and to problems occurring at the school/work interface. An opportunity exists for the student to engage in action research centred on the classroom.

MA453 MATHEMATICS IVP
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.

MA454 MATHEMATICS IVA
S(3+3)8
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.

MA455 MATHEMATICS IIB
S(3+3)8
This strand investigates the organisation of Mathematics courses for Years 11, 12 and the teaching of selected syllabus topics.

MA1021 COMPUTER AND STATISTICAL LITERACY
S(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.

MA1025 MATHEMATICS I, PART A
S(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 I, PART B
S(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; 2×2 matrices; circular, logarithmic and exponential functions; standard applications of the integral calculus; the geometry of plane conic sections.

MA1027 MATHEMATICS IB
S(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 1 to capitalise on the Autumn skies. Navigation will include some cartography but concentrate on the techniques applicable to small craft coastal navigation.

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)2
This module is compulsory for all B.Ed. (Primary/Early Childhood) candidates. For B.Ed. Primary candidates this course is a core Primary Studies module.

MA1075 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.

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.

MA2071 MATHEMATICS EDUCATION II - GROWTH OF MATHS CONCEPTS
EP(3:3)3
This course is a compulsory core Primary Studies module for all B.Ed. Primary candidates.

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.

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(NA)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(NA)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.

MA3071 MATHEMATICS EDUCATION IIIA: PROGRAMMING AND RESOURCES
EP()3
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
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(NA)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(NA)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.

MA4025 MATHEMATICS IVA
S(NA)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(NA)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 IVB
(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

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

ES201 INTRODUCTION TO MULTICULTURAL STUDIES
G(3:3)3
The object of this module is to develop in students an understanding of living in multicultural Australia, to briefly outline the factors involved in the interaction of ethnic groups in the Australian community and to develop an awareness of educational factors affecting the quality of life of ethnic groups in the Australian community, such as educational structure, patterns and needs. Core module for special emphasis in Multicultural Studies.

ES208 ETHNIC MINORITIES IN THE COMMUNITY AND SCHOOL
G(0:3)3 ES201
Practical appreciation of major aspects of Ethnic groups in Australia relating to teaching language, culture and education. Core module for special emphasis in Multicultural Studies.

ES220 FAMILIES IN MODERN AUSTRALIAN SOCIETY
G(3:3)3 ES201 or ED1
Looks at the diversity of families in Australia; the expectations, norms and values of different ethnic and aboriginal groups. The impact of change on families is examined. Core module for special emphasis in Multicultural Studies.

ES221 AUSTRALIAN RELIGION
G(0:3)3 ES201
Looks at the impact of ethnic and aboriginal groups and their religions on Australian society. Examines basic concepts of various religions.

ES330 EDUCATION IN THE MULTICULTURAL CLASSROOM
G(3:3)3 ED2 or ES208 or ES201
Deals with teaching in the multicultural classroom both for all Anglo Australian classrooms and those of Aboriginal and ethnic mixes. Core module for special emphasis in 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.

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.

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(0:3)3 MS1210 or MS110 E

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) (External)

G(0:3)3 MS2210 or MS210 E

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 or MS310 E

Teaching and designing multicultural curricula for the classroom, whether all Anglo-Saxon or an Aboriginal/ethnic/Anglo-Saxon mix.

MS4220 LANGUAGE PROBLEMS OF ETHNIC MINORITIES (General Studies) (External)

G(0:3)3 MS3210 or MS310 E

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(3:0)3 MS3210 or MS310 E

Historical, geographical, socio-economic and political perspectives of the region, settlement patterns in Australia, cultural backgrounds, life-styles and aspirations, case study: Italians.

MS4232 EASTERN EUROPEAN CULTURES (General Studies) (External)

G(0:3)3 MS4230 E

Causes and effects of Eastern European migration to Australia, cultural backgrounds, current ethnic identification, community development of selected groups: Jews, Poles, Yugoslavs, Latvians: problems, contributions, attitudes.

MS4235 ABORIGINAL AUSTRALIANS I (General Studies) (External)

G(0:3) MS3210 or MS310 E

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.

MU102 MUSIC AND THE LISTENER

G(0:3)3

Listening to music of many different types chosen from the period C1600 to the present. Social aspects which influenced composers are examined. Previous musical knowledge is neither expected nor regarded as necessary.

MU106 MUSIC MAKING: AN INTRODUCTION

G(0:3)3

Experiments with sounds and creative music making techniques in simple stages through workshop activities. Both experimental and traditional ways of making music will be examined, using instruments easily handled by beginners.

MU1007 GUITAR MELODIC PERCUSSION

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.

MU108 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.

MU1009 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.

MU110 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.

MU1030 EARLY CHILDHOOD MUSIC I (3:0)3

- Early responses to musical stimuli.
- Sources of materials and teaching strategies employed in 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

(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

(0:3)3 MU1040 or MU140

- 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.

MU201 UNDERSTANDING MUSIC

G(3:0)3 MU1

Extends knowledge and skills acquired through previous musical experience, and includes more advanced work in rhythm, melody writing and musical arrangement. Works selected from a wide range of music are heard to give understanding of the immense scope available to the music listener.

MU2007 GUITAR VOCAL

G(3:3)3 MU1007 or MU107

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.

MU208 VOCAL PERFORMANCE II

G(0:3)3 MU108

Continues to develop vocal skills, performance techniques and musicianship. Repertoire in both solo and ensemble playing will be extended.

MU2009 RECORDER AND RENAISSANCE WIND INSTRUMENTS II

G(0:3)3 MU1009 or MU109

Continues to develop basic techniques, performance skills and musicianship. Repertoire in both solo and ensemble playing will be extended.

MU212 MUSIC AND THE LISTENER

G(3:0)3 MU1

The age of uncertainty and the proliferation of composers' idea about music and its place in society. New style of writing - for example Debussy, Berg, Stravinsky, Stockhausen. Developments in England, Russia and America. Jazz and its derivatives. The mass media culture.

MU2040 SECONDARY MUSIC TEACHING - ELECTIVE CLASSES A

(3:0)3 MU1041 or MU141

- 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

(0:3)3 MU2040 or MU240

- 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.

MU3001 MODERN APPROACHES TO CLASSROOM MUSIC: ORFF AND KODALY SKILLS

P(3:3)3 MU2

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.

MU302 BARTOK/STRAVINSKY AS LIBERATING FORCES NA MU2

A detailed study of either Bartok or Stravinsky with special reference to rhythmic and harmonic structure, e.g. polyrhythm, bitonality, polymodality.

MU305 MUSIC IN EARLY CHILDHOOD II

P(3:3)3 MU2

Development of basic reading skills and general musical knowledge for use in teaching music to children in the 3-8 age group. Repertoire of basic chords for practical use in guitar and chime bar arrangements for song accompaniments. Music as related to other activity areas such as drama, miming, creative writing, dance, melody writing and composition of songs for class use. The emphasis will be on creative work and its performance.

MU3007 GUITAR CREATIVE MUSIC MAKING

G(3:3)3 MU2007 or MU207

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.

MU308 LEARNING GUITAR

G(3:3)3 MU307

Continues to develop technique and musicianship and further extend repertoire. A great emphasis will be placed on individual instruction.

MU311 VOCAL PERFORMANCE III

NA MU208

Extension of skills and musicianship acquired in MU208. Aspects of technique and interpretation will be discussed during class and individual instruction.

MU3009 RECORDER AND RENAISSANCE WIND INSTRUMENTS III

NA MU2009 or MU209

Extension of skills and musicianship acquired in MU209. Aspects of technique and interpretation will be discussed during class and individual performance.

Music Education

MU3040 SECONDARY TEACHING - SENIOR CLASSES A
(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
(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 innovatory schemes in Music Education.

MU414 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.

MU420 MUSIC EDUCATION IN THE SECONDARY SCHOOL - SENIOR CLASSES A

S(4:0)3 MU321
Examination, development and evaluation of teaching procedures associated with melody writing and harmonisation:
aural perception;
orchestration;
techniques of composition;
listening;
score reading and analysis;
conducting.
Treatment of the above topics will be related to senior elective class levels.

MU421 MUSIC EDUCATION IN THE SECONDARY SCHOOL - SENIOR CLASSES B

S(0:4)3 MU420
Examination, development and evaluation of teaching procedures associated with melody writing and harmonisation:
aural perception;
orchestration;
techniques of composition;
listening;
score reading and analysis;
conducting.
Additional topics studied will include
programming;
examination procedures;
study of selected innovatory schemes in music;
education;
the organisation of music in New South Wales and in selected overseas countries.
The treatment of all topics will be related to senior elective class levels.

MU423 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.

MU424 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.

Nursing

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 implementation 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 — PROBLEM SOLVING IN PRACTICE

NA
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* HS2120
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

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

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 II
NA

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.

HS3131 HEALTH PLANNING
NA 3 cp HS2140, HS3140

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 EY131, HS1151, HS2140

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

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)

HS3310 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.

Physical Education

PE1700 FOUNDATIONS OF PHYSICAL EDUCATION
(3:0)3

The study of the theoretical issues relative to physical education, both as an academic discipline and a professional area of education and the examination of the student's appreciation of physical education through critical review of the development of physical education in Australia.

PE1701 FOUNDATIONS OF HEALTH EDUCATION
(3:0)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.

PE1320 EARLY CHILDHOOD - PRIMARY P.E.
EP(3:3)3

This course provides the student with a broad theoretical background for appreciation of physical education in the primary school.

PE1311 BASIC GAMES AND SKILL STRATEGIES
P(0:3)3

This module relates games skills to the mental and physical development of the school pupil. Games strategies are also related to the social development of the child.

PE1312 ELEMENTARY DANCE TECHNIQUES
P(3:3)3

Provides the student with practical experience in dance, and aims to develop an appreciation of the contribution made by dance to contemporary life in Australia and other countries of the world.

PE1313 ELEMENTARY GYMNASTICS
EP(3:3)3

Introduces the early childhood and primary student to the material and methods of teaching elementary gymnastics.

PE1024 SPORT IN THE SCHOOL
(0:3)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.

PE1540 DANCE FOR ART /TAFE I
(3:0)3

A composite course of folk, social and creative dance.

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
(4:0)3

A composite course of folk, ballroom and creative dance, teaching methods and techniques.

PE1763 TEACHING OF GYMNASTICS
S(0:4)3

An individualised approach to movement on floor and apparatus, teaching methods and techniques for educational, recreational and formal gymnastics.

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 Faculty co-ordinator.

PE2700 STRUCTURES IN PHYSICAL EDUCATION
(3:0)3 PE100 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 PE101 or 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
(0:3)3 PE102 or PE1702
This course is based on developing an understanding of the principles and practices involved in planning and programming for recreation in Australian communities.

PE2705 TESTS AND MEASUREMENTS IN PHYSICAL EDUCATION
G(3:0)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
P(3:3)3 PE1761 or PE161
Students will be introduced to the range of developmental disabilities, emotionally disturbed, sensory and neurological handicaps.

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 PE207 or PE2707
This course is an extension of PE207 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.

PE2310 MOVEMENT ORIENTATION
P(3:3)3 PE120 or PE1320
This course provides students with the basic principles of movement expounded by Laban and the relationship between dance, gymnastics and games in physical education programmes.

PE2311 STRUCTURES IN PHYSICAL EDUCATION: PRIMARY
P(3:3)3 6PE
A critical evaluation of physical education, health and recreation programmes in the primary school.

PE2312 DEVELOPING GAMES IN THE PRIMARY SCHOOL
P(3:3)3 PE1320 or PE120
This module is concerned with games and games skill activities in the primary school.

PE2540 DANCE FOR ART II
(3:0)3 PE1540 or PE140
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

PE2046 RECREATIONAL ACTIVITIES IN AUSTRALIAN SCHOOLS
G(3:3)3 PE specialists require PE1702, or PE102, non specialists require one (1) 1st level PE module.
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

PE2761 TEACHING OF DANCE/GYMNASTICS II
(3:0)3 PE1762 or PE162
This course provides the student with practical experience and teaching expertise in selected specialist areas of dance and gymnastics.

PE2762 TEACHING OF DANCE
(0:3)3 PE2761 or PE261
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
(3:0)3 PE2761 or PE261
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
(3:0)3 PE1761 or PE161
Biomechanical analyses, teaching points and progressions for selected track and field events appropriate to the secondary school programme.

PE2765 TEACHING OF AQUATICS
(0:3)3 PE1761 + PE1762 + 1763 or PE161 + PE162 + PE163
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 or PE200
An investigation of organisational and administrative procedures in health, physical education and recreation within the secondary school curriculum.

PE3200 ADMINISTRATIVE PRACTICES IN PHYSICAL EDUCATION, HEALTH AND RECREATION (Degree)
(3:0)3 PE2700 or PE200
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.

PE3101 MENTAL AND COMMUNITY HEALTH (Diploma)
(0:3)3 PE2701 or PE201
A development of the student's knowledge and understanding in mental and community health so as to help him function more happily in society.

PE3201 MENTAL AND COMMUNITY HEALTH (Degree)
(0:3)3 PE2701 or PE201
The development of the student's knowledge and understanding in the areas of mental and community health.

PE3102 RECREATION LEADERSHIP (Diploma)
(3:0)3 PE2702 or PE202
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.

PE3202 RECREATION LEADERSHIP (Degree)
(3:0)3 PE2702 or PE202
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.

PE3103 MOTOR LEARNING (Diploma)
(0:3)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.

PE3203 MOTOR LEARNING (Degree)
(3:0)3 3ED2 +3PE2
A critical appreciation of the theoretic and physical problems in motor skill acquisition, and attendant research.

PE3106 ADAPTED PHYSICAL EDUCATION (Diploma)
(3:0)3 PE2706 or PE206
To acquaint the students with the organisation and administration of adapted physical education programmes to meet the needs of the handicapped.

PE3206 ADAPTED PHYSICAL EDUCATION (Degree)
(0:3)3 PE2706 or PE206
The assessment of adapted programmes; the construction of specific remedial activities in adapted physical education.

PE3310 PERSPECTIVES IN PHYSICAL EDUCATION, HEALTH AND RECREATION IN THE PRIMARY SCHOOL
P(0:3)3 3 cp in PE 2nd level
Consideration of historical and philosophical bases of primary school physical education and the relationships to current programmes and problem issues.

PE3540 DANCE FOR ART III
(3:0)3 PE2540 or PE240
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.

PE3170 RESEARCH METHODS IN PHYSICAL EDUCATION, HEALTH, RECREATION (Diploma)
(3:0)3 24PE
An introduction to research methodology in health, physical education and recreation.

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.

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.

PE3231 FOUNDATION IN HEALTH EDUCATION
(A foundation year module for degree aspirants)
3rd level (Degree) Standing
The development of the student's knowledge and understanding in the areas of: hygiene, human sexuality, drugs, nutrition, and community health, especially as they relate to the secondary pupil.

PE3312 PRELIMINARY WORKSHOP PROCESSES IN MOTOR SKILL ANALYSIS
P(0:3)3 3rd level standing
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.

PE3313 OUTDOOR EDUCATION IN THE PRIMARY SCHOOL
P(3:0)3 3rd level standing
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.

PE3625 INTRODUCTION TO SPECIAL PHYSICAL EDUCATION
(0:3)3
Students will be introduced to the range of developmental disabilities, emotionally disturbed, sensory and neurological handicaps.

PE4200 COMPARATIVE PHYSICAL EDUCATION
(0:3)3 PE3200 or PE300 (Degree)
The review of political, social, economic and cultural influences and the development of physical education throughout modern civilization with special emphasis on selected countries including Australia with predictions for future trends.

PE4401 HEALTH AND PHYSICAL EDUCATION IVS
(2 +2)4
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.

PE4202 RECREATION MANAGEMENT
(3:0)3 PE3202 or PE302 (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.

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 or PE306 (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 IN HEALTH EDUCATION
(0:3)3 PE3201 or PE301 (Degree)
To develop the student's expertise in presenting lessons in health education and in determining the content of health courses in secondary schools.

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.

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.

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.

PE4314 HEALTH AND PHYSICAL EDUCATION IVP
P(2:0)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.

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.

PE4290 PHYSICAL EDUCATION RESEARCH PAPER
(3:6)9 4th level standing
A project initiated and research by the individual student reflecting the interest, capabilities and selected research technology of the student.

PE5425
Information on this module is available from Head of the Physical Education Department.

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
(NA)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
(NA)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
(NA)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
(NA)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
(NA)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
(NA)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
(NA)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 TP101 or TP102
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 TP101 or TP102
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.

TP2005 UNIT PLANNING: EARLY CHILDHOOD
E(3:0)3 TP101 or TP102
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 TP101 or TP102
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.

PP300 UNIT PLANNING FOR MULTIPLE GROUPS
EP(3:0)2 PP200 or PP201 or PP205 or PP206
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.

PP302 PRINCIPLES AND PRACTICES OF TEACHING: CONVERSION
EP(3:3)3
Basic teaching skills programme for students converting from a Diploma to a Degree programme.

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.

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 to make actual decisions about teaching similar to the ones that they will be concerned with when they first enter the teaching profession.

PP400 TEACHING SKILLS: PRIMARY DIP.ED.
P(3.0)3
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(3.0)3 External in 1982
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(0.3)3 External in 1982
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(0.3)3 External in 1982
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 PS100
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 PS200
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.

PS400 PRINCIPLES AND PRACTICES OF TEACHING: ART EDUCATION (Dip.Ed.)
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.

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.

PS305 PRINCIPLES AND PRACTICES OF TEACHING: ENGLISH/HISTORY
S(3.0)2
This module involves the internship of students for one half day per week in secondary school. Liaison with subject specialists at school and College extends the professional development of the prospective teacher. Some emphasis is placed on preparing units of work and on the use of resources in English and History.

PS405 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.

PS442 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.

Professional Studies Programme — Home Science/Textiles

TS1011 EXPOSITORY TEACHING: HOME SCIENCE/TEXTILES
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.

TS1012 PUPIL CENTRED TEACHING: HOME SCIENCE/TEXTILES
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.

TS2011 STRATEGIES OF TEACHING: HOME SCIENCE/TEXTILES
S(3.0)3 PS110 or PS111
An integrated series of theoretical and practical experiences designed to develop programme planning skills and the use of selected strategies appropriate to Home Science/Textiles teaching.

TS2012 DESIGN AND PRODUCTION OF INSTRUCTIONAL RESOURCES: HOME SCIENCE/TEXTILES
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.

TS3011 CURRICULUM CONSTRUCTION AND PROFESSIONAL MANAGEMENT: HOME SCIENCE/TEXTILES
S(3.0)3 PS211
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.

TS4012 THE ANALYSIS OF PERSONAL TEACHING STYLE: HOME SCIENCE/TEXTILES
S(0.3)3 External only in 1982
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.

TS4012 THE ANALYSIS OF PERSONAL TEACHING STYLE: HOME SCIENCE/TEXTILES
S(0.3)3 External only in 1982
This module provides students with a number of conceptual frameworks with which to analyse their own teaching behaviour. Affective, cognitive and multidimensional systems are studied and applied for their classroom teaching.

Professional Studies Programme — Industrial Arts

TS1015 PRINCIPLES AND PRACTICES OF TEACHING: INDUSTRIAL ARTS
S(3.0)3
This compulsory subject for Industrial Arts students is designed to provide each student with an opportunity to acquire specific teaching skills and to apply theory acquired in other subjects.

PS215 PRINCIPLES AND PRACTICES OF TEACHING: INDUSTRIAL ARTS
S(0.3)2 PS115
This subject is a further step in the professional preparation of Industrial Arts students where each student will understand the various roles within the administration of the school and within Industrial Arts.

PS315 PRINCIPLES AND PRACTICES OF TEACHING: INDUSTRIAL ARTS
S(3.0)2 PS215
This module is to provide the intending teacher of Industrial Arts with an understanding of Industrial Arts curriculum development and application through an investigation of current Industrial Arts programmes. The subject is essentially practical in nature. Students will be encouraged to use College facilities to develop software and other materials involved with the presentation of various innovative application techniques.

PS415 PRINCIPLES AND PRACTICES OF TEACHING: INDUSTRIAL ARTS (B.Ed.)
S(3.0)2
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.

PS416 PRINCIPLES AND PRACTICES OF TEACHING: INDUSTRIAL ARTS (Dip.Ed.)
S(3.0)2
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.

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.

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 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.

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 PS121

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.

PS321 PRINCIPLES AND PRACTICES OF TEACHING: MATHEMATICS S(3:0)2 PS220

In this module students undergo an internship programme for one half day per week in secondary schools. They are expected to liaise with subject specialists and to familiarise themselves with the workings of a Mathematics department. The course provides opportunities to acquire and develop teaching skills and expertise in other areas necessary to be a teacher of secondary Mathematics.

PS421 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.

Professional Studies Programme — Music

TS1026 PRINCIPLES AND PRACTICES OF TEACHING: MUSIC S(0:3)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(3:0)3

This module emphasises the teaching skills of PS125 and introduces students to several other teaching skills. Opportunity is provided to practise these skills by teaching Music to secondary school pupils.

PS425 PRINCIPLES AND PRACTICES OF TEACHING: MUSIC S(3:0)2 Corequisite MU420

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.

PS426 PRINCIPLES AND PRACTICES OF TEACHING: MUSIC S(0:3)2 Corequisite MU421

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.

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 PS130

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.

TS3031 PRINCIPLES AND PRACTICES OF TEACHING: PHYSICAL EDUCATION III S(3:0)3 PS230

This module involves the internship of students for one half day per week in secondary school to liaise with subject specialists in order to extend the opportunity to acquire those teaching skills specific to the specialist in Physical Education.

Professional Studies Programme — Science

TS1035 PRINCIPLES AND PRACTICES OF TEACHING: SCIENCE (PREPARATION FOR PRACTICE TEACHING) S(3:0)2

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)2

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)2 PS136

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)2 PS235

Theoretical treatment, testing and macro-teaching, concerning scientific attitudes, attitudes to science, and attitudes to conservation and personal and community health.

PS335 PRINCIPLES AND PRACTICES OF TEACHING: SCIENCE (FOR YEARS 11 AND 12) S(3:0)2 PS236

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.

PS336 PRINCIPLES AND PRACTICES OF TEACHING: SCIENCE (CHILDREN WITH SPECIAL NEEDS) S(0:3)2 PS335

Ethnic and social awareness programme. Meritocratic selection, social class selection, ethnic selection, school children as clients.

PS435 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 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.

TS2042 STRATEGIES OF TEACHING: SOCIAL STUDIES S(3:0)3 TS141

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.

PS341 PRINCIPLES AND PRACTICES OF TEACHING: SOCIAL SCIENCES S(3:0)3 PS240

This module offers a comprehensive and integrated series of practical experiences at school base to complement the theoretical studies in curriculum undertaken at College. The purpose is to extend the professional expertise of the potential teacher.

PS440 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 — T.A.F.E. (Technical and Further Education)

ET1250, ET2250 TEACHING SKILLS
T(2:0)3

The focus on this module is exposition as an approach to teaching. Teaching skills treated include Narrating, Explanation and Demonstrating.

ET1260, ET2260 EDUCATIONAL TECHNOLOGY
T(2:0)3

An introduction to basic instructional materials preparation and usage. Includes: 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.

ET1270, ET2270 TEACHING SKILLS

T(0:2)3 ET1250 for ET1270 or ET2250 for ET2270

This module focuses on ways to increase the quality and quantity of student participation when teaching. Teaching skills treated include Basic and Higher Order Questioning and Responding.

ET1280, ET2280 RESOURCES FOR LEARNING

T(0:2)3 ET1260 for ET1280 or ET2260 for ET2280

This course is designed to extend the basic skills of media selection and production and utilise them to design, produce, use, and evaluate instructional media package appropriate to the students particular field of specialisation.

ET1290, ET2290 TEACHING SKILLS

T(2:0)3 ET1250 or ET1270 for ET1290 or ET2250 or ET2270 for ET2990

This module focuses on the affective aspects of the teaching process. Emphasis is given to interpersonal skills such as Attending, Listening and Self Expression and Awareness.

ET1300, ET2300 TEACHING STRATEGIES

T(0:2)3 ET1290 for ET1300 or ET2290 for ET2300

In this module, teaching skills mastered in earlier modules are used as a basis for developing teaching strategies. Strategies include Lecturing, Discussion, Laboratory, Workshop and Learning Resource approaches to teaching.

Professional Studies Programme — Postgraduate in Educational Studies: Advanced Teaching Method

PM010 STRATEGIES FOR TEACHING I (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.

PM011 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, Shafel, Gordon, Rogers and others.

Teaching Experience

Teaching Experience consists continuous teaching at school bases.

BP1000	TEACHING EXPERIENCE: PRIMARY/EARLY CHILDHOOD
PT108	TEACHING EXPERIENCE: ART EDUCATION
BP1005	TEACHING EXPERIENCE: ENGLISH/HISTORY
BP1010	TEACHING EXPERIENCE: HOME SCIENCE/TEXTILES
BP1015	TEACHING EXPERIENCE: INDUSTRIAL ARTS
BP1020	TEACHING EXPERIENCE: MATHEMATICS
PT125	TEACHING EXPERIENCE: MUSIC
BP1030	TEACHING EXPERIENCE: PHYSICAL EDUCATION
BP1035	TEACHING EXPERIENCE: SCIENCE
BP1040	TEACHING EXPERIENCE: SOCIAL SCIENCES
BP2000	TEACHING EXPERIENCE: PRIMARY
BP2001	TEACHING EXPERIENCE: EARLY CHILDHOOD
PT208	TEACHING EXPERIENCE: ART EDUCATION
BP2005	TEACHING EXPERIENCE: ENGLISH/HISTORY
PT210	TEACHING EXPERIENCE: HOME SCIENCE/TEXTILES
PT215	TEACHING EXPERIENCE: INDUSTRIAL ARTS
BP2020	TEACHING EXPERIENCE: MATHEMATICS
PT225	TEACHING EXPERIENCE: MUSIC
BP2030	TEACHING EXPERIENCE: PHYSICAL EDUCATION
BP2035	TEACHING EXPERIENCE: SCIENCE
BP2040	TEACHING EXPERIENCE: SOCIAL SCIENCES
PT306	TEACHING EXPERIENCE: EARLY CHILDHOOD
PT307	TEACHING EXPERIENCE: PRIMARY
PT308	TEACHING EXPERIENCE: ART EDUCATION
PT309	TEACHING EXPERIENCE: ENGLISH/HISTORY
PT310	TEACHING EXPERIENCE: HOME SCIENCE/TEXTILES
PT315	TEACHING EXPERIENCE: INDUSTRIAL ARTS

PT320	TEACHING EXPERIENCE: MATHEMATICS
PT325	TEACHING EXPERIENCE: MUSIC
BP3030	TEACHING EXPERIENCE: PHYSICAL EDUCATION
PT335	TEACHING EXPERIENCE: SCIENCE
PT340	TEACHING EXPERIENCE: SOCIAL SCIENCES
PT407	TEACHING EXPERIENCE: PRIMARY
PT408	TEACHING EXPERIENCE: ART EDUCATION
PT409	TEACHING EXPERIENCE: ENGLISH/HISTORY
PT410	TEACHING EXPERIENCE: HOME SCIENCE/TEXTILES
PT415	TEACHING EXPERIENCE: INDUSTRIAL ARTS (B.Ed.)
PT416	TEACHING EXPERIENCE: INDUSTRIAL ARTS (Dip.Ed.)
PT420	TEACHING EXPERIENCE: MATHEMATICS
PT425	TEACHING EXPERIENCE: MUSIC
PT435	TEACHING EXPERIENCE: SCIENCE
PT440	TEACHING EXPERIENCE: SOCIAL SCIENCES
PT442	TEACHING EXPERIENCE: HISTORY
PT450	TEACHING EXPERIENCE: LANGUAGES
PT460	TEACHING EXPERIENCE: TEACHER LIBRARIANSHIP
ET1020	PRACTICAL EXPERIENCE I: T.A.F.E.
ET1030	PRACTICAL EXPERIENCE I: T.A.F.E.
ET2020	PRACTICAL EXPERIENCE II: T.A.F.E.
ET2030	PRACTICAL EXPERIENCE II: T.A.F.E.

SC1914 TECHNIQUES AND SURFACE ANATOMY B
A study of the technique and surface anatomy of: skull and vertebral column, sinuses, teeth and abdomen.

SC2901 RADIATION PHYSICS

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

Introduces Digestive Tract, Urinary system, Male and Female pelvis.

SC2903 LIVING ANATOMY AND PHYSIOLOGY D

Introduces vascular system, special senses and more detailed anatomy.

SC2904 EQUIPMENT C

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

A study of equipment associated with tomography, angiography. Mobile units photofluorography, Mammography and automatic exposure system.

SC2911 RADIOGRAPHIC ANATOMY C

Positions of patients will be integrated with the living-anatomy relevant to that positioning.

SC2912 RADIOGRAPHIC ANATOMY D

Positions of patients will be integrated with the living-anatomy relevant to that positioning.

SC2913 TECHNIQUES AND SURFACE ANATOMY C

The technique and surface anatomy of the various tracts, alimentary, Biliary, Genito-Urinary together with bronchography.

SC2914 TECHNIQUES AND SURFACE ANATOMY D

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

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

This module will cover myelography, discography, tomography, cineradiography, localisation of foreign bodies (methods etc.) and specialised procedures relating to soft tissues.

SC2921 PATHOLOGY A

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

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

This module investigates other imaging systems computerised axial Tomography, Ultra sound electrocardiography, electroencephalography and zergography.

SC2934 RADIOGRAPHIC APPRECIATION

This module covers radiographs of various anatomical systems illustrating pathological abnormalities. Radiographic case studies will be examined.

Radiography

SC 1901 PHYSICS FOR RADIOGRAPHERS

An introductory study of basic physical concepts to provide a background for further work.

SC1902 LIVING ANATOMY AND PHYSIOLOGY A

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

Introduces vertebral column, skull, neck. Overview of neuro anatomy and physiology.

SC1904 EQUIPMENT A

Radiographic photography, film, screens, cassettes processors, sensitometers, densitometers, subtractions and copying.

SC1905 EQUIPMENT B

The total radiographic equipment will be studied in sequence, X-Ray tube, transformers, safety devices, timers, Dosimeters, Protection, special procedures equipment.

HS1906 HOSPITAL PRACTICE

Basic hospital organisations: relevant nursing procedures; Patient care; observation; measurement; procedure. First aid.

SC1911 RADIOGRAPHIC ANATOMY A

Positions of patients will be integrated with the living anatomy relevant to that positioning.

SC1912 RADIOGRAPHIC ANATOMY B

Positions of patients will be integrated with the living anatomy relevant to that positioning.

SC1913 TECHNIQUES AND SURFACE ANATOMY A

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.

Science Education

SC101 ENVIRONMENTAL PHYSICAL SCIENCE P(0:3)3

The earth and the solar system. Measurement of time, position, direction and elevation on the surface of the earth. Measurement of force and motion, forces in nature. Energy-mechanical, thermal, electrical, nuclear. Work and energy. Man's use of simple machines. Classification of matter — states of matter. Atoms, elements and some basic chemical reactions. Man's use of resources of energy and materials.

SC104 SCIENCE AND SOCIETY A G(0:3)3

Major themes: the importance of mankind of a study of the inter-relationships between science, technology and society; the ways in which science has influenced society and how science itself has been directed, developed or retarded by society. Contemporary issues will be examined by means of selected case-studies. Major stands: the history of science and technology; the nature of science; the work of scientists and technologists; science as it affects politics, economics, government, the law, religion, the arts.

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.

SC140 BIOMECHANICS I S(3:3)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.

SC141 BIOLOGY FOR PHYSICAL EDUCATION S(3:3)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.

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.

SC150 BIO-MEDICAL SCIENCES (NURSE EDUCATION) (3 hpw for 2 sem)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.

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.

SC152 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.

SC153 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.

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.

SC183 SCIENCE AND SOCIETY A T(3:0)3

The nature of science, science and technology, natural sciences and social sciences. Case histories from the history of science and society: electrical science, Pasteur's work; genetics, nuclear science.

SC184 SCIENCE AND SOCIETY B T(0:3)3

Science and its relationship to some components of society, e.g. industry, religion, education, welfare. Science in different societies, e.g. capitalistic, communistic, developing countries, Australian society. Science and the future. The revolt against science. Science and the doomsday prophecy.

SC191 MAN AND ENVIRONMENT IA S(3:0)3

Perspectives from which man's total environment may be viewed: ecological, sociological, technological, aesthetic, economic, etc. Field observations of environment phenomena and conflict situations. Considerations and case studies in: natural resources utilisation, population, environmental degradation (pollution), human life styles, the problem of energy sources, urban planning, disposal of waste.

SC192 MAN AND ENVIRONMENT IB S(0:3)3 SC191

Land use philosophy and management. Conservation of natural resources. Environmental and human health. Environmental and industry. Environmental impact studies, Environmental education.

SC1370 DIRECT CURRENT ELECTRICITY (1:0)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 (1:0)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.

SC1930 PHYSICAL SCIENCE FOR NON-SCIENTISTS (GENERAL STUDIES) P(0:3)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(3:0)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 optical 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.

SC240 BIOMECHANICS II S(0:3)3 6SC1

Students examine the coefficient of restitution. Reynold's Number, Magnus effect, effect of humidity on flight of 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.

SC241 ANATOMY AND PHYSIOLOGY A S(3:0)3 6SC1

SC242 ANATOMY AND PHYSIOLOGY B S(0:3)3 SC241

Both modules involve the study of major systems' anatomy and physiology with orientation to Physical Education.

SC243 BIOCHEMISTRY S(3:3)3 6SC1

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.

SC2141 CHEMICAL BONDING S(4:0)3 SC145

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 SC145

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
- (2) develop an appreciation of the importance of energy considerations in chemical reactions of industrial and biological importance.

SC251 ANATOMY AND PHYSIOLOGY (NURSE EDUCATION) NA

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.

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 significance. 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.

SC281 CHEMISTRY FOR MATERIALS SCIENCE

S(0:3)3 SC112

This module is designed to provide a useful and relevant background to the study of materials science. Topics covered include crystal structures, corrosion, electro-chemistry, polymers, phase changes and equilibria.

SC282 ELECTRONIC CONSTRUCTION TECHNIQUES

S(3:0)3 SC117 or IA116, IA123

Students will draw plans to form cabinets from sheet metal and draw up layouts of electronic devices from published circuits or circuits of their own devising. Students will then complete the construction of the devices and show that they work to specifications. Students will be required to purchase components and materials for projects which, after assessment, become their property. The cost is in the area of \$30.

SC2370 ALTERNATING CURRENT DEVICES

(0:2)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

(0:2)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

(0:2)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.

SC2920 INNOVATIONS IN K-6 CURRICULA (PRIMARY STUDIES)

P(0:3)3 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(0:3)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(3:0)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(0:3)3

Characteristics of living things. Uses of energy. Reproduction and change. Evolution. Cell physiology. Teaching strategies for the classroom.

SC3131 ATOMS AND NUCLEI

S(0:4)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(4:0)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(4:0)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 notation 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(0:4)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(4:0)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(4:0)3 SC2141

An introduction to chemical studies including experimental methods and applications in areas of social and industrial importance.

SC343 BIOCHEMISTRY II (Degree)

This module applies the biochemical concepts introduced in the prerequisite module SC243 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.

SC343 BIOCHEMISTRY II (Diploma)

S(0:3)3 SC243

This module applies the biochemical concepts introduced in the prerequisite module SC243 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 module as that undertaken by Degree students.

SC3143 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.

SC345 SPORTS MEDICINE I (Degree)

S(3:0)3 SC140, SC241

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.

SC345 SPORTS MEDICINE (Diploma)

S(3:0)3 SC140, SC241

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. Slightly less vigorous approach to module as that undertaken by Degree students.

SC348 PHYSIOLOGY OF EXERCISE I (Degree)

S(0:3)3 9SC

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 $\dot{V}O_2\max$.

SC348 PHYSIOLOGY OF EXERCISE (Diploma)

S(0:3)3 9SC

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 $\dot{V}O_2\max$. Slightly less vigorous approach to module as that undertaken by Degree students.

SC3145 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.

SC3151 GEOLOGY IIIA

S(6:0)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(0:6)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(4:0)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(0:4)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.

SC391 SCIENCE AND THE UNIVERSE (PRIMARY STUDIES)

P(3:0)3 SC295 or SC292

The earth in the solar system. The moving earth. Earth Materials. The Oceans. The changing face of the earth. The atmosphere. Teaching strategies.

SC392 COMPARATIVE STUDIES IN K-6 SCIENCE CURRICULA (PRIMARY STUDIES)

P(3:0)3 SC295 or SC292

Models of teaching suited to science teaching. Study of innovative science curricula from around the world. Implementing and evaluating a program of work.

SC393 ENVIRONMENTAL BIOSCIENCE (GENERAL STUDIES)

P(0:3)3 SC293

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.

SC394 ENVIRONMENTAL GEOSCIENCE (GENERAL STUDIES)

P(0:3)3 SC293 or SC294

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.

SC421 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.

SC422 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.

SC430 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.

SC4131 ASTRONOMY
S(3:0)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(0:3)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(3+3)8 SC3131 and SC3132

Introduction. Interactions of neutrons with matter, effects of neutrons in various energy ranges, $(n-\gamma)$, $(n-\alpha)$, $(n-p)$, $(n-n)$ 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. Fusite 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(3+3)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(3+3)8 Any six points at 3rd level Physics.

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(3+3)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(0:3)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(3:0)4 SC3141

Composition and properties of glycerides, waxes, carbohydrates, proteins, and steroids. Instrumental methods used to elucidate composition and structure.

SC4144 BIOINORGANIC CHEMISTRY
S(3+3)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.

SC445 SPORTS MEDICINE II
S(3:0)3 SC345 (Degree)

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.

SC4145 BIOCHEMISTRY
S(3:0)4 SC3141

Topics include:

- the cell structure, electrolytes and active transport
- equilibrium thermodynamics
- classification of enzymes, chemical nature and kinetics
- the penlose phosphate pathway
- photosynthesis; the glyoxylate cycle
- muscle biochemistry
- breakdown and elimination of nitrogen and sulphur compounds.

SC4146 ENVIRONMENTAL AND CONSUMER CHEMISTRY
S(0:3)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.

SC448 PHYSIOLOGY OF EXERCISE II
S(0:3)3 SC348 (Degree)

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.

SC4151 GEOLOGICAL RESOURCES AND SOCIETY
S(6:0)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(6:0)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(3:0)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(6:0)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(0:6)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(6:0)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(6:0)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(0:6)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.

Social Sciences Education

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.

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 basic 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
EC(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
EC/P (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.

SS140 ASIAN AND SOUTH-WEST PACIFIC DEVELOPMENT STUDIES: EAST ASIA

G(0:3)3 (Dip. Teach.)

This Asian regional study shows responses in Asia to changing living standards. Japan and China are examined to survey contrasts in industrial and agricultural responses since 1949. The variety of man-land relationships in East Asia and the social changes that accompany economic development are also reviewed.

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

the development, consolidation and variation of Australian ethnic attitudes and tensions. Challenges to traditional attitudes are considered as a source of government responses.

SS1420 ANCIENT AND MEDIEVAL BASES OF WESTERN CIVILIZATION

G(0:3)3 (Not available to History Trainees)

A review of the contribution of ancient and medieval ideas to modern Western culture and government emphasizes the significance of great institutions of the Mediterranean and European past for Australian society.

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.

SS1570 LEGAL STUDIES

G(0:3)3

In order to appreciate the structure and process of the Australian legal system, a study is made of its origins, the legislative process and power, the courts' interpretative function, main branches of law, legal aid, and law and social change.

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.

SS176 LOCAL HISTORY OF NEWCASTLE

G(0:3)3 (Dip. Teach.)

Sources of Newcastle's history examined include features such as the waterfront, the Hunter River, mining, maritime and historical museums, Fort Scratchley, families, local cemeteries, buildings, suburbs, streets, schools, galleries, recreation areas, Aboriginal sites, public institutions, businesses and Lake Macquarie. The emphasis is on practical research and recording techniques.

SS1780 ASIAN STUDIES

G(3:3)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(3:0)3 (For Ass. Dip. in Soc. Welfare only)

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.

SS1840 SOCIAL ANTHROPOLOGY I: A COMPARATIVE STUDY OF SOCIETIES

G(3:3)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.

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.

SS231 NEW TRENDS IN SOCIAL STUDIES EDUCATION

P(3:3)3 (Dip. Teach.) SS130 E or any ED202 - 208

A comparative study is made of the N.S.W. Social Studies Curriculum and other Australian and international curricula. Areas of emphasis include the psychological background, the thinking, valuing, feeling and acting objectives, the areas of inquiry, the unit structure, and purposes and styles of evaluation.

SS2330 NEW TRENDS IN SOCIAL STUDIES EDUCATION

P(0:3)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.

SS240 ASIAN AND SOUTH-WEST PACIFIC DEVELOPMENT STUDIES: SOUTH ASIA

G(0:3)3 (Dip. Teach.) SS140 E

This is a study of social, economic and cultural factors peculiar to the South Asian region. Particular attention is given to tradition and to change characteristic of India: specific topics include its history, the arts, literature, cooking and life-styles.

SS2420 PRACTICAL HISTORY

G(0:3)3 (Not available to History Trainees) SS 1H E

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.

SS2450 EAST ASIA: A HISTORICAL STUDY OF THE CULTURAL BACKGROUND

G(3:0)3 SS 1H E

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 SS 2H E

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 SS 2H E

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 SS 1 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 SS 1 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.

SS2570 ECONOMICS FOR HOME SCIENCE/TEXTILES STUDENTS

S(3:0)3 (for Home Science/Textiles 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 Science/Textiles students' needs and interests in particular.

SS2630 PHYSICAL GEOGRAPHY II

G(3:0)3 SS163 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(0:3)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.

SS276 AUSTRALIA: PENAL COLONY TO NATION

G(0:3)3 (Dip. Teach.) 3 cp 1 E

This is a study of Australia's colonial background. By surveys and depth studies, it investigates the origin and nature of historical forces at work in the 19th century, the problems and lifestyles of the people, and the movement towards nationhood. Student-participation in practical exercises is a feature of the approach.

SS2780 ASIAN STUDIES: SOUTH ASIA

G(0:3)3 SS1780 E

Objectives include the development of knowledge of the social and physical features, the cultural diversity, and the process of tradition and change in Asia generally. There is a specific focus on India, where emphasis is placed on her history, religion, ideology, social structures, the arts and the realities of economics and politics in an international context.

SS282 CONTEMPORARY AUSTRALIA SOCIETY A

G(3:0)3 (Dip. Teach.) 3 cp 1 E

Contemporary Australian society is studied from several points of view: its geographical and historic 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 under-privileged, the aged, migrants and Aborigines. Additional emphasis is given to the problems of the individual in the complex modern community.

SS283 CONTEMPORARY AUSTRALIAN SOCIETY B

G(0:3)3 (Dip. Teach.) SS282 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.

SS321 TEACHING HISTORY III

S(3:0)3 (Dip. Teach.) SS221 E

The aim at this level is to promote the acquisition and application in the classroom of a variety of skills - e.g. concepts of History, research and recording techniques, the use and development of resources, practical history, group work, History for seniors and for slow-learners, and curricula and programming.

SS330 COMMUNITY INVESTIGATION STUDIES

P(0:3)3 (Dip. Teach.) SS 2 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 investigations of selected facets of the local community, culminating in reports of that investigation to the student-group.

SS331 AN INNOVATIVE CURRICULUM: THE INTEGRATED CURRICULUM IN THE PRIMARY SCHOOL

EC/P(3:0)3 (Dip. Teach.) 6 cp 2 E

The student is prepared to undertake curriculum construction through the integrated approach, for both Infant and Primary groups. An initial survey of the rationale and anatomy of integrated studies leads to a practical application of these principles by the development of integrated units, programmes and curricula.

SS340 ASIAN AND SOUTH-WEST PACIFIC DEVELOPMENT STUDIES: SOUTH-EAST ASIA

G(0:3)3 (Dip. Teach.) SS 2 E

The emphasis is on contrasts in man-land relationships in South-East Asia, including Indonesia, Malaysia and Singapore. Surveys of economic and social development are illuminated by depth studies of climate, agriculture, topography, lifestyles, art, music and literature.

SS371 AUSTRALIA IN THE MODERN WORLD

G(0:3)3 (Dip. Teach.) SS 2 E

Aspects of Australia's recent history and development are surveyed in a modern world context. Areas considered include the 'Australian Legend' as a cultural legacy of the colonial days, the problems of the new nation after Federation, migration, economic changes, variations in lifestyles, social problems, power in Australian society, Australia in world affairs, and contemporary Australian culture.

SS377 CHANGE IN ASIA

G(0:3)3 (Dip. Teach.) SS 2 E

The emphasis is on conflict between Asian national sovereignty and Western imperialism in the 19th and 20th centuries, and on Asian responses to Western ideas and technology. The pressures on the newly-independent countries to align themselves with post-World War II power groups are examined to illuminate the current situation.

SS391 ABORIGINAL STUDIES B: CONTEMPORARY SOCIETY

G(0:3)3 (Dip. Teach.) SS390 E

The focus is on the expectations and life-styles of Aboriginal Australians today, through an analysis of their economic, legal, social, educational and political position. Aboriginal English and the impact of Aboriginal literature are also considered.

SS393 RELIGION AND SOCIETY B

G(0:3)3 (Dip. Teach.) SS 2 E

The philosophical and religious bases of Christianity, Islam and modern forms of religious belief are examined, with emphasis on the individual and his place in society.

SS3940 SPORT IN AUSTRALIAN HISTORY

P.E. (3:3)3 3 cp SS 2 E or 3 cp P.E. 2 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, sprinting 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 ED 2 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 IV: TEACHING SOCIAL STUDIES

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: SOCIAL SCIENCE AND ASIAN SOCIAL STUDIES

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: ECONOMICS/COMMERCE AND GEOGRAPHY

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

SW1101 WELFARE PRACTICE I

(3:0)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.

SW1102 SOCIAL WELFARE ADMINISTRATION

(3:0)3

A variety of organisational structures exist within the social welfare field. An understanding of the role and functions of different forms of welfare organisation is developed. Some experience in administrative practice is offered.

SW1103 SOCIAL BIOLOGY

(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. This module will also include a coverage of the human life cycle, body systems and nutrition. Whenever possible, examples of problems and existing services will be drawn from the Newcastle area.

SW1104 WELFARE PRACTICE II: CASEWORK

(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.

SW1105 VOCATIONAL FORUM I

(0:3)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.

SW1106 FIELD PRACTICE I

(1)4

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.

SW2201 WELFARE PRACTICE III: COMMUNITY WORK

(3:0)3

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

(3:0)3

In this module human development is conceived as involving progress through a number of stages and crises from birth to death. Crises may be both anticipated and unexpected. The need for welfare support at such times is considered.

SW2203 COMMUNITY SUPPORT SERVICES I

(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

(3:0)3

See SW1105 for module description.

SW2205 FIELD PRACTICE II

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.

SW2206 THE LAW AND WELFARE

(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

(0:3)3

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

(0:3)3

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

(0:3)3

See SW1105 for module description.

SW2210 FIELD PRACTICE III

(1)9

See SW2205 for module description.

Special Education

SE1001 INTRODUCTION TO SPECIAL EDUCATION

PS(3:3)3 ED101 or ED105

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.

Visits to observe remedial teaching strategies used within regular and special classrooms will be a significant part of the course.

SE2000 LEARNING PROBLEMS IN THE SCHOOL: RECOGNITION AND TREATMENT

P(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.

SE2004 CLASSROOM MANAGEMENT OF CHILDREN WITH LEARNING PROBLEMS

PS(0:3)3 ED or SE1001 SE101

This module provides basic knowledge about methods which successful teachers use to manage and organise their classes. Techniques of classroom management, discipline, and individualisation of instruction will be stressed with specific examples of classroom problems.

SE2006 CLASSROOM MANAGEMENT FOR SLOW LEARNERS IN THE SECONDARY CLASSROOM

S(3:3)3 ED1 or SE1

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.

SE2008 LANGUAGE DIFFICULTIES IN THE CLASSROOM

(0:3)3 SE200 SE2000

This module focuses upon children in the regular classroom who present with language difficulties. Emphasis will be placed on curriculum implications arising from language disabilities in children and effective methods for the identifications of such students. Consideration will be given to ways of planning and implementing effective language intervention programmes.

SE2009 DEVELOPMENTAL DISABILITIES

PS(3:3)3 SE101 SE1001

This module will introduce students to a range of developmental disabilities in children e.g. intellectual, emotional, and physical factors.

SE3001 THE ASSESSMENT DIAGNOSIS AND REMEDIATION OF CHILDREN WITH LEARNING PROBLEMS

P(3:3)3 6ED or 6SE

This course provides materials and information necessary to identify children with reading, mathematics and spelling problems; to diagnose the nature of the problem and give effective remedial assistance within the regular classroom. Diagnostic and achievement tests are critically analysed and specific remedial techniques and programmes are discussed.

SE3005 EDUCATION OF HIGH RISK INFANT AND PRESCHOOL CHILDREN

P(3:0)3 6ED or 6SE

High risk children are those whose development is delayed, or appears likely to be delayed as a result of inborn or environmental factors.

Module introduces students to techniques for assessing and assisting children's development. Students will observe programmes for high risk preschoolers and babies at the Special Education Centre.

SE3006 EDUCATION OF CHILDREN WITH MODERATE AND SEVERE DEVELOPMENTAL DISABILITIES

P(0:3)3 6ED or 6SE (Incl. SE305)

The course aims to enable students to establish effective instructional programmes for young children with moderate and severe developmental disabilities. Emphasis will be placed on practical experience and evaluating theoretical content. This module will focus on children in the 0-5 developmental ages. Students will have the opportunity of working with individual children in clinical and special education settings.

SE3007 CURRICULUM RESOURCES AND PROGRAMMING FOR CHILDREN WITH LEARNING PROBLEMS

This module is designed to:

- familiarise students with available commercial materials appropriate for children with developmental behavioural and learning problems
- foster design of teacher made materials based on sound programming techniques
- train students in evaluation of materials
- enable student to develop a resource bank

SE3026 PROGRAMMING FOR LEARNING DIFFICULTIES IN THE SECONDARY CLASSROOM

(3:3)3

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.

SE3028 CRAFT FOR SPECIAL EDUCATION

(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 paper.

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 DEVELOPMENTAL DISABILITIES I

(3:0)3

Compulsory module for Graduate Diploma in Educational Studies and elective module for other courses, e.g. Nurse Education. To stimulate students to rethink categorical handicaps in terms of a continuum of degree in developmental disabilities. Traditional approaches based on the medical, psychodiagnostic and educational models will be re-examined in terms of recent trends in special education. The module will focus on cognitive and psychomotor developmental disabilities.

SE4012 SEMINAR IN LEARNING DISABILITIES

(0:2)3

Elective module for Graduate Diploma in Educational Studies. The seminar is designed to direct a more in-depth study of content related to specific learning disabilities in children and adolescents. The seminar is intended to build on background gained in Developmental Disabilities. The focus will be on aetiological factors, hyperactivity, information processing disabilities, medication, language disabilities, perceptual-motor disabilities and relation to reading disabilities, the clumsy child, neurological factors and remediation methods.

SE4013 CLINICAL PRACTICUM

(12:12)12

Core module for Graduate Diploma in Educational Studies throughout the year. A series of practica is arranged involving students in the application of data based instruction, behaviour management procedures, assessment, diagnosis and remedial exercises.

Theoretical concepts discussed during lectures are used to implement programmes, organised for children who are developmentally delayed or educationally handicapped. This practica not only consolidates theory but also provides a service delivery model for the region.

SE4014 PROGRAMMING FOR REMEDIATION

(0:4)4

Core elective for Graduate Diploma in Educational Studies. This module provides a detailed explanation of approaches to remediation both within the resource model and the special class at infants, primary and secondary levels. The module places heavy emphasis on the analysis of actual strategies used by teachers with the aim of developing a master strategies used by teachers with the aim of developing a master strategy plan for both the resource and special class approach. Emphasis is placed on organisational and planning skills within each approach.

SE4015 PROGRAMME FOR DEVELOPMENTAL DISABILITIES

(0:4)4

Core elective for Graduate Diploma in Educational Studies.

This course will enable students to establish effective instructional programmes for children with moderate and severe developmental disabilities. Students will be expected to work in the field implementing theoretical work dealt with in the lectures.

SE4016 PARENT TRAINING/CONSULTATIVE SKILLS

(2:0)2

Elective for Graduate Diploma in Educational studies. This elective is designed to develop consultative skills in teachers, provide them with specific strategies for treating behaviour problems in the home and classroom and obtain an understanding of Dreikursian counselling technique.

SE4017 ISSUES/INTERDISCIPLINARY ASPECTS OF CHILDREN WITH DEVELOPMENT DISABILITIES

(0:2)2

Core module for Graduate Diploma in Educational Studies.

To study and analyse controversial issues in the field of special education and to inform students of the contributions of various professionals who are involved with developmentally disabled children and their families.

SE4018 CURRICULUM RESOURCE DEVELOPMENT

(2:0)2

Core module for Graduate Diploma in Educational Studies.

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:

- knowledge of specialist resource available
- the evaluation and adaptation of commercial materials
- the design and construction of resource materials
- the establishment of resource banks

SE4019 DEVELOPMENTAL DISABILITIES II

(0:2)2

Elective for Graduate Diploma in Educational Studies. This core will cover clinical aspects of severe developmental disabilities. Students will undertake study in the areas of physically disabling conditions, mental retardation, communication disorders and multiple handicapping conditions. Implications for the classroom will also be a major component of this course.

Teacher Librarianship

TL401 CATALOGUING AND CLASSIFICATION

NA 1982

Basic cataloguing and classification information needed to organise a school library. Selecting, ordering, processing, publicising and repairing material.

TL402 METHOD, ORGANISATION AND MANAGEMENT FOR THE SCHOOL LIBRARY

(4:0)3

The librarian's organisational duties in relation to his wider professional responsibilities as a teacher.

TL403 ADVANCED REFERENCE AND RESEARCH

NA 1982

The provision of assistance in research. The range and scope of reference material and bibliographical aids.

TL404 RESOURCE TECHNOLOGY

NA 1982

The technology of education in relation to the process of education. The production of educational software.

TL405 CURRICULUM DEVELOPMENT, DESIGN AND RESEARCH

(4:0)6

Basic principles and practices of curriculum theory and development. Application to the student's specific areas of interest.

TL406 COLLECTION BUILDING AND READING GUIDANCE

NA 1982

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

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External Studies

The Department of External Studies at the Newcastle College of Advanced Education has been helping teachers since 1972 to upgrade their qualifications.

Enrolments in 1981 amounted to more than 600.

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 Vacation Schools to encourage contact between the student and lecturer, to provide access to specialised equipment and to discuss difficulties in "distance teaching".

AWARDS

Diploma in Teaching:

(Primary/Secondary)

Available to teachers with two years of approved initial training and teaching experience.

Bachelor of Education:

(Early Childhood)

(Home Science/Textiles)

(Industrial Arts)

(Physical Education)

(Primary)

(Secondary) - not all specialisations available.

Technical and Further Education Awards

Dip. Teach. (T.A.F.E.)

Dip. Ed. (T.A.F.E.)

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Services for Students

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

The Counsellors are available to discuss any matters which students feel may be related to their adjustment, academic progress or personal development, e.g. personal problems, loneliness, doubts about personal worth or values, confused philosophy of life, failure to achieve academically, concern about sexual matters, vague or specific anxieties, study skills. The Counselling Service is free and confidential.

Most counselling is on an individual basis, however some counselling is conducted in groups. Groups are formed as the need arises. Students who have concerns or interests of a similar nature often derive benefit from mutual discussion of the relevant issues. Groups may focus on such matters as:-

- improved student-parent communication;
- concern that group members have too little contact with others or that they are failing to get maximum benefit from College life;
- underachievement.

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 Advisory Officer.

INFORMATION

Information on student matters is readily available on request either at the Student Services Centre or the Inquiry Counter. In addition, the Advisory Officer deals with a wide variety of subjects such as legal aid, tenancy information and rights, budget and money management, liaison between students and lecturers, departments, College administration, S.R.C., Government and local authorities, or any other matter in which students are unable to conduct their own inquiries or require a confidential approach.

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.

STUDENTS' ASSOCIATION

The Students' Association's offices are located on C level directly downstairs from the College Cafeteria.

The executive members for 1982 are:-

- President: Jennifer Lang
- Vice President: Debbie Rae
- Treasurer: David Hill
- Secretary: Fiona Killick

Services provided by the Students' Association are:-

Discount Shop:

Carries stationery lines, drawing equipment, sporting goods including shoes, rackets, tracksuits, T shirts, art supplies, postage stamps and Herald available, also, a film printing service. 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.

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.

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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. Enquiries 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 Bank of New South Wales. 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 Savings Bank agency is operated at the College by the Students' Association in Room C116 from 10 a.m. to 3 p.m. Monday to Friday.

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 228 - Newcastle via Broadmeadow to Waratah West (Rankin Drive). Irregular service.

Bus Route 233 - Newcastle via Jesmond to Stannet Street. All buses depart from Newcastle Hospital or Pacific Street.

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 Canon Edwin Harold Victor Pitcher, MA (Sydney), ThSchol

St. Augustine's,
 37 Winsor Street,
 MEREWETHER,
 Telephone 63 1388

Baptist:

The Reverend Thomas Harold Binks,
 133 Kemp Street,
 HAMILTON,
 Telephone 61 4048

Presbyterian:

The Reverend A Ewin,
 St. Andrews Manse,
 40 Stewart Avenue,
 HAMILTON,
 Telephone 61 1455

Roman Catholic:

The Reverend Father Kevin Alphonsus Carroll, C.S.S.R., M.A., M.A.C.E., L.T.C.L., L.S.D.A.,
 The Gleeson House of Studies,
 P.O. Box 184,
 MAITLAND,
 Telephone 32 8056

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.

The College cannot accept responsibility if official communications fail to reach students because they have not notified the Student Administration Office of a change of address.

CHARGES FOR USE OF COLLEGE FACILITIES AND SERVICES

The Griffith Duncan Theatre (924 seats) is registered as a public hall and a scale of charges is available from the Properties Office.

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.

Charges for the following sections were being reviewed at the time of publication and a new list of charges is expected to be introduced for most sections from January 1, 1982.

- (a) 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.
- (b) 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.
- (c) Tennis Courts.
 1. Any amateur sporting group not directly connected with the College.
 \$1.00 per two hours 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.

- (d) Volleyball/Badminton Courts.
1. Any amateur sporting group not directly connected with the College.
\$3.50 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.
- (e) 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.
- (f) 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.
- (g) Photocopy.
5 cents per copy for photocopying within the library - except for 3M machine (10 cents).
- (h) Microfilm Reader/Printer
20 cents per hard copy.
- (i) 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.
- (j) 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.
- (k) 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.
- (l) 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

The University Co-operative Bookshop.

The University Co-operative Bookshop has a limited service available at the beginning of each semester. Text-book requirements during the remainder of the year will be available at the Newcastle University branch of the Co-operative. Full details of the Co-operative's Bookshop hours at the College will be available at the start of each semester.

Students' Association Shop.

The Students' Association conducts its own shop on the lower level of the cafeteria — adjacent to the S.R.C. offices. The shop provides at a reduced price, clothing, sporting goods and equipment, 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.

College Community Programmes are serviced by the External Studies Unit.

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.

EXAMINATION RESULTS

Students will be advised by mail of their examination results. No results will be given by telephone.

An examination result may be reviewed for a charge of \$3.00 per subject, which is refundable if the result is altered. Application forms for a review of an examination result are available from the Inquiry Counter and must be submitted to the Cashier together with the prescribed fee by the date stated on the notification of examination results.

GRIFFITH DUNCAN THEATRE

The Griffith Duncan Theatre is available for student activities. Hirings can be arranged by contacting the Assistant Properties Officer, Mr. John Brazier.

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 Student Services Centre or the S.R.C. Office.

IDENTITY CARDS

New identity cards will be available in 1982 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.

THE LIBRARY

A2-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 such as serials and 16 mm. films.

Hours of Opening:

During Term:	Monday to Thursday	8.15 a.m. to 9 p.m.
	Friday	8.15 a.m. to 5 p.m.

Vacations:		9 a.m. to 5 p.m.
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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 OFFICE

The New South Wales Department of Education has established on the College site a Teacher Education Advisory Office which is situated close to the Gymnasium. The office provides a variety of services to students, teachers and to the general public, including such functions as payment of allowances to scholarship holders on a regular basis, the provision of advice and assistance to students regarding their course patterns, the provision of information to the

schools of the Hunter Region on teacher-training courses and upon teaching as a career and the provision of advice and assistance to practising teachers who might wish to engage in further education at the College.

The Advisory Office is staffed with both administrative and professional personnel. Inquiries are welcomed and students engaged in teacher education courses are invited to bring their problems to the Advisory Staff, particularly if those problems relate to entry into the teaching service, appropriateness of course patterns for teaching or directly to scholarship matters.

Students enrolled in the College who are holders of a N.S.W. Department of Education Scholarship in Teacher Education are advised that, in the event of their sustaining an injury in the course of their studies, they should seek the advice of the Teacher Education Advisory 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.

TRANSFER TO OTHER COLLEGES

If a student wishes to study at another tertiary institution in order to gain an award of Newcastle College of Advanced Education, he should apply for admission to the other institution and at the same time submit details of his proposed course of study to the Admissions Committee of this College on the prescribed form.

The Admissions Committee may reject or endorse the proposed course of study, or insist that such requirements as the Committee may determine, must be complied with.

If it is intended that the award of the other institution be undertaken, transferring students must advise the Student Administration Office of their intention to withdraw from this College.

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.

VARIATION APPLICATION

Any action taken by a student which involves a variation to the information provided by him on his course or name or address 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:

- Change of Name
- Change of Address for Notification
- Withdraw from a subject/module
- Add a subject/module
- Seek Leave of Absence
- Substitute one or more subjects/modules for an other/s
- Change from Full-time to Part-time
- Change from Part-time to Full-time
- Change from one course to another
- Transfer to another college

Note: Substitution of a strand within a subject or module should be referred directly to the head of the department concerned to authorise such substitution.

Statutes, By-Laws and Rules

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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:—
 (a) by delivering it to that person personally;
 (b) 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
 (c) 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 initialised 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 ballot-paper;
 - 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;
 - a form of declaration of identity and of entitlement to vote; and
 - 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 —
- the ballot-paper is not initialised by the Secretary or a presiding officer;
 - the ballot-paper contains any means by which the voter may be identified;
 - the ballot-paper is not completed in accordance with the instructions printed on or issued with the ballot-paper;
- 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
 - 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 —
- may be convened by —
 - the President or in the absence of the President, the Vice President;
 - the Principal,
 for the consideration of any urgent business; or
 - 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 —
- 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
 - 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. The Council may make rules for or with respect to procedures to be adopted in connection with matters arising under this Division.

**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 sub clause (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. (f) 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 CONVOCAATION, 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

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.

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 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 officer complained against may be requested to present a written or oral response to the complaint upon the expiration of five working days after the despatch 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 officer complained against 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 officer complained against 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 officer complained against 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 officer complained against 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 officer complained against 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 officer complained against 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 officer complained against and, where relevant, those of the complainant, shall be available to the committee 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 officer complained against 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 officer complained against;
 - (d) witnesses called by the officer complained against; 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 officer complained against 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 officer complained against or his representative shall be entitled to ask the complainant questions relating to the complaint and after the officer complained against 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 officer complained against.
- 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 officer complained against again on the whole of the evidence after all of the witnesses have been heard.
- 2.2.20 If the officer complained against does not appear, the investigating committee
 - (a) may, upon proof of service of the complaint on the officer complained against, 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) may adjourn the hearing.
- 2.2.21 If the complainant 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.
- 2.2.22 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 Statutory Declaration made by that person.
- 2.2.23 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.
- 2.2.24 The committee may adjourn proceedings from time to time.
- 2.2.25 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.
- 2.3 Interpretation:
 - 2.3.1 The following words shall, unless the contrary intent 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 to 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;
(i) 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:

- (a) 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
- (b) reach a standard accepted as satisfactory by the College Academic Board in the English course attempted, and
- (c) have attained in that examination the aggregate of marks prescribed by the College Academic Board (aggregate based on 10 best units), and
- (d) 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 EDUCATION

1. Diploma in Teaching (Primary, Early Childhood and Secondary Education).
2. Bachelor of Education.
3. 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

- (a) Students entering Art Education, Home Science/Textiles, Industrial Arts, Mathematics, Music, Physical Education, Science and Social Science should have attained in English at the H.S.C. the level of
 - (i) 3 Unit, Percentile band 1-10 or better
 - or (ii) 2 Unit, Percentile band 11-20 or better
 - or (iii) 2 Unit A, Percentile band 31-40 or better
 unless otherwise stated by the department concerned.
- (b) Candidates for specialist secondary English courses should have attained in English at the H.S.C. the level of
 - (i) 3 Unit, Percentile band 11-20 or better
 - or (ii) 2 Unit, Percentile band 31-40 or better
 - or (iii) 2 Unit A, Percentile band 71-80 or better — provided that they also attained the level of 2 Unit, Percentile band 31-40 in any other two humanities subjects. (Geography, History, Economics or a Foreign Language).
- (c) 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

- (i) 3 Unit, Percentile band 1-10 or better
 - or (ii) 2 Unit, Percentile band 11-20 or better
 - or (iii) 2 Unit A, Percentile band 31-40 or better
- Preference will be given to candidates with attainments at (c) (i) or (c) (ii) levels.

Admission to Specialist Departments

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 Science/Textiles	<i>Preferred:</i>	(i) A 3 Unit course in Food and Textile Science or (ii) Two 2 Unit courses from (a) Home Science (b) Textiles and Design (c) Science (Chemistry preferred)
Industrial Arts	<i>Preferred:</i>	Units in Industrial Arts, Mathematics and Science.
Mathematics		Students offering a 2 Unit A course in Mathematics are not eligible. <i>Prescribed:</i> (i) Students offering the 2 Unit course in Maths must attain a Percentile band of 71-80 or better. (ii) Students offering a 3 Unit course in Maths must attain a Percentile band of 31-40 or better.
Music		Students offering the 4 Unit course in Mathematics will be deemed eligible for consideration. Specific Music Requirements - In general, the candidate must: (i) Have satisfactorily completed Music examinations conducted by the Board of Senior School Studies of 3 unit, 2 unit or 2 unit A 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. (ii) 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 exam-

ination results.
No preparation is required for tests of musical ability, but aural tests will include:

- Aural recognition of
(a) Time signatures
(b) Major and Minor tonality
(c) Cadences
(d) Triads
(e) 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>	(i)	A 2 Unit course in Mathematics and
Science	Students offering a 2 Unit A course in Science are not eligible.	(ii)	A 2 Unit course in Science
	<i>Prescribed:</i>	(i)	At least a 2 Unit course in Science.
		(ii)	At least a 2 Unit course in Mathematics.
	<i>Preferred:</i>	(i)	A 4 Unit course in Science at the H.S.C.;
		or (ii)	A 2 Unit course in Chemistry or Physics at the H.S.C., and
		(iii)	A 4 or 3 Unit course in Mathematics (not including a 2 Unit A course).
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.

- (i) 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.

- (i) 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.
- (ii) 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 (Mathematics)

A candidate to be eligible for consideration for admission must have completed:

- UG2 diploma specialising in Mathematics; or
 - such qualifications deemed equivalent to (i); or
 - a UG1 degree including study in Mathematics which the Admissions Committee, on the advice of the Course Entry Committee, deems equivalent to the Mathematics components of this College's Diploma in Teaching (Secondary) specialising in Mathematics together with a recognised teacher education qualification; and
- have two years' teaching experience as a secondary mathematics teacher.

Details of conditions governing entry with UG2 diploma may be obtained from the College.

10. Graduate Diploma in Educational Studies (Science)

- 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' successful secondary teaching experience in science.

A prerequisite will be 12 credit points or its equivalent in the chosen field of study, earned over four consecutive semesters of study.

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;
- be currently engaged in the practice of her/his speciality, or
 - 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 Social Welfare

Applicants for admission to the Associate Diploma in Social Welfare 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.

3. 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.

4. 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.

SCHOOL OF VISUAL AND PERFORMING ARTS

1. Bachelor of Arts (Visual Arts)

Applicants will be required to present evidence of their ability to undertake the course, such as:

- completion of the N.S.W. Higher School Certificate with a minimum aggregate of marks and a satisfactory standard of English, as prescribed by the College Academic Board, and presentation of a report from the Head of the Art Department of the High School attended, outlining the suitability of the candidate to undertake degree level studies in art or
- completion of the TAFE Art Certificate or equivalent post-secondary studies in art having a duration of at least two (2) years full-time AND achievement of a satisfactory result in the Mature Age English test.
OR, in the case of mature age applicants,
- presentation of a substantial portfolio of work which clearly demonstrates artistic ability of a standard comparable to that required for normal admissions.

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. Postgraduate Diploma in Art

Candidates for entry to the Postgraduate Diploma in Art courses in the fields of Painting, Sculpture and Printmaking should have successfully completed a Diploma or Degree in Art or equivalent with specialisation in the subject area for which postgraduate 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 would normally be required to attend for an interview. It is expected that applicants would be able to indicate their reasons for wishing to work at postgraduate 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 would be necessary 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 would be required to attend for an interview and otherwise show that the course could successfully be completed if admitted.

OTHER ENTRY PROVISIONS

Mature Age Entry

Applicants who will be at least 21 years of age by March 1, 1982 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, 1981 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:-

1. (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**
2. (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

Provision is made for suitably qualified two year trained teachers to obtain the Diploma in Teaching by part-time attendance or external studies. Availability of specialisations varies with demand for the courses.

External Courses are also available to enable 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 1982 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.). All 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. All applications for admission to undergraduate courses must be lodged at the U.C.A.C. office.

Postgraduate and External Courses

All applications for admission to postgraduate and external courses in 1982 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 1982 is October 1, 1981. Successful applicants will be advised by letter in early February, 1982. 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.

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.

ENABLING RESOLUTION

In order to ensure that there would be no lapse in the continuity of the College's legal and administrative functions with the gazettal of the College as a multidiscipline corporate College of Advanced Education, the Council adopted a resolution designed to maintain existing regulations, rules, delegations and functions within the College until such time as they were amended or superseded by decisions of the new Council. Several of the following regulations do not apply to the recently introduced modular course structure. The College is proceeding to develop regulations consistent with the modular structure; details of the interim regulations relating to the modular structure are on page 198.

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.

DESIGNATION OF STUDENTS

1. A student shall enrol as a full-time student or as a part-time student or as an external student.
2. (a) For the purposes of the requirements a full-time student is one who attends the College on a regular basis and who is undertaking at least 75 per cent of the amount of work prescribed by the College as a year's work; such a student remains a full-time student unless and until his application to be classed as a part-time student is approved by the co-ordinator of studies in the programme within which the student is enrolled.
- (b) For the purposes of the requirements a part-time student is one
 - (i) who attends the College on a regular basis and who is undertaking less than 75 per cent of the amount of work prescribed by the College as a year's work; or
 - (ii) a student enrolled in a part-time course.
- (c) 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.

*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 \$60.00 to the Students' Association. All students enrolled in part-time courses in the College are required to pay a Students' Association fee of \$30.00. External students are required to pay a fee of \$12.00.

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 8, 1982 \$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 8, 1982 \$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.

GENERAL CONDITIONS FOR AWARD OF DIPLOMAS

In order to qualify for a diploma of the College, every candidate shall satisfy the requirements for admission to the appropriate course of study, follow 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.

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 ten 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

A review of an examination result is governed by Rule XI/3(b)/1 (Refer to page 188.)

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 Examination Results

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.

CONFERRING OF AWARDS

1. The Principal of the College or his nominees shall at the ceremony at which awards are conferred present candidates who have qualified for an award of the College.
2. Where a candidate who has qualified for an award of the College is absent from a conferring ceremony, the Principal or his nominees shall present the candidate's name at that ceremony.

VARIATION OF PROGRAMME

Students will only be permitted to enrol in any course or course module after the commencement of lectures with the approval of the appropriate Head of School or his nominee.

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 the Assistant Principal who, after consultation with the head of the department concerned may allow withdrawal without failure.

Last day for Withdrawal without Failure

Semester I Modules/Course:

Wednesday, April 14, 1982.

Semester II Modules/Course:

Wednesday, October 6, 1982

Full-year Subjects or Modules:

Friday, July 16, 1982.

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.

LEAVE OF ABSENCE

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 readmission at least two months before the commencement of the semester in which he seeks to be readmitted.
- (b) Where, during the period of absence, the College has significantly modified a 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.
2. A student who has not successfully completed the equivalent of two semesters of the College programme may take leave of absence only by withdrawing from the course and, on seeking readmission to the College, may be re-enrolled subject to there being a place available in the course to which readmission 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.
 3. The College Academic Board, on the advice of the Admissions Committee, may relax these requirements in special cases.

UNSATISFACTORY PROGRESS — EXCLUSION

1. The head of a department may determine that a student taking a subject or course offered by the department shall be excluded from any examination for which the department is responsible for any of the following reasons:
 - (a) unsatisfactory attendance at lectures;
 - (b) failure to complete work;
 - (c) failure to complete written work or other assignments;
 - or
 - (d) failure to complete fieldwork.
 - 1.1 Where a head of department has excluded a student from a subject, the student shall have the right to have his case reconsidered by the appropriate Board of Studies.
2. The relevant Board of Studies may review the academic progress of any student who fails in, or is absent from, or is excluded under section 1 of this requirement from any examination and may recommend to the Academic Board:
 - (a) that the student be excluded from any further study in a subject or course; or
 - (b) that the student may enrol only in such subject or subjects or course as the Academic Board may determine.
3. The Academic Board in considering a referral under section 2 may determine:
 - (a) that the student be excluded from the course; or
 - (b) that the student be permitted to continue his course subject to certain conditions which may be recommended to Academic Board by the relevant Board of Studies or Academic Progression Review Committee, as applicable.
4. The Academic Board may, on the recommendation of the appropriate Board of Studies, exclude from the College any student whose academic record, in the opinion of the Academic Board, demonstrates the student's lack of fitness to pursue his studies in the College.
5. A student affected by a decision under section 3 or 4 of this requirement may submit to the Academic Progression Review Committee a written case as to why the decision should be reconsidered.
 - 5.1 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 or from the College 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.

- 5.2 Both the student and the head of department (or his nominee) are permitted to make written submissions and to be heard in person by the Academic Progression Review Committee. In appearing before this Committee a student shall be entitled to legal or such other representation as he desires by way of counsel.
- 5.3 The Academic Progression Review Committee shall comprise, as an interim measure, the Assistant Principal (Chairman and Convener), two student members appointed by Academic Board, and the Chairmen of the Boards of Studies in Secondary Education, Primary and Special Education and Art, or their nominees.

In the practical application of this procedure, where a head of department proposes to exclude a student from one or more subjects, the student will be given the opportunity to attend an interview with the head of department to discuss his progress in the subject(s). Should the student fail to attend the interview, or the head of department decide, after conducting an interview, to proceed to exclude the student, the student will be notified of the decision in writing. A student may then exercise his right under Clause 1.1 above to have his exclusion reviewed by the relevant Board of Studies.

Where a student's case is reconsidered by the Academic Progression Review Committee, its recommendations are presented to Academic Board. The decision made by the Academic Board will be notified to the student in writing.

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.

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.

SHOW CAUSE

1. A student shall show cause why he should be allowed to repeat a course or subject in which he has failed more than once. Cancellation of a student's attempt to complete the subject or stage of a course, under Chapter X, Division 2, Clause 14(b) of the By-law, shall be regarded as a failure.
2.
 - (i) A full-time student shall show cause why he should be allowed to continue a course if all subjects of the first year of his course are not completed by the end of his second year in attendance.
 - (ii) A part-time student shall show cause why he should be allowed to continue a course if all subjects of the first year of his course are not completed by the end of his second year in attendance.
3. (i) A student who has a record of failure at another college, a university or other tertiary institution shall show cause why he should be admitted to the College.
4. A student required to show cause shall have his application considered by the Admissions Committee which shall advise the Academic Board whether the cause shown is adequate to justify the student being permitted to continue his course or to enrol as the case may be.

RE-ADMISSION

Any student excluded from a course or from the College may apply after one academic year to the Admissions Committee for re-admission to any such course or to the College. If the Admissions Committee is satisfied that the condition or circumstances of the student have so changed that there is reasonable probability that he will make satisfactory progress in his studies, it may recommend to the Academic Board the re-admission of the student under such conditions as it may determine.

RELAXING CLAUSE

In order to provide for exceptional circumstances arising in particular cases, the Academic Board may relax any requirement.

DISCIPLINE

The provisions governing student conduct and discipline are contained in Chapter X of the College By-law. (Refer to page 184).

TRAFFIC AND PARKING RULES

The Traffic and Parking requirements of the College are prescribed in Rule XV1. (Refer to page 188.)

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Graduate Diploma in Education (Secondary Education)

ALEXANDER, Christopher
 BIRD, Meri
 BOOTH, Kerry Leigh
 BROWN, Lyndal Ann
 BULGIN, Karen Anne
 BURTON, Janine Margot
 CHIPPENDALE, Kerry Ann
 CRAGO, Ruth Alice
 CREE, David James
 DAYMAN, Karen
 DOW, Catherine Narelle
 DUNN, Brian Keith
 FROST, Cynthia Gai
 GILLAN, Stephen Andrew
 HARRISON, Toni Maree
 HOLLIS, Gregory John
 JOHNSTON, Vicki Sheree
 JONKER, Robert Willem
 JURCZENKO, Ellyen Rozalie Katharine
 KELLY, Barbara Mary
 KELLY, Elizabeth Miriam
 LILES, Rodney Brett
 MATHEWS, Robert Bruce
 McCLOY, Sally Jane
 McLAUGHLIN, Kim
 McQUALTER, Marjorie June
 MURRAY, Lesley Anne
 MURRAY, Paul Anthony
 NASH, Ethel
 SILVESTRI, John
 SMITH, Warren John
 SULLIVAN, Rebecca Noelene
 WORRALL, Marilyn Jayne

Graduate Diploma in Educational Studies (Mathematics)

CHENERY, Mark
 HAYNES, Grenville John
 REGENT, Phillip John

Graduate Diploma in Educational Studies (Science)

BROWN, Catherine Mary
 BURGESS, Thomas James
 COX, Rose-Anne Patrise
 DOHNT, Douglas William
 HURST, John
 PEASE, Gary William
 PORTER, Marilyn

PURVIS, Ross Gilbert
 SULLIVAN, Helen Maud
 TURNBULL, Allan William
 WOODS, Peter Alan

Graduate Diploma in Education (Technical and Further Education)

BATHGATE, Valerie Jean
 JEFFREY, Wayne Dallas
 O'CONNOR, Dennis Alfred
 PUTTOCK, Estelle Marie
 SCOTT, Alfred Campbell
 SEAGROTT, Maree Margaret
 SENIOR, Stephen Kenneth
 WORSNOP, Pamela Mavis

Bachelor of Education (Art)

ADAMS, Erika Kay
 ASHTON, Jenaleen Ruth
 BLANCH, Stephen Russell
 CALLANAN, Gail Margaret
 CARTER, Carol Ann
 COLE, Lee Catherine
 ELLIOTT, Tracey
 FITZSIMONS, Julie Elizabeth
 FORREST, Sharon
 FULLER, Lyndal Kay
 GIBBS, Rowena Frances
 HARBON, Wendy Geraldine
 HARDY, Sharon Marie
 HARRIS, Linda Ann
 HASTIE, Natalie
 HUGHES, Lauren Elizabeth
 JONES, Melody Anne
 KATOMERIS, Agilia
 KENNETT, Robyn Anne
 LEWIS, Diana Elizabeth
 LEWIS, Robert Burton
 McDONALD, Ian Alexander
 McNAMARA, Susanne Lynne
 MUNNS, Karen Rae
 PALMER, Debra Lynne
 PETERS, Suzanne
 RENFREW, Louise Trudence
 ROBINSON, Dawn Mary
 SHAW, Sandra Lorraine
 SIMPSON, Cheryl Anne
 SMITH, Bernadette Bayley
 SOURLAS, Sophia
 STEPHENS, Annette Judith
 TAYLOR, Denise Joan
 TRIGG, Fiona Christine
 WHITE, Megan Ruth
 WILSON, Suzanne Maree
 WONG, Betty Evelyn
 WOODHALL, Anne Maree

Bachelor of Education (Home Science/Textiles)

BALLIN, Sandra Maree
BURWELL, Toni Maree
CHORLTON, Valerie May
CONNELL, Karen Annette
COOK, Helen Joy
DIXON, Anne-Michelle
JACKSON, Janis Irene
MAIZAN, Susan Rita
PARK, Yvonne Joy
ROSTEDT, Mavis Alice
STAHMER, Kathleen Gail
WISEMAN, Lorraine Irene

Bachelor of Education (Industrial Arts)

APPLEBY, Clyde Malcolm
ASHDOWN, Mark Irving
BILLINGHAM, Errol George
BONIFACE, Brian Walter
BONNEFIN, David Ian
BOWEN, Gregory Thomas
BROMAGE, Noel Alwyn
BROWN, James Charles
BROWN, Neil Laurence
BURTON, Hedley
CARLIER, Ralph George
COLLINS, John Paul
CREAGAN, Mark John
CUMMINGS, Anthony John
DALLY, Graeme Richard
DEANS, Brian
DENSLEY, Robert James
DIXON, Colin John
DONNELLY, Bruce Edward
DRANSFIELD, Robert Beaumont
DUFF, John Charles
EDMONDS, Laurence Stephen Charles
ENGLISH, Arthur Clark
EVERETT, Mark Frederick
GOLLAN, Terrence William
GOODMAN, Graeme Roberts
GOODRIDGE, David Arthur
IACONO, Michael
IRWIN, Colin Bruce
MITCHELL, Peter
NELSON, Robert Emilius
NICHOLLS, Kenneth Douglas
NORDSVAN, Gregory Leslie
OAKEY, Trevor Michael
OSBORNE, Peter Frederick
OSMOND, Rodney Bruce
PETHERBRIDGE, Warren Raymond
PINAZZA, Paul Marco
POND, John Charles
RAILTON, Wilson Denning
RANDELL, Peter Leslie
REARDON, Allan Keith
REEVES, Stephen John
RULE, Richard John Raymond
SCOTT, Robert Dudley
SMITH, Grahame Thomas
SQUIRE, Peter John
TOOKE, Ian Ralph
URQUHART, Kenneth James

Diploma in Teaching (Secondary Education)

AKERS, Julie Maree
ALLEN, Joanne Frances
ANDERSON, Anne Marie
APPS, Peter Leonard
APTHORPE, Paul
ARMS, Gregory John
ARNOLD, Michele Anne
ASKEW, Prudence Ann
AULD, Patricia Jane Mae
AYLIFFE, Peter Gregory
BAILEY, Donna Maree
BAKER, Peter Charles
BAKER, Gary John
BARNES, Jennifer Leigh
BARNETT, Cheryl Joy
BARNETT, Suzanne Elizabeth
BARRETT, John Delves
BAXTER, Anne Donaldson
BEARD, Deborah Anne
BENSLEY, Stephen Thomas
BENSON, Donald Andrew
BISHOP, Annette Faye
BLACKMORE, Rosemary Kathryn
BLACKWELL, Beverley Joy
BLAND, Stephen Brian
BRADSTOCK, Jennifer Joy
BROWN, Ruby Maude
BRUCE, Robert Sidney
BUFFIER, Jennifer Louise
BUFFIER, Jill Maree
BULL, Allison Margaret
CAIRNS, Norma Joan
CAMPBELL, Glenn Joseph
CASTELLI, Denise Merrita
CHADBAN, James Leslie
CHAPMAN, Anne Michele
CLEWETT, Terrence
CONNELL, Terrence Patrick
CUMMINGS, David George
DAVIES, Jan Isobel
DAVIES, Ruth
DAY, Kevin William
DRISCOLL, Christine
ELLIOTT, Robert Howard
ELLIS, Terrence George
EVANS, Russell John
FARRELLY, Karen-Lee
FIELD, Lloy Caroline
FIELDING, Dianne Helen
FISHER, Leslie Malcolm
FLEMING, Julie Kay
GABRYSIK, Peter John
GODFREY, Jennifer May
GRAHAM, Mallory Watson
GRANT, Lianne
GREEN, Mark John
GRIFFITHS, David Kendall
GRILANC, Sergey
HADDOCK, Perry John
HARLAND, Brett Stephen
HARMSTON, Mark
HERBERT, Janice Lesley
HERRMANN, Hilary Karen
HIPWELL, Wendy Ruth
HOLMES, Peter Grant
HUTCHESON, Julie Ann
ILARIO, Debra Annunziata
JACKSON, David
JAMES, David Peter
JENNINGS, Andrew Walter Duncan

JOLLY, Alan Norman
JONES, Mary-Jane
JUKIC, Jelena Helen
KEARNEY, Bernadette May
KIRIAKIDIS, Leo
KIRTON, Judith Alison
LANE, Daniel James
LANE, Dianne Margaret
LARKIN, Garry Ian
LAYTON, Helen Anne
LEITCH, John Howard
LESTER, Sharyn Maree
LEWIS, Carolyn Joy
LIESCHKE, Julieanne
MACKELLAR, Janice Claire
MACKIE, Fiona Mary
MACTAGGART, Wendy Patricia
MARSH, Kerrie Ellen
McCUTCHEON, Ian Robert
McKEE, Allan Glen
McKINLAY, Shona Lynne
McLENNAN, Allen John
McMASTER, James
McNULTY, Steven Ronald
METTAM, Pamela Jean
MICEVSKI, Larry
MIDDLEBROOK, Robyn Elizabeth
MILLER, Edward George
MILLIGAN, Julie Maree
MINETT, Janelle Ruth
MITCHELL, Julie Kathleen
MONNOX, Christine Anne
MORANTE, Richard James
MORTON, Keith David
MULLAVEY, Wayne Patrick
MURRAY, Mark James
MURRAY, Mark Patrick
NEAL, John Wayne
NEWMAN, Janelle
O'BRIEN, Peggy Therese
O'CONNELL, Richard Morris
O'DONNELL, Patricia Anne
O'KEEFE, Gregory James
OSBORNE, Michael John
PAPWORTH, Ronald James
PARSONS, John Stephen
PARSONS, Marshal John
PASSMORE, John Charles
PEAK, Suzan Jane
PEARSALL, Colleen Joy
PEATE, Philip Patrick
PERRING, Craig Thomas
PHELPS, Nerida Janette
POTTS, Colleen
PRITCHARD, Karen Joy
PROVOST, Gary John
REID, John Kevin
RICHARDSON, Elizabeth Louise
RICKETTS, Barry John
RIGBY, Vicki Anne
ROBBINS, Raymond Francis
ROBERTSON, Frederick
RUDDUCK, Paul Ian
RUPPRECHT, Roxanne Dawn
RYAN, Rodney Paul
SALARIS, Tony
SALWON, Kerrie Margaret
SCOTT, Jennifer Jayne
SCOTT, Lucas
SCOUTEN, Eileen Louise
SEAMAN, Peter William
SETZ, Peter Francis
SHANKS, James Thomas
SHANLEY, Jan Denise
SHEPHERD, Leonie Therese
SHIELDS, Ronald Leslie
SIMPSON, Sharon Dawn

SMITH, Gary John
SMITH, Paul Andrew James
SMITH, Robin Ann
SMITH, Paul Denis
SPIERS, Jennifer Margaret
STAPLES, John Barry Chant
STEEL, Bradford James
STEVENS, Margaret Ann
STEWART, Steven John
STOKES, Gina Pamela
STOREY, Anne Debra
STUDDEN, Leonie Margaret
SUMEGI, Suzanne Csilla
SWAN, Graeme Francis
TAYLOR, Keron May
TAYLOR, Megan Anne
THOMAS, Christopher Robert
THOMSON, Stephen Lloyd
TIDEY, Steven Allen
TIMMS, Geoffrey Robert
TREW, Denise
TULK, Sharon Lee
USHER, Andrew Bruce
VANDERMAAL, Desiree Sharon
VAUGHAN, Dominic Vincent
WALLACE, Carol Ann
WALMSLEY, Graeme Bruce
WILLIAMS, Garry John
WILSON, Cassandra Jane
WINLEY, Deborah Margaret
WORTLEY, Catherine Ann
WRIGHT, Mark Joseph
YATES, Glenn Desmond
YOUNG, Gregory Derek
YOUNG, Stephan Ross

Diploma in Art Education

DONAGHUE, Christine Mary
SWANSON, Anne Maree
WILLIAMS, Judith Dianne

Diploma in Teaching (Technical and Further Education)

BAILEY, Noel David
BOYCE, Maureen Pamela
BULL, Graham Reginald
COX, Angela Mary
CRIMEEN, Suzanne Alix
DIXON, James Lawrence
DOLEY, Barbara Dianne
FAWCETT, Paul Alexander
FIELDING, Joan Evelyn
GILLARD, Joan Lilian
JOHNSON, Rhondoda Glenice Estelle
JONES, Kevin
KINGSTON, Janice Barbara
LANE, Rosemary
LOWE, James Fred

MOYLAN, Dorothea Joy
NASON, Joy
PARSONS, Gary Stewart
PAUL, John Harold
ROBINSON, Margot Anne
RUTHVEN, Anna Marie
STARKEY, Stephen John
WALTER, John James
WILSON, Beverley May

Associate Diploma in Diagnostic Medical Radiography

BAYLIS, Ian Gregory
DIXON, Ralph Scott
FAIRWEATHER, Leonie Mary
GOLDER, Karen Marie
JOHNSTON, Rosemary
KIDD, Michael John
PALMER, Narelle Christine
ROBSON, Paula Louise
SCHOFIELD, Mark Richard
STARK, Geoffrey Duncan
SYDES, Angela Monica
TYNAN, Anthony James
WILSON, Joanne

Associate Diploma in Nursing Education

BEERWALD, Carol Lesley
DOW, Wendy Colleen
EGGINTON, Margaret Louise
GALLAGHER, Nola
GREEN, Ruth Edith
HERMAN, Lois
HIGGINS, Isabel Johanna
IRWIN, Christine Anne
KENDALL, Helen Adele
KERKHOF, Eileen
McATAMNEY, Catherine
McLAREN, Margaret Anne
PARKER, Vicki Therese
PARSONS, Denise Joy
ROBINSON, Jan
SCHMITZER, Janet Coralie
STUCKINGS, Janice Ethel
TEASDALE, Patricia Barbara

Associate Diploma in Social Welfare

ASHER, Sandra
BRUTY, Janelle Florence
CAMPBELL, Pauline Margaret
CONNORS, Beverly Joan
CORRIGAN, Olga
DAWSON, Julie Eileen
DRING, John Maddison
FENERTY, Jill
FOSTER, Patricia Ellen
GARDINER, Janice Hilva
GIGGINS, Jennie-Lou
GLOVER, Mary Elizabeth
HARTUP, Linda Joy
HOPKINS, Christopher Graeme
HORNE, Sandra Maree
JONES, Audrey
KRISENTHAL, Agnes Lorraine
LAKE, Michael
McHATTIE, Leigh Michelle
MEHMET, Jann Judith
NEWMAN, Peter Mark
PRESTON, Barbara Isabel
SVERDRUPSEN, Susan Kristine
THOMPSON, Beverley Ann
WALKER, Suzanne

Graduate Diploma in Education (Primary Education)

BALDWIN, Jennifer Kristine
BENNETT, Beverley Jean
DOYLE, Jennifer Mary
DREW, Jennifer Merte
EVANS, Linelle Maree
FRASER, Brett
GARNHAM, Wendy Lee
GLEESON, Barbara Joy
JACKSON, Diane Mae
KENNEDY, Philip John
LEARY, Helen Edith
McINTOSH, Julie Ann
McLAUGHLIN, Carolyn
MORGAN, Catherine Susan
MORONEY, Janet
OSTLER, Cheryl Anne
RICHARDSON, Janette
SMITH, Julie-Anne
TALBOT, Kathleen Lorraine
TURNER, Margot Murray
VERMEER, Marion
WARD, Susan Wendy

Graduate Diploma in Educational Studies (Special Education)

BAILEY, Phillip John
BRIGHTEN, Keith John
BROTHERTON, Garry William
BUCKLEY, Catherine Hazel
CORNWALL, Elizabeth Anne
DEAN, Rodney Allan
DIXON, Margo Mary
GILES, Zeny
GRAINGER, Carol Ann
GUNNESS, Linda
HARRIS, Richard Alfred
HERRON, Bruce
HERRON, Lea
HOOPER, Sylvia Therese
HUCKEL, Stephanie Lee
JEFFERSON, Leone
LAKIN, Richard Henry
McGRANE, William Clive
McVEY, Neva Dorn
NEARY, Paul Lawrence
OLIVER, Christopher Phillip
PURCELL, John Stephen
SKENNERTON, Ceinwin Rosemary
SPEDDING, Susan Florence
THOMAS, Patricia Lorraine
WATTS, Margo Jeanette
WILSON, Margaret Anne
WISEMANTEL, Paul Thomas

Graduate Diploma in Educational Studies (Curriculum Development)

COCKERELL, Bruce Victor
DAWSON, Lorraine June
FINN, Beris Edna
FORSTER, Marcia Dawn
HICKS, Geoffrey Austin
SIMON, Gerard Anthony
WAKELY, John Christopher
WEPPLER, Ross Thomas

Diploma in Teaching (Early Childhood Education)

ARNOTT, Susan Louise
CORY, Susan Elizabeth
DUNLOP, Christine Mary
DUNN, Janina Jane
FAULKNER, Rhonda Rae
GILMOUR, Lisa Helen

GRIFFIN, Jennifer Anne
GUINANE, Genevieve Mary
HINTON, Lisa Therese
INGATE, Janelle
JACKSON, Michelle
LANGWILL, Helen Judith
MAIN, Donna Ann
MARTIN, Rhonda
McLOUGHLIN, Merrilyn Eva
NESBITT, Jane
POWELL, Catherine Anne
QUIRK, Deborah
ROBINSON, Sharon Jean
ROSHIER, Kim Marie
RYAN, Karen June
SANTARELLI, Daniela Maria
SMITH, Raylee Elizabeth
WALTER, Lynette Joy
WILSON, Susan Mary

Diploma in Teaching (Primary Education)

ALCOCK, Mark William
ANDERSON, Catherine
ANDREWS, Graeme
ARMSTRONG, Eileen Patricia
AYTON, Helen Maree
AYTON, Stephanie
BAILEY, Eloise Antoinette
BANKS, Helen Ann
BARLOW, Anne Louise
BARNES, Janice Marie
BARSLEY, Patricia Jean
BASSETT, Christine Helen
BECKMORE, Valda Neta
BELCHER, Frances Therese
BENNETT, Suzanne Leslie
BENSON, Gail Dorothy
BERRY, Sonya May
BEWLEY, Lynette Joy
BINGHAM, Nola Louise
BISHOP, Jan Myree
BOTTARO, Lucia Stephanie
BRINLEY, Anthony Joseph
BROWN, Karen Lesley
BROWNE, Leonie Gai
BURT, Karen Therese
BUTCHER, Glenn Anthony
BUTEL, Marie Therese
CALLINAN, Genevieve Mary
CHANDLER, Sue
CHERRY, Jayne Frances
CHRISTENSEN, Lynn Maree
CLIFFT, Ingrid
CLUTTERBUCK, Mary Ellen
CONDON, Anita Yvonne
COOK, Maurice James
COOPER, Carolyn
COTTON, Lynne Maree
CREIGH, Anne Louise
CROSS, Timothy George
CROZIER, Gail Laurel
CURRAN, Patricia Jane
CURRIE, Tony Robert
CUTLER, Susan Gai
D'AMORE, Gabrielle
DARBY, Lorraine Ann
DAVIS, Sandra Meryl
DOUGLAS, Susan Lea

DRUERY, Leoni Vi
DUGGAN, Tracie Maria
DUNN, Ruth Frances
EATHER, Gregory Ronald
EDWARDS, Wayne Robert
EGGINS, Heather Jean
ELLIOTT, Mary Lucille
ELPHICK, Arnold Claude
ELSE, Penelope Anne
EVANS, Tracey
FARLEY, Sandra Margaret
FEENEY, Mark William
FIBBINS, John Andrew
FIELD, John Kenneth
FLOOK, Dianne Marie
FOLEY, Judith Helen
FORSTER, Leonie Margaret
FRASER, Jacqueline Elizabeth
FRASER, Karen Frances
FRIENDIN, Vicki Louise
GALLIENNE, Mark David
GEDDES, Richard John
GEHRIG, Carol Elizabeth
GEORGE, Victoria Maria
GIBSON, Catherine Anne
GIBSON, Jeffrey Alan
GLASSON, Vandy Patricia
GODNEY, Toni Margaret
GORDON, Jennifer Louise
GRAHAM, Bruce Thomas
GRAVES, Heather Lynette
GREEN, Susan Louise
HAGGARTY, Peggy Ann
HANNAH, Glen Neville
HARDEN, William John
HARRIS, Jane Kathleen
HENNESSEY, Rhonda Patricia
HERBERT, Lynn Maree
HEUSTON, Deanne Elizabeth
HICKEY, Tracy Patrece
HILL, Jennifer Jane
HOOK, Narelle Gai
HOPKINS, Trudy Jane
HORAN, Maria Elizabeth
HOY, Sharon Dawn
HOYE, Dianne Maree
HUGHES, Bronwyn
HUGHES, Ian John
HUNT, Diane Mary
JOHNSON, Mark Andrew
JOHNSON, William Amos
JOHNSTON, Gregory Neil
JONES, Margo Allison
KEIRS, Janice Anne
KENNEDY, Jennifer Ann
KEOGH, Thelma Margaret
KEYS, Lesley
KING, Susan Gay
LAIDLAW, Jennifer Ruth
LAMBERT, Dawn Julie
LAMBLEY, Sue-Ellen
LANG, Jennifer Ruth
LARVEN, Janet Gaye
LAWRENCE, Alison Jennifer
LEAYR, Colin Bruce
LOFTS, Steven Wayne
MANSFIELD, Annette Louise
MARCH, Peta Denise
MARKEY, Judith Anne
MARSH, Julie Ann
MASLEN, Julie Robyn
MATAS, Frances
McCOSKER, Desmond Paul
McINERNEY, Cheryl Edwynna
McKEOWN, Catherine Ann
McKNIGHT, Judith Lynne
McLEOD, Julie Christine

MEDLICOTT, Susan Cheryl
MEDWEDEW, Anne
MEEHAN, Vicki Anne
MELBOURNE, Kym Anisia
MILLER, Fay Lynette
MILLER, Karen Anne
MINETT, Josie Evelyn
MORGAN, Melissa Grace
MUIR, Helen Margaret
MUIRHEAD, Kevin Glenn
MUKHERJEE, Cecilia
MURPHY, Lynnette
MYLAN, Carey Joan
NEIL, Francis Dorothy
NEWMAN, Lois Maureen
NICHOLS, Julie Ellen
NOEL, Christopher John
NOLAN, Christine Therese
NORTHCOTT, John Moffatt
NOEL, Christopher John
O'HEARN, Elizabeth Anne
OLNEY, Suzanne Maree
ORR, Irene
OSLAND, Theresa Anne
PAFF, Patricia Francis
PAGE, Debra Anne
PARKINSON, Christopher Mitchell
PARR, Pauline Maree
PATERSON, Suzanne Gai
PAVLOVICH, Virginia
PAYRLEITNER, Yvonne Teresa
PEARCE, Lynnette Susan
PETERS, Maureen Monica
POGSON, Daniel Benjamin
POMERING, Gregory Philip
PROVOST, Kim Marie
PROWSE, Janette Maree
PYE, Roslyn Faye
RADNIDGE, Sharon Dawn
RELF, Susan Elizabeth
RICHARDS, Esther Louise
RIGLER, Sandra Gai
ROACH, Lorae Leanne
ROBERTSON, Lynn Scott
ROBINSON, Donna Lea
ROWLAND, Anne Catherine
RUFO, Duilio
SAUNDERS, Kerrie Anne
SAVAGE, Thea Elizabeth
SELLENS, Vicki May
SHAW, Peter Andrew
SHIELDS, Allison Gai
SIMMONS, Julie May
SKELTON, Christine Anne
SLAVEN, Julie Jean
SLEE, Lynnette Lorree
SLEVIN, Kathleen Mary
SMITH, Susan Jan
STACE, Susan Lea
STOKES, John Oliver
SULLIVAN, Garry William
SUTCLIFFE, Diane Kay
SUTHERLAND, Suzanne Noyce
SUTTER, Kim Louise
SWEENEY, Debbie Lea
SWINEY, Robyn Kay
TEANBY, Anita Sharon
TEMPEST, Trevor Hugh
TERRY, Judith Anne
THOMAS, Lorraine Gai
THOMPSON, Pamela Joyce
THOMPSON, Sally Ann
TOBIN, Carolyn Rose
URPETH, Louise Clare
VITULLO, Giuliana
WALL, Marion Joan
WALSH, Judith May

WALTER, Catherine Mabel
WARD, Dianne Aleathea
WARD, Suzanne Fay
WARE, Christine Mary
WATKINS, Ann Leith
WELSH, Cheryl Lea
WEST, Vicki Terese
WILKES, Susanne Patricia
WILKINSON, Carol Ann
WILKINSON, Frances Anne
WILLIAMSON, Gwendoline
WILSON, Diane Ellen
WOOD, Margaret Anne
WORTHINGTON, Gary Clifford
WRIGHT, Tracey Ann
YOUNMAN, Christine Lesley
YOUNGER, Vicki Maree

Diploma in Special Education

BOWMAN, Jane Frances
BREEN, Maureen Joy
BOYD, John Stephen
BRODIE, Maureen Janet
BYRNES, Nona Margaret
CRAWFORD, Maree Teresa
DAWES, Janice Louise
EVANS, Russell John
FACE, Barbara Anne
FARRELL, Richard John
GRAY, Royar
LEWIN, Carole Ann
LOVELAND, Maureen Ann
NUGENT, Beverley Ann
RIDGEWAY, Edwina Jayne
SHANKS, Barbara Agnes
SMITH, Denise Winser
TOMLINSON, Ann Isabel
WRIGHT, Dennis

Diploma in Teacher Librarianship

BRODIE, Robyn Louise
KEATING, Colleen Mary
CARTWRIGHT, Betty
MADIGAN, Leonie Eve
NEAL, Leone Susan
TOBIN, Hester Rosalie

Graduate Diploma in Art

ALCORN, Scott Raymond
BATHGATE, Rodney John
BROADBENT, Roger William
CARRUTHERS, Lindy Ann
CHISHOLM, Joanne Kay
EARLE, John Kenneth
ELVIN, Barbra Frances
GILES, Jane
HENDERSON, Glenn Dallas
HOLLEY, Delia
MULLANE, Ross Hamett
ORKOPOULOS, Sofia
PACEY, Sharon Ruth
PATON, Roslyn Wig
PETERS, Grahame Colin
PHILLIS, Victoria Anne
SHERER, Kathryn Allyson
WATERFORD, Margaret Kathleen

Diploma in Art

AVRAMIDES, Aikis
BELL, Michael John
BELLCHAMBERS, John Francis
BERRY, Michael Irwin
BOYES, Christine
BRADLEY, Raymond John
BRIGHT, Anthony Robert
BRUCE, Carmel Therese
CALLEN, Daniel John
CAMPBELL, Margaret Kay
CHALMERS, Lee-Anne
CURRYER, Janelle Joy
DAWSON, Heather Joy
DE JONG, Norie
ELLEM, Rhonda Kay
FARMER, Jack
FEWINGS, Alanna
GIBSON, Allan Francis
GRANT, Cheryl Louise
GRUSHKA, Kathryn Meyer
HARE, Sandra Mary
HARRISON, Toni Maree
HERRINGTON, Martyn Richard
HEYN, Cynthia Blanche
JAMES, Kerrie Jean
LANGER, Brian Charles
LEWIS, Brandt Charles
LUCHI, Vivian Carol Ann
MANSERGH, Wayne Herbert
MEANS, Elizabeth
McLAUGHLIN, Kim
NEAL, Colleen Anne
O'CONNOR, Ann Elizabeth
O'REILLY, Ian Meredith
OWENS, Barbara Angela
REDMAN, Sue Corrine
ROCHESTER, Gregory Paul
RODGERS, Karen Louise
ROSIER, Brenda Dorothy
RUSHFORTH, Janet Lynn
RUSSELL, Gregory Robert
RYAN, Mark John Luke
SHEPHERD, Barry William
SIMMONS, Jennifer Anne
SMITH, Bronwyn Gay
SMITH, Kris Allan

SMITH, Ross James
SOURLAS, Tina
SPARKES, Veronika
STOKES, Craig Malcolm
TOTTERMAN, Ruth Ingegard
TOWNSEND, Paul Leslie
VELTHEER, Peter
WILKINSON, Jennifer Maureen
WILSON, Joy Esme
WOODS, Bruce Geoffrey

Diploma in Music Education

In association with the New South Wales Conservatorium of Music.

ABRAHAM, Joanne Louise
BRITTON, Lesley Ruth
BROOMFIELD, David Keith
GANNON, Michelle Catherine
GILL, Heather Margaret
GLOVER, Sally Louise
GRAHAME, Andrew John
GRIFFITH, Nigel John
HOLMES, Karen May
JAMES, Susanne Elizabeth
LEWIS, Aaron George
MACKAY, Valerie Jean
McDERMOTT, Mark William
MOORE, Glenn John
PARKINSON, Adam
VIDLER, Christine Louise
WHITE, Jane Elizabeth
WOOD, Phillip John

Mr. Leslie Gibbs, A.M., B.E.M., F.A.I.M.

Presented for the award of Honorary Fellow by Dr. E. Richardson, Principal.

Mr. President of Council,
I present to you Leslie Gibbs, Officer of the Order of Australia (General Division), holder of the British Empire Medal, and formerly foundation Chairman and President of the Council of the Newcastle College of Advanced Education.
After the College, then the Newcastle Teachers' College, had been declared a college of advanced education, Leslie Gibbs was one of the first members appointed by the Minister for Education to the original Interim Council of the College established in June, 1973 and was elected as the Council's Foundation Chairman. He was reappointed to the First Constituted Council of the new corporate College on 1st October, 1974 and was re-elected as Chairman of the new Council. He was again reappointed by the Minister when the Council was established permanently under its own By-law on 1st April, 1977 and was elected as the first President of the reconstituted Council in accordance with the By-law provisions. He did not seek reappointment as a member of the Council when it was reconstituted on 1st April this year and retired from the office of President upon the expiration of his term of office on 31st March, 1981.

In a distinguished career in Newcastle and the Hunter Valley, he has deservedly earned the respect and admiration of the community he has served so strenuously. He joined the Newcastle Regional Co-operative in June, 1939 and devoted 34 years to the service and development of that organisation. He became General Manager of the Co-operative in 1949 and served in that position for 24 years until his retirement in July, 1973. During his period of service with the Co-operative he was engaged in war service and from 1942 to 1945 was a member of the ground staff of the R.A.A.F., serving the whole of that time overseas. It has been a matter of deep personal regret to Les Gibbs to see "The Store" obliged to close its doors in recent months. It was the largest retail co-operative in the Southern Hemisphere and the fact that it achieved such eminence is a direct tribute to his vision, determination, tireless energy and management skill.

In January, 1972, he was awarded the British Empire Medal for 45 years dedicated Service to the Co-operative Movement in Australia and for Service to the Community. In June, 1979 he was made an Officer of the Order of Australia for outstanding Community Service. His dedication to the ideals and development of the Co-operative Movement is well-known, but his varied involvement in community affairs embraces a much wider compass. In 1938 he became a Director of the Newcastle Permanent Building Society, has served three separate terms as Chairman of the Board of Directors and currently occupies that office for a fourth term. In 1972 he was appointed as a member of the Hunter District Water Board, a position which he still holds for a third term as a Ministerial appointee. His service to education has not been confined solely to the College and the advanced education sector. He has also served with distinction as a member of the Council of the University of Newcastle since 1973, when he was appointed by the Governor to fill the vacancy on the Council caused by the death of Dr. George Edwards, the former Deputy Chancellor of the University. He has occupied his position on the University Council continuously since that time.

Throughout the period of his eight years close association with the Newcastle College of Advanced Education, Les Gibbs has been tireless in the devotion of his time and interest to the work of the College Council and the affairs of the College generally. He was unsparing in his efforts to promote the interests of the College in all forums, at the various levels of Government and within the local regional community. He has been unceasing in his support of the College's continued growth and development and in the pursuit of its aims and ideals. These responsibilities, made the more onerous by the rapid and constant changes which inevitably accompany growth and development, he accepted willingly. His duties demanded that he be constantly accessible and required his frequent attendance at the College. It is a tribute to his energies and sense of commitment that he managed to combine the duties of President with those other major community responsibilities associated with his positions on the Hunter District Water Board, at the Newcastle Permanent Building Society, on the University Council, and his retention for a time as a Consultant to the Newcastle Regional Co-operative after his retirement from there as General Manager eight years ago.

The history of the College will record that Leslie Gibbs has made a major contribution to and played a leading role in the development and growth of the Newcastle College of Advanced Education, from its initial declaration as a college of advanced education in 1973 to its progress to corporate status and subsequent consolidation and continued advancement as a fully corporate college. It is appropriate, therefore, that the Council of the College has seen fit to recognise its Foundation Chairman and President, Les Gibbs, for his outstanding contribution to tertiary education in general and to this College in particular. It is most fitting that the College should confer on him its highest award and it is with great pleasure that I present to you Leslie Gibbs to be the recipient of the most distinguished award of Honorary Fellow of this College.

Mrs. Mabel Frances Grady B.A. (N.S.W.)

Presented by Dr. H.B. Lindsay for admission to the degree of Bachelor of Education, honoris causa.

Mr. President of Council,
I present to you Mabel Grady, Bachelor of Arts from the University of New South Wales, formerly Principal Lecturer and Head of the Department of Home Science and Textiles at Newcastle College of Advanced Education.

Mrs. Grady undertook initial Home Science training at Sydney Teachers College before joining the New South Wales Department of Education as an assistant teacher. In 1953 she was appointed Special Secondary Assistant in Home Economics at Maitland Girls' High School. From this position in 1959 Mrs. Grady joined the staff of Newcastle Teachers College and began the development of what has become Newcastle College of Advanced Education's Home Science and Textiles Department. In 1969 she was appointed a senior lecturer and in 1972 was promoted to principal lecturer. Mrs. Grady retired in January 1978 secure in the knowledge that her Home Science and Textiles Department had won national recognition.

Mrs. Grady has had a long and distinguished membership of a large number of organisations. These include the Australian Psychological Society, the Australian College of Education, the Caterers Institute of Australia, the Nutrition Society of Australia and the British Nutrition Society. In addition, she initiated the formation of the Home Economics and Needlework Association and became its foundation president.

Within the broader functions of the College, Mrs. Grady gave distinguished service as a member of the College Academic Board and served on many of its committees. These included the College Planning Committee on Three Year Training, the Personal Development Committee, the Multicultural Studies Committee, the Higher Degree Committee and, of course, as chairperson of the Course Planning Committee developing the Bachelor of Education (Home Science/Textiles) degree.

Mrs. Grady's talents were well recognised within the Hunter Region. For example, she served as an adviser to Avondale College at Cooranbong, when that College was preparing its Diploma in Home Economics proposals; and served also on numerous selection committees for Newcastle Technical College over a period of many years.

Mrs. Grady initiated student exchange programmes on both national and international levels. Particular mention needs to be made of the two-way exchange scheme with Queen's College, Glasgow and intercollege visits with the Larnook College, Victoria. In the midst of all this activity Mabel Grady found time to write numerous books in her professional field. These books have been of great assistance to Home Science and Textiles teachers. Her name has become synonymous with Home Science education throughout the State of New South Wales. Students, College staff and teachers in the field of Home Science and Textiles have appreciated her sincere devotion to the chosen field over several decades.

It seems appropriate at this stage to mention that Aristotle, the ancient Greek philosopher, said that the diners are better judges of a meal than is the cook. The student teacher "diners" at Mrs Grady's Home Science "table" initially found the "meals" she presented to them appetising and satisfying, and, by the advancement these "diners" have made in their teaching careers, from a long term viewpoint, the "meals" it is concluded were also highly nutritious. I present to you Mabel Grady to be the recipient of the honorary degree of Bachelor of Education.

Prizes

Hunter Infants Executive Prize for Infant Education: Not awarded 1980.
Hunter Infants Executive Prize for Early Childhood Education: WILSON, Susan Mary.
Norah Doyle Prize for Final Year Psychology: Not awarded 1980.
I.D. Renwick Prize for Year III Education: CONDON, Anita Yvonne.
The Business and Professional Women's Club of Newcastle Prize: ASKEW, Prudence Ann.
New South Wales Department of Education Prize: ASKEW, Prudence Ann.
J.W. Staines Prize for Diploma in Education (Primary): BALDWIN, Jennifer Kristine.
J.W. Staines Prize for Diploma in Education (Secondary): MURRAY, Lesley Anne.
The Huldah Turner Prize for English: SWINEY, Robyn Kay.
College of Nursing Australia (Central Northern Auxiliary, N.S.W.) Prize for full-time Nursing Education graduates: EGGINTON, Margaret Louise.
College of Nursing Australia (Central Northern Auxiliary, N.S.W.) Prize for part-time Nursing Education graduates (Aeq.): HIGGINS, Isabel Johanna. STUCKINGS, Janice Ethel.
D. Burton Prize for Home Science/Textiles: RIGBY, Vicki Anne.
Frances Baker Prize for Home Science: BURWELL, Toni Maree.
Leila Whittle Prize for Textiles: RIGBY, Vicki Anne.
College Prize for Home Science/Textiles: PEARSALL, Colleen.
Mabel Grady Prize: ROSTEDT, Mavis Alice.
Hunter Region Home Science and Textiles Teachers Association Prize: BURWELL, Toni Maree.
A.I.M./N.C.A.E. Prize for Materials Science: DRANSFIELD, Robert Beaumont.
Institute of Industrial Arts Prize — B.Ed. Industrial Arts Course: APPLEBY, Clyde Malcolm.
Institute of Industrial Arts Prize — Industrial Arts Course Year III: CROSS, Vincent Joseph.
Institute of Industrial Arts (Newcastle Branch) Prize — Industrial Arts Course Year II: TYLER, Mark David.
Institute of Industrial Arts (Newcastle Branch) Prize — Industrial Arts Course Year I: LIVINGSTON, Gregory David.
Fordel Prize: RUSSELL, Gregory Robert.
The H.W. Gillard Prize for Physical Education: SCOTT, Jennifer Jayne.
College Prize for Social Sciences: ASKEW, Prudence Ann.
Bank of New South Wales Prize for Final Year Commerce: ASKEW, Prudence Ann.
Bank of New South Wales Prize for Second Year Commerce: Not awarded 1980.
Bank of New South Wales Prize for First Year Commerce: Not awarded 1980.
College Prize for Science (Aeq.): BUFFIER, Jennifer Louise, BUFFIER, Jill Maree.
Colin C. Doyle Memorial Prize for Mathematics: STOKES, Gina Pamela.
The Newcastle City Council Local History Award for Newcastle C.A.E. Students: PICKETT, Steven Greig.
The John Anscombe Memorial Prize: TYLER, Mark David.
College Prize for Art Education: FITZSIMMONS, Julie Elizabeth.
Signor A. Dattilo Rubbo Prize for Final Year Art: O'CONNOR, Ann Elizabeth.
The Hunter Region Sculpture Society Prize: STOKES, Craig Malcolm.
College Prize for Music: JAMES, Susanne Elizabeth.
Special Prize for Contribution to Music within the College: Not awarded 1980.
The Keith Noake Memorial Prize (Conservatorium of Music Prize): MOORE, Glenn John.
Australasian Institute of Radiography N.S.W. Branch, Prize for First Year Radiography: HINGST, Karen Maree.
Australasian Institute of Radiography N.S.W. Branch, Prize for Second Year Radiography: JUDD, Shona Lee.
Australasian Institute of Radiography N.S.W., Newcastle and

District Sub-Branch Prize for First Year Radiography: HINGST, Karen Maree.
Australasian Institute of Radiography N.S.W., Newcastle and District Sub-Branch Prize for Second Year Radiography: JUDD, Shona Lee.
Australasian Institute of Radiography N.S.W., Newcastle and District Sub-Branch Prize for Third Year Radiography: BAYLIS, Ian Gregory.
George Hutchison Memorial Prize for Drama: BUTCHER, Glenn Anthony.
Firstchance Prize for Special Education (Aeq.): BYRNES, Nona Margaret, SPEDDING, Susan Florence.
Zonta Club of Newcastle Prize for Final Year Social Welfare: ASHER, Sandra.
Australian Institute of Welfare Officers Prize: FOSTER, Patricia Ellen.
N.C.A.E. Social Welfare Staff Prize for the Best Final Field Practice: GLOVER, Mary Elizabeth.

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