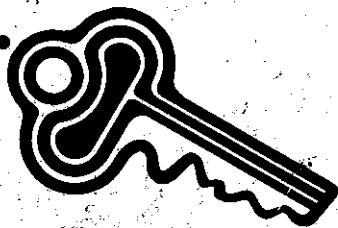


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**CALENDAR
1985**

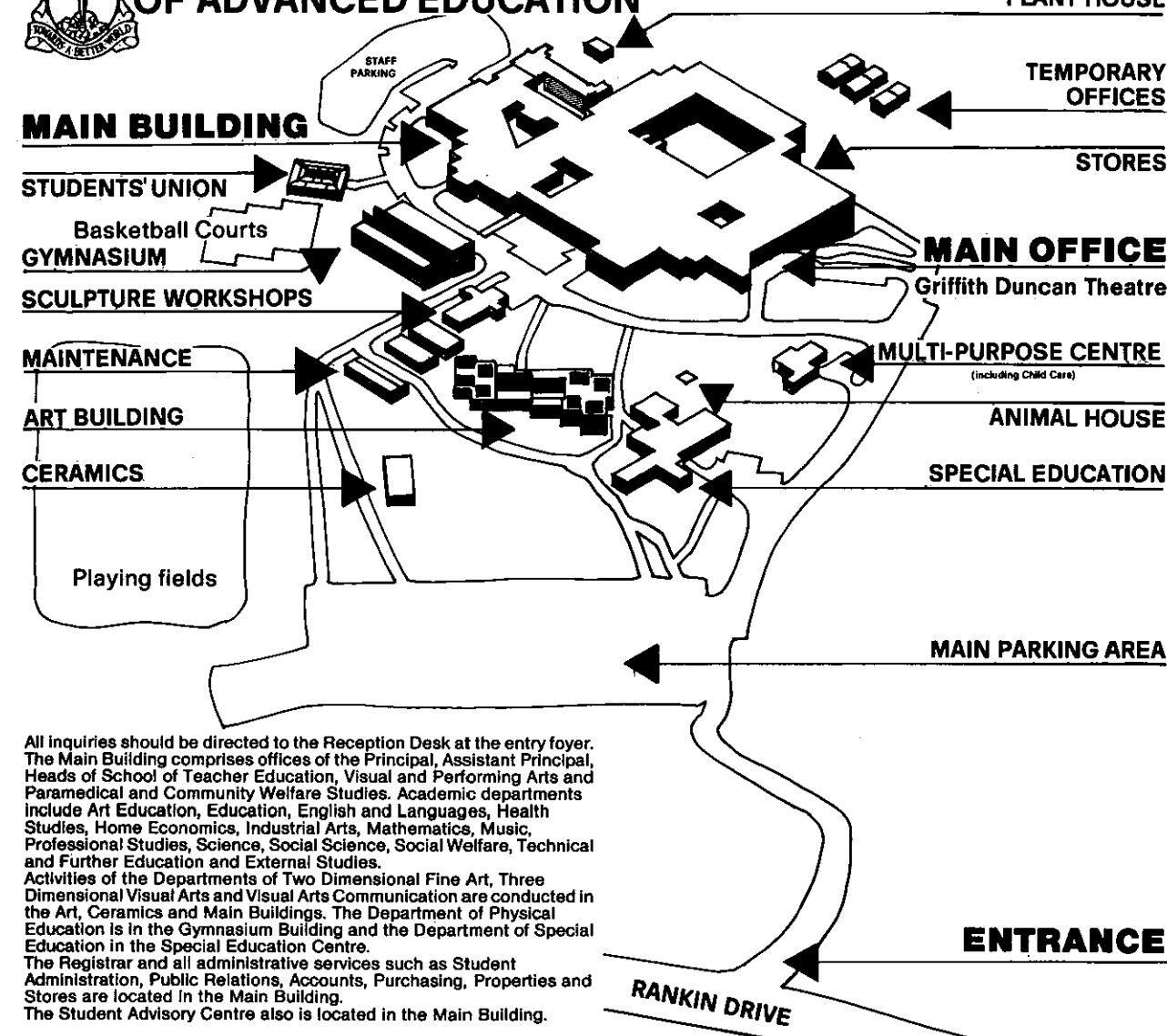
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NEWCASTLE COLLEGE OF ADVANCED EDUCATION



All inquiries should be directed to the Reception Desk at the entry foyer. The Main Building comprises offices of the Principal, Assistant Principal, Heads of School of Teacher Education, Visual and Performing Arts and Paramedical and Community Welfare Studies. Academic departments include Art Education, Education, English and Languages, Health Studies, Home Economics, Industrial Arts, Mathematics, Music, Professional Studies, Science, Social Science, Social Welfare, Technical and Further Education and External Studies. Activities of the Departments of Two Dimensional Fine Art, Three Dimensional Visual Arts and Visual Arts Communication are conducted in the Art, Ceramics and Main Buildings. The Department of Physical Education is in the Gymnasium Building and the Department of Special Education in the Special Education Centre. The Registrar and all administrative services such as Student Administration, Public Relations, Accounts, Purchasing, Properties and Stores are located in the Main Building. The Student Advisory Centre also is located in the Main Building.



NEWCASTLE COLLEGE OF
ADVANCED EDUCATION

**1985
CALENDAR**

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

The *Calendar* was first published in 1949



The Arms

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

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

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

Contents of Calendar

The information contained in this Calendar applied at the time of preparation (October, 1984).

The college reserves the right to amend any course contained herein without prior notice. Students should inquire about the availability and location of courses when enrolling.

It may not be possible for all of the published subjects or modules to be offered in a particular year. Students will be advised at enrolment about the availability or otherwise of particular subjects or modules. It is unlikely that modules will be offered unless the weighted average number enrolling is 20 or more students.

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

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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 297,000 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 484,000), a noted wine producing area. The city and district is well endowed with beaches, lakes, tourist resorts and an attractive hinterland.

The College was originally established in 1949 as the Newcastle Teachers' College and although teacher education still plays an important role for the institution, the past decade has seen an expansion into the area of visual and performing arts and paramedical and community welfare studies. The College's diversification of its academic programmes commenced in 1975 when it assumed responsibility of the Fine Arts diploma courses, formerly offered by the Department of Technical and Further Education at the Newcastle branch of the National Art School, and full responsibility for the Diploma in Art (Education) courses formerly offered in association with that department.

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

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

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

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

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

constructed on the College campus last year.

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 and includes a small hydrotherapy pool, an additional pre-school room and a large area for the treatment of physical disabilities and will be used in the treatment of children who have motoric disability and whose ages range from a few months to eight years. Close links have been established with the schools and children with specific learning difficulties are brought to the Centre for special corrective programmes which are conducted in the intervention classrooms established by the College. It is the College's aim that the Centre should become, in co-operation with other educational institutions, a centre for further development and research in special education and thus provide a valuable service to the community.

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

A Multi-Purpose Centre, which includes a Child Care Unit, was officially opened at the College in 1984. The Centre is being developed on a progressive basis and the Child Care Unit provides a flexible range of care and hours for children from a few weeks of age up to four years. The Unit is available for staff and students and the nearby community and can cater for 25 children.

Another development in 1984 was the establishment and opening of a Studies Resources Centre for Aboriginal students at the College. The Centre provides a variety of support for these students and is being well patronised.

In 1984, the College had a student enrolment of 2940, an academic equivalent full-time staff establishment of 160 in 18 departments and a non-teaching staff establishment of 145. The College's vocational courses are offered through three Schools; the School of Teacher Education, the School of Visual and Performing Arts and the School of Paramedical and Community Welfare Studies.

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

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

A corporate college of advanced education established under the Colleges of Advanced Education Act has perpetual succession, a common seal, may take legal proceedings and be proceeded against, deal with property and all matters that a body corporate, by law, may do to further the purposes for which it was constituted. The College is funded by the Australian Government through the agencies of the Tertiary Education Commission and the New South

Wales Higher Education Board. The planning of the College's recurrent and capital programmes is undertaken on a three-year basis in accordance with the policy and requirements of these instrumentalities, but at the present time is subject to annual review in accord with current policy. The College is entirely responsible for the handling and management of its funds, both capital and recurrent, granted under States Grants (Tertiary Education Assistance) legislation of the Australian Parliament.

COURSES OFFERED BY NEWCASTLE C.A.E.



SCHOOL OF TEACHER EDUCATION

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

SCHOOL OF VISUAL AND PERFORMING ARTS

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

SCHOOL OF PARAMEDICAL AND COMMUNITY WELFARE STUDIES

Diploma in Applied Science (Nursing)	F/t-3	
Diploma in Teaching (Nursing)	F/t-1½	+ P/t-½
Diploma in Administration (Nursing)	F/t-1½	+ P/t-½
Associate Diploma in Automated Information Processing	F/t-2	P/t-4
Associate Diploma in Diagnostic Medical Radiography	F/t-1	P/t-2
Associate Diploma in Police Studies	F/t-2	P/t-3/4
Associate Diploma in Social Welfare	F/t-2	P/t-4
Graduate Diploma in Multicultural Studies	F/t-1	P/t-2

Students are required to be part-time after compulsory full-time studies in Year 1

- * Conversion course also available by part-time or external study - Duration depends on status at time of entry.
- † Available only as a conversion course - Duration depends on status at time of entry.
- ‡ Proposed courses - subject to approval by the NSW Higher Education Board.

Calendar of Dates 1985

JANUARY

1	Tues	Public Holiday - New Years Day
2	Wed	
3	Thur	
4	Fri	Last day for lodgement of request for review of 1984 Annual and Second Semester Examination results.
5	Sat	
6	Sun	
7	Mon	
8	Tues	
9	Wed	
10	Thur	
11	Fri	
12	Sat	
13	Sun	
14	Mon	Special Examinations begin.
15	Tues	
16	Wed	
17	Thur	
18	Fri	
19	Sat	Special Examinations end.
20	Sun	

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

28	Mon	Public Holiday - Australia Day
29	Tues	
30	Wed	
31	Thur	U.C.A.C. first round offers of places posted.

FEBRUARY

1	Fri	
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2	Sat	
3	Sun	
4	Mon	
5	Tues	
6	Wed	
7	Thur	
8	Fri	Last day for lodgement for request for review of 1984 Special Examination results. Last day for acceptance of U.C.A.C. first round offers of places.
9	Sat	
10	Sun	
11	Mon	
12	Tues	
13	Wed	U.C.A.C. second round of offers posted.
14	Thur	
15	Fri	
16	Sat	
17	Sun	
18	Mon	Orientation Week commences.
19	Tues	Last day for acceptance of U.C.A.C. second round offers of places.
20	Wed	
21	Thur	
22	Fri	Newcastle Show Day (to be confirmed)
23	Sat	
24	Sun	
25	Mon	First Semester begins. Last day for enrolment in a module. Last day for enrolment in a full year subject.
26	Tues	
27	Wed	
28	Thur	

MARCH

1	Fri	
2	Sat	
3	Sun	
4	Mon	Last day for payment of fees.
5	Tues	
6	Wed	
7	Thur	
8	Fri	
9	Sat	

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

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

25 Mon External Studies Year Commences
 26 Tues
 27 Wed
 28 Thur
 29 Fri
 30 Sat
 31 Sun

APRIL

1 Mon
 2 Tues
 3 Wed
 4 Thur
 5 Fri Public Holiday - Easter Friday
 6 Sat
 7 Sun

8 Mon Public Holiday - Easter Monday
 9 Tues Last Day of Easter Recess
 10 Wed Last day for withdrawal without failure from a Semester I module/course.
 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 Public Holiday - Anzac Day
 26 Fri
 27 Sat
 28 Sun

29 Mon External Studies On-Campus School (Industrial Arts) commences

30 Tues

MAY

1 Wed
 2 Thur
 3 Fri Graduation Day
 4 Sat
 5 Sun

6 Mon First Semester Break begins. External Studies On-Campus School (All Specialisations) commences

7 Tues
 8 Wed
 9 Thur
 10 Fri External Studies On-Campus School ends.
 11 Sat
 12 Sun

13 Mon
 14 Tues
 15 Wed
 16 Thur
 17 Fri First Semester Break ends.
 18 Sat
 19 Sun

20 Mon Last day for withdrawal without failure from Semester I Modules (External Studies)

21 Tues
 22 Wed

23 Thur
 24 Fri
 25 Sat
 26 Sun

27 Mon
 28 Tues
 29 Wed
 30 Thur
 31 Fri

JUNE

1 Sat
 2 Sun

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

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

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

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

JULY
 1 Mon
 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 withdrawal without failure from a full-time course or full year subject.
 13 Sat
 14 Sun

15 Mon Approximate date for posting of Notification of Semester I examination results.
 16 Tues
 17 Wed
 18 Thur
 19 Fri Practicum ends.
 20 Sat
 21 Sun

22 Mon Orientation Week commences. Semester I, Special Examinations begins.
 23 Tues
 24 Wed Last day for withdrawal without failure from full year Modules (External Studies)
 25 Thur
 26 Fri Special Examinations end.
 27 Sat
 28 Sun

29 Mon Second Semester begins. Last day for enrolment in a module.
 30 Tues
 31 Wed

AUGUST

1 Thur
 2 Fri
 3 Sat
 4 Sun

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

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

19 Mon Second Semester Break begins.
20 Tues
21 Wed
22 Thur
23 Fri Last day for lodging for request for review of Semester I examinations result.
24 Sat
25 Sun

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

SEPTEMBER

1 Sun

2 Mon
3 Tues
4 Wed
5 Thur
6 Fri Second Semester Break ends.
7 Sat
8 Sun

9 Mon
10 Tues
11 Wed
12 Thur

13 Fri
14 Sat
15 Sun

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

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

OCTOBER

1 Tues
2 Wed Last day for withdrawal without failure from a Semester II module/course Internal and External studies.
3 Thur
4 Fri
5 Sat
6 Sun

7 Mon Public Holiday - Eight Hour Day.
8 Tues
9 Wed
10 Thur
11 Fri
12 Sat
13 Sun

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

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

28 Mon
29 Tues
30 Wed
31 Thur

NOVEMBER

1 Fri
2 Sat
3 Sun

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

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

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

25 Mon
26 Tues
27 Wed
28 Thur

29 Fri
30 Sat Second Semester Examinations end.
Second Semester ends.

DECEMBER

1 Sun

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

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

16 Mon
17 Tues
18 Wed
19 Thur
20 Fri Approximate date for posting of Notification of Semester II examination results.
21 Sat
22 Sun

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

30 Mon
31 Tues

Principal Dates 1986

JANUARY

3 Fri Last day for lodgement of request for review of 1985 Annual and Second Semester Examination results.

13 Mon Special Examinations begin.

18 Fri Special Examinations end.

FEBRUARY

7 Fri Last day for lodgement of request for review of 1985 Special Examination results.

24 Mon First Semester begins.

Officers of the College

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Officers of the College

(Including Principal, Assistant Principal, Heads of School, Heads of Division, Registrar)

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Honorary Fellows of the College 20

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Officers of the College

Principal:
(Vacant)

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

School of Teacher Education

Head of School:
Allen Owen TAYLOR, BA, ASTC (Man Arts), MEngSc (Newcastle), PhD (Newcastle), FIA

Assistant Head of School:
John Archibald Wayne CALDWELL, BA, DipEd (New South Wales), MA (Newcastle), PhD (Macquarie), MACE, ALAN.

School of Visual and Performing Arts:

Head of School:
Graham John GILCHRIST, ATD, DipCSAD (Sculpture), BA (London).

School of Paramedical and Community Welfare Studies:

Head of School:
John Edward GAY, BS Education (SUC, Buffalo), MS Health Science (San Diego State University), EdD Health Science (West Virginia), FRSH, FASHA, FACSM, FSOPHE.

Registrar:
John David TODD, BCom (Newcastle)

Bursar:
Emanuel G. KALLINICOS, BBus (Acc) (QIT), AASA CPA, AAIM.

Zeny GILES, BA, DipEd (Sydney), MA (Newcastle), GradDipEdStuds (SpecEd) (NCAE)

Gordon GILROY

Sydney John Clyde HEATH, BA (Newcastle), DipEd (Newcastle)

Leonore Rae HUGHES, AssocDipAdmin (Nursing), AssocDipEd (Nursing), FCN

Susan Elizabeth MACLEOD

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

John Charles PRICE, AMIMarE (London), MP

John VARNUM

Members being Official Members:
Vacant (Principal)

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

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

Members elected by Members of the Academic Staff:
James Morris GRAHAM, BA (Sydney), LittB (New England), MA (Newcastle)

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

Member elected by Members of the Non-Academic Staff:
Frederick Joseph McENEARNEY

Members elected by the Students of the College:
Jennifer Suzanne LANG, BA (Newcastle), DipTeach (NCAE)

Annette June WELSH

Members elected by Members of Council:
Anne Catherine von BERTOUCHE, DipEd (Sydney), MA (Newcastle)

Llonda Elspeth MAKEPEACE, DipNursing (Admin) (Cumberland), FCN

Secretary to the Council:
John David TODD, BCom (Newcastle)

The Council

President:
Margaret Estelle BOWMAN, BA, DipEd

Vice President:
John Charles PRICE, AMIMarE (Lond), MP

Members Appointed by the Minister for Education:
Brian A. ADNUM, AASA, AFAIM

Alan Francis BEARD, BSc, DipEd (Syd)

Marjorie BIGGINS, BA (N'cle) DipSocSc (Southampton)

Margaret Estelle BOWMAN, BA(UNE) DipEd (NSW)

Rev. Mgr. Francis Joseph COOLAHAN

Elwin George CURROW, MB, BS (Syd), FRCS, FRACMA

Kenneth Raymond DUTTON, MA (Syd), D.de l'U (Paris)

Council Committees

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

Academic and Planning Committee:

Mrs. M. Biggins, (Chairperson)
Mrs. M.E. Bowman
Ms. A.C. von Bertouch
Professor K.R. Dutton
Mrs. Zeny Giles
Mr. J.M. Graham
Mr. S.J.C. Heath
Dr. D.R. Huxley
Ms. Jennie Lang
Dr. A.O. Taylor

Finance Committee:

Mr. A.F. Beard, (Chairperson)
Mr. B.A. Adnum
Mrs. M.E. Bowman
Mr. R.L. Hodgins
Ald. J.C. Price
Ms. Jennie Lang
Dr. A.O. Taylor

Legislative Committee:

Ald. J.C. Price, (Chairperson)
Mrs. M.E. Bowman
Rev. Mgr. F.J. Coolahan
Professor K.R. Dutton
Mr. R.L. Hodgins
Dr. D.R. Huxley
Ms. J. Lang
Ms. E.M. O'Connell
Mrs. A.J. Welsh

Personnel and Management Committee:

Ms. E.M. O'Connell (Chairperson)
Mr. B.A. Adnum
Mrs. M.E. Bowman
Rev. Mgr. F.J. Coolahan
Mrs. M. Biggins
Mr. G. Gilroy
Mr. J.M. Graham
Dr. D.R. Huxley
Ms. Jennie Lang
Mr. F.J. McEneaney
Mrs. S.E. Macleod
Commissioner J. Varum
Mrs. A.J. Welsh

Properties and Grounds Committee:

Dr. E.G. Currow (Chairperson)
Mrs. M.E. Bowman
Mr. A.F. Beard
Mr. S.J.C. Heath
Mr. F.J. McEneaney
Miss L.E. Makepeace

The Standing Committee:

The Standing Committee of Council is constituted as follows:
The President
The Vice-President
The Principal

The Chairpersons of the permanent sub-committees:
Academic and Planning

Finance
Legislative
Personnel and Management
Properties and Grounds
of their nominees.

Academic Board

Chairman:
Vacant (Principal)

Deputy Chairman:
Dr. D.R. Huxley (Assistant Principal)

Members Ex Officio:
School of Visual and Performing Arts
Mr. G.J. Gilchrist

School of Teacher Education
Dr. A.O. Taylor

School of Paramedical and Community Welfare Studies
Dr. J.E. Gay

Assistant Head of School:
Dr. J.A. Caldwell

Heads of Department:

Dr. D. Absalom	English
Ms. D. Angell	Health Studies
Mr. J.W. Cramp	Art Education
Mr. T.J. Fullerton	Professional Studies
Mr. J.M. Graham	Social Sciences
Mr. R. Killen	Technical and Further Education
Mr. K. Leveson	Dept. of Three Dimensional Visual Arts
Dr. H.B. Lindsay	Education
Mrs. F.M. Lloyd	Music
Dr. J. Miles	Special Education
Dr. K. Morgan	Industrial Arts
Dr. R. Morland	Social Welfare
Mr. R. Morrison	Dept. of Visual Arts Communication
Dr. D.R. Parsons	Physical Education
Mr. T.J. Sheedy	Science
Mr. P. Singleton	Dept. of Two Dimensional Fine Art
Ms. F. Trent	Home Economics
Mr. R.J. Whitbread	Mathematics

Head of Service Centres:
Library:

Miss J. Blatchford

Instructional Media Unit:
Mr. K. Davey

External Studies:
Mr. W. Newling

Member appointed by the NSW State Conservatorium of Music (Newcastle Branch)
Mr. M. Dudman

Members elected by Academic Staff:

Dr. R. Rowe
Mr. R.L. Hodgins
Mr. R. Brown
Mr. W. Galvin
Mr. A. Curry

Members elected by the Student Body
Ms. J. Lang

Standing Committees of Academic Board

Executive Committee:

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

Admissions Committee:

Dr. H.B. Lindsay (Chairman)
Dr. J.A.W. Caldwell
Mr. J.W. Cramp
Dr. R.F. Morland
Dr. R. Rowe
Mr. P.W. Singleton
Mr. A.W. Curry

Staff Development Programme Leave Committee:

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

External Studies Committee:

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

Research Committee:

Dr. J. Miles (Chairman)
Dr. E. Manning
Mr. R.H. Coulton
Dr. R.S. Rowe
Mr. B. Wilson
Dr. S.J. Beveridge

Honorary Degrees and Awards Committee:

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

Timetable Advisory Committee:

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

Open Day Committee:

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

College Academic Dress Committee:

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

Community Programmes Committee:

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

Centre for Development of Industrial Education:

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

Academic Progression Review Committee:

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

Committee considering matters affecting all Schools:

Dr. A.O. Taylor (Chairman)
Dr. J.E. Gay
Mr. R. Whitbread
Dr. J.A. Caldwell
Mr. G. Rintoul
Mr. P. Singleton
Ms. J. Lang
Ms. S. Smith

Academic Staff

(at October, 1984)

School of Teacher Education:

Head of School:

Allan Owen Taylor, BA ASTC (Man Arts) MEngSc (Newcastle), PhD (Newcastle), FIA

Assistant Head of School:

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

School of Visual and Performing Art:

Head of School:

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

School of Paramedical and Community Welfare Studies:

Head of School:

John Edward Gay, BS Education (SUC, Buffalo), MS Health Science (San Diego State University), EdD Health Science (West Virginia), FRSH, FASHA, FACSM, FSOPHE.

DEPARTMENT OF ART EDUCATION

Head of Department

J.W. Cramp, DipArt, BA (New England), GradDip (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), BEd Studies, MEd Studies (Newcastle)
J. Birkett, BA (Exeter), ATC (London)
K.G. Wilkinson, Dip Art (Ed).

DEPARTMENT OF EDUCATION

Head of Department:

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

Senior Lecturers:

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

Lecturers:

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

DEPARTMENT OF ENGLISH AND LANGUAGES

Head of Department:

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

Senior Lecturers:

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

Lecturers:

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

DEPARTMENT OF HOME ECONOMICS

Head of Department:

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

Lecturers:

Ena D. Abell, BA (New England)
Pauline J. Clark, DipTeach, GradDip (Food Sc), (Hawkesbury)
Rae Gibbon, DipTeach, DipArtEd
Maia L. Manning, DipTeach, DipArtEd
Rhonda M. Williamson, BSc (New South Wales), ATI

DEPARTMENT OF INDUSTRIAL ARTS

Head of Department:

K.R. Morgan, DipIA (Ed), BEd Studies (Newcastle), PhD (UMC), MIIA

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, MASA
G.T. Nicholls, BA (New England), ASTC (Man Arts), MEd (Alberta), MIIA, MACE

Lecturers:

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

DEPARTMENT OF MATHEMATICS AND COMPUTING STUDIES

Head of Department

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

Senior Lecturer:

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

Lecturers:

F.G.H. Bishop, BA (New England), MEd (Sydney)
D.J. Condon, BSc (New South Wales) MSc (Macquarie), MMATH, MEngSc (Newcastle), AACs
W.P. Galvin, BA (Sydney), MMATH, MEd, MEngSc (Newcastle)
R.E. Haines, BSc (Sydney)
E. Jordan, BSc (Aston), GradDipStats (Wales)
B.F. Joyce, BA (New England), MEd (Newcastle)

R.S. Murray, BSc DipEd (Sydney), MEd (Newcastle)
M.J. Williams, BA, MEngSc, DipEd (Newcastle)

DEPARTMENT OF MUSIC

Head of Department:

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

Senior Lecturers:

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

DEPARTMENT OF HEALTH AND NURSING STUDIES

Head of Department:

Dorothy Angell, RN, RM, DipWM, DipWM, DNE, DANS M.Ed. (Manchester Uni)

Senior Lecturers:

Nancy North, RM, DNE (UK), BA (Newcastle)
Robyn Schultz, RN, RM, DNE (Armidale), BA (Newcastle)

Lecturers:

L.R. Crawford BA (London), MA (Middlesex)
Marilyn Pedder, RN, RM, DME, BA
Deidre Wicks, SRN, BA (Macquarie)

Principal Tutor:

June Graham, RN, AssocDip, Nurse Ed, DipAdmin (Nursing) (NCAE)

DEPARTMENT OF PHYSICAL EDUCATION

Head of Department

D.R. Parsons, DipPE (Syd Tech Coll), BPE, MPE (British Columbia), EdD (California)

Senior Lecturer:

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

Lecturers:

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

DEPARTMENT OF PROFESSIONAL STUDIES

Head of Department

T.J. Fullerton, BA (Newcastle)

Senior Lecturer:

J. Gill, BA, DipEd (New England), MA (Newcastle)

Lecturers:

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

DEPARTMENT OF SCIENCE

Head of Department

T.J. Sheedy, BSc, DipEd (New England), MSc, MEd (Newcastle), AssIntEd (London)

Senior Lecturers:

S.J. Beveridge, BSc, DipEd (Newcastle), MSc (Sydney), PhD, ARACI, FRSH, MIABS
R.L. Hodgins, BSc (New South Wales), ASTC, BEd Studies (Newcastle), MACE
K. McDonald, AOM, LittB, BA, MA (New England, MEd Studies (Newcastle) FACE
L.A. McKenzie, BSc (Western Australia) BEd (New England)
L.W.J. Pennington, BSc, DipEd (Liverpool), MEd (Sydney), MAIP, MACE

Lecturers:

R.B. Flanagan, BSc, MEd (Newcastle)
H.E. White, BSc, MEd (Newcastle)

DEPARTMENT OF SOCIAL SCIENCES

Head of Department:

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

Senior Lecturer:

N.D. Pryde, BA (Newcastle), MEd (Sydney), MACE

Lecturers:

W.R. Bruce, BA, DipEd (Sydney), MEd (Newcastle), MACE
H.J.C. Green, BA, DipEd (New England), MA (Newcastle)
R. Lewis, BA, MEd (Newcastle)
J.R. Nyman, BA (Sydney), MA, MLitt (Oxon), DipEd (New England), Th.L.
K. Scott, BA, LittB (New England), BEd Studies (Newcastle)
J.F. Stokes, BA (New England), DipBus Studies (Newcastle)
Helen M. Vaile, BA, MA, DipEd (Sydney)
P.J. Vaile, BA (New England), MA (Sydney)

DEPARTMENT OF SOCIAL WELFARE

Head of Department

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

Lecturers:

R. Brown, BA (Newcastle), MA (Wollongong Uni)
Janis Fook, BSW (NSW)
G.G. Mills, HND (NELP) PhD (Macquarie Uni) MA (ESSEX) MAW
G.H. Morgan, BA, PGCEd (York), MEd (UNE), MAW
L. Pohl, BA, MSW (Manitoba), MAW, AASW, AASPA

DEPARTMENT OF SPECIAL EDUCATION

Director and Head of Department:

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

Senior Lecturer:

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

Lecturers:

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

Teachers:

Pamela A. Carruthers, Teachers Cert., DipSpecEd, B.Ed.Stud. (Newcastle)
G. Currie, BA (Newcastle)
Helen Verdon, DipTeach
J. Maddison, DipTeach, GradDip Spec Educ
L. Martin, MA CertTeach, Dip Spec Educ

DEPARTMENT OF TECHNICAL AND FURTHER EDUCATION

Head of Department:

L.R. Killen, BSc MEdStud (Newcastle), DipEd (TAFE)

Lecturers:

J. Bailey, BA (Newcastle), DipEd (TAFE) MAPsS
J. Dugas, BA, DipEd (Newcastle), CertFilm and Television Studies (London)
Anne McKee, BA (Newcastle)

DEPARTMENT OF THREE DIMENSIONAL VISUAL ARTS

Head of Department:

K.R. Leveson, Dip Art Design, Dip Art Ceramics, TTC

Lecturers:

Kathleen D. Burston, ASTC, DipPaint
Jutta Fedderson, DipTextiles (Bremen)
V. Nikoleski, DipArt (VCA), GradDip Fine Art (VCA), BE (Bitola)
Pamela Sinnott, ADFA (Ceramics) (Coll Art, Brisbane), GradDip Teach (Kelvin Grove), BA (Ceramics) (Bendigo)

DEPARTMENT OF TWO DIMENSIONAL FINE ART

Head of Department:

P.W. Singleton, NDD (Fyldie Coll)

Senior Lecturers:

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

Lecturers:

Patricia A. Adams, ASTC, DipPaint
F.M. Cellian, ASTC, DipPaint
G.W. Jones, ASTC, DipArtEd, MA (Studio Art) (New York)
J. McGrath, Teachers Certificate, DipArt
J. Montefiore, ASTC, DipPaint
Beth C. Pamaby, Dip Art & Design (Bendigo), GradDip Printing

DEPARTMENT OF VISUAL ARTS COMMUNICATION

Head of Department:

R. Morrison, DipArt, MA (Birmingham Polytechnic) AIP, AIAP

Lecturers:

A. Atkins, Dip Fine Arts (RMIT)
A.B. Chawner, DipArt (NCAE) DipEd
Christine A. Sanders, ASTC, DipPaint
B.W. Shepherd, DipArt, GradDipArt (Film) (Alexander Mackie)

DIRECTOR OF EXTERNAL STUDIES

W. Newling, BA, MEd, DipEd (Sydney), MACE

Administrative Staff

Registrar:

J.D. Todd, BCom (Newcastle)

Deputy Registrars:

Management Services:
P.R. Welsh, AASA, CPA

Academic:

R. Weir, BA (Newcastle)

Bursar:

E.G. Kallinicos, BBUS (Acc) (QIT), AASA, CPA, AAIM

Principal's Office:

Executive Administrative Assistant:
Arien G. Petrovic, BA (Newcastle)

Assistant Principal's Office:

Education Research Officer:
E. Skuja, BA (Queensland)

Equal Employment Opportunity Co-ordinator:

Monica Hayes, BA (Leicester), PhD (CNAA)

External Studies:

Clare P. Martin

Head of Instructional Media Unit:

R.K. Davey, BSc (Newcastle)

Student Services:

Senior Student Counsellor:
Nanette Bryant, BA, DipSocialWork (Sydney)

Part-time Student Counsellor:

Teresa G. Druzewska, BA, DipTeach (Newcastle)

Student Advisory Officer:

B. Casey, Assoc DipSocWel

Nursing Sister:

Shirley K. Andrews, SRN

Registrar's Division:

Management Services:
Administrative Assistant (Secretariat)
Jennifer S. Lang, BA (Newcastle), DipTeach (NCAE)

Computer Centre:

Head of Centre:
D.J. Redman, BSc (Newcastle)

Programmer Analysts:

P.A. Schembri B.Math (Newcastle)
Vacant

Public Relations:

Public Relations Officer:
K.C. Powell, Assoc. Dip (Journ) (RMIT)

Staffing Services Office:

Personnel Officer:
D. Crook, BCom (Newcastle)

Administrative Assistants:

Helen R. Parr
J. Richards, BA, DipEd (Newcastle)

Academic Secretariat:**Assistant Registrar:**
G.L. Parkinson, BA (Auck)**Senior Administrative Assistants:**

Vacant

Administrative Assistants:Helen Burgmann, BA, DipEd (New England)
Lyn M. McBriarty, BA, DipEd (Newcastle)
Christine L. Wood, BA, DipEd (Newcastle)**Student Administration:****Assistant Registrar:**

Carolyn J. Fardon, BA, DipEd (Sydney)

Senior Administrative Assistants:Sheila M. Proust, BA (Sydney)
Judith M. Wallom, BA (Newcastle) DipEd Dev Countries (Papua
New Guinea)**Administrative Assistants:**Solvejg Ilsley
Violet M. Roberts**Bursar's Division:****Accountant:**

G.A. Searles, AASA

Finance:

G.J. Parkinson

Salaries:

Marie Murnain

Budget:

Patricia L. Lowe

Purchasing Officer:

R.M. Richardson, AFIPSM, MIAA

Assistant Purchasing Officer:

N. McNaughton

Properties Officer:

V.G. King, AAIM, MISTSO

Assistant Properties Officer:

J.C. Brazier

Maintenance Supervisor:

F.J. McEneaney

Gardener Tradesman:

J. Hicks

Reference Services:**Senior Librarian:** G.W. Anderson, BA (Librarianship) (Canberra
CAE)

Jane E. Scott, BA (New England), DipEd (Sydney), ALAA

Jennifer M. Bennett, BMath (Newcastle), DipLib, ALAA

Helen Lloyd, BA (Newcastle)

Marilyn Wagstaff, ALAA

Non-Book Services:

Margaret E. Stewart, BA (New South Wales), DipEd, ALAA

Margaret Mir, ALAA

Community Programmes

Chairman of Committee:

J.D. O'Donoghue, BA (Newcastle), DipEd

Honorary Fellows of the College

1975: Griffith Hammond Duncan, OBE, MA (Sydney), BE
(Melbourne), FACE

1981: Leslie Gibbs, AM, BEM, FAIM

Honorary Associates of the College

1976: Edward Albury Crago, BSc (Sydney)

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

Honorary Degrees of the College

Bachelor of Education (Industrial Arts):

1980: Walter Eli Wilcox, MIAA

Bachelor of Education (Home Science/Textiles):

1981: Mabel Frances Grady, BA (New South Wales)

Bachelor of Education (Physical Education):

1982: Harold Wesley Gillard, AM

Library Staff

College Librarian:

Joan Blatchford, BA (Sydney), DipEd, ALAA

Technical Services:**Senior Librarian:** Robyn M. Emanuel, BA (New South Wales),
ALAA

Lynette D. Firkin, BA (Newcastle), DipLib, ALAA

Noelene M. King, ALAA

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, the facilities.

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

Academic Board

Terms of Reference

Relative to *academic matters* the Academic Board shall:

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

Composition

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

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

Government of Schools

- Each School is administered by a School Board comprised of:
 - the Head of School (Chairman);
 - Assistant Head of School (if applicable);
 - Course Directors (ex-officio);

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

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

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

ACADEMIC STRUCTURE

College Council

Academic Board

Principal and Assistant Principal

SCHOOL BOARD
School of Visual and Performing Arts

Board of Studies in Creative Arts and Crafts
Board of Studies in Graduate Art Studies
Board of Studies in Visual Arts

SCHOOL BOARD
School of Paramedical and Community Welfare Studies

SCHOOL BOARD
School of Teacher Education

Board of Studies in Primary and Early Childhood Education

Board of Studies in Multicultural Studies

Board of Studies in Medical Radiography

Joint Board of Studies in Music Education

Board of Studies in Secondary Education

Board of Studies in Nursing and Health Care

Board of Studies in Police Studies

Board of Studies in Special Education

Board of Studies in Social Welfare

Board of Studies in Computer Studies

Board of Studies in Further Education

ACADEMIC DEPARTMENTS

Departments service Schools as required in content and methodology modules.

Function of School Board

Each School Board:

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

Function of 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.

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 and Board and Academic Board;
- (iv) exercise such other duties and powers related to course development and review as may from time to time be delegated to it by the Board of Studies.

Academic Departments

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

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

Service Centres

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

1. Library: College Librarian
2. Instructional Media Unit: Head of Unit
3. External Studies: Director of External Studies

College Requirements and Procedures

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ADMISSION

Admission as a Student

A person who has applied to undertake a course or subject or subjects shall upon the approval of admission to the College and the payment of such fees as may from time to time be determined, become an admitted member of the College and be deemed to have accepted the privileges and obligations of membership of the College.

Admission Based on the New South Wales Higher School Certificate

A candidate before being deemed eligible to be considered for admission to Newcastle College of Advanced Education, is required to:

- offer at least 11 units in the N.S.W. Higher School Certificate presented from at least 4 approved subjects, one of which must be English, and
- reach a standard accepted as satisfactory by the College Academic Board in the English course attempted, and
- have attained in that examination the aggregate of marks prescribed by the College Academic Board (aggregate based on 10 best units), and
- have satisfied in that examination the departmental entry prerequisites.

Approved Subjects

The approved subjects shall include:

English	Ancient History
Mathematics	Art
Science	Economics
Chinese	Geography
French	Modern History
German	Food & Textile Science
Classical Greek	Music
Hebrew	Agriculture
Arabic	Latvian
Czech	Lithuanian
Indonesian	Industrial Arts
Italian	General Studies
Dutch	Home Science
Japanese	Textile & Design
Latin	Farm Mechanics
Modern Greek	Sheep Husbandry & Wool Technology
Russian	Polish
Spanish	Serbo-Croatian
Hungarian	Turkish
Ukrainian	

COURSE REQUIREMENTS

SCHOOL OF TEACHER EDUCATION

- Diploma in Teaching (Primary, Early Childhood and Secondary Education).
- Bachelor of Education.
- Bachelor of Music Education

In addition to the General Admission Requirements (a) and (b) above, candidates for entry to the above courses must satisfy the following special English and departmental entry prerequisites:

Special English Requirements

- Students entering Art Education, Home Economics, Industrial Arts, Languages, Mathematics, Music, Physical Education, Science and Social Science should have attained in English at the H.S.C. the level of
 - 3 Unit, Percentile band 1-10 or better
 - 2 Unit, Percentile band 11-20 or better
 - 2 Unit General, Percentile band 31-40 or better
 unless otherwise stated by the department concerned.
- Candidates for specialist secondary English courses should have attained in English at the H.S.C. the level of
 - 3 Unit, Percentile band 11-20 or better
 - 2 Unit, Percentile band 31-40 or better
 - 2 Unit General, Percentile band 71-80 or better — provided that those candidates who have attained in English at the H.S.C. the level of 2 Unit General, Percentile band 71-80 or better, should have attained the level of 2 Unit, Percentile band 31-40 in any other two humanities subjects. (Geography, History, Economics, Art, Music or a Foreign Language).
- Candidates for entry to the Diploma in Teaching/Bachelor of

Education (Primary Education) & (Early Childhood Education) should have attained in English at the H.S.C. the level of

- 3 Unit, Percentile band 1-10 or better
- 2 Unit, Percentile band 11-20 or better
- 2 Unit General, Percentile band 31-40 or better

 Preference will be given to candidates with attainments at (c) (i) or (c) (ii) levels.

Admission to Specialist Courses

Art Education	<i>Prescribed:</i>	At least a 2 Unit course in Art at the H.S.C.
	<i>Preferred:</i>	A 3 Unit course in Art at the H.S.C.
English/History	<i>Prescribed:</i>	Candidates must satisfy the Special English Requirements (b) stated above.
Home Economics	<i>Preferred:</i>	<ol style="list-style-type: none"> A 3 Unit course in Food and Textile Science Two 2 Unit courses from <ol style="list-style-type: none"> Home Science Textiles and Design Science (Chemistry preferred)
Industrial Arts	<i>Preferred:</i>	Units in Industrial Arts, Mathematics and Science.
Languages	<i>Prescribed:</i>	A foreign language at one of the following levels: <ol style="list-style-type: none"> 3 Unit, Percentile band 11-20 or better 2 Unit, Percentile band 21-30 or better 2 Unit Z, Percentile band 21-30 or better 2 Unit General, Percentile band 71-80 or better, together with 2 Unit or better in two other humanities subjects (Geography, History, Art, Music, English or Economics)
Mathematics		Students offering a 2 Unit General course in Mathematics are not eligible. <i>Prescribed:</i> <ol style="list-style-type: none"> Students offering the 2 Unit course in Maths must attain a Percentile band of 71-80 or better. 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. <i>Specific Music Requirements —</i> In general, the candidate must: <ol style="list-style-type: none"> have satisfactorily completed Music examinations conducted by the Board of Senior School Studies of 3 unit, 2 unit II or 2 unit I, 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. Satisfy the requirements of an interview/audition conducted jointly by members of staff from the Conservatorium and the

College.

At the interview/audition, applicants will be required to perform two pieces of music of a contrasting nature and sing a song of their own choice (accompanists must be provided where required).

Applicants will also be required to undergo aural tests and tests of musical ability if competence in these has not been demonstrated by examination results.

No preparation is required for tests of musical ability, but aural tests will include:

- Time signatures
- Major and Minor tonality
- Cadences
- Triads
- Intervals

Physical Education *Preferred:* (i) A 2 Unit course in Mathematics and

Science (ii) A 2 Unit course in Science

Students offering a 2 Unit General course in Science are not eligible.

Prescribed: (i) At least a 2 Unit course in Science.

(ii) At least a 2 Unit course in Mathematics.

Preferred: (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 unit or 3 Unit course in Mathematics (not including a 2 Unit General course).

Social Sciences No specific prerequisites. Lecturers will be based on the assumption that students have studied Economics or Geography at the H.S.C.

4. Diploma in Teaching (Technical and Further Education)

In general, candidates should possess recognised specialist technical qualifications suitable as a basis for teaching in post-secondary technical and further education or similar fields.

- An applicant for admission to candidature for the Diploma in Teaching shall possess either
 - a Trade Certificate, or
 - a Certificate of the technician or middle level kind of the New South Wales Department of Technical and Further Education, or
 - an Associate Diploma, or shall
 - have completed a three-year full-time technical course based upon a School Certificate or Higher School Certificate, or
 - have such specialised training and occupational experience as to have been selected by the Director of Technical and Further Education for employment as a teacher, or
 - have such vocational education qualifications as may be deemed by the Academic Board to be equivalent to one of the qualifications (a) to (d) above, or
 - be eligible for admission to the College as a mature age candidate, AND
 - have had, except in cases under (c) and (d) aforementioned, a minimum of three years' occupational experience related to the specialised vocational qualification forming the basis of application for admis-

sion.

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

(a) have qualified for an appropriate degree at an approved institution, or

(b) have qualified for an appropriate diploma at an approved tertiary institution, or

(c) 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:

(i) hold a degree or equivalent qualification from a recognised tertiary institution together with an approved teacher education qualification; or

(ii) hold a diploma in teaching from an approved tertiary institution; and

(iii) have at least 2 years' teaching experience.

9. Graduate Diploma in Educational Studies (Advanced Teaching Method)

Candidates for entry to this course are required to:

(i) 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

(ii) have at least two years' teaching experience or suitable equivalent experience.

10. Graduate Diploma in Educational Studies (Educational Drama)

Candidates for admission to the course are required to have completed:

(i) an approved 3 or 4 year teacher education programme which includes at least two courses in Drama, or English in which Drama is a significant component, and at least two years of successful teaching experience; or

an approved degree or Graduate Diploma in Education which includes at least two courses in Drama, or English in which Drama is a significant component, and at least two years of successful teaching experience; or

an approved diploma or degree which may not include sufficient Drama, if the candidate has undertaken Drama studies of significant duration and depth in, for instance, in-service courses, vacation schools run by professional theatre companies, university community programs departments or similar, and has had at least two years of successful teaching experience.

Graduates with qualifications other than those described above

may be considered for admission by the Admissions Committee of the College.

11. Graduate Diploma in Educational Studies (Special Education)

Candidates for entry to this course are required to:

1. have completed either
 - (i) an appropriate degree from a recognised university or college of advanced education together with an approved programme of pre-service teacher education; or
 - (ii) a UG2 Diploma in the field of Teacher Education from an approved institution; or
 - (iii) such other studies at approved tertiary institution(s) as the College deems to be equivalent to (i) or (ii) above.
2. 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)

- (i) 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;
- (ii) have completed
 - (a) two years post-registration experience in the area of specialisation; or
 - (b) one year post-registration experience in each of two areas of specialisation;
- (iii) (a) be currently engaged in the practice of her/his speciality, or
- (b) generally have been absent for not more than 5 years from practising as a nurse specialist.

Nurse specialists who have not practised as nurse specialists within the last two years may be required to undertake preliminary refresher courses before being considered for admission.

Nurse specialists who have not had substantial practice on a reasonably regular basis for more than 5 years will be required to demonstrate to the satisfaction of the Admission Committee an adequate knowledge of and their competence in current nursing practice.

Non-nurses seeking entry to the Diploma in Teaching (Nursing) and Diploma in Administration (Nursing) courses shall have satisfied the general entry requirements of the College and, in addition, shall be graduates in Science (including Applied Science) or Social Science with degree components deemed satisfactory by the College Admissions Committee or equivalent qualifications; and at interview, demonstrate a commitment to the application of the discipline to the Health Care profession.

Applicants who meet the criteria set out in (i), (ii) and (iii) above but do not meet the general entry requirements of the College may apply for admission under the College's Mature Age Entry provisions.

2. Diploma in Applied Science (Nursing)

Applicants for admission to the course must be 17 years of age by the date of the commencement of the course. Applicants should possess the New South Wales Higher School Certificate with a result in English which satisfies the requirement set from time to time for students entering courses having similar demands. Applicants must have achieved a satisfactory pass in Science (2 Unit Chemistry or Chemistry as part of the multi-strand Science course preferred) and should generally have achieved an aggregate mark not lower than 230. Mature age applicants over the age of 21 years will be considered for admission to the course. The following factors will be taken into consideration in the selection of mature age applicants:

- (i) results of mature age entry examinations.
- (ii) evidence of recent academic study.
- (iii) relevant work experience.
- (iv) motivation.

All students who are selected for admission to the Diploma of Applied Science (Nursing) will be required to furnish a medical certificate.

3. Associate Diploma in Automated Information Processing

Before enrolling for the Associate Diploma in Automated Information Processing a candidate should:

- (a) have met the general entry requirements of the College; or
- (b) be at least 21 years of age by the day of enrolment and have qualified as a mature age entrant.

Candidates for admission to the course will also be expected to undertake an aptitude test at which their potential for successfully undertaking the course will be gauged.

4. Associate Diploma in Social Welfare

Application for admission to the Associate Diploma in Social Welfare course who satisfy the General Admission Requirements (a) and (c) as stated above shall also be required to satisfy the College Admissions Committee of their suitability for and interest in Social Welfare work. However, previous academic achievement will be considered as only one criterion of suitability and applications are encouraged from those with qualifications such as welfare experience, proven ability, demonstrated commitment and/or strong motivation. It is generally expected that suitable candidates will be over 19 years of age. Applicants may be asked to attend the College for an interview.

5. 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.

6. Associate Diploma in Police Studies

Applicants for admission to the Associate Diploma in Police Studies course should:

- (i) have met the general entry requirements of the College; or
- (ii) 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:

- (i) have the status of permanent appointment in the NSW Police Force and have had that status for at least two years;
- (ii) or be deemed to have achieved a similar level and type of training.

7. Graduate Diploma in Multicultural Studies

Students enrolling in the course are required to:

- (a) hold a diploma or degree from a recognised tertiary institution OR
- (b) (i) have had substantial experience in a multicultural or ethnic context and
- (ii) can demonstrate an ability to perform at a graduate level by dint of previous studies undertaken. These studies should be at a level significantly above those of the level of the Higher School Certificate and could include studies done in countries other than Australia. Where this level is difficult to determine the College could require an entrance examination.

SCHOOL OF VISUAL AND PERFORMING ARTS

1. Bachelor of Arts (Visual Arts)

In addition to the general admission requirements, candidates for entry to the Bachelor of Arts (Visual Arts) course must satisfy the following special English and course entry prerequisites:

English	<i>Prescribed:</i>	3 Unit, 2 Unit or 2 Unit General, Percentile band 11-20 or better.
Art	<i>Prescribed:</i>	At least a 2 Unit course in Art.
	<i>Preferred:</i>	A 3 Unit course in Art

Applicants who have not had the opportunity to present art for the HSC may submit at interview a substantial portfolio of work which clearly demonstrates artistic ability of a standard comparable to that expected of applicants who have presented art for the HSC.

Candidates may also be considered on the following criteria:

- (i) completion of the TAFE Art Certificate or equivalent post-secondary studies in art having a duration of at least two years full-time AND achievement of a satisfactory result in the Mature Age English test.
- (ii) Mature Age entry.

Where an applicant wishes to be considered for admission under a "Mature Age" provision, a substantial portfolio of work must be submitted which clearly demonstrates an artistic ability of a standard comparable to that required for normal admissions. In such cases the applicant will be required to attend for interview and a series of entrance tests to show that the course can be successfully completed.

2. Associate Diploma in Creative Arts and Crafts

In addition to the General Admission Requirements (a) and (c) above, candidates for entry to the Associate Diploma in Creative Arts and Crafts will be required to satisfy the Admissions Committee that they have the potential to benefit from undertaking the course. Candidates who are not eligible for entry under the General Admission Requirements or Other Entry Provisions may nevertheless be admitted if they satisfy the Admissions Committee of their potential to benefit from undertaking the course.

Candidates may be required to attend the College for an interview as part of the selection procedure.

3. Graduate Diploma in Art

Candidates for entry to the Graduate Diploma in Art courses in the fields of Ceramics, Illustration, Painting, Photography, Printmaking, Sculpture and Textiles should have successfully completed a Diploma or Degree in Art or equivalent with specialisation in the subject area for which graduate entry is sought. A portfolio (this may be in the form of slides, documents, publications, photographs, video, film or other evidence) of completed art work should be made available for examination by a course admissions selection panel and applicants will normally be required to attend for an interview. It is expected that applicants will be able to indicate their reasons for wishing to work at graduate level.

Exceptionally, where an applicant wishes to be considered for admission as an "Established Artist", a substantial portfolio (this may be in the form of slides, documents, publications, photographs, video, film or other evidence) of work will be submitted which clearly demonstrates an artistic ability and knowledge of a standard comparable to that required for normal admissions. The Established Artist category is only available to those persons who can demonstrate a degree of public standing in their field. In all such cases the applicant will be required to attend for an interview and otherwise show that the course can successfully be completed if admitted.

OTHER ENTRY PROVISIONS

Mature Age Entry

Applicants who will be at least 21 years of age by March 1, 1984 may apply for admission as mature age entrants, whether or not they meet the normal entry requirements. Such applicants may be required to attend the College in November, 1983 for a series of entrance tests and interviews. Applicants who are not admitted as mature age entrants will still be considered for admission on the basis of whatever academic qualifications they may hold.

Artisan Entry

Provision is made for the admission into Industrial Arts courses with one year's advanced standing of suitably qualified tradesmen with the Higher School Certificate or equivalent.

Candidates seeking entry to the Artisan course must possess the following qualifications:-

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.

Advance Standing

The College may give credit for relevant tertiary studies completed at other recognised institutions.

Applications for advanced standing must be accompanied by official documentation of previously completed studies and will be assessed on an individual basis by the Admissions Committee.

Conversion Provisions

External courses are available to enable suitably qualified teachers who hold the Diploma in Teaching to qualify for the degree of Bachelor of Education. These are currently offered in the Early Childhood and Primary fields and in several secondary specialisations.

All applications for admission to these courses are assessed by the Admissions Committee.

HOW TO APPLY

Undergraduate Courses

In 1985 the College participates with other colleges and universities in N.S.W. in the centralising of applicants for admission through the Universities and Colleges Admissions Centre (U.C.A.C.). Applications for admission to undergraduate courses (i.e. those available to school leavers) must be made on the joint application form which may be obtained either at high schools throughout the State or from U.C.A.C. by writing to:

The Universities and Colleges Admissions Centre,
P.O. Box 7049,
G.P.O.
SYDNEY, N.S.W. 2001 Telephone: (02) 232 1699

The joint application form may also be obtained from the College. Applications for admission to undergraduated courses must be lodged at the U.C.A.C. office.

Graduate and External Courses

All applications for admission to graduate and external courses in 1985 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 1985 is October 2, 1984. Successful applicants will be advised by letter in early February, 1985. New students will be required to attend the College in person in mid-February to have their enrolments approved and to pay fees.

Deferment

Students offered a place in the College may be granted a deferment of 12 months in taking up the place offered. Such a request for deferment must be made in writing. If deferment is granted, the student must advise the College of his/her intention to take up the place offered by October of the year prior to enrolling.

Limitation of Numbers

The Council may limit the number of places available in any subject or course.

REQUIREMENTS FOR THE REGULATION OF SEMESTER PROGRAMMES (INTERIM RULES)

A. DEFINITIONS

CREDIT POINTS: A measure of the minimum amount of work required for a module/course. The normal hour equivalent for each credit point is two and two thirds contact and study hours per week per semester.

MODULE: A unit of study taken by a student as part of the requirements of the College award.

COURSE: The aggregate set of modules leading to an award of the College as defined in the requirements for the particular degree or diploma.

FULL-TIME STUDENT: A student enrolled in modules totalling 75% or more of the total credit points of the course minus the total credit points of any practicum divided by the normal semester duration of the course.

PART-TIME STUDENT: A student enrolled in modules totalling less than 75% of the total credit points of the course minus the total credit points of any practicum divided by the normal semester duration of the course. (For the purpose of the requirements an external student means a student who enrolls in a course available by correspondence. External students will normally be enrolled in a part-time programme and be designated as part-time students.)

PROGRAMME: A sequence of modules taken by a student to satisfy the requirements of an award of the College.

NORMAL DURATION: (a) The normal duration of a course of full-time students shall be:
Graduate Courses 2 semesters
Degree Courses 6-8 semesters
Diploma Courses 6 semesters
Associate Diploma Courses 4 semesters
(b) The normal duration of a course for part-time students shall be twice that prescribed for full-time students.
Notwithstanding the above, variations to the stated duration of courses exist and reference should be made to the Requirements for the particular award to determine the length of time set down for that course.

B. REQUIREMENTS

- 1. MAXIMUM TIME FOR COMPLETION OF COURSE.**
 - 1.1 Full-time students enrolled in a course having a normal duration of two semesters will require permission of the School Board to proceed after three semesters.
 - 1.2 Full-time students enrolled in a course having a normal duration of four semesters will require permission of the School Board to proceed after six semesters.
 - 1.3 Full-time students enrolled in a course having a normal duration of six semesters will require permission of the School Board to proceed after eight semesters.
 - 1.4 Full-time students enrolled in a course having a normal duration of eight semesters will require permission of the School Board to proceed after ten semesters.
 - 1.5 A student's progress in the course will be reviewed annually and any student who is determined as being in jeopardy of not completing within the maximum time will be notified.
 - 1.6 In general, the maximum time permitted for part-time students to complete a course shall be double that permitted for full-time students.
- 2. MAXIMUM CREDIT POINTS PER SEMESTER**
 - 2.1 A student may enrol in any one semester in modules the total credit point value of which does not exceed that arrived at by dividing the total credit points for the course minus practicum credit points by the normal semester duration of the course.
 - 2.2 This requirement may be varied with the permission of the appropriate Board of Studies on the recommendation of the appropriate Head of School. In general it is expected that no Board of Studies will authorise a student to attempt more than the above prescribed

- maximum credit points without reference to the School Board.
- 3. FINAL DATE FOR ENROLMENT IN MODULES**
Except with the express permission of the Head of School a student will normally be expected to enrol in a module before the commencement of lectures for that module.
 - 4. PROGRESS IN THE COURSE**
A student shall be permitted to continue in the course:
 - (a) while ever it is possible for him/her to accumulate the total credit points for the award either:
 - (i) within the maximum time as defined in Regulation (1);
 - or
 - (ii) within the further period of time stipulated by the School Board in accordance with the provisions under Regulation (1).
 - (b) unless he/she fails to meet Practicum requirements within a period stipulated by the School Board.
 - 5. UNSATISFACTORY PROGRESS**
 - 5.1 A student who fails to meet the requirements under Regulation (4) shall be excluded from further study in the course for a period of one semester.
 - 5.2 Such a student may apply after one semester for re-admission to the course. If the Admissions Committee is satisfied that the condition or circumstances of the student have so changed that there is reasonable probability that he/she will make satisfactory progress in his/her studies, it may recommend to the Academic Board the re-admission of the student under such conditions as it may determine.
 - 5.3 A student excluded from a course is excluded from that course only and may apply for admission to other courses in which case his/her application will be considered in the normal way.
 - 6. SHOW CAUSE**
A student affected by a decision under section (5) of this requirement shall be invited to give reasons as to why he/she should not be excluded from the Course. Such reasons must be presented in writing to the Registrar.
 - (a) The Academic Progression Review Committee will examine any written submission and hear a student in person (if the student so desires) before a decision to exclude the student from a course is implemented. Should the Committee recommend to the Academic Board, as a result of its review, that a student be permitted to continue in a course, the Committee may recommend to Academic Board the condition(s) under which the particular student may so continue.
 - (b) Both the student and relevant members of staff are permitted to make written submissions and to be heard in person by the Academic Progression Review Committee.
 - (c) The Academic Progression Review Committee shall comprise the Assistant Principal (Chairman and Convenor), three student members, one to be elected by each of the School Boards, and the Heads of School or their nominees.
 - (d) In appearing before this Committee a student shall be entitled to legal or such other representation as he/she desires by way of counsel. Hearings shall not be subject to the Rules of Evidence.
 - (e) Academic Progression Review Committee shall make recommendations to Academic Board. The decision made by the Academic Board will be notified to the student in writing.
 - 7. APPEAL AGAINST EXCLUSION**
A student excluded from any course of the College may appeal to the Council. Such appeal must be in writing addressed to the Registrar of the College.
 - 8. WITHDRAWAL**
A student who withdraws from one or more modules at a time after the mid-point of the programmed duration of the module(s) shall be deemed to have failed in the module(s). However, such a student may apply to the Head School who, after consultation with the relevant departments concerned, may allow him/her to withdraw without failure.

9. LEAVE OF ABSENCE

- 9.1** A student who has successfully completed the equivalent of at least two semesters of a College programme may be granted leave of absence for a maximum of two consecutive semesters with the right of a place in the same course at the end of that time, subject to the following conditions:
 - (i) that the course is being offered by the College;
 - (ii) that the student applies for re-admission at least two (2) calendar months before the commencement of the semester in which he/she seeks to be re-admitted.
 - (b)** Where, during the period of absence, the College has significantly modified the course, the College Academic Board shall, on the advice of the Admissions Committee, determine the requirements for completion of the course.
 - (c)** Where the course is no longer offered, the College Academic Board may, on the advice of the Admissions Committee, grant the student advanced standing in another course.
- 9.2** A student who is not eligible for leave of absence may withdraw from the course (with or without failure) and, on seeking re-admission to the course, may be re-enrolled provided there is a place available in the course to which re-admission is sought. Should such be available, the College Academic Board, on the advice of the Admissions Committee, shall determine -
- (a) the standing to be granted to the student;
 - (b) further requirements the student shall meet to complete the course.
- 10. RELAXING CLAUSE**
The College Academic Board may relax these requirements in special cases.

GENERAL PRESCRIPTIONS FOR AWARD OF DIPLOMAS

In order to qualify for a degree or diploma of the College, every candidate shall satisfy the requirements for admission to the appropriate course of study, following the course of study for the prescribed periods, pass the prescribed examinations and assignments, pay the fees prescribed and comply with such procedures and rules as are determined by the College Council.

FEES

The fees payable in respect of attendance at the College shall be determined from time to time by the Council, acting in accordance with the provisions of the Act. The following schedule of fees and charges has been prescribed by Council.

- 1. Students Association Fee**
All registered full time students must pay an annual membership fee of \$80.00 to the Students' Association. All students enrolled in part-time courses in the College are required to pay a Students' Association fee of \$40.00. External students are required to pay a fee of \$15.00
- 2. Service Charge**
All registered full-time, part-time and external study students are required to pay a service charge of \$3.00. Payment of this charge will entitle full-time and part-time students to a copy of the College Calendar and for external study students to a copy of the College Calendar, external study Supplement to the Calendar and Award booklet.
- 3. 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 4, 1985 \$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 4, 1985 \$10.00
 - (d) Late lodgement charge, where an application to sit for

examination is lodged after the costing 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

- 4. Late Lodgement Charge**
Where Verification of Programme advice is lodged after the prescribed closing date \$8.00
 - 5. Other Charges**
Examination under special supervision (per paper) \$12.00
Review of examination results (per subject).
(The charge is refundable if the result is altered). \$3.00
Academic Statements in excess of six per annum. \$0.15 per copy
- Replacement of student identity card. \$1.00
* All fees and charges are subject to review.

Refund of Student Fees
Application for Refunds of Student Fees following withdrawal should be lodged with the Administrative Secretary, Students' Association as soon as possible accompanied by a photocopy of approved variation form and receipt. Normally, fees under \$40 will not be refunded.

TIMETABLE REQUIREMENTS

No student may enrol in any year for any combination of subjects which is incompatible with the requirements of the timetable for that year.

ATTENDANCE REQUIREMENTS

- Attendance at lectures is expected, but optional.
- 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.
- 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 1.2 of the rules governing the assessment and review of grades awarded which states: "Students shall be advised, in writing, at the commencement of study in a subject or module of a course of the assessment weighting criteria, which may differ between subjects or modules, to be applied in assessing a student's work and in determining the final grades awarded in the subject or module. The assessment criteria and procedures shall be described in detail sufficient to enable a student to understand the academic requirements for each assessment or examination activity."
 - (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.
- 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.
- Academic Board has determined that for the purposes of these requirements block Practice Teaching shall be deemed to be a workshop situation and that attendance at block Practice Teaching will be compulsory.

EXAMINATIONS

General
A student's work in each subject shall be assessed either by final examination or by progressive assessment or both. The form of the

assessment shall be determined by the head of the department concerned.

The Council shall determine the dates upon which final examinations will take place. The head of each subject department shall determine the requirements for the conduct of progressive assessment within his department.

All students shall be required to notify the Registrar by the prescribed date of the subjects in which they expect to be given a result.

A late lodgement charge will be applied where a student fails to notify the Registrar by the prescribed date of the subjects which he wishes to present for examination. Late notifications will not be accepted later than two weeks after the prescribed closing date for notification without the approval of the Registrar.

A timetable showing the time and place of each examination will be posted on official notice boards prior to the holding of examinations. Students are expected to acquaint themselves with the details. Misreading of the timetable will not be accepted as a reason for failing to attend an examination. Students who are unable to attend an examination by virtue of their religious beliefs may apply to the Registrar in writing to be examined at an alternative time. Where this request is granted a special supervision fee may be charged. A student may be required by the examiner in a subject to undertake supplementary examinations following the final examinations in order to satisfy the examiner of the student's performance at the final examinations. Such additional examination may take the form of practical, oral or written work and will be regarded as forming part of the final examinations.

Conduct of Examinations

1. Candidates are required to obey any instruction given by a Supervisor for the proper conduct of the examination.
2. Candidates are expected to be in their places in the examination room not less than fifteen minutes before the time for commencement of the examination.
3. No bag, writing paper, blotting paper, manuscript or book, other than a specified aid, is to be brought into the examination room. Small hand purses for carrying money and/or other valuables may be brought into the examination room. Supervisors have the right to determine what is admissible in this context.
4. No candidate shall be admitted to an examination after thirty minutes from the time for the commencement of the examination. In the case where the same examination will be conducted for a second group of students 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.
- *. 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.

RULE XI/3(b)/1

ASSESSMENT AND REVIEW OF GRADES AWARDED

- 1.1 For the purpose of this Rule, subject or module refers to any assessable unit of a course, including a practicum requirement, for which the grade awarded in the subject or module is entered in the official transcript of a student's academic record; grade refers to a six-point scale comprising High Distinction (HD), Distinction (DIST), Credit (C), Pass (P), Terminating Pass (TP) and Fail (FF) or, in some instances, to a

two-point scale comprising Ungraded Pass (UP) and Fail (FF); and result refers to the result given for classwork or an assignment which is a component of the progressive assessment of a subject or module.

- 1.2 Students shall be advised, in writing, at the commencement of study in a subject or module of a course of the assessment weighting criteria, which may differ between subjects or modules, to be applied in assessing a student's work and in determining the final grades awarded in the subject or module. The assessment criteria and procedures shall be described in detail sufficient to enable a student to understand the academic requirements for each assessment or examination activity.
- 1.3 It shall be the responsibility of the Departmental Board of the Academic Department responsible for offering the subject or module to ensure that the assessment weighting criteria referred to in 1.2 is available to students in writing, and is adhered to by the lecturers responsible for teaching the subject or module in carrying out individual assessments and in determining the final grades awarded in the subject or module.
- 1.4 At the same time as the assessment weighting criteria for a subject or module are made available to students, lecturers shall be required to submit for filing within the Department responsible for the offering of the subject or module a copy of the assessment weighting criteria so published. The submitted documents shall be kept on file for a minimum period of two years.
- 1.5 It shall be the responsibility of a student to ensure that he/she has obtained a copy of the assessment weighting criteria made available for a subject or module in which the student is enrolled.
- 1.6 Where classwork or assignments during the year form part of the progressive assessment of a subject or module, students shall be made aware within a reasonable time by the lecturers responsible for the teaching of the subject or module of the results given for such classwork and assignments.
- 1.7 Any request by a student for reconsideration of a result obtained for classwork or an assignment shall be made within a fortnight of the return of the work to the student by the lecturer responsible for assessing the classwork or assignment. The outcome of reconsideration of a result obtained for classwork or an assignment can be a better result, no change in result, or a worse result.
- 1.8 A student who is dissatisfied with the final grade awarded in a subject or module may apply for a review of the grade awarded. A review of a final grade awarded in a subject or module can result in a better grade, no change in grade, or a worse grade.
- 1.9 An application for a review of a final grade awarded in a subject or module 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.
- 1.10 A student who has sought a review of the final grade awarded in a subject or module and who considers that he/she has grounds for dissatisfaction with the decision reached as a consequence of the review may, within one month from despatch of notification of the decision, appeal to an Academic Appeals Committee of the School in which the course is offered. The determination of an appeal by an Appeals Committee can result in a better grade, no change in grade, or a worse grade.
- 1.11 The composition of the Academic Appeals Committee established in each School shall be as approved by the Academic Board from time to time and shall include at least one student member.
- 1.12 The procedures to be adopted for the hearing of an appeal over a decision reached as a consequence of a review of the final grade awarded in a subject or module shall be the same as those for the hearing of student appeals against exclusion by the Academic Progression Review Committee.

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 exam-

ination in a subject;

2. he can provide to the Registrar within seven days from the completion of the final examination in the subject, evidence that he was unable to complete the final examination or that his performance at the final examination was impaired through exceptional circumstance; provided that the Supervisor in charge of the examination is advised during the course of the examination; and
3. he provides evidence to the Registrar that his academic performance in a subject during the year was adversely affected through exceptional circumstances.

Withholding of Official Transcript

A student who is indebted to the College for the non-payment of recognised fees or charges or who has not reimbursed the College for books, materials or equipment which the student has borrowed and not returned shall not be entitled to receive an official transcript of his/her academic record until such time as the indebtedness is eliminated.

Withholding of Examination Results

Students who are indebted to the College because of unpaid charges, library fines, outstanding library loans or parking fines may not

- complete enrolment in a following year;
- receive a transcript of academic record; or
- graduate or be awarded a Diploma.

VARIATION OF PROGRAMME

Any action taken by a student which involves a variation to the course information provided by him/her at the time of enrolment must be documented. Appropriate forms are provided for this purpose and may be obtained at the general Inquiry Counter. A student must use the appropriate form to do any of the following:

- Withdraw from a subject/module
- Add a subject/module
- Seek Leave of Absence
- Withdraw from course
- Change attendance pattern (e.g. full-time to part-time)
- Change from one course to another
- Change from one specialisation to another

Any variation application should be referred by the student to the appropriate Programme Co-ordinator.

Note: Substitution of a strand within a subject or module should be referred directly to the department concerned to authorise such substitution and does not require a variation form to be lodged.

WITHDRAWAL

Withdrawal from Subjects/Modules

A student who withdraws at a time after the mid-point of the programmed duration of a subject/module shall be deemed to have failed in the subject/module. However, such students may apply to Heads of School who, after consultation with the head of the department concerned may allow withdrawal without failure.

Last day for Withdrawal without Failure

- Semester 1 Modules/Course:
Wednesday, April 10, 1985
- Semester II Modules/Course:
Wednesday, October 2, 1985
- Full-year Subjects or Modules:
Friday, July 12, 1985.

Withdrawal from Course

Students who wish to withdraw from courses should notify their Head of School of their intention to do so. Generally speaking no student is permitted to withdraw from a course of study without failure after the mid-point of the programmed duration of the course. Withdrawal notification forms may be obtained from the Inquiry Counter.

UNSATISFACTORY PERFORMANCE IN PRACTICE TEACHING

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

IDENTITY CARDS

New identity cards will be available in 1985 to students enrolling for the first time who have paid both the Students' Association fee and Library deposit. Re-enrolling students must have their existing cards endorsed for the current year. Identity cards will be issued or endorsed at the Student Administration Office in first semester upon the presentation of a fees paid receipt.

Students wishing to borrow library books, obtain travel concessions and attend functions are required to produce their identity card on demand.

Loss of Identity Card

If a student loses his identity card he should pay to the Cashier the sum of \$1.00 and present the receipt to the Student Administration Office for the purpose of obtaining a replacement card.

Return of Identity Card

If a student withdraws from his course during the academic year, he will be required to return the identity card to the Student Administration Office.

CHANGE OF NAME/ADDRESS

Students who change their name and/or address should notify the Student Administration Office in writing as soon as possible. The appropriate form should be used and this is available from the Inquiry Counter.

GRADUATION

Students who have completed requirements for the award of a degree or diploma will be sent a letter with details of the procedure for graduation not later than the end of March in the year following final examinations. If you are so qualified and have not received a letter within that time please contact the Registrar.

The ceremony for Graduation is held on the first Friday in May of each year.

TRANSFER TO OTHER COLLEGES

A student who wishes to study at another tertiary institution in order to complete an award of Newcastle College of Advanced Education should apply for admission to the other institution and at the same time submit details of the proposed course of study to the Admissions Committee of this College. The Admissions Committee may reject or endorse the proposed course of study, or may determine the conditions under which the College award may be granted.

If it is intended that the award of the other institution be undertaken, a transferring student must advise the Student Administration Office of his/her intention to withdraw from this College.

DISCIPLINE

The provisions governing student conduct and discipline are contained in Chapter X of the College By-law. (Refer to page 164.)

TRAFFIC AND PARKING RULES

The Traffic and Parking requirements of the College are prescribed in Rule XV/1. (Refer to page 192.)

Services for Students

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Services for Students

STUDENT UNION BUILDING

The Union Building is of Australian colonial design and located adjacent to the Physical Education block.

On the ground floor can be found the Common Room and Coffee Shop, the Association Students' shop, the Activities Office, the Media Room, the T.E.A.S. Office and the Clubs and Societies Equipment Store. The Students Representative Council Office, Students' Association Administration and a Conference space are located on the Mezzanine.

STUDENTS' ASSOCIATION

All students enrolled as students proceeding to a diploma or degree qualification are members of the Students' Association.

A copy of the Students' Association Constitution is available from the Association Office in the Union Building.

The governing body of the Students' Association, the Student Representative Council (S.R.C.), is elected by general elections commencing in September of each year. Casual vacancies are filled through by-elections. Services provided by the Students' Association include:-

The Students' Association Shop:

For stationery, drawing equipment, art and photographic supplies, haberdashery, College sweatshirts, T-shirts and tracksuits, postage stamps, daily papers and ticket sales for student functions, collection of payments for intercollegiate and club trips, etc.

The Coffee Shop:

Provides a range of alternative food (vegetarian food a specialty) wholesome cakes and pies and espresso coffee and other (non caffeine) beverages.

Equipment Hire

Underwater, camping and recreational equipment can be hired at cheap rates from the Students' Association. Enquire at the Association Shop.

Student Accident Insurance:

The Students' Association insures all full and part-time students against death or disability sustained through accidents. The cover is 24 hours a day 365 days a year anywhere in the world. If you have an accident, report it to the S.R.C. office and collect a claim form. Check the schedule of benefits for injury, medical costs including physiotherapy, loss of wages, etc.

Student Members on Boards:

Students have representatives on all College Boards and these people can be contacted through the S.R.C. Office in the Union Building.

Emergency Loans:

Students in financial difficulties may apply to the Students Association for short term, no interest, emergency loans. Enquire at the S.R.C. Office.

Commonwealth Bank Agency:

Commonwealth Bank Agency is located in the Student Union Building and is open between 10.00a.m. and 3p.m. Monday to Friday.

Student Clubs and Societies:

Join a student sport, recreation or social club. Enquire at the S.R.C. Office.

CHILD CARE CENTRE

The on-campus Child Care Centre caters for children aged from birth to 5 years. Hours of operation are from 8a.m. to 6.15p.m. Monday to Friday. Vacation care is also available in Semester breaks for children aged from birth to 8 years. Application forms are available from the Centre or by telephoning 676488.

STUDENT SERVICES CENTRE

The Student Services Centre is designed to assist students to resolve difficulties and also to provide a range of services to meet students' needs.

Information, direct assistance, counselling and/or referral are available to all students and prospective students in matters relating to their health, personal development and welfare.

The Section is located just off the main concourse between the Enquiry Counter and the Library. It is staffed by a team, consisting of two Counsellors, a Nursing Sister, Student Advisory Officer and Secretary, who provide the following services:

Counselling Service:

Individual counselling is available to students who have concerns about their academic progress and/or personal matters. If unable to provide direct help the Counsellor will refer students to other personnel within the College or agencies in the community. The type of issues which students commonly discuss with Counsellors include study problems, management of time, stress, interpersonal relationships, family problems etc.

The Counselling Service also conducts group programmes in such areas as study skills, relaxation training, personal awareness etc. All Counselling Services are free and confidential. Appointments can be made with Counsellors during the day and also after 5.00pm for part-time students.

Student Advisory Service:

The Student Advisory Service provides assistance and advice on problems related to accommodation, employment, careers and finance. It also can assist students by referring them to community agencies.

Accommodation:

The Accommodation Service offers assistance in finding suitable accommodation and provides information on the rights and responsibility of the tenant and landlord.

Employment and Careers

The Section seeks part-time and casual employment for students and any vacancies are displayed on Notice Boards in the Student Services section. Careers information and advice also is provided for students.

Finance:

The Student Advisory Officer can offer advice and assistance to students who are experiencing financial problems.

Two loan funds are available to students, one offered by the College and the other by the Students' Representative Council. Students who wish to apply for a loan from the College should consult with the Student Advisory Officer. If students wish to apply for an S.R.C. loan they should make an appointment with S.R.C. staff.

The College has limited funds to assist needy students and this scheme supplements the Students' Association's short term loan arrangement. It also supplements the type of credit extended by the College bankers whereby third and fourth year students may obtain a loan repayable after graduation.

Assistance may be made available by the College 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 one year 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.

Because of the heavy demand for emergency loans and the limited funds available, students are encouraged to repay loans as soon as possible so that the needs of other students can be met.

Health Service:

An experienced Nursing Sister is available to assist all staff and students of the College in matters relating to health. The Sister can help and offer treatment for accidents and sickness and will be happy to discuss any personal health problems.

All discussions are treated in confidence, and, if necessary, patients will be referred to an appropriate specialist. All accidents on campus should be reported to the Sister in order that possible danger areas may be rectified.

The Sister can be contacted between 8.45a.m. and 4.45p.m. in the Student Services Section. No charge is made for this service.

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General Information

AUSTRALIAN ARMY RESERVE UNIT

Students from Newcastle College of Advanced Education are eligible to enlist in the University of Newcastle Company, the Australian Army Reserve Unit affiliated with the University. Enlistment in the Company is voluntary and is open to all students 17 years of age or over. Inquiries regarding enlistment should be made at the Training Depot, King Street, Newcastle West.

BANKING FACILITIES

Banking facilities are provided in the College complex by the Westpac Banking Corporation. The College branch is open during semesters from:—

- 10.00 a.m. - 12.30 p.m. (Monday to Thursday)
- 1.30 p.m. - 3.00 p.m. (Monday to Thursday)
- 10.00 a.m. - 12.30 p.m. (Friday)
- 1.30 p.m. - 4.00 p.m. (Friday)

The hours during vacation times vary and notices are displayed on the door prior to the vacations.

Travel information is also available from the branch.

A **Commonwealth Bank Agency** provides banking facilities at the S.R.C. Office, in the Student Union Building from 10 a.m. to 3 p.m. Monday to Friday. The hours do not vary during vacation times or Practicum.

PUBLIC TRANSPORT

This College is serviced by seven bus routes, mainly from the central business district of Newcastle.

Bus Route

- 100 Newcastle via: Tighes Hill, Mayfield, Waratah West (Rankin Drive), University
- 105 Newcastle via: Tighes Hill, Mayfield, Waratah West (Rankin Drive), University
- 225 Newcastle via: Georgetown, Waratah Hospital, Waratah West (Rankin Drive), University
- 228 Newcastle via: Broadmeadow, Waratah West (Rankin Drive)
- 233 Newcastle via: Broadmeadow, Jesmond, Birmingham Gardens (near University), Wallsend. This bus does not come to the College.
- 234 Newcastle via: Broadmeadow, Jesmond, Birmingham Gardens (near University), Wallsend. This bus does not come to the College. The same as 233 but only three buses per day.
- 236 Bar Beach, Merewether - via Hamilton South, Adamstown, Lambton, Jesmond to Waratah West (Rankin Drive)

Bus timetables for these routes have been collated into one booklet and are available at the Enquiry Counter, Student Services Section and the Student Union Shop.

CASHIER'S OFFICE

The Cashier's office is open Monday to Friday from 9 a.m. - 12.30 p.m. and 1.45 p.m. - 3.30 p.m. Vacation hours 1.45 p.m. - 3 p.m. Monday to Friday. The hours will be extended during enrolment and students will be advised accordingly.

CHAPLAINCY SERVICE

A Chaplaincy Service is provided within the College by the Christian Churches of Newcastle for the benefit of students and members of staff. Their service offers personal counselling and guidance, and also assistance in biblical and doctrinal studies. Opportunities for liturgical worship are also provided.

NAMES AND ADDRESSES OF CHAPLAINS

Anglican:

The Reverend James Bromley,
11 Myall Road,
WARATAH. 2298
Telephone 68 5204, A.H. 68 3378

Baptist:

The Reverend Peter Banks,
133 Kemp Street,
HAMILTON SOUTH. 2303
Telephone 61 3656, A.H. 61 4048

Presbyterian:

The Reverend A. Ewin,
St. Andrews Manse,
40 Stewart Avenue,
HAMILTON. 2303
Telephone 61 1455

Roman Catholic:

The Reverend Father P. Brock,
Catholic Presbytery,
P.O. Box 14,
BOOLAROO. 2284
Telephone 58 2031

CHARGES FOR USE OF COLLEGE FACILITIES AND SERVICES

The Griffith Duncan Theatre (924 seats) is registered as a public hall. College facilities are also available for conferences and a scale of charges is available from the Properties Office under the following categories;

- (1) Any professional or learned body not directly connected with the College.
- (2) Any professional or learned body directly connected with the College or invited and supported by the College (Community Programmes)
- (3) College Departments or Student Clubs.
- (4) Other. Determined by the Principal in the light of relevant factors such as additional costs to the College, demand for facilities, size of the conference, seminar etc and benefit to the College.

(a) Conference Facilities.

The College facilities are available for conference, 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 suitable 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.

(i) Griffith Duncan Theatre

General Category	
Rehearsal Charge	
Monday to Saturday	\$10 per hour
Sundays & public holidays	\$15 per hour
Performance Charge (with no Admission fee)	
Monday to Friday	\$150 per session
Saturdays	\$280 per session
Sundays & public holidays	\$350 per session
Performance Charge	
Monday to Friday	\$150 + 10% gross box office takings
Saturdays	\$250 + 10% gross box office takings
Sundays & public holidays	\$300 + 10% gross box office takings

Concessional Category

This category may include professional bodies connected with or invited by the College.

Rehearsal Charge	
Same as for Category A	
Performance Charge (with no Admission fee)	
Monday to Friday	\$120 per session
No concessional rate to apply on weekends and public holidays.	
Performance Charge (with Admission fee)	

Monday to Friday \$100 + 10% gross box office takings

No concessional rate to apply on weekends and public holidays
Student Clubs/Staff Depts. - Actual costs to College to be Charged
Further Charges
Grand Piano \$20 per session
Follow Spot \$5 per session
Drama Room \$20 per session - no special lighting

(ii) Business Session/Lecture Facilities

General Category	
B15	\$10 per hour or \$50 per day
B13	\$7 per hour or \$35 per day
Lecture Rooms with air-cond.	\$5 per hour or \$25 per day
Lecture Rooms without air-cond.	\$4 per hour or \$20 per day
Tutorials	\$2 per hour or \$10 per day
Cafeteria	\$100 (when no food served) + security
Concourse	\$20 per day with track lighting \$10 per day without track lighting
Foyer	No charge
Griffith Duncan Kiosk Area	\$10.00 per hour
Plus additional security charges	outside normal hours.

(b) Turf Fee.

1. Any amateur sporting club not directly connected with the College.
\$10.00 turf fee where no preparation of the ground is required outside normal College hours.
\$30.00 where additional preparation of wicket is required outside of normal College hours.
2. College Clubs and Teams.
Actual additional groundsman costs to College if any.
3. Other.
Charges not exceeding those specified above, determined by the Principal in the light of relevant factors such as actual additional cost to the College, demand for facilities and benefit to the College.

(c) Playing Fields.

1. Any amateur sporting group not directly connected with the College.
\$10.00 ground fee where no preparation of the ground is required outside normal College hours.
\$30.00 where additional preparation of ground is required outside of normal College hours.
2. College Clubs and Teams.
Actual additional groundsman costs to College if any.
3. Other.
Charges not exceeding those specified above, determined by the Principal in the light of relevant factors such as actual additional cost to the College, demand for facilities and benefit to the College.

(d) Tennis Courts.

1. Any amateur sporting group not directly connected with the College.
\$1.00 per hour of part thereof per court.
2. College Clubs and Teams.
Actual additional operating costs of College if any.
3. Other.
Charges not exceeding those specified above, determined by the Principal in the light of relevant factors such as actual additional cost to the College, demand for facilities and benefit to the College.

(e) Volleyball/Badminton Courts.

1. Any amateur sporting group not directly connected with the College.
\$4.00 per court per hour plus direct additional caretaking and/or security costs if any.
2. College Clubs and Teams.
Actual additional operating costs of the College if any.
3. Other.
Charges not exceeding those specified above, determined by the Principal in the light of relevant factors such as actual additional cost to the College, demand

for facilities and benefit to the College.

- (f) Dance Studio
 1. Any amateur sporting group not directly connected with the College.
\$10.00 per session plus direct additional caretaking and/or security costs if any.
 2. College Clubs and Teams.
Actual additional operating costs of the College if any.
 3. Other.
Charges not exceeding those specified above, determined by the Principal in the light of relevant factors such as actual additional cost to the College, demand for facilities and benefit to the College.
- (g) Health Studio.
 1. Any amateur sporting group not directly connected with the College.
\$5.00 per hour plus direct additional caretaking and/or security costs if any.
 2. College Clubs and Teams.
Actual additional operating costs of the College if any.
 3. Other.
Charges not exceeding those specified above, determined by the Principal in the light of relevant factors such as actual additional cost to the College, demand for facilities and benefit to the College.
- (h) Gymnasia G9 and G11.
 1. Any amateur sporting group not directly connected with the College.
\$8.00 per hour plus direct additional caretaking and/or security costs if any.
 2. College Clubs and Teams.
Actual additional operating costs of the College if any.
 3. Other.
Charges not exceeding those specified above, determined by the Principal in the light of relevant factors such as actual additional cost to the College, demand for facilities and benefit to the College.
- (i) Outdoor Basketball Courts.
 1. Any amateur sporting group not directly connected with the College.
\$1.00 per court per hour or part thereof plus direct additional caretaking and/or security costs if any.
 2. College Clubs and Teams.
Actual additional operating costs of the College if any.
 3. Other.
Charges not exceeding those specified above, determined by the Principal in the light of relevant factors such as actual additional cost to the College, demand for facilities and benefit to the College.
- (j) Locker Key Deposit.
\$10.00 per annum provided that the sum will only be refunded on application and upon return of the key with ring and tag intact by the last day of term/semester of the year. \$2.00 will be retained if key with ring and tag is not returned intact.
- (k) Photocopy.
5 cents per copy for photocopying within the library - except for 3M machine (10 cents).
- (l) Microfilm Reader/Printer
20 cents per hard copy.
- (m) Library Fines.
20 cents per day (5 day week) per item up to a maximum of \$9.00 per book or a group of overdue books. A 20% discount is given if the fine is paid on the spot.
- (n) Replacement/Repair of Materials and Equipment.
In respect of materials and equipment of the College misplaced or lost, a charge to the amount of replacement value of the article will be levied. A minimum charge of \$2.00 will apply. Where repair is possible and economical, the direct cost of repairs will be charged to the borrower.

(o) Dining Hall.

Where 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 benefits to the College.

(p) College Calendar.

A charge of \$3 is levied for supply of the College Calendar to persons or organisations other than those having a formal connection or association with the College.

COLLEGE SHOPS

University Co-operative Bookshop.

The College Branch of the University Co-operative Bookshop is open as follows:-

First two weeks of 1st term - 9 a.m. - 6 p.m. each day, after that 10 a.m. - 6 p.m.

Vacations - Part-time hours will be reverted to during schools vacation and Practicum.

School Vacations - 10 a.m. - 2 p.m.

Practicum - 1 p.m. - 5 p.m.

Text books for College courses are ordered by the Branch from lists supplied by lecturers. A mail order and special order service are available, as is a selection of paperback and general books. Telephone orders can be made on 687284.

The Branch is located on 'A' level near the Social Sciences area.

Students' Association Shop

The Students' Association conducts its own shop in the Union Building. The shop provides at a reduced price, clothing, haberdashery, stationery, drawing equipment, art and photographic supplies, calculators, and many other goods. Payment may be made in the shop for club trips and intercollegiate, also bookings for student shows, dances and concerts.

COMMUNITY PROGRAMMES

College Community Programmes offer the region non award courses aimed at broadening interests and promoting constructive use of leisure.

Courses in previous years have included weaving, painting, photography, through to guitar for beginners and enjoyment through exercise. A field of increasing popularity is computing and many courses are now offered to cover this subject.

These non credit courses must be self funding. Accordingly courses which do not attract sufficient subscribers are cancelled. Suggestions are invited from community groups to establish short courses and enjoy the staff expertise and the excellent facilities of the College for a nominal fee.

HEALTH SOCIETY FOR TRAINEE TEACHERS

The New South Wales Teachers' Federation Health Society provides a special concession scheme for teacher trainees. Membership is restricted to students during training provided they are associate members of the N.S.W. Teachers' Federation.

Any unmarried student up to the age of 25, whose parent is a member of the New South Wales Teachers' Federation Health Society is already covered by the parent's membership and should not take out separate membership of the Students' Concession Scheme.

Further information is available from the N.S.W. Teachers Federation, Room 3, Federation House, 26 Union Street, Newcastle, Telephone 22006.

THE LIBRARY

A 2-storey air-conditioned library in the centre of the College provides reference and teaching material for the academic programmes.

The main reading room houses 111,000 monograph and serial volumes, and nearly 1300 current serial titles.

Major subject specialisations are Education, Teaching Method, Special Education, Art and Social Welfare. Collections for Basic Nursing, Nurse Administration and Nurse Education are being rapidly developed. The education collection, established in 1949, now contains many valuable back-runs of serials.

At the discretion of reference staff, on-line access to the Australian

Bibliographic Network, Eric and Medline supplements the reference services.

The second reading room contains an extensive reference collection of audio-visuals together with curriculum material and teaching aids. These include 16mm films, videos, art prints, synchronised tape/slide sets, reading "laboratories" and slides.

The library actively participates in the inter-library loan network, lending and borrowing books and periodical articles. Films are obtained from the National Library and other centres for use in College courses.

Entry of holdings in union lists and on the database of the Australian Bibliographic Network facilitates sharing of library resources within Newcastle (notably with the University of Newcastle) and on a national scale.

The library is a participant in the CLANN Reciprocal Borrowing Scheme, providing borrowing rights for students living away from the campus and serving students from other Colleges.

Members of professions trained at the College (e.g. teachers, social welfare workers) are able to become borrowing members of the library for an annual fee.

Co-operative arrangements with the University of Newcastle include reciprocal borrowing rights for staff and students. Consultation in the acquisition of materials prevents unnecessary duplication of monographs and serials.

Hours of opening:

During Term: Monday-Thursday 9 a.m. - 9 p.m.
Friday 9 a.m. - 5 p.m.

Vacation: 9 a.m. - 5 p.m.
except Tuesday 9 a.m. - 9 p.m.

LOST PROPERTY

Inquiries regarding lost property should be directed to the Cashier's Office between 9 a.m. and 12.30 p.m. and 1.45 p.m. and 3.30 p.m.

MEDICAL CERTIFICATES AND ADVICE OF ABSENCE

Students who are absent from the College for any appreciable period because of illness or for any other reason are advised to lodge a medical certificate or letter of explanation with the Student Administration Office as soon as possible. Such advice of absence is kept on file and may be considered in the event of a student making unsatisfactory progress in his/her studies or applying for re-admission.

N.S.W. TEACHERS' FEDERATION

The Federation now provides membership for Trainee Teachers for \$6.00 per year and unemployed teachers for \$11.16 per year and Casual and Part Time teachers for \$50.22 per year.

Teacher Education students should contact the Teachers' Federation upon completion of their Course for further details.

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 and also in the Student Union Building.

POSTAL FACILITIES

A post box is situated on the road side at the rear of the cafeteria. This box is cleared at 8.30 a.m. and 2.30 p.m. Monday to Friday. A post office is situated next to the Staff House and at the rear of the Social Sciences building in the grounds of the University of Newcastle.

TEACHER EDUCATION ADVISORY SERVICE

Students holding a Department of Education scholarship and who wish to seek advice on pre-service teacher education matters should contact The Department of Education, Hunter Regional Office.

TRAINEE TEACHERS' ASSOCIATION

The Trainee Teachers' Association is affiliated with the Teachers' Federation and provides a voice for students with the Department of Education and the Government. Students become eligible for discounts at various stores throughout the district upon becoming a member of the T.T.A.

Membership applications are available from the S.R.C. Office.

TRAVEL CONCESSIONS

Airlines:

Most internal airlines give full-time students under 26 years of age discount travel in Australia. Students must purchase an airline card from the company concerned and have it authorised by the College.

Bus and Rail Concessions:

Railways of Australia Student Identification Cards.

Application must be made on the prescribed form which is available at the Inquiry Counter. Upon production of the Student Identification Card, the holder will be entitled to purchase tickets at the student concession rate of fare, for unlimited travel by all services operated by the State Rail Authority and the Urban Transit Authority of N.S.W. except the hydrofoils. Periodical tickets are available. Cards must be renewed each year prior to April 1 and are not transferable. Cards lost, destroyed or stolen will be replaced only upon submission of a new application with a Statutory Declaration regarding the circumstances, and payment of a few 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.

External Studies

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External Studies

Newcastle College of Advanced Education, while offering predominantly face-to-face programmes for internal students, has developed an extensive distance-teaching provision since 1972. Initially, its major purpose was to assist teachers to progress to an appropriate Diploma award. The main emphasis now is at Degree level across a wide range of awards which reflect and build on the comprehensive offerings of Newcastle College of Advanced Education for teacher education. Applications exceed the number of places available, but any teacher interested in further professional development is invited to apply to have their eligibility and point of entry to an appropriate specialist award determined. Entry to Diploma is still available for T.A.F.E. awards (see later) and there are some continuing candidates in other Diploma awards.

DEGREE COURSES OFFERED EXTERNALLY - 1985

- Bachelor of Education (Industrial Arts)
- Bachelor of Education (Home Economics)
- Bachelor of Education (Physical Education)
- Bachelor of Education (Primary)
- Bachelor of Education (Early Childhood)
- Bachelor of Education (English/History)
- Bachelor of Education (Mathematics)
- Bachelor of Education (Science)
- Bachelor of Education (Social Sciences)
- Bachelor of Education (T.A.F.E.) - subject to approval of the Higher Education Board.

Awards gained from external study from the College have complete parity with awards gained internally. Appropriate variations in methodology are made for distance teaching and there are some differences too in the regulations applying to external students. The College Calendar presents the rights and responsibilities of students and the procedures required in the relationships of students with the College. Because of the different duration of external courses, the cyclical patterns of availability of modules in some awards, and the special differences of off-campus study, and because candidates are building on former approved studies, some variations of regulations and information are necessary. Where significant variations apply to external students, these are outlined in this section of the Calendar. Day-to-day, informal and/or specifically 1985 information for external candidates will be included in a separate External Studies supplement to be issued with enrolment and re-enrolment materials. In addition each external candidate will receive the appropriate Award Booklet.

The Award Booklet (e.g., Bachelor of Education (Physical Education), Bachelor of Education (Industrial Arts)) covers course requirements specific to the award, module availability charts, credit point information and sufficient information about each module to assist the students' choice of course pattern, e.g., objectives, topics, teaching strategies, assessment methods, texts and references. This information is then expanded in the first printout of subject content and assignments when students enter or continue the particular programme.

All lecture materials are prepared by members of the Academic Staff, many of whom were responsible for the development of particular modules. A distinctive methodology has evolved, particularly in areas not customarily serviced by external study e.g., Industrial Arts, Home Economics and Physical Education. Compulsory On-campus Schools and voluntary "Days" supplement the external programme and permit face-to-face instruction, access to specialised equipment and reading resources and interaction with staff members and other candidates.

Significant aspects of methodology include comprehensive lecture notes, with reading lists for further study, and a wide variety of assignment patterns, including opportunities for independent research.

Strategies vary with module content and objectives and include field work, interviews, case studies, use of local resources, laboratory work, problem-solving experiments, worksheets, model

making projects, certified photographic records of phases of construction, preparation of charts and diagrams, reports and industrial visits, gathering language samples, curriculum design and preparation of resource kits to name but a few.

Activities thus have moved well beyond print only, and further emphasis on audiotape and videotape is planned.

Lecturers comment in some detail on assignments and, where practicable, include a resume of general comments so that students will gain an overall perspective on their work.

A specialised External Studies Unit staffed by the Director, Administrative Assistant and 3 clerical staff are responsible for most servicing arrangements, including the conduct of On-campus Schools. These functions are complemented by Student Administration for services such as enrolment/re-enrolment, while an Examinations Branch arranges for appropriate centres to form a network throughout the State to ensure appropriate supervision and to minimise the need for candidates to travel beyond their region for examinations.

Library services from the College ensure a daily turn-around of request, often received via Vocophone. Excellent co-operation is also received from other academic libraries.

The College has not yet installed a teleconferencing facility, but individual counselling by telephone is readily available and most useful in problem-solving and other necessary interactions, particularly for isolated students.

Almost all external students have completed an initial tertiary award and so, not surprisingly, their examination performances are often outstanding, despite adverse personal and study circumstances.

T.A.F.E. AWARDS BY EXTERNAL STUDY:

Some of the preceding generalisations applied to other programmes do not apply in full to T.A.F.E. Diploma programmes which are designed specifically for teachers in vocational education/further education, undertaking initial teacher education following successful completion of vocational training from many areas of expertise. In 1985 these candidates only will participate in four separate residential schools to introduce each new set of modules and to link their teacher training with their on-going teaching practice.

External study and residential schools are supplemented by periodic visits by College staff to monitor progress, observe teaching and liaise with special method tutors in T.A.F.E. colleges. T.A.F.E. Diploma programmes are currently under review. Candidates entering in 1985 may enter under altered conditions.

T.A.F.E. candidates undergoing conversion programmes (i.e., converting previous teacher education qualifications to T.A.F.E. awards) may seek exemption from some of the residential requirements.

Candidates in the Bachelor of Education (T.A.F.E.) award (currently awaiting Higher Education Board approval) follow course patterns similar to those in other degree specialisations. In 1985, their compulsory On-campus School will coincide with that for other degree candidates, within the period April 29th - May 10th and depending upon module choices.

EXTERNAL STUDY

The response from candidates to the external mode has been very encouraging. Most have managed to overcome some of the problems of external study - isolation, lack of peer group and lecturer interaction, separation from books and periodicals, limited laboratory facilities, and postal difficulties. They have identified, too, some of the positive benefits of external study - the greater freedom of time and place of study, the reduction of repetitive expensive travel, the availability of support services from the External Studies Department and the Library and the rapid growth in the skills of independent study.

Pamphlets and application forms are available from the Registrar. In Term III Information Nights attended by the Director of External Studies and Award Co-ordinators are held at the College to familiarise interested teachers with the opportunities available for further study. Teachers are welcome to 'phone for an appointment to discuss course offerings in relation to their professional goals.

APPLICATION, ENROLMENT, COURSE PLANNING

In most years, except for some specialist secondary awards, there is a March intake only for external students. Preference is given to qualified applicants who apply before 15th November. Any additional entry opportunities are advertised in newspapers.

All applicants are required to complete an application form and attach to it detailed transcripts from approved institutions and evidence of successful professional experience.

If Admissions Committee assesses the applicant as eligible, subject to availability of places and level of priority, he/she is sent an offer of a place, indicating the point of entry to the particular programme.

If the applicant accepts the offer of a place and the associated conditions, he/she is then sent an enrolment package. This provides course content information, and guidance in choice of subjects/modules. Great care is needed in completing the form so that the forward planning of the course pattern is feasible.

- Subject/module prerequisites must be met before the candidate is eligible for a particular unit.
- Timing requires a careful check of subject/module availability in particular semesters or years.
- Particular obligations e.g. attendance at a compulsory On-campus School should also be noted.

When enrolment procedures (including payment of fees) have been completed, the candidate officially becomes a registered external student. From then on, all "on course" matters are handled initially by the Department of External Studies and all correspondence must be addressed to the Director of External Studies.

An exception may occur if a student is replying to a particular query from a particular section of the College, e.g. Examinations. In such a case, in no circumstances may assignments be included.

In order to qualify for a degree or diploma of the College, every candidate shall satisfy the requirements for admission to the appropriate course of study, follow the course of study for the prescribed periods, meet the specified on-campus school commitments, pass the prescribed examinations and assignments, pay the prescribed fees and comply with such procedures and rules as are determined by the College Council.

COMPULSORY ON-CAMPUS SCHOOLS

In 1985, the compulsory On-Campus Schools are scheduled: (B.Ed Industrial Arts): Mon 29th April - 10th May.

All other specialisations: Mon 6th May - 10th May.

Compulsory On-Campus Schools for all candidates attempting 4000 level modules and specified sub 4000 level modules are a most important part of all degree awards, and some diplomas. Being non-residential, Newcastle College of Advanced Education is at some disadvantage in presenting On-campus Schools but students will receive in advance lists of hotel, motel and caravan park accommodation and latest prices.

During On-campus Schools, special arrangements are made for Library access and guidance with research work. Sporting facilities are available and the Students Representative Council usually provides some social activities for its external members. External members will no doubt be pleased to visit the new SRC building on campus. Canteen service is available for morning tea and lunch. Constructive criticisms and suggestions are welcomed in joint sessions which aim to identify problems and strengthen the servicing of external courses. The schools have been found to be invaluable in strengthening interaction between lecturers and students and between students and other students. Peer support groups in various areas often emerge from contacts made at On-campus Schools.

Access to specialised equipment and procedures is provided. Guest speakers are invited to participate in some programmes to offer current research and insights from industry when appropriate.

COUNSELLING SERVICE

External students who are encountering difficulties, particularly of a personal nature and affecting their chances of success in the course, are invited to contact the Counselling Service of the College.

Direct contact may be made with the service by personal visit, telephone call or letter. Complete confidentiality is preserved.

Any letters received will be answered promptly. STD telephone contact is (049) 687224.

FEES 1985 EXTERNAL STUDENTS

- Students Association Fee.**
External students are required to pay a fee of \$15.
- Service Charge.**

All registered external students are required to pay a service

charge of \$3. Payment of this charge will entitle them to receive the College Calendar, the External Studies Supplement and the appropriate Award Booklets.

(3) Late Enrolment/Re-Enrolment Verification Charges.

Charges are levied when external students fail to lodge enrolment (\$10), re-enrolment (\$10), applications to sit for examinations (\$8), and verification of programmes (\$8) by the prescribed date.

Such breaches greatly impede adequate servicing of external programmes.

(4) Other Charges

Review of examination results (per module) \$3. (The charge is refundable if the result is altered).

Academic statements in excess of six per annum \$0.15.

(5) Refund of Student Fees.

Normally, fees under \$40 will not be refunded.

Examinations

Examinations Section of the College establishes a network of centres for external candidates after an analysis of the distribution of candidates each year, and responses supplied by external candidates.

General examination requirements are the same as those for internal candidates (p. 192). External candidates are advised to note carefully the dates of the Examination period and keep it free of other commitments. Variation of examination date to meet other professional commitments is not permitted.

ASSESSMENT AND REVIEW OF GRADES AWARDED

The attention of external students is directed to this important detailed regulation which applies to both internal and external candidates (p. 192).

Special Examinations

As for internal candidates.

Withholding of Official Transcripts.

As for internal candidates.

Withholding of Examination Results.

As for internal candidates.

Variation of Programme/Personal Information

Any action taken by a student which involves a variation to the information provided by him/her on his/her course, name, address or school must be documented.

Forms are available for internal students but a signed statement providing all details (and supported by any necessary documents) is acceptable from external students.

e.g. Change of name

Change of address.

Change of school (if applicable).

Withdraw from subject/module.

Add a subject/module

Seek leave of absence.

Substitute one or more subjects/modules for others.

Since the servicing of their work is continuous, prompt written notification of any of the above is essential.

The College cannot accept responsibility if official communications (including lecture materials) fail to reach students because they have not lodged the necessary information.

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 requesting withdrawal without failure, clearly presenting the case on which their request is based.

Last Day for Withdrawal Without Failure

Semester I Modules/Course: Monday, May 20, 1985

Semester II Modules/Course: Wednesday, October 2, 1985

Full-year Subjects/Modules: Wednesday, July 24, 1985.

Withdrawal from Course

Students who wish to withdraw from courses should notify 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.

Students considering withdrawal are strongly advised to discuss the matter first with the Director of External Studies or the Award Co-ordinator.

All withdrawals must be in writing. Where withdrawal must occur, students are asked to keep in mind that not all subjects/modules can be offered every year, so that a restructuring of their course may be necessary if they wish to resume subsequently and are successful in gaining re-admission.

Withdrawal rates from most external courses in most countries tend to be fairly high as students in most cases are both full-time employees and part-time students. Newcastle College of Advanced Education external students have the advantage of previous successful tertiary studies but many still find withdrawal necessary. The most common reasons given are lack of time, personal pressures, work pressures, excessive study load, difficulties in acquiring information, return to full-time teaching, inability to attend On-campus Schools, home building or housing problems, family difficulties or isolated location.

Clearly the decisions to enrol in, to continue in, or to withdraw from external programmes need to be based on careful assessment of time available, personal priorities, effect on the rest of the family, and willingness to buy the necessary resources. Purchase of specified textbooks is essential.

The School of Teacher Education

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The School of Teacher Education

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

- § # Bachelor of Education (Art)
- § # Bachelor of Education (Early Childhood)
- § # Bachelor of Education (English/History)
- # Bachelor of Education (Home Economics)
- # Bachelor of Education (Industrial Arts)
- § # Bachelor of Education (Mathematics)
- § # Bachelor of Education (Modern Languages)
- * Bachelor of Music Education in association with the N.S.W. Conservatorium of Music
- # Bachelor of Education (Physical Education)
- § # Bachelor of Education (Primary)
- § # Bachelor of Education (Social Sciences)
- § # Bachelor of Education (Science)
- * Bachelor of Education (Technical and Further Education)
- Diploma in Teaching (Technical and Further Education)
- Diploma in Special Education
- Graduate Diploma in Education (Primary Education)
- Graduate Diploma in Education (Secondary Education)
- Graduate Diploma in Education (Technical and Further Education)
- Graduate Diploma in Educational Studies (Advanced Teaching Method)
- Graduate Diploma in Educational Studies (Computer Education)
- Graduate Diploma in Educational Studies (Curriculum Development)
- Graduate Diploma in Educational Studies (Educational Drama)
- Graduate Diploma in Educational Studies (Science)
- Graduate Diploma in Educational Studies (Special Education)
- Master of Education (Special Education) - in conjunction with the University of Newcastle.
- * Master of Education (Industrial Education)
- * Proposed courses - subject to approval by the NSW Higher Education Board.
- # Conversion course also available by part-time or external study.
- § Final year of Bachelor of Education programme available externally only after one year of teaching experience, or equivalent.

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

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. Various courses of study covering the broad spectrum of subjects in Secondary education lead to the award of Bachelor of Education. Specifically, programmes for initial and inservice secondary teacher education are provided in, English/History, Home Economics, Industrial Arts, Mathematics, Modern Languages,

Music, Physical Education, Social Science and Science. The Diploma in Teaching in Technical and Further Education course is designed to prepare teachers in the field of Technical and Further Education. Candidates entering the course are generally employees of the Department of Technical and Further Education. The Diploma in Teaching in Technical and Further Education is offered on a part-time basis over four to twelve semesters. Candidates are granted various levels of standing in their subject content studies.

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

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

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

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

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

Diploma in Teaching in Technical and Further Education

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

Core Programme

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

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

Subject Content Studies

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

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

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

Criteria for Determining Subject Content Studies Requirements

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

continuity and depth to satisfy the requirements, in whole or part, of Subject Content Studies.

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

At the time of publication the above course was under review and content may change for 1985. Student should contact the Course Director for possible changes.

Diploma in Teaching (TAFE)

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

STAGE I

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

Full Year Modules

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

STAGE II

Semester Modules

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

Full Year Modules

ET2150 - Issues in TAFE (A)	3	1
ET2050 - Special Method 2*	2	1
ET2026 - Practical Experience 2*+	6	-

TOTAL CREDIT POINTS

60

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

STAGE I

Full Year Modules

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

STAGE II

Full Year Modules

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

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

Diploma in Teaching (TAFE)

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

STAGE I

Semester Modules

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

Full Year Modules

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

STAGE II

Semester Modules

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

Full Year Modules

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

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

Bachelor of Education (Art)

The Bachelor of Education (Art) programme is a degree course of four years full-time duration. To qualify for the award, students must obtain a minimum of 144 credit points divided into various areas of study.

BACHELOR OF EDUCATION (ART) Course Content and Requirements

Study Area	Required Credit Points	Modules and Specific Requirements
PART A: GENERAL PREPARATION		
Education	18	Must include 3 credit points in each of the following three areas: Child Development, Curriculum, Sociology of Education, including 6 credit points in Education at 300 level.
Educational Studies	9	9 credit points at 400 level.
Subject Content Studies (a) Special - Major Study	33	Select two subjects at 100 level (total: 12 credit points over two semesters). Select one of those subjects for in-depth study to 400 level gaining 6 credit points at 200 level, 6 credit points at 300 level and 9 credit points at 400 level. Choose from Painting, Sculpture, Print-making, Ceramics.
- Support Study	12	Choose from Drawing, Design and Photography.
- Applied Art Study	9	Choose from Jewellery, Ceramics, Textiles and Fibre Arts.
- *Theoretical Study	12	Art History - 3 credit points at each of 100, 200, 300 and 400 levels.
(b) General Studies	12	
Project	9	9 credit points at 400 level. A project involving an investigation into an aspect of secondary school education through the arts.
TOTAL CREDIT POINTS (A)	114	
PART B: VOCATIONAL PREPARATION		
Special Theory (a) General (Theory & Practice of Teaching)	6	2 credit points to be gained at 100, 200 and 300 levels.
(b) Specific to Subject	18	7 credit points at 100 level 7 credit points at 200 level 4 credit points at 300 level
Practical Teaching Experience	6	2 credit points at 100, 200 and 400 levels
TOTAL CREDIT POINTS (B)	30	
TOTAL CREDIT POINTS A + B	144	

* Art History modules are currently under review and may be subject to change.

Course Modules

Descriptions of course modules may be found on pages 114-168.

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

BACHELOR OF EDUCATION (ART) COURSE STRUCTURE

	STAGE 1	STAGE 2	STAGE 3	STAGE 4
PART A GENERAL PREPARATION				
(i) EDUCATION	ED1902 Child Dev. (Adol) (3)	ED1801 Basic Issues (3)	ED2801 Teach/Learn Process (3)	ED2803 Issues & Patterns in Curriculum (3)
(ii) EDUCATIONAL STUDIES				
(iii) SUBJECT CONTENT				
(a) Special Studies	Two of: AT122 Painting AT132 Sculpture AT142 Printmaking AT152 Ceramics	Continue two of: AT123 Painting AT133 Sculpture AT143 Printmaking AT153 Ceramics	Continue one of: AT222 Painting AT232 Sculpture AT242 Printmaking AT252 Ceramics	Continue one of: AT223 Painting AT233 Sculpture AT243 Printmaking AT253 Ceramics
(i) Major Study				
(ii) Support Study	AT116 Drawing (3)	AT117 Drawing (3)	One of: AT216 Drawing AT113 Design AT172 Photography (3)	
(iii) Applied Art Study			One of: AT152 Ceramics AT157 Textiles AT142 Printmaking HT1770 Fibre Arts (3)	Any one (at approp. level) - Ceramics - Textiles - Printmaking - Fibre Arts
(b) General Studies		One Module at any level in any department. (3)	Any module from any department either semester. (3)	
(c) Theoretical	* Full year module AT101 History of Art (3)		Full year module AT201 History of Art (2)	
PART B VOCATIONAL PREPARATION				
THEORY				
(i) GENERAL THEORY & PRACTICE OF TEACHING	PS101 Principles & Prac. of Teaching (2)		PS201 Theory & Practice of Teaching Art (2)	
(ii) SPECIFIC TO SUBJECT	One of: AE156 Concept Dev/ Tech. 2D Art (3) AE158 Print Tech/Proc. (2)	TOTAL (7) (4) or (5) AE153 Struct. Art. Exp. Prog. Dev. (2) Plus one of: AE156 Concept Dev. & Tech. 2D (3) AE158 Print Tech/Proc. (2)	One of: AE257 Concept Dev. & Tech. 3D (3) AE258 Teaching Method rel. to Photog. (2)	TOTAL (7) (4) or (5) AE259 Methods of Tech. Art History (2) Plus one of: AE257 Concept Dev. & Tech. 3D (3) AE258 Teach. Method rel. to Photog. (2)
(iii) PRACTICUM	PT108 PRACTICUM Full Year * (2)		PT208 PRACTICUM Full Year * (2)	
(iv) PROJECT				

* Please note that the History of Art modules are currently under review and may be subject to change.

NOTE: AT Modules can be found on pages 204-206.

BACHELOR OF EDUCATION (ART) COURSE STRUCTURE

STAGE 5	STAGE 6	STAGE 7	STAGE 8	CREDIT POINTS
ED3101 School and Society (3)	ED3301 Pers. Development Mental Health (3)	-	-	18
		Select two: AE4085 Visual Education (6) ED4819 Interp. Comm. Skills SE4009 Dev. Disabilities	Select one: AE483 Art Therapy (3) AE486 Growth Development in Art Education	9
Continue one of: AT322 Painting (3) AT332 Sculpture AT342 Printmaking AT352 Ceramics	Cont. simultaneously ** (3) AT323 & AT324 Painting AT333 & AT334 Sculpture AT343 & AT344 Printmaking AT353 & AT354 Ceramics	Cont. simultaneously (6) AT422 & AT423 Painting AT432 & AT433 Sculpture AT442 & AT443 Printmaking AT452 & AT453 Ceramics	Continue one of: (3) AT424 Painting AT434 Sculpture AT444 Printmaking AT454 Ceramics	33
One of: (at approp. level) - Drawing - Design - Photography (3)	-	-	-	12
Any one (at approp. level) - Ceramics - Textiles - Printmaking - Fibre Arts (3)	-	-	-	9
One module at any level in any department. (3)	One module at any level in any department. (3)			12
AT301 History of Art (2)	AT401 History of Art (3)			12
Semester 5 or 6				
PS301 Principles & Practices of Teaching Art				
One of: AE355 Utilizing Res. in Teaching Art (2) AE357 Concept Dev. & Tech. in 3D (3)	One of: AE358 Art Educators Prof. Prac. Resp. (2) AE359 Adv. Method Teach. Art History (3)			18
	□ ART PRACTICUM (Four weeks studio practice in Major Study)	PT408 PRACTICUM * Full Year (2)		6
				9
		O AE400 Art Education Project - Full Year (9)		9

NOTE: AT Modules can be found on pages 204-206.

TOTAL

144

Bachelor of Education (Early Childhood)

The Bachelor of Education (Early Childhood) programme is a degree course of four years duration. The pre-service component requires a student to study full-time for three years and to attain a minimum of 131 credit points to be awarded a Diploma of Teaching in Early Childhood Education. Before proceeding to the degree component of the programme, a student is then required to gain a year of teaching experience (the 'E' component) or its equivalent. The post-service component of the programme is only offered by the external mode of study and requires a student to gain a further 39 credit points, making a minimum of 170 credit points to obtain the Bachelor of Education (Early Childhood) award.

The aim of the Bachelor of Education (Early Childhood) course is to produce teachers who are well prepared in both the theoretical and practical aspects of Early Childhood Education. With an emphasis on children from birth to eight years of age, the course enables students to gain practical experience in both community and Early Childhood settings and in the more formal early childhood classrooms found in regular Primary Schools.

In each year of the course students are required to complete a four week block practice teaching period. During the first year this experience will be in an Infants Department within a Primary School, in the second year, in a regular Pre-School setting and, during the third year this experience may be undertaken in an Infants Department, Pre-School or other approved Community placement. Subjects in the course are divided into the broad categories of PROFESSIONAL STUDIES (comprising Educational Studies, Early Childhood Major, Early Childhood Subject Studies, Integrated Studies, and Foundation Studies) and GENERAL STUDIES.

PART A: PROFESSIONAL STUDIES

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

The *Early Childhood Major* provides specific modules within the Early Childhood discipline to complement studies in human development. Modules such as Special Education, Multicultural Curricula, and Play (as a teaching medium) enhance the studies in child development. The module Philosophy and Curriculum for Early Childhood draws together many of the studies in the Early Childhood Major and, together with the Educational Studies component of the course, provides a focus for classroom management and procedures.

Early Childhood Subject Studies include more discrete subject areas such as Social Science and Mathematics together with a continuing emphasis on the study of language.

The study of the developing child does not fit neatly into the division of subject disciplines. In order to provide students with the notion of a unity of knowledge for teaching the young child, a set of subjects will be presented in an integrated and inter-disciplinary manner. Under the title *Integrated Studies* subject disciplines such as Mathematics and Science are combined to explore the nature of measurement whilst aspects of Physical Education, Music and Drama are incorporated in the module based on human movement. The *Foundation Studies* are designed to give students the knowledge and skills needed to teach subjects within an Infants School setting.

PART B: GENERAL STUDIES

These are elective programmes in social, cultural, scientific and aesthetic disciplines designed to promote personal academic development within the range of the student's needs and interest. These studies are treated in their own right and are not necessarily related to either Early Childhood curricula or to teaching method. General Studies programmes are offered for example, in Education (Psychology), English, Industrial Arts (Craft), Languages, Multicultural Studies, Physical Education, Social Sciences and Special Education.

In addition to the above subjects required in Professional or General Studies, a range of further Professional Studies modules is also

available for students to select according to their particular professional interests. These studies include specialized modules in innovations and parent involvement in Early Childhood programmes, elementary administration, music and language.

POST SERVICE COMPONENT OF COURSE

After a minimum of one year or equivalent of professional employment experience, study in the fourth year is offered by the external mode of study.

Studies in the fourth year build upon those undertaken in the pre-service component of the course and update earlier theoretical knowledge.

Entry to the post-service component of the degree may be granted to students wishing to change their area of specialization to that of Early Childhood. Individual conversion programmes are available to enable such students to complete requirements for the award of Bachelor of Education (Early Childhood). These requirements may include an Early Childhood (0-5 years) block practice teaching period of four weeks duration.

In the fourth year, students are also required to complete the module Project Preparation in Early Childhood before undertaking an individual research Project associated with their studies and experience within the Early Childhood field.

Course Modules

Descriptions of modules may be found on pages 114-168.

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

A. PROFESSIONAL STUDIES - 122 credit points		
1. EDUCATIONAL STUDIES - 48 credit points c.p.		
ED1909	Orientation to Teaching	3
ED2904	Introduction to Human Development	3
ED3907	Child Development-Personality & Self Concept	3
ED3908	Child Development Intellectual Growth	3
ED3301	School and Society	
TP1001	Expository Teaching: Primary E.C.	3
TP1002	Pupil Centred Teaching: Primary E.C.	3
TP2005	Unit Planning: Early Childhood	3
TP2006	Diagnostic Planning: Perceptual Motor Skills	3
TP3001	Unit Planning for Multiple Groups	3
BP1000	Teaching Experience: Prim/E.C.	6
BP2001	Teaching Experience: E.C.	6
BP3001	Teaching Experience: E.C.	6

2. EARLY CHILDHOOD MAJOR - 21 credit points			
MS2020	Planning for Multicultural Curricula in Early Childhood	3	
ED2601	Philosophy & Curriculum in E.C.	3	
ED2602	Play in Early Childhood Education	3	
SE2000	Learning Problems in the School Recognition and Treatment	3	
ID2010	Child Health and Nutrition	3	
Students choose one module from Group A and one module from Group B			
GROUP A	ED3601	Innovations & Parent Involvement in E.C.	3
	OR		
	ED3001	Modern Approaches to Classroom Music Orff and Kodaly Skills	3
	ED2011	Teaching English as a Second Language	3
GROUP B	ED3602	Elementary Administration: PreSchool in Early Childhood	3
	OR		
	EN3023	Story Telling and Story Writing for E.C.	3
	OR		
	MU1071	Guitar for Early Childhood	3

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

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

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

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

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

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

2. POST-SERVICE COMPONENT - 39 credit points

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

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

SEMESTER 2

ED2904	Introduction to Human Development	3
TP1002	Pupil Centred Teaching	3
EN2006	Reading	3
EN1001	English Method Year 3-6	2
MA1070	Early Childhood - Primary Mathematics	2
FOUNDATION STUDIES (2cp each module)		
Students only 3 (or 4) remaining modules		

AE1016	Early Childhood - Primary Art	
IA1602	Early Childhood - Primary Craft	
SS1320	Early Childhood - Primary Social Studies	
SC1940	Early Childhood - Primary Science	
MU1051	Early Childhood - Primary Music	
PE1320	Early Childhood - Primary Physical Education	
MS1050	Multicultural Education and Community Language	
		6 or 8
TOTAL		19 or 21

FULL YEAR

BP1000	Teaching Experience: Prim/E.C.	6
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SEMESTER 3

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

SEMESTER 4

	Credit Points	
TP2006	Diagnostic Planning - Perceptual Motor Skills	3
SE2000	Learning Problems Recognition and Treatment	3
SS1310	Social Studies Early Childhood	3
ID2011	Music/Movement/Drama Integrated Studies	3
General Studies Module (1000 level)		3
Students complete one module from Group A Alternatives		
*Group A Alternatives		
ED3601	Innovations and Parent Involvement in E.C. Ed	3
MU3001	Music II - Early Childhood (Orff and Kodaly)	3
EN2011	Teaching English as a Second Language I	3
These Modules will be offered depending upon student demand and availability of staff.		
TOTAL		18

FULL YEAR

BP2001	Teaching Experience E.C.	6
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SEMESTER 5

	Credit Points	
TP3001	Unit Planning for Multiple Groups	3
ED3908	Child Development - Intellectual Growth	3
ID2012	Maths/Science Integrated Studies	3
ID2014	Social Sciences/Sciences Integrated Studies	3
One General Studies (1000 level or 2000 level)		3
Students complete one module from Group B Alternatives		
*Group B Alternatives		
ED3602	Elementary Administration - Pre-School	3
EN3023	Story Telling and Story Writing in E.C.	3
MU1071	Guitar for Early Childhood	3
TOTAL		18

SEMESTER 6

	Credit Points	
ED3301	School and Society	3
MS2021	Planning for Multicultural Curricula in E.C. Ed	3
ID2010	Child Health and Nutrition	3
ID2603	Art/Craft II Integrated Studies	3
One General Studies (1000 level or 2000 level)		3
* PLUS any further selection of up to one Group A and Group B alternatives offering.		
* These modules will be offered depending upon student demand and availability of staff.		
TOTAL		15 to 21

FULL YEAR

BP3001	Teaching Experience E.C.	6
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**EARLY CHILDHOOD SEQUENCE OF STUDIES
FOR PRE-SERVICE COMPONENT
(Common First Year with Primary)**

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

Bachelor of Education (English/History)

The Bachelor of Education (English/History) degree course requires the equivalent of four years of full-time study. In the pre-service component of the programme a student must successfully complete three years of full-time study and obtain a minimum of 131 credit points, to qualify for the Diploma in Teaching (English/History). Following the equivalent of at least one year's teaching experience, the current Diploma graduate may re-enrol and complete the

Bachelor of Education (English/History) course by external study, usually over a two-year period, through the Department of External Studies. This post-service component of the programme requires that the student obtains at least 44 credit points, giving a total of 175 credit points necessary to qualify for the award of the degree of Bachelor of Education (English/History). A student completing the degree course will have teaching competence in subjects normally taught in Departments of English and History in N.S.W. secondary schools. The programme allows for a major emphasis in either English or History, and a minor emphasis on the subject not chosen for a major emphasis. Descriptions of the various modules available in 1985 appear elsewhere in this Calendar under the section **Module Descriptions**. The flow-chart which follows indicates the likely placement of modules over the full four years of the course. Credit point ratings follow each module.

COURSE CONTENT AND REQUIREMENTS

Study Area	Required Credit Points		Modules and Specific Requirements
	Year 1-3	Year 4	
Education and Educational Studies	15	9	
Special Education	3	-	
Major Academic Study	27	24	English OR History
Minor Academic Study	24	8	English OR History
Methodology associated with Academic Studies	18	-	
Computer and Statistical Literacy	3	-	
Problems in Teaching Literacy and Numeracy	3	-	
Electives	3	3	
Principles and Practices of Teaching	17	-	
Practice Teaching	18	-	
TOTALS	131	44	= 175

FLOW CHART

<i>Semester I:</i>		<i>Semester IV</i>	
* EN1150 - Secondary English Teaching I	3 cp	* EN2155 - Shakespeare	3 cp
* EN1155 - Understanding Poetry	3 cp	* One of	
SS1240 - History Teaching Method I	3 cp	EN3158 - Drama II	3 cp
SS1440 - The Ancient Near-East and Early Greece	3 cp	OR	
ED1909 - Orientation of Teaching	3 cp	EN3159 - Popular Fiction	3 cp
TS1005 - Expository Teaching (E/H)	2 cp	SS2460 - China: An Emerging Third Super-Power	
MA1021 - Computer-Statistics Literacy	3 cp	SS2470 - Greece, Rome and Early Medieval Europe	3 cp
		ED2903 - Teaching and learning in the Mainstream Class II	3 cp
		TS2006 - Design and Construction of Instructional Resources	3 cp
		BP2005 - Practice Teaching	6 cp
<i>Semester II</i>		<i>Semester V</i>	
* EN1156 - Literature for Adolescents	3 cp	* EN3150 - Secondary English Teaching III	3 cp
SS1450 - Britain 1815-1914	3 cp	* EN3155 - Understanding Language	3 cp
ID1100 - Problems in Teaching Literacy and Numeracy	3 cp	SS3240 - History Teaching Method III	3 cp
ED2901 - Adolescent Development	3 cp	EN3160 - Mass Media and Popular Culture	3 cp
SE2006 - Classroom Management for Slow Learners in the Secondary Classroom	3 cp	OR	
TS1006 - Pupil-Centred Teaching (E/H)	3 cp	SS3470 - Renaissance and Reformation	3 cp
BP1005 - Practice Teaching	6 cp	SS3450 - Australia from Foundation to World War I: A Practical Study (Part I)	3 cp
		Elective Module	3 cp
		TS3005 - Approaches to Unit Planning (E/H)	3 cp
<i>Semester III</i>		<i>Semester VI</i>	
* EN2150 - Secondary English Teaching II	3 cp	* EN3157 - Issues in 19th and Early 20th Century Australian Literature	3 cp
* EN2158 - Drama I	3 cp		
SS2240 - History Teaching Method II	3 cp		
SS2450 - East Asia: A Historical Study of the Cultural Background	3 cp		
ED2902 - Teaching and Learning in the Mainstream Class I	3 cp		
TS2041 - Teaching Strategies (E/H)	3 cp		

EN3156 - Film Appreciation	3 cp
OR	
SS3460 - U.S.A. 1787-1917	3 cp
SS3450 - Australia from Foundation to World War I: A Practical Study (Part II)	3 cp
ED3301 - School and Society	3 cp
TS3006 - Classroom Management and Discipline (E/H)	3 cp
BP3005 - Practice Teaching	6 cp

ONE YEAR'S TEACHING EXPERIENCE

Semester VII

* EN4155 - Literature for the Senior School	8 cp
SS4421 - Europe and the Middle East Since 1945	8 cp
Education module (1) — selected (depending on offerings) from:	
ED4802 - Situation Based Curriculum	3 cp
ED4804 - Current Issues in Education	3 cp
ED4806 - Leadership	3 cp
ED4815 - Assessment Procedures in the Secondary School	3 cp
ED4822 - Aims and Values of Australian Education	3 cp
ED4824 - The Adolescent and Education	3 cp
General Study module (1) — selected from available offerings	3 cp

Semester VIII

Studies (16 cp) in either English or History as the major — chosen from:

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

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

Course Modules

Description of modules may be found on pages 114-168.

Bachelor of Education (Home Economics)

The Bachelor of Education (Home Economics) programme is a degree course of four years duration and students must attain a minimum of 172 credit points to qualify for this award. Subjects are divided into the broad categories of *Education and Educational Studies*, *Subject Content Studies*, *General Subject Content Studies*, *Professional Preparation* and *Practicum*.

Studies in Education establish a general awareness of teaching and learning situations in Secondary schools while *Educational Studies* emphasise the specific contribution of Home Economics in the educational process.

Subject Content Studies establish a body of knowledge, skills and attitudes relating specifically to Home Economics in the schools and the community.

General Subject Content Studies aim to broaden the students' knowledge of subject content both within and without their area of specialization.

Professional Preparation and *Practicum* equip the students to plan and implement the practical and theoretical components of the course in the teaching situation.

The aim of the course is to produce teachers well prepared in the theoretical and practical aspects of Home Economics, who will actively seek to impart their knowledge not only to the individuals they teach, but to the community at large.

At the end of Year III of the Bachelor of Education (Home Economics) candidates may elect to terminate their course with the award of Diploma in Teaching (Secondary) - Home Economics. Students must attain a minimum of 126 credit points for this award. Students who have graduated with the Diploma in Teaching (Secondary) - Home Economics may complete course requirements for the Bachelor of Education (Home Economics) by external study. Information on this option can be found in the External Studies section of this calendar.

SPECIFIC REQUIREMENTS

- (i) *Education and Educational Studies*
 Education: a minimum of 15 credit points, to include 6 credit points at 3000 level.
 Educational Studies: a minimum of 9 credit points at 4000 level.
 Modules may include:
- | | |
|--|------|
| ED1909 Orientation to Teaching | 3 cp |
| ED2901 Adolescent Development | 3 cp |
| ED2905 Teaching & Learning in Secondary Schools | 3 cp |
| ED3301 School and Society | 3 cp |
| One (ED3302 Measurement & Evaluation in the School | 3 cp |
| of (ED3303 Personal/Mental Health | 3 cp |
| ED4802 Situation Based Curriculum Development | 3 cp |
| (ED4804 Current Issues in Education | 3 cp |
| Two (ED4812 Curriculum and Groups with Special Needs | 3 cp |
| of (ED4822 Aims and Values of Australian Education | 3 cp |
| (TS4112 Analysis of Personal Teaching Style | 3 cp |
- (ii) *Subject Content Studies*
 A minimum of 85 credit points, to consist of:
- | | |
|--|------|
| 1st (1000) LEVEL (24 cp) | |
| HT1130 Science of Foods and Nutrition | 3 cp |
| HT1230 Food and Fibre Science | 3 cp |
| HT1330 Foods | 3 cp |
| HT1430 Contemporary Australian Family | 3 cp |
| HT1530 Consumer Behaviour | 3 cp |
| HT1630 Consumer Textiles | 3 cp |
| HT1730 Basic Design | 3 cp |
| HT1830 Fashion Design - Clothing Construction | 3 cp |
| 2nd (2000) LEVEL (18 cp) | |
| Six modules (Nutrition and Food Science compulsory and at least two modules from the areas of Family and Textiles) | |
| HT2130 Nutrition | 3 cp |
| HT2230 Food Science | 3 cp |
| HT2430 Family in History | 3 cp |
| HT2530 Homes and Housing | 3 cp |

HT2531 Family Decision Making and Management	3 cp
HT2630 Textile Technology	3 cp
HT2730 Yarns	3 cp
HT2830 Fashion Design	3 cp

3rd (3000) LEVEL (12 cp)

Four modules (at least one module to be selected from each of the areas Foods, Family and Textiles)

HT3130 Nutrition	3 cp
HT3230 Food Science	3 cp
HT3333 Australian Foods: A Historical and Cultural Perspective	3 cp

HT3430 The Family and Social Institutions	3 cp
HT3530 The Family as a Consumer	3 cp
HT3630 Textile Science	3 cp
HT3730 Weaving and Dyeing	3 cp
HT3830 Fashion Design - Tailoring	3 cp

4th (4000) LEVEL (16 cp)

Four modules to be selected from

HT4140 Nutrition	4 cp
HT4240 Food Science	4 cp
HT4440 Current Issues and the Family	4 cp
HT4540 Consumer Education	4 cp
HT4640 Textile Performance	4 cp
HT4740 Design Research	4 cp

6 cp from above modules at 2nd-3rd level (not previously studied)

Graduation Project:

HT4930 Research Methods	3 cp
HT4960 Research Project	6 cp

(iii) *General Subject Content Studies*

A minimum of 18 credit points, to consist of:

MS3215 Designing and Implementing Curricula in a Multicultural School	3 cp
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One Elective

3 cp from Special Subject Content or Special Education

3 cp from English

6 cp from Education, Educational Studies, Subject Content Studies (Home Economics) or General Electives.

(iv) *Professional Preparation*

A minimum of 21 credit points, to consist of:

(a) General Theory of Teaching - 15 cp	
TS1111 Expository Teaching Home Economics	3 cp
TS1112 Interactive Teaching Home Economics	3 cp
TS2113 Creative Teaching Resources: Home Economics	3 cp

TS2114 Classroom Management and Discipline: Home Economics	3 cp
--	------

TS3111 Curriculum Design and Implementation: Home Economics	3 cp
---	------

(b) Specific Home Economics - 6 cp

HT2931 Textiles and Design Teaching Methodology	3 cp
HT2930 Home Science Teaching Methodology	3 cp
HT3933 Methodology Home Economics	3 cp

(v) *Practicum*

A Minimum of 24 credit points to consist of:

BP1011 Teaching Experience: Home Economics	6 cp
BP2011 Teaching Experience: Home Economics	6 cp
BP3011 Teaching Experience: Home Economics	6 cp
BP4011 Teaching Experience: Home Economics	6 cp

Course Modules

Description of modules may be found on pages 114-168.

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

	SEMESTER 1	SEMESTER 2	SEMESTER 3	SEMESTER 4	SEMESTER 5	SEMESTER 6	SEMESTER 7	SEMESTER 8	
Professional Studies	TS1111 Expository Teaching ED1909 Orientation to Teaching	TS1112 Interactive Teaching TS2113 Creating Teaching Resources	HT2930 Home Science Method HT2931 Textiles Teaching Method ED2905 Teaching and Learning in Secondary Schools	TS2114 Classroom Management ED2901 Adolescent Development	TS3111 Curriculum Design and Implementation ED3301 School and Society MS3215 Designing and Implementing Curricula in a Multicultural Society	HT4930 Research Methods ED3303 Personal/Mental Health OR ED3302 Measurement and Evaluation in the School	ED4802 Situation Based Curriculum Development	Education 4000 Education 4000	
General Studies				English Elective (i)	Elective (ii)	SS Elective III Elective (IV)	Elective (V)		
Subject Content Studies	HT1130 Science of Foods and Nutrition HT1330 Foods HT1530 Consumer Behaviour HT1730 Basic Design	HT1230 Food and Fibre Science HT1430 Contemporary Aust. Family HT1630 Consumer Textiles HT1830 Fashion Design	6 of: HT2130 Nutrition HT2230 Food Science HT2430 Family in History HT2530 Homes and Housing HT2531 Family Decision Making and Management HT2630 Textile Technology HT2730 Yarns HT2830 Fashion Design	4 of: HT3130 Nutrition HT3230 Food Science HT3333 Australian Foods: An Historical and Cultural Perspective HT3430 The Family and Social Institutions HT3530 Family as a Consumer HT3630 Textile Science HT3730 Weaving and Dyeing HT3830 Fashion Design - Tailoring	4 of: HT4140 Nutrition (4) HT4240 Food Science (4) HT4440 Current Issues and Family (4) HT4540 Consumer Education (4) HT4640 Textile Performance (4) HT4740 Design Research (4) 2 modules from 2000-3000 level subject content modules HT4960 Research Project (6)				
	BP1011 Teaching Experience I (6)	BP2011 Teaching Experience II (6)	BP2011 Teaching Experience II (6)	BP3011 Teaching Experience III (6)	BP3011 Teaching Experience III (6)	BP4011 Teaching Experience IV (6)			
	UG2 DIPLOMA OF TEACHING 126cp								
	UG1 BACHELOR OF EDUCATION 172 cp								

NOTE: All modules attract 3 credit points unless otherwise indicated.

Bachelor of Education (Industrial Arts)

The Bachelor of Education (Industrial Arts) programme is a degree course of four years duration and students must attain a minimum of 175 credit points to qualify for this award. Subjects are divided into the broad categories of Education, Educational Studies, Subject Content Studies, General Subject Content Studies and Specialised Industrial Arts Vocational Preparation. Studies in *Education* establish a general awareness of teaching and learning situations in Secondary schools while *Educational Studies* emphasise the specific contribution of Industrial Arts in the educational process.

Subject Content Studies establish a body of knowledge relating specifically to the materials, skills and processes the Industrial Arts teacher will draw upon in the teaching situation.

General Subject Content Studies broadens the student's knowledge of subject content outside their area of specialisation.

Specialised Industrial Arts Vocational Preparation equips students to plan and implement the practical and theoretical components of the course in a classroom situation.

The aim of the course is to produce a teacher who is well prepared in the theoretical and practical aspects of industrial arts and who will actively seek to impart their knowledge to the individuals they teach. Candidates at the end of Year II of the Bachelor of Education (Industrial Arts) programme may elect to terminate their course at the end of Year III with the award of Diploma in Teaching (Secondary) - Industrial Arts. Students must attain a minimum of 130 credit points for this award. An alternative third year programme is provided on the accompanying flow chart to accommodate this option.

Students who have graduated with the Diploma in Teaching (Secondary) - Industrial Arts may complete course requirements for the Bachelor of Education (Industrial Arts) by external study. Information on this option can be found in the External Studies Section of this Calendar.

NOTE: The academic structure of the Industrial Arts degree course is currently under review and any changes will be notified in 1985.

PART A: GENERAL PREPARATION (124 credit points)

(i) Education - at least 15 credit points which must include 3 credit points in each of the following areas: Orientation to Teaching, Adolescent Development, Teaching and Learning in Secondary Schools, School and Society. Students must also gain 6 credit points at 3rd level.

(ii) Educational Studies - 9 credit points at 4th level

(iii) Project - 6 credit points IA4566 Project in Industrial Arts Education

(iv) Subject Content Studies - 94 credit points

(a) Special Subject Content (Industrial Arts) - 76 credit points

1st LEVEL: (21 credit points)

IA1103 - Descriptive Geometry

IA1123 - Functional Design in Technology

IA1203 - Woodworking Practices

IA1213 - Timber Fabrication

IA1303 - Metalworking Practices

IA1313 - Metal Forming

IA1403 - Materials of Industry

2nd LEVEL: (15 credit points)

IA2103 - Engineering Drawing Design

IA2203 - Cabinetmaking

IA2303 - Applied Metals

IA2403 - Materials: Properties and Structure

IA2433 - Engineering Mechanics

3rd LEVEL: (12 credit points)

Minimum of 12 credit points from IA3033, 3043, 3103,

3133, 3203, 3213, 3303, 3313, 3333, 3403, 3433,

3443

4th LEVEL: (19 credit points)

IA4533 - Project Development in Industrial Arts

Minimum of 8 credit points from, IA4014, 4108, 4208, 4214, 4224, 4308, 4314, 4324 and a minimum of 8 credit points selected from IA4408, 4414, 4424, 4438, 4444, 4454

3rd - 4th LEVEL: (Min 6 credit points)

Minimum of 6 credit points from IA3033, 3043, 3103, 3133, 3203, 3213, 3303, 3313, 3333, 3403, 3433, 3443, 4014, 4108, 4208, 4214, 4224, 4308, 4314, 4324, 4408, 4414, 4424, 4438, 4444, 4454

2nd - 3rd LEVEL: (3 credit points)

Minimum of 3 credit points selected from IA2053, 2063, 2073, 2123, 2223, 2243, 2313, 2323, 2333, 3033, 3043, 3103, 3133, 3203, 3213, 3303, 3313, 3333, 3403, 3433, 3443

(b) General Subject Content - 18 credit points

To include at least:

3 credit points in English

3 credit points in Social Science

6 credit points in Mathematics and/or Science

The remainder being elected from any module offering in the College.

PART B: VOCATIONAL PREPARATION (51 credit points)

(i) Special Theory - 27 credit points

(a) General Theory of Teaching (12 credit points)

TS1015 - Theory and Practice of Teaching

TS2015 - Theory and Practice of Teaching

TS3015 - Theory and Practice of Teaching

TS4015 - Theory and Practice of Teaching

(b) Theory Specific to Subject (15 credit points)

IA1503 - Introduction to Industrial Arts Education

IA1513 - Teaching Technical Drawing

IA2503 - Teaching Technics

IA2513 - Teaching Junior School Industrial Arts Design

IA3513 - Teaching Senior School Industrial Arts

(ii) Practical Teaching Experience - 24 credit points

Four weeks block practice (6 credit points) in each of years 1,

2 and 3.

Four weeks (or equivalent) experience in an atypical situation

with a report from students in year 4* (6 credit points)

*Practising teachers are required to substitute 3 credit points

in General Subject Content, in lieu of the year 4 practical

experience.

Course Modules

Descriptions of modules may be found on pages 114-168.

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

	SEMESTER 1	SEMESTER 2	SEMESTER 3	SEMESTER 4	SEMESTER 5	SEMESTER 6	SEMESTER 7	SEMESTER 8
General Theoretical	ED1909 Orient. to Teach IA1103 Descriptive Geometry IA1123 Functional Design in Tech. IA1203 Wood Practices IA1213 Timber Fab. IA1403 Materials of Industry IA1303 Metal Practices IA1313 Metal Form ELECTIVE I	ED2901 Adolec. Devel. IA1123 Descriptive Geometry IA1203 Wood Practices IA1213 Timber Fab. IA1403 Materials of Industry IA1303 Metal Practices IA1313 Metal Form ELECTIVE I	ED2905 Teach & Learning IA2403 Materials: Properties & Structure IA2433 Engineering Mechanics IA2303 Applied Metals IA2203 Cabinetmaking IA2103 Eng. Design Drawing ELECTIVE II	ED2000/3000/ ELECTIVE III	ED3301 School & Soc. IA/2000-3000/ IA/3000/ IA/3000/ ELECTIVE III	ED3301 School & Soc. IA/2000-3000/ IA/3000/ IA/3000/ ELECTIVE III	Ed. Stud./4000/ IA4533 Project Develop. IA/3000/ IA/3000/ ELECTIVE IV	Ed. Stud./4000/ IA4566 PROJECT (6 cp) IA/4000/(4) IA/4000/(4) IA/3000-4000/ ELECTIVE V
Professional Preparation	T & P of TS1015 Teaching I IA1503 Intro. Ind. Arts Education 18 cp 22 hrs Teaching Experience I (6) BP1015	T & P of TS2015 Teaching II IA1513 Teaching Tech. Drawing IA2503 Teaching Techniques IA2513 Teaching Junior School Ind. Arts (Design) 18 cp 22 hrs Teaching Experience II (6) BP2015	T & P of TS3015 Teaching III 18 cp 21-22 hrs Teaching Experience III (6) BP3015	T & P of TS3015 Teaching III 18 cp 21-22 hrs Teaching Experience III (6) BP3015	T & P of TS3015 Teaching III 18 cp 21-22 hrs Teaching Experience III (6) BP3015	T & P of TS3015 Teaching III 18 cp 21-22 hrs Teaching Experience III (6) BP3015	T & P of Teaching IV TS4015 21½ cp 22-23 hrs Teaching Experience IV (6) BP4015	T & P of Teaching IV TS4015 21½ cp 22-23 hrs Teaching Experience IV (6) BP4015

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

UG2-DIPLOMA OF TEACHING 130 cp

UG1-BACHELOR OF EDUCATION 175 cp

Bachelor of Education (Mathematics)

The Bachelor of Education (Mathematics) programme is a degree course requiring the equivalent of four years of full-time study. In the pre-service component of the course, students must successfully complete three years of full-time study and obtain a minimum of 131 credit points to qualify for the Diploma in Teaching (Mathematics). Following at least one year teaching experience, students may re-enrol and complete the Bachelor of Education (Mathematics) degree programme by external study through the College's Department of External Studies. The external portion of the course requires students to obtain at least 44 credit points, giving a total of 175 credit points necessary to qualify for the award of Bachelor of Education (Mathematics).

The aim of the course is to produce a teacher of Mathematics who has:

- an appreciation of the various branches of pure mathematics.
- 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.

COURSE CONTENT AND REQUIREMENTS

Study Area	Required Credit Points		Modules and Specific Requirements
	Year 1-3	Year 4	
Education and Educational Studies	18	9	Years 1-3 must include one module from Special Education.
Major Academic Study	24	32	
Minor Academic Study	24	-	
Methodology and Content Associated with Academic Studies	18	-	Covers content areas outside the major and minor sequence.
Problems in Teaching Literacy and Numeracy	3	-	
Computing and Statistical Literacy	3	-	
Electives	9	3	At least one 3 cp module must be outside area of specialisation. At least one 3 cp module must be a vocational elective e.g. Personal Development, Health Education, Ethnic Studies, Special Education.
Principles and Practices of Teaching	14	-	
Practice Teaching	18	-	
TOTAL	<u>131</u>	<u>44</u>	<u>= 175</u>

Course Modules

Description of modules may be found on pages 114-168.

TYPICAL PROGRAMME FOR BACHELOR OF EDUCATION (MATHEMATICS)

SEMESTER	I	II	III	IV
EDUCATION	ED1909 Orientation to Teaching (3 cp)	ED2901 Adolescent Development (3 cp)	1 x 3 cp Module	1 x 3 cp Module
MATHEMATICS (Major Study)	MA1025 Mathematics IA: Part A (3 cp)	MA1026 Mathematics IA: Part B (3 cp)	MA2025 Mathematics IIA (6 cp)	
MATHEMATICS (Minor Study)	MA1027 Mathematics IB (6 cp)		MA2026 Mathematics IIB (6 cp) MA2027 Mathematics IIC (6 cp)	
MATHS TEACHING METHOD	MA1075 Maths Ed: Junior Secondary I (3 cp)	MA2075 Maths Ed: Junior Secondary II (3 cp)	MA2076 Maths Ed: Senior Secondary I (3 cp)	MA3076 Maths Ed: Senior Secondary II (3 cp)
NUMERACY/LITERACY		ID1100 Problems in Teaching Literacy and Numeracy (3 cp)		
COMPUTER/STATISTICAL LITERACY	MA1021 Computer and Statistical Literacy (3 cp)			
PRINCIPLES AND PRACTICES OF TEACHING	TS1021 Expository Teaching: Maths (3 cp)	TS1022 Pupil Centred Learning (3 cp)	TS2021 Design and Production of Instructional Resources (3 cp)	TS2022 Strategies of Teaching Maths (3 cp)
ELECTIVES			1 x 3 cp Module	1 x 3 cp Module
PRACTICE TEACHING	BP1020 Teaching Experience (6 cp)		BP2020 Teaching Experience (6 cp)	

SEMESTER	V	VI	VII	VIII	TOTAL CREDIT POINTS
EDUCATION	1 x 3 cp Module	1 x 3 cp Module	1 x 6 cp Module	1 x 3 cp Module	27
MATHEMATICS (Major Study)	MA3025 Mathematics IIIA (6 cp) MA3026 Mathematics IIIB (6 cp)		MA4025 Mathematics IVA (8 cp) MA4026 Mathematics IVB (8 cp) MA4027 Mathematics IVC (8 cp) MA4028 Mathematics IVD (8 cp)		56
MATHEMATICS (Minor Study)	MA3027 Mathematics IIIC (6 cp)				24
MATHS TEACHING METHOD	MA3075 Maths for Non Average Secondary (3 cp)	MA3077 Computer Assisted Instruction in Maths (3 cp)			18
NUMERACY/LITERACY					3
COMPUTER/STATISTICAL LITERACY					3
PRINCIPLES AND PRACTICE OF TEACHING	TS3021 Approaches to Unit Planning (3 cp)	TS3022 Classroom Management and Discipline (3 cp)			18
ELECTIVES	1 x 3 cp Module			1 x 3 cp Module	12
PRACTICE TEACHING	BP3020 Teaching Experience				18
TOTAL			179		

Bachelor of Education (Modern Languages)

This course not only offers a student training to help him/her become a competent teacher of both French and German but allows an opportunity to choose one of these subjects as an area of special interest. Students will study some modules which give an adequate background knowledge of the content of both subjects. In French, the choice for the first three years includes modules such as Language and Civilisation (I, II, IIA, IIB, IIC) Film and Song, Reading and Literature, Twentieth Century Novel and Drama. In the final year (Year IV), more advanced modules include Civilisation: Advanced Studies, Language: Advanced Studies, Seventeenth Cent. Drama, Eighteenth Cent. Literature, Nineteenth Cent. Poetry, Applied Linguistics and Audio Visual Language Learning, Research Project.

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

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

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

The remaining modules needed to qualify for the award of the Bachelor of Education are studied after students have had the equivalent of one year's teaching experience. Students may study these modules over a one year full-time programme or a two year part-time programme. Students will be able to choose either a French or a German major orientation to their degree. In the first three years nine modules are taken in the chosen major and seven in the minor. This major orientation continues in Year IV where six modules are taken in the major and two in the minor.

Bachelor of Music Education

Four years full-time study.

The course is jointly presented by Newcastle College of Advanced Education and the Newcastle Branch of the N.S.W. State Conservatorium of Music and is designed to provide general and vocational preparation for prospective music teachers. The aim of the course is to prepare for entry into the teaching service candidates who, with experience, should become skilled teaching practitioners with a sound understanding of educational principles and procedures, and who will possess expert knowledge in the specialist field of Music Education.

An example of a normal sequence of study for a Bachelor of Music Education student is provided in the Flow Chart following the Profile of the course.

Admission requirements are set out on page To qualify for the degree of a Bachelor of Music Education students are required to gain 145 credit points in accordance with the following distribution pattern:-

Module Descriptions

Description of modules may be found on pages 114-168.

Study Area
PART A: GENERAL PREPARATION

Required Credit Points	Modules/Subjects	Specific credit points/level Requirements
18	From those offered by Department of Education in appropriate semesters	Of the total (18), six credit points must be at 3000 level. Must include 3 credit points: Child Development, Procedures in Curriculum Development, School and Society.
9	Interdisciplinary approach; modules offered jointly by Dep. of Music and Dep. of Ed. where appropriate	9 credit points at 4000 level.
6 3		6 credit points at 4000 level 3 credit points at 3000 level
9	From complete range of modules offered by the College or the Conservatorium for which pre-requisites are held. <i>N.B.</i> May be chosen outside vocational specialization	The three modules may be at <u>any</u> level for which prerequisites are held.
24	From those modules offered by the Conservatorium	24 credit points, six at each level (1000 to 4000) Level 7 required for 4000 level.
6	Major study: any approved instrument including voice Students not majoring in piano must take a keyboard instrument. Others may select any approved instrument including voice	6 credit points, two at each level (2+2+2) (1000-3000 level)
2 OR 1	Vocal Study OR Vocal Repertoire	Compulsory for students not selecting voice as major/minor study. Compulsory for all students selecting voice as a major/minor study.
3 OR 4	Group Instrumental Classes Guitar Class OR Woodwind Class Brass Class Strings Class	* Students selecting voice as major/minor study 4 credit points. Must take all four instrumental classes. * Other students select three out of the four, not duplicating work covered in major/minor study.
12	Harmony	1000-3000: 4 credit points at each level
6	History of Music	1000-3000: 2 credit points at each level
6	Orchestration	1000-3000: 2 credit points at each level
8	General Studies	1000-4000: 2 credit points at each level
9	From those required by Dep. of Professional Studies	3 credit points at each level (1000-3000)
18	From those offered by the Dep. of Music	6 credit points at 1000 level 6 credit points at 2000 level 6 credit points at 3000 level
6		1 credit point at 1000 level 2 credit points at 2000 level 1 credit point at 3000 level 2 credit points at 4000 level
TOTAL CREDIT POINTS		145

PROFILE OF THE BACHELOR OF MUSIC EDUCATION COURSE
(145 credit points)

A. GENERAL PREPARATION		
i. EDUCATION (18 cp)		
ED1902	Child Development (Adolescence)	3
ED1801	Basic Issues in Education	3
ED2906	Procedures in Curriculum Development	3
ED2801	The Teaching/Learning Process (Adolescence)	3
ED3301	School and Society	3
ED3802	Innovations in Secondary Education	3
OR		
ED3303	Personality and Mental Health	3

ii. EDUCATIONAL STUDIES (9 cp)		
Three of the following:		
ED4816	Curriculum Development and Research	3
ED4807	Comparative Education	3
ED4819	Interpersonal Relations and Communication Skills	3
ED4820	Educational Administration	3
ED4818	Objectives and Evaluation in Education	3
ED4817	The Application of Organisational Theory to Education	3

iii. INTEGRATING PROJECT		
ED4826	Educational Inquiry	3
MU4001	Integrating Project	6

iv. ELECTIVES (9 cp)		
Note: These may be chosen from the range of modules at the Conservatorium and the College. Select three modules at any level for which pre-requisites are held		
1.		3
2.		3
3.		3

v. SUBJECT CONTENT STUDIES		
a. Major Study (24 cp)		
1000		6
2000		6
3000		6
4000		6
b. Minor Study (6 cp)		
1000		2
2000		2
3000		2
c. Vocal Study (2 cp)		
Compulsory for students not selecting voice as Major/Minor		2
OR		OR
Vocal Repertoire (1 cp)		1
Compulsory for students selecting voice as Major/Minor		
d. Group Instrumental Classes (3 or 4)		
Guitar Class		1
Woodwind Class		1
Brass Class		1
String Class		1
N.B. Students selecting voice as Major/Minor study must take all four Instrumental Classes. Other students select three out of four, not duplicating work covered in Major/Minor Study.		
e. Harmony (12 cp)		
1000		4
2000		4
3000		4
f. History of Music (6 cp)		
1000		2
2000		2
3000		2
g. Orchestration (6 cp)		
1000		2
2000		2
3000		2
h. General Studies (8 cp)		
1000		2
2000		2
3000		2
4000		2

PART B: PROFESSIONAL PREPARATION

(i) Special Theory		
(a) Principles and Practice of Teaching	9	From those required by Dep. of Professional Studies
(b) Special to Subject	18	From those offered by the Dep. of Music
(ii) Practice Teaching Experience	6	

B. PROFESSIONAL PREPARATION		
i. SPECIAL THEORY		
(a) Principals and Practices of Teaching (9 cp)		
TS1025 Principles and Practices of Teaching: Music	3	
TS2025 Principles and Practices of Teaching: Music	3	
TS4025 Principles and Practices of Teaching: Music	3	
(b) SPECIAL TO SUBJECT MUSIC EDUCATION (18 cp)		
MU1040 Music Teaching in the Junior Secondary School A	3	
MU1041 Music Teaching in the Junior Secondary School B	3	
MU2040 Secondary Music Teaching-Elective Classes A	3	
MU2041 Music Education in the Secondary School-Elective Classes B	3	
MU3040 Secondary Teaching - Senior Classes A	3	
MU3041 Secondary Music Teaching - Senior Classes B	3	
ii. PRACTICE TEACHING (6 cp)		
BP1025 Teaching Experience: Music	1	
BP2025 Teaching Experience: Music	2	
BP3025 Teaching Experience: Music	1	
BP4025 Teaching Experience: Music	2	

TOTAL CREDIT POINTS 145

BACHELOR OF MUSIC EDUCATION - FLOW CHART
Example of Normal Sequence of Study for Student Taking Instrumental and Major and Minor

	SEMESTER 1	C.P.	SEMESTER 2	C.P.	SEMESTER 3	C.P.	SEMESTER 4	C.P.	
C O N T E N T	Part A								
	i. ED1801 Basic Issues in Ed.	3	i. ED1902 Child Development (Adolescence)		i. ED2906 Procedures in Curriculum Development	3	ED2801 The Teaching/Learning Process (Adolescence)	3	
	iv Major Study - level 4			3	iv Major Study - level 5			6	
	Minor Study - level 1			2	Minor Study - level 2			2	
	Vocal Study - level 1			2	Instrumental class eg woodwind			1	
			4	Harmony			4		
			2	Orchestration			2		
			2	History of Music			2		
			2	General Studies including choir/orchestra			2		
	v ELECTIVES - may be taken in any semester but must total nine credit points (3 electives at any level)								3
P R O F P R E P	Part B								
	i. Special Theory TS1025 Principles and Practices of Teaching Music	3	MU1041 Music Teaching in the Junior Secondary School B	3	TS2025 Principals and Practices of Teaching: Music	3	MU2041 Music Education in the Secondary School - Elective Classes B	3	
	ii MU1040 Music Teaching in the Junior Secondary School A	3			ii MU2040 Secondary Music Teaching - Elective Classes A	3			
P	BP1025 Teaching Experience: Music			1	BP2025 Teaching Experience: Music			2	
	Year Total			36	Year Total			39	

	SEMESTER 5	C.P.	SEMESTER 6	C.P.	SEMESTER 7	C.P.	SEMESTER 8	C.P.	
C O N T E N T	Part A								
	i. ED3301 School & Society (Compulsory)	3	iii ED4826 Educational Inquiry	3	ii Educational Studies - any 2 of: ED4816 Curriculum Development and Research	3	ii Educational Study: Any one from those listed in Semester 7		
	ED3802 Innovations in Secondary Ed				ED4807 Comparative Education	3			
	OR				ED4819 Interpersonal Relations				
	ED3303 Personality Development & Mental Health	3			ED4820 Educational Administration				
iv Major Study - level 6				6	ED4818 Objectives and Evaluation in Education			6	
Minor Study - level 3				2	ED4817 The Application of Organisational Theory to Education			1	
Instrumental Class eg brass				1	iii MU4001 Integrating Project			6	
Harmony				4	iv Instrumental class - eg guitar			1	
History of Music				2	v Major Study			6	
Orchestration				2	General Studies including choir/orchestra			2	
General Studies including choir/orchestra				2					
	ELECTIVES - 3 May be taken in any semester but must total nine credit points by end of Semester 8								3
	Part B								
	ii MU3040 Secondary Teaching - Senior Classes A	3	*MU3041 Secondary Teaching - Senior Classes B		i TS4025 Principals and Practices of Teaching: Music	3	*MU3041 Secondary Teaching - Senior Classes B	3	
	BP3025 Teaching Experience: Music			1	BP4025 Teaching Experience: Music			2	
	Year Total			35	Year Total			35	
					Course Total			145	

* MU3041 can be taken in either Semester 6 or Semester 8, depending on departmental offering.

BACHELOR OF MUSIC EDUCATION - FLOW CHART
Example of Normal Sequence of Study for Student Taking Voice as a Major or Minor Study
(Vocal repertoire plus four instrumental classes)

	SEMESTER 1	C.P.	SEMESTER 2	C.P.	SEMESTER 3	C.P.	SEMESTER 4	C.P.
C O N T E N T	Part A i. ED1801 Basic Issues in Ed.	3	i. ED1902 Child Development (Adolescence)	3	i. ED2906 Procedures in Curriculum Development	3	ED2801 The Teaching/Learning Process (Adolescence)	3
	iv Major Study - level 4 Minor Study - level 1 Instrumental class - eg string			6	iv Major Study - level 5 Minor Study - level 2 Instrumental class eg woodwind			6
	Harmony			4	Vocal Repertoire			1
	History of Music			2	History of Music			2
	Orchestration			2	Orchestration			2
	General Studies including choir/orchestra			2	General Studies including choir/orchestra			2
	v ELECTIVES -		May be taken in any semester but must total nine credit points (3 electives at any level)					3
P R O F E S S I O N A L	Part B i. TS1025 Principles and Practices of Teaching Music	3	MU1041 Music Teaching in the Junior Secondary School B	3	TS2025 Principals and Practices of Teaching: Music	3	MU2041 Music Education in the Secondary School - Elective Classes B	3
	ii MU1040 Teachin in the Junior Secondary School A	3			ii MU2040 Secondary Music Teaching - Elective Classes A	3		3
	BP1025 Teaching Experience: Music			1	BP2025 Teaching Experience: Music			2
			Year Total	35			Year Total	40

	SEMESTER 5	C.P.	SEMESTER 6	C.P.	SEMESTER 7	C.P.	SEMESTER 8	C.P.
P R O F E S S I O N A L	Part A i. ED3301 School & Society (Compulsory) ED3802 Innovations in Secondary Education OR ED3303 Personality Development & Mental Health	3	iii ED4826 Educational Inquiry	3	ii Educational Studies - any 2 of: ED4816 Curriculum Development and Research ED4807 Comparative Education ED4819 Interpersonal Relations	3	ii Educational Study: Any one from those listed in Semester 7	3
	iv Major Study - level 6 Minor Study - level 3 Instrumental Class eg brass			6	ED4820 Educational Administration ED4818 Objectives and Evaluation in Education ED4817 The Application of Organisational Theory to Education			6
	Harmony			2	iii MU4001 Integrating Project			1
	History of Music			4	iv Instrumental class - eg guitar			6
	Orchestration			2	v Major Study General Studies including choir/orchestra			2
	General Studies including choir/orchestra			2				2
	ELECTIVES -	3	May be taken in any semester but must total nine credit points (3 electives at any level)					3
P R O F E S S I O N A L	Part B ii MU3040 Secondary Teaching - Senior Classes A	3	*MU3041 Secondary Teaching - Senior Classes B		i. TS4025 Principals and Practices of Teaching: Music	3	*MU3041 Secondary Teaching - Senior Classes B	3
	BP3025 Teaching Experience: Music			1	BP4025 Teaching Experience: Music			2
			Year Total	35			Year Total	35
							Course Total	145

* MU3041 can be taken in either Semester 6 or Semester 8, depending on departmental offering.

Bachelor of Education (Physical Education)

The Bachelor of Education (Physical Education) programme is a degree course of four years duration and students must attain a minimum of 168 credit points to qualify for this award. Subjects are divided into the broad categories of *Education and Educational Studies*, *Specialist Studies*, *General Studies*, *Professional Preparation and Practicum*.

Studies in Education establish a general awareness of teaching and learning situations in Secondary schools while *Educational Studies* emphasise the specific contribution of Physical Education in the educational process.

Special Studies establish a body of knowledge, skills and attitudes relating specifically to physical education in the schools and the community.

General Studies aim to broaden the students knowledge of subject content both within and without their area of specialization.

Professional Preparation and Practicum include experiences at Primary and Secondary Schools and equip the students to plan and implement the practical and theoretical components of the course in the teaching situation.

The aim of the course is to produce teachers well prepared in the theoretical and practical aspects of physical education, who will actively seek to impart their knowledge not only to the individuals they teach, but to the community at large.

At the end of Year III of the Bachelor of Education (Physical Education) candidates may elect to terminate their course with the award of Diploma in Teaching (Secondary) - Physical Education. Students must attain a minimum of 126 credit points for this award. Students who have graduated with the Diploma in Teaching (Secondary) - Physical Education may complete course requirements for the Bachelor of Education (Physical Education) by external study. Information on this option can be found in the External Studies section of this calendar.

GRADUATION PROJECT

The Project will:

- assess hypotheses at an appropriate level of specificity, e.g.
 - a statement of the usefulness of a teaching aid or teaching procedure for given groups of pupils,
 - a statement of the influence of pupil and/or teacher variables on pupil and/or teacher performance using case study or group observation techniques;
- report student observations of contemporary phenomena or historical phenomena, e.g.
 - survey the attitudes or opinions or behaviours of different groups or persons,
 - a description of the development over some period of time of particular educational theory or practice with, essentially, some view of the future.

Approval of Topics and Supervision

The Department of Education and the Department of Physical Education are jointly responsible for the Project.

A Committee of the School Board receives the student's proposal for a topic and gives approval.

The Committee also approves supervisors from the two Departments. Students are encouraged to discuss their early ideas for Projects with staff members, and to request particular lecturers as supervisors from both Departments, though the Committee may not be able to confirm every request.

After the topic has been approved and the supervisors have been agreed upon, the student's contact is with the particular supervisors.

NOTE: The academic structure of the Physical Education degree course is currently under review and any changes will be notified in 1985.

SPECIFIC REQUIREMENTS

- Education and Educational Studies*
A minimum of 24 credit points which must include 6 credit points at 3000 level and a minimum of 9 credit points at 4000 level. Compulsory modules include:
ED1909 Orientation to Teaching 3 cp
ED2901 Adolescent Development 3 cp
ED2902 Teaching and Learning in Mainstream Class 3 cp
ED3301 School and Society 3 cp
ED3905 Teaching and Learning in the Secondary School 3 cp

and three of:

- ED4804 Current Issues in Education 3 cp
- ED4806 Leadership 3 cp
- ED4807 Comparative Education 3 cp
- ED4816 Curriculum Development and Research 3 cp

NOTE:

- SE2009 Classroom Management for slow learners may be substituted for any one elected Education module.

(ii) *Specialist Studies*

A minimum of 72 credit points which must include a minimum of 12 credit points at 4000 level and the Project Preparation (3 cp) and Graduation Project (6 cp) modules.

Compulsory modules include:

- PE1500 Basics of Physical Education 3 cp
- PE1561 Physical Education Activities I 9 cp
- PE2501 Personal Health 3 cp
- PE2502 Recreation Planning 3 cp
- PE2505 Tests and Measurement in Physical Education 3 cp
- PE2506 Introduction to Adapted Physical Education 3 cp
- One of: (PE3501 Community Health 3 cp
(PE3502 Leisure Leadership and Management 3 cp
(PE3506 Adapted Physical Education Activities III 3 cp
(PE3503 Motor Learning and Sports Performance 3 cp
(PE4500 International Physical Education 3 cp
(PE4501 School Health Education 3 cp
(PE4503 Sports Technology 3 cp
(PE4506 Adapted Physical Education Planning 3 cp
(PE4561 Physical Activity IV - Sports Specialisation 3 cp
(PE4508 Coaching of Sport, Dance and Gymnastics 3 cp
- Graduation Project:
PE4003 Project Preparatory Module 3 cp
PE4590 Physical Education Research 6 cp

(iii) *General Studies*

- A minimum of 24 credit points. Compulsory modules include:
- MA1021 Computer and Statistical Literacy 3 cp
 - SC1740 Biomechanics 3 cp
 - SC1741 Biology for Physical Education 3 cp
 - SC2741 Human Anatomy and Physiology 3 cp
 - One of: (SC3245 Sports Medicine 3 cp
(SC3248 Physiology c' Exercise 3 cp

(iv) *Professional Preparation*

- A minimum of 24 credit points. Compulsory modules include:
- TS1031 Expository Teaching 3 cp
 - PE1560 Skill Acquisition 3 cp
 - TS2031 Management and Discipline 3 cp
 - TS2032 Approaches to Unit Planning 3 cp
 - TS3032 Strategies in Sports Coaching 3 cp
 - PE3507 Coaching of Sport 3 cp
 - PE3500 Administration 3 cp
 - TS4012 Analysis of Personal Teaching Style 3 cp

(v) *Practicum*

- A minimum of 24 credit points. Compulsory modules are:
- BP1030 Teaching Experience: Physical Education 6 cp
 - BP2030 Teaching Experience: Physical Education 6 cp
 - BP3030 Teaching Experience: Physical Education 6 cp
 - BP4030 Teaching Experience: Physical Education 6 cp

Course Modules

Description of modules may be found on pages 114-168.

TYPICAL PROGRAMME FOR BACHELOR OF EDUCATION (PHYSICAL EDUCATION) AND DIPLOMA IN TEACHING (SECONDARY - PHYSICAL EDUCATION)

	SEMESTER 1	SEMESTER 2	SEMESTER 3	SEMESTER 4	SEMESTER 5	SEMESTER 6	SEMESTER 7	SEMESTER 8
Education and Studies	ED1901 Orientation to Teaching 3 cp	ED2901 Adolescent Development 3 cp	ED2902 Teaching and Learning in Mainstream Class 3 cp		ED3905 Teaching and Learning in Secondary Schools 3 cp	ED3901 School and Society 3 cp	ED4000 3 cp	ED4000 3 cp ED4000 3 cp
Specialist Physical Education	PE1500 Basics of Physical 3 cp	PE2501 Personal Health 3 cp	PE2502 Recreation Planning 3 cp	PE2506 Introduction to Ad. P.E. 3 cp PE2505 Tests and Measurement 3 cp	ELECT 1 FROM PE3501 (3 cp) Commy Health PE3502 Rec. Leadership 3 cp PE3506 Ad. P.E. 3 cp	PE3503 Motor Learning 3 cp PE4903 Project Preparatory 3 cp	ELECT TWO FROM PE4503 Sports Technology 3 cp PE4506 Ad. P.E. Planning 3 cp PE4501 Health 3 cp PE4500 International P.E. 3 cp PE4508 Coaching 3 cp PE4509 Current Problems 3 cp PE4561 P.E. Activities IV 3 cp	ELECT TWO FROM PE4503 Sports Technology 3 cp PE4506 Ad. P.E. Planning 3 cp PE4501 Health 3 cp PE4500 International P.E. 3 cp PE4508 Coaching 3 cp PE4509 Current Problems 3 cp PE4561 P.E. Activities IV 3 cp
General Studies	PE1561 P.E. Activities I 9 cp	SC1740 Bio-mechanics 3 cp MA1021 Computer and Stat. Lit. 3 cp	SC2741 Human Anatomy and Physiology 3 cp	ONE ELECTIVE MODULE 3 cp	SC3245 Sports Medicine 3 cp OR SC3248 Exercise Physiology 3 cp	TWO ELECTIVE MODULES 6 cp		
Professional Preparation	TS1031 Expository Teaching 3 cp PE1560 Skill Acquisition 3 cp		TS2031 Discipline and Management 3 cp	TS2032 Unit Planning 3 cp	TS3032 Strategies of Coaching 3 cp PE3507 Coaching 3 cp		TS4012 Analysis of Teaching Style 3 cp PE3500 Administration 3 cp	
Prac.	Primary School	6 cp	Secondary School	6 cp	Secondary School	6 cp	Secondary or Field Work	6 cp
Total c.p.	42	42	42	42	42	42	42	42
Diploma in Teaching (Secondary) - Physical Education Course Min. 126 cp								
Bachelor of Education (Physical Education) Min. 168 cp								

Note: Modules in the Flow Chart above are for the 1985 intake only.

Bachelor of Education (Primary Education)

The Bachelor of Education (Primary Education) programme is a degree course of four years duration. The pre-service component requires a student to study full-time for three years and to attain a minimum of 131 credit points to be awarded a Diploma of Teaching in Primary Education. Before proceeding to the degree component of the programme, a student is then required to gain a year of teaching experience (the 'E' component) or its equivalent. The post-service component of the programme is only offered by the external mode of study and requires a student to gain a further 39 credit points, making a minimum of 170 credit points to obtain the Bachelor of Education (Primary Education) award.

The aim of the course is to produce a teacher who is well prepared in the theoretical and practical aspects in the range of Primary and Infants Education. The teacher will assist in the development of pupils by ensuring high standards of teaching at the levels of the classroom, the school and the educational community. Subjects in the course are divided into the broad categories of *Professional Studies* (comprising Educational Studies, Foundation Studies and Primary Studies) and *General Studies*.

PART A: PROFESSIONAL STUDIES

Educational Studies introduce the student to the teaching-learning process and classroom practice. They include modules in Education, Special Education, Multicultural Studies, Principles and Practices of Teaching and Practice Teaching. In each year of the course students are required to complete a four week block practice teaching period in a school. Students are required to complete two compulsory modules in Special Education, at least one module chosen from Multicultural Studies and English as a Second Language and a further single option from the modules Health Education, Social Awareness and Principles and Practices of Teaching.

Foundation Studies equip students with the knowledge and skills to teach subjects in the infant and primary school. Students have obligatory studies in the nine subject areas: English, Mathematics, Art, Craft, Music, Physical Education, Multicultural Education and Community Languages, Science and Social Sciences. Before completing the course, students must also pass the module in Dictation and Spelling.

Primary Studies build on the Foundation Studies and extend subject knowledge and process skills for the Infant/Primary school together with the development and implementation of curriculum aims and objectives.

PART B: GENERAL STUDIES

Students are required to take the module in Computer and Statistical Literacy as well as study in social, cultural, scientific and aesthetic disciplines designed to promote personal academic development within the range of the student's needs and interests.

POST SERVICE COMPONENT OF COURSE

After a minimum of one year or equivalent of professional employment experience, study in the fourth year is offered by the external mode of study over a minimum of a further two years.

Studies in the fourth year build upon those undertaken in the pre-service component of the course and update earlier theoretical knowledge. In addition students in the fourth year are also required to complete the module Project Preparation in Primary, before undertaking an individual research project associated with their studies and experience within the Infants/Primary field.

Course Modules

Descriptions of modules may be found on pages 114-168.

PROFILE OF THE BACHELOR OF EDUCATION DEGREE COURSE IN PRIMARY EDUCATION (170 credit points) PART 1. PRE-SERVICE: 131-134 credit points

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

2. FOUNDATION STUDIES - 20 credit points		
EN1000	English Method (PreSchool-Grade 2)	2
EN1001	English Method (Grade 3-6)	2
MA1070	Mathematics	2
AE1016	Art	2
IA1602	Craft	2
MU1041	Music	2
PE1320	Physical Education	2
MS1050	Multicultural Educn. & Community Lang.	2
SC1940	Science	2
SS1320	Social Studies	2
EN1900	Spelling	0

3. PRIMARY STUDIES - 42-45 credit points c.p.		
NOTE: (i) The four modules indicated with an asterisk (*) are compulsory. (ii) Students must take subjects from all nine Primary Studies Areas: English, Mathematics, Art, Craft, Languages, Music, Physical Education, Science, Social Science.		
1. ENGLISH 2 MODULE SEQUENCE		
*EN1005 Language Development and Teaching	3	
*EN2006 Reading	3	
2. MATHEMATICS 2 MODULE SEQUENCE		
*MA1071 Mathematics Educn. I - Teaching for Numeracy	3	
*MA2071 Mathematics Educn. II - Growth of Maths Concepts	3	
3. ELECTIVE 2 MODULE SEQUENCE		
	1000	3
	2000	3
4. ELECTIVE/OR 2 MODULE SEQUENCE		
	1000	3
	#2000	3
# Optional - may be completed as an open elective in post-service component of course.		
2 x 3000 level modules (from 2 different Primary Studies Areas above) at least one to be English or Mathematics.		
	3000	3
	3000	3
THE OTHER 5 PRIMARY SUBJECTS		
5.	1000	3
6.	1000	3
7.	1000	3
8.	1000	3
9.	1000	3
B. GENERAL STUDIES - 9 credit points		
MA1021 Computer and Statistical Literacy	1000	3
	1000	3
	2000	3

Notes on General Studies:

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

PROFILE OF THE BACHELOR OF EDUCATION DEGREE COURSE IN PRIMARY EDUCATION (170 credit points)
PART 2: POST-SERVICE COMPONENTS (36-39 credit points)

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

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

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

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

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

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

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

** May be elected from available Educational Studies, Primary Studies, General Studies or Early Childhood Studies for which student has appropriate prerequisites. This elective module is not required if a student has completed the optional 2000 level Primary Studies module in the Pre-service component of the course.

PRIMARY SEQUENCE OF STUDIES FOR PRE-SERVICE COMPONENT OF COURSE (Common first year with Early Childhood Students)

SEMESTER 1	Credit Points
Educational Studies	
ED1909 Orientation to Teaching	3
TP1001 Expository Teaching	3
EN1005 Language Development and Teaching	3
MA1071 Mathematics Education I - Teaching for Numeracy	3

Foundation Studies (2 c.p. each module)	
EN1000 English Method (Pre-school Grade 2)	2
EN1900 Dictation and Spelling	0
* Students study three modules in Semester I, the other four modules Semester II, or vice versa.	
*MU1051 Primary and Early Childhood Music Teaching	2
*IA1602 Primary/Early Childhood Craft	2
*SC1940 Primary/Early Childhood Science K-6 Method	2
*MS1050 Multicultural Education and Community Languages	2
*SS1320 Primary/Early Childhood Social Studies	2
*PE1320 Primary/Early Childhood Physical Education	2
*AE1016 Primary/Early Childhood Art	2
Total 20 or 22	

SEMESTER II	Credit Points
Educational Studies	
ED2904 Introduction to Human Development	3
TP1002 Pupil Centred Teaching	3
EN2006 Reading	3

Foundation Studies (2 c.p. each module)	
EN1001 English Method Grade 3-6	2
MA1070 Early Childhood - Primary Mathematics	2
* Students study only 3 (or 4) remaining modules not completed in Semester I.	
*MU1051 Primary and Early Childhood Music Teaching	2
*IA1602 Primary/Early Childhood Craft	2
*SC1940 Primary/Early Childhood K-6 Method	2
*MS1050 Multicultural Education and Community Languages	2
*SS1320 Primary/Early Childhood Social Sciences	2
*PE1320 Primary/Early Childhood Physical Education	2
*AE1016 Primary/Early Childhood Art	2
Total 19 or 21	

FULL YEAR	Credit Points
Educational Studies	
BP1000 Teaching Experience: Primary/Early Childhood	6
Total 47	

SEMESTER III	Credit Points
Educational Studies	
ED2904 Introduction to Human Development	3
TP2001 Diagnostic and Remedial Teaching: Primary	3
Primary Studies	
One (SC1990 Environmental Science of (MA2071 Mathematics Education II: Growth of Maths Concepts (other module to be completed next Semester) Three modules in Primary Studies at the 1000 level	3
Total 9	

SEMESTER IV	Credit Points
Educational Studies	
ED2903 Teaching/Learning in the Mainstream Class II	3
TP2002 Unit Planning: Primary	3
(MS2050 Planning for Multicultural Curricula in Primary One (EN2011 Teaching English and a Second Language I of (ID2803 Health Education (ID2805 Social Awareness	3

Primary Studies	
One (SC1990 Environmental Science of (MA2071 Mathematics Education II: Growth of Maths	3

Concepts	3
(Other module not completed in Semester III) Two or three modules in Primary Studies at 1000 level	6 or 9
(third module may be completed in Post-Service component of course)	

FULL YEAR	Credit Points
Education Studies	
BP2000 Teaching Experience: Primary	6
Total 42 and 45	

SEMESTER V	Credit Points
Educational Studies	
ED3906 Teaching Learning in the Mainstream Class III	3
TP3001 Unit Planning for Multiple Groups	3

Primary Studies	
Two modules in Primary Studies at the 2000 level	6

General Studies	
MA1021 Computer and Statistical Literacy	3
One elective module in General Studies at 1000 level	3

SEMESTER VI	Credit Points
Educational Studies	
ED3301 School and Society (degree)	3
SE2000 Learning Problems in the School: Recognition and Treatment	3
(MS2050 Planning for Multicultural Curricula in Primary (EN2011 Teaching English as a Second Language I One (ID2803 Health Education of (ID2805 Social Awareness (TP3012 Classroom Management and Discipline (TP3014 Beginning to Teach	3

Primary Studies	
Two modules in Primary Studies at the 3000 level, one of which must be in English or Mathematics	6

General Studies	
One elective module in General Studies at 2000 level	3

FULL YEAR	Credit Points
Education Studies	
BP3000 Teaching Experience: Primary	6
Total 42	
Grant Total 131 or 134	

Bachelor of Education (Social Sciences)

The Bachelor of Education (Social Sciences) programme is a degree course requiring the equivalent of four years of full-time study. In the pre-service component of the course, students must successfully complete three years of full-time study and obtain a minimum of 131 credit points to qualify for the Diploma in Teaching (Social Sciences).

Following at least one year of teaching experience students may re-enrol and complete the Bachelor of Education (Social Sciences) degree programme by external study through the College's Department of External Studies. The external portion of the course requires students to obtain at least 45 credit points, giving a total of 176 credit points necessary to qualify for the award of Bachelor of Education (Social Sciences).

BACHELOR OF EDUCATION (SOCIAL SCIENCES) COURSE CONTENT AND REQUIREMENTS

Study Area	Required Credit Points		Modules and Specific Requirements (See flow chart for placement of Specified Modules) Year 4: Students may complete the third Education/Educational Studies Module OR TS4041
	Years 1-3	Year 4	
Education and Educational Studies	15	6-9	
Special Education	3	-	
Major Academic Study	24	20	Geography
Minor Academic Study	21	8	Economics
Supplementary Academic Studies	9	8	Asian Studies and Social Anthropology
Methodology associated with Academic Studies	12	-	
Computer and Statistical Literacy	3	-	
Problems in Teaching Literacy and Numeracy	3	-	
Electives	6	-	
Principles and Practices of Teaching	17	0-3	Year 4: Students may complete either TS4041 OR a third 3 c.p. Education/Educational Studies Modules.
Practice Teaching	18	-	
TOTAL	<u>131</u>	<u>45</u>	= 176

A student completing the Bachelor of Education (Social Sciences) course will have teaching competence in subjects normally taught in Departments of Social Sciences in N.S.W. Secondary Schools. Descriptions of the content of the various modules available in 1985 appear in the section **Module Descriptions** in this Calendar.

The flow-chart which follows indicates the placement of modules over the full four years of the course. Availability of modules may be dependent upon staff and student numbers.

Course Modules

Descriptions of modules may be found on pages 114-168.

TYPICAL FLOW THROUGH THE MODULAR STRUCTURE for the DIPLOMA IN TEACHING (SOCIAL SCIENCES) and the BACHELOR OF EDUCATION (SOCIAL SCIENCES) SOCIAL SCIENCES - B.ED. FLOW CHART

	YEAR 1		YEAR 2	
	SEMESTER 1	SEMESTER 2	SEMESTER 1	SEMESTER 2
1	SS1640 3 c.p. Skills of the Geographer SS1630 3 c.p. Physical Geography I	SS2630 3 c.p. Physical Geography II	SS2650 3 c.p. Urban Geography II	SS2670 3 c.p. Economic Geography
2	SS1540 3 c.p. Consumer and Studies I	SS1560 3 c.p. Economics in Society I SS1550 3 c.p. Accounting and Financial Studies	SS2560 3 c.p. Economics in Society II	SS2530 3 c.p. Economics of Income & Employment
3*			SS1840 3 c.p. Social Anthropology	SS1780 3 c.p. Asian Studies
4	SS1250 2 c.p. Teaching Geography I	SS1270 2 c.p. Teaching Economics	SS2250 2 c.p. Teaching Geography II	SS1280 2 c.p. Teaching Commerce
5	ED1909 3 c.p. Orientation to Teaching	ED2901 3 c.p. Adolescent Development	ED2902 3 c.p. Teaching and Learning in the Mainstream Class (I)	SE3026 3 c.p. Learning Difficulties in the Secondary Classroom
6			MA1021 3 c.p. Computer and Statistical Literacy	ID1100 3 c.p. Problems in Teaching Literacy and Numeracy
7	TS1041 2 c.p. Expository Teaching: Social Sciences	TS1042 3 c.p. Pupil-Centred Teaching: Social Sciences	TS2041 3 c.p. Strategies of Teaching: Social Sciences	TS2042 3 c.p. Design and Construction of Instructional Resources
8	BP1040 6 c.p. TEACHING EXPERIENCE		BP2040 6 c.p. TEACHING EXPERIENCE	
	6 modules 19 c.p. 17 h.p.w.	6 modules 20 c.p. 17 h.p.w.	7 modules 23 c.p. 20 h.p.w.	7 modules 23 c.p. 20 h.p.w.

SOCIAL SCIENCES - FLOW CHART (Cont.)

YEAR 3		YEAR 4	
SEMESTER 1	SEMESTER 2	PART A	PART B
1	SS2660 3 c.p. Regional Geography I SS3640 3 c.p. Physical Geography III	SS3660 3 c.p. Regional Geography II	SS4610 4 c.p. Regional Development Contrasts & Consequences SS4620 4 c.p. Urban Growth & Renewal SS4630 4 c.p. Changing Resources & Technology, & the Patterns on the Land SS4640 4 c.p. Changing Man in a Changing World SS4650 4 c.p. Geography Research Project
2	SS3560 3 c.p. Economics in Society III	SS3520 3 c.p. Public Finance	SS4510 4 c.p. International Economics SS4500 4 c.p. Structural Change & Australia's Role in the World Economy OR SS4530 4 c.p. Economics of Public Welfare
3*		SS2840 3 c.p. Social Anthropology II	SS4700 4 c.p. Asian Studies Studies IVA SS4710 4 c.p. Asian Studies IVB
4	SS1260 2 c.p. Teaching Social Science	SS3220 2 c.p. Teaching Asian Social Studies	
5	ED2905 3 c.p. Teaching and Learning in the Secondary School	ED3301 3 c.p. School and Society	EDUCATION 3 c.p. EDUCATION 3 c.p.
6	BP3040 6 c.p. TEACHING EXPERIENCE		OR
7	TS3041 3 c.p. Approaches to Unit Planning	TS3042 3 c.p. Classroom Management and Discipline	TS4041 3 c.p. Analysis of Personal Teaching Style
8	Elective Module 3 c.p.	Elective Module 3 c.p.	
	7 Modules 23 c.p. 20 h.p.w.	7 Modules 23 c.p. 20 h.p.w.	6 Modules 23 c.p. 23 h.p.w. 6 Modules 22 c.p. 20 h.p.w.

Bachelor of Education (Science)

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
SC3135 - Astronomy	3
SC3136 - Energy: Nuclear and Alternative Sources	3
4th LEVEL	
SC4132 - Electric Systems	4
SC4134 - Calculator and Minicomputer Programming	8
SC4135 - Physics: Technology, Philosophy and System Thinking	8

Course Modules

Descriptions of modules may be found on pages 114-168.

COURSE DESCRIPTION

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

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

The following modules are compulsory in this first year:

- SC1141
- SC1142
- SC1131
- SC1132

In the second year, the following modules are compulsory:

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

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

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

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

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

BIOLOGY MODULES

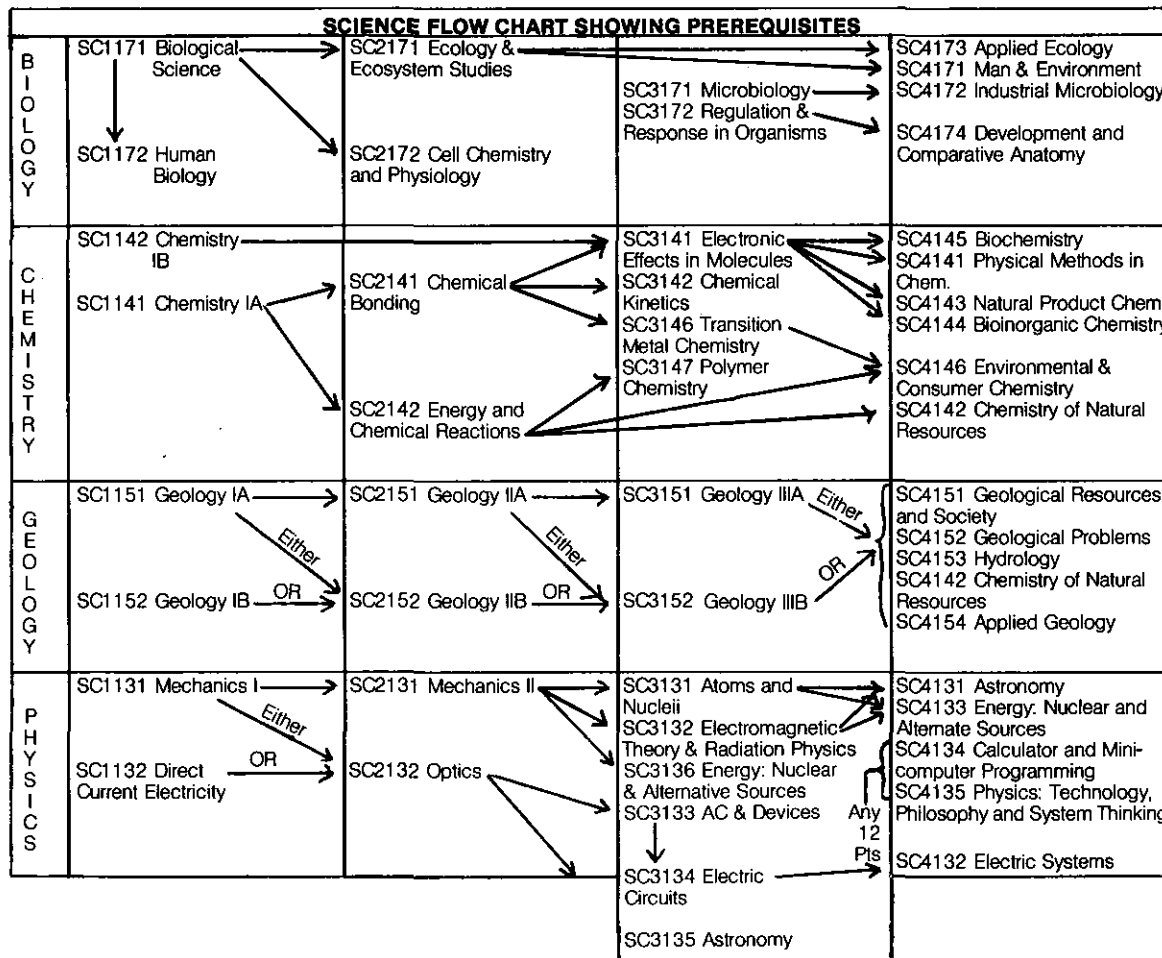
1st LEVEL		Credit points
SC1171 - Biological Science		3
SC1172 - Human Biology		3
2nd LEVEL		
SC2171 - Ecology and Ecosystem Studies		3
SC2172 - Cell Chemistry and Physiology		3
3rd LEVEL		
SC3171 - Microbiology		6
SC3172 - Regulation and Response in Organisms		6
4th LEVEL		
SC4171 - Man and Environment		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
SC3146 - Transition Metal Chemistry		3
SC3147 - Polymer Chemistry		3
4th LEVEL		
SC4141 - Physical Methods in Chemistry		8
SC4142 - Chemistry of Natural Resources		4
SC4143 - Natural Product Chemistry		4

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

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



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.

Modifications to this programme may occur in 1985. Students will be advised of any changes upon enrolment.

SEMESTER 1

Module	Credit Points	Hours per week
EN1900 Dictation and Spelling	0	-
IA4652 Craft Method Dip.Ed	2	2
SS4100 Social Studies IVP	2	2

SEMESTER 2

AE4071 Art IVP	2	2
MU4140 Music Education in the Primary Schools	2	2
PE4314 Health and Physical Education IVP	2	2

Full Year

ED4909 Education IV (Primary)	10	6
EN4501 English and Reading IVP	4	2
MA4053 Mathematics Education Primary Curriculum Studies	4	2
SC4300 Natural Science IVP	2	2
TP4000 Teaching Skills; Primary Dip.Ed	2	-
ED4823 † Essay	2	-
BP4001 * Teaching Experience: Primary (Dip.Ed)	-	-

Total Credit Points = 34

† 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

Description of modules may be found on pages 114-168.

Graduate Diploma in Education (Secondary Education)

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

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

		FULL YEAR			
All Students except Art Education	Two of the following:				
	EN4511 English IVA	8	3	Students who wish to undertake studies in more than one Method e.g. English and History, History and Languages, should consult Heads of Departments for advice before selecting modules.	
	EN4512 English IVB	8	3		
	EN4513 English IVC	8	3		
	LA4511 French IV	8	3		
	LA4521 German IV	8	3		
	SS4220 History IV	8	3		
	#IA4508 Industrial Arts IVA	8	6		
	#IA4518 Industrial Arts IVB	8	6		
	MA4054 Mathematics IVA	8	3		
	MA4055 Mathematics IVB	8	3		
	MU4230 Music Education in the Secondary School	8	3		
	MU4240 Music Education in the Secondary School	8	4		
	PE4450 Physical Education IVA	6	3		
PE4451 Physical Education IVB	6	3			
#SC4210 Science IVA	8	3	# Students may be required to enrol in a qualifying subject or subjects. Industrial Arts students may be required to enrol in IA4522 — Industrial Arts IVC. Science students should consult with the Head of the Science Department.		
#SC4220 Science IVB	8	3			
SS4200 Social Sciences IVA	8	3			
SS4210 Social Sciences IVB	8	3			
All Students	ED4908 Education IV (Secondary)	10	6	The Essay topic must relate to either the field of specialisation or Education and must be approved by the Principal Lecturer in Education. Exemption may be granted if an additional qualifying subject is being undertaken. Students will be required to undertake eight weeks of practice teaching.	
	PE4401 Health and PE IVS	4	2		
	ED4823 Essay	2	-		
	* Teaching Experience	2	-		
Total credit points -		36			

* Students should enrol in the module relevant to their field of specialisation. Descriptions of modules may be found on pages 114-168.

NOTE: Some methods may be offered jointly with the University of Newcastle in 1985. Further information will be available in 1985.

Graduate Diploma in Education in Technical and Further Education

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

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

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

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

Core Programme

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

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

For details of programmes see Diploma in Teaching (TAFE) - Core Programme (In-service) on page 52 of this Calendar.

Course Modules

Descriptions of modules may be found on pages 114-168 of this Calendar.

At the time of publication the above course was under review and content may change for 1985. Student should contact the Course Director for possible changes.

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 not 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		
SE4006 Data Based Instruction/ Behaviour Management	4		6		Special Education } Interdisciplinary }	1
ID4203 Curriculum and Community Resources	2	6	3	9		
ED4911 Individual Differences in Development and Learning	2		3		Education } English } Professional Studies }	2
EN4401 Language and Reading	2		3			
TP4020 Strategies for Teaching I	2		3			
SE4007 Casework Practicum		6	2	11	Special Education	
SE4008 Development/Learning Disabilities	2		3		Special Education } Mathematics }	3
MA4001 Mathematics	2		3			
EN4402 Casework Practicum		4	2	8	English	
TP4021 Strategies for Teaching II	2		3		Professional Studies } Education }	4
ED4912 Teaching the Gifted Child	2		3			
MA4002 Casework Practicum		4	2	8	Mathematics	
TOTALS:			36	36		

Graduate Diploma in Educational Studies (Computer Education)

The course is designed to provide trained Primary/Early Childhood, Secondary, and TAFE teachers with a knowledge of computer technology, its educational and social implications and its applicability in the educational environment, and to assist them in planning for, and using, computers in their teaching, and across the curriculum.

Accordingly, the course is designed to produce graduates who will be:

- competent in using computers and computer-based technologies in the classroom;
- skilled in selecting and evaluating software appropriate to specific educational tasks;
- capable of implementing and advising on curricular applications of computers;
- capable of utilising and advising on administrative functions and management aspects of the computer in the educational setting

- able to teach computer awareness, and computer literacy courses at appropriate levels;
- aware of the extensive social implications of computer technologies, and the need to keep abreast of continuing developments.

The course is normally offered over two years of part-time study and comprises thirty-six credit points of academic study across three strands, with provision for course coherence through linked topics in modules and an integrating student-centred project.

a) Computer Education Strand	12 cp
b) Computer Applications	9 cp
c) Computer Studies Strand	9 cp
d) Computer Education Project	6 cp
	<hr/>
	36 cp

The course is mainly prescriptive with various student emphases accommodated through student selected applications in assigned work, an alternate module depending on the student's area of specialization, and in the project.

The pattern which it is expected that students would normally follow is shown below, with each module requiring two hours of face-to-face lectures per week thus allowing greater flexibility to employ the "hands-on" approach to learning in workshops and computer laboratory sessions.

Course Modules

Descriptions of modules may be found on pages 114-168.

COURSE PATTERN FOR GRADUATE DIPLOMA IN EDUCATIONAL STUDIES (COMPUTER EDUCATION)

	SEMESTER I	SEMESTER II	SEMESTER III	SEMESTER IV
Computer Education Strand	ED4413 Philosophy and Computing in Education	ED4423 Computer Learning and Education Theory	ID4443 Computer Managed Learning	ID4453 Principles of Development and Evaluation of Educational Materials
Computer Applications Strand	MC2120 Introduction to Computing	MC3120 Computer Programming Concepts	MC4120 LOGO as a Learning Tool	ID4463 Project
Computer Studies Strand	ID4413 Computers in Society	ID4423 Information Technology	ID4433 Computers in the Classroom (A)	ID4463 Project
			OR Computers in the Classroom (B)	

Graduate Diploma in Educational Studies (Curriculum Development)

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

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

The course aims:

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

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

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

The Core Programme (33 credit points) consists of:

- ED4902 - Curriculum Theory and Development: 6 cp
 - ED4903 - Culture, Change and the School: 6 cp
 - ED4904 - Modes of Inquiry: 3 cp
 - ED4907 - Curriculum Evaluation: 6 cp
 - ED4811 - Learning and the Designing of Learning Experiences: 3 cp
 - ED4905 - Dissertation: 9 cp
- A preparation of the Dissertation will be undertaken with staff guidance before Dissertation is commenced.

Electives (3 credit points) will be available in:

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

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

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

Code	Module	FIRST YEAR	
		Semester I	Semester II
ED4902	Curriculum Theory and Development	X	X
ED4903	Culture, Change and the School	X	X

ED4811	Learning and the Designing of Learning Experiences		X
ED4904	Modes of Inquiry	9 hrs.	X 9 hrs.

SECOND YEAR

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

Course Modules

Descriptions of modules may be found on pages 114-168.

Graduate Diploma in Educational Studies (Educational Drama)

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

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

Other reasons include the need to reinforce the inseparable inter-relationship between actor and audience and between theory and practice in the theatre. Visits to competent productions of plays being examined in the course and to Theatre-in-Education productions will be requirements of the course. All material and experiences in the course will be related as closely as possible to the professional needs of the practising teacher or youth worker.

The course is offered on a two year part-time basis and the four modules of study are all compulsory. The first two modules, Drama I and Drama II, form a common foundation for all students in the first two semesters. In Semester Three, Drama III requires the student to specialise in either Creative Drama or Theatrecraft. Drama IV requires the student to work with children in a major practical project designed to meet his individual needs, interests, specialisation and work situation.

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

Modules:

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

Graduate Diploma in Educational Studies (Special Education)

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 a Diploma in Special Education.

COURSE OUTLINE:

A: Core Modules

Semester I

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

Semester II

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

B: Core Electives

Semester I

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

C: Electives

Semester I

One of:

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

Semester II

One of:

- PE3625 - Physical Education
Elective: Special Ed.: 2 cp
- ED3101 - The School & Society: 2 cp
- EN3305 - Teaching English as a Second Language: 2 cp
- IA4662 - Craft for Special Ed.: 2 cp
- MS4330 - Education in the Multicultural classroom: 2 cp

O.A./Resource Emphasis

(Electives will be offered subject to availability of staff and viable group numbers)

D: Practical Teaching Experience

Semester I

- SE4013 - Clinical & School Practicum (12 hpw)

Semester II

- SE4013 - Clinical & School Practicum (12 hpw)

Semesters I & II: 9 cp

Each trainee completes three ten-week practicum rotations in a variation of situations, with at least one of the Special Education Centre and one in a regular school as a resource teacher or special-class situation.

E: Research

- SE4000 - Research Essay: 9 cp

Course Modules

Descriptions of modules may be found on pages 114-168.

Any module may be changed if deemed appropriate by the Board of Studies in Special Education.

Master of Special Education

The degree is jointly offered by the University of Newcastle and the Newcastle College of Advanced Education.

The course contains five units of advanced work chosen from those listed below and a thesis. Each requires attendance at lectures, seminars and tutorials, which will generally take place at either the University or the College. Candidates may be full-time or part-time, but no guarantee can be given that any particular candidate will have the opportunity of taking all five coursework units in any one year. The programme should be completed in not less than 21 months and not more than five years.

Units proposed for 1985 are:

A. COMPULSORY

1. Trends in Special Education

Community attitudes towards those who are restricted in their capacity to participate in the educational system are changing rapidly, stimulating controversy at all levels of society. This unit will consider certain social, ethical, educational and philosophical issues which have arisen in recent years.

2. Research Methodology or Advanced Research Methodology

This unit aims to introduce the student to some research techniques used in educational inquiry. The content includes basic statistics, the use of statistical packages with the Vax B computer and the completion of a small scale research project.

3. Practicum

The Practicum consists of ten hours per week for one year for full-time students and five hours per week over a two year period for part-time students. The unit will involve the total organization, implementation, evaluation and reporting of two projects in Special Education.

B. TWO TO BE CHOSEN FROM:

1. Mental Retardation/Developmental Disabilities

The unit deals initially with the assessment of retardation, using both traditional methods and more recent procedures based on theories of cognitive processing. Characteristics of the retarded will be considered, necessarily covering a wide range from mild to profound retardation. Education, training and rehabilitation options are important areas of studies. The unit will also deal with the broader concept of developmental disabilities, and examine recent approaches to identification and treatment of the developmentally disabled.

2. Learning Disabilities

This advanced seminar unit reviews current research on the psychology of learning disability. A variety of theoretical viewpoints are considered together with their implications for remediation.

3. Behaviour Disorders

This unit investigates the characteristics and theoretical perspectives of behavioural disorders. Through a study of management techniques and associated research, students will also have opportunities to enhance their skills in the delivery of services.

C. ONE TO BE CHOSEN FROM:

1. Advanced Research Methodology

2. The Education of Exceptional Children

3. Aboriginal Education

4. The Education of Gifted and Talented Children

5. Communication Disorders

The Faculty of Education at the University of Newcastle is responsible for all administrative procedures associated with the degree.

The School of Paramedical and Community Welfare Studies

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School of Paramedical and Community Welfare Studies

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

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

The **Diploma of Applied Science (Nursing)** is a course offered at the UG2 level designed to train individuals to become practicing comprehensive registered nurses.

The Diploma course comprises three years of full-time study that is both wellness and disease oriented. Students at Newcastle will become involved in a wide range of health care, including general, psychiatric, developmental disability and geriatric nursing as well as community health.

The aim of the course is to facilitate the development of skills in the student to enable her/him to be eligible to register as a qualified nurse. In general, the course leading to registration deals with the development of skills in the promotion, maintenance and restoration of health, the prevention of disease and support of the dying. It provides opportunities for the care of patients and clients of all ages in a variety of settings.

An important factor of the Diploma course at Newcastle C.A.E. is that the theory component and the practical component will be fully integrated. The course will contain approximately 1500 hours of clinical work during the three years and this will include two days per fortnight in a hospital/health care agency as well as two one-month block periods each year. Students will be required to undertake their clinical experience in city and country hospitals and health care agencies in the Newcastle/Hunter region, which extends from Morisset in the south to Taree in the north and north-west to Scone.

In essence, the student who enrolls in the course will not just be sitting at a desk and learning health theory — they'll be learning in a hospital or agency as well as the College. The course will involve computer assisted learning and the supervision of students by College staff in the clinical situation.

- The Diploma course has four major strands for study:
- Strand A — Health and Health Breakdown
 - Strand B — Man-Woman
 - Strand C — Society and its Institutions
 - Strand D — The Intervention Process: Nursing

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

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

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

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

The course will produce graduates who are able not only to participate responsibly in the project team of larger firms but also to undertake with reasonable competence the challenge of using microcomputing in small businesses. The College is proposing to upgrade this course to Diploma level in 1985/86.

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.

At the time of publication students in Semesters 3-6 inclusive should be employed in the field, with some release for lectures at College and for Techniques and Surface Anatomy at Royal Newcastle Hospital. However, this is under review and employment is not guaranteed.

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, Multicultural Studies, Administration and Inquiry Methods. Candidates will study part-time for approximately six hours per week.

The course of study for the **Associate Diploma in Social Welfare** is aimed at creating an experience based welfare education which allows students to relate its theoretical component to their own practical experience in the field. Within the course structure students undertake studies in social welfare which have the general aim of providing a broad coverage of general social welfare and a more concentrated coverage on specialised areas of social welfare; field practice which is intended to provide students with educational experiences designed to develop general and specialist practice skills; vocational forum, which has the aim of providing an opportunity for students to integrate field practice with the theoretical components taken in social welfare studies. The course may be completed in two years of full-time study or longer for part-time study.

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

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

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

Diploma of Applied Science (Nursing)

The Diploma of Applied Science (Nursing) programme is of 3 years duration and students must attain 108 credit points to qualify for this award. These are 4 major strands of study, these being:

STRAND A — HEALTH AND HEALTH BREAKDOWN
Consists of studies of the concepts of health, factors which influence a state of well being and precipitate health breakdown, disease processes, the consequences of health breakdown and management strategies for assisting individuals to achieve an optimal state of health.

STRAND B — MAN-WOMAN
Involves two major areas of study, namely: human life sciences which includes biomedical science and human anatomy and physiology; and psychosocial studies which includes the study of normal and abnormal aspects of human behaviour.

STRAND C — SOCIETY AND ITS INSTITUTIONS
This strand is designed to assist the nurse to view nursing in its social context and to explore the influences exerted on the planning and delivery of health care and the health care needs of various individuals and groups.

STRAND D — THE INTERVENTION PROCESS: NURSING
This strand is central to the course and consists of an ongoing series of studies. Three distinct though interrelated areas of study are undertaken, namely: nursing theory; practice principles and skills; and processing and enquiry skills. The clinical practicum is also an essential part of the strand and is mandatory to allow the development of competence in nursing practice. The aim of the course is to facilitate the development of skills in the student to enable her/him to be eligible to register as a qualified nurse. In general, the course leading to registration deals with the development of skills in the promotion, maintenance and restoration of health, the prevention of disease and support of the dying. It provides opportunities for the care of patients and clients of all ages in a variety of settings. Integration of theory and clinical practice is a major feature of the course and a total of 1500 hours of supervised clinical practicum in

various hospitals and health agencies in the Hunter Region over the 3 years of the course is compulsory. Students will experience early contact with clients or patients as clinical practicums are organised on an on-going basis of 2 days each fortnight. In addition, there are 2 one-month block practicum periods each year. On completion of the course a student will be eligible to register and practice in the areas of general, psychiatric and developmental disability care nursing.

Course Content and Requirements
As mentioned, the Diploma course is organised into 4 strands, each of which provides a series of major studies over 3 years. A detailed Information Booklet will be provided at the commencement of each series of study, and a student may not progress in the course without fulfilling the previous semester or year requirements. The break-down of module titles and credit points is:-

	Credit Points
STRAND A HEALTH AND HEALTH BREAKDOWN	
NS1010 Health I	4
NS1020 Health Breakdown I	3
NS2010 Health II	2
NS2020 Health Breakdown II	5
NS3010 Health III	2
NS3020 Health Breakdown III	6
TOTAL	22

	Credit Points
STRAND B MAN-WOMAN	
Human Life Sciences	
SC1061 Applied Physical Science in Nursing	2
SC1062 Introductory Biomedical Sciences	3
SC2063 Human Anatomy and Physiology I	4
SC3063 Human Anatomy and Physiology II	5
TOTAL	14

	Credit Points
Psychosocial Studies	
ED1001 Psychosocial Studies in Nursing IA	2
ED1002 Psychosocial Studies in Nursing IB	3
ED2001 Psychosocial Studies in Nursing IIA	2
ED2002 Psychosocial Studies in Nursing IIB	3
ED3001 Psychosocial Studies in Nursing IIIA	2
ED3002 Psychosocial Studies in Nursing IIIB	3
TOTAL	15

	Credit Points
STRAND C SOCIETY AND ITS INSTITUTIONS	
NS1090 Sociology of Health Care IA	2
NS1091 Sociology of Health Care IB	2
NS2090 Sociology of Health Care II	2
NS2091 Legal Studies	2
NS3090 Sociology of Health Care III	3
TOTAL	11

	Credit Points
STRAND D THE INTERVENTION PROCESS: NURSING	
NS1030 Nursing Theory I	2
NS1040 Practice Principles and Skills I	4
NS1050 Enquiry and Processing Skills I	2
NS2030 Nursing Theory II	2
NS2040 Practice Principles and Skills II	4
NS2050 Enquiry and Processing Skills II	2
NS3030 Nursing Theory III	2
NS3040 Practice Principles and Skills III	2
NS3050 Enquiry and Processing Skills III	2
TOTAL	22

	Credit Points
NS1060 Clinical Practicum IA	2
NS1061 Clinical Practicum IB	2
NS1062 Clinical Practicum IC	2
NS1063 Clinical Practicum ID	2
NS2070 Clinical Practicum 2A	2
NS2071 Clinical Practicum 2B	2
NS2072 Clinical Practicum 2C	2
NS2073 Clinical Practicum 2D	2
NS3080 Clinical Practicum 3A	2
NS3081 Clinical Practicum 3B	2
NS3082 Clinical Practicum 3C	2
NS3083 Clinical Practicum 3D	2
TOTAL	24

AWARD TOTAL 108

Course Modules
Descriptions of modules may be found on pages 114-168.

**FLOW THROUGH THE MODULAR STRUCTURE
OF THE DIPLOMA OF APPLIED SCIENCE (NURSING)**

STRAND	YEAR I	YEAR II	YEAR III
A. HEALTH AND HEALTH BREAKDOWN	NS1010 Health I NS1020 Health Breakdown I	NS2010 Health II NS2020 Health Breakdown II	NS3010 Health III NS3020 Health Breakdown III
B. MAN-WOMAN	SC1061 Applied Physical Sciences in Nursing SC1062 Introductory Biomedical Sciences	SC2063 Human Anatomy and Physiology A	SC3063 Human Anatomy and Physiology B
	ED1001 Psychosocial Studies in Nursing IA ED1002 Psychosocial Studies in Nursing IB	ED2001 Psychosocial Studies in Nursing IIA ED2002 Psychosocial Studies in Nursing IIB	ED3001 Psychosocial Studies in Nursing IIIA ED3002 Psychosocial Studies in Nursing IIIB
C. SOCIETY AND ITS INSTITUTIONS	NS1090 Sociology of Health Care IA NS1091 Sociology of Health Care IB	NS2090 Sociology of Health Care II NS2091 Legal Studies	NS3090 Sociology of Health Care III
D. THE INTERVENTION PROCESS: NURSING	NS1030 Nursing Theory I NS1040 Practice Principles and Skills I NS1050 Enquiry and Processing Skills I NS1060 Clinical Practicum IA NS1061 Clinical Practicum IB NS1062 Clinical Practicum IC NS1063 Clinical Practicum ID	NS2030 Nursing Theory II NS2040 Practice Principles and Skills II NS2050 Enquiry and Processing Skills I NS2070 Clinical Practicum 2A NS2071 Clinical Practicum 2B NS2072 Clinical Practicum 2C NS2073 Clinical Practicum 2D	NS3030 Nursing Theory III NS3040 Practice Principles and Skills III NS3050 Enquiry and Processing Skills III NS3080 Clinical Practicum 3A NS3081 Clinical Practicum 3B NS3082 Clinical Practicum 3C NS3083 Clinical Practicum 3D

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

Within the strands: Introductory modules are designated 'i' (see note on standing); Core (compulsory) modules are designated 'c'; and Elective modules are designated 'e'.

NURSING STUDIES

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

SCIENCE

- i SC1261 Bio-medical Sciences

ADMINISTRATIVE STUDIES

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

- c HS2141 Administration Strategies I
- c HS3141 Administration Strategies II
- e HS3130 Health of the Workers
- e HS3131 Health Planning
- e HS3132 Health Economics

PSYCHOSOCIAL ASPECTS

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

COMMUNICATION

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

SOCIETY AND ITS INSTITUTIONS

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

FIELD EXPERIENCE

Field Experience is a core component of the course and will involve ongoing observation and assessment of various administrative settings as well as practical experience in two four-week blocks (or the equivalent). The experiences will be structured in keeping with the belief that theory must be relevant to practice, and that it is essential for the student to apply what has been learned and to correlate theory with actual practice. Placements for Field Experience will be arranged in consultation with the lecturer but the following proposed pattern may be taken as a guide.

HS2142 Field Experience I

- Week 1 IA own hospital
- Week 2 *business observation
- Week 3 IB another hospital
- Week 4 IB community health/another hospital

HS3142 Field Experience II

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

* Must be undertaken in College practicum period.

ELECTIVES

Candidates are required to undertake three electives. Students will be informed of the appropriate elective modules available each year.

ADVANCED STANDING

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

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

COURSE DURATION

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

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

OR

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

PROGRAMMES

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

Course Modules

Descriptions of modules may be found on pages 114-168.

DIPLOMA IN ADMINISTRATION (NURSING)

TYPICAL PROGRAMME - TWO YEAR ATTENDANCE WITH 28 CREDIT POINTS ADVANCED STANDING

	Semester 1	Semester 2	Semester 3	Semester 4
Nursing Studies	HS2110 Nursing Studies I 3 cp HS2113 Nursing Studies IB 3 cp		HS3111 Introduction to Research and Measurement 3 cp	
Administrative Studies	HS1140 Admin. & Organ. Theory I 3 cp	HS2140 Admin. & Organ. Theory II 4 cp	HS3140 Admin. & Organ. Theory III 4 cp HS2141 Admin. Strategies I 4 cp	HS3141 Admin. Strategies II 4 cp
Psychosocial Aspects	ED1904 Human Behaviour - Man as an Individual 3 cp	ED2912 Life Span Development 3 cp ED2913 Motivation & Morale 2 cp	ED3904 Self Awareness & Interpersonal Relationship Skills 3 cp	
Communication	EN1317 Effective Communication 3 cp			EN2317 Formal Communications 3 cp
Society & its Institutions	HS1151 Sociology 3 cp	HS2151 Political & Health Care I 3 cp		HS3151 Political & Health Care Systems II 3 cp HS2150 Legal Studies 3 cp
Electives		Elective One	Elective Two	Elective Three
Field Experience	HS2142 Field Experience I 6 cp		HS3142 Field Experience II 8 cp	

DIPLOMA IN ADMINISTRATION (NURSING)

TYPICAL PROGRAMME - THREE YEAR ATTENDANCE WITH 28 CREDIT POINTS ADVANCED STANDING

	Semester 1	Semester 2	Semester 3	Semester 4	Semester 5	Semester 6
Nursing Studies	HS2110 Nursing Studies I 3 cp		HS2113 Nursing Studies IB 3 cp		HS3111 Introduction to Research and Measurement 3 cp	
Administrative Studies	HS1140 Admin. & Organ. Theory I 3 cp	HS2140 Admin. & Organ. Theory II 4 cp	HS3140 Admin. & Organ. Theory III 4 cp		HS2141 Admin. Strategies I 4 cp	HS3141 Admin. Strategies II 4 cp
Psychosocial Aspects	ED1904 Human Behaviour - Man as an Individual 3 cp	ED2912 Life Span Development 3 cp ED2913 Motivation & Morale 2 cp	ED3904 Self Awareness & Interpersonal Relationship Skills 3 cp			
Communication			EN1317 Effective Communication 3 cp			EN2317 Formal Communications 3 cp
Society & its Institutions	HS1151 Sociology 3 cp	HS2151 Political & Health Care I 3 cp		HS3151 Political & Health Care II 3 cp HS2150 Legal Studies 3 cp		
Electives				Elective One	Elective Two	Elective Three
Field Experience	HS2142 Field Experience I 6 cp			HS3142 Field Experience II 8 cp		

DIPLOMA IN ADMINISTRATION (NURSING)

TYPICAL PROGRAMME - FOUR YEAR ATTENDANCE WITH 28 CREDIT POINTS ADVANCED STANDING

	Semester 1	Semester 2	Semester 3	Semester 4	Semester 5	Semester 6	Semester 7	Semester 8
Nursing Studies	HS2110 Nursing Studies I 3 cp		HS2113 Nursing Studies IB 3 cp				HS3111 Introduction to Research & Measurement 3 cp	
Administrative Studies	HS1140 Admin. & Organ. Theory I 3 cp	HS2140 Admin. & Organ. Theory II 4 cp			HS3140 Admin. & Organ. Theory III 4 cp		HS2141 Admin. Strategies I 4 cp	HS3141 Admin. Strategies II 4 cp
Psychosocial Aspects	ED1904 Human Behaviour 3 cp	ED2912 Life Span Development 3 cp ED2913 Motivation & Morale 2 cp				ED3904 Self Awareness & Interpersonal Relationship Skills 3 cp		
Communication			EN1317 Effective Communication 3 cp				EN2317 Formal Communication 3 cp	
Society & its Institutions			HS1151 Sociology 3 cp	HS2150 Legal Studies 3 cp HS2151 Political & Health Care I 3 cp			HS3151 Political & Health Care II 3 cp	
Electives				Elective One		Elective Two	Elective Three	
Field Experience	HS2142 Field Experience I 6 cp				HS3142 Field Experience II 8 cp			

*Semesters I & II: Tertiary Study Skills for those notified at selection.

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.

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, namely, Nursing Studies, Teaching and Learning in Nursing, Psychosocial Aspects, Integrated Bio-medical Sciences, Society and its Institutions and Field Experience.

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 IA: Verbal and Interaction Skills	2 cp
c	HS2121	Teaching and Learning in Nursing IB: Method and Nursing Knowledge 2	2 cp
c	HS3120	Teaching and Learning in Nursing III	3 cp
c	HS2122	Curriculum I	3 cp
e	HS3122	Curriculum IIA	3 cp
e	HS3123	Curriculum IIB	3 cp
c	EN1317	Effective Communication	3 cp

PSYCHOSOCIAL ASPECTS

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

INTEGRATED BIO-MEDICAL SCIENCES

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

SOCIETY AND ITS INSTITUTIONS

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

FIELD EXPERIENCE

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

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

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

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

Following are the module combinations for each unit of field experience

FIELD EXPERIENCE 1

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

FIELD EXPERIENCE 2

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

FIELD EXPERIENCE 3

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

ELECTIVES

Candidates undertake three elective modules, from those selected for this course. These modules will include:

HS3110 Nursing Studies IV: Evaluation of Clinical Practice

(This is a core module for students doing a Clinical Major)

HS3122 Curriculum IIA

HS3123 Curriculum IIB

ED3801 Counselling

HS3150 Community Health - Issues and Services

Other modules appropriate to this course will be included. Details of prerequisites may be found with module outlines.

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 full-time OR 3 years part-time OR 4 years part-time.

PROGRAMMES

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

Course Modules

Descriptions of modules may be found on pages 114-168.

DIPLOMA IN TEACHING (NURSING)

TYPICAL PROGRAMME - TWO YEAR ATTENDANCE 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	HS2111 Nursing Studies II: Clinical Teaching - Needs and Opportunities 3 cp	HS3111 Introduction to Research and Measurement 3 cp	HS2112 Nursing Studies III: Problem Solving in Practice 3 cp HS3110 Nursing Studies IV: Clinical Evaluation: Problems & Process 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	HS2120 Teaching Learning in Nursing II A: Verbal and Interaction Skills 2 cp HS2122 Curriculum I 3 cp	HS3120 Teaching and Learning in Nursing III 3 cp HS2121 Teaching and Learning in Nursing IIB: Method and Nursing Knowledge 2 2 cp	
PSYCHOSOCIAL ASPECTS	ED1904 Human Behaviour - Man as an Individual 3 cp	ED2912 Life Span Development 3 cp ED2913 Motivation and Morale 2 cp	ED3904 Self Awareness and Interpersonal Relationships Skills 3 cp	
INTEGRATED BIO-MEDICAL SCIENCES		SC1262 Nutrition 2 cp	SC1263 Microbiology and Introduction to Pathology 2 cp SC2261 Anatomy and Physiology 6 cp	
SOCIETY AND ITS INSTITUTIONS	HS1151 Sociology 3 cp	HS2151 Political and Health Care Systems 1 - Their Influences on Patient Care and Nurse Education 3 cp		HS2150 Legal Studies 3 cp
FIELD EXPERIENCE	HS1160 Classroom Major 3 cp and HS1171 Clinical Minor 2 cp OR HS1160 Classroom Major 3 cp and HS1180 Community Minor 2 cp OR HS1170 Clinical Major 3 cp and HS1161 Classroom Minor 2 cp OR HS1180 Community Major 3 cp and HS1161 Classroom Minor 2 cp	HS2160 Classroom Major 3 cp and HS2171 Clinical Minor 2 cp OR HS2160 Classroom Major 3 cp and HS2181 Community Minor 2 cp OR HS2170 Clinical Major 3 cp and HS2161 Classroom Minor 2 cp OR HS2180 Community Major 3 cp and HS2161 Classroom Minor 2 cp	ELECTIVE (S)	ELECTIVE (S)
FIELD EXPERIENCE	HS1160 Classroom Major 3 cp and HS1171 Clinical Minor 2 cp OR HS1160 Classroom Major 3 cp and HS1180 Community Minor 2 cp OR HS1170 Clinical Major 3 cp and HS1161 Classroom Minor 2 cp OR HS1180 Community Major 3 cp and HS1161 Classroom Minor 2 cp	HS2160 Classroom Major 3 cp and HS2171 Clinical Minor 2 cp OR HS2160 Classroom Major 3 cp and HS2181 Community Minor 2 cp OR HS2170 Clinical Major 3 cp and HS2161 Classroom Minor 2 cp OR HS2180 Community Major 3 cp and HS2161 Classroom Minor 2 cp	HS3160 Classroom Major 3 cp and HS3171 Clinical Minor 2 cp OR HS3160 Classroom Major 3 cp and HS3181 Community Minor 2 cp OR HS3170 Clinical Major 3 cp and HS3161 Classroom Minor 2 cp OR HS3180 Community Major 3 cp and HS3161 Classroom Minor 2 cp	

DIPLOMA IN TEACHING (NURSING)

TYPICAL PROGRAMME - THREE YEAR ATTENDANCE 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			HS2111 Nursing Studies II: Clinical Teaching - Needs and Opportunities 3 cp	HS2112 Nursing Studies III: Problem Solving in Practice 3 cp HS3111 Introduction to Research and Measurement 3 cp	HS2122 Nursing Studies IV: Clinical Evaluation: Problems and Process
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	HS2120 Teaching and Learning in Nursing II A: Verbal and Interaction Skills 2 cp	EN1317 Effective Communication 3 cp HS2121 Teaching and Learning in Nursing IIB: Method and Nursing Knowledge 2 2 cp	HS2122 Curriculum I 3 cp	HS3120 Teaching and Learning in Nursing III 3 cp	
PSYCHOSOCIAL ASPECTS	ED1904 Human Behaviour - Man as an Individual 3 cp	ED2912 Life Span Development 3 cp ED2913 Motivation and Morale 2 cp			ED3904 Self Awareness and Interpersonal Relationships Skills 3 cp	
INTEGRATED BIO-MEDICAL SCIENCES		SC1262 Nutrition	SC1263 Microbiology and Introduction to Pathology 2 cp SC2261 Anatomy and Physiology 6 cp			
SOCIETY AND ITS INSTITUTIONS			HS1151 Sociology 3 cp	HS2151 Political and Health Care Systems 1 - Their Influences on Patient Care and Nurse Education		HS2150 Legal Studies 3 cp
FIELD EXPERIENCE	HS1160 Classroom Major 3 cp and HS1171 Clinical Minor 2 cp OR HS1160 Classroom Major 3 cp and HS1181 Community Minor 2 cp OR HS1170 Clinical Major 3 cp and HS1161 Classroom Minor 2 cp OR HS1180 Community Major 3 cp and HS1161 Classroom Minor 2 cp	HS2160 Classroom Major 3 cp and HS2171 Clinical Minor 2 cp OR HS2160 Classroom Major 3 cp and HS2181 Community Minor 2 cp OR HS2170 Clinical Major 3 cp and HS2161 Classroom Minor 2 cp OR HS2180 Community Major 3 cp and HS2161 Classroom Minor 2 cp	HS3160 Classroom Major 3 cp and HS3171 Clinical Minor 2 cp OR HS3160 Classroom Major 3 cp and HS3181 Community Minor 2 cp OR HS3170 Clinical Major 3 cp and HS3161 Classroom Minor 2 cp OR HS3180 Community Major 3 cp and HS3161 Classroom Minor 2 cp	HS2160 Classroom Major 3 cp and HS2171 Clinical Minor 2 cp OR HS2160 Classroom Major 3 cp and HS2181 Community Minor 2 cp OR HS2170 Clinical Major 3 cp and HS2161 Classroom Minor 2 cp OR HS2180 Community Major 3 cp and HS2161 Classroom Minor 2 cp	ELECTIVE (S)	ELECTIVE (S)
FIELD EXPERIENCE	HS1160 Classroom Major 3 cp and HS1171 Clinical Minor 2 cp OR HS1160 Classroom Major 3 cp and HS1181 Community Minor 2 cp OR HS1170 Clinical Major 3 cp and HS1161 Classroom Minor 2 cp OR HS1180 Community Major 3 cp and HS1161 Classroom Minor 2 cp	HS2160 Classroom Major 3 cp and HS2171 Clinical Minor 2 cp OR HS2160 Classroom Major 3 cp and HS2181 Community Minor 2 cp OR HS2170 Clinical Major 3 cp and HS2161 Classroom Minor 2 cp OR HS2180 Community Major 3 cp and HS2161 Classroom Minor 2 cp	HS3160 Classroom Major 3 cp and HS3171 Clinical Minor 2 cp OR HS3160 Classroom Major 3 cp and HS3181 Community Minor 2 cp OR HS3170 Clinical Major 3 cp and HS3161 Classroom Minor 2 cp OR HS3180 Community Major 3 cp and HS3161 Classroom Minor 2 cp	HS2160 Classroom Major 3 cp and HS2171 Clinical Minor 2 cp OR HS2160 Classroom Major 3 cp and HS2181 Community Minor 2 cp OR HS2170 Clinical Major 3 cp and HS2161 Classroom Minor 2 cp OR HS2180 Community Major 3 cp and HS2161 Classroom Minor 2 cp	HS3160 Classroom Major 3 cp and HS3171 Clinical Minor 2 cp OR HS3160 Classroom Major 3 cp and HS3181 Community Minor 2 cp OR HS3170 Clinical Major 3 cp and HS3161 Classroom Minor 2 cp OR HS3180 Community Major 3 cp and HS3161 Classroom Minor 2 cp	

**DIPLOMA IN TEACHING (NURSING)
TYPICAL PROGRAMME - FOUR YEAR ATTENDANCE WITH 28 CREDIT POINTS ADVANCED STANDING**

	Semester 1	Semester 2	Semester 3	Semester 4	Semester 5	Semester 6	Semester 7	Semester 8
Nursing Studies	HS2110 Nursing Studies I 3 cp					HS2111 Nursing Studies II 3 cp	HS3111 Intro. to Research 3 cp	HS2112 Nursing Studies III 3 cp HS3110 Nursing Studies IV 3 cp
Teaching & Learning in Nursing	HS1120 Teaching & Learning I 2 cp HS1121 Teaching & Learning IB 2 cp	HS2120 Teaching & Learning II 2 cp	HS2121 Teaching & Learning IIB 2 cp EN1317 Effective Communication 3 cp		HS3120 Teaching & Learning III 3 cp	HS2122 Curriculum 3 cp		
Psychosocial Aspects			ED1904 Human Behaviour 3 cp	ED2913 Motivation & Morale 2 cp ED2912 Life Span Development 3 cp	ED3904 Self Awareness & Interpersonal Relationships Skills 3 cp			
Integrated Medical Sciences		SC1262 Nutrition 2 cp	SC1263 Microbiology 2 cp		SC2261 Anatomy & Physiology 6 cp			
Society & Institutions			HS1151 Sociology 3 cp	HS2151 Political & Health Care Systems I 3 cp				HS2150 Legal Studies 3 cp
Electives		Elective One					Elective Two Elective Three	
Field Experience	Field Experience I (Major and Minor)			Field Experience II (Major and Minor)				Field Experience II (Major and Minor)

* Semesters I & II: Tertiary Study Skills for those notified at selection.

Associate Diploma in Automated Information Processing

COURSE

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

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

DURATION

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

STRUCTURE

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

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

Course Modules

Descriptions of modules may be found on pages 114-168.

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

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

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

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

Associate Diploma in Diagnostic Medical Radiography

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

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

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

Candidates undertake practicums between semesters

In their second year of studies candidates must enrol in:

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

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

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

In their third year of studies candidates must enrol in:

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

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

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

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

Course Modules

Descriptions of course modules may be found on pages 114-168.

NOTE: This course is currently under review. Any changes to the structure of the course will be notified upon enrolment in 1985.

Associate Diploma in Police Studies

THE COURSE

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

- understanding personal relationships
- effective communication
- problem solving.

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

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

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

DURATION

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

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

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

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

Course Modules

Descriptions of modules may be found on page 114-168.

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

Associate Diploma in Social Welfare

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

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

STRUCTURE

Full-time Studies - the total full-time Social Welfare programme is made up the following modules;

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

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 course modules may be found on pages 114-168.

Graduate Diploma in Multicultural Studies

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

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

STRUCTURE OF THE COURSE

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

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

FIELD STUDY

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

* Please refer to module descriptions.

In 1985 the following modules will be offered subject to staff availability with students choosing up to 9 credit points dependent on the stage of their programmes.

Semester I

MS4901
MS4902
MS4904

Semester II

MS4901
MS4903
MS4908

Course Modules

Descriptions of modules may be found on pages 114-168.

The School of Visual and Performing Arts

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Graduate Diploma in Art (Printmaking)	111-2
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Graduate Diploma in Art (Textiles/Fibre)	111-2

The School of Visual and Performing Arts

The School of Visual and Performing Arts is developing further important study opportunities in the creative, expressive and communicative arts.

New buildings and extensive studio and workshop facilities have been erected since 1981 for the promotion of a broad range of studies. These facilities have greatly improved study opportunities. The philosophy of this School endorses the notion that personal creative development is considered a most vital aspect in the education of an artist/craftsman.

It is an objective of this School that graduates should be able to utilise their knowledge and creative abilities in practise as an individual professional artist/craftsman or to work collectively in one of the many creative art professions.

A major development within the School is the introduction (proposed for 1985) of a Bachelor of Arts (Communication Studies) course which aims to produce graduates equipped with skills, knowledge and understanding for a range of jobs within the communications industry.

Graduates will have basic competence in techniques and procedures across a broad spectrum of industry tasks and pre-professional competence in at least one major area. They will understand the relationship between media theories and practices and will be informed and perceptive in their attitudes towards the cultural and commercial place of communications in our society.

Undergraduate Courses.

Associate Diploma in Creative Arts and Crafts.
Bachelor of Arts - Visual Arts

*Bachelor of Arts - Communication Studies.

(*Subject to Higher Education Board Approval). for introduction in 1985.

Graduate Course

Graduate Diploma in Art.

Majors in Painting,
Sculpture,
Printmaking,
Illustration (Plant and Wildlife)
Ceramics
Photography
Textiles/Fibre Arts.

The School's current and projected study areas include the following:

Painting
Sculpture
Printmaking
Illustration (Plant & Wildlife)
Ceramics
Textiles
Photography
Film/Video
Art History
Visual Arts Theory
Media Studies
Cultural Studies
Fine Arts Conservation

Theatre Studies
Theatre Technology
Dance
Music
Industrial Design
Graphic Design
Furniture Design
Jewellery Design
Interior Design
Design History
Design Theory
Metal Craft
Word Craft
Leather Craft

Associate Diploma in Creative Arts and Crafts

The Associate Diploma in Creative Arts and Crafts will be offered in 1985 both as a four year part-time evening course and a full-time day course according to demand. Each year will consist of two semesters of fifteen weeks. Part-time attendance will be six hours of face-to-face lectures per week and full-time twelve hours per week. This course is intended as a community access course and a student will not necessarily have to complete the course in two or four consecutive years, but may study over a longer period if he or she wishes, taking time off in between units. The Associate Diploma will be awarded on completion of the total four units of the course. The aims of the course are designed to:

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

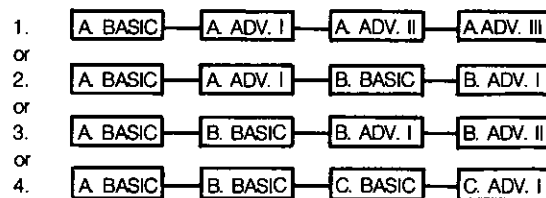
The course is structured to enable the student to build upon previous knowledge and technical ability so that a large proportion of the available study time may be devoted to experimentation and exploration of the subject in terms of its creative potential. Each specialist subject unit includes the necessary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

The following subjects in the specialist area will be offered in 1985 subject to demand;

Ceramics
Painting and Drawing
Photography
Textiles - weaving
Television and Video

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

The following is a diagram of possible study pattern.



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

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

Commerce Kit for Artists and Craftsmen
Theoretical Perspectives

The subjects must be studied for one hour per week per semester in

the final two years of the course.

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

HOURS SUMMARY:

(part-time)

	Hours per week
Specialist subject (face to face)	5
Specialist subject (studio practice)	7
Art Craft Forum (face to face)	1
Art Craft Forum (research)	4
(or Resource Units in latter part of course)	
Personal Development (four units of contract work on existing or new subject)	3
TOTAL:	20

Credit Points

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

Course Modules

Descriptions of modules may be found on pages 114-168.

Bachelor of Arts (Communication Studies)

The Bachelor of Arts (Communication Studies) programme is a degree course of three years duration and students must attain a minimum of 90 credit points to qualify for this award. The course has two major strands known as Core Studies and Workshop Practices, and a minor strand of Elective Studies.

The **Core Studies** strand consists of fourteen compulsory modules. Three modules will be undertaken in each of Semesters I and II after which two modules will be taken in each Semesters III to VI. The intention of this strand is to provide a broad academic and theoretical base to complement the more skill oriented Workshop Practices. More specifically Core Studies will:

- (i) provide students with a thorough grounding in media theories and an understanding of the structures and processes of the media industry;
- (ii) provide students with an understanding of a range of cultural theories with an emphasis on the relationships among the media, culture and society.
- (iii) offer students background knowledge on Australian social history.

Workshop Practices: This strand will consist of sequences of modules covering a range of practical, industry oriented communication skills. It has been divided into

- (i) media production, consisting of video, sound, film and photography and
- (ii) communication workshops containing professional writing, graphics, computing and research methodology.

Workshop Practices begin in Semesters I and II with a base of four compulsory modules. These modules will offer short introductory sessions to the eight areas listed above under media production and communication workshops. The intention of this system is to provide students with basic knowledge of the various subject areas in which they may later specialise.

In Semester III students may elect from one of the four subject areas in media production and one of the four in communication workshops. They may elect to study a module in a third area by using the elective space available in Elective Studies.

It is expected that, by the end of Semester III, students will have a clear idea of the area in which they most wish to specialise.

During Semester IV to VI students may undertake two modules per semester in an elected area. Each three hour module unit is worth three credit points. Graduates will normally be expected to have at least fifteen credit points in one area of specialisation in either media production or in communication workshops.

While students will be encouraged to specialise in only one subject area from Semesters IV to VI, allowance is made for those who wish to generalise. Each semester there will be a one module space within the Elective Studies strand where students may elect another workshop module as a minor study. This one module space may also be used for further specialisation if a suitable module is available.

Note: It is expected, particularly in the early years of the course, that not all Workshop Practice areas may be offered. Some modules in this strand will be viable only if sufficient students elect to study them and qualified staff are available.

Elective Studies: This strand consists of one module per semester for Semesters III to VI. Students have a choice. They may:

- (a) elect to do an approved module from another College degree course; or
- (b) elect to do an additional module for their workshop major (if available); or
- (c) elect to do a module from any other available workshop area; or
- (d) elect to do an industrial experience programme.

Diploma in Art

The three year Diploma in Art has been superseded by the Bachelor of Arts (Visual Arts). Reference to this course may be found in the 1981 Calendar held in the library.

The intention of selection (a) above is to offer liberal arts units which will broaden the student's general education and complement work done in the other strands. It will cover a diverse group of modules allowing the student to make a selection according to personal interest or vocational intention. Many of these modules are currently being taught as elements in the Bachelor of Arts (Visual Arts) or Bachelor of Education courses. While it is intended to offer a wide choice in this strand, modules in Art Business, Interpersonal Communication and Perception Psychology will be especially recommended.

This course aims to produce graduates equipped with skills, knowledge and understanding for a range of jobs within the communications industry. They will have basic competence in techniques and procedures across a broad spectrum of industry tasks and preprofessional competence in at least one major area. Graduates will understand the relationship between media theories and practices and will be informed and perceptive in their attitudes towards the cultural and commercial place of communications in our society.

NOTE I: A typical flow chart for the Bachelor of Arts (Communications Studies) course will be presented to students at enrolment.

NOTE II: The introduction of this course in 1985 is subject to approval of the N.S.W. Higher Education Board.

Course Modules

Descriptions of modules may be found on pages 114-168.

Bachelor of Arts (Visual Arts)

The course of study for the Bachelor of Arts (Visual Arts) is designed to prepare graduates for careers as professional artists/craftsmen or in art-related fields.

The course is structured around the following categories.

- (i) **Studio Sessions**
This is art practice time spent within various professional studies.
- (ii) **Studio Seminars**
Seminars conducted to discuss aspects of art practice.
- (iii) **Visual Arts Theory**
The student is timetabled to participate in lecture/seminar situations where historical and theoretical aspects of visual arts and culture are explored with specific reference to art practice.

BA (VISUAL ARTS) MODULES.

Modules	Credit Points
Semester 1	
VA1241 Studio Sessions	15
VA1251 Studio Seminars	1
VA1271 Visual Arts Theory	3
Semester 2	
VA2241 Studio Sessions	15
VA2251 Studio Seminars	1
VA2271 Visual Arts Theory	3

COURSE REQUIREMENTS (1984 INTAKES)

Modules	Credit Points
Semester 1	
VA1241 Studio Sessions	15
VA1251 Studio Seminars	1
VA1271 Visual Arts Theory	3
Semester 2	
VA2241 Studio Sessions	15
VA2251 Studio Seminar	1
VA2271 Visual Arts Theory	3
Semester 3	
VA3241 Studio Sessions	15
VA3271 Visual Arts Theory	3
VA4271 Visual Arts Theory	3
Semester 4	
VA4241 Studio Sessions	15
VA4271 Visual Arts Theory	3
VA4281 Visual Arts Theory	3

COURSE REQUIREMENTS (1983 INTAKE)

Modules	Credit Points
SEMESTERS 5 AND 6 ONLY	
Semester 5	
VA5241 Studio Sessions	18
VA5271 Visual Arts Theory	3
SS3580 Art Business	2
Semester 6	
VA6241 Studio Sessions	18
VA6271 Visual Arts Theory	3

Part-time students must arrange their study patterns with the Course Director.

Course Modules

Descriptions of course modules may be found on pages 114-168.

INDEPENDENT STUDIO PRACTICE

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

Assessment

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

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

Reviews

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

First Year Studies

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

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

*It should be noted that Graphics is only available as a support study in the course.

Visual Arts Theory is a compulsory component of the course.

Course Modules

Descriptions of modules may be found on pages 114-168.

Graduate Diploma in Art

MAJOR STRANDS ARE SUBJECT TO STUDENT DEMAND

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

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

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

At all times stress is placed upon individual achievement and to this end, formal contact is kept to a minimum of seven hours per week (average) when lectures and seminars take place. The student is expected to participate through the interchange of ideas.

An important aspect of the course is the one hour personal tutorial where the individual student and members of staff discuss work in progress examining problems arising from the work.

DURATION

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

Average course hour distribution is as follows:

Contextual Studies

3 hours per week (lecture or seminar)
90 course hours

Major Strand

(i) 4 hours per week comprising:

- (a) 3 hours group seminar
 - (b) 1 hour personal tutorial
- (total 120 course hours)

(ii) studio practice - 23 hours per week
(total 690 course hours)

Total 900 course hours.

Formal Student Time Commitment

Average 40 hours per week to include all individual tutorials, seminars, lectures and studio practice.

Major Strands

Major strands are available in the following disciplines in 1985.

- Painting
- Sculpture
- Printmaking
- Illustration (Plant and Wildlife)
- Ceramics
- Photography
- Textiles/Fibre Arts

Assessment

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

All working studies are made available at this assessment.

Credit Points

This course has been allocated the following credit points:
Total course allocation 36 cp
Breakdown:
Course Unit 1 - Contextual Studies 4 cp
Course Unit II - Major Strand 32 cp

VF5520 PAINTING

This major strand is designed to encourage the student to develop professional attitudes to painting. The student is expected to achieve high levels of artistic competence which are not normally anticipated in undergraduate programmes. Studies include historical, theoretical and critical considerations within a studio-oriented experience. The student is required to demonstrate the capacity for independent, self-motivated studies and a high degree of creative and imaginative work is expected. Current art practice is examined and contact with professional painters is organised.

VV5530 SCULPTURE

This major strand is designed to encourage individual creative development in sculpture with expert guidance from staff and visiting specialists. The main objective of this strand is the attainment of high professional standards in sculpture, building upon previous experience and studies. Coupled with this is an examination of the context within which the sculptor works in society. It is expected that the student will already have formed ideas concerning their intended direction and what they expect to achieve. Contact with professional sculptors is organised.

VF5540 PRINTMAKING

This major strand is designed to encourage the student to extend studies through one or various print media so that a high professional standard will be achieved while still enjoying the freedom to pursue individual directions. Emphasis is placed upon the development of a conceptual and technical synthesis, individual endeavour, personal research and the development of critical attitudes towards self-evaluation, current art practices and the context within which the printmaker is working. Contact with professional printmakers and print suppliers is organised.

VC5560 ILLUSTRATION (PLANT AND WILDLIFE)

Newcastle and the Hunter Valley Region is unique within this country in the variety and abundance of native flora and fauna and most is readily accessible to the student. This major strand enables the student to extend undergraduate studies in illustration with supporting work in photography, graphics, painting and printmaking. Students holding a Science degree in an allied field are also admitted to the course in which scientific and taxonomic illustration may be studied. The primary objective is to develop a high degree of professional practice. This is accomplished through the freedom to follow an individual direction supported by the best professional advice available. An involvement with the community and appropriate research institutions is encouraged. Current illustration work is examined and contact with professional illustrators is organised.

VV5550 CERAMICS

This major strand is designed to encourage individual creative work in ceramics. The main objective of the course is the attainment of high professional standards. This is approached through the development of individual research and self-evaluation processes. Contemporary art practices in ceramics is studied through contact with professionals and critical evaluation sessions. It is expected that the student will already have formulated ideas concerning individual study areas.

VC5570 PHOTOGRAPHY

This major strand is designed to encourage individual creative development through photographic media. The main objective is the attainment of high professional standards in photography. This is achieved by further extending undergraduate experiences. Personal research and self-evaluation processes are maintained. The student will study historical, theoretical and critical attitudes within the major strand. Contact with professional photographers is organised.

VV5590 TEXTILES/FIBRE

This major strand is designed to encourage self-initiated concepts through individual creative projects. The primary objective is to develop a high degree of professional practice. An involvement with the community is encouraged and contact with professional artists and craftsmen is organised. The student will pursue historical, theoretical and critical aspects of textiles.

Module Descriptions

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Module Descriptions

Information

The information contained herein is correct as at October, 1984 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:

LA1150	MA3207
LA - Languages	MA - Mathematics
1 - 1st level	3 - 3rd level
150 - departmental and computer ident.	207 - departmental and computer ident.

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

Nature and Availability of Modules

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

A before brackets indicates Automated Information Processing
 C before brackets indicates Communication Studies
 E before brackets indicates Early Childhood
 F before brackets indicates Foundation Studies
 G before brackets indicates Generally available
 P before brackets indicates Primary
 PC before brackets indicates Police Studies
 PE before brackets indicates Physical Education
 S before brackets indicates Secondary
 SW before brackets indicates Social Welfare
 T before brackets indicates T.A.F.E. (Technical and Further Education)

NA indicates that the module is Not available in 1984
 (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
 (2+4) indicates 2 hours per week Semester I and 4 hours per week Semester 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
 3ED2 indicates 3 credit points in Education at 2nd level
 6AE1 indicates 6 credit points in Art Education at 1st level
 3SS indicates 3 credit points in Social Science modules at any level

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

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

Listing of Modules

AT Art (for Art Education Students)
 — Advanced Teaching Method
 AE Art Education
 — Arts and Crafts
 — Bachelor of Arts (Communication Studies)
 — Bachelor of Arts (Visual Arts)
 — Computer Education (Postgraduate course)
 — Diploma of Applied Science (Nursing)
 ED Education
 ET Education T.A.F.E.
 EN English
 HS Health Studies
 HT Home Economics

IA Industrial Arts
 ID Interdepartmental
 LA Languages
 MA Mathematics and Computer Studies
 MS Multicultural Studies
 MU Music Education
 PE Physical Education
 — Police Studies
 ** Professional Studies
 ** Teaching Experiences
 — Radiography
 SC Science Education
 SS Social Sciences
 — Social Welfare
 SE Special Education

Modules in those courses marked with a dash (—) are offered by a variety of departments.

Professional Studies modules and Teaching Experience are offered on an interdepartmental basis. Students should refer to Pages 153-157 for the detail codes appropriate to their course.

P.E. LEGEND

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

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

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

Advanced Teaching Method

ED4911 INDIVIDUAL DIFFERENCES IN DEVELOPMENT AND LEARNING

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

ED4912 TEACHING THE GIFTED CHILD

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

EN4401 LANGUAGE AND READING: ASSESSMENT, DIAGNOSIS AND INTERVENTION

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

EN4402 CASEWORK PRACTICUM

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

ID4203 CURRICULUM COMMUNITY RESOURCES

(2:0)3
 This module will contribute to developing:
 • a more advanced degree of competence in assessing children and planning for teaching in mainstreamed classes.
 • an extended knowledge of the range of teaching strategies to enable to select, adapt and devise new strategies as determined by diagnosed needs.

MA4001 MATHEMATICS EDUCATION ADV. TEACH. METHOD

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

MA4002 MATHEMATICS EDUCATION ADV. TEACH. METHODS PRACTICUM

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

SE4006 DATA BASED INSTRUCTION/BEHAVIOUR MANAGEMENT

(4:0)6
 This module is designed to focus the teacher's attention on methods for assessing the effectiveness of teaching programmes

and for implementing techniques which effect classroom management procedures conducive to classroom harmony and teaching success.

SE4007 CASEWORK PRACTICUM

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

TP4020 STRATEGIES FOR TEACHING I

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

TP4021 STRATEGIES FOR TEACHING II

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

Art Education

AE1001 ART MEDIA WORKSHOP I

P(3:3)3
 The student will gain introductory experience in practical art activities of his or her choice by working in an open structure studio atmosphere. Students may select from such subjects as two dimensional studies, three dimensional studies, printmaking technique and applied design.

AE1004 ART EDUCATION: 2D ART

P(3:3)3
 Opportunity to develop personal art ability through a range of 2D art experiences which might include drawing, painting, design, photography, printmaking, silk screen printing or graphic arts.

AE1005 THREE DIMENSIONAL ART

P(3:3)3
 Opportunity to develop personal art ability through a range of 3D art experiences which might include sculptural processes in a variety of media, jewellery making and fibre construction.

AE1015 ART, ARTISTS AND VISUAL EDUCATION I PRIMARY STUDIES

(2:2)3
 This module will bring the student to a heightened awareness of the visual arts through a study of concepts, influences, materials and styles while maintaining a method emphasis by concentrating upon classroom application.

AE1016 FOUNDATION STUDIES: EARLY CHILDHOOD PRIMARY ART

(2:2)2
 A compulsory method module designed to equip the student with a basic introduction to the teaching of art at the elementary level. It will involve a study of child development.

AE1052 FILM AND VIDEOTAPES I

S(0:3)3
 The planning, production and presentation of videotaped and filmed material using basic techniques.

AE153 STRUCTURED ART EXPERIENCES FOR PROGRESSIVE DEVELOPMENT

S(0:3)2

A comparative analysis of art curricula and consideration of the needs and requirements for planning lessons and organising progressive programmes of art activities suitable for the needs of children.

AE156 CONCEPT DEVELOPMENT AND TECHNIQUES IN THE TEACHING OF TWO DIMENSIONAL ART FORMS

S(3:3)3

The study of art methodology as a means of presenting subject content to children with varying levels of skill and intellectual development. Students will be assisted to:

- (i) identify and analyse the difficulties of individuals in both conceptual and practical experiences in art so that step-development programmes of work can be organised to satisfy special needs.
- (ii) understand processes and concepts related to art experience so that appropriate materials, methods and practices can be applied at the child's level of experience.
- (iii) develop a language of vision to enable children to communicate and express their personal experiences.
- (iv) develop creative and critical approaches to art production including an awareness of environmental and social aspects of the community in relation to their artistic development.

AE158 PRINTMAKING TECHNIQUES IN RELATION TO TEACHING VARIOUS PROCESSES AND IDEAS AS ART MEDIA IN THE SCHOOL SITUATION

S(3:3)2

The encouragement of the use of printmaking as creative art media in the schools.

Various techniques and materials suitable for schools and different age groups to be explored.

Details of the limitations and possibilities of autographic processes in relation to methods adopted by children in preparing art work for printing.

AE2006 TWO DIMENSIONAL ART

P(3:3)3 AE1004

To further develop some of the 2D concepts and skills gained in the AE1004 module and to encourage students to attempt some self-initiated (lecturer approved) projects.

AE2007 THREE DIMENSIONAL ART

P(0:3)3 AE1005

Students develop some of the 3D concepts and skills gained in the AE1005 module and are encouraged to attempt some self-initiated (lecturer approved) projects.

AE2015 ART, ARTISTS AND VISUAL EDUCATION II

(3:3)3

To bring the student to a heightened awareness of the visual arts through a study of concepts, influences, materials and styles while maintaining a method emphasis by concentrating upon classroom application.

AE252 FILM AND VIDEOTAPES II

S(3:3)3 AE152

Experiments in the nature of film-making, following specific limitations, will enable the student to respond expressively to the moving image created at an individual level.

Consideration of cinema and television as expressions of art and society will be incorporated as a means of establishing a perceptual awareness of the cinematic styles of the mass media.

AE257 CONCEPT DEVELOPMENT AND TECHNIQUES IN THREE DIMENSIONAL ART FORMS

S(4:4)3 5AE1

Procedures necessary to initiate and develop in students the capacity to be able to foster in their pupils the ability to conceive, clarify and produce their own three dimensional art forms.

AE258 TEACHING METHODOLOGY RELATIVE TO PHOTOGRAPHY AND FILM-MAKING

S(3:3)2 5AE1

Experiences designed to make future art educators aware of photography used as an art media. Basically it will deal with 35mm-still photography (prints, slides etc.) and super 8 movie-making. Creative and innovative techniques will be employed in producing animated drawings and objects. Educational films for the use in visual communication and in general creative art productions.

AE259 METHODS OF TEACHING ART HISTORY: A RATIONALE

S(3:3)2 5AE1

Designed to assist the student in understanding the variety of methods and approaches for teaching the History of Art content to children in the school.

AE3004 ART III P

(3-3)6

Basic introduction to the teaching of art at primary school level. The visual characteristics of child art and relevant teaching strategies. Methods, techniques and media in the classroom.

AE3006 TWO DIMENSIONAL ART

G(0:3)3 AE2006

A student in this module is expected to plan and present for approval an individual programme of 2D work in his/her area of expertise or interest. The full semester is devoted to developing projects related to the approved theme/s.

AE3007 THREE DIMENSIONAL ART

G(0:3)3 AE2007

A student in this module is expected to plan and present for approval an individual programme of 3D work in his/her area of expertise or interest. The full semester is devoted to developing projects related to the approved theme/s.

AE3015 ART, ARTISTS AND VISUAL EDUCATION III

(3:3)3

Advanced knowledge of the visual arts and its relation to teaching. Analytical and critical awareness of the visual arts.

AE3016 STRUCTURED ART STUDIES AND PROGRAM INFANT/PRIM

(3:3)3

Programming for progressive development in implementation of the primary visual arts curriculum. To be able to understand and develop meaningful art experiences for children in the infant/primary schools.

AE352 FILM AND VIDEOTAPES III

S(3:3)3 AE252

The structure of movie-making as a personal experiment will be explored, and individualised responses to the cinema and television will be examined in the light of current film theory. An aesthetic for film, both viewed and produced, should be established or developed by philosophical and practical investigation of film form.

AE355 UTILISATION OF RESOURCES IN TEACHING ART

S(3:0)2 5AE2

To stimulate creative and innovative procedures in the use of resource materials for teaching art. The resources of creative use of environment, utilisation of natural materials, scrap materials, audio-visual equipment, photocopiers and duplicating equipment as well as development of improved environment through art and environment design will be studied.

AE357 CONCEPT DEVELOPMENT AND TECHNIQUES IN TEACHING APPLIED THREE DIMENSIONAL FORMS

S(3:0)3 5AE2

To initiate and develop in students the capacity to be able to foster in their pupils the ability to conceive, clarify and produce their own three dimensional art forms relative to applied three dimensional design, viz. model making, jewellery, home planning, interior and exterior design and furniture design.

AE358 THE ART EDUCATOR: PROFESSIONAL RESPONSIBILITIES AND PRACTICE

S(0:3)2 5AE2

To make further art educators aware of their professional responsibilities in the field of Art Education.

AE359 ADVANCED METHODS OF TEACHING ART HISTORY

S(0:3)3 5AE2

Aspects to assist students develop their ability to devise and implement a conceptually framed approach to the teaching of Art History and to investigate a variety of philosophical approaches to the content of Art History at Secondary School level.

AE400 PROJECT

()9

An investigation into an aspect of Secondary School Education through the arts.

AE4071 ART IV: ART CURRICULUM STUDIES

S(3:0)3

A basic introduction to the skills, materials, resources, thought processes and objectives of education through art. Students will gain an insight into the nature of child growth in relationship to the child's visual and tactile expression. The planning of appropriate activities designed to facilitate continued development in child art will be covered.

AE4073 SECONDARY ART EDUCATION: DRAWING AND DESIGN

S(2:0)2

Methodology appropriate for high schools relevant to the teaching of drawing and design.

AE4074 SECONDARY ART EDUCATION - THE TEACHING OF THREE DIMENSIONAL ART FORMS

S(0:2)2

Teaching methodology and educational goals in relation to sculpture, ceramics, fibre construction.

AE4075 SECONDARY ART EDUCATION - PAINTING AND PRINTMAKING

S(2:0)2

Application of concepts, processes and techniques through relevant materials, methods and practices to the child's level of experience.

AE4076 SECONDARY ART EDUCATION - FILM/VIDEO AND PHOTOGRAPHY

S(0:2)2

Directions for possibilities for the expressive potential of the medium through experimentation at the secondary school level.

AE4077 SECONDARY ART EDUCATION: PROGRAMMING, SYLLABUS, CURRICULUM STUDIES

S(3:0)3

Introduction to the concepts and procedures involved in the planning of study units in art for high schools.

AE4078 SECONDARY ART EDUCATION: PHILOSOPHY OF ART EDUCATION, SCHOOL ORGANISATION AND ADMINISTRATION

S(0:3)3

Introduction to the philosophy of Art Education with reference to developments in Australia, America, U.K., and Europe. The study aspects of school organisation and art administration and develop awareness of issues of professional responsibility in art education.

AE4079 SECONDARY ART EDUCATION: ART HISTORY

S(2:0)2

To provide an understanding of the basic methodological options for approaching art history and the integration of art history/art appreciation with practical areas of the curriculum.

AE4083 ART THERAPY (B.Ed.Art)

S(0:3)3 SE409

To identify significant differences in child art development between the products of a normal child, the exceptional child and children with various types of abnormality. Students will also research in the field of art used as a form of therapy.

AE4084 EDUCATIONAL STUDIES: EDUCATION AND THE INTERNATIONALISATION OF ART

S(3:3)3

An examination of certain problems facing art education of today.

AE4085 VISUAL EDUCATION (B.Ed.Art)

S(3:0)3 AE

To examine aspects of the board spectrum of visual communications, analyse the media employed and focus in particular on the evaluation of visual teaching aids and their use. Practical work includes the production of visuals.

AE4086 GROWTH DEVELOPMENT AND RESEARCH IN ART EDUCATION (B.Ed.Art)

S(0:3)3 AE

A study of the growth and development of Art Education with specific attention to the English, European, American and Australian situations.

Major trends will be isolated to form a foundation for the design of future practice and research in art education.

Students will relate the work of particular educators and significant research in art education.

AE484 EDUCATIONAL STUDIES: EDUCATION AND THE INTERNATIONALISATION OF ART

S(3:3)3

An examination of certain problems facing Art Education of today. Major trends will be isolated to form a foundation for the design of future practice and research in art education.

Students will relate the work of particular educators and significant research in art education.

AE484 EDUCATIONAL STUDIES: EDUCATION AND THE INTERNATIONALISATION OF ART

S(3:3)3

An examination of certain problems facing Art Education of today.

Arts and Crafts

Code

(5-7) denote 5 hrs face-to-face with 7 hrs studio practice per week.

VA1101 GENERAL FORUM I

(1-4)5

Provides a forum for discussion for all students of the course and equips them with the basic knowledge of the history of the art forms they are studying. Stress will be placed upon appreciation and analysis.

VA1102 GENERAL FORUM II

(1-4)5

Prerequisite VA1101

Provides a forum for discussion for all students of the course and equips them with the basic knowledge of the history of the art forms they are studying. Stress will be placed upon appreciation and analysis.

VF1120 PAINTING AND DRAWING - BASIC

(5-7)15

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

VF1121 PAINTING AND DRAWING - ADV I
(5-7)5 *Prerequisite* VA1120
Initiates development of personal ideas and feelings in painting and drawing. Develops skills related to the student's personal expression of an idea or feeling.

VV1150 CERAMICS - BASIC
(5-7)15
Heightens students awareness of ceramics as a means of creative expression. Exposes students to the broad technological field of ceramics, so that they may execute their intentions successfully in clay. To examine contemporary theory and related art forms with a view to perceiving new ceramic works in the tradition of clay.

VV1151 CERAMICS - ADV I
(5-7)15 *Prerequisite* VA1150
Converges skill and expression in a creative situation. Continues the analysis of the history of ceramics. Relates drawing and design to the decoration of ceramics.

VC1170 PHOTOGRAPHY - BASIC
(5-7)15
Introduces photography as a creative art form. Provides a basic understanding of the potential of photography as a medium of expressive communication.

VC1171 PHOTOGRAPHY - ADV I
(5-7)15 *Prerequisite* VA1170
Develops further an understanding of the potential of photography as a creative medium. Extends the student's knowledge of the aesthetic traditions of photography through an examination of classic works.

VC1180 TELEVISION AND VIDEO - BASIC
(5-7)15
Makes the student aware of the distinctive features of video communication and the history of television broadcasting in Australia, the U.K. and the U.S.A. and its social impact in those countries. The student will be taught to design and produce a range of video messages and will have an understanding of the basic conceptual limits of the medium and its creative and innovative possibilities.

VC1181 TELEVISION AND VIDEO - ADV I
(5-7)15 *Prerequisite* VA1180
The student will be taught to write a usable script for video and will be made aware of organisational principles as applied to a closed circuit television studio. Emphasis will be upon innovation in video.

VV1190 TEXTILES - APPLIED DECORATION - BASIC
(5-7)15
Develops the essential attitudes and understanding related to applied decoration of fabric and fibre through study of traditional and contemporary techniques of European textiles.

VV1191 TEXTILES APPLIED DECORATION - ADV I
(5-7)15 *Prerequisite* VA1190
Develops an appreciation of the essential qualities of fibre and fabric preparation, applied decoration and dye techniques through the study of traditional and contemporary South East Asian textiles.

VV1195 SPINNING AND WEAVING - BASIC
(5-7)15
Develops practical basic skills over a wide range of production techniques. Explores the design possibilities of this medium and develops sensitivity to and awareness of aesthetic considerations.

VV1196 SPINNING AND WEAVING - ADV I
(5-7)15 *Prerequisite* VA1195
Extends techniques and concepts in weaving and elementary knowledge and practical experience in handweaving and pattern designing. Provides a sound understanding of aesthetics, design and craftsmanship.

VA2106 ART AND CRAFT: THEORETICAL PERSPECTIVES I
(1-4)5
Extends understanding of the basic theoretical substructures for art

and craft from a psychological, philosophical and sociological viewpoint.

VF2120 PAINTING AND DRAWING - ADV II
(5-7)15 *Prerequisite* VA1121
Develops the students ability to assess and analyse their work and imparts an understanding of the sociology of art as a helpful background to the students development as an individual painter and draughtsman.

VF2121 PAINTING AND DRAWING - ADV III
(5-7)15 *Prerequisite* VA2120
Further refines the students' ability to assess and analyse their painting and drawing. Encourages an indepth involvement with a theme.

VV2150 CERAMICS - ADV II
(5-7)15 *Prerequisite* VA1151
Presents to students contemporary approaches to ceramics as an art form. Develops individual directions utilising drawing and design. Refines technology used and kiln building in the service of conceptual development.

VV2151 CERAMICS ADV III
(5-7)15 *Prerequisite* VA2150
Enables students to pursue independent study, experimentation and development of skills using clay as a medium for creative expression and communication. Develops creative potential by independent study and analysis of individual progress.

VC2170 PHOTOGRAPHY - ADV II
(5-7)15 *Prerequisite* VA1171
Develops and explores further the photographic process by establishing a relationship between concepts and the final photographic image. Imparts an awareness of photographic aesthetics. Includes an introduction to the principles and theories of colour vision and reproduction.

VC2171 PHOTOGRAPHY - ADV II
(5-7)15 *Prerequisite* VA2170
Further establishes standard of professional excellence in both black and white and colour photography. It also establishes the interrelationship between history of photography and art.

VC2180 TELEVISION AND VIDEO - ADV II
(5-7)15 *Prerequisite* VA1181
Develops an awareness of a broad range of experimental video and of the necessary funding of video production. Also creates an awareness of marketing and distribution strategies of video products and gives the necessary information and understanding to enable the students to produce video products which demonstrate a degree of originality.

VC2181 TELEVISION AND VIDEO - ADV III
(5-7)15 *Prerequisite* VA2180
Expands on current trends in television and video. Refers to children's television and the role of television in society and further encourages creative experimentation.

VV2190 TEXTILES - APPLIED DECORATION - ADV II
(5-7)15 *Prerequisite* VA1191
Affords the student practical experience and furthers his/her knowledge and understanding of art and craft techniques and the relationship between function and design as used by other cultures. Particular attention is given to applied decoration of Asian origin.

VV2191 TEXTILES - APPLIED DECORATIONS - ADV III
(5-7)15 *Prerequisite* VA2190
Develops further the appreciation of the essential qualities of fibre and fabric preparation and applied decoration relative to the study of traditional and contemporary textiles.

VV2195 SPINNING AND WEAVING - ADV II
(5-7)15 *Prerequisite* VA1196
Develops skills and commitment in, and awareness of the creative

potential of this area. Enables a wide range of skills and aesthetic issues to be considered in the context of practical project work.

VV2196 SPINNING AND WEAVING - ADV III
(5-7)15 *Prerequisite* VA2195
Develops further skills and commitment in, and awareness of, the creative potential of this area. Extends the techniques and creative possibilities of weaving processes, design and research.

SS2590 COMMERCIAL KIT FOR ARTISTS AND CRAFTSMEN I
(2+2)5 *Arts and Crafts students only*
This module identifies the problem areas associated with the sale of art and craft works and provides guidelines for their successful marketing. It provides a foundation in small art and craft business management.

Bachelor of Arts (Communication Studies)

First year modules only are printed in the 1985 Calendar.

CORE STUDIES

EN1401 A BACKGROUND TO MEDIA STUDIES IN AUSTRALIA
C(3:0)3
The social, political and economic contexts within which the Australian media work.

EN1402 MASS COMMUNICATION AND SOCIETY
C(0:3)3 EN1401
The various theories relating the media and society. Also treats media imperialism.

EN1403 POPULAR CULTURE
C(3:0)3
Approaches to the study of popular culture. The analysis and description of popular culture texts.

EN1404 LANGUAGE AND MEANING
C(0:3)3
The nature of communication interaction and the part played in it by language. Semantic theories, discourse analysis and narrative structure.

EN1405 AUSTRALIAN CULTURAL STUDIES I
C(3:0)3
An introduction to three major strands of Australian cultural production, literature, visual arts and film. Based within the social and historical context of the period 1783 to 1939.

EN1406 AUSTRALIAN CULTURAL STUDIES II
C(0:3)3 EN1405
An introduction to Australian literature, visual arts and film in the period 1939 to the present.

WORKSHOP PRACTICES

VC1481 MEDIA PRODUCTION I (VIDEO AND SOUND)
C(3:0)3
Intensive basic training in the technical practices of video production and sound recording.

VC2491 MEDIA PRODUCTION II (FILM AND PHOTOGRAPHY)
C(0:3)3
Intensive basic training in the technical practices of film production and photography.

VA1451 COMMUNICATION WORKSHOPS I (PROFESSIONAL WRITING AND GRAPHICS)
C(3:0)3
Introductions to codes and practices of writing. Introduction to the language, methods and materials of graphic art.

VA2451 COMMUNICATION WORKSHOPS II (COMPUTING AND RESEARCH)
C(0:3)3 VA1451
Introduction to computer systems and software. Competence in using a keyboard. Introduction to main considerations in conducting and assessing research.

B.A. Visual Arts

VA1241 STUDIO SESSIONS
(15-15)15 S1 (Full Year for Part-Time Students)
This module encourages the student to select studio/workshop sessions that will meet the creative and technical needs of the individual student. Selections can be made from sessions presented in the following areas: painting, sculpture, printmaking, ceramics, textiles, illustration (plant and wildlife) and photography.

VA1251 STUDIO SEMINARS
(1-1)1 S1
This module establishes the student's studio work pattern. Problems are discussed. Students prepare seminar papers on subjects of interest and concern and present these to peer groups.

VA1271 VISUAL ARTS THEORY
(3-3)3 S1
A contemporary survey of twentieth century visual arts examining the nature, sources, influences and the context of the art and craft of this period.

VA2241 STUDIO SESSIONS
(15-15)15 SII (Full Year for Part-Time Students)
Prerequisite VA1241
A further extension of Semester I, Module VA1241 with selection more specifically from: painting, sculpture, printmaking, ceramics, textiles, illustration (plant and wildlife) and photography.

VA2251 STUDIO SEMINARS
(1-1)1 S1
An extension of the studio work pattern. Students discuss seminar papers or aspects of concern in the visual arts.

VA2271 VISUAL ARTS THEORY
(3-3)3 SII *Prerequisite* VA1271
A continuation of study undertaken in Semester I in VA1271.

VA3241 STUDIO SESSION
(12/3-15)15 S1 (Full Year for Part Time Students)
Prerequisite VA2241
An exploration of creative and technical possibilities within Studio practice. By this time the student is expected to have limited selection to more specific areas for detailed study. Areas available are: painting, sculpture, printmaking, ceramics, textiles, illustration (plant and wildlife) and photography.

VA3251 STUDIO SEMINAR
(1-1)1 S1, SII
This module is related to studio art practice. Aspects of interest and concern are presented through seminar papers.

VA3271 VISUAL ARTS THEORY
(2-3)3 S1 *Prerequisite* VA2271
Select one option from:
1. Australian Art
2. Australian Cultural Studies
3. Women in Art.
4. Museology
5. Art, Perception and Aesthetics
6. Social Issues in 20th Century Australian Crafts

7. Popular Culture
 8. Art since 1945
 9. Renaissance Studies
 10. Contemporary Graphic, Illustrative and Photographic Imagery
- * Note: The presentation of these options will depend upon demand and resources.

VA3281 VISUAL ARTS THEORY
(2-3)3 SI *Prerequisite* VA2271

Select one option from this list not already studied.

1. Australian Art
 2. Australian Cultural Studies
 3. Women in Art
 4. Museology
 5. Art, Perception and Aesthetics
 6. Social Issues in 20th Century Australian Crafts
 7. Popular Culture
 8. Art since 1945
 9. Renaissance Studies
 10. Contemporary Graphic, Illustrative and Photographic Imagery
- * Note: The presentation of these options will depend upon demand and resources.

VA4241 STUDIO SESSIONS
(9/6-15)15 SI Full Year for Part Time Students
Prerequisite VA3241

Further exploration of creative and technical possibilities within Studio practice. Areas available are: painting, sculpture, print-making, ceramics, textiles, illustration (plant and wildlife) and photography.

VA4271 VISUAL ARTS THEORY
(2-3)3 SI *Prerequisite* VA3271

Select one option excluding the options undertaken in VA3271 and VA3281.

1. Australian Art
 2. Australian Cultural Studies
 3. Women in Art
 4. Museology
 5. Art, Perception and Aesthetics
 6. Social Issues in 20th Century Australian Crafts
 7. Popular Culture
 8. Art since 1945
 9. Renaissance Studies
 10. Contemporary Graphic, Illustrative and Photographic Imagery
- * Note: The presentation of these options will depend upon demand and resources.

VA4281 VISUAL ARTS THEORY
(2-3)3 SI *Prerequisite* VA3281

Select one option excluding the options undertaken in VA3271, VA3281 and VA4271

1. Australian Art
 2. Australian Cultural Studies
 3. Women in Art
 4. Museology
 5. Art, Perception and Aesthetics
 6. Social Issues in 20th Century Australian Crafts
 7. Popular Culture
 8. Art since 1945
 9. Renaissance Studies
 10. Contemporary Graphic, Illustrative and Photographic Imagery
- * Note: The presentation of these options will depend upon demand and resources.

VA5241 STUDIO SESSIONS
(12-15)15 SI (Full Year for Part Time Students)
Prerequisite VA4241

A continuation of the studio study area undertaken in VA4241.

VA5271 VISUAL ARTS THEORY
(1-4)3 SI *Prerequisite* VA4271 or VA4281

The preparation of material for the dissertation. An aspect of the history, theory of art practice within the visual arts may be selected.

VA6241 STUDIO SESSIONS
(9/9-18)18 SI (Full Year for Part Time Students)
Prerequisite VA5241

A continuation of the studio study selected under VA5241

VA6271 VISUAL ARTS THEORY
(2-2)2 SI *Prerequisite* VA5271
Contemporary art issues including presentation of dissertation to peer group.

Computer Education (Graduate Course only)

ED4413 PHILOSOPHY AND COMPUTING IN EDUCATION
(2:0)3

This module takes a generalised view of computer education by examining underlying philosophies, introducing the student to current uses of computers in education, both in Australia and overseas. A questioning of the place of computers in schools is made, including benefits, drawbacks, possible future applications. The role of various governmental and other bodies is examined.

ED4423 COMPUTER LEARNING AND EDUCATIONAL THEORY
(0:2)3 ED4413

An opportunity is provided for the student to examine theoretical educational assumptions and relate these to computer learning and the computer in education.

ID4443 COMPUTER MANAGED LEARNING
() 3 ED4423

The student will learn the fundamentals of a computer-managed learning system, and the uses of the computer for some simple house-keeping tasks in the classroom.

ID4453 PRINCIPLES OF DEVELOPMENT AND EVALUATION OF EDUCATIONAL MATERIALS
() 3 ID4443

This module leads students towards competence in evaluating educational packages for specific applications and investigates development criteria for successful CAL packages, including the necessity for integrating personal skills with a team-work approach.

MC2120 INTRODUCTION TO COMPUTING
(2:0)3

The student is provided with sufficient understanding of the programming language BASIC, and associated programming skills, such that relevant usage may be made of it in the student's classroom. An introduction to hardware is also included.

MC3120 COMPUTER PROGRAMMING CONCEPTS
(0:2)3 MC2120

This module builds on the Introduction to Computing module to provide greater competence and assurance in the development and use of structured programming concepts. Particular usage is made of micro computers and associated peripherals as may be found in the educational environment.

MC4120 LOGO AS A LEARNING TOOL
() 3 MC3120

The student is provided with an understanding of the usefulness of a high-level language in developing children's thinking skills. Skills in constructing activities suitable for effective learning in different curriculum areas will also be developed by the student.

ID4413 COMPUTERS IN SOCIETY
(2:0)3

The usage of computers in education, commerce, industry and the home are reviewed and examined. Implications of computer usage on society are examined with an emphasis on social issues. The scale of global technological changes and future applications of such knowledge is investigated.

ID4423 INFORMATION TECHNOLOGY
(0:2)3

The computer revolution and its effects on Information Technology are considered. The notion of information as a resource and information transfer are examined as evolutionary processes.

ID4433 COMPUTERS IN THE CLASSROOM (A) AND (B)
() 3

Computers in the Classroom (A) has been designed for Early Childhood and Primary school specialisations, while the (B) module is for secondary and TAFE specialisations. In general, the module will assist the development of the effective usage by the student of computer applications in their classrooms.

ID4463 COMPUTER EDUCATION PROJECT
() 6 2 of MC2120, MC3120, MC4120

This is a six credit point project involving the student in an undertaking of suitable worth and relevance in the general area of Computer Assisted Instruction or Computer Assisted Learning, as developed in consultation with a project supervisor.

Diploma in Applied Science (Nursing)

Students enrolled in the Diploma of Applied Science (Nursing) study a set pattern of modules and therefore have no choice of elective modules. First year modules only are printed in the 1985 Calendar.

NS1010 HEALTH AND HEALTH BREAKDOWN: HEALTH I
(4+1)4

The module has been designed to establish health as a central goal in nursing practice in order that disease and other breakdown processes may be seen in perspective. The foundation concepts also provide for the development of an understanding of the principles of intervention in the health care field.

NS1020 HEALTH AND HEALTH BREAKDOWN: HEALTH BREAKDOWN I
(0:3)3 NS1010

This module has been designed to follow on NS1010 to orient the student to concepts inherent in health breakdown which include the disease process but which also extend beyond these limits to an examination of the consequences of health breakdown across each domain whether they occur concurrently with an initial breakdown or subsequent to it. It is intended to consider these consequences in terms of their capacity to influence significantly the activities of daily living, in different contexts, across the age continuum and disorder categories.

SC1061 APPLIED PHYSICAL SCIENCE IN NURSING
(3:3)2

The physical sciences provide a basis from which concepts in both physiology and nursing practice may subsequently be developed. Thus the module is designed to provide an introduction to key concepts of physical science which are important in these areas. To this end, both the topics and their sequence were chosen to integrate with the introductory nursing skills programme.

SC1062 INTRODUCTORY BIOMEDICAL SCIENCES
(3:3)3 SC1061

This integrated module is designed to prepare the student for further studies in anatomy and physiology and in addition, to provide a basis for aspects of the Health and Health-Breakdown strand to be studied in the Semester III. Aspects of the module cover fundamental concepts which have a wide application in biological processes, together with an introduction to the organisation of body systems.

ED1001 PSYCHOSOCIAL STUDIES IN NURSING IA
(3:3)2

The purpose of Component A of this module is to provide the student with a beginning understanding of human beings. The focus is on normal human behaviour; it is normal human behaviour that is examined so as to provide a yardstick by which other behaviour may be determined as abnormal, but also so as to provide the student-nurse with a comprehension that normal behaviours can exist even within a sick person and that such normal behaviours need to be supported.

The purposes of Component B are to heighten the student's awareness of the importance of perception in the nursing process, to provide them with knowledge about the perceptual process and factors which may influence it, and to provide opportunities for students to develop their skills in apprehending relevant data and in describing and reporting it.

ED1002 PSYCHOSOCIAL STUDIES IN NURSING IB
(3:3)3 ED1001

The purpose of Component A is to provide the student with knowledge about the psychosocial aspects of human development so that she/he may come to understand better, and develop appropriate attitudes towards, the overt and covert behaviour of the persons with whom he deals in the nursing context.

The nurse also needs to be aware that part of the process that links the people in the health care matrix together is communication, the transmission and reception of thoughts and feelings and of demands and influences. In addition to such an awareness, the nurse needs to know how to make effective use of communication techniques and so requires opportunities to develop and refine her/his skills in this process. The purpose of Component B is to encourage this awareness and foster the development of communication skills.

NS1090 SOCIETY AND ITS INSTITUTIONS: SOCIOLOGY OF HEALTH CARE IA (A History Perspective)
(2:2)2

The ability to see medical and nursing developments in an historical perspective is essential for a full understanding of present day realities, problems and opportunities.

The contours of modern nursing practice and of our Australian health system were shaped by historical factors that continue to exert influences today. A sociological perspective on health care is born from an informed, analytical understanding of the past.

NS1091 SOCIETY AND ITS INSTITUTIONS: SOCIOLOGY OF HEALTH CARE IB (Theories and Contexts)
(2:2)2 NS1090

It is well recognised that the society we live in sets the parameters for our health needs, problems and services. To be able to understand the Australian health system, it is necessary to come to terms with the significant features of Australian society. These include: key social institutions; social movements; employment, distribution and consumption patterns; the changing nature of work.

It is within this dynamic social context that health care services are conceived of and delivered.

NS1030 THE INTERVENTION PROCESS: - NURSING THEORY I (an overview)
(1+1)2

It is believed that presenting an overview of the practice of nursing and the factors which influence it will allow the student to develop a framework against which subsequent studies can be considered. Thus the module has been designed to orient the student to the nature of nursing and its relationship to health care and to the concepts inherent in the intervention process.

NS1040 THE INTERVENTION PROCESS: PRACTICE PRINCIPLES AND SKILLS I
(2+2)4

It is intended to explore the concepts inherent in assessment, communication and care initiation along with the theoretical concepts and principles underlying associated competencies and/or skills. This will involve discussions and demonstrations by nurse teachers and practice of these competencies by students in simulated situations. The ongoing and block practice experiences

will provide opportunities for students to transfer learning in the practice of these competencies in real situations.

NS1050 THE INTERVENTION PROCESS: ENQUIRY AND PROCESSING SKILLS I

(1+1)2
This year-length module is the first in a series of three, and as such it lays the basic foundations by developing general enquiry and reporting skills. This will enable the student to engage in those self-directed aspects of the course which have as their basis problem-solving and the generation of knowledge. In the second year the skills will be applied in the taking up of an epidemiological approach to enquiry and in the third year extended further in introductory applied research studies.

NS1060 THE INTERVENTION PROCESS: CLINICAL PRACTICUM IA

(60 hours Semester 1)2
The ongoing practicum allows the students to, not only practise skills as acquired in a reality situation, but to examine and apply selected theoretical concepts and principles from each of the strands of study. By comparison during the block practice, the opportunity will be given to consolidate, integrate and ultimately to operationalise what has been learnt in classroom and laboratory. The changing emphasis in these two types of experiences is reflected in the objectives set.

NS1061 THE INTERVENTION PROCESS: CLINICAL PRACTICUM IB

(160 hours Semester 1)2 NS1060
It is intended that the block of clinical practice provides the opportunity for the student to consolidate and integrate theoretical concepts and clinical aspects of nursing intervention which are directed towards maintaining and supporting health. The block of planned continuous and repeated clinical experiences, under the supervision of the registered nurse will facilitate increased confidence and competence in the performance of selected nursing care activities. At the same time the student will become further socialised into the nursing role whilst observing role models, working in reality situations and interacting with other members of the health team.

NS1062 THE INTERVENTION PROCESS: CLINICAL PRACTICUM IC

(96 hours Semester 1)2 NS1060 NS1061
This ongoing clinical practicum will continue to provide opportunities for the student to consolidate learning through the examination and application of selected theoretical concepts and principles from each of the strands of study, particularly in relation to the consequences of health breakdown on the ability of patients/clients to perform activities of daily living. Opportunities to practise selected nursing care activities also extend the range of skills that the student requires in order to perform effectively those nursing functions which are directed towards the maintenance, support and restoration of health and the prevention of disease.

NS1063 THE INTERVENTION PROCESS: CLINICAL PRACTICUM ID

(160 hours Semester 1)2 NS1060, NS1061, NS1062
This block of clinical practice will provide the opportunity for the student to further consolidate and integrate theoretical concepts and skills acquired throughout Semester II. Under the supervision of the registered nurse, opportunities to practise selected nursing activities and provide care for selected patients in a context of total patient care will enable the student to increase skills in problems solving, acquire competence and confidence in performance of those functions which are directed towards the maintenance, support and restoration of health and the prevention of breakdown. Further development will also occur in understanding concepts and processes involved in health breakdown and the provision of holistic care.

Education

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

ED1701 SENSITIVITY TO OTHERS

G(3:3)3
The student will develop personal techniques to understand self, to cope with emotions, and to interact with others.

ED1801 BASIC ISSUES IN EDUCATION

G(3:0)3
Definition of concepts related to the educational process and critical analysis of controversial educational issues, with a view to students clarifying their own educational philosophy.

ED1802 PLANNING & PRODUCING AUDIO-VISUAL TECHNIQUES

()3
The contents of the above module will be presented at enrolment.

ED1902 CHILD DEVELOPMENT (ADOLESCENCE)

(0:3)3
The biological, social, cognitive and emotional factors which interact in the development of adolescents are considered.

ED1904 HUMAN BEHAVIOUR - MAN AS AN INDIVIDUAL

(2:0)3
This module provides an introduction to the study of human behaviour complementing psychological and sociological studies.

ED1908 PSYCHOLOGY FOR SOCIAL WELFARE

SW(4:0)4
This course gives emphasis to the psychology of human relationships and communication. In addition it conveys something of the scientific basis of the study of human nature.

ED1909 ORIENTATION TO TEACHING

G(3:0)3
This course will assist students to prepare for their initial practice teaching session by introducing them to some basic ideas on lesson planning, classroom teaching techniques and classroom management in general.

ED1910 PSYCHOSOCIAL ASPECTS OF ILLNESS

(2:2)3
This module is designed to cause the nurse to consider the implications of illness and/or hospitalisation for the individual who is ill and for his/her family with respect to the psychosocial aspects of life. In addition, the health agencies and/or modes of support are examined.

ED2501 CAREERS EDUCATION ACTIVITIES

G(3:3)3
This will embrace the practical application of theoretical concepts concerned with entry into the workforce and a knowledge of relevant referral agencies.

ED2601 PHILOSOPHY AND CURRICULUM IN EARLY CHILDHOOD EDUCATION

EC(3:0)3
This module is concerned with theoretical foundations for curriculum development. Practice will be given in designing appropriate programmes.

ED2602 PLAY IN EARLY CHILDHOOD EDUCATION

EC(3:0)3
This study is concerned with the development of play and its functions in the physical, social, cognitive, emotional and language growth of the child.

ED2701 STRESS AND GROWING

G(3:0)3
Students will gain an understanding of factors associated with

stress generally and in the context of the school. Study will also focus on procedures to minimise stress.

ED2702 DEVELOPMENT THROUGH LIFE

(3:3)3
The student will gain an increased understanding of the factors affecting the interaction between persons and the social environment.

ED2801 THE TEACHING/LEARNING PROCESS (ADOLESCENCE)

S(3:3)3 ED1
Psychological and educational principles which affect the efficiency of students' learning in the secondary years of schooling.

ED2802 CLASSROOM PROCESSES

G(3:3)3 ED1
The processes of teaching and their relationship to learning outcomes in the classroom are studied by an examination of the major phases of the teaching process and the roles of the teacher and learner in this process.

ED2803 ISSUES AND PATTERNS IN CURRICULUM DEVELOPMENT

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

ED2805 CRITICAL PROBLEMS FOR THE CLASSROOM TEACHER

G(0:3)3 ED1
This module is intended as a practical extension of the theoretical ideas given in the Child Development modules and a desirable corollary to the first and second practicum.

ED2901 ADOLESCENT DEVELOPMENT

(3:3)3
An examination of the basic principles of human development will be used as a foundation for a study of the adolescent problems generally and in the school.

ED2902 TEACHING/LEARNING IN THE MAIN STREAM CLASS I

G(3:3)3
Students will be involved in experiences associated with the design, implementation and assessment of teaching strategies.

ED2903 TEACHING/LEARNING IN THE MAIN STREAM CLASS II

G(3:3)3
This course will provide students with some knowledge of the nature and range of differences likely to occur among children in the regular class and of a variety of alternative approaches to cater for these differences.

ED2904 INTRODUCTION TO HUMAN DEVELOPMENT

(0:3)3
The student will make a psychological study for human life span development with special emphasis on the period associated with pre-primary and infant pupils and primary pupils.

ED2905 TEACHING AND LEARNING IN SECONDARY SCHOOLS

S(3:3)3
The student will gain an understanding of the planning, techniques and resources needed to promote effective pupil learning and of the need to cater for individual differences among pupils.

ED2906 PROCEDURES IN CURRICULUM DEVELOPMENT

G(3:3)3 ED1
A basic understanding of the factors to be considered in curriculum design will be used in developing a curriculum plan.

ED2912 LIFE SPAN DEVELOPMENT (NURSE EDUCATION)

(0:3)3
Increased understanding of individual development continuing throughout the life span is seen as contributing to understanding of the self. In this way the module will contribute to the development of a healthy self concept and assist the establishment of satisfying interpersonal relationships.

ED2913 MOTIVATION AND MORALE

(0:2)2 ED1904
This module will examine the meaning of the concepts of motivation and morale, the determinants and complexity of human motivation and the application of these to theories of management. Special examination will be made of the questions of the relevance of motivation and morale to selected professional practice.

ED3101 SCHOOL & SOCIETY (DIPLOMA)

ED3102 MEASUREMENT & EVALUATION IN THE SCHOOL (DIPLOMA)

ED3103 PERSONALITY AND MENTAL HEALTH (DIPLOMA)

ED3104 TECHNOLOGY OF EDUCATION (DIPLOMA)

ED3201 SCHOOL & SOCIETY (EXTENSION)

ED3202 MEASUREMENT & EVALUATION IN THE SCHOOL (EXTENSION)

ED3203 PERSONALITY AND MENTAL HEALTH (EXTENSION)

ED3204 TECHNOLOGY OF EDUCATION (EXTENSION)

ED3300 EDUCATION TODAY

The contents of the above 9 modules will be presented at enrolment.

ED3301 SCHOOL AND SOCIETY (DEGREE)

G(3:3)3 ED2 only available to stage 5 or stage 6 students
Students will develop an understanding of basic sociological concepts, and the process of the socialisation of the individual in an educational context.

ED3302 MEASUREMENT AND EVALUATION IN THE CLASSROOM

G(3:3)3 ED2
This study provides the student with an insight into the basic methods, practices and problems associated with educational measurement.

ED3303 PERSONALITY AND MENTAL HEALTH

G(3:3)3
Factors contributing to the making and changing of personality will be discussed together with the concept of the "inadequate" personality. This will lead to a study of mental health in the schools.

ED3304 TECHNOLOGY OF EDUCATION

G(3:3)3 ED2
The relationship of the media of instruction to the whole process of instruction is explored in practical situations.

ED3601 INNOVATIONS AND PARENT INVOLVEMENT IN EARLY CHILDHOOD EDUCATION

EC(0:3)3
Students will develop a theoretical knowledge of parental involvement in Early Childhood Education and associated innovative concepts. Students will also gain practical experience in design, implementation and evaluation of related programmes.

ED3602 ELEMENTARY ADMINISTRATION

EC(3:3)3
Emphasis is placed on the development of knowledge relating to practical administrative procedures in Early Childhood work. This module is particularly recommended for persons intending to teach or direct preschool activities.

ED3701 MIND AND BODY

(3:0)3
A study of this module will give some understanding of the psychological findings related to normal and altered states of consciousness. Supporting study will focus on the usefulness of scientific method to obtain relevant data.

ED3702 TECHNIQUES IN EDUCATIONAL PERSUASION
()3
The contents of the above module will be presented on enrolment.

ED3703 INTERPERSONAL RELATIONSHIP AND COMMUNICATION SKILLS
(0:3)3
The factors underlying the development of communication skill will be examined and opportunity given to the student to improve his abilities to communicate and to enhance his relationships with others.

ED3704 PERSONALITY AND HUMAN MOTIVATION
(0:3)3
Students will examine the interacting influences which move persons to behave in particular ways. In this study, students will also gain a deeper awareness of self.

ED3801 COUNSELLING
(0:3)3
This module is designed to extend the interpersonal and counselling-rated skills of any person whose functions include aspects of counselling. It will accomplish this by developing a knowledge of the philosophical and scientific bases of the counselling process and skills in relevant practices.

ED3802 INNOVATIONS IN PRIMARY/SECONDARY EDUCATION
G(3:3)3 ED2
Students to select either Primary or Secondary.
This module provides an understanding of the theoretical issues involved in educational innovation. It examines in detail examples of innovative practices in Australia and in other countries.

ED3901 EDUCATIONAL ADMINISTRATION
(2+2)4
An examination of such dimensions of administration in education as leadership, decision making, group behaviour and communication in an organisational setting.

ED3902 SOCIOLOGY OF EDUCATION
(2+2)4
An analysis of the teacher and the pupil as individuals and as group members in the social system within the school and of the influence of society on each.

ED3904 SELF AWARENESS/INTERPERSONAL RELATIONSHIP SKILLS
(3:0)3
The provision of an environment conducive to and supportive of learning is greatly dependent on maintaining meaningful interpersonal relationships. Such an environment is also essential to quality patient care, personal growth of health team members and facilitation of the aims of the organisation. This module is designed to foster a realistic self image by providing experiences which enhance self awareness and promote self esteem and to build on this awareness and understanding in developing competence in establishing and maintaining meaningful relationships with others.

ED3906 TEACHING/LEARNING IN THE MAIN STREAM CLASS III
G(3:3)3
This module will examine the interactions among all the persons within a school.

ED3907 CHILD DEVELOPMENT - PERSONALITY AND SELF CONCEPT
(3:0)3
The student will make an indepth study of some aspects of personality and self concept in the context of life span development but with special emphasis on the years from 0 to 8.

ED3908 CHILD DEVELOPMENT - INTELLECTUAL GROWTH
(3:0)3
This module will examine some theories relating to the growth of intellectual abilities with emphasis on the years from 0 to 8.

ED4003 PROJECT PREPARATION (EARLY CHILDHOOD)
E()3
The contents of the above module will be presented at enrolment.

ED4006 PROJECT IN EARLY CHILDHOOD
E(3+3)6
The student will undertake a project with some practical application approved by the Early Childhood Course Director. The project will be supervised by a lecturer from the Department of Education and one from the relevant subject discipline.

ED4013 PROJECT PREPARATION IN PRIMARY
E()3
The contents of the above module will be presented at enrolment.

ED4016 PROJECT
P(3+3)6
The student will undertake a project with some practical application and some personal relevance under the jurisdiction of the Department of Education and the department offering the students major emphasis in Primary Studies.

ED4200 EDUCATIONAL RESEARCH

ED4304 EDUCATIONAL TECHNOLOGY
The contents of the above 2 modules will be presented at enrolment.

ED4601 CURRENT TRENDS AND ISSUES IN EARLY CHILDHOOD EDUCATION
EC()3
This module will enable the student to gain some experience in creating and evaluating practical programmes in early childhood education in accordance with recent developments.

ED4602 EDUCATIONAL ADMINISTRATION (E.C.)
EC()3
This course will focus on administrative theory and relevant practice in Early Childhood Education.

ED4701 THE HELPING RELATIONSHIP AND THE INTERVIEWING PROCESS
(3:3)3
This study is intended to develop an understanding of the nature of helping relationships and some competency in making helpful contacts. Practical aspects will also be considered.

ED4702 MOTIVATION
(3:3)3
A study of this module will assist the student to understand and interpret human behaviour.

ED4703 PSYCHOLOGICAL TECHNIQUES/CONSUMER PERSUASION
()3
The contents of the above module will be presented at enrolment.

ED4704 CHANGING ATTITUDES AND BEHAVIOUR BY INDIVIDUAL INFLUENCE
(3:3)3
The student will study factors concerned in the development of attitudes. Individual influence in changing attitudes will be examined in a variety of contexts.

ED4706 PSYCHOLOGY AND WORK
(3:3)3
This module will promote an awareness of the possible outcomes arising from the interaction of the work environment and associated persons.

ED4707 CHANGING ATTITUDES AND BEHAVIOUR BY GROUP INFLUENCE
(3:3)3
This module considers the effects of different kinds of social groups in changing the behaviour of the individual. Groups will include advertisers in the media, peer groups in the educational context and community groups.

ED4708 PARENTS, CHILDREN AND THE COMMUNITY
(3:3)3
The student will develop an awareness of the abilities and values of persons from different life styles and especially from life styles moulded by misfortune.

ED4709 DEVELOPMENT OF OCCUPATIONAL AWARENESS
(3:3)3
The student will develop techniques to assist school pupils to gain a realistic view of the world of work and to gain skills in evaluating information from the employment sources.

ED4801 PSYCHOLOGY AND THE ATHLETE
S(3:3)3
A study of this module will lead to an understanding of the contributions of the behavioural scientist to the development of proficiency in sport.

ED4802 SITUATION BASED CURRICULUM
G(3:3)3
After the development of some initial concepts in curriculum structure, students will design and begin to implement and evaluate a curriculum that is personally useful and satisfying.

ED4803 EDUCATIONAL INQUIRY
G()3
This module is designed to enable the student to develop simple research skills and an interest in carrying out action research.

ED4804 CURRENT ISSUES IN EDUCATION
G(3:3)3
Opportunity will be given to debate freely a number of critical issues of current importance in education.

ED4806 LEADERSHIP
G(3:3)3
The student will examine theories relating to leadership, the decision making process, styles of organizational behaviour, supervisory techniques, staff morale and organizational climate.

ED4807 COMPARATIVE EDUCATION
G()3
The student will contrast the education systems in several countries with the NSW education system.

ED4808 THE TEACHING OF READING: A PSYCHOLOGICAL ANALYSIS
G()3
This study uses an information-processing model to facilitate the evaluation of alternative methods of teaching reading generally at the infants and early primary stages.

ED4809 THE PSYCHOLOGY OF READING DISABILITIES
G(3:3)3
A study will be made of the psychological principles underlying the development of reading skills and factors which impede such development.

ED4810 CURRENT RESEARCH ON TEACHING AND CURRICULUM
G(3:3)3
Elective module. Explores current research on teaching and curriculum. Extensive use of ERIC will be made.

ED4811 LEARNING AND THE DESIGNING OF LEARNING EXPERIENCES
G(3:3)3
Core module for PG1. Reviews evidence of processes and development of learning. Students will relate educational objectives to the selection and organisation of learning experiences and evaluate the process in a practical context.

ED4812 THE CURRICULUM AND GROUPS WITH SPECIAL NEEDS
G(3:0)3
Elective module. Looks at designing curriculum for less able, gifted, poor and reluctant readers, first and second phase migrant children

and physically handicapped children. Students may opt to specialise.

ED4815 ASSESSMENT PROCEDURES IN THE SECONDARY SCHOOL
S(3:3)3
Modern school assessment techniques are studied, together with the rationale for testing. Emphasis is placed on the development of practical skills for students in all disciplines.

ED4816 CURRICULUM DEVELOPMENT AND RESEARCH
(3:3)3
A study is made of the basic principles and practices of curriculum development in the specific area of interest.

ED4817 THE APPLICATION OF ORGANIZATIONAL THEORY TO EDUCATION
(3:3)3
A study of this topic is intended to make the potential educational administrator more sensitive to the problems of school administration and to provide a theoretical background conducive to their solution.

ED4818 OBJECTIVES AND EVALUATION IN EDUCATION
(3:3)3 15 cp ED including 3 cp 3
Skills are developed in the identification of valid reasons for the assessment of learning, the creation of appropriate tests and the interpretation and reporting of test results.

ED4819 INTERPERSONAL RELATIONS & COMMUNICATION SKILL
The contents of the above module will be presented at enrolment.

ED4820 EDUCATIONAL ADMINISTRATION
()3
An analysis will be made of administrative systems in education and associated innovations.

ED4821 PHILOSOPHIES OF EDUCATION
The contents of the above module will be presented at enrolment.

ED4822 AIMS AND VALUES OF AUSTRALIAN EDUCATION
(3:3)3
The student will develop an understanding of the aims and values that have shaped Australian education in the past and of the effects of these in curriculum development.

ED4823 ESSAY
()2
The Essay topic will relate to either the field of specialization or to Education and will be completed over 2 semesters.

ED4824 THE ADOLESCENT AND EDUCATION
(3:3)3
An examination will be made of the basic principles of human development through life. These principles will also be considered in the context of the school through practical observations and case studies.

ED4825 PERCEPTION
G(2:2)3
The physiology of the five senses, particularly sight and hearing are related to the psychology of the individual and the environment.

ED4826 EDUCATIONAL INQUIRY
G(0:3)3 ED2000 or equiv.
This module aims to prepare the student to develop a research proposal and to undertake useful and personally meaningful classroom research.

ED4901 RECENT ADVANCES IN CHILD DEVELOPMENT
EC()3
This module will introduce the student to a variety of topics of current research interests. Compulsory for B.Ed. (Early Childhood).

ED4902 CURRICULUM THEORY AND DEVELOPMENT
G(3+3)6

Core module for PG1. Deals with theoretical and practical issues involved in curriculum making. Work is done in groups and by contract. Various curriculum projects such as ASEP, SEMP, MACOS are examined, and their use and limitations explored.

ED4903 CULTURE, CHANGE AND SCHOOL
G(3+3)6

Core module for PG1. Module looks at contemporary Australian society and the forces shaping the culture. Examines the role of school, family and policy and the effect on curricula of cultural and social changes.

ED4904 MODES OF INQUIRY
G(0:3)3

Core modules for PG1. Explores the different modes of inquiry underlying the acquisition of knowledge. As well as theoretical considerations, students opt to examine the modes of inquiry of two subject disciplines of their choice.

ED4905 PREPARATION AND DISSERTATION
(3+3)9

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: Perspective in Education
Teacher effectiveness. Classroom management and discipline. Principles of development and the development characteristics of primary school children. Theories of learning (Bruner, Ausubel, Cagne, Piaget). The functioning classroom (curriculum, syllabus, school policy, Departmental Regulations, etc.).

PART B: Sociology of Education
Semester 1 School and Society
This covers the basic concepts of society, culture, socialisation and its agencies, the functions of education in society, and the role of the teacher in society.

Semester 2 The School as an Organisation
An examination of the school as an organisation. Detailed analysis of group processes in the classroom and of the role of teacher and pupil in the school system.

Education — T.A.F.E. (Technical and Further Education)

ON CAMPUS MODULES*

ET2000 SPECIAL METHOD 1 IN-SERVICE
T(2+2)4

Special Method Courses are conducted to meet the requirements of the individuals' subject specialisation.

ET2020 PRACTICAL EXPERIENCE 2 PRE-SERVICE
T(3+3)4

Ongoing supervised practice teaching conducted in a fashion classroom.

ET2025 PRACTICAL EXPERIENCE 1 IN-SERVICE
T(12:12)6

Ongoing supervised practice teaching conducted in the trainee teacher's classroom.

ET2026 PRACTICAL EXPERIENCE 2 IN-SERVICE
T(16:16)6

Ongoing supervised practice teaching conducted in the trainee teacher's classroom.

ET2050 SPECIAL METHOD 2
T(1+1)2

See ET2000 above for module description.

ET2110 PLANNING SKILLS
T(2:2)3

Students will develop competence in systematic procedures for lesson planning and will be expected to apply these to their ongoing teaching.

ET2120 EVALUATION SKILLS
T(2:2)3

Students will critically examine assessment as it affects the individual teacher's role within particular schools in technical and further education. Students will also develop appropriate test instruments and will acquire proficiency in methods employed in test item validation.

ET2130 STUDENTS AND TEACHERS IN T.A.F.E.
T(2:2)3

This module will examine the special characteristics and diversity of students in T.A.F.E. It will particularly develop an understanding of the young worker at college and the predicament of students in the context of continuing education. The course will also address itself to the requirements of recent T.A.F.E. provisions for special groups. e.g. pre-apprenticeship student; minorities.

ET2150 ISSUES IN T.A.F.E. A
T(2:2)3

This module will examine the major concerns of T.A.F.E. in the 80's and the systems responsiveness to change. It will seek to chart directions for development and students will be encouraged to

explore, through comparative study, the potential of general trends, e.g. off the job provision.

ET2170 CURRICULUM STUDIES
T(2:2)3

A number of curriculum models are examined in the context of their particular applicability to the T.A.F.E. situation. A curriculum evaluation exercise is undertaken after consideration of the various theories of curriculum assessment. Students are required to suggest alternative modes of curriculum implementation, following upon their curriculum evaluation.

ET2250 TEACHING SKILLS 1
T(2:2)3

The focus on this module is exposition as an approach to teaching. Teaching skills treated include introduction, questioning and demonstration, etc.

ET2260 INSTRUCTIONAL MEDIA 1
T(2:2)3

An introduction to basic instructional materials, preparation and usage. Includes: chalkboard; overhead transparencies; visualisation and lettering techniques; mounting; transparency design and production; basic-photography, audio and videotape recording; movie film production; the role of the computer in education, etc.

ET2270 TEACHING SKILLS 2
T(2:2)3 ET2250

This module examines ways to increase the quality and quantity of student participation when teaching. Teaching skills treated include basic and higher order questioning and responding.

ET2280 INSTRUCTIONAL MEDIA 2
T(2:2)3 ET2260

This module is designed to extend the basic skills of media selection and production and utilise these skills to design, produce, use and evaluate instructional media packages appropriate to the student's particular field of specialisation.

ET3140 PROCESSES OF LEARNING
T(2:2)3

The learning process will be explored with regard to the requirements and need of T.A.F.E. teaching. The course will be complementary to ET2130.

ET3160 ISSUES IN T.A.F.E. B
T(2:2)3

This module promotes an awareness of the sociological factors which influence student performance and the social forces which help to shape the aims and operation of T.A.F.E., particularly the functional relationship between individuals in such organisations. It should provide a structure for the development of insights gained in ET2130, ET2140 and ET2150.

ET3300 ALTERNATIVE TEACHING STRATEGIES
T(2:2)3 ET2250 - ET2270

In this module, teaching skills mastered in earlier modules are used as a basis for developing various teaching strategies. Strategies include lecturing, discussion, laboratory, workshop and learning resource approaches to teaching.

ET3620 T.A.F.E. TEACHER DECISION MAKING
T(2:2)4

Students analyse problem situations which arise in T.A.F.E. teaching, develop a variety of solutions to problems and evaluate the effects of decisions made in the T.A.F.E. teaching context.

ET3640 STUDENT DIFFICULTIES IN T.A.F.E.
T(3:3)4

This module provides teachers with an increased awareness of problems that are confronted in the Technical and Further Education setting. The psychological determinants related to such difficulties are explored, providing the student with greater awareness, understanding and methods of class control.

ET3650 MEDIA, TECHNOLOGY AND T.A.F.E.
T(3:3)4

Students will develop an awareness of the operation, potential, and limitations of state-of-the-art media technologies including video, satellite and computer. The curriculum implications of emerging and converging media technologies are examined. Mediated courseware applicable to the T.A.F.E. teaching-learning context is planned, developed and evaluated by each student.

* Students undertake these modules studies internally at Newcastle College of Advanced Education campus.

EXTERNAL/OFF CAMPUS MODULES **

ET2609 SPECIAL METHOD 1A AND B IN-SERVICE
T()4

Special Method Courses are conducted to meet the requirements of the individuals' subject specialisation.

ET2610 PRACTICAL EXPERIENCE 1A AND B IN-SERVICE
T()6

Ongoing supervised practice teaching conducted in the trainee teacher's classroom.

ET2619 SPECIAL METHOD 2A AND B IN-SERVICE
T()2

Special Method Courses are conducted to meet the requirements of the individuals' subject specialisation.

ET2620 PRACTICAL EXPERIENCE 2A AND B IN-SERVICE
T()6

Ongoing supervised practice teaching conducted in the trainee teacher's classroom.

ET2621 SKILLS TO ASSIST EXTERNAL STUDY
T()2

This module examines various study skills required by students for external mode study. It particularly develops the skills of assignment writing and literary usage.

ET2622 COMMUNICATION SKILLS
T()2

This module examines verbal and non-verbal communication in college, classroom and within the T.A.F.E. system generally.

ET2623 STUDENT LEARNING OBJECTIVES
T()2

Students are required to devise appropriate learning objectives for their students in various T.A.F.E. teaching situations.

ET2624 PLANNING A LESSON
T()2

This module provides students with strategies required for planning lessons for T.A.F.E. classroom use.

ET2625 LESSON PRESENTATION
T()2

This module provides students with approaches for presenting lessons in T.A.F.E. colleges.

ET2626 DEVELOPING A CURRICULUM
T()1

This module involves the examination of procedures used in curriculum development and the organisation of learning experiences in order to implement the curriculum and T.A.F.E. syllabus.

ET2627 AN INTRODUCTION TO TEACHING
T()2

Students examine various in and out of class activities T.A.F.E. teachers perform in their day to day duties.

ET2628 TEACHING TO ASSIMILATE LEARNING
T()2

Students explore various teaching skills such as explaining, questioning, gaining feedback, etc. used in college classroom teaching.

ET2629 EXPLAINING

T()2

Students examine the teaching skill of explaining and its use in college teaching.

ET2630 GUIDELINES FOR COLLEGE OBSERVATIONS

T()2

Students explore the process of observing and evaluating college staff and students behaviour in a variety of classroom/workshop situations.

ET2631 INTRODUCTION TO TEACHING STRATEGIES

T()2

This module examines various day to day teaching methods used in the classroom and workshop viz. demonstration, lecture, workshop, practical/laboratory lessons, etc.

ET2632 ALTERNATIVE TEACHING STRATEGIES

T()1

The purpose of this module is to provide the student with a range of alternative teaching strategies directed at broadening his/her repertoire for T.A.F.E. college teaching.

ET2633 INSTRUCTIONAL MEDIA

T()1

An introduction to the range of instructional materials used in the T.A.F.E. context, e.g. chalkboard, O.H.P., basic photography, etc.

ET2634 PREPARING INSTRUCTIONAL NOTES AND CLASS MATERIALS

T()1

This module offers the student a basic introduction to the construction and practical implementation of educational technology and instructional material needs for T.A.F.E. classroom use.

ET2635 DEVELOPING PROGRAMMED LEARNING MATERIALS

T()1

The production and use of programmed learning materials for college classroom use.

ET2636 MEDIA PACKAGE CONSTRUCTION

T()1

The construction and practical implementation of a media package for T.A.F.E. classroom use.

ET2637 THE T.A.F.E. ENVIRONMENT

T()1

This module examines the physical and social environment of the T.A.F.E. college viz. teacher duties, administrative tasks, physical resources, etc.

ET2638 THE PROCESS OF LEARNING

T()1

This module introduces students to the process of learning skills, information and attitudes in a college context.

ET2639 PERSONAL FACTORS IN TEACHING

T()1

Students study personal aspects of classroom behaviour for both students and teachers, viz; intelligence, motivation, interest, etc.

ET2640 CLASS MANAGEMENT AND ORGANISATION

T()1

Students recognize and suggest ideas and strategies for dealing with basic class management problems which may confront the T.A.F.E. teacher.

ET2641 CURRENT MEASURE OF ASSESSMENT

T()1

Students learn how to assess the learning/teaching process in college and classroom situations.

ET2642 DEVELOPING AND USING ASSESSMENT MEASURES

T()1

Students will be expected to develop and use assessment measures for college and classroom use.

ET2643 PREPARING A MODULE FOR T.A.F.E. TEACHING A

T()1

This subject involves:

- (i) The preparation of teaching materials for sections of a T.A.F.E. course (either new or in existence)
- (ii) The trialling or assessment of these teaching/learning materials in a T.A.F.E. college.

ET2645 LOCAL ISSUES IN T.A.F.E.

T()1

In this module key local issues in T.A.F.E. will be examined, contrasted and compared.

ET2646 NATIONAL ISSUES IN T.A.F.E.

T()1

In this module key issues in T.A.F.E. will be identified and compared with systems in various states of Australia.

ET2647 COMPARATIVE T.A.F.E. ISSUES

T()1

In this subject key issues in T.A.F.E. will be identified and compared with systems in various states of Australia and overseas.

ET2648 SOCIAL ISSUES RELATED TO T.A.F.E.

T()1

The objectives and implications within the T.A.F.E. system will be examined in relation to social and technological change as it effects industry, commerce and the community generally.

ET3526 DEVELOPING A CURRICULUM

T()1

This module involves the examination of procedures used in curriculum development and the organisation of learning experiences in order to implement the curriculum and T.A.F.E. syllabus.

ET3532 ALTERNATIVE TEACHING STRATEGIES

T()1

The purpose of this module is to provide the student with a range of alternative teaching strategies directed at broadening his/her repertoire for T.A.F.E. college teaching.

ET3534 PREPARING INSTRUCTIONAL NOTES AND CLASS MATERIALS

T()1

This module offers the student a basic introduction to the construction and practical implementation of educational technology and instructional material needs for T.A.F.E. classroom use.

ET3535 DEVELOPING PROGRAMMED LEARNING MATERIALS

T()1

The production and use of programmed learning materials for college classroom use.

ET3536 MEDIA PACKAGE CONSTRUCTION

T()1

The construction and practical implementation of a media package for T.A.F.E. college and classroom use.

ET3537 THE TAFE ENVIRONMENT

T()1

This module examines the physical and social environment of the T.A.F.E. college, viz. teacher duties, administrative tasks, physical resources, etc.

ET3538 THE PROCESS OF LEARNING

T()1

This module introduces students to the process of learning skills, information and attitudes in a college context.

ET3539 PERSONAL FACTORS IN TEACHING

T()1

Students study personal aspects of classroom behaviour for both students and teachers, viz. intelligence, motivation, interest, etc.

ET3540 CLASS MANAGEMENT AND ORGANISATION

T()1

Students recognize and suggest ideas and strategies for dealing

with basic class management problems which may confront the T.A.F.E. teacher.

ET3541 CURRENT MEASURES OF ASSESSMENT

T()1

Students learn how to assess the learning/teaching process in college and classroom situations.

ET3542 DEVELOPING AND USING ASSESSMENT MEASURES

T()1

Students will be expected to develop and use assessment measures for college and classroom use.

ET3543 PREPARING A MODULE FOR T.A.F.E. TEACHING A

T()1

This subject involves:

- (i) The preparation of teaching materials for sections of a T.A.F.E. course (either new or in existence)
- (ii) The trialling of assessment of these teaching/learning materials in a T.A.F.E. college.

ET3545 LOCAL ISSUES IN T.A.F.E.

T()1

In this module key local issues in T.A.F.E. will be examined, contrasted and compared.

ET3546 NATIONAL ISSUES IN T.A.F.E.

T()1

In this module key issues in T.A.F.E. will be identified and compared with systems in various states of Australia.

ET3547 COMPARATIVE T.A.F.E. ISSUES

T()1

In this subject key issues in T.A.F.E. will be identified and compared with systems in various states of Australia and overseas.

ET3547 COMPARATIVE T.A.F.E. ISSUES

T()1

In this subject key issues in T.A.F.E. will be identified and compared with systems in various states of Australia and overseas.

ET3548 SOCIAL ISSUES RELATED TO T.A.F.E.

T()1

The objectives and implications within the T.A.F.E. system will be examined in relation to social and technological change as it effects industry, commerce and the community generally.

** Students undertake these modular studies in either a part time/external (i.e. externally, without face to face instruction) or part time/off campus situation (with face to face instruction in a non metropolitan area of N.S.W.)

English

EN1900 DICTATION AND SPELLING

A compulsory qualifying unit to assess competence of all primary/early childhood and all secondary students specialising in English. The unit attracts no credit points.

FOUNDATION STUDIES**EN1000 FOUNDATION STUDIES ENGLISH METHOD (PRE-SCHOOL TO GRADE 2)**

EP(2:0)2

Teaching strategies for promoting children's oral communication and the early skills of literacy.

EN1001 FOUNDATION STUDIES ENGLISH METHOD (GRADE 3-6)

EP(0:2)2

Teaching techniques for promoting children's abilities in oral and written language.

PRIMARY STUDIES**EN1005 LANGUAGE DEVELOPMENT AND TEACHING**

EP(3:0)3

Core for Primary and Early Childhood

A study of varied aspects of language use and their implications for teaching.

EN2006 READING

EP(0:3)3 EN1

Core for Primary and Early Childhood

The nature of the reading process. Approaches to teaching reading at different stages.

EN2011 TEACHING ENGLISH AS A SECOND LANGUAGE I

P(3:3)3

Current methods, materials and problems associated with the teaching of English as a second language to migrants.

EN3000 INTEGRATING LEARNING THROUGH LANGUAGE AND READING

E(0:3)3

Core for Early Childhood: Not available in Primary.

Theories and methods of developing children's language and reading competencies at the early childhood level.

EN3006 READING STUDIES

P(3:3)3 EN2

Core for Primary

Theories and approaches in organising the class, selecting relevant materials and dealing with reading materials.

EN3007 TEACHING LITERATURE TO CHILDREN

P(3:3)3 EN2

Core for Primary

A critical study of children's literature. The implications for the teaching situation.

EN3009 ADVANCED STUDIES IN INFANT ENGLISH

P()3 EN2

Theories and approaches in the teaching of English to young children.

EN3010 TEACHING THE MASS MEDIA K-6

P()3

Theories and practices in media teaching. (Pending School Board approval)

EN3011 TEACHING ENGLISH AS A SECOND LANGUAGE II

()3

Evaluation of existing levels of English language ability of migrants. Construction of individual programs in E.S.L and practical teaching.

EN3023 STORY TELLING AND STORY WRITING FOR EARLY CHILDHOOD

E(3:3)3 EN2

Core for Early Childhood

Storying and creating stories and poems for young children.

EN4000 ADVANCED LANGUAGE AND READING

()3

This module deals with the theories and methods for developing children's language competency, including reading at the E.C. level

EN4006 READING RESEARCH K-12 CLASSROOM APPLICATION

P()3 6EN3

Teaching reading - theories, approaches and research studies.

EN4007 TEACHING LITERATURE ADVANCED STUDIES K - 12

P()3 6EN3

Working with literature and assessing response - theories, approaches and research studies.

EN4009 INFANT ENGLISH NEW PERSPECTIVES

P()3 EN3

Research, theory and approach in fostering the language and reading competence of young children.

EN4010 MASS MEDIA EDUCATION
P()3 EN3
Research controversy and classroom procedures in mass media education.

GENERAL STUDIES

EN1218 CHILDREN'S LITERATURE - MODES AND THEMES
G(0:3)3
Children's literature - types, themes, and techniques of presentation.

EN1219 DRAMA I
G(0:4)3
Knowledge and skills in theatrical production.

EN2214 AUSTRALIAN LITERATURE
G(0:3)3
Themes and approaches in Australian Literature from the 19th to the 20th century. (Pending School Board approval)

EN2215 MASS MEDIA AND POPULAR CULTURE
G(3:0)3
Theories of Media, Society, Culture and Control.

EN3217 LANGUAGE
G(0:3)3
The language development of children and its implications for classroom work.

EN3218 CHILDREN'S LITERATURE - AUSTRALIAN CHILDREN'S LITERATURE
G(3:0)3
Themes and styles in literature for children, with a focus on Australian authors.

EN4214 AUSTRALIAN LITERATURE NOW
G(3:0)3
Themes and approaches in current Australian literature from the late 70's to the 80's. (Pending School Board approval)

EN4215 MASS MEDIA AND POPULAR CULTURE IV
G()3
Purposes and approaches in particular fields of media communications.

EN4216 LITERATURE IV - FAMOUS WRITERS
G()3
Purposes and approaches in particular fields of media communications.

EN4217 LANGUAGE STUDIES
G()3
A specialist linguistic study of particular areas of language.

EN4218 CHILDREN'S LITERATURE - MAJOR CHILDREN'S WRITERS OF THE TWENTIETH CENTURY
G()3
The contribution of some major writers to trends in writing for children.

SECONDARY STUDIES

EN1150 SECONDARY ENGLISH TEACHING I
S(3:0)3
Objectives, lessons, activities, and resources in the teaching of English.

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

EN3150 SECONDARY ENGLISH TEACHING III
S(3:0)3
Principles practices and organisation in teaching English. Special emphasis on the Senior School level.

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.

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

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

EN3155 UNDERSTANDING LANGUAGE
S(0:3)3
Studies in language variation and literacy. Relationship to developing language abilities in the classroom.

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

EN3157 ISSUES IN NINETEENTH AND EARLY TWENTIETH CENTURY AUSTRALIAN LITERATURE
S(0:3)3
Developments in literary forms. Variations on recurring themes.

EN3158 DRAMA
S(4:0)3
Knowledge and skills in theatrical production.

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

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

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

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

EN4157 LANGUAGE
S()4
Language across the curriculum. Grammatical considerations. Language in Literature.

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

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

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

EN2312 LANGUAGE AND READING INTEGRATED STUDIES (INDUSTRIAL ARTS)
S(3:3)3
The centrality of language in the learning process. Approaches to language "across the curriculum". Evaluating language and reading.

EN2317 FORMAL COMMUNICATION SKILLS AND CONVENTIONS (NURSE ADMINISTRATION)

(0:2)3
Further development of the theoretical and practical skills gained in *Effective Communication* with particular emphasis on formal spoken and written English, including meeting procedure.

Health Studies

HS1110 HISTORICAL DEVELOPMENT OF NURSING
(2 hpw for 1 sem)2
Studies in this module are designed to broaden the perspective of nurses by enabling them to consider present day practice in an historical context and to engage in comparative studies country-by-country.

HS1111 PROFESSIONAL ADJUSTMENTS AND ETHICS
(2 hpw for 1 sem)2
Studies in this module cause the student to examine the actual implications of day-to-day realities of professional practice for personal development, nursing practice and/or education.

HS1112 CONCEPTS AND STRATEGIES IN NURSING PRACTICE
(2 hpw for 1 sem)3
This module is designed to cause the nurse teacher, administrator and/or practitioner to consider issues of significance currently debated in nursing circles, the beliefs about which will influence practice and educational outcomes.

HS1120 TEACHING AND LEARNING IA
INTRODUCTION TO TEACHING BASICS
(2:0)2
The purpose of this module is to introduce the nurse teacher to some of the professional and practical aspects of teaching and learning. This will be done through an examination of selected curriculum and educational principles - the philosophical and psychological aspects of learning, as well as the significance of a discipline's inherent structure for the way in which it is learned. Further, certain skills associated with the planning and implementing of effective lessons will be introduced.

HS1121 TEACHING AND LEARNING IB
METHOD AND NURSING KNOWLEDGE I
(2:0)2
This module will assist the nurse teacher to apply specific teaching skills by developing familiarity with content and its organisation. This will be done through an analysis of specific content organisation in relation to teaching method and learning theories.

HS1140 ADMINISTRATION AND ORGANISATIONAL THEORY I
(3:0)3 *Corequisite* HS1151
An introduction to the structural and functional aspects of organisations at a basic theoretical level and the examination of these theories and concepts in relation to health institutions.

HS1151 SOCIOLOGY
(3:0)3
This module is designed to introduce the student to man as a social being and is complementary to the module ED1904 Man as an Individual. Through the examination of man as a member of society, an understanding of the contextual influences on nursing practice, health services in general and education will be enhanced.

HS1152 HEALTH
(2 hpw for 1 sem)3
The module is designed to enable the nurse to explore the concept of health in today's society, identifying such characteristics as relatively and adaptability, and the factors which influence health status. It seeks to develop a more positive attitude to preventive and maintenance measures.

HS1153 DISEASE
(2 hpw for 2 sem)6
This module is designed to allow an analysis of the disease process, causal factors and the role of the nurse in respect of the caring and curing processes.

HS1160 FIELD EXPERIENCE (TEACHING) I - CLASSROOM MAJOR
Corequisite HS1171 or HS1181
This module forms the major - study component of Field Experience I for those students specialising in classroom teaching. It will involve 3 lesson observations and 1 lesson in the student's first semester. (1 credit point)

HS1161 FIELD EXPERIENCE (TEACHING) I - CLASSROOM MINOR
Corequisite HS1170 or HS1180
Students doing a minor-study in classroom teaching will complete this module as part of Field Experience I. It will involve 3 lesson observations and 1 lesson in semester I. (2 credit points)

HS1170 FIELD EXPERIENCE (TEACHING) I - CLINICAL MAJOR
Corequisite HS1161
This module forms the major-study component of Field Experience I for students specialising in clinical teaching. Students will be required to teach 3 lessons in the first semester. (1 credit point)

HS1171 FIELD EXPERIENCE (TEACHING) I - CLINICAL MINOR
Corequisite HS1160
Students doing a minor-study in Clinical teaching will complete this module as part of Field Experience I. It will involve 3 lessons during semester 1. (2 credit points)

HS1180 FIELD EXPERIENCE (TEACHING) I - COMMUNITY MAJOR
Corequisite HS1161
This module forms the major-study component of Field Experience I for students electing to specialise in community teaching. Students will be required to teach 3 lessons in their first semester. (1 credit point)

HS1181 FIELD EXPERIENCE (TEACHING) I - COMMUNITY MINOR
Corequisite HS1160
Students doing a minor-study in community teaching will complete this module as part of Field Experience I. It will involve 3 lessons during semester I. (2 credit points)

HS2110 NURSING STUDIES I - PROFESSIONAL DEVELOPMENT OF THE NURSE PRACTITIONER
(3:0)3
This module enables the nurse teacher and administrator to explore and develop those concepts which form the theoretical and philosophical bases of nursing practice and education programmes.

HS2111 NURSING STUDIES II - CLINICAL TEACHING-NEEDS AND OPPORTUNITIES
(0:3)3 HS1120, HS1121 or HS2110 *Corequisite* HS2122
This module is designed to illustrate the value of a theoretical analysis of a work situation to the development and implementation of clinical teaching programmes. With such an orientation, it sets out to draw on and complement the Field Experience and Clinical Teaching modules and the Curriculum module. It focuses attention on the dual nature of the role of the clinical teacher who through practice as a nurse and a teacher, ensures both learner development and patient safety and well-being.

HS2112 NURSING STUDIES III - PROBLEMS SOLVING IN PRACTICE
NA HS2111
This module has been designed to enable the nurse teacher to identify the implications of a problem solving module 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

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

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

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

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

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

Corequisite HS2160

Students doing a minor-study in community teaching will complete this module as part of Field Experience 2. It will involve 3 lessons during semester 2 (or a later semester for students completing the course in three years). (2 credit points)

HS3110 NURSING STUDIES IV — EVALUATION OF CLINICAL PRACTICE

NA HS2110, HS2111, HS1120, HS1121, HS2120, HS2121, HS2122. Prefer HS2112, HS3111

This module is designed to introduce the nurse teacher to the problems and process of clinical evaluation and, in so doing, to demonstrate the relationship between evaluation and the quality of care and learning. Further, the module is designed to illustrate curriculum principles and to reinforce learning from other modules e.g. Teaching and Learning and Nursing Studies.

HS3111 INTRODUCTION TO RESEARCH AND MEASUREMENT

(3:0)3

The purpose of this module is to introduce the registered nurse to research method in order that she/he will be able to evaluate research reports and judge their worth to nursing practice, education and for administration. In addition to graduate of the course will be able to engage in small projects in the capacity of an assistant.

HS3120 TEACHING AND LEARNING IN NURSING III

NA HS1120, HS1121, HS2120, HS2121 *Pre or Corequisite* ED3904

This module is designed to focus the teacher's attention more fully on the learner's responsive behaviour and to cause the teacher to be more aware of the effect he/she is having on the learner's performance. As such, this module can be identified as a 'student performance models' and 'learning approach models'.

HS3122 CURRICULUM IIA

NA HS2122

This module has been designed to allow students with specific interest and skill in curriculum to obtain in-depth insight and

experience in curriculum development by direct involvement in a project.

HS3123 CURRICULUM IIB

(3)3 HS2122, HS3122

Students who have completed the curriculum planning of HS3122 may continue to process whereby the proposed conceptual framework is expanded into a proposal suitable for implementation.

HS3130 HEALTH OF THE WORKERS

NA 3 cp

This elective module further develops the administrator's skills in staff control and development by focussing on methods of developing a positive attitude to the health of staff.

HS3131 HEALTH PLANNING

NA 3 cp HS2140, HS3141

This elective module provides insights into the complexities of health planning and requires an examination of the variables which affect health care planning.

HS3132 HEALTH ECONOMICS

NA 3 cp

This elective module will enable the student to understand how economics have approached health service problems and to identify areas of health care where economic analysis is relevant.

HS3140 ADMINISTRATION AND ORGANISATIONAL THEORY III

(4:0)4 HS1151, HS2140, ED1904 NA

Theories of the structure and function of organisations are related to staff development and other resource utilisation.

HS3141 ADMINISTRATION STRATEGIES II

(4:0)4 HS2140, HS2141

To extend the administrator's competencies in action management this module focusses on the strategies involved in resource planning and utilisation by examining the concept of management by objectives.

HS3142 FIELD EXPERIENCE (ADMINISTRATION) II

8 cp HS3140, HS3141

This 4 week period of field experience will require the student to apply management theory to institutions in the areas of resource availability and identification of staff development and of leadership.

HS3150 COMMUNITY HEALTH — ISSUES AND SERVICES

NA HS1151, ED1904

This module is designed to enlarge the nurse teacher's and health administrator's concept of the role of the nurse in health care, and to illustrate and apply theoretical concepts developed in other modules, e.g. HS1151 Sociology, ED2912 Life Span Development. It will do this specifically by directing the student to examine the parameters of health and health services, the concepts of community and social influences on health, and the roles of the nurse, health administrator and nurse teacher.

HS3151 POLITICAL AND HEALTH CARE SYSTEMS II

(0:3)3 HS2151

This module is designed to extend the student administrator's understanding of the influence of political climate upon the health care system.

HS3160 FIELD EXPERIENCE (TEACHING) 3 — CLASSROOM MAJOR

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

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 Year 2 and 3, and 3 lessons during semester 3. (2 credit points)

HS3170 FIELD EXPERIENCES (TEACHING) 3 — CLINICAL MAJOR

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

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

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

Corequisite HS3160

Students doing a minor-study in community teaching will complete this module as part of Field Experience 3. It will involve 3 lessons during semester 3 (or a later semester for three-year students). (2 credit points)

Home Economics Education

HT1130 SCIENCE OF FOODS AND NUTRITION

(0:4)3

An introduction to the study of the science of food and nutrition of the foods eaten by man - production, handling, storage, preservation, preparation, service and their functions within the body.

HT1230 FOOD AND FIBRE SCIENCE

(0:4)3

A study of the structures and properties of the fundamental components of foods and fibres.

HT1330 FOODS

(4:0)3

The application and management of specific Home Science skills and demonstration techniques. Through demonstrations and practical exercises the student develops expertise in food preparation involving the 6 nutrients.

HT1430 CONTEMPORARY AUSTRALIAN FAMILY

(3:0)3

Scientific method as a tool of research. Research structure as applied to laboratory and field studies. Kinship and interpersonal relationships. Social influences on lifestyles of families through history culminating in the 18th century.

HT1530 CONSUMER BEHAVIOUR
(0:3)3

The influence of the determinants of human behaviour, and social, societal and cultural dimensions on the consumer behaviour process. Communication and consumer behaviour.

HT1538 CONSUMER BEHAVIOUR EXT (TAFE)
()6

The influence of the determinants of human behaviour and social societal and cultural dimensions on the consumer behaviour process. Communication and consumer behaviour.

HT1630 CONSUMER TEXTILES
(4:0)3

A study of the structures of 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 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

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

The physical and chemical composition of the food nutrients and the changes which take place in these foods during processing, storage, preservation, preparation and presentation, with further study of colloidal systems.

HT2430 FAMILY IN HISTORY
(0:3)3 HT1430

The Australian family in historical perspective. A cross cultural comparison of either the tribal family as found in the Pacific Islands or traditional family found in other cultures such as Greece, Italy, Yugoslavia, Turkey or Asia.

HT2530 HOMES AND HOUSING
(0:3)3 HT1530

Homes are viewed from two perspective:

- the needs of the dwellers
- the architectural structure, plan and interior design. Emphasis is placed on energy conservation by efficient management of both material and human resources.

HT2531 FAMILY DECISION MAKING & MANAGEMENT
(3:0)3 HT1430

A view of the family as a management unit undertaking decisions both within the family and in terms of decisions in the society. An understanding that the principles skills of management apply across the range of areas encompassed by the field of home science/textiles thereby facilitating the resolution of conflict and the achievement of goals.

HT2630 TEXTILE TECHNOLOGY
(4:0)3 HT1630

The design and production of fibres, yarns, fabrics and garments for

mass consumption.

HT2730 YARNS
(4:0)3 HT1730

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

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

Development of an appreciation of the basic concepts of fashion design. The student experiments with the interpretation of design lines in relation to fibre, texture and weight, and applies knowledge of the properties of sheer fabrics to fashion design and construction.

HT2930 HOME SCIENCE TEACHING METHODOLOGY
(0:4)3

To develop expertise in skills involved with demonstrations and practical Home Science classes.

HT2931 TEXTILES & DESIGN TEACHING METHODOLOGY
(0:4)3

To develop expertise in the skills involved with demonstrations and practical Textiles lessons.

HT3100 NUTRITION

A degree extension unit designed to facilitate the conversion of a 3000 diploma level study in nutrition to a 3000 degree level study in nutrition.

HT3130 NUTRITION
(4:0)3 HT2130

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 biosynthesis, gout. The water soluble vitamins. Overview of human nutritional requirements.

HT3200 FOOD SCIENCE

A degree extension module designed to facilitate the conversion of a 3000 level diploma study in food science to a 3000 level degree study in food science.

HT3230 FOOD SCIENCE
(4:0)3 HT2230

Investigation by application and experiment of the major protein foods and their reactions within colloidal food systems. A study of production and use of alternative protein foods. Importance of hygiene in food handling, food labelling and packaging - government regulations. Chemical, physical and biological raising agents.

HT3333 AUSTRALIAN FOODS - A HISTORICAL AND CULTURAL PERSPECTIVE

(0:4)3 HT2330 or HT2230

Development of the aspect of food as a means of communication, by expressing hospitality, celebrating, commemorating and relating to new cultures; the art of demonstration and presentation of food; techniques applied by the media in associating concepts of family goals and standards with the desirable in advertising.

HT3400 FAMILY AND SOCIAL INSTITUTIONS

A degree extension unit designed to facilitate the conversion of a 3000 level diploma study in family and culture to a 3000 level degree study of family and social institutions.

HT3430 THE FAMILY AND SOCIAL INSTITUTIONS
(0:3)3 HT2430

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

Consumer behaviour and management of family resources.

HT3538 THE FAMILY AS A CONSUMER EXT (TAFE)
()3

Family as an economic unit. Family needs and the life cycle. Other influences (marketing legislation) on family consumption.

HT3600 TEXTILE SCIENCE

A degree extension unit designed to facilitate the conversion of an accredited 3000 diploma level study in textile science to a 3000 degree level study in textile science.

HT3630 TEXTILE SCIENCE
(0:4)3 HT2630

Applied study of textile dyeing and finishing. Emphasis on the science of processing natural fibre fabrics.

HT3700 WEAVING & DYEING

A degree extension unit designed to facilitate the conversion of an accredited 3000 diploma level study in the textile arts to a 3000 degree level study in weaving and dyeing.

HT3730 WEAVING & DYEING
(4:0)3 HT2730

Development of sensitivity towards the principles underlying shapes and patterns found in nature and technology, and exploration of these sources for design material that will translate into textile form.

HT3738 WEAVING & DYEING EXT (TAFE)
()3

Development of sensitivity towards the principles underlying shapes and patterns found in nature or technology, and exploration of these sources for design material that will translate into textile form.

HT3780 CREATIVE EMBROIDERY (TAFE)
(4+4)8

An experimental approach to the elements and principles of design applied to the techniques of embroidery.

HT3830 FASHION DESIGN
(4:0)3 HT2830

Development of creative ability through an experimental study of new fabrics and fashion trends; tailored design and construction techniques; adaption of current commercial patterns to the individual.

HT3933 METHODOLOGY HOME ECONOMICS
S(0:3)3

This module aims to acquaint the student with philosophies, procedures, practices, organisation and administration of Home Science/Textiles Departments through simulation exercises, school visits, discussion and seminars.

HT4140 NUTRITION

(0:4)4 HT3130 or HT3100

An advanced study of nutrition incorporating enzyme kinetics, biochemistry of metabolism, current research and development in nutrition and nutrition related disciplines.

HT4240 FOOD SCIENCE
(4:0)3 HT3230 or HT3200

Advanced study of food science with an emphasis on microbiology (principles and practice) for food preservation techniques in contemporary Australia.

HT4440 CURRENT ISSUES AND THE FAMILY
(3:0)4 HT3430 or HT3400 or HT3530

Current issues affecting families in contemporary western society,

reactions of individuals and groups to such issues self-help strategies. For the family, external assistance for families.

HT4540 CONSUMER EDUCATION
(0:3)4 HT3530 or HT3430

Knowledge and skills for effective consumer behaviour including management of information systems and finances. Decision based strategies and consumer action. Consumer movements and consumer reform.

HT4640 TEXTILE PERFORMANCE
(0:4)4 HT3630 or HT3600

Testing the evaluate textile products designing for textile performance. Advances in textile science and technologies.

HT4740 DESIGN RESEARCH
(4:0)4 HT3730 or HT3830

Concepts interpretation in design patterns in native architecture, art history, cultures, wild life, theatre expression of design concepts through textile medium.

HT4930 RESEARCH METHODS
(0:3)3

An introduction to experimental design, methods, tools and data analysis.

HT4960 RESEARCH PROJECT
(3+3)6 HT4930

Students will conduct and report a research study into an area of home science/textiles education in one of schools, industry, or service institutions.

Industrial Arts and Craft Education

IA1103 DESCRIPTIVE GEOMETRY
S(2+2)3

This study aims at giving the student an opportunity to gain experience in Descriptive Geometry in order to achieve the following objective; to develop further powers of visualisation and the concept of spatial relationship.

IA1123 FUNCTIONAL DESIGN IN TECHNOLOGY
S(2+2)3

Functional design is studied as it applies to a variety of materials and applied processes together with a study of the elements and principles of design and their inter-relationship. Students will investigate the limitations imposed on the design of products by the physical properties of the materials involved. Experience in designing and the construction of products from a variety of materials such as paper, cardboard, wood, metal, plastic, leather and clay will be encouraged.

IA1203 WOODWORKING PRACTICES
S(+2)3

Students will acquire a fundamental knowledge of woodworking processes and an understanding of the principles associated with the practical work attempted. The safe operation of appropriate woodworking machines and hand tools will be stressed as students acquire a foundation of technical skills, upon which future experiences will be structured.

IA1213 TIMBER FABRICATION
S(2+2)3

The module aims to develop an appreciation of creativity, quality in design and craftsmanship by experiencing the properties and uses of materials suitable for framed fabrication and turning on the wood lathe.

IA1303 METALWORKING PRACTICES

S(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(4:0)3

The intention is to broaden concepts of metalcraft design whilst increasing knowledge and skill in the shaping, joining and finishing of metals. This is to be achieved through direct experience in the use of tools, appliances and machines.

IA1403 MATERIALS OF INDUSTRY

S(2+2)3

This study is designed to broaden the students knowledge of the broad spectrum of material and manufacturing techniques used in industry.

The specific combinations of materials and manufacturing processes used for a range of commercial objects will be examined in order to determine their advantages and limitations to the manufacturer. Possible alternate combinations will be considered in the light of new developments and changes in availability of materials.

IA1503 INTRODUCTION TO INDUSTRIAL ARTS EDUCATION

S(2+2)3

This module is designed to assist intending Industrial Arts teachers to develop a conceptual understanding of Industrial Arts through a consideration of the range of subjects, the facilities and the organisation necessary to support those offerings.

IA1513 TEACHING TECHNICAL DRAWING

S(2+2)3

This module acquaints students with teaching technical drawing in the variety of industrial arts subjects and develops an understanding of programming procedures, topic selection, lesson preparation and evaluation of pupil performance.

IA1602 CRAFT - FOUNDATION STUDIES

F(2:2)2

An examination of the nature and role of craft in the education of children from three to twelve years of age. Through a programme of demonstrations and practical experiences, students will be introduced to a range of craft skills and processes. In addition, aspects of classroom organisation and management peculiar to the implementation of craft activities will be discussed.

IA1613 CRAFT IN PRIMARY EDUCATION

P(4:4)3

Designed to expand the students knowledge of the role played by traditional and contemporary craft skills in the education of children in Primary grades, this module will place emphasis on the student's involvement in a programme of practical experiences which will lead to the acquisition of skills and an appreciation of the materials encountered. Students will develop approaches to the design and implementation of a range of craft activities suitable for use in a variety of classroom situations.

IA1633 CRAFT DESIGN

EP(4:4)3

Students will develop a sound understanding of the elements and principles of design and the relationship of these elements to a range of contemporary and traditional crafts.

Aesthetic and functional requirements, which influence the design process, will be examined and related to a programme of practical problem solving experiences in a variety of media.

The specific crafts covered will vary from time to time, but will be based on the use of materials such as paper, leather, wood, metal, ceramics, plastics, fabrics, fibres and environmental materials.

IA1703 MOTOR MECHANICS

G(4:0)3

Through a study of fuels, power sources, developing units, transmission devices and applications, the student will develop a perspective of power technology in society. The study will embrace formal lectures, research assignments, group discussions and

practical experiences of sample items in both laboratory and community situations.

IA1713 TECHNICAL DRAWING

G(4:0)3

This course introduces the student to the fundamentals of engineering drawing. Basic concepts relating to projections are studied together with current Australian Drawing Standards.

This knowledge is then applied to drawing exercises which range from views of simple solids to more complex workshop drawings. Drawing office techniques including tracings and reproductions are also studied.

Other projections incorporated in the programme include isometric, oblique, axonometric etc.

IA1723 BASIC WOODWORK

G(4:4)3

An introductory module aiming to provide individuals with a fundamental knowledge of processes in working wood and allied materials.

Students will develop practical skills through development of manual dexterity and be aware of proper use and care of hand and machine tools used in woodwork.

IA1733 BASIC METALWORK

G(4:4)3

By gaining a knowledge of various metals and working techniques appropriate to creative metalcraft, students should develop basic concepts of metalcraft design in its aesthetic, structural and industrial context.

Through individual expression of design in jewellery, copperware and enamelling, it is intended to develop skill and confidence in applying this knowledge to practical achievement.

IA1743 CONCEPTS OF MANUFACTURING

G(4:0)3

This subject aims at examining the factors involved in the manufacture or construction of a wide variety of articles.

The objectives are to develop the ability to critically evaluate manufactured articles considering such diverse factors as functionalism, aesthetics, mechanical properties and sociological implications and to be better prepared for the role of a consumer by the application of skills gained in the selection of well designed items of suitable materials.

IA1753 PLASTIC CRAFT

G(4:0)3

This module is suited to students of Art who wish to pursue studies in Art that require the use of basic skills in utilising wood, paint, polymers and reinforced plastics.

IA1763 CRAFTS IN THE COMMUNITY

G(4:4)3

The specific crafts studied will vary from time to time, but could include, paper crafts, leatherwork, ceramics, printing weaving etc. Students will become aware of the techniques involved in the mastery of beginning skills in a number of crafts and to appreciate the recreational and educational applications of these craft within the community. The student will be required to investigate current trends in craft activities and to recognise the social factors which influence these trends.

IA1773 LEATHERCRAFT I

G(4:4)3

This module is intended to develop an appreciation of the aesthetic and functional qualities of leather, and will introduce students to a range of skills and processes appropriate to the construction of a variety of practical projects in leather.

IA2053 PLASTICS TECHNOLOGY

S(4:4)3 Any IA1000 subject

Plastics (polymers) will be reviewed with respect to their role in our technological society in the past, present and future. Various common polymers will be studied in detail to assist students in developing a concept of molecular structures, classifications, mechanical properties and specific applications.

The applications of plastics to industrial problems will be invest-

igated 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 printed words, pictures, graphics and maps through the process of drawing, printing, publishing and photography.

IA2073 LEATHERCRAFT

S(4:4)3 IA1123

This module will extend the students technical skill and knowledge of leathercraft and in particular will place emphasis on individual research and innovation.

IA2103 ENGINEERING DESIGN DRAWING

S(2+2)3 IA1103 or IA1123

This study is designed to broaden experiences in Engineering Drawing through conceptual design, as well as introducing the student to design procedures. Specific objectives are: to produce a student who is conversant with the basic principles and techniques of Engineering Drawing; to give the student a foundation in design procedures and conceptual design; to allow the student to follow through a design to the prototype stage in either of the technologies.

IA2123 APPLIED DESIGN IN TECHNOLOGY

S(2+2)3 IA1123

This module provides students with the opportunity of fostering and developing their knowledge of design by the application of design principles to the development of products in a number of materials.

IA2203 CABINETMAKING

S(2+2)3 IA1203 or IA1213

This module further develops bench and machine skills to a greater extent than previously experienced. Areas covered include cabinet making skills, tool maintenance, marquetry, woodturning (between centres and cup chuck), free form carving and wood finishing techniques.

IA2223 SPACE FRAME DESIGN AND CONSTRUCTION

S(0:4)3 IA2203

This module aims to equip students with a fundamental knowledge of the scope and variety of skills required in constructing residential dwellings and working spaces.

Additionally, face plate turning, carcass construction and professional techniques in operating general power machinery and power tools associated with the woodworking industry is experienced.

IA2243 POWER TOOL WOODWORKING

S(2+2)3 IA1213

This subject aims to equip students with professional techniques in correctly setting, operating and maintaining woodworking power tools. Fixed and portable power tools will be used extensive 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 and IA1313

A variety of constructional and decorative techniques will be

examined as the student develops specialised knowledge in the field of art metalwork and an understanding of how this can be applied to education.

IA2323 POWER TECHNOLOGY

S(4:0)3 IA1303 or IA1313

Through group learning, consultation with lecturers and individual research and development, students will examine in depth a selected power source or related technology of harnessing and application.

Practical experience in the construction of illustrative models should enhance appreciation of the chosen area while drawing attention to the broad importance of power in modern civilisation.

IA2333 APPLIED ELECTRICITY

S(0:4)3

This module will cultivate an interest in and understanding of the fundamental principles of electrical applications and circuits. Students will also be exposed to teaching strategies and projects appropriate for secondary school Industrial Arts.

IA2403 MATERIALS: PROPERTIES AND STRUCTURES

S(2+2)3 IA1403

This module will provide a close examination of the fundamental principles which control the properties of a wide variety of materials, particularly those related to their structure at atomic, microscopic and macroscopic levels.

Students will investigate various mechanical testing procedures used to determine qualitative and empirical properties of materials on both a theoretical and experimental level.

IA2433 ENGINEERING MECHANICS

S(2+2)3 IA1403

This subject aims to provide specialist content in Engineering Mechanics so as to develop expertise in the solution of engineering problems based on the assumptions of coplanar force systems with constant acceleration. Specific objectives are:

To broaden the student's knowledge of the fundamentals of Engineering Mechanics.

To provide a sound base on which the analysis phase of the design process can be built.

IA2503 TEACHING TECHNIQS

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.

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.

IA2633 INTEGRATED CRAFT ACTIVITIES

P(4:4)3 IA1613

This module will assist students in the planning and implementation of a range of practical craft activities designed to facilitate the integration of craft skills with subject content drawn from a variety of

learning experiences.

IA2713 TECHNICAL DRAWING AND GRAPHICAL REPRESENTATION

G(2+2)3 IA1713

This course is for the student who has completed IA1713 or IA1513 and wishes to become more proficient in technical drawing. Advanced drawings in architecture, machine components, pictorial representation etc. are undertaken, in addition to plans and specifications of domestic dwellings.

IA2733 ART METALWORK

G(2+2) IA1733

The student is challenged to extend his own boundaries in the process of designing in metal as well as to appreciate work in metal by others. Emphasis is given to the further development of latent creative talents by applying the design process to art metalwork.

IA2773 LEATHERCRAFT II

G(4:4)3 IA1773

This module will extend the students technical skill and knowledge of leathercraft and in particular will place emphasis on individual research and innovation.

IA3033 DEVELOPMENT OF TECHNOLOGY

S(4:0)3 Any IA2000

This subject aims to develop an understanding of the impact of technological change and its place within history. The objectives is to foster an awareness of the importance of social change and how the level of technological knowledge has influenced social structure.

IA3043 INTEGRATED WORKSHOP PRACTICES

S(2+2)3 Any of IA2043, IA2053, IA2203, IA2223, IA2243 or IA2303

This module will provide opportunities for the acquisition of experience using various media, tools and machines. This will be achieved by applying knowledge of materials and production methods to the design and construction of articles using a combination of media. In addition students will be encouraged to develop an understanding of the relationships between properties of materials and limitations on design construction.

IA3056 TECHNOLOGICAL CHANGE AND FUTURES FORECASTING

T(3+3)6

To review the gradual evolutionary process evident in man's habitation of earth and identify the technological significance of change. A number of case studies will provide examples of modern industrial development. In addition consideration will be given to the possibilities of technological, educational and social change by the year 2001 and implications relative to future leisure activities.

IA3103 ENGINEERING DESIGN

S(2+2)3

IA2103 or IA2433

This is the analytical component of the engineering design process. It covers mechanical properties of materials, effects of loadings, stresses etc. and includes design of beams, shafting, etc. It serves as an introduction to 400 level design.

IA3133 ADVANCED GRAPHICAL REPRESENTATION

S(2+2)3 IA2103

This module aims to give students an insight into modern drafting techniques so as to ensure that students are well grounded in the traditional drawing approach to orthogonal and pictorial projection, 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) IA2303

This module will prepare students for project development, organised along the lines of design and its application. Through the development of new skills, attitudes and approaches to construction, and through an awareness of the industrial processing of metals and production organisation, students will demonstrate their ability to apply this knowledge to selected projects. In addition students will prepare a paper, with appropriate visual support, on an agreed topic independently researched.

IA3313 METAL PROJECT

S(0:4)3 IA3303

Students will be required to complete an individual project in metal and allied materials. It is to be determined in consultation with the lecturer and must involve a high expectation level of research and problem-solving. Emphasis on instructional design value. Students will be required to submit a comprehensive written report on the project and meet the requirements of related theoretical studies.

IA3333 ELECTRONICS

S(4:0)3 IA2333

Students will acquire knowledge in the field of electronics and electricity which will enable them to develop appropriate projects for secondary schools, as well as appreciating the nature of this aspect of technology.

IA3403 MATERIALS: PROCESSES AND APPLICATIONS

S(2+2)3 IA2403

Students will gain an understanding of the mechanisms where by materials solidify, and apply this knowledge to a study of materials joining techniques.

The reading and interpretation of binary equilibrium diagrams will be examined, together with methods used in the non destructive testing of materials. In addition students will relate the content of this knowledge to the teaching of Technology and Engineering Science in secondary schools.

IA3433 APPLIED MECHANICS

S(2+2)3 IA2433

This module broadens the application of the principles developed, in engineering mechanics by investigating and exploring the mechanics of technological systems in the context of the environment and society.

Students will be aware of the mechanism and consequent economic implications of force transfer and energy conservation in our technological society; will have developed personal attitudes towards the environment and technological issues confronting our society; and will be capable of disseminating knowledge and attitudes related to the interaction of applied mechanics, technology and society.

IA3443 EXPERIMENTAL ANALYSIS IN MECHANICS

S(2+2)3 IA2433

This subject aims to reinforce the concepts of Engineering Mechanics established in IA243 through laboratory experiences. The specific objectives are to develop skills in the use of scientific method of observation and deduction, to develop the application of statistical analysis to engineering problems, and to further develop experience in computer programming through its application to experimental analysis.

IA3503 INDUSTRIAL ARTS EDUCATION

S(3:0)3

Students will become familiar with various philosophical positions in industrial arts. They will develop the ability to analyse and critique statements of philosophical positions in industrial arts and investigate and analyse curriculum development in this area of education.

IA3513 TEACHING SENIOR SCHOOL INDUSTRIAL ARTS

S(2+2)3 IA2403 or IA2433

Students will analyse the senior high school syllabuses in Industrial Arts in order to determine the areas and depth of study required to adequately cover the subject content in the classroom. An examination will be made of various teaching techniques, appropriate to the needs of a specialist teaching area. In addition, students will investigate various programmes of study, including those of an integrated nature, and develop related teaching units and resource material.

IA3523 CURRICULUM DEVELOPMENT IN INDUSTRIAL ARTS EDUCATION

S(3:0)3 9 cp in Education

The aim of this module is to facilitate the opportunity of investigating determinants of industrial arts curriculum and examining how these elements can be used in revising and evaluating curriculum. Students will investigate designs, problems and trends in past and current curriculum, with a view to determine procedures used in revising and evaluating industrial arts curriculum.

IA3533 INNOVATION IN INDUSTRIAL ARTS EDUCATION

S(0:3)3 9 cp in Education

Students will be expected to relate Industrial Arts curricula developments to the principles and practice of curriculum theory. They will identify the philosophy, aims and objectives of current Industrial Arts curricula with particular reference to Australia, Europe and North America; and they will investigate the mechanisms of curriculum development in innovative Industrial Arts programmes.

IA3543 HISTORY OF INDUSTRIAL ARTS EDUCATION

S(3:0)3 9 cp in Education

This module will provide an understanding of the historical background to the development of Industrial Arts education in N.S.W. In addition the English, North American and European systems of education will be examined to isolate significant historical contributions to the development of Industrial Arts education.

IA3603 CURRICULUM INTEGRATION THROUGH CRAFT

P(4:4)3 IA2603

Through participation in this module, students will establish an awareness of the avenues through which subject integration can be achieved by relating craft activities to a variety of mainstream learning processes. Drawing on knowledge and experience gained from other subject areas, students will develop a range of craft activities designed to facilitate curriculum integration and accommodate the different abilities and levels of maturation of mainstream grades.

IA3613 INNOVATIVE CRAFT

P(4:4)3 IA2603

Designed as a module to promote the development of the students' inventiveness and creativity, Innovative Crafts will afford opportunities for experimentation with new and traditional materials in the development of new approaches to the implementation of craft activities. Students will be encouraged to identify areas of special emphasis and experiment with programme development and classroom application within the selected area of emphasis.

IA3633 CRAFT AND SOCIETY

EP(4:4)3 IA2613

This module is aimed at expanding the students knowledge of Craft in contemporary society and its role as an educational, recreational and vocational pursuit. Students will be required to compile a detailed report based on an investigation of factors such as; the impact of technology on craft through the development of materials and equipment; cottage industry craft and the self employed craftsman; display, presentation and marketing of crafts; crafts which have contributed to the cultural heritage of the local and national community; and multi-cultural crafts:- an investigation of crafts which have had their origins in other countries and the assimilation of these crafts into Australian society.

IA4014 CRAFT RESEARCH AND DEVELOPMENT

S(3:0)4 Any IA3000

Explore a selected area of Craft Education and develop pro-

grammes 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, used 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 IA4314

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 statistics 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 modules students will be able to display complex engineering phenomena using transducers and photoelastic apparatus and show evidence of the use of scientific method of observation and deduction in practical experiments.

IA4454 ADVANCED MECHANICS
S(2+2)4 IA3433 or IA3443

A module designed to overview the concepts of statics and dynamics with freedom from restrictive assumptions. This will be done by investigating the equilibrium, of spatial force systems and studying the dynamics of variable force systems.

IA4508 INDUSTRIAL ARTS IVA — TEACHING TECHNICS
S(4+4)8

A module designed to provide students with a fundamental knowledge of metalworking and woodworking processes associated with technics. Practical or laboratory work undertaken will place emphasis upon developing skills in teaching practical subjects in secondary schools.

IA4518 INDUSTRIAL ARTS IVB — TEACHING ENGINEERING TECHNOLOGY
S(4+4)8

A module designed to develop competence in content and teaching methods related to engineering technology. Specific consideration will be given to content, lesson preparation, organisation of learning experiences, programming, sequencing and processes of evaluation related to teaching engineering materials, engineering mechanics and drawing and design.

IA4522 INDUSTRIAL ARTS IVC (Qualifying)
S(4+4)2

A module which provides additional skills and knowledge in the practical laboratory situation for students whose undergraduate backgrounds indicate weaknesses in subject content.

IA4533 PROJECT DEVELOPMENT IN INDUSTRIAL ARTS EDUCATION
S(0:3)3

Enrolment in stage III of the IA 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 IA 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 industrial students, the subject organisation of this module has been developed around the student, in consultation with an academic advisor, identifying a specific area of study from within the field of traditional crafts and craftsmanship, researching information related in this chosen area and developing a detailed account, which sets out in chronological order, the stages of development in the historical growth of the selected area.

IA4643 CRAFT RESEARCH
EP(4:4)3 IA3623, IA3633

At an advanced level, this module requires the student to thoroughly research a specific area of Craft, the area being established in consultation with an academic advisor, and to prepare a detailed account of their findings. The findings of the investigation should indicate why various trends have occurred rather than summarise events. Factors such as the influence of environmental surroundings, technological influences, the impact of science on the development or modification of materials, economic factors such as marketing, tourism, labour costs and the influence of other craftsmen, should be considered.

IA4652 CRAFT METHOD DIP. ED.
P(2:0)2

This module gives a fundamental knowledge of the principles involved in various aspects of craft.

Topics include: the role of craft in education, child growth and development through craft activities, developing a craft curriculum, classroom management in the implementation of craft activities, craft skills which involve the modification of materials with a variety of tools and processes, the display and presentation of craft activities.

IA4662 CRAFT FOR SPECIAL EDUCATION
S:SE(0:2)2

Elective for Graduate Diploma in Educational Studies.
This module examines a range of craft processes designed to assist persons with physical and sensory defects, intellectual handicaps and learning disabilities. The specific materials and processes examined will vary from time to time, but will be established through an analysis of the specific needs associated with the various difficulties or handicaps. Topics indicative of the areas to be covered include: manipulative skill development through the modification of solid and plastic materials, constructional processes using assorted materials and basic printing techniques on fabrics and paper.

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.

ID2000 HUMAN SEXUALITY
(0:3)3

The development of knowledge and understanding of the human as a sexual being.

ID2001 PERSONAL DEVELOPMENT CURRICULUM AND PROGRAMME
(0:3)3

The acquisition of knowledge concerning the resources available in N.S.W. schools for use in presenting personal development courses.

ID2002 PERSONAL DEVELOPMENT OVERVIEW
For description of module refer to Physical Education Department.

ID2010 CHILDHOOD HEALTH AND NUTRITION
3 cp

This module covers the topics of nutrition in child health, dietary goals for Australians, common health problems, treatments used, commonsense classroom approaches, food hygiene and food budgeting.

ID2011 INTEGRATED STUDIES - MUSIC MOVEMENT & DRAMA
(0:3)3

Students will:
- identify principles of movement/music drama integration
- understand curriculum planning approaches to integrated themes
- demonstrate an understanding of creative, integrative approaches to a variety of classroom activities.

ID2012 INTEGRATED STUDIES MATHEMATICS & SCIENCE EC
For description of module refer to Mathematics and Science Departments.

ID2014 INTEGRATED STUDIES - SOCIAL SCIENCES & SCIENCE
For description of module refer to Social Sciences and Science Departments.

ID2603 ART - CRAFT II - INTEGRATED STUDIES
E(0:4)3 ID1603

Teaching procedures and motivational techniques, designed to integrate Art and Craft activities with other learning experiences and to heighten the children's awareness of the environment as a source of ideas and sensory stimulation, will form the basis of this module. Students will also gain additional knowledge of the skills, techniques and processes which enable young children to give visual or tactile form to the ideas and information drawn from other learning experiences.

ID2803 HEALTH EDUCATION
(3:3)3

The evaluation of one's own goals and personal needs relative to oneself as a primary school educator facing social pressures and values. The focus of attention on the formulation of a professional-personal code of health behaviour.

ID2805 SOCIAL AWARENESS
(0:3)3

An interdisciplinary module in which the student's awareness of his/her own identity and the interaction and interdependence of people in relation to social institutions is developed.

ID4001 DRAMA I
(8:0)9

The student will:
- develop an integrated understanding of the theory and practice of drama and theatre;
- develop skills in improvised drama and drama created from a variety of source material;
- be able to relate his understanding and skills to work with children and young adults at levels appropriate to their different stages of development.

ID4002 DRAMA II
(0:8)9

The student will:
- develop to a higher level than in Drama I an understanding of the nature, concerns and forms of theatre.
- develop further skills in the creation of drama and its performance;
- be able to discriminate among the leading theorists and practitioners of educational drama to find the approaches and methods most appropriate to his own situation.

ID4003 DRAMA IIIA
(8:0)9

The student will:
- build upon the experience gained in Drama I and Drama II in order to;
- develop a wider and deeper understanding of the nature and mechanics of theatre;
- develop further the skills of theatrical production, especially with regard to plays suitable for children;
- develop further his ability to illuminate the theatrical qualities of scripted plays in the classroom.

ID4004 DRAMA IIB

(8:0)9

The student will:

- build upon the experience gained in Drama I and Drama II in order to;
- develop greater expertise in the theory and practice of major exponents of educational drama;
- develop greater expertise in the use of drama in the areas and as an experience in itself;
- prepare teachers to make the best use of the available and often very limited drama facilities in schools;
- see drama in perspective educationally and as one of a number of related arts.

ID4005 DRAMA IV

(0:8)9

The student will:

- be able to apply the theory and the practice that he has experienced in Drama I, II and III in work with children and young adults;
- be aware of developments in educational drama in schools and other educational institutions throughout Australia and in Great Britain, Canada and the United States of America;
- be able to plan drama curricula for use in the schools or other educational institutions.

Languages

LA1005 TEACHING LANGUAGES OTHER THAN ENGLISH IN THE PRIMARY SCHOOL I

P(0:3)3

Core for Language. Introduction to General Methodology of teaching languages other than English in the primary school and content material of an appropriate language.

LA1215 FRENCH: LANGUAGE AND CIVILISATION I

G(NA)3 Contract S.C.F.E.

Knowledge of modern French civilisation and extension of oral skills through TV, tape, adult audio-visual material.

LA1216 INTRODUCTION TO TWENTIETH CENTURY GERMAN LITERATURE

G(NA)3 Contract S.C.G.E.

Development of fluency in German reading and interest in German literature and style.

LA1256 FRENCH LANGUAGE AND SOCIETY I

G(0:3)3

Beginning French: a tourist-style spoken French learnt through TV, tapes and text.

LA2005 TEACHING LANGUAGES OTHER THAN ENGLISH IN THE PRIMARY SCHOOL II

P(3:0)3 LA1005E

Core for Languages In-school implementation of programmes for teaching languages other than English. Extension of knowledge of an appropriate language.

LA2215 FRENCH: LANGUAGE AND CIVILISATION II

G(NA)3 LA1015 or LA2056 E

Extension of speaking/listening and investigation of modern French society through TV, radio, film, slides, tapes.

LA2216 GERMAN LANGUAGE AND SOCIETY

G(NA)3 LA G1 E

Extension of spoken and written German and knowledge of German society.

LA2256 FRENCH LANGUAGE AND SOCIETY II

G(3:0)3 LA1256E

Continuation of beginning French (LA1256), with basic reading extension.

LA3005 TEACHING LANGUAGES OTHER THAN ENGLISH IN THE PRIMARY SCHOOL III

P(0:3)3 LA2005E

Core for Languages. Audio-visual, audio-lingual, pattern practice, resources, testing techniques; programming and content for the appropriate language. In-school application.

LA3006 APPLIED LINGUISTICS AND AUDIO-VISUAL LANGUAGE LEARNING

P(NA)3 LA2005E

Core for Languages. Nature of language and foreign/community language acquisition - psychological, social and cultural factors, in-depth theory and practice in audio-visual approaches.

LA3255 FRENCH LANGUAGE AND CIVILISATION III

G(0:3)3 LA F2 E

Extension of language skills to intelligent directed conversation and specific format writing skills.

LA3261 TWENTIETH CENTURY FRENCH LITERATURE (External)

G(0:3)3 LA F2 E

Literary appreciation of major writers including Camus, Gide, Sartre.

LA3274 GERMAN LIFE AND LANGUAGE

G(NA)3 LA G2 E

Consolidation of oral/written language and knowledge of contemporary German society.

LA3275 TWENTIETH CENTURY GERMAN LITERATURE

G(NA)3 LA G2 E

Expression, Realism, Neoromanticism, Symbolism, Modern Trends, including Mann, Kafka, Brecht, Hesse, Boll.

LA3276 MODERN GERMAN FILM AND DRAMA

G(NA)3 LA G2 E

Film and dramatic representation of social, philosophical and political comment in Germany.

LA4005 LANGUAGE OTHER THAN ENGLISH EDUCATION: THEORIES AND THEORISTS

P(NA)3 LA3005 and LA3006

Theoretical approaches to foreign language education.

LA4008 RESEARCH IN LANGUAGES OTHER THAN ENGLISH EDUCATION

P(NA)3 LA3005 and LA3006

Investigation of research and its relevance in teaching modern languages.

LA4009 RESEARCH PROJECT IN LANGUAGES OTHER THAN ENGLISH EDUCATION

P(NA)3 LA4005 and LA4008

Student designs and implements a research study project in languages other than English education in the Primary School.

LA4216 GERMAN LANGUAGE AND SOCIETY

G(NA)3 LA G3 E

Expansion of oral/written German and youthful German society.

LA4218 EIGHTEENTH CENTURY FRENCH LITERATURE

G(NA)3 LA F3 E

Historical, social, philosophical background to eighteenth century. Selected works or extracts of Prevost, Voltaire, Rousseau, Beaumarchais.

LA4220 NINETEENTH CENTURY GERMAN NOVELLE

G(NA)3 LA G3 E

Themes and styles in the German Novelle.

LA4255 FRENCH CIVILISATION: ADVANCED STUDIES

G()3 LA F3 E

Development of rapid reading and oral/written communication ability for inquiry purposes. Research facility in reading for understanding of French society and thought.

LA4265 NINETEENTH CENTURY FRENCH POETRY

G()3 LA F3 E

Romanticism: Lamartine, Vigny, Hugo, Musset; Le Parnasse; Idealism and Symbolism: Baudelaire, Rimbaud, Verlaine, Mallarme.

LA4278 MORALITY AND MATERIALISM IN THE TWENTIETH CENTURY

G(NA)3 LA G3 E

Modern German dramatists: Brecht, Durrenmatt, Frisch, Holmannsthal, Weiss.

LA4511 FRENCH IV

S(3-3)8

Method and curriculum study for secondary language teachers.

LA4521 GERMAN IV

S(3+3)8

Method and curriculum study for secondary language teachers.

Mathematics and Computer Studies

COMPUTER STUDIES

MA1021 COMPUTER AND STATISTICAL LITERACY

G(3:0)3

The study is designed to produce a student literate in the scope and applications of statistics and computing. The 'Apple' micro-computer will mainly be used to provide "hands on" experience.

MA1030 BASIC

G(3:3)3

The formulation of algorithms to solve elementary problems. The application of programming principles and techniques to such algorithms. The production of computing programs in basic utilising the preceding methods.

MA1031 COMPUTER ARCHITECTURE

A(3:3)3

This module seeks to provide an overall view of computing systems leading to an understanding of the numerical theories required for efficient encoding and decoding, the algebraic theories behind the problem of designing efficient circuits and the programming of simple manipulative tasks using machine code.

MA1032 DATA PROCESSING I

A(3:3)3

The different kinds of information processing systems. The benefits of machine processing of information using a variety of input forms. Information as a product of computers. The choosing of the most appropriate type of machine-processing system for specific business applications.

MA1033 OPERATING SYSTEMS

A(3:3)3

The general principles of operating systems. The details of the primos operating system. The effective utilisation of the primos operating system. The examination of other operating systems.

MA1034 PASCAL TO COBOL

G(6:0)6

The construction, testing and evaluation of data structure management programs using the structured approach supported

by the pascal language. Team and individual transfer of these programs into a complete subset of the cobol language. The construction of a complete, self-contained commercial program using cobol.

MA2001 WORK EXPERIENCE PROGRAMME AIP

A()9

Student is attached to a host firm for 4 days a week for one semester (slightly varied for part-time students) to gain a realistic concept of the professional demands and expectancies of the vocation.

MA2030 COBOL II

G(0:6)6

The construction, testing and documenting of efficient cobol programs. The investigation and understanding of how cobol is used effectively in commercial applications. The development of a logical approach to the creation of sophisticated programs in cobol.

MA2031 DATA PROCESSING II

A(3:3)3

The underlying concepts of electronic file organisation. The relative merits of sequential and random file handling tasks. The implementation of standard commercial applications. The problems associated with the economics of data storage and methods of access.

MA2032 FORTRAN AND TECHNICAL APPLICATIONS

G(0:4½)4½

The details of the fortran programming language. The construction testing and evaluation of efficient programs using fortran. The application of fortran to technical and scientific problems.

MA2033 SYSTEMS ANALYSIS

A(0:3)3

The objects of a current real-life system. The investigation and analysis of the existing procedures of this system. The analysis of the recorded data associated with the system. The construction of reports to management involving case studies of commercial applications.

MA2034 TECHNICAL APPLICATIONS

G(3:0)3

The application of computer methods in the technical and scientific fields. The application to the problems involved in real-life situations. The uses of computer graphics and computer simulation for modelling procedures.

MA3031 DATA PROCESSING III

A(0:3)3

The organisation of the daily operations of a data processing installation. The problems associated with effective man-machine communications. Software packages and their tailoring. The responsibilities of privileged users and security. The place of professional integrity.

MA3032 INFORMATION SYSTEMS

A(3:3)3

The basic requirements of databases and the features required in a database. The operation of a database and the associated methods of access. The total database and its query language.

MA3033 SYSTEMS DESIGN

A(3:0)3

The design and appraisal of a new, computerised system. The documentation, implementation and maintenance of the new system. The determination of the controls required for this system. The future development and methods of updating such systems in commercial practice.

MA3035 PROJECT

A()6

A major project involving systems analysis, systems design, programming and testing together with the associated group-work, interview situation, reporting and evaluation to marry the content of the course with a practical E.D.P. problem.

MA3036 CURRENT APPLICATIONS AND ADVANCES IN COMPUTER TECHNOLOGY

A(0:1½)1½

This module will reflect changes in methods, hardware etc. in the E.D.P. industry as reported in current journals and newsheets.

MATHEMATICS

MA1025 MATHEMATICS IA, PART A
(4:0)3

An integrated study in Algebra and Calculus designed to provide a useful foundation for later studies and to produce general competency in the related calculating skills.

MA1026 MATHEMATICS IA, PART B
(0:4)3 MA1025

An integrated study in Algebra, Calculus and Geometry which expands the foundation base initiated in MA125. The central aim concerns competency in the concepts and application of complex numbers; 2×2 matrices; circular, logarithmic and exponential functions; standard applications of the integral calculus; the geomet of plane conic sections.

MA1027 MATHEMATICS IB
(4+4)6

The two lobes central to this study are Euclidean Geometry and Mathematical Navigation and Astronomy. Euclidean geometry will be deductively examined using traditional, vector, transformation and algebraic techniques. Emphasis will be within the common properties of circles, triangles and quadrilaterals, however, some examination will be made of the properties of radical axis, centres of similitude, involution and inversion. Astronomy will involve some practical observations and the time for this practice will be directed to Semester I to capitalise on the Autumn skies. Navigation will include some cartography but concentrate on the techniques applicable to small craft coastal navigation.

MA2014 FINITE MATHEMATICS APPLIED TO BUSINESS STUDIES

(0:4½)4½

The role of mathematics in business studies. Elementary linear systems. Decision making matrices. Time series and trend analysis. Net works and critical path analysis.

MA2025 MATHEMATICS IIA
S(4+4)6 MA1026

The Algebra component of this module considers the properties and applications of $n \times n$ matrices, leading to a consideration of elementary linear algebra. The calculus component continues the development of this aspect of mathematics to the concepts and applications of bi and tri variate functions. The geometry considered makes manipulative use of the developed matrix theory and relates vector relationships to the linear algebra results.

MA2026 MATHEMATICS IIB
S(4+4)6 MA2025 (Pre/Co-requisite)

Through examples involving classical applied mathematics and 3-dimensional geometry this study aims at promoting a physical understanding of various applications of calculus, vectors and transformation.

MA2027 MATHEMATICS IIC
S(4+4)6 MA1021 MA1026

Real analysis forms one of the two major lobes of this module by which an examination of the important concepts of set topology are used to study in greater detail the concepts of limits, continuity, differentiability and integrability. The second major lobe consists of studies in computing techniques using the BASIC language and applying such studies to C.A.I.; simulations; network problems.

MA3025 MATHEMATICS IIIA
S(4+4)6 MA 2025

Through studies in Linear Algebra, Group Theory and Complex Variables students will consolidate the concepts associated with algebraic structures; with analyses applied to linear spaces and complex variables and with calculus techniques extended to include function of the complex variable.

MA3026 MATHEMATICS IIIB
S(4+4)6 MA2026

This module nurtures the development of mathematical models by considering Plane Projective Geometry and Probability and Statistics from a modelling viewpoint. The study also examines the historical background of some aspects of mathematics which include consideration of modelling.

MA3027 MATHEMATICS IIIC
S(4+4)6 MA3025 (Pre/Co-requisite)

This module seeks to encourage the solution of sophisticated problems using chosen algorithmic forms. Studies are directed towards applications involving the solutions of differential equations and numerical methods as well as applications involving the extension of calculus to vector calculus.

MA3028 MATHEMATICS IIID HISTORY OF MATHEMATICS
This module combines a study of the history of numeration, and the subsequent applications of early societies with the history and development of particular branches of pure and applied mathematics.

MA3029 MATHEMATICS IIIE ADVANCED STUDIES IN MATHS
The student is required to study one or more of the following themes:

THEME 1; Linear algebra, inner product spaces, orthogonality, linear operators, similarity, eigenvalues and eigenspaces, orthogonal and unitary transformations, quadratic forms, spectral decomposition applications.

THEME 2: Complex variables. Complex numbers, functions of a complex variable, analytic functions, integration, power series, residues, conformal mapping.

THEME 3: Projective geometry. Plane projective geometry is introduced informally. The geometry of points and lines is developed to permit of the consideration of conics. Some emphasis is placed upon the working of exercises.

THEME 4: Probability and statistics. Elementary probability theory. Random variables, probability function, distribution functions (discrete and continuous). Some special probability distributions: Binomial, poisson, normal. Statistical inference: Random sampling, estimation. Tests of hypotheses.

THEME 5: Differential equations. This study is mainly concerned with methods of solution of second order linear equations. Appropriate theory is developed and where possible, links with linear algebra are made.

THEME 6: Numerical methods for solving linear and non-linear systems of equations, involving use of programmable calculators and of high speed computers incorporating basic language.

THEME 7: From the definition of a mathematical group particular sets forming groups are studied leading to the development of group properties and examination of specialised groups.

MA3030 MATHEMATICS IIE

The student is required to study one more of the following themes: THEME 1: Linear algebra. Inner products spaces, orthogonality, linear operators, similarity, eigenvalues and eigenspaces, orthogonal and unitary transformations, quadratic forms, spectral decomposition applications.

THEME 2: Complex variables. Complex numbers, functions of a complex variable, analytic functions, integration, power series, residues, conformal mapping.

THEME 3: Projective geometry. Plane projective geometry is introduced informally. The geometry of points and lines is developed to permit of the consideration of conics. Some emphasis is placed upon the working of exercises.

THEME 4: Probability and statistics. Elementary probability theory. Random variables, probability functions, distribution functions (discrete and continuous). Some special probability distributions: Binomial, poisson, normal. Statistical inference: Random sampling, estimation. Tests of hypotheses.

THEME 5: Differential equations. This study is mainly concerned with methods of solution of second order linear equations. Appropriate theory is developed and where possible, links with linear algebra are made.

THEME 6: Numerical methods for solving linear and non-linear systems of equations, involving use of programmable calculators and of high speed computers incorporating basic language.

THEME 7: From the definition of a mathematical group particular sets forming groups are studied leading to the development of group properties and examination of specialised groups.

MA4025 MATHEMATICS IVA
S(4+4)8 MA3025

This module is functional analysis considers the properties, structures and relations previously developed through a consideration of abstract sets. The study allows the development of the Lebesgue integral and considers its relationship to the Riemann integral. The concept of distance is generalised and applied in an analytic context.

MA4026 MATHEMATICS IVB
S(4+4)8 MA3026

This module considers an axiomatic development, expressed in transformation concepts, of Euclidean Geometry linking this development where appropriate to the history of geometry. Secondary studies include some modern aspects of number theory and the history of calculus.

MA4027 MATHEMATICS IVC
(NA)8 For prerequisites see individual strands.

MA4028 MATHEMATICS IVD
(NA)8 For prerequisite 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 Combinational Theory MA3025
Strand (e): Probability and Statistics MA3026
Strand (f): Numerical Analysis MA3027

MATHEMATICS EDUCATION

MA1070 FOUNDATION STUDIES EARLY CHILDHOOD/ PRIMARY MATHEMATICS

EP(0:2)2

This module is compulsory for all B.Ed. (Primary/Early Childhood) candidates.

MA1071 MATHEMATICS EDUCATION I - TEACHING FOR NUMERACY

EP(2:0)3

This module is compulsory for all B.Ed. (Primary/Early Childhood) candidates. This module counts towards a main/minor in primary studies mathematics.

MA1073 MATHEMATICS FOR T.A.F.E. TEACHERS I
T(0:2)3

An overview of elementary mathematical concepts which cause difficulty. Methods of teaching basic mathematics are discussed and procedures for diagnosis and remediation are developed.

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.

MA2071 MATHEMATICS EDUCATION II - GROWTH OF MATHS CONCEPTS

P(3:3)3 MA1071

This course is a compulsory primary studies module for all B.Ed. primary candidates and counts towards a major/minor in primary

studies mathematics.

MA2073 MATHEMATICS FOR T.A.F.E. TEACHERS 2
T()3

This subject is a follow-up to module MA1073. Further mathematics topic occurring in the T.A.F.E. courses are discussed and teaching procedures developed.

MA2075 MATHEMATICS EDUCATION: JUNIOR SECONDARY CURRICULUM STUDIES II

S(0:3)3 MA1075

On completion of this module the student will have acquired a broad background knowledge of the teaching of selected topics in mathematics, will be sensitised to the differences between particular groups of children, will have studied the integration of mathematics and other appropriate subject areas and will have developed professional attitudes and ethics towards his teaching role.

MA2076 MATHEMATICS EDUCATION: SENIOR SECONDARY CURRICULUM STUDIES I

S(3:0)3 MA1075 or MA2075

This module seeks to make the student aware of the problems associated with the teaching of mathematics in the senior secondary school and some possible modes of solutions. Consideration will be limited to the 2 Unit and 2 Unit A syllabuses.

MA3054 MATHEMATICS EDUCATION: THE SLOW LEARNER
S()2 MA254

The student is acquainted with a range of materials and a variety of methods designed to assist the mathematically less able high school pupil. Emphasis is placed upon individualisation of instructions and on the applicability of selected mathematics topics.

MA3071 MATHEMATICS EDUCATION IIIA: PROGRAMMING AND RESOURCES

EP(0:3)3 MA2071 E

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 to MA3072.

MA3072 MATHEMATICS EDUCATION IIIB: MATHS COMPLEMENTARY TO PRIMARY CURRICULUM

EP(3:0)3 MA2071 E

This course is a core Primary Studies module. Students wishing to complete a Primary Studies Major in Mathematics must do this module. Students wishing to complete a Primary Studies Minor in Mathematics will elect to do either MA3071 or MA3072

MA3075 MATHEMATICS EDUCATION: MATHEMATICS FOR THE NON-AVERAGE PUPIL IN THE SECONDARY SCHOOL

S(3:0)3 MA2075

This module considers the identification of pupils of non-average ability and the measuring devices which assist this identification. Identification leads to the isolation of problems faced by such pupils and to the production of appropriate programmes of mathematics.

MA3076 MATHEMATICS EDUCATION: SENIOR SECONDARY CURRICULUM STUDIES II

S(0:3)3 MA2076

This study concentrates on the 3 Unit, and 4 Unit mathematics curricula and examines in detail the teaching of a variety of topics with bias to the mathematically talented child. Some examination in mode experimental approaches to the teaching of senior mathematics.

MA3077 MATHEMATICS EDUCATION: COMPUTER ASSISTED INSTRUCTION IN MATHEMATICS

S(0:3)3 MA2027

Following appropriate theoretical considerations this study involves the design, testing and evaluation of programmed teaching units, utilising micro-processors, selected from each of the junior secondary curricula and the 2 Unit A curriculum.

MA4053 MATHEMATICS EDUCATION PRIMARY CURRICULUM STUDIES

P(2+2)4

This module involves the study and discussion of methods of developing number and mathematical concepts in infant and primary grades. The classroom use of environmental and structural materials is examined in lectures supplemented by practical workshops.

MA4054 MATHEMATICS EDUCATION JUNIOR CURRICULUM STUDIES

This strand investigates the primary school background of Year 7 pupils and general principles of classroom procedures. In addition a detailed study of selected curriculum topics is undertaken.

MA4055 MATHEMATICS EDUCATION SENIOR CURRICULUM STUDIES

S(3+3)8

This strand investigates the organisation of Mathematics courses for Years 11, 12 and the teaching of selected syllabus topics.

MA4072 MATHS ED 4B: RESEARCH INTO TEACHING OF MATHS ()3

This module is compulsory for all students working to complete a primary studies major in mathematics to fulfil the requirements of the B.Ed. (Primary) award. To qualify for enrolment in this course a candidate must have passed MA3071 or a course deemed equivalent.

MA4073 MATHS ED 4VC: ASSESS DIAG AND INTERVENTION ()3

This module is compulsory for all students wishing to complete a primary studies major in mathematics to fulfil the requirements of the B.Ed. (Primary) award. To qualify for enrolment in this course a candidate must have passed MA3071 or a course deemed equivalent.

MA4075 MATHEMATICS EDUCATION: ISSUES IN THE TEACHING OF MATHEMATICS IN THE SECONDARY SCHOOL

S(NA)3 MA3075, MA3076, MA3077

This study fosters an awareness of current issues pertaining to the teaching of mathematics in the secondary school. The examination of the issues chosen embraces an analysis of the pertinent research evidence, translation of the issue to the classroom and the design and implementation of an associated classroom-centred research unit.

Multicultural Studies

MA1050 MULTICULTURAL EDUCATION AND COMMUNITY LANGUAGES (Foundation Studies)

P/E(2:2)2

Foundation Study. Nature of the multicultural classroom, social, emotional and linguistic factors, role of peer groups, family and community, community languages, E.S.L., Aboriginal society and language.

MS1210 MULTICULTURALISM IN AUSTRALIA (General Studies) G(3:3)3

Development of Multicultural Australia, the concept of multiculturalism and its relevance for contemporary Australia and the future. Study includes Australian and international examples.

MS1300 MULTICULTURAL EDUCATION AND COMMUNITY LANGUAGES (Educational Studies)

Sec(0:3)3

Nature of the multicultural classroom, social, emotional and

linguistic factors, role of peer groups, family and community, community languages, E.S.L., Aboriginal society and language.

MS2020 PLANNING FOR MULTICULTURAL CURRICULA IN EARLY CHILDHOOD (CONVERSION) (External)

E(3:3)3

A composite transition module for B.Ed. Conversion (Early Childhood). Nature and significance of multiculturalism in Australia, multicultural curriculum design, resources, language maintenance, E.S.L.

MS2021 PLANNING FOR MULTICULTURAL CURRICULA IN EARLY CHILDHOOD

E.C.(3:3)3 MS1050 E

Considerations for designing a multicultural curriculum - situational analysis, objectives, teaching strategies for multiculturalism in the early childhood domain.

MS2050 PLANNING FOR MULTICULTURAL CURRICULA IN PRIMARY (Educational Studies)

Pr.(3:3)3 MS1050 E

Considerations for designing a multicultural curriculum - situational analysis, objectives, teaching strategies for the multicultural primary school.

MS2051 MULTICULTURAL CONVERSION (External) P(3:3)3

A composite transition module for B.Ed. Conversion (Primary). Nature of multiculturalism, significance for Australian society, multicultural curriculum design, resources, language maintenance and E.S.L.

MS2210 ETHNIC MINORITIES IN THE COMMUNITY AND SCHOOL (General Studies) (Internal/External)

G(3:0)3 MS1210

Practical appreciation of the major aspects of significant ethnic groups in Australia with respect to language, culture and education.

MS2300 PLANNING FOR MULTICULTURAL CURRICULUM IN SECONDARY

Sec(NA)3 MS1300 E

Considerations for designing a multicultural curriculum - situational analysis, objectives, teaching strategies for the multicultural secondary school.

MS3210 FAMILIES IN MODERN AUSTRALIAN SOCIETY (General Studies) (Internal/External)

G(0:3)3 MS2210

Investigation of the diverse nature of families in Australia, including expectations, norms and values of different ethnic and Aboriginal groups. The impact of change in families is examined.

MS3215 DESIGNING AND IMPLEMENTING CURRICULA IN THE MULTICULTURAL SCHOOL (General Studies and Home Science/Textiles) (Internal/External)

G(3:0)3 MS3210

Teaching and designing multicultural curricula for the classroom, whether all Anglo-Saxon or an Aboriginal/ethnic/Anglo-Saxon mix.

MS3232 EASTERN EUROPEAN CULTURES (General Studies) (External)

G(NA)3 MS2210

The module enables students to understand cultural differences between pupils. It investigates problems associated with refugee migration to Australia with particular reference to the cultural backgrounds of the Jews, Poles and Yugoslavs.

MS4220 LANGUAGE PROBLEMS OF ETHNIC MINORITIES (General Studies) (External)

G(1½+1½)3 MS3210, MS3215 or MS3232

Language patterns of major ethnic groups in Australia, areas of linguistic conflict in learning English, socio-linguistic factors, in-depth investigation of one major ethnic group's linguistic problems.

MS4230 MEDITERRANEAN/MIDDLE EASTERN CULTURES I (General Studies) (External)

G(NA)3 MS3210, MS3215 or MS3232

Historical, geographical, socio-economic and political perspectives of the region, settlement patterns in Australia, cultural backgrounds, life-style and aspirations, case study: Italians.

MS4235 ABORIGINAL AUSTRALIANS I (General Studies) (External)

G(NA)3 MS3210, MS3215 or MS3232

Prehistory of Australian Aborigines, cultural and language features, case study of the traditional Walbiri community (economic, social and religious features), case study of the Tiwi-cultural and linguistic differences.

MS4901 AUSTRALIA AS A MULTICULTURAL SOCIETY (2+2)6

The module examines the sources of power in Australia, and the position of ethnic groups in Australian society and deals with prejudice and racism and stratification. Core module for PGI multicultural studies.

MS4902 INTERPERSONAL RELATIONSHIPS AND COMMUNICATION SKILLS

(2:0)3

The module enables students to develop awareness of themselves and their sensitivity in relation to others. Emphasis is placed on students' improving their communication skills in a multicultural context. Core module for PGI multicultural studies.

MS4903 COMMUNITY SUPPORT SYSTEMS (0:2)3

The module aims to enable students to develop an understanding of the aims and organisation of the welfare network in New South Wales, and to be aware of the attitudes, expectations and problems of ethnic groups in the welfare context. Core module for PGI multicultural studies.

MS4904 ETHNIC CULTURES IN AUSTRALIAN SOCIETY (2:0)3

The module develops a framework for examining ethnic cultures in Australia, in general and details specific cultural groups in Australia. Core module for PGI multicultural studies.

MS4905 EFFECTIVE CURRICULUM IN MULTICULTURAL SOCIETY (NA)3

The module enables students to design and implement curricula for use in a multicultural society in both a teaching and community context. Core module for PGI multicultural studies.

MS4906 ENGLISH ACROSS THE CURRICULUM (NA)3

The module explores techniques of teaching English in Non-English speakers, allows students to appraise characteristics of first, second and third phase English language learners and examines the implementation of English across the curriculum. Elective for PGI multicultural studies.

MS4907 POLITICS AND WELFARE IN MULTICULTURAL AUSTRALIA (NA)3

The module examines the relationship between politics and welfare in Australia, particularly as relevant to ethnic groups. Self-help groups and pressure groups, social change and delivery services are among topics explored. Core module for PGI multicultural studies.

MS4908 EXPERIENTIAL LEARNING THROUGH OTHER LANGUAGES (0:2)3

The module aims to allow experience of negotiating in a new language and to give cognitive and affective insights of the linguistic, psychological, emotional and social facets of contact in a new culture. Required module for students who do not have a second language in PGI multicultural studies.

MS4909 ABORIGINAL SOCIETY (NA)3

The module seeks to develop an awareness of the diversity that exists in modern aboriginal society and to analyse the interaction between aboriginal and non-aboriginal groups in Australian society. Elective module for PGI multicultural studies.

MS4910 INTENSIVE MOTHER TONGUE MAINTENANCE (NA)3

The module aims to provide students with a knowledge of the theory and practice involved in maintaining the mother tongue of ethnic groups. Elective module for second language speakers in PGI multicultural studies.

MS4911 MULTICULTURAL FIELD STUDY (NA)9

The module is a student chosen, staff supervised field project in an area of interest in multicultural studies. It is intended as the culmination of the course and should add to material in the field of study, seminars and progress reports will be required and students will contract the extent of work.

Music Education

MU1007 GUITAR MELODIC PERCUSSION P(3:3)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.

MU1009 RECORDER AND RENAISSANCE WIND INSTRUMENTS I P(3:0)3

A practical introduction to playing recorders and renaissance wind instruments which includes group instruction in basic technique and simple ensemble performance of music from Elizabeth times to the modern jazz era.

MU1030 EARLY CHILDHOOD MUSIC I E(3:0)3

- Early responses to musical stimuli.
- Sources of materials and teaching strategies employed in pre presenting music to very young children.
- Development of musical perception through active participation in practical music making.
- The nature and development of basic musical concepts e.g. pitch and rhythm, through planned sequencing of musical experiences.
- Integration of music with other fields of activity.

MU1040 MUSIC TEACHING IN THE JUNIOR SECONDARY SCHOOL A S(3:0)3

- The development of creative, listening and performing skills which are basic to the educative processes of the primary and junior secondary child.
- The adaptation and application of the educational philosophies of Kodaly and Orff to Junior Secondary Education.
- Approaches to the development of perception, and the use of non-traditional graphic notation in teaching concepts of pitch, time, dynamics and timber.
- Learning outcomes associated with instrumental performance on pitched instruments.

MU1041 MUSIC TEACHING IN THE JUNIOR SECONDARY SCHOOL B S(0:3)3 MU1040

- Programme planning to allow the integrated development of

visual and aural skills in music for the Junior Secondary School.

- The composite approach.
- Application of instrumental study (recorder, guitar, tuned percussion) to the Junior Secondary classroom situation.
- An extension of the interdisciplinary approach, e.g. music and speech, music and movement, and music theatre.
- Instrumental and vocal arrangement suitable for Junior Secondary classes.
- The study of selected listening works.

MU1051 PRIMARY AND EARLY CHILDHOOD MUSIC TEACHING P(2:2)2

The development of a basic understanding of the knowledge necessary for primary and early childhood music teaching. Sequential development of rhythm and pitch skills. Development of skills in teaching singing, listening and musical creativity.

MU1070 LEARNING GUITAR

G(3:3)3

A practical introduction to playing the guitar which combines group instruction in folk and classical styles and simple ensemble playing. Caters for both the beginner and the student with some previous experience.

MU1071 ELEMENTARY GUITAR FOR EARLY CHILDHOOD

E(0:3)3

A practical introduction to playing the guitar which combines group instruction in folk and classical styles. The emphasis will be on development of accompaniment skills, and repertoire suitable for early childhood.

MU1080 VOCAL PERFORMANCE I

G(3:3)3

The voice will be developed in conjunction with a wide variety of vocal repertoire associated with ensemble singing and group performance. Attention will also be given to singing material related to guitar repertoire.

MU1090 RECORDER AND RENAISSANCE WIND

INSTRUMENTS I

G(3:0)3

A practical introduction to playing recorders and renaissance wind instruments which includes group instruction in basic technique and simple ensemble performance of music from Elizabeth times to the modern jazz era.

MU1710 MUSIC FOR PHYSICAL EDUCATION

S(0:3)3

The fundamentals of music which contribute to sport movements, dance and gymnastics are studied and applied to consolidate knowledge and appreciation of rhythmic patterns and music form.

MU2007 GUITAR VOCAL

P(3:3)3 MU1007

Continues to develop skills and basic performance techniques. A variety of folk accompaniment styles will be explored and work on classical repertoire will be extended.

MU2009 RECORDER AND RENAISSANCE WIND

INSTRUMENTS II

P(0:3)3 MU1009

Continues to develop basic techniques, performance skills and musicianship. Repertoire in both solo and ensemble playing will be extended.

MU2040 SECONDARY MUSIC TEACHING - ELECTIVE CLASSES A

S(3:0)3 MU1041

- Curriculum planning and the development of an integrated music programme for elective classes in year 8 - 10.
- Listening repertoire, including the use of score reading as an aid in developing analytical skills, harmonic and melodic perception, tone colour discrimination and knowledge of orchestral techniques.
- Simple orchestration for school instrumental groups.
- Repertoire suitable for various instrumental and vocal

ensembles, including recorder consorts, tuned and untuned percussion groups, choral groups.

MU2041 MUSIC EDUCATION IN THE SECONDARY SCHOOL - ELECTIVE CLASSES B

S(0:3)3 MU2040

- Teaching techniques and further examination of suitable repertoire for instrumental and vocal ensemble in elective classes. The application of group music making to the teaching of style, music history and harmony.
- Planning and integration of aural activities.
- Melodic invention, and simple melodic improvisation.
- Experimental composition using improvisation and graphic notation.
- Preparation of examination materials.
- Assessment procedures.

MU2070 LEARNING GUITAR

G(3:3)3 MU1070

Continues to develop skills and basic performance techniques. A variety of folk accompaniment styles will be explored and work on classical repertoire will be extended.

MU2090 RECORDER AND RENAISSANCE WIND

INSTRUMENTS II

G(0:3)3 MU1009

Continues to develop basic techniques, performance skills and musicianship. Repertoire in both solo and ensemble playing will be extended.

MU3001 MODERN APPROACHES TO CLASSROOM MUSIC:

ORFF AND KODALY SKILLS

P()3 MU2007 External Study only

The use of music devices to heighten understanding and awareness of rhythmic groupings and intervals through a detailed study of Orff and Kodaly materials. Groups composition through speech and instrumental percussion ensemble.

MU3007 GUITAR CREATIVE MUSIC MAKING

(0:3)3 MU2007

Extension of skills and musicianship acquired in Learning Guitar. Aspects of technique and musical interpretation will be discussed and demonstrated during class and individual instruction.

MU3009 RECORDER AND RENAISSANCE WIND

INSTRUMENTS III

(NA)3 MU2009

Extension of skills and musicianship acquired in MU209. Aspects of technique and interpretation will be discussed during class and individual performance.

MU3040 SECONDARY TEACHING - SENIOR CLASSES A

S(3:0)3 MU2041 or MU241

Development of musical creativity and knowledge through an integrated treatment of the following from c1300 to c1900: melody writing and harmonisation, aural perception; orchestration; techniques of composition; listening to a variety of recorded works and live performances; score reading and analysis; examination requirements of School Certificate and Higher School Certificate, regulations, assessments and gradings. Examination, development and evaluation of teaching procedures associated with the above topics as appropriate to senior elective classes. Principles and practice of conducting.

MU3041 SECONDARY MUSIC TEACHING - SENIOR CLASSES B

S(0:3)3 MU3040 or MU340

Development of music creativity and knowledge through an integrated treatment of the following from the period c1900 to the present: melody writing and harmonisation; aural perception, orchestration; techniques of composition; listening to a variety of recorded works; score reading and analysis; tests of musical ability; curriculum development and programme sequencing. Examination, development and evaluation of teaching procedures associated with the above topics as appropriate to senior elective classes. Programming and examining musical material for senior elective classes. Examination and evaluation of selected innovative schemes in Music Education.

MU3070 LEARNING GUITAR

G(3:3)3 MU2070

Extension of skills and musicianship acquired in Learning Guitar. Aspects of technique and musical interpretation will be discussed and demonstrated during class and individual instruction.

MU3090 RECORDER AND RENAISSANCE WIND

INSTRUMENTS III

G(0:3)3 MU2090

Extension of skills and musicianship acquired in MU209. Aspects of technique and interpretation will be discussed during class and individual performance.

MU4001 INTEGRATING PROJECT

S(3+3)6 ED4826

An investigation, proposed and researched by the student, into some aspect of music education. The topic chosen must have some application to teaching. The prime objective is to enable the student to develop skills in research, design, data collection, report writing and evaluation of information.

MU4025 ASPECT OF MEDIEVAL AND RENAISSANCE MUSIC A

P()3 MU3015 External Study only

Listening, performing and researching aspects of music from twelfth, thirteenth and fourteenth centuries. Music of Troubadours, trouveres. Popular music in England to 1500.

MU4026 ASPECTS OF MEDIEVAL AND RENAISSANCE MUSIC B

P()3 MU3015 External Study only

Instrumental music in Britain, France, Italy, Spain in the fifteenth and sixteenth centuries. Early Renaissance song. Spread of music making as a recreation.

MU4140 MUSIC EDUCATION IN THE PRIMARY SCHOOLS

P(0:2)2

The establishment of basic rhythm skills through movement, speech and performance.

The development of pitch perception, pitch control and aural awareness.

A comparative study of the approaches of Carl Orff and Zoltan Kodaly.

MU4230 MUSIC EDUCATION IN THE SECONDARY SCHOOL:

JUNIOR CLASSES

S(3+3)8

The educational philosophies of Carl Orff and Zoltan Kodaly. The applicability of the Orff and Kodaly approaches in junior secondary school.

Instrumental and vocal arrangements.

Selected listening works.

Programming with emphasis upon integrated aural development.

MU4240 MUSIC EDUCATION IN THE SECONDARY SCHOOL:

SENIOR CLASSES

S(4+4)8

Development of musical creativity and knowledge through an integrated treatment of the following from C1300 to C1900:

melody and writing and harmonisation

aural perception

orchestration

techniques of composition

listening to a variety of recorded works

score reading and analysis.

Programming and examining music materials for senior elective classes.

Physical Education

First year modules listed below are for the 1985 intake. 2nd, 3rd and 4th year modules are for previous years intakes.

PE1024 SPORT IN THE SCHOOL

(3:0)3

Students examine the theoretical and practical foundations of sports recreation in the secondary and/or primary school. Analysis will enable students to organise or supervise sports programmes as offered in the primary or secondary schools.

PE1311 MOVEMENT EDUCATION

E(3:0)3

This module is a compulsory Early Childhood subject study for all B.Ed. (Early Childhood) students. Strategies in movement education are examined through the study of functional and expressive movement, a problem-solving approach to physical education in early childhood.

PE1312 MOVEMENT IN THE PRIMARY SCHOOL

P(3:3)3

This module develops the principles of movement education in the areas of dance and gymnastics. It is the 1000 level core module for students developing a major/minor emphasis in physical education for B.Ed. (Primary Education).

PE1320 EARLY CHILDHOOD - PRIMARY P.E.

(ELEMENTS OF PHYSICAL EDUCATION)

F.EP(2:2)2

The development of a basic understanding of the knowledge necessary for teaching primary and early childhood physical education. Skills in teaching games, gymnastics and dance are introduced.

PE1500 BASICS 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. The examination of the student's appreciation of physical education through critical review of its development in Australia. It is available to B.Ed. (Primary/Early Childhood Education) students as a general study.

PE1540 DANCE FOR ART I/T.A.F.E. I

(0:3)3

A composite course of folk, social and creative dance.

PE1560 SKILL ACQUISITION

(3:0)3

The examination of fundamental motor patterns associated with basic skills and the practical components of motor skill learning.

PE1561 PHYSICAL ACTIVITY I

(6:6)9

An analysis of the components of basic movement and skills and their relevance of teaching games, dance and gymnastics.

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.

PE1765/1768 TEACHING OF GAMES I, II, III, IV

(4:4)3

Skills, rules, offensive and defensive tactics, teaching methods and techniques in each of the following selections: Cricket, netball, softball, hockey, basketball, football, volleyball, soccer, tennis.

NB: For student selection from above sports see Programme Co-ordinator.

PE2046 RECREATIONAL ACTIVITIES IN AUSTRALIAN

SCHOOLS

G(3:3)3 PE specialists require PE1702, non specialists require one

(1) 1st level PE module. Primary B.Ed. students require PE1700. This module seeks to develop basic skills and teaching strategies which could be applied in presenting the following activities in the school situation.

- (A) Archery
- (B) Badminton
- (C) Bowls
- (D) Golf
- (E) Orienteering
- (F) Squash

PE2312 DEVELOPING GAMES IN THE PRIMARY SCHOOL
(3:0)3 PE1312

This course is devoted to analysis of games, skills practices, minor games and lead-up games including learn-to-swim activities and a general introduction to aquatics. It is the 2000 level core module for students developing a major/minor emphasis in physical education for B.Ed. (Primary Education).

PE2501 PERSONAL HEALTH
(0:3)3

The development of the students' knowledge and understanding in the areas of: hygiene, human sexuality, drugs, nutrition and mental health.

PE2700 STRUCTURES IN PHYSICAL EDUCATION
(0:3)3 or PE1700

The study and critical evaluation of physical education, health education and recreation curricula and the examination of the foundations of curriculum development in physical education.

PE2701 FACTORS INFLUENCE HEALTH
(3:0)3 PE1701

The development of the student's knowledge and understanding of nutrition and drugs so as to develop and maintain physical health.

PE2702 RECREATION PLANNING

G(0:3)3 PE1702 or PE1700 (for Primary students)

This course is based on developing an understanding of the principles and practices involved in planning and programming for recreation in Australian communities. It is available to B.Ed. (Primary Education) students as a General Study.

PE2705 TESTS AND MEASUREMENTS IN PHYSICAL EDUCATION

G(0:3)3 3SC1 +3PE1

The investigation of the implications of testing in the motor domain and the development of knowledge and skill in the conducting of testing in physical fitness and sports.

PE2706 INTRODUCTION TO ADAPTED PHYSICAL EDUCATION

G(3:3)3 PE1761 or PE1700 (for Primary students)

Students will be introduced to the range of developmental abilities, emotionally disturbed, sensory and neurological handicaps. It is available to B.Ed. (Primary Education) students as a General Study.

PE2707 COACHING OF SPORTS, DANCE, GYMNASTICS I

(3:0)3 3 cp in 1st level relevant coaching area

Discusses the skill, fitness, physiological and behavioural factors of individuals involved in sport; encourages students to appreciate the combinations of these factors involved in coaching athletics and teams.

PE2708 COACHING OF SPORTS, DANCE, GYMNASTICS II
(0:3)3 PE2707

This course is an extension of PE2707 and looks at the relationship between the coach and his athletes or teams, together with influences from spectators, club officials, parents and peers. It will concentrate on the practical application of the principles involved in effective coaching.

PE2761 TEACHING OF DANCE/GYMNASTICS II
(4:0)3 PE1762

This course provides the student with practical experience and teaching expertise in selected specialist areas of dance and gymnastics.

PE2762 TEACHING OF DANCE III
(0:3)3 PE2761

Theoretical and practical aspects of dance; the development of activities suitable for the school and the community; social, ethnic, jazz, choreography and dance production.

PE2763 TEACHING OF GYMNASTICS III
(3:0)3 PE2761

This course develops the theoretical base of gymnastics and examines the scope and relationship of gymnastics to the pupil, the school and the community. Students will also be involved in selected practical and teaching areas.

PE2764 TEACHING OF ATHLETICS
(0:3)3 PE1761

Biomechanical analyses, teaching points and progressions for selected track and field events appropriate to the secondary track and field events appropriate to the secondary school programme.

PE2765 TEACHING OF AQUATICS
(0:3)3 PE1761+PE1762+PE1763

This module focuses on the teaching of aquatic skills, learn to swim techniques, stroke analysis and fault correction, life saving activities, aquatic games, teaching methods and activities appropriate to the school programme.

PE3200 ADMINISTRATIVE PRACTICES IN PHYSICAL EDUCATION, HEALTH AND RECREATION (Degree)

(3:0)3 PE2

The investigation of the organisation and administration of physical education, health and recreation, to provide the specialist student with the experience of construct and administer changes of administrative and organisational skills in secondary and tertiary education.

PE3201 MENTAL AND COMMUNITY HEALTH (Degree)
(0:3)3 PE2

The development of the student's knowledge and understanding in the areas of mental and community health.

PE3202 RECREATION LEADERSHIP (Degree)
(3:0)3 PE2

The development of an understanding of basic human needs and how they affect choices of leisure-time experience; the development of an understanding of leadership methods in specific recreational activities. This module is available to B.Ed. (Primary Education) students as a General Study.

PE3203 MOTOR LEARNING (Degree)
(3:0)3 3ED2-3PE2

A critical appreciation of the theoretic and physical problems in motor skill acquisition, and attended research. This module is available to B.Ed. (Primary Education) students as a General Study.

PE3206 ADAPTED PHYSICAL EDUCATION (Degree)
(0:3)3 PE2

The assessment of adapted programmes; the construction of specific remedial activities in adapted physical education. This module is available to B.Ed. (Primary Education) students as a General Study.

PE3310 PERSPECTIVE IN PHYSICAL EDUCATION, HEALTH AND RECREATION IN THE PRIMARY SCHOOL
EP(0:3)3 - 3PE2

The appreciation of modern changes in Primary School Physical Education programmes and sports recreations and the determination of appropriate settings for Primary school physical education and sports. Available in the external study mode for B.Ed. (Primary and Early Childhood) students.

PE3312 PRELIMINARY WORKSHOP PROCESSES IN MOTOR SKILL ANALYSIS

P(0:3)3 PE2312

This module utilizes a workshop approach to examination and evaluation of scientific "good form" and an understanding of the mechanical principles of sports movement, dance and gymnastics. It is a 3000 level core module for students developing a major/minor

emphasis in physical education for B.Ed. (Primary Education).

PE3652 PHYSICAL EDUCATION ELECTIVE - SPECIAL EDUCATION

(0:2)2

Students will be introduced to the range of development disabilities, emotionally disturbed, sensory and neurological handicaps.

PE3800 ADMINISTRATION PRACTICES IN HEALTH, PHYSICAL EDUCATION AND RECREATION (FOUNDATION)

()0 PE2700

The investigation of the organisation and administration of physical education, health and recreation, to introduce the external student in his foundation year with the experience to construct and administer changes of administrative and organisational skills in secondary and tertiary education. (This course is offered solely to external students in the foundation year of the B.Ed. (P.E.) conversion course).

PE3801 MENTAL AND COMMUNITY HEALTH (FOUNDATION)
()0 PE2701

The introduction of the student to the knowledge and the understanding of mental and community health. (This course is offered solely to external students in the foundation year of the B.Ed. (P.E.) conversion course.)

PE3802 RECREATIONAL LEADERSHIP (FOUNDATION)
()0 PE2702

The development of an understanding of basic human needs and how they affect choices of leisure-time experience. The development of an understanding of leadership methods in specific recreational activities. (This course is offered solely to external students in the foundation year of the B.Ed. (P.E.) conversion course.)

PE4003 PROJECT PREPARATION

(0:3)3 4th Level Standing B.Ed. (P.E.)

The examination of research of personal values and special relevance to health, physical education and recreation in the context of school and classroom and the provision of the setting in which students plan their proposal for the co-requisite Project (PE 4290)

PE4200 COMPARATIVE PHYSICAL EDUCATION

(0:3)3 PE3200 (Degree) Primary 4th level standing in B.Ed. Primary

The review of political, social, economic and cultural influences and the development of physical education throughout modern civilisation with special emphasis on selected countries including Australia with predictions for future trends. This module is available externally to B.Ed. (Primary Education) students as a General Study.

PE4202 RECREATION MANAGEMENT

(3:0)3 4th Level Standing B.Ed. (P.E.)

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.

PE4206 ADAPTED PHYSICAL EDUCATION PROGRAMMING

(3:0)3 4th Level Standing B.Ed. (P.E.)

Organisation of integrated and segregated programmes of physical education and recreation in special disability categories.

PE4207 CONTEMPORARY STRATEGIES IN HEALTH INSTRUCTION AND CURRICULUM CONSTRUCTION

(0:3)3 4th Level Standing B.Ed. (P.E.)

To develop the student's expertise in presenting lessons in health education and in determining the content of health courses in secondary schools.

PE4290 PHYSICAL EDUCATION RESEARCH PROJECT
(3+3)6 4th Level Standing B.Ed. (P.E.)

A project initiated and researched by the individual student reflecting the interest, capabilities and selected research technology of the student.

PE4312 ADVANCED WORKSHOP LABORATORY PROCESSES IN SKILLED MOTOR PERFORMANCE

P(3:0)3 4th Level Standing in B.Ed. (Primary)

An introduction to research methodology in primary school physical education, health education and sports recreation. This module is available to students who have pursued a major emphasis in physical education at the pre-service level.

PE4313 PRIMARY SCHOOL PHYSICAL EDUCATION, HEALTH AND RECREATION: RESEARCH METHODS

P(0:3)3 4th level standing in B.Ed. (Primary)

An introduction to research methodology in primary school physical education, health and sports recreation. This module is available to students who have pursued a major emphasis in physical education at the pre-service level.

PE4314 HEALTH AND PHYSICAL EDUCATION IVP

P(2:2)2 Graduate Status

An overview is made of personal health and physical fitness of the primary school child; the theory and practices in teaching motor skills; personal physical recreation activities employed in primary school sport and physical education.

PE4401 HEALTH AND PHYSICAL EDUCATION IVS

(2+2)4 Graduate Status

An overview is made of secondary school sport and physical education; the personal health and physical fitness of the secondary school child; personal physical recreation of the secondary school child and the teacher.

PE4450 PHYSICAL EDUCATION IVA: ADMINISTRATION OF PHYSICAL EDUCATION AND SPORT (SECONDARY)

(3+3)6

A detailed study of the theoretical issues relating to administration of physical education and sports recreation offered in the secondary school system.

PE4451 PHYSICAL EDUCATION IVB: ADVANCED PHYSICAL EDUCATION TEACHING

(3+3)6

Consideration of professional aspects of teaching physical education. Examination of innovative theoretical and practical presentations in health education, physical education and recreation, related to secondary school.

PE4455 HEALTH AND PHYSICAL EDUCATION

(2+2)4

Related to the theory and practice of teaching physical education in the secondary school system, this module affords the student opportunities for development of specific teaching skills and strategies.

Police Studies

ED1903 BEHAVIOURAL STUDIES I - POLICE STUDIES
(3:0)4

A study to promote an awareness of:

- the various stage of transition during the life cycle.
- the physical, psychological and sociological aspects of childhood adolescence, adulthood and old age.
- appreciate the nature of social categorisation of age during life, and how it may influence behaviour.
- to critically examine the structure and functions of family in contemporary society.

ED2909 BEHAVIOURAL STUDIES II - POLICE STUDIES
(0:3)4 ED1903

A study to promote an awareness of:

- the problems of growing up in contemporary society.
- the differences between youth groups and youth culture.
- the variations in sub-cultures and mainstream culture.
- the importance of work on life styles.
- social change, employment/unemployment and dislocation.
- the process of differentiation in terms of culture and work.

ED2910 BEHAVIOURAL STUDIES III - POLICE STUDIES
(NA)4 ED1903 ED2909

A study to promote an awareness of:

- the various features of community life and interaction.
- the commonality of themes in all behavioural studies units, namely the processes of differentiation.
- the continuance of social patterns, and social change.
- the factors influencing individuals and groups in a changing society.

EN1302 EFFECTIVE COMMUNICATION FOR POLICE OFFICERS
(3+3)9

This two semester module will enhance the student's ability to:

- communicate using verbal, non-verbal and written communication skills.
- evaluate his own effectiveness as a communicator.
- use audio-visual aids in communication.

ID1801 ADMINISTRATION I
(3:0)4

In this module, students will:

- study the nature of organisations in society.
- investigate organisational theory in general.
- become aware of the problems faced by individuals and groups in organisations.

ID2802 ADMINISTRATION II
(0:3)4 ID1801

In this module, the student will:

- study the organisation in which he works and be aware of the duties associated with various offices.
- learn to apply good principles of management to specific situations.
- develop the ability to relate to colleagues and public easily and harmoniously.

MA1806 SAMPLING TECHNIQUES AND BASIC STATISTICS
(3:0)4

On completion of this module the student will:

- have an understanding of computers, their values and shortcomings.
- have the knowledge to devise elementary programmes.
- have an understanding of sampling techniques and be able to apply those techniques to social data.
- have an understanding of the organisation and presentation of data to generate hypothesis.
- have an appreciation of the limitations of hypothesis related to the nature of the data base.
- be able to effect standard hypothesis testing techniques.

MS2851 MULTICULTURAL STUDIES I
(0:3)3

An analysis is made of the nature of multicultural Australia in the 1980's. It involves the exploration of the cultural values of Australia's past and present, and the examination of cultural differences and their consequence for members of this society. Case studies of selected ethnic groups provide the opportunity for indepth analysis. Students may accept the opportunity provided to make personal contact with members of other ethnic groups.

MS2852 MULTICULTURAL STUDIES II
(3:0)3

This is a study of Australian society's response to cultural difference, with special emphasis on Government policy and it's impact on institutions and individuals. It includes an examination of the experiences of migrants and Aborigine in the areas of school, work, health and the law. The policy of multiculturalism is analysed and it's

future prospects are explored.

SC1805 MATERIAL HAZARDS AND SAFETY PROCEDURES
(0:3)4

This module is based on the premise that a police officer is frequently the first person called to handle emergency situations and he is required to assess the problem, take emergency steps and bring specialised services into operation. In the period in which he is the "on-site" authority, his initial assessment and action can be of critical importance to property and persons (including the officer) in the vicinity. His actions will reduce the extent of a hazard situation, facilitate and rescue and assist subsequent medical treatment.

SC2806 ENQUIRY METHODS AND PROBLEM SOLVING
(0:3)4 MA1806

This module will enhance the student's ability to recognise the necessary psychological tension involved in solving complex problems, and learn how to reduce the tension and therefore:

- approach complex problems with confidence.
- understand the differences between convergent and divergent thinking and the conditions under which either may occur.
- recognise the importance of the 'incubation' of ideas in problem solving.
- use analogy (often physical analogy) in problem solving.
- confidently use techniques of 'brainstorming' individually and in groups.
- clearly distinguish between inference and observation.
- confront change with confidence.

SC2807 RESEARCH I AND RESEARCH II
(3+3)8 MA1806, SC2806

The student will be assisted to:

- identify felt needs or problems associated with police work.
- through observation and data gathering, describe the needs or problems in objective ways (deduction).
- suggest a variety of solutions and select the most likely to be successful for a particular need or problem (induction).
- reason out the consequences of the suggested solution and test the consequences against further observations and data (deduction).
- produce a warranted conclusion and/or clarification of the need or problem.

SC2808 DEPTH STUDY
(3:0)5 EN1302 SC2806

The police officer will select a topic for in-depth study. The topic will be related to police work and may be concerned with, for example, behavioural science, administration, social welfare, hazards, history or the multicultural society.

Major objectives for the student will be:

- critically analyse the information and ideas relevant to his topic.
- organise ideas and information in a meaningful manner and use logical argument to arrive at substantive conclusions and/or to suggest hypotheses for research.
- accept responsibility for independent investigation, after an initial period of instruction.

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 — Primary/Early Childhood

TP1001 EXPOSITORY TEACHING: PRIMARY/EARLY CHILDHOOD

EP(3:0)3

The focus of this module is a teacher-directed approach to teaching with related teaching skills. Skills treated include Basic Questioning, Explaining and Variability. These skills are developed in micro-teaching and macro-teaching settings at school base.

TP1002 PUPIL CENTRED TEACHING: PRIMARY/EARLY CHILDHOOD

EP(0:3)3

The focus of this module is a pupil-centred approach to teaching with related teaching skills. Skills treated include Reinforcement, Higher Order Questioning and Teacher Response Behaviour designed to increase the amount and level of pupil participation. These skills are developed in micro-teaching and macro-teaching settings at school base.

TP2001 DIAGNOSTIC AND REMEDIAL TEACHING: PRIMARY
P(3:0)3 TP1001 or TP1002

This module focuses on the diagnosis of pupil-learning strengths and weaknesses at school base. The formulation, implementation of a development programme in Reading and Mathematics is required.

TP2002 UNIT PLANNING: PRIMARY
P(0:3)3 TP1001 or TP1002

This programme aims to develop skills in curriculum planning at school base using both subject centred and experience centred approaches to curriculum development. Having designed the programmes of work students will be required to teach and evaluate them.

TP2005 UNIT PLANNING: EARLY CHILDHOOD
E(3:0)3 TP1001 or TP1002

This programme aims to develop skills in writing units of work at school base using both product and process approaches to curriculum development. Having designed the units of work, students will be required to teach and evaluate the units in a pre-school environment.

TP2006 DIAGNOSTIC PLANNING IN PERCEPTUAL MOTOR SKILLS: EARLY CHILDHOOD

E(0:3)3 TP1001 or TP1002

This module focuses on the diagnosis of pupil-learning strengths and weaknesses of pre-school and kindergarten pupils. Students will develop an observation checklist for perceptual-motor development. They will plan for, teach and evaluate individual programmes in the College gymnasium and at school base.

TP3001 UNIT PLANNING FOR MULTIPLE GROUPS
EP(3:0)3 TP2002 or TP2005

In schools with different social environments this module aims to develop competences in teaching multiple groups in the classroom. Students are required to develop appropriate units of work using the skills acquired in the 2nd level modules, to teach these units and to evaluate the success of this teaching.

Students will also gain familiarity with the administration of standardised tests and the interpretation of the results of this administration.

TP3002 PRINCIPLES AND PRACTICES OF TEACHING: PRIMARY CONVERSION

EP(3:3)3

Basic teaching skills programme for students converting from a Diploma to a Degree programme.

TP3003 PRINCIPLES AND PRACTICES OF TEACHING: EARLY CHILDHOOD CONVERSION

EP(3:3)3

Basic teaching skills programme for students converting from a Diploma to a Degree programme.

TP3012 CLASSROOM MANAGEMENT AND DISCIPLINE
EP(0:3)3

This module provides opportunities to apply theoretical ideas on classroom management and discipline in a school situation.

TP3014 BEGINNING TO TEACH
EP(0:3)3

This module provides opportunities for students to make actual decisions about issues that they will confront when they first enter the teaching profession.

TP4000 TEACHING SKILLS: PRIMARY DIP.ED.
P(3:0)2

This module emphasises teacher-directed and pupil-centred approaches to teaching with related skills. Teaching skills treated include Variability, Explaining, Basic Questioning, Teacher Response and Higher Order Questioning.

TP4011 SUPERVISION IN PRACTICE
EP(3:3)3 External in 1985

This module provides opportunities for the acquisition of the understandings and skills which facilitate the adoption of a supervisory role by a member of the school staff. Experiences will be both College and school based.

TP4012 THE ANALYSIS OF PERSONAL TEACHING STYLE
EP(3:3)3 External in 1985

This module provides for examination and analysis of your approach to teaching through the development of classroom observation instruments and their use in a school setting.

TP4016 TECHNIQUES FOR IMPROVING THE LEVEL OF CLASSROOM INTERACTION

EP(3:3)3 External in 1985

This module provides opportunities for the development of specific techniques for improving the level of classroom interaction.

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

PS(3:0)2 PS101

The objective of this module is to provide each student with an opportunity to identify and acquire specific teaching skills. Students will be presented with an opportunity to practise these skills in the reality of a school situation and implement a programme of work.

PS301 PRINCIPLES AND PRACTICES OF TEACHING: ART EDUCATION

S(3:0)2 PS201

The aim of this course is to be present to students a spectrum of teaching styles identifying a basic repertoire of teaching strategies and to relate these to teaching situations.

TS4000 PRINCIPLES AND PRACTICES OF TEACHING: ART EDUCATION (Dip.Ed.)

()2

The focus of this module is on several basic teaching skills and to practice these skills by teaching Art to small groups of secondary pupils.

English/History

TS1005 EXPOSITORY TEACHING: ENGLISH/HISTORY

S(3:0)3

Students will be provided with opportunities to acquire specific teacher-centred behaviours and skills through a programme of micro-teaching in a secondary school. Teaching skills introduced will include Basic Questioning, Variability, Explaining, Introductory procedures and Closure.

TS1006 PUPIL CENTRED TEACHING: ENGLISH/HISTORY

S(0:3)3

Students will be provided with opportunities to acquire specific pupil-centred behaviours and skills through a programme of micro teaching in a secondary school. Teaching skills introduced will include Teacher Response, Reinforcement and Advanced Questioning.

TS2005 DESIGN AND PRODUCTION OF INSTRUCTIONAL RESOURCES: ENGLISH/HISTORY

S(0:3)3

Students will be provided with opportunities to acquire basic competencies in using instructional materials. This will involve the development of planning, design and production skills to make and use media and materials to achieve specific learner outcomes.

TS2006 TEACHING STRATEGIES: ENGLISH/HISTORY

S(3:0)3

This module focuses on the theory and practice of teaching strategies for English and History in the secondary school. The structure incorporates a theoretical base and practical application in classroom teaching.

TS3005 APPROACHES TO UNIT PLANNING: ENGLISH/HISTORY

S(3:0)3 TS2006

This module offers a comprehensive and integrated series of practical experiences at school base to complement the theoretical studies in curriculum undertaken at College.

TS3006 CLASSROOM MANAGEMENT AND DISCIPLINE: ENGLISH/HISTORY

S(0:3)3 TS2006

This module provides opportunities to apply theoretical ideas on classroom management and discipline in a school situation.

TS4005 PRINCIPLES AND PRACTICES OF TEACHING: ENGLISH-ENGLISH/HISTORY (Dip.Ed.)

S(3:0)2

The focus of this module is on several basic teaching skills and to practise these skills by teaching English or English and History to small groups of secondary pupils.

TS4042 PRINCIPLES AND PRACTICES OF TEACHING: HISTORY (Dip.Ed.)

S(3:0)2

The focus of this module is on several teaching skills such as Narration, Explanation, Questioning, Introductory/Closing Procedures and Variability and to practise these skills with small groups of secondary pupils.

Home Economics

TS1111 EXPOSITORY TEACHING: HOME ECONOMICS

S(3:0)3

Students will be provided with opportunities to acquire specific teacher-centred behaviours and skills through a programme of micro teaching in a secondary school. Teaching skills introduced will include Basic Questioning, Variability, Explaining, Introductory procedures and Closure.

TS1112 INTERACTIVE TEACHING: HOME ECONOMICS

S(0:3)3

Students will be provided with opportunities to acquire specific pupil-centred behaviours and skills through a programme of micro teaching in a secondary school. Teaching skills introduced will include Teacher Response, Reinforcement and Advanced Questioning.

TS2113 CREATING TEACHING RESOURCES: HOME ECONOMICS

S(0:3)3

Students will be provided with opportunities to acquire basic competencies in using instructional materials. This will involve the development of planning, design and production skills to make and use media and materials to achieve specific learner outcomes.

TS2114 CLASSROOM MANAGEMENT AND DISCIPLINE: HOME ECONOMICS

S(0:3)3 *Pre-requisite* provided on enrolment

This module provides opportunities to apply theoretical ideas on classroom management and discipline in a school situation.

TS3111 CURRICULUM DESIGN AND IMPLEMENTATION: HOME ECONOMICS

S(3:0)3 TS2114

This module provides for a series of workshops, guest speakers, seminars and school visits to prepare the student for working in a Home Economics Department. Units and other material prepared during the module will be used during the Stage III Teaching Experience.

TS4112 THE ANALYSIS OF PERSONAL TEACHING STYLE: HOME ECONOMICS

S(0:3)3 External only in 1985

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.

Industrial Arts

TS1015 PRINCIPLES AND PRACTICES OF TEACHING: INDUSTRIAL ARTS

S(3:0)3

This module is designed to provide each student with an opportunity to acquire specific teaching skills in practical situations.

TS2015 PRINCIPLES AND PRACTICES OF TEACHING: INDUSTRIAL ARTS

S(0:3)3

Students will be provided with opportunities to acquire specific pupil-centred behaviours and skills through a programme of micro-teaching in a secondary school. Teaching skills introduced will include Teacher Response, Reinforcement and Advanced Questioning.

TS3015 PRINCIPLES AND PRACTICES OF TEACHING IIIA: INDUSTRIAL ARTS

S(0:3)3 TS1015

This module provides opportunities to apply theoretical ideas on management and discipline in a school situation.

TS3016 PRINCIPLES AND PRACTICES OF TEACHING IIIB: INDUSTRIAL ARTS

S(3:0)3

This module is to provide the intending teacher of Industrial Arts with an understanding of Industrial Arts curriculum development and application through a series of simulated exercises and school experience.

TS4015 PRINCIPLES AND PRACTICES OF TEACHING: INDUSTRIAL ARTS (B.Ed.)

S(3:0)3

The module provides students with an opportunity to acquire specific teaching behaviours or skills, to feed into practice some of the theory acquired in other subjects and to orient himself to the realities of the school situation with particular emphasis on Industrial Arts.

TS4016 PRINCIPLES AND PRACTICES OF TEACHING: INDUSTRIAL ARTS (Dip.Ed.)

S(3:0)2

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.

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.

TS10532 PUPIL CENTRED TEACHING: LANGUAGES

S(0:3)3

Students will be provided with opportunities to acquire specific pupil-centred behaviours and skills through a programme of micro-teaching in a secondary school. Teaching skills introduced will include Teacher Response, Reinforcement and Advanced Questioning.

TS4051 PRINCIPLES AND PRACTICES OF TEACHING: LANGUAGES (Dip.Ed.)

S(3:0)2

This module focuses on the development of some basic skills of teaching with practical application to improve competence. Analysis of teacher-pupil behaviour will allow teaching strategies to be appropriately modified.

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 TS1021

This course aims to develop skills associated with the teaching of mathematics. Students are given an opportunity to demonstrate a variety of strategies, lesson types and learning aids. Lessons are recorded for post lesson evaluation.

TS3021 APPROACHES TO UNIT PLANNING: MATHEMATICS

S(3:0)3 TS2022

This module offers a comprehensive and integrated series of practical experiences at school base to complement the theoretical studies in curriculum undertaken at College.

TS3022 CLASSROOM MANAGEMENT AND DISCIPLINE: MATHEMATICS

S(0:3)3 TS2022

This module provides opportunities to apply theoretical ideas on classroom management and discipline in a school situation.

TS4021 PRINCIPLES AND PRACTICES OF TEACHING: MATHEMATICS (Dip.Ed.)

S(3:0)2

This programme is designed to identify and analyse pertinent skills of effective teaching. It includes the practical development of each skill in a micro-teaching situation at school base. Lessons are video-recorded for post lesson evaluation.

Music

TS1025 PRINCIPLES AND PRACTICES OF TEACHING: MUSIC

S(3:0)3

This module focuses on several basic teaching skills and opportunity is provided for practising these skills by teaching music to school pupils.

TS2025 PRINCIPLES AND PRACTICES OF TEACHING: MUSIC

S(3:3)3

This module emphasises the classroom management and discipline teaching skills. Opportunity is provided to practise these skills by teaching Music to secondary school pupils.

TS4025 PRINCIPLES AND PRACTICES OF TEACHING: MUSIC (B.Mus.Ed.)

S(3:0)3 *Corequisite* MU3041

Strategies of Teaching. The planning and implementation of a variety of lesson types directed towards specific learning outcomes and the evaluation of pupil performance. Planning a unit of work to be implemented in a school based programme emphasising an integrated approach to the development of skills and insights in pupils.

TS4027 PRINCIPLES AND PRACTICES OF TEACHING: MUSIC (Dip.Ed.)

S(3:0)2

This module emphasises various approaches to teaching with skills which include Variability, Explaining, Basic Questioning, Teacher Response and Higher Order Questioning.

Physical Education

TS1031 PRINCIPLES AND PRACTICES OF TEACHING: PHYSICAL EDUCATION I

S(3:0)2

In this module students undertake lectures in teaching strategies, content, lesson preparation and presentation techniques. Initially the programme involves peer group teaching followed by micro-teaching in the primary school.

TS2031 PRINCIPLES AND PRACTICES OF TEACHING: PHYSICAL EDUCATION II

S(3:0)2 TS1031

In this module students are given the opportunity to gain teaching experience in the secondary school. The programme comprises preparation lectures, demonstrations and teaching of lower secondary pupils in small groups initially, with the provisions for increasing numbers of pupils.

TS3031 PRINCIPLES AND PRACTICES OF TEACHING: PHYSICAL EDUCATION III

S(3:0)2 TS2031

This module provides an opportunity for students to design and implement coaching programmes with pupils who fail to make grade sporting teams.

Science

TS1035 PRINCIPLES AND PRACTICES OF TEACHING: SCIENCE (PREPARATION FOR PRACTICE TEACHING)

S(2:0)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(0:2)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(2:0)2 TS1036

Theoretical treatment and macro-teaching practice of the Advance Organiser Model (Ausubel) the Concept Attainment Model (Bruner) and the Inquiry Training Model (Suchman).

TS2036 PRINCIPLES AND PRACTICES OF TEACHING: SCIENCE (INFLUENCING ATTITUDES)

S(0:2)2 TS2035

Theoretical treatment, testing and macro-teaching, concerning scientific attitudes, attitudes to science, and attitudes to conservation and personal and community health.

TS3035 PRINCIPLES AND PRACTICES OF TEACHING: SCIENCE (FOR YEAR 11 AND 12)

S(3:0)3 TS2036

Detailed study of aims and objectives and content of senior syllabuses. Through macro-teaching, students will develop a beginning competence in the teaching of 2 Unit A science and one 2 unit science chosen from Chemistry, Physics or Biology.

TS3036 PRINCIPLES AND PRACTICES OF TEACHING: SCIENCE (CHILDREN WITH SPECIAL NEEDS)

S(0:3)3 TS3035

Ethnic and social awareness programme. Meritocratic selection, social class selection, ethnic selection, school children as clients.

TS4035 PRINCIPLES AND PRACTICES OF TEACHING: SCIENCE (Dip.Ed.)

S(3:0)2

The course is divided into two semester units, initially, students experience a gradual introduction to teaching through attending demonstrations, seminars, micro-teaching and half day experiences. Later, strategies of teaching designed for different outcomes are studied and practised.

Social Sciences

TS1041 EXPOSITORY TEACHING: SOCIAL SCIENCES

S(3:0)3

Students will be provided with opportunities to acquire specific teacher-centred behaviours and skills through a programme of micro-teaching in a secondary school. Teaching skills introduced will include Basic Questioning, Variability, Explaining, Introductory Procedures and Closure.

TS1042 PUPIL CENTRED TEACHING: SOCIAL SCIENCES

S(0:3)3

Students will be provided with opportunities to acquire specific pupil-centred behaviours and skills through a programme of micro-teaching in a secondary school. Teaching skills introduced will include Teacher Response, Reinforcement and Advanced Questioning.

TS2041 STRATEGIES OF TEACHING: SOCIAL STUDIES

S(3:0)3 TS1041

The purpose of the module is to promote participation in specific teaching strategies identified as being basic to the Social Sciences, including (a) Simulation/Role Play/Socio-drama; (b) Field Studies, (c) Programmed instruction; (d) Case Studies.

TS2042 DESIGN AND PRODUCTION OF INSTRUCTIONAL RESOURCES: SOCIAL SCIENCES

S(0:3)3

Students will be provided with opportunities to acquire basic competencies in using instructional materials. This will involve the development of planning, design and production skills to make and use media and materials to achieve specific learner outcomes.

TS3041 APPROACHES TO UNIT PLANNING: SOCIAL SCIENCES

S(3:0)3 TS2042

This module offers a comprehensive and integrated series of practical experiences at school base to complement the theoretical studies in curriculum undertaken at College.

TS3042 CLASSROOM MANAGEMENT AND DISCIPLINE: SOCIAL SCIENCE

S(0:3)3 TS2042

This module provides opportunities to apply theoretical ideas on classroom management and discipline in a school situation.

TS4040 PRINCIPLES AND PRACTICES OF TEACHING: SOCIAL SCIENCES (Dip.Ed.)

S(3:0)2

This module focuses on the development of some basic skills of teaching with practical application to improve competence. Analysis of teacher-pupil behaviour will allow teaching strategies to be appropriately modified.

Advanced Teaching Method

TP4020 STRATEGIES FOR TEACHING (INFORMATION PROCESSING MODELS)

(0:3)3

Students will be provided with opportunities to acquire specific teaching strategies using information processing models developed by Bruner, Suchman, Ausubel and Taba.

TP4021 STRATEGIES FOR TEACHING II (SOCIAL AND PERSONAL MODELS)

(0:3)3

Students will be provided with opportunities to acquire specific teaching strategies using social and personal models developed by Glasser, Shafteel, Gordon, Rogers and others.

Teaching Experience

Teaching Experience consists continuous teaching at school bases.

BP1000	TEACHING EXPERIENCE: PRIMARY/EARLY CHILDHOOD	6 cp
PT108	TEACHING EXPERIENCE: ART EDUCATION	2 cp
BP1005	TEACHING EXPERIENCE: ENGLISH/HISTORY	6 cp
BP1001	TEACHING EXPERIENCE: HOME ECONOMICS	6 cp
BP1015	TEACHING EXPERIENCE: INDUSTRIAL ARTS	6 cp
BP1020	TEACHING EXPERIENCE: MATHEMATICS	6 cp
BP1025	TEACHING EXPERIENCE: MUSIC	1 cp
BP1030	TEACHING EXPERIENCE: PHYSICAL EDUCATION	2 cp
BP1035	TEACHING EXPERIENCE: SCIENCE	6 cp
BP1040	TEACHING EXPERIENCE: SOCIAL SCIENCES	6 cp
BP2000	TEACHING EXPERIENCE: PRIMARY	6 cp
BP2001	TEACHING EXPERIENCE: EARLY CHILDHOOD	6 cp
PT208	TEACHING EXPERIENCE: ART EDUCATION	2 cp
BP2005	TEACHING EXPERIENCE: ENGLISH/HISTORY	6 cp
BP2011	TEACHING EXPERIENCE: HOME ECONOMICS	6 cp
BP2015	TEACHING EXPERIENCE: INDUSTRIAL ARTS	6 cp
BP2020	TEACHING EXPERIENCE: MATHEMATICS	6 cp
BP2025	TEACHING EXPERIENCE: MUSIC	2 cp
BP2030	TEACHING EXPERIENCE: PHYSICAL EDUCATION	2 cp
BP2035	TEACHING EXPERIENCE: SCIENCE	6 cp
BP2040	TEACHING EXPERIENCE: SOCIAL SCIENCES	6 cp
BP3000	TEACHING EXPERIENCE: PRIMARY	6 cp
BP3001	TEACHING EXPERIENCE: EARLY CHILDHOOD	6 cp
BP3002	TEACHING EXPERIENCE: PRIMARY CONVERSION	6 cp
BP3003	TEACHING EXPERIENCE: EARLY CHILDHOOD CONVERSION	6 cp
BP3005	TEACHING EXPERIENCE: ENGLISH/HISTORY	6 cp
BP3011	TEACHING EXPERIENCE: HOME ECONOMICS	6 cp
BP3015	TEACHING EXPERIENCE: INDUSTRIAL ARTS	3 cp
BP3020	TEACHING EXPERIENCE: MATHEMATICS	6 cp
BP3025	TEACHING EXPERIENCE: MUSIC	1 cp
BP3030	TEACHING EXPERIENCE: PHYSICAL EDUCATION	2 cp
BP3035	TEACHING EXPERIENCE: SCIENCE	6 cp
BP3040	TEACHING EXPERIENCE: SOCIAL SCIENCES	6 cp
BP4001	TEACHING EXPERIENCE: PRIMARY (Dip.Ed.)	2 cp
PT408	TEACHING EXPERIENCE: ART EDUCATION (B.Ed.)	2 cp
BP4007	TEACHING EXPERIENCE: ENGLISH/HISTORY (Dip.Ed.)	2 cp
BP4009	TEACHING EXPERIENCE: ART EDUCATION (Dip.Ed.)	2 cp

BP4011	TEACHING EXPERIENCE: HOME ECONOMICS (B.Ed.)	6 cp
BP4015	TEACHING EXPERIENCE: INDUSTRIAL ARTS (B.Ed.)	6 cp
BP4016	TEACHING EXPERIENCE: INDUSTRIAL ARTS (Dip.Ed.)	2 cp
BP4021	TEACHING EXPERIENCE: MATHEMATICS (Dip.Ed.)	2 cp
BP4025	TEACHING EXPERIENCE: MUSIC (B.Mus.Ed.)	2 cp
BP4027	TEACHING EXPERIENCE: MUSIC (Dip.Ed.)	2 cp
BP4036	TEACHING EXPERIENCE: SCIENCE (Dip.Ed.)	2 cp
BP4041	TEACHING EXPERIENCE: SOCIAL SCIENCES (Dip.Ed.)	2 cp
BP4051	TEACHING EXPERIENCE: LANGUAGES (Dip.Ed.)	2 cp
BP4060	TEACHING EXPERIENCE: TEACHER LIBRARIANSHIP (Dip.Ed.)	2 cp

Radiography

ED1905 PSYCHOLOGY: UNDERSTANDING HUMAN BEHAVIOUR

(0:3)3

This module aims to assist the student to an understanding of the individual human being. The module treats such topics as human growth and development, socialisation, motivation, perception and the self.

ED1906 INTERPERSONAL BEHAVIOUR

(2:0)2

This module aims to help the student develop an understanding of self and others and to develop competence in making helpful and reassuring contacts with others. The module treats such aspects as perception of one person by another and verbal and non-verbal aspects of communication.

HS1906 HOSPITAL PRACTICE

(2:0)2

Basic hospital organisations: relevant nursing procedures; Patient care; observation; measurement; procedure. First aid.

SC1901 PHYSICS FOR RADIOGRAPHERS

(4:0)4

An introductory study of basic physical concepts to provide a background for further work.

SC1902 LIVING ANATOMY AND PHYSIOLOGY A

(4:0)4

A sequential treatment of the complete human anatomy and physiology as required by radiographers under general headings: Cell and Tissue biology; Systems Anatomy and Physiology; Skeletal; Muscular Visceral; Vascular and lymphatic; Nervous and Ventricular, Special senses, ears, eyes and nose. Introduce cells, tissues, upper and lower limbs, respiratory system.

SC1903 LIVING ANATOMY AND PHYSIOLOGY B

(0:3)3

Introduces vertebral column, skull, neck. Overview of neuro anatomy and physiology.

SC1904 EQUIPMENT A

(3:0)3

Radiographic photography, film, screens, cassettes, processors, sensitometers, densitometers, subtractions and copying.

SC1905 EQUIPMENT B

(0:2)2

The total radiographic equipment will be studied in sequence, X-

Ray tube, transformers, safety devices, timers, Dosimeters, Protection, special procedures equipment.

SC1911 RADIOGRAPHIC ANATOMY A
(1:0)1

Positions of patients will be integrated with the living anatomy relevant to that positioning.

SC1912 RADIOGRAPHIC ANATOMY B
(0:1)1

Positions of patients will be integrated with the living anatomy relevant to that positioning.

SC1913 TECHNIQUES AND SURFACE ANATOMY A
(5:0)4

A study will be made of the following:
Radiographic terminology; Protection and dark room procedures. Techniques and surface anatomy of:
Basic skeletal systems, extremities and chest.
Respiratory system and thorax routine.

SC1914 TECHNIQUES AND SURFACE ANATOMY B
(0:5)4

A study of the technique and surface anatomy of:
skull and vertebral column, sinuses, teeth and abdomen.

SC2901 RADIATION PHYSICS
(0:5)5

A detailed study of electromagnetic and radiation physics under general headings: Electromagnetism; A.C.; Nature of Matter; Radioactivity; X-Rays; Basic Electronics.

SC2902 LIVING ANATOMY AND PHYSIOLOGY C
(3:0)3

Introduces Digestive Tract, Urinary system, Male and Female pelvis.

SC2903 LIVING ANATOMY AND PHYSIOLOGY D
(0:3)3

Introduces vascular system, special senses and more detailed anatomy.

SC2904 EQUIPMENT C
(2:0)2

A study of equipment associated with the X-Ray machine, timers, image intensifiers, fuses, safety circuits, maintenance together with a further study of biological effects of radiation, cumulative exposure, dosimeters and other measuring devices.

SC2905 EQUIPMENT D
(0:2)2

A study of equipment associated with tomography, angiography. Mobile units photofluorography, Mammography and automatic exposure system. Some work on Law and the Radiographer will be included.

SC2911 RADIOGRAPHIC ANATOMY C
(1:0)1

Positions of patients will be integrated with the living-anatomy relevant to that positioning.

SC2912 RADIOGRAPHIC ANATOMY D
(0:1)1

Positions of patients will be integrated with the living-anatomy relevant to that positioning.

SC2913 TECHNIQUES AND SURFACE ANATOMY C
(5:0)4

The technique and surface anatomy of the various tracts, alimentary, Biliary, Genito-Urinary together with bronchography.

SC2914 TECHNIQUES AND SURFACE ANATOMY D
(0:5)4

The technique and surface anatomy of the lacrimal and salivary systems.
Operative procedures including Retrograde Pyelogram.
Operative Cholangiogram, orthopaedic procedures with and

without image intensifications, exposed kidneys, etc.

SC2915 TECHNIQUES AND SURFACE ANATOMY E
(5:0)4

This module will cover catheter preparation, immobilisation, angiography and special investigation techniques for examining veins, the spleen, liver and brain.

SC2916 TECHNIQUES AND SURFACE ANATOMY F
(0:5)4

This module will cover myelography, discography, tomography, cineradiography, localisation of foreign bodies (methods etc.) and specialised procedures relating to soft tissues.

SC2917 CLINICAL PRACTICE
3 cp

This module recognises the successful completion of the Year 1 practicum and Clinical Practice in Year 2 and Year 3. Full details are supplied by the Course Co-ordinator.

SC2921 PATHOLOGY A
(0:2)3

This module covers inflammation, infection, trauma diseases of circulation and diseases affecting growth and development. Viral infection, parasitic diseases, allergies and anaphylaxis, Neoplasms.

SC2922 PATHOLOGY B
(2:0)3

This module covers pathology of the circulatory respiratory, alimentary, genito urinary, skeletal central nervous, endocrine, haemopoietic and reticuloendothelial systems, together with the pathology of the tissues of the head and neck.

SC2923 COMPLEMENTARY TECHNIQUES
(1:0)1

This module investigates other imaging systems computerised axial Tomography, Ultra sound electrocardiography, electroencephalography and zerography.

SC2934 RADIOGRAPHIC APPRECIATION
(0:1)1

This module covers radiographs of various anatomical systems illustrating pathological abnormalities. Radiographic case studies will be examined.

SC1131 MECHANICS I
(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 mechanic to the study of thermodynamics.

SC1132 DIRECT CURRENT ELECTRICITY
(0:4)3

This module will give an understanding of basic direct current electricity and magnetism with an introduction to electrostatics, semi-conductor diodes and alternating current.

SC1141 CHEMISTRY IA
(4:0)4

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
(0:4)3

Aspects of chemistry which find particular application in biological systems. Topics include: introductory organic chemistry; functional groups; stereoisomerism, carbohydrates, lipids and proteins, enzymes, buffer systems, nucleic acids, metal ions in biological systems.

SC1151 GEOLOGY IA
(4:0)3

An introduction to the structure and composition of the Earth, rock forming minerals, origin and nature of major rock types. The influence of plate tectonics on the crust is examined.

SC1152 GEOLOGY IB
(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
(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
(0:4)3

Structure and function in the human body. A systems approach to bodily processes. Homeostasis. Ill-health: causes, prevention and cure. Heredity and environment. Genetics and evolution.

SC1261 BIO-MEDICAL SCIENCES (NURSE EDUCATION)
(3+3)6

Studies in this module are designed to provide a foundation for more advanced and applied learning in later modules, and in so doing to demonstrate the value of knowledge in these sciences through their specific application to nursing practice.

SC1262 NUTRITION (NURSE EDUCATION)
(0:2)2

This module is designed to enable the nurse teacher to examine nutrition through the concept of the way food intake affects the health of the human body. In particular, the role of nutrition in energy production, in supplying building and protective materials, and the dependence of the body on factors external to it will be emphasised.

SC1263 MICROBIOLOGY AND INTRODUCTION TO PATHOLOGY (NURSE EDUCATION)
(0:2)2

This module is designed to enable the nurse teacher to view the study of microbiology as essential to an understanding of man as a biological being interacting with his environment. This interaction is seen as being both essential to the maintenance of normal health and life itself, as well as being responsible for specific disease processes.

SC1370 DIRECT CURRENT ELECTRICITY
(0:4)3

To establish a basic knowledge and understanding of direct current electricity and basic magnetism.

The student will:

- demonstrate the ability to handle direct current equipment; plan, execute and evaluate experiments in this area.
- demonstrate the ability to handle numerical problems based on concepts studies;
- master the structure of knowledge within the discipline;
- develop effective problem-solving and discovery methods and to adopt appropriate scientific attitudes;
- develop effective communication techniques.

SC1470 BASIC CONCEPTS OF CHEMISTRY
(4:0)3

This module will provide the student with knowledge of some basic aspects of chemistry. Practical work as an essential part of this module and students will develop practical skills from the laboratory

programme.

The student will be assisted to:

- master the structure of knowledge within the discipline;
- develop effective problem-solving and discovery methods and adopt appropriate scientific attitudes;
- become proficient in the experimental techniques of the discipline;
- develop effective communication techniques;
- understand the limitations of scientific investigations.

SC1740 BIOMECHANICS I
(3:0)3

The student is introduced to fundamental concepts of mechanics such as the forces, vectors, centre of gravity, equilibrium, rotational motion, flotation and the magnus effect and a biomechanical analysis of track and field events.

SC1741 BIOLOGY FOR PHYSICAL EDUCATION
(0:3)3

Students study the origin of living cells and examine the basic cell structure and cell inclusions. The chemistry of the cell precedes the study of the evolution of specialised cells and organisms.

SC1930 PHYSICAL SCIENCE FOR NON-SCIENTISTS (GENERAL STUDIES)
(0:4)3

Observing, classifying, measuring and other processes. Waves and wave phenomena. Forces, motion and energy. Gaseous and crystalline states of matter. Electricity and electrical phenomena—charges, simple circuits and simple electrochemistry. Particles of matter — atoms, molecules, ions, and the structure of matter.

SC1940 EARLY CHILDHOOD: PRIMARY SCIENCE K-6 METHOD (PRIMARY STUDIES)
(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)
(4:0)3

The nature of forces and machines. Types of energy and energy transformations. Electricity and magnetism. Teaching science with toys.

SC2040 SCHOOL BASED CURRICULUM DEVELOPMENT
(3:0)3

Systems analysis and development of curricula in secondary science.

SC2131 MECHANICS II
(0:4)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
(0:4)3

The nature of light and its velocity. Huygens principle and its application. The physical and geometrical optics of spherical lenses, mirrors and optical systems. The eye is an optional system; defects of the eye and use of lenses for correction of defects. Interference and diffraction; the diffraction grating and polarisation. Laboratory work based on the above topics.

SC2141 CHEMICAL BONDING
(4:0)3 SC1141

A more detailed consideration of atomic structure and models of chemical bonding including: covalent, ionic, metallic and van der Waals bonds. Relation of bonding models to physical and chemical

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properties of compounds. Application of bonding models to physical and chemical properties of compounds. Application of bonding models to physical methods used in modern industry.

SC2142 ENERGY AND CHEMICAL REACTIONS S(0:4)3 SC1141

Energy relationships in the study of chemical changes is considered with an aim to:

- (1) use energy relationships to examine the predictability of chemical reactions and the effect of different conditions and
- (2) develop an appreciation of the importance of energy considerations in chemical reactions of industrial and biological importance.

SC2151 GEOLOGY IIA S(4:0)3 SC1151

Elements of crystallography. Structure and composition of rock-forming minerals and their optical properties in thin section. Petrology of igneous rocks.

SC2152 GEOLOGY IIB S(0:4)3 Either SC1151 or SC1152

Economic minerals and fuels: their nature, origin and significances. An introduction to palaeontology. Geological and history of New South Wales. Laboratory and field studied.

SC2171 ECOLOGY AND ECOSYSTEM STUDIES S(4:0)3 SC1171

Ecology and the nature of ecosystems. Energy flow and biogeochemical cycles. Population ecology. Organisation and dynamics of ecological communities. Ecology and man. Field techniques and procedures. Glasshouse trials. Conservation and wildlife studies.

SC2172 CELL CHEMISTRY AND PHYSIOLOGY S(0:4)3 SC1171

The cellular basis of life. Plant and animal cells. Prokaryotic and eukaryotic cells. Cell specialisation. Cell ultrastructure. Biologically important molecules. Cellular bioenergetics. Protein biosynthesis. Ageing of cells.

SC2261 ANATOMY AND PHYSIOLOGY NURSE S(3+3)6

The major purpose of this module is to cause the nurse teacher to recognise the systematic organisation of facts in the major concepts of physiology and in the principles of anatomy. These are presented and interpreted in such a way that nursing practice is made more effective and meaningful, and therefore rewarding.

SC2370 ALTERNATING CURRENT DEVICES (0:4)3 Prerequisite SC1370

The student will be able to describe the generation of alternating currents and analyse alternating current circuits.

The student will be able to describe the operation of electronic devices, measure selected parameters and use the devices in circuits, and

- master the structure of knowledge within the discipline;
- develop effective problem-solving and discovery methods and to adopt appropriate scientific attitudes;
- become proficient in the experimental techniques of the discipline;
- develop effective communication techniques;
- study the historical development of the subject;
- understand the constraints and influences which society exerts on scientists;
- examine the interplay between economic and scientific progress;
- understand the limitations of scientific investigations.

SC2380 ELECTRONIC CONSTRUCTION TECHNIQUES (0:4)3 Prerequisite SC1470

- To apply the subject matter of courses in electronics and Industrial Arts to the production of electronic devices, and to the use of materials and test instruments.
- To develop proficiency in the interpretation and use of circuit diagrams and other symbolic representations.
- To develop proficiency in laboratory and workshop manage-

ment.

SC2470 CHEMICAL BONDING (0:4)3 Prerequisite SC1470

Students will study a number of models of chemical bonding. The advantages, limitations and applications of each model will be emphasised.

The student will be assisted to:

- master the structure of knowledge within the discipline;
- develop effective problem-solving and discovery techniques and adopt appropriate scientific attitudes;
- become proficient in experimental techniques;
- develop effective communication techniques;
- trace the historical development of the subject;
- realise the limitations of scientific investigations.

SC2740 BIOMECHANICS II S(0:3)3 SC1740

Students examine the coefficient of restitution. Reynold's number magnus effect, effect of humidity of flight F balls, conservation of rotational energy and momentum, free body diagrams, estimation of segmental masses, mathematical models of the human body, electromyography and uses of the force plate.

SC2741 ANATOMY AND PHYSIOLOGY A S(3:0)3 SC1741

This module examines the musculo-skeletal system; the nervous system and aspects of the cardiovascular and respiratory systems.

SC2742 ANATOMY AND PHYSIOLOGY B S(0:3)3 SC2741

In addition to extending the cardiovascular and respiratory systems discussed in SC2741, other systems studied include the endocrine, reproductive, digestive and urinary systems. Fluid and electrolyte balance are also examined.

SC2743 BIOCHEMISTRY I S(NA)3 SC1741

Introduction to the chemistry of carbohydrates, lipids and proteins, enzymes and elementary kinetics, bioenergetics. Glycolysis, TCA cycle and oxidative phosphorylation; B - oxidation of fatty acids. Nitrogen metabolism and excretion. Gluconeogenesis. Vitamins and co-enzymes. Composition, structure and contraction of muscle types. Muscular adaptations to aerobic and anaerobic training.

SC2920 INNOVATIONS IN K-6 CURRICULA (PRIMARY STUDIES) P(0:3)3 PNA3 SC1950

Overview of intellectual development of children. Analysis of models of teaching. Examination of new curricula and study of new curriculum materials prepared in N.S.W.

SC2930 HUMAN BIOSCIENCE (GENERAL STUDIES) P(0:4)3

A study of selected fundamental scientific, technological and medical advances which are affecting all aspects of present-day human life; genetic and environmental perspectives; changing lifestyle; human development from a biological viewpoint.

SC2940 ENVIRONMENTAL AND CONSUMER CHEMISTRY (GENERAL STUDIES)

P(4:0)3 SC1930

Chemistry of specific pollutants in air, water. Solid wastes. Composition of consumer products, food additives and uses.

SC2950 SCIENCE AND THE LIVING WORLD (PRIMARY STUDIES) P(NA)3

Characteristics of living things. Uses of energy. Reproduction and change. Evolution Cell physiology. Teaching strategies for the classroom.

SC3080 ENV SCIENCE TAFE T(0:2)3

Aims to explore the application of scientific concepts, principles and methodology to the analysis of environmental phenomena. Includes air and water quality, ecosystems and the impact of man, occupational health and safety, attitudes and beliefs about the environment, the EIS phenomenon, resources, soils and fertilizers,

radiation and nuclear chemistry, energy resources.

SC3131 ATOMS AND NUCLEI S(NA)3 SC2131

Basic concepts: Michelson-Morley Experiment; Lorentz Transformations; Simultaneity; Relativistic Mechanics; General Relativity; Quantum Theory of Light; X-ray diffraction; Gravitational Red Shift; De Broglie Waves; Phase and Group Velocities; Applications of the Uncertainty Principle; Wave-Particle Duality.

Atomic models: Alpha-particle scattering; Atomic spectra; Energy levels and spectra; Correspondence Principle; Schrodinger's Equation; Particle in a box; Quantum theory of the hydrogen atom; Magnetic quantum number; Electron probability density; Crystal structure, Band Theory of Solids. Atomic masses; Nuclear electrons; Nuclear sizes: The deuteron; Mason theory of Nuclear forces; Models of the nucleus; Radioactive series; Decay; Nuclear reaction; Elementary particles; Symmetries and conservation principles.

SC3132 ELECTROMAGNETIC THEORY AND RADIATION PHYSICS

S(NA)3 SC2131

Coulomb's Law; electric field; flux; Gauss Law; electrical potential; electrical potential energy; capacitance; current density; resistivity; magnetic field; magnetic force on a current; torque on a loop; Hall effect; Cyclotron; Ampere's Law; Biot-Savart Law; Faraday's Law; Time varying magnetic fields; Maxwell's equations; basic radio theory; atomic models; elementary quantum theory; uncertainty; waves and particles; cosmic rays. A major research project and seminar work will be undertaken. A study will also be made of the generation and uses of X-rays as an example of Electromagnetic radiations.

SC3133 ALTERNATING CURRENT AND DEVICES S(NA)3 SC1132

The nature of an a.c. supply. Resistors, capacitors and inductors separately and in combination in d.c. and a.c. circuits. The 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 tubes: its history and principles of operation. Laboratory work based on these topics.

SC3134 ELECTRIC CIRCUITS S(NA)3 SC3133

Rectification of a.c. in single and multiphase circuits. Voltage multiplier/rectifiers. Filter and regulation circuits. Detection circuits. The transistor and the f.e.t. in circuits. Analysis of circuits containing these elements. Oscillators, amplifiers and multivibrators. The opamp as a circuit element. Wave shaping circuits. Laboratory work based on above topics.

SC3135 ASTRONOMY S(NA)3 SC2132

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.

SC3136 ENERGY: NUCLEAR AND ALTERNATE SOURCES S(NA)3 SC2131

Introduction. Interactions of neutrons with matter, effects of neutrons in various energy ranges, (n-), (n-), (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.

SC3141 ELECTRONIC EFFECTS IN MOLECULES S(NA)3 SC1142 and SC2141

A study of electronic effects in organic molecules and the consequent effect on the properties of compounds. These effects will be used to consider the mechanism of a number of reaction types.

SC3142 CHEMICAL KINETICS S(NA)3 SC2141

An introduction to chemical studies including experimental methods and applications in areas of social and industrial importance.

SC3143 BIOCHEMISTRY II (DIPLOMA) S(NA)3 SC2743

This module applies the biochemical concepts introduced in the prerequisite module SC2743 to areas of interest to the specialist students of physical education. Included will be those topics related to the biochemical adaptations of particular tissues in an athlete's body in response to different forms of physical exercise. Slightly less vigorous approach to modules as that undertaken by degree students.

SC3145 SPORTS MEDICINE (DIPLOMA) S(0:3)3 SC2741

Review of relevant physiology and psychology. Effects on performance of training, environment conditions, nutrition, drugs, travel, illness, age, handicap. Effects of exercise on training. Medical screening. Basic medical concepts including inflammation, infection, repair. Injuries to bone and soft tissues. First aid. Methods and techniques for prevention and treatment of injuries.

SC3146 TRANSITION METAL CHEMISTRY S(0:4)3 SC2141

Electronic structure of transition elements. Co-ordination compounds, bonding, stereochemistry, ligand field theory, colour. Relevance of co-ordination chemistry to analytical, environmental, biological and industrial issues.

SC3148 PHYSIOLOGY OF EXERCISE I (DIPLOMA) S(3:0)3 SC2741

Emphasis is placed on increasing understanding of nerves and muscles, metabolism and the cardio vascular system and the whole body effects of exercise. The theory is put into practice by measuring such parameters as VO2MAX.

SC3149 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(NA)6 SC2151

Sedimentary processes and structures. Classification and description of sedimentary rocks. Metamorphic processes and products. Classification and description of metamorphic rocks. Micro-petrology of sedimentary and metamorphic rocks.

SC3152 GEOLOGY IIIB

S(NA)6 Either SC2151 or SC2152
Stratigraphy of the Sydney Basin. The Earth's gravitational and magnetic fields. Principles and applications of radiometric dating. Structural geology and its influence on geomorphology.

SC3171 MICROBIOLOGY S(NA)6 SC2172

Classification and general properties of micro-organisms. The ubiquity of micro-organisms in air, water, soil. Techniques of microscopy, pure culture, staining. Cultivation of bacteria and fungi. Effects of chemical and physical agents. Role of micro-organisms in nature systems and agriculture.

SC3172 REGULATION AND RESPONSE IN ORGANISMS S(NA)6 SC2172

Organism response and regulation from cellular-molecular and integrated organ-system viewpoints. Homeostasis as a unifying theme. Animal behaviour from biochemical and ethological viewpoints. Metabolic regulation. Enzymes. Hormones. Neural inte-

gration. Functional organisation of the vertebrate. Ethology: stereotyped behaviour, learning, social behaviour.

SC3243 BIOCHEMISTRY II (DEGREE)
S(NA)3 SC2743

This module applies to biochemical concepts introduced in the prerequisite module SC2743 to areas of interest to the specialist students of physical education. Included will be those topics related to the biochemical adaptations of particular tissues in an athlete's body in response to different forms of physical exercise.

Diploma Level
S()3 SC2743

Slightly less vigorous approach to module as that undertaken by degree students.

SC3245 SPORTS MEDICINE I (DEGREE)
S(0:3)3 SC2741 (SC2742 also preferred)

Review of relevant physiology and psychology. Effects on performance of training, environmental conditions, nutrition, drugs, travel, illness, age, handicap. Effects of exercise on training. Medical screening. Basic medical concepts including inflammation, infection, repair. Injuries to bone and soft tissues. First aid. Methods and techniques for prevention and treatment of injuries.

SC3246 BIOMECHANICS III
S(0:3)3 SC2740

The contents of this module will be presented at enrolment.

SC3248 PHYSIOLOGY OF EXERCISE I (DEGREE)
S(0:3)3 SC2741

Emphasis is placed on increasing understanding of nerves and muscles, metabolism and the cardio vascular system and the whole body effects of exercise. The theory is put into practice by measuring such parameters as VO₂MAX.

SC3910 SCIENCE AND THE UNIVERSE (PRIMARY STUDIES)
P(NA)3 SC2950 or SC2920

The earth in the solar system. The moving earth. Earth Materials. The Oceans. The changing face of the earth. The atmosphere. Teaching strategies.

SC3920 COMPARATIVE STUDIES IN K-6 SCIENCE CURRICULA (PRIMARY STUDIES)
P(NA)3 SC2950 or SC2920

Models of teaching suited to science teaching. Study of innovative science curricula from around the world. Implementing and evaluating a program of work.

SC3930 ENVIRONMENT BIOSCIENCE (GENERAL STUDIES)
P(NA)3 SC2930

An analytic overview of man's place in the biosphere by means of an ecological approach to issues of population, energy, natural resources and environmental quality. A systematic treatment of natural ecosystems and the impact of a technological society upon these systems.

SC3940 ENVIRONMENTAL GEOSCIENCE (GENERAL STUDIES)
P(NA)3 SC2930 or SC2940

In this module students will study the processes at work on the planet and human interaction with these processes and the energy flows of the atmosphere and the lithosphere. In addition a study of the deeper seated earth processes will be made.

SC4132 ELECTRIC SYSTEMS
S(NA)4 SC3134

The integrated circuit concept. The i.c. opamp and its uses. The i.c. timer and its uses. Logic gates, digital systems, analogue systems and D/A or A/D conversions. A.M. and F.M. receivers and transmitters.

SC4134 APPLICATION OF CALCULATOR AND MINI COMPUTER PROGRAMMING TO SCIENCE LABORATORY EXERCISES

S(NA)8

Computers in Science

The student will research the type of tasks which lend themselves to computer application, the advantages gained by using the com-

puter is science and study the effect of experience with computers upon attitude to computers and "the loss of privacy" controversy. Brief consideration of computer assisted instruction and of ways of introducing computer use into science.

Programming

How to write programs for a programmable calculator. Students will write and store on cards many useful programs.

How to write basic programs for the computer at N.C.A.E. and for use on Apple computers.

Testing of Models

A large number of programs will be written to provide predicted values of quantities which are produced by the application of certain models used by scientists.

Evaluation of Computer Application in Science Laboratory Exercises.

By conducting experiments to produce the quantities related to models studied in the previous topic, the student determines the degree to which the program has aided clarification of the value of the model under study.

Simulation of Complex Experimental Procedures

Programs will be written to clarify the operation of models which make predictions which cannot readily be tested, because they relate to unavailable complex equipment, or because producing the predicted quantities takes a huge period of time in which to operate.

SC4135 PHYSICS TECHNOLOGY, PHILOSOPHY AND SYSTEM THINKING

S(NA)8 SC3131, SC3132

This module has two parts. In the first a study is made of the relationships of Physics to Technology and Philosophy together with the application of Physics to the Third World and a guess at the future. The second part takes problem solving by the systems or models approach. The students individually choose their own problems.

SC4141 PHYSICAL METHODS IN CHEMISTRY
S(NA)8 SC3141

Basic theory, instrumentation, sampling and interpretation of data with respect to: UV-VIS, IR, NMR and mass spectroscopy. X-ray methods and specific ion electrodes.

SC4142 CHEMISTRY OF NATURAL RESOURCES
S(NA)4 SC2142

A study of the origin, distribution, extraction and use of resource for the production of energy, metals and non-metals. Problems associated with resource usage, waste disposal and recycling.

SC4143 NATURAL PRODUCT CHEMISTRY
S(NA)4 SC3141

Composition and properties of glycerides, waxes, carbohydrates, proteins, and steroids. Instrumental methods used to elucidate composition and structure.

SC4144 BIOINORGANIC CHEMISTRY
S(NA)8 SC3141 SC3143

A study of metalloproteins and other metal containing biological molecules. Hydrolytic metallo- and metal-activated enzymes. Oxygen carriers. The alkali metal and alkaline earth metal cations in Biology. Metal ions and chelating agents in medicine.

SC4145 BIOCHEMISTRY
S(NA)4 SC3141

Topics include:

- the cell structure, electrolytes and active transport
- equilibrium thermodynamics
- classification of enzymes, chemical nature and kinetics
- the penlose phosphate pathway
- photosynthesis; the glyoxylate cycle
- muscle biochemistry
- breakdown and elimination of nitrogen and sulphur compounds.

SC4146 ENVIRONMENTAL AND CONSUMER CHEMISTRY
S(NA)4 SC2142 and SC3141

- The chemistry of specific pollutants, their formation, effects,

detection/estimation and possible control measures.

- A study of the composition of various consumer products - reasons why they are used in the product formulations and the consequences of their presence both directly to the consumer and to the environment in general.

SC4151 GEOLOGICAL RESOURCES AND SOCIETY
S(NA)8 SC3151 or SC3152

A study of the origin and use of energy, metal and non-metal resources, problems associated with resource usage and waste disposal.

SC4152 GEOLOGICAL PROBLEMS
S(NA)8 SC3151 or SC3152

A critical approach to theories of the origin and evolution of the Earth, global tectonics, palaeontological evolution, and to the development of some of these as examples of the evolution of scientific ideas.

SC4153 HYDROLOGY

S(NA)4 SC3151 or SC3152

The hydrological cycle, fluvial and ground water movements. Stream gauging and data analysis. Water chemistry and pollution. Australian water resources.

SC4154 APPLIED GEOLOGY
S(NA)8 SC3151 or SC3152

Geological hazards - earthquakes, tsunami, volcanism, and monitoring problems. Engineering applications and problems such as earth slips, floods and shoreline changes and mining.

SC4171 MAN AND ENVIRONMENT
S(NA)8 SC2171

Philosophy and rationale of environmental impact assessment and of resource utilisation. The E.I.S. (Environment Impact Study) technique. Methods of data collection. Role of government departments and instrumentalities, such as the Pollution Control Commission. Environmental monitoring and control. Conceptual models and simulation techniques. Case studies of various major developmental projects. Preparation, presentation and evaluation of reports.

SC4172 INDUSTRIAL MICROBIOLOGY
S(NA)8 SC3171

Batch and continuous culture systems in industry. Manufacture of microbial products. Microorganisms in food processing. Microbiological aspects of plant cleansing and sterilisation. Development of microbiological standards. Statutory requirements. Standard tests in pollution studies. Role of microbiology in agriculture, forestry and fishing industries.

SC4173 APPLIED ECOLOGY
S(NA)8 SC2171

Factors limiting distribution and diversity of organisms. Environmental parameters in population ecology. Applied problems in productivity and population studies. Biological control. Community studies. Field techniques for terrestrial and aquatic studies. Assessment of the status of existing ecosystems and prediction of change effects due to forestry, agriculture, mining and industrial activities.

SC4174 DEVELOPMENT AND COMPARATIVE ANATOMY
S(NA) SC2172

Comparative anatomy and physiology in relation to the function of various systems, including skeletal, muscular, respiratory, cardiovascular, nervous systems. Integration of systems: metabolism, temperature control. Gametogenesis. Embryology. Differentiation and growth. Reproduction. Ontogenetic development. Structure and function in animals, with particular emphasis upon the human.

SC4210 SCIENCE IVA: SENIOR EDUCATION
S(3+3)8

This module is concerned with the teaching of science to pupils in years 11 and 12 in Australian schools. Understanding of topics treated in Junior Science Education is assumed. Topics include syllabus evaluation, aims and objectives, classroom techniques, evaluation, literature sources, laboratory organisation.

SC4220 SCIENCE IVB: JUNIOR SCIENCE EDUCATION
S(3+3)8

This module is concerned with the teaching of general science to pupils in years 7-10 in Australian schools. Topics include aims and objectives, teaching strategies, curriculum planning, remedial teaching, evaluation, laboratory and field activities, laboratory organisation and safety.

SC4245 SPORTS MEDICINE II
S(3:0)3 SC3245

This course aims to develop an understanding of the sequence of injury through to repair and factors that may be of influence. Some common injuries and conditions will be discussed and the P.E. teacher's role in such situations established.

SC4248 PHYSIOLOGY OF EXERCISE II
S(0:3)3 SC3248

This course continues to further build up the student's knowledge and understanding of physiology and exercise and areas such as neuromuscular physiology and age changes and exercise will be identified. The emphasis will be on developing areas of research and practical application.

SC4300 NATURAL SCIENCE IVP: SCIENCE FOR THE PRIMARY SCHOOL

P(0:2)2

This module enables students to gain an understanding of the role of Science in the Primary school and introduces a variety of teaching procedures for use in schools. Topics include the aims of Science teaching in the Primary school, behavioural objectives in teaching, the nature and processes of Science and their relation to teaching of Science, classroom techniques of teaching Science, including models of teaching procedures, the use of teaching aids in the classroom, learning and teaching outside the classroom including the projects, excursions, fieldwork covering specimen collections and natural phenomena.

SC4920 SCIENCE AND NATURAL ENVIRONMENT

The contents of this module will be presented at enrolment.

SC4930 SCIENCE EDUCATION AND URBAN ENVIRONMENT

The contents of this module will be presented at enrolment.

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 of Years 7 - 10 and on various evaluative procedures.

SS1250 TEACHING GEOGRAPHY I
S(2:0)2

Basic teaching techniques in Geography are analysed and practised. Emphasis is placed on the value and methods of using audio-visual aids, the organisation of teaching space, the need for and examples of variety, and methods of pupil-evaluation.

SS1260 TEACHING SOCIAL SCIENCE
S(2:0)2

Current trends and issues in social education are examined with special reference to N.S.W. secondary schools. Particular skills considered are expository techniques, instructional media. Programming and unit construction.

SS1270 TEACHING ECONOMICS

S(0:2)2

An examination of the Economics Syllabus leads to the development of programmed units of work and to the construction, implementation and evaluation of specific teaching strategies. An in-school experience component is developed on a competency-based programme.

SS1310 EARLY CHILDHOOD SOCIAL STUDIES

E(0:3)3

A study is made of the various inquiry processes as applied to Social Studies, including Taba's inductive approach. Practice in the collection and organisation of data is complemented by the examination and creation of resource materials used in valuing, feeling and acting exercises.

SS1320 EARLY CHILDHOOD/PRIMARY SOCIAL STUDIES

EP(2:2)2

Consideration is given to the application of inductive and deductive methods to Social Studies, and to specific teaching strategies involving observation, study, conceptualising, generalising and oral communication. Curriculum Guidelines are reviewed, and an examination of the nature and use of resources is complemented by the production of appropriate materials.

SS1330 INQUIRY SOCIAL STUDIES

P(3:3)3

A review of the various inquiring processes includes an examination of Taba's inductive approach. Practice in collecting, organising and analysing data leads to an investigation of cognitive and skill development in Social Studies, and to a consideration of basic inquiry strategies such as role-play, simulation activities and problem solving.

SS1430 THE IMPACT OF TECHNOLOGICAL CHANGE

G(0:3)3

Technology is considered as an extension of man's capacity for work. Focal points include the bases of technology such as energy, mechanics, electricity and electronics. Particular attention is also given to technology as it relates to man's way of life and to development of societies.

SS1440 THE ANCIENT NEAR EAST AND EARLY GREECE

G(3:0)3

A survey of the beginnings of civilisation and of early Egyptian, Minoan, Mycenaean and Mesopotamian history leads to a closer examination of the Hebrews and the Babylonians to the 6th Century B.C. A study of the establishment of the Persian Empire and the Hebrew restoration precedes an investigation of Greek city-states, (notably Athens and Sparta) incorporating a review of forms of society and of colonisation, trade and religion.

SS1450 BRITAIN 1815 - 1914

G(0:3)3

A major interest is Britain's development and achievement in the technological, economic, political and social fields between Waterloo and World War I. She is also seen in the international context, especially in terms of growing competition for world leadership in the military and economic arenas.

SS1540 CONSUMER STUDIES I

G(3:0)3

An introduction to consumer activities leads to a review of social influence, power contexts, modes of communication with the consumer and consumer socialisation. Consideration of perception, brand loyalty, consumer needs and motivation promotes an understanding models of consumer behaviour.

SS1550 ACCOUNTING AND FINANCIAL STUDIES

G(0:3)3

Accounting is introduced as an important element of the total business information system in a financial environment. It is considered in terms of its nature, development and value as an aid to management, with an emphasis on its recording, reporting, interpreting and budgeting functions.

SS1560 ECONOMICS IN SOCIETY I

G(0:3)3

In order to develop an awareness of economic methods and skills within a social organisation, there is a review of the framework of economic analysis and of rational human behaviour. An introduction of micro-economics considers choice, markets and demand theories. At the macro level, there is a survey of social order, capitalism, public sector rationale and thus the reasons for government intervention, and comparative economic systems.

SS1580 BUSINESS STUDIES I

A(3:3)3

Initially the module is designed to develop an understanding of the political and economic environment of business. Later sections focus on some major systems of management, viz. accounting, finance and marketing, so that students gain an appreciation of management's need for rapid, clear and accurate information.

SS1630 PHYSICAL GEOGRAPHY I

G(3:0)3

This introduces the variety of elements in the physical environment and the skills needed in the study of physical processes. The earth in space is the starting point, from which there is a study of crustal structure, rocks, soil, climate and flora, with a final brief survey of the relationships among these elements.

SS1640 THE SKILLS OF THE GEOGRAPHER

G(3:0)3

Basic skills introduced here are developed in later systematic studies. Emphasis is upon the use of topographic maps in both workshop and field. There are studies of scale, distance, location, relief, patterns of distribution and land use, and as with mapping work the studies are supported by statistic, aerial photographs and field surveys.

SS1650 URBAN GEOGRAPHY I

G(0:3)3

Students develop an appreciation of varied urban environments and of world growth in urbanism. The dynamic nature of urban character in the developed and developing world is emphasized. A case study of Newcastle is undertaken to illustrate principles of urban character and to practise field skills in urban geography.

SS1780 ASIAN STUDIES I

G(0:3)3

This introduction is designed to show the variety in physical environments, historic and religious influences, social structures, government and demographic factors in Asia.

SS1820 SOCIOLOGY: AUSTRALIA - A CHANGING SOCIETY

SW(4:0)4

A survey of Australia's social development and heritage leads to a sociological review of Australian culture, of the individual and society, and of socialisation processes and agencies. Welfare policies are related to perceived prospects in contemporary Australian Society.

SS1821 SOCIOLOGY: DIVERSITY AND DIFFERENTIATION IN AUSTRALIAN SOCIETY

SW(0:3)3

Social Stratification a differentiation, on the basis of class, status, power, age, sex and race are introduced as features of a diverse Australian Society. Special emphasis is given to the lifestyles and opportunities of the aged, women and ethnic groups in terms of the effects of differentiation on their access to health services, education, work and the law.

SS1850 POLICE AND SOCIETY IN NEW SOUTH WALES

PC(3:0)4

This module will give an awareness of:

- how the attitudes of society to crime and punishment have changed or fluctuated.
- how police roles and expertise have expanded.
- how police and society have viewed police roles.
- how significant personnel and events have influenced the nature, the image and the operation of the police force in New South Wales.

SS2240 HISTORY TEACHING METHOD II

S(3:0)3 SS1240 E

An initial focus on the selection and organisation of content and teaching strategies according to pupils' needs leads to a consideration of the construction and use of resource materials, the essay as evidence of acquired historical skills, literature and film in History teaching, and programme construction. A review of the Syllabuses for Year 11 and 12 develops students' concepts of their roles as teachers of History.

SS2330 NEW TRENDS IN SOCIAL STUDIES EDUCATION

P(3:0)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.

SS2450 EAST ASIA: A HISTORICAL STUDY OF THE CULTURAL BACKGROUND

G(3:0)3 3 SSI HE

In order that students become aware of religious beliefs, customs and artistic forms in Asian societies, studies are made of religions, lifestyles, cultural bases, attitudes to the land and historical background in major Asian communities, such as India, China and Japan.

SS2460 CHINA: AN EMERGING THIRD-WORLD SUPER-POWER

G(0:3)3 3 SSI HE

To appreciate the forces leading to the continuing Chinese Revolution an initial study is made of the Imperial Government, the Confucian Mandate and the Ming Dynasty to 1912, followed by a review of China's response to foreign ideas and of the struggle among forces such as imperialism, nationalism and communism. A subsequent focus is on facets of Chinese society such as the family, law, religion, the land and the village.

SS2470 GREECE, ROME AND EARLY MEDIEVAL EUROPE

G(0:3)3 3 SSI HE

From a study of democracy in Greece the focus moves to the breakdown of the city-state and the rise of Hellenism. The history of Rome to the fall of the Roman Empire is followed by a study of the Eastern Roman Empire and the Islamic invasion. Medieval history includes feudalism and society, the Church and the Crusades.

SS2571 ECONOMICS FOR HOME ECONOMICS STUDENTS

S(3:0)3 (for Home Economics students only)

The module aims to develop an overview of economic theory by applying the methods of economic analysis to the Australian economy in general and to problems and issues relevant to Home Economics students' needs and interests in particular.

SS2580 BUSINESS STUDIES II

A(3:3)3 SS1580

This is an examination of the organisational and administrative functions of common business systems is undertaken. The role of the automated information professional in the effective management of business systems is explained. Particular emphasis is placed on the application aspects of particular systems, supported by guest managerial speakers and visits to select E.D.P. sites.

SS2590 COMMERCIAL KIT FOR ARTISTS AND CRAFTSMEN I

(2+2)5 Arts and Crafts students only

This module identifies the problem areas associated with the sale of art and craft works and provides guidelines for their successful marketing. It provides a foundation in small art and craft business management.

SS2630 PHYSICAL GEOGRAPHY II

G(0:3)3 SS1630 E

Specific processes, such as fluvial, glacial, shoreline, volcanic and arid areas, are examined in terms of the distinctive surface features produced in each case. Fluvial and coastal processes and landforms are studied in the field.

SS2820 CONTEMPORARY AUSTRALIAN SOCIETY A

G(3:3)3 3 cp 1 E

Contemporary Australian society is studied from several points of view: its geographical and historical setting, its cultural structure in terms of ethnic, social, economic, religious and political factors; the origin and nature of the Australian life-style; minority groups such as the under-privileged, the aged, migrants and Aborigines. Additional emphasis is given to the problems of the individual in the complex modern community.

SS3330 INTEGRATED UNIT WRITING

P(0:3)3 SS2330 E

A principal objective is competence in the skills involved in the construction of integrated units of work. Analysis of overseas and local studies leads to scrutiny of the role of skills in creative school programmes and to practice in skills leading to the construction of creative integrated curriculum units.

SS3580 ART BUSINESS

(2:0)2 VA2222BA Visual Arts students only

This module analyses the legal, financial and marketing problems associated with the sale and promotion of artwork. It provides a foundation for successful self-employment in the visual arts and crafts.

SS4100 SOCIAL STUDIES IVP

P(2:0)2 (Dip.Ed.)

The structure provides a varied approach to the teaching of Social Studies by focusing on a wide range of traditional and enquiry techniques and on preparing students for the planning of the integrated units. Theoretical planning and practical application in the classroom of appropriate strategies are features of the approach.

SS4200 SOCIAL SCIENCES IVA

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 IVB

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 student 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.

SS4530 ECONOMICS OF PUBLIC WELFARE

()4 SS3520, SS3570

For description of module refer to Social Sciences Department.

Social Welfare

✓ ED1908 PSYCHOLOGY FOR SOCIAL WELFARE

SW(4:0)4

This course gives emphasis to the psychology of human relationships and communication. In addition it conveys something of the scientific basis of the study of human nature.

✓ SS1820 SOCIOLOGY: AUSTRALIA - A CHANGING SOCIETY

SW(4:0)4

Basic sociological concepts are introduced through the study of the development of Australian society. A practical strand involves the use of sociological inquiry techniques.

✓ SS1830 MULTICULTURAL STUDIES

SW(0:3)3

This is a study of the multicultural nature of Australian society and its consequences. It includes an analysis of ethnic group structures and processes as related to the welfare needs of the members of such groups.

SW1501 SOCIAL WELFARE

SW(3:0)3

This module aims to provide an introduction to the basic concept areas of knowledge and skills necessary to the practice of social welfare. It will attempt to introduce students to material covered in depth throughout the entire course by integrating it into a view of how social welfare is practised.

SW1502 BIOSOCIAL PROBLEMS

SW(3:0)3

This module is an introduction to the relationship between social welfare and biology. Many of the biologically related social problems such as genetics, alcoholism, drug addiction, environmental pollution, sexuality and fertility will be approached through a general sociological perspective of social problems.

SW1503 DEVELOPMENT THROUGH LIFE AND COMMUNITY SERVICES I

SW(3:0)3

This is the first of two interdisciplinary (psychology and social welfare) modules which focus on development through life in the context of Australian society. In each module the issues of continuity and discontinuity, the bends of transition possible within the current ecology of the person and the process of learning will be considered. This module examines development from birth to early childhood. Problems associated with this period and transition within it are reviewed and community services which have involved to assist the child and his family, the adolescent and the young adult are considered.

SW1504 WELFARE PRACTICE I

SW(0:3)3

This module has been designed as a basic introduction to social welfare. The historical developments, social division, service delivery methods, conceptual models, ethics and values, means by which poverty and need have been measured and the major intervention skills used by welfare workers will be briefly covered. Whenever possible, examples will be drawn from the Newcastle area.

SW1505 SOCIAL WELFARE ADMINISTRATION

SW(0:3)3

This module is designed to equip students with a knowledge and understanding of the organisation of social welfare services and their administrative systems and the practical skills necessary to establish, maintain and improve organisational efficiency and direction. It is also intended to develop in students an awareness of the functions and dysfunctions of social welfare organisations.

SW1506 WELFARE PRACTICE II

SW(0:3)3

This module is designed to provide the student with a basic understanding of the principles and practice of social casework

together with the acquisition of elementary casework skills. Broadly much of what is known as casework will be covered from a critical social/interaction perspective. Besides the theoretical content of this module, considerable emphasis will be placed on practical skill development, using modern audio-visual aids. The interface with other social welfare methods will be emphasised.

SW1507 DEVELOPMENT THROUGH LIFE 4 COMMUN SERVICES II

SW(0:3)3

This is the second of two interdisciplinary (psychology and social welfare) modules which focus on development through life in the context of Australian society. This module examines development through adulthood.

SW2201 WELFARE PRACTICE III:

SW(3:0)3 SS1820

The goal of this module is to provide students with knowledge and understanding about the various strategies, practice levels and orientations of community work. It is also expected that students will acquire some basic skills in community work practice.

SW2204 VOCATIONAL FORUM II

SW(3:0)3

This is concerned with discussing:
—how course theory relates to field practice
—any issues arising in field practice
—new and emerging topics in social welfare.

SW2205 FIELD PRACTICE II

SW()8 ED2907, SW1104, SW1105, SW1106 *Corequisite* SW2205

To continue development as a welfare worker through practice in an agency under supervision from the agency and the College. The students should develop further skill in welfare practice and further relate theory to practice.

SW2207 SPECIALITY STUDIES:

SW(0:3)3 *Prerequisite*: Completion of modules of semesters 1, 2, 3 (full time) or equivalent

The purpose of this module is to provide students with the opportunity to extend their knowledge in a social welfare study area in which they have a special interest. Topics will be submitted for approval to staff advisers.

SW2209 VOCATIONAL FORUM III

SW(0:3)3 *Corequisite* SW2210

See SW2204 for module description.

SW2210 FIELD PRACTICE III

SW()9 SW2201 SW2203 SW2204 SW2205

See SW2205 for module description.

SW2502 SOCIAL POLICY

SW(3:0)3 SS1820 SW1505

The aim of this module is to develop an understanding of the relationship among ideologies, political phenomena and social policy as well as an appreciation of the constraints upon implementation of social policy. A development of an awareness of the potential roles of social welfare workers in influencing social policy development and its implementation.

SW2503 VOCATIONAL FORUM I

SW(3:0)3 *Corequisite* SW2504

This is concerned with discussing:
—how course theory relates to field practice
—any issues arising in field practice
—new and emerging topics in social welfare.

SW2504 FIELD PRACTICE I

SW()10 217 HR minimum *Corequisite* SW2503

This is concerned with understanding how a particular community agency associated with social welfare operates and with understanding how course subjects relate to practical experience.

SW2505 LAW AND WELFARE

SW(0:3)3

A selective presentation of existing law is provided emphasising

those areas where client need has tended to be greatest. The role of the legal profession, court officials and enforcement agencies is explained. Legal processes are outlined.

SW2506 SPECIALITY STUDIES

SW(0:3)3 All semesters 3 (full time) modules

The purpose of this module is to provide students with the opportunity to extend their knowledge in a social welfare study area in which they have a special interest. Topics will be submitted for approval to staff advisers.

SW2507 VOCATIONAL FORUM II

SW(0:3)3 SW2501 SW2502 SW2503 *Corequisite* SW2505

The objective of this module is to further develop and consolidate skills required of the social welfare workers.

SW2508 FIELD PRACTICE II

SW()11 217 HR minimum SW2501 SW2503 SW2504

Corequisite SW2507

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.

Special Education

SE1001 INTRODUCTION TO SPECIAL EDUCATION

EP(3:3)ED101 or ED1801

This module will emphasise those disabilities commonly encountered in regular classrooms, and recent trends in special education to integrate children into the regular classroom where possible.

SE2000 LEARNING PROBLEMS IN THE SCHOOL: RECOGNITION AND TREATMENT

EP(3:3)3 3 ED1

This module provides a basic knowledge of children's learning problems. Strategies designed to help the classroom teacher to overcome these problems are discussed. These focus on the regular classroom and cover testing, diagnostic teaching and organisation for small groups and individual children.

SE2002 SPECIAL EDUCATION IN EARLY CHILDHOOD

E(3:0)3 SE1001

This module is designed for students involved in early childhood education. It examines the characteristics of children whose development is delayed or appears likely to be delayed. Students will be introduced to techniques of assessing and assisting children's development. Observations of preschool and babies enrolled in programme at the Special Education Centre will be a feature of the module.

SE2006 CLASSROOM MANAGEMENT FOR SLOW LEARNERS IN THE SECONDARY CLASSROOM

S(0:3)3 3 ED1

This module provides an introduction to the problems and needs of slow learners in the regular secondary classroom. Topics include:

1. diagnosis of learning difficulties in the basic skills (reading, spelling, mathematics)
2. standardised testing and the slow learner
3. methods of assessing instructional levels of teaching materials
4. assessment of materials currently available in subject areas and the methods of adapting them to meet the needs of slow learners
5. the application of behaviour management principles to secondary classrooms.

SE2007 EMOTIONAL AND BEHAVIOURAL PROBLEMS IN THE CLASSROOM

P(3:0)3 SE1001

The objectives of this module is to make students aware of disturbing behaviours which manifest themselves in the classroom and the possible home or school factors which contribute to them. Students will also be introduced to means of planning and implementing behavioural management programmes designed to increase, maintain, establish or reduce behaviour.

SE3009 LEARNING DISABILITIES

EP(0:3)3 SE2002 or SE2007

Educational objectives broken down into three component parts (A) cognitive (B) affective (C) psychomotor; will be the framework for understanding children who exhibit learning disabilities. This module will provide an extension to SE1001 giving students check lists to identify and methodology to remediate.

SE3026 PROGRAMMING FOR LEARNING DIFFICULTIES IN THE SECONDARY CLASSROOM

S(3:3)3 SE2006

This module provides an in-depth analysis of techniques for catering for the slow learner in the secondary classroom. Built on the introduction provided in SE2006, this module requires the student to develop an in-depth unit of work in their subject area to specifically cater for the needs of slow learners. The units developed will reflect an understanding of diagnostic, planning material adaption and evaluation skills. This module will be offered by contract only.

SE4000 RESEARCH ESSAY

()9

This module provides an opportunity to engage in individual research and the presentation of the results of research. The module covers an introduction to research and research designed together with basic statistical analysis. A project outline will be developed and research conducted reflecting the interests, capabilities and research technology of the students.

SE4001 ASSESSMENT, DIAGNOSIS AND REMEDIATION I AND II

(3+2)5

Module for Graduate Diploma in Education Studies. The aim is to give students a critical overview of the literature related to the identification of reading and mathematics problems, their diagnosis and the forms remedial education should take.

SE4004 COMMUNICATION DISORDERS

(0:2)2

Core module for Graduate Diploma in Educational Studies. Emphasis will be placed on knowledge of the variety of communication disorders, training in early recognition and screening, knowledge of referral personnel and the remedial methods they employ, knowledge of materials and techniques for continual assistance in the regular classroom. Disorders would include deaf and hearing impaired, speech difficulties, developmental language delay and autistic behaviour.

SE4005 BEHAVIOUR MANAGEMENT/DATA BASED INSTRUCTION

(3+3)6

Core module for Graduate Diploma in Educational Studies. This module will train students in precise techniques of behavioural analysis and instructional programming together with skills in the implementation of behavioural principles in classroom management.

SE4009 DEVELOPMENT DISABILITIES I

(3:0)3

To demonstrate knowledge of traditional categories handicap and the major diagnostic criteria for labelling each category. To be competent to relate developmental disabilities to theories of normal developmental profiles in the cognitive, affective and psychomotor areas.

SE4013 CLINICAL PRACTICUM

()12

A series of practica is arranged involving students in the application of data based instruction behaviour management procedures, assessment diagnosis and remedial exercises.

SE4014 PROGRAMME FOR REMEDIATION

(4:0)4

To provide and examination of approaches to remediation programmes both within the resource model and the special class. Emphasis will be placed on organisational and planning skills in each approach.

SE4015 PROGRAMME FOR DEVELOPMENTAL DISABILITIES

(4:0)4

To enable teachers to establish effective instructional programmes for children with moderate and severe developmental disabilities.

SE4016 PARENT TRAINING/CONSULTATIVE SKILLS

(2:0)2

To provide teachers with fundamental training in Dreikusian techniques of family counselling to provide them with specific strategies for treating behaviour problems in the home and classroom.

SE4017 ISSUES/INTERDISCIPLINARY ASPECTS OF CHILDREN WITH DEVELOPMENTAL DISABILITIES

(0:2)2

To study and analyse controversial issues in the field of special education and to inform student of the contributions of professionals involved with the developmentally disabled children and their families.

SE4018 CURRICULUM RESOURCE DEVELOPMENT

(2:0)2

This module is designed to provide resource and special class teachers with specific skills in the evaluation, adaption and construction of resource materials for special education. Emphasis is placed on those skills and techniques that will strengthen the teacher's consultancy skills. Topics include:

- (A) Knowledge of specialist resource available
- (B) The evaluation and adaptation of commercial materials
- (C) The design and construction of resource materials
- (D) The establishment of resource banks

Statutes, By-Laws and Rules

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Colleges of Advanced Education Act, 1975

Act No. 11, 1975 (1), as amended by Act No. 47, 1975 (2); Act No. 24, 1980 (3); Act No. 196, 1980 (4); and Act No. 87, 1981 (5). An Act with respect to the constitution of new colleges of advanced education and the continuation of established colleges of advanced education; to enlarge the powers, authorities, duties and functions of colleges of advanced education; to amend the Higher Education Act, 1969, and certain other Acts; and for purposes connected therewith.

BE it enacted by the Queen's Most Excellent Majesty, by and with the advice and consent of the Legislative Council and Legislative Assembly of New South Wales in Parliament assembled, and by the authority of the same, as follows:—

Short title

1. This Act may be cited as the "Colleges of Advanced Education Act, 1975".

Commencement

2. (1) This section and sections 1 and 3 commence on the date of assent to this Act.
- (2) Except as provided in subsection (1), this Act shall commence on such day as may be appointed by the Governor in respect thereof and as may be notified by proclamation published in the Gazette.

Interpretation

3. (1) In this Act, except to the extent that the context or subject-matter otherwise indicates or requires—
"advanced education course" means a course of study approved under the Higher Education Act, 1975, as an advanced education course;
"appointed day" means the day appointed and notified under section 2 (2);
"Board" means the New South Wales Higher Education Board constituted under the Higher Education Act, 1975;
"college" means—
 - (a) an institution declared under section 4 to be a college of advanced education; and
 - (b) a college of advanced education constituted under section 5;"corporate college" means a college of advanced education constituted under section 5;
"regulations" means regulations made under this Act.
- (2) A reference in this Act, express or implied, to by-laws in relation to a corporate college is a reference to by-laws made by that college.

College within a Department of the Government

4. (1) The Minister may, by order published in the Gazette—
 - (a) declare any educational institution that forms part of a Department of the Government to be a college of advanced education with the name specified in the order; and
 - (b) specify the Department of which it forms part.
- (2) Where the Minister wholly revokes an order published under subsection (1), he may constitute a corporate college to take the place of the college to which the revoked order related.
- (3) The Minister shall not exercise his powers under this section in respect of an institution that forms part of a Department of the Government not administered by him except with the concurrence of the Minister administering that Department.

Incorporation as college of advanced education

5. (1) The Minister may, by notification published in the Gazette—
 - (a) constitute a corporation that is a college of advanced education with the corporate name specified in the notification; and

- (b) appoint the first council of that corporate college being a council constituted as provided by section 6.
- (2) The members of a corporation constituted under subsection (1) consist of the persons who are, for the time being—
 - (a) members of the council of the college;
 - (b) servants of the college;
 - (c) students at the college;
 - (d) graduates of the college; and
 - (e) within any other class of persons specified in the by-laws of the college as members of the corporation,unless, in the case of a person referred to in paragraph (b), (c), (d) or (e), he is exempted by the council of the college, on grounds of conscience, from membership of the corporation.
- (3) The governing body of a corporate college is its council which shall act in such manner as to it appears best calculated to promote the purposes and interests of the college.
- (4) A decision supported by a majority of votes at a meeting of the council of a corporate college at which a quorum is present is a decision of the corporation of which it is the governing body.
- (5) The Minister may, by notification published in the Gazette, change the corporate name of a corporate college.
- (6) A change under subsection (5) in the name of a corporate college does not affect the identity of the corporation or any rights or obligations of the corporation or render defective any legal proceedings that might have been continued or commenced by or against it by its former name may be continued by or against it by its new name.
- (7) Except as provided by subsection (8), a corporate college shall not alienate, mortgage, charge or demise any land or interest in land except with the consent in writing of the Minister.
- (8) A corporate college may, without the consent in writing of the Minister, demise any land where—
 - (a) the term of the lease does not exceed 21 years; and
 - (b) subject to subsection (9) (b), there is reserved for the whole of the term the best rent that may reasonably be obtained without fine.
- (9) A lease by a corporate college for the purposes of an affiliated residential college shall—
 - (a) be for a term not exceeding 99 years;
 - (b) be at a nominal rent;
 - (c) include a condition providing for forfeiture of the lease and re-entry by the lessor if the lease is assigned; and
 - (d) include such other conditions, and such covenants, as the college approves.

Dissolution of corporate college

5A. Schedule 2 has effect in respect of the dissolution of a corporate college.

Placing of corporate college under control of administrator

5B. Schedule 3 has effect in respect of the placing of a corporate college under the control of an administrator.

First council of corporate college

6. (1) The first council of a corporate college appointed by a notification under section 5 (1) shall consist of not more than twenty-five persons.
- (2) The members of the first council of a corporate college shall, subject to subsection (3), hold office for such period as the Minister specifies in the notification by which they are appointed.
- (3) The Minister may, by notification published in the Gazette, from time to time extend the period for which the members of the first council of a corporate college specified in the notification hold office.

Council (other than first council) of a corporate college.

7. (1) After the expiration of the term of office of the members of the first council of a corporate college, the council of

the college shall be reconstituted to consist of—

- (a) not more than twenty-five members; or
 - (b) where the college is a college in respect of which the regulations specify a greater number of members—not more than that greater number of members,
- as provided by this section.

(2) The council of a college shall consist of—

- (a) official members, comprising—
 - (i) the principal officer of the college; and
 - (ii) a full-time servant of the college who is the holder of the office, or the full-time servants of the college who are the holders of the offices (not exceeding two), in the college prescribed by the by-laws for the purposes of this paragraph;
 - (b) members elected in the manner and (except in the case of sub-paragraph (iii)) by the persons prescribed by the by-laws in respect of each class of member, comprising—
 - (i) a servant of the college classified by the by-laws as a full-time servant and having the qualifications and experience prescribed by the by-laws or, where the by-laws so provide, not more than a specified greater number (not exceeding three) of servants of the college (including at least one member of the non-academic staff) so classified and having the qualifications and experience prescribed by the by-laws for all of them or having the different qualifications and experience so prescribed for each or any of them;
 - (ii) a student of the college having the qualifications and experience prescribed by the by-laws or, where the by-laws so provide, two students of the college so qualified and experienced; and
 - (iii) where the by-laws provide for the election of an additional member, or two additional members, by the other members of the council—a person or, as the case may be, two persons so elected; and
 - (c) appointed members, being persons (other than servants or students of the college) appointed by the Minister as far as practicable from the following categories:—
 - (i) persons experienced in the field of education;
 - (ii) persons experienced in industry or commerce;
 - (iii) persons who are practising, or have practised, a profession;
 - (iv) persons associated with trade unions;
 - (v) persons having such other qualifications and experience as the Minister thinks appropriate.
- (3) A person may not be elected or appointed under subsection (2) if he is of or above the age of seventy years.
- (4) Subject to this Act, a member (other than an official member) of a council holds office—
 - (a) in the case of an elected member, until—
 - (i) the expiration of such period (not exceeding four years) after he takes office as is prescribed by the by-laws in respect of that member; or
 - (ii) the accession to office of his successor, whichever is the later; and
 - (b) in the case of an appointed member—for a period of four years,and any elected or appointed member is, if otherwise qualified, eligible for re-election or re-appointment, as the case may be.
- (5) Notwithstanding subsection (4) (b), where the number of appointed members of a council is less than the maximum number of those members permitted by subsection (1), any member subsequently appointed

under subsection (2) (c) otherwise than to fill a casual vacancy holds office for the period specified in the instrument of his appointment.

- (6) Notwithstanding subsection (4), section 30 of the Interpretation Act, 1897, applies to and in respect of an appointment made under subsection (2) (c).

Vacation of office of member of a council.

8. (1) A member (other than an official member) of the council of a corporate college vacates his office, and there is a casual vacancy in his office, if—
 - (a) he attains the age of seventy years;
 - (b) he dies;
 - (c) he becomes a temporary patient, a continued treatment patient, a protected person or an incapable person within the meaning of the Mental Health Act, 1958, or a person under detention under Part VII of that Act;
 - (d) he becomes bankrupt, applies to take the benefit of any law for the relief of bankrupt or insolvent debtors, compounds with his creditors or makes an assignment of his estate for their benefit;
 - (e) he is convicted in New South Wales of a felony or of a misdemeanour punishable by imprisonment for twelve months or longer, or if he is convicted outside New South Wales of an offence which, if committed in New South Wales, would be a felony or misdemeanour so punishable;
 - (f) he resigns his office by writing under his hand addressed, in the case of an appointed member, to the Minister or, in the case of an elected member, to the principal officer of the college;
 - (g) he is absent from three consecutive meetings of the council of which reasonable notice has been given to him personally or in the ordinary course of post and is not, within six weeks after the last of those meetings, excused by the council for his absence;
 - (h) being a member elected under section 7 (2) (b) (i) he ceases to be a servant of the college classified by the by-laws as a full-time servant; or
 - (i) being a member elected under section 7 (2) (b) (ii) he ceases to be a student of the college.
- (2) Where a casual vacancy occurs in the office of a member of the council (including the first council) of a corporate college, the vacancy shall be filled by the appointment or election of a member—
 - (a) in the manner provided by the by-laws; or
 - (b) where no provision is made by the by-laws—in the same manner as his predecessor in office.
- (3) A member elected or appointed to fill a casual vacancy holds office for the balance of the term of office of his predecessor but is eligible for re-election or re-appointment, as the case may be.

Meetings of council of corporate college

9. (1) The procedure for calling meetings of the council of a corporate college and the procedure at those meetings shall, subject to the by-laws, be such as is determined by the council.
- (2) A quorum at a meeting of the council of a corporate college shall be the number prescribed by the by-laws or a number calculated in the manner prescribed by the by-laws.

Powers, etc., of corporate college.

10. (1) Subject to this Act and the regulations, a corporate college—
 - (a) has, by its council, the control and management of any real or personal property vested in or acquired by the college and is, by its council responsible for its maintenance;
 - (b) shall, at such place as is, or such places as are, approved by the Minister in respect of the college, provide such advanced education courses as are approved by the Board by an order relating to that college;
 - (c) may confer academic awards and grant and issue certificates evidencing those awards in respect of the classes of students or other

- persons eligible under the by-laws;
- (d) may acquire any property for the purposes of this Act by gift, devise or bequest and may, by its council, agree to carry out the conditions of any such gift, devise or bequest;
- (e) may, within such limits, to such extent and upon such conditions (as to security or otherwise) as the Governor upon the recommendation of the Treasurer approves, borrow money for the purpose of carrying out and performing any of its powers, authorities, duties or functions, the renewal of loans or the discharge of any indebtedness to a bank;
- (f) may invest any funds belonging to or vested in the college in any manner—
- (i) for the time being authorised for the investment of trust funds; or
- (ii) approved by the Governor, upon the recommendation of the Treasurer, either generally or in a particular case, or in a particular class of cases;
- (g) may, under conditions acceptable to the Board; provide courses or programmes of study that are not advanced education courses;
- (g) shall, at such times as may be required by the Board, forward to the Board such estimates as are specified by the Board as to the financial and other needs of the college, and such other information as the Board requires in order to discharge its responsibilities.
- (2) The rule of law against remoteness of vesting does not apply to or in respect of any condition of a gift, devise or bequest to which a corporate college has agreed.
- (3) Where a college is not a corporate college—
- (a) subsection (1) (c) applies to it as if it were a corporate college; and
- (b) the Minister or other person administering the college shall cause subsections (1) (f) and (1) (h) to be complied with as if the college were a corporate college.

Delegation of powers, etc.

11. (1) The council of a corporate college may, by resolution, delegate to—
- (a) a member of the college;
- (b) a servant of the college;
- (c) the holder for the time being of a specified office in the service of the college; or
- (d) a committee appointed by the council, the exercise or performance, in any specified case or specified class of cases, of any power, authority, duty or function of the college other than this power of delegation and any power conferred on it under section 23.
- (2) A delegation by the council of a corporate college pursuant to subsection (1)—
- (a) may be revoked by a resolution of the council; and
- (b) does not prevent the exercise or performance by the college of the power, authority, duty or function delegated.

Servants of corporate college.

12. (1) Subject to subsection (2), a corporate college may not appoint a person as a member of its academic staff unless the position to which he is appointed is within the academic staff establishment of the college determined by the Board.
- (2) To the extent to which a corporate college may, pursuant to a delegation under section 11 (5) of the Higher Education Act, 1975, determine its own academic staff establishment, it may appoint a person as a member of its academic staff as if its determination were a determination of the Board.
- (3) Subject to subsection (4), a corporate college may not employ a person as a member of the staff (other than academic staff) of the college unless the position in which he is to be employed is within the staff (other than academic staff) establishment of the college deter-

- mined by the Public Service Board.
- (4) To the extent to which a corporate college may, pursuant to a delegation under subsection (9), determine its own staff (other than academic staff) establishment, it may appoint a person as a member of its staff (other than academic staff) as if its determination were a determination of the Public Service Board.
- (5) Subject to this Act, a corporate college may—
- (a) determine what promotions may be made, whether or not of academic staff;
- (b) determine the qualifications required of persons to be appointed or promoted within the academic staff of the college;
- (c) in accordance with the by-laws, discipline servants of the college whether or not they are members of the academic staff; and
- (d) in accordance with the by-laws, impose penalties for any such breaches of discipline.
- (6) Except in so far as provisions is otherwise made by law, the conditions of employment (including salary, wages or remuneration) of servants of a corporate college shall be such as are from time to time determined by the council of the college after consultation with, and with the concurrence of, the Public Service Board.
- (7) In any proceedings before a tribunal having power to deal with industrial matters within the meaning of the Industrial Arbitration Act, 1940, the Public Service Board shall act for a corporate college in so far as the proceedings involve a matter in respect of which subsection (6) confers power on a college.
- (8) A corporate college shall give effect to any order or determination made in respect of the college by a tribunal referred to in subsection (7).
- (9) To the extent to which the Public Service Board may, under section 35 of the Public Service Act, 1979, delegate any power, authority, duty or function to a Department Head, within the meaning of that Act, it may, under that section, delegate the power, authority, duty or function to corporate college or to a servant of a corporate college.
- (10) To the extent to which a Department Head, within the meaning of the Public Service Act, 1979, may, under section 48 of that Act, delegate any power, authority, duty or function to any officer of the Department, within the meaning of that Act, he may, under that section, delegate the power, authority, duty or function to a corporate college or to a servant of a corporate college.

Transfer of certain persons to staff of corporate college

13. (1) In this section "superannuation scheme" means a scheme, fund or arrangement under which any superannuation or retirement benefits are provided and which is established by or under an Act.
- (2) Where the Minister constitutes a corporate college he may, in the notification that constitutes the college or in another notification published in the Gazette with respect to the college, specify the names of members of the Public Service and of a Teaching Service who are to be transferred to the service of the college, but he shall not so specify the name of a person unless that person—
- (a) is a member of the Public Service or Teaching Service employed in connection with the provision of the courses or programmes of study provided or to be provided by the college; and
- (b) agrees in writing to the inclusion of his name in the notification.
- (3) Where, immediately before the day on which a notification referred to in subsection (2) is published, a person whose name is specified in the notification was a member of the Public Service or a Teaching Service, that person becomes on that day a servant of the college to which the notification relates.
- (4) A person who, pursuant to subsection (3), becomes a servant of a college shall be paid salary or wages at a rate not less than the rate that was payable to him immediately before he became a servant of the college, subject to any adjustment necessary to give effect to

- any fluctuation in the basic wage for adult males, or adult females, as the case may be, for the time being in force within the meaning of Part V of the Industrial Arbitration Act, 1940, until his salary is, or his wages are, varied in accordance with law.
- (5) Where any condition of employment of a person who, pursuant to subsection (3), becomes a servant of a college was, immediately before he became such a servant, regulated by an award or industrial agreement, or an agreement made under the Public Service Act, 1902, or the Education Commission Act, 1980, that condition shall continue to be so regulated until an award or industrial agreement regulating that condition and binding on the college is made by a competent tribunal.
- (6) Subject to subsection (7), a person who, pursuant to subsection (3), becomes a servant of a college—
- (a) retains any rights accrued or accruing to him as a member of the Public Service or a Teaching Service as the case may be;
- (b) may continue to contribute to any superannuation scheme to which he was a contributor immediately before becoming a servant of a corporate college; and
- (c) is entitled to receive annual, sick and long service leave and any payment, pension or gratuity, as if he had continued to be a member of the Public Service or the Teaching Service, as the case may be, and—
- (d) his service as a servant of the college shall be deemed to be service as a member of the Public Service or the Teaching Service, as the case may be, for the purposes of any law under which those rights accrued or were accruing, under which he continues to contribute or by which that entitlement is conferred; and
- (e) he shall be deemed to be a member of the Public Service or the Teaching Service, as the case may be, for the purposes of any superannuation scheme to which, by the operation of this subsection, he is entitled to contribute.
- (7) A person who, but for this subsection, would be entitled under subsection (6) to contribute to a superannuation scheme or to receive any payment, pension or gratuity under that scheme shall not be so entitled upon his becoming a contributor to any other superannuation scheme, and the provisions of subsection (6) (e) cease to apply to or in respect of him in any case where he becomes a contributor to another superannuation scheme.
- (8) Subsection (7) does not prevent the payment to a servant of a college, upon his ceasing to be a contributor to a superannuation scheme, of such amount as would have been payable to him if he had ceased, by reason of resignation, to be such a contributor.
- (9) Where, pursuant to subsection (6) (b), a person continues to contribute to a superannuation scheme, the college shall contribute to the superannuation scheme the same amount as would have been payable by the Government of New South Wales if that person had remained a member of the Public Service or a Teaching Service, as the case may be, and been paid salary or wages at the rate paid to him by the college.
- (10) A person who, pursuant to subsection (3), becomes a servant of a college is not entitled to claim, both under this Act and any other Act, benefits in respect of the same period of service.
- (11) Nothing in this section affects the operation of the Industrial Arbitration Act, 1940.

Acquisition of land

14. (1) The Governor may, on the recommendation of the Minister, resume or appropriate any land under Division 1 of Part V of the Public Works Act, 1912, for the purposes of a corporate college.
- (2) The Minister shall not make a recommendation for the purposes of subsection (1) unless he is satisfied that adequate provision has been or will be made for the

- payment, by the college for the purposes of which the resumption or appropriation is to be effected, of compensation for the resumption or appropriation and of all necessary charges and expenses incidental to the resumption or appropriation.
- (3) A resumption or appropriation effected pursuant to subsection (1) shall be deemed to be for an authorised work within the meaning of the Public Works Act, 1912, and the Minister shall, in relation to that authorised work, be deemed to be the Constructing Authority within the meaning of that Act.
- (4) Sections 34, 35, 36 and 37 of the Public Works Act, 1912, do not, but section 38 of that Act does, apply in relation to a resumption or appropriation under this section.

Grant or transfer of certain land to corporate college

15. (1) Where land on which a corporate college is conducted is vested in the Crown or a Minister of the Crown (whether as Constructing Authority or otherwise) the land may—
- (a) where it is vested in the Crown—be transferred to the college subject to such trusts, conditions, covenants, provisions, exemptions and reservations as the Minister administering the Crown Lands Consolidation Act, 1913, thinks fit; or
- (b) where it is vested in a Minister of the Crown—be conveyed or transferred to the college for such estate, and subject to such trusts and rights of way or other easements, as the Minister thinks fit.
- (2) A conveyance, transfer or other instrument executed for the purposes of subsection (1)—
- (a) is not liable to be stamped with stamp duty under the Stamp Duties Act, 1920; and
- (b) may be registered under any Act without fee.

Control of academic awards

16. A college shall not confer any academic award in respect of a course or programme of study conducted by it unless the award is of a nomenclature approved by the Board.

Fees

17. (1) **Subject to this section, the Minister may fix the fees to be charged by a college.**
- (2) **Subsection (1) does not authorise or require the Minister to fix the fees to be charged—**
- (a) **in respect of residential facilities provided by a college; or**
- (b) **in respect of courses or programmes of study other than advanced education courses.**
- (3) **Before he fixes fees under subsection (1) in respect of a college that forms part of a Department of the Government, the Minister shall take into consideration any representations with respect to those fees made by the Minister administering that Department or made by a person or body nominated by him for the purpose.**
- (4) **Where any fees have been fixed under this section in respect of any matter, a college shall not make any charge, other than the fees so fixed, in respect of that matter.**

Certificate of academic award.

18. A certificate evidencing any academic award conferred by a corporate college shall be under the seal of the college.

Accounts

19. (1) A corporate college shall cause to be kept proper books of account in relation to all of its operations and shall, so soon as practicable after the thirty-first day of December in each year, prepare and transmit to the Minister for presentation to Parliament a statement of accounts in a form approved by the Auditor-General exhibiting a true and correct view of the financial position and transactions of the college.
- (2) The Minister shall cause each statement of accounts transmitted to him under subsection (1) to be laid before Parliament within fourteen sitting days if Parliament is in session and, if not, within fourteen sitting days after the commencement of the next session.

Audit

20. (1) The accounts of a corporate college shall be audited by the Auditor-General who shall have in respect thereof all the powers conferred on the Auditor-General in relation to the audit of public accounts.
- (2) The Audit Act, 1902, applies to the members of the council of a corporate college, and to the servants of a corporate college, in the same way as it applies to accounting officers of a public department.

Annual report of college.

21. A college and any other institution that conducts an advanced education course shall, as soon as practicable and not later than the thirty-first day of March in each year cause a report on its work and activities in relation to advanced education courses during the year that ended on the last preceding thirty-first day of December to be prepared and shall—
- (a) cause a copy of the report to be forwarded to the Minister; and
- (b) where the college forms part of a Department of the Government not administered by the Minister—also cause a copy to be forwarded to the Minister administering that Department.

Political or religious discrimination prohibited.

22. No political or religious test shall be administered to any person in order to entitle him to be admitted as a student at a college, or to hold office therein, or to be eligible to receive any academic award or to enjoy any benefit, advantage or privilege thereof.

By-laws

23. (1) A corporate college may, by its council, make by-laws for or with respect to—
- (a) all matters that by this Act are required or permitted to be prescribed by by-laws or are necessary or convenient for the purpose of giving effect to this Act;
- (b) the discipline of servants of the college and the imposition of penalties for breaches of discipline by servants of the college;
- (c) the management and good government of the college, the discipline of students at the college and the imposition of penalties for breaches of discipline by those students;
- (d) the use and custody of the common seal of the college;
- (e) the conduct of meetings of the council of the college;
- (f) the election of the elected members of the council of the college and their accession to office;
- (g) the person entitled to preside at a meeting of the council of the college and his voting powers at such a meeting;
- (h) the constitution of a quorum at a meeting of the council of the college;
- (i) the membership and method of appointment of committees and boards of the college and of the council of the college and the quorum, powers and duties of any such committee or board;
- (j) the manner of appointment, promotion and dismissal of servants of the college;
- (k) the qualifications for admission and continuation as a student of the college;
- (l) the examinations for, and the conferring of, awards and the attendance of candidates therefore;
- (m) the examinations for, and the granting of, fellowships, scholarships, bursaries and prizes;
- (n) the admission of students of other educational institutions to any status within the college;
- (o) the conferring on graduates of other educational institutions, or on other persons, of academic awards without examination;
- (p) the establishment of residential colleges and halls of residence and their conduct, and the affiliation of residential colleges within the college;
- (q) the affiliation with the college of an educational or research establishment;
- (r) the payment of out-of-pocket expenses to members of the council;

- (s) the powers, authorities, duties and functions of the principal officer of the college;
- (t) the establishment and membership of a convocation.
- (2) The by-laws may provide for empowering the council or principal officer of the college, subject to any restrictions and conditions specified in the by-laws, to make rules (not inconsistent with this Act or a by-law) for regulating, or providing for the regulation of, a specified matter that is a matter with respect to which by-laws may be made or for carrying out and giving effect to the by-laws, and any such rule has the same force and effect as a by-law.
- (3) A by-law made by the council of a college shall be sealed with the seal of the college and submitted for the consideration and approval of the Governor.
- (4) A by-law made by a college may be proved by the production of a verified copy under the seal of the college or by the production of a document purporting to be a copy of the by-law and to be printed by the Government Printer.

Regulations

24. (1) The Governor may make regulations for or with respect to—
- (a) any matter with respect to which by-laws may be made by a corporate college;
- (b) the keeping of records and accounts by corporate colleges and the supply to the Board of information relating to those colleges and to advanced education courses;
- (c) the administration and functions of colleges;
- (d) prescribing all matters that, by this Act, are required or permitted to be prescribed by regulations or which are necessary or convenient for carrying out or giving effect to this Act.
- (2) A regulation made under subsection (1) may apply to all corporate colleges or to a corporate college specified in the regulation and shall, to the extent of any inconsistency with any by-law made by a corporate college to which it applies, prevail over that by-law.

Savings and transitional provisions

25. Schedule 1 has effect.

Amendment of Act No. 41, 1919

26. (The amending provision relating to the Local Government Act, 1919, is not reprinted: Reprints Act, 1972, s. 6.)

Amendment of Act No. 50, 1924

27. (The amending provision relating to the Metropolitan Water, Sewerage, and Drainage Act, 1924, is not reprinted: Reprints Act, 1972, s. 6.)

Amendment of Act No. 11, 1938

28. (The amending provision relating to the Hunter District Water, Sewerage and Drainage Act, 1938, is not reprinted: Reprints Act, 1972, s. 6.)

SCHEDULE 1

Interpretation (Sec. 25)

1. In this Schedule—
- "established college" means a college of advanced education (including a corporate college of advanced education) established under the Higher Education Act, 1969, and in existence immediately before the appointed day;
- "established corporate college" means a corporate college of advanced education established under the Higher Education Act, 1969, and in existence immediately before the appointed day.

Application of Act to certain colleges

2. This Act applies to and in respect of an established college (other than an established corporate college) as if—
- (a) this Act had been in force on the day on which the notification by which the college was constituted was published; and
- (b) that notification had been an order under section 4.

Reconstitution of certain corporate colleges

3. On the appointed day, an established corporate college is hereby reconstituted as a corporation having as its members the persons referred to in section 5 (2).

Continuation of reconstituted colleges

4. An established corporate college continues on and after the

appointed day as reconstituted by clause 3 and its continuity as a corporation is not affected by that reconstitution or by any amendments effected by this Act.

Application of Act to established corporate colleges

5. Subject to this Schedule, this Act applies to and in respect of an established corporate college as if—
- (a) this Act had been in force on the day on which the notification by which the college was constituted was published; and
- (b) that notification had been a notification under section 5 (1).

Council of established corporate college

6. (1) The members of a body corporate comprising an established corporate college constituted under section 16 (1), or reconstituted under section 16 (7), of the Higher Education Act, 1969, who held office immediately before the appointed day continue on and after that day as the council of that corporate college to the extent provided by this clause.
- (2) Where a body corporate referred to in subclause (1) had not, before the appointed day, been reconstituted under section 16 (7) of the Higher Education Act, 1969—
- (a) the members of the body corporate holding office immediately before the appointed day shall be deemed to be the members of the first council of the college holding office pursuant to section 5 (1); and
- (b) any notification with respect to those members published under section 16 (6) of the Higher Education Act, 1969, shall be deemed to be a notification published under section 6 (2) of this Act.
- (3) Where a body corporate referred to in subclause (1) had, before the appointed day, been reconstituted under section 16 (7) of the Higher Education Act, 1969—
- (a) the members of the body corporate holding office immediately before the appointed day shall be deemed to be the council of the college as reconstituted under section 7;
- (b) the persons who, immediately before the appointed day, were official members of that body corporate hold office, subject to this Act, on and from the appointed day as official members of the council, as so reconstituted;
- (c) the persons who immediately before that day, were elected members of that body corporate hold office, subject to this Act, on and from the appointed day as elected members of the council, as so reconstituted, for the balance of the term of office for which they were last appointed as members of that body corporate; and
- (d) the persons who, immediately before that day, were nominated members of that body corporate hold office, subject to this Act, on and from the appointed day as appointed members of the council, as so reconstituted, for the balance of the term of office for which they were last appointed as members of that body corporate and so hold that office as if they had been appointed thereto by the Minister under section 7 (2) (c).

Saving of certain rights of servants

8. Section 13 applies to and in respect of a servant of a college

to whom section 19 of the Higher Education Act, 1969, applied immediately before the appointed day in the same way as it would apply to him if—

- (a) his employment as such a servant had been—
- (i) where, before he became such a servant, he was a member of the Public Service—employment as a member of the Public Service; or
- (ii) where, before he became such a servant, he was a member of the Teaching Service—employment as a member of the Teaching Service; and
- (b) he had, pursuant to section 13 (3), been transferred to the service of the college on the appointed day.

Fees to continue

9. Any fees that, immediately before the appointed day, were in force under section 22 of the Higher Education Act, 1969, shall be deemed to have been fixed on that day under section 17.

Saving of by-laws

10. To the extent to which a by-law made under the Higher Education Act, 1969, would, but for this clause, have ceased on the appointed day to have any force or effect but could have taken effect on that day had it been made under this Act, the by-law shall be deemed to have been made under this Act and to have taken effect on that day.

Construction of cross-references

11. A reference in any other Act, or in any by-law, regulation or statutory instrument, or in any other instrument, shall be construed—
- (a) where the reference is to a college of advanced education constituted under the Higher Education Act, 1969—as including a reference to a college;
- (b) where the reference is to a corporate college of advanced education constituted under the Higher Education Act, 1969—as including a reference to a corporate college;
- (c) where the reference is to a college of advanced education constituted under this Act—as including a reference to an established college; and
- (d) where the reference is to a corporate college of advanced education constituted under this Act—as including a reference to an established corporate college.

Delegations by council of corporate college

12. To the extent to which a delegation by an established corporate college under section 21 of the Higher Education Act, 1969, was in force immediately before the appointed day, it shall be deemed to be a delegation under section 11 by resolution of the council of that college.

Interpretation Act, 1897

13. Nothing in this Schedule affects any saving effected by the Interpretations Act, 1897.

SCHEDULE 2

DISSOLUTION OF CORPORATE COLLEGE

Interpretation: Sch. 2. (Sec. 5A.)

1. In this Schedule—
- "appointed day", in relation to a dissolved college, means the day upon which the college is dissolved;
- "appointed person", in relation to a dissolved college, means, except to such extent and for such purposes, if any, as a corporate college is specified in the order by which the college is dissolved as being the appointed person, the corporation;
- "corporation" means the corporation constituted by clause 7 (1);
- "dissolved college" means a college dissolved by an order under clause 5 (1);
- "superannuation scheme" means a scheme, fund or arrangement under which any superannuation or retirement benefits are provided and which is established by or under an Act;
- "transferred servant" means a servant of a corporate college who becomes—
- (a) a servant of another college;
- (b) an officer or temporary employee of the Public Service; or
- (c) a member of a Teaching Service, in accordance with clause 8 (1).

Minister may recommend dissolution

2. (1) Where the Minister is of the opinion—
- that a corporate college is unable to meet its debts as they fall due;
 - that a corporate college lacks sufficient funds to perform its functions adequately;
 - that there has been such a substantial decrease in the demand for the advanced education courses provided by a corporate college that the college has lost its viability;
 - that it would be more efficient or economical, or both, to dissolve a corporate college; or
 - that population changes or movements or other changes in the community or community needs require the transfer or relocation of resources employed in the provision of advanced education courses by a corporate college,

he may recommend to the Governor that the corporate college be dissolved.

(2) The Minister shall not make a recommendation under subclause (1) in relation to a corporated college unless—

- he is satisfied that the dissolution of the college is in the best interests of the State;
- he has consulted with the college regarding the proposed recommendation; and
- he has considered the interests of the staff and students of the college.

Arrangements relating to staff

3. (1) Before a corporate college is dissolved, the Minister—
- may, in consultation with the Board, persons appointed in accordance with the regulations as representatives of the servants of the college, the councils or governing bodies of such other colleges or educational institutions as may be concerned and, as the case may require, the Public Service Board and the Education Commission of New South Wales, make arrangements for a servant of the college (not being a casual employee), upon its dissolution, to be transferred to a position in—
 - another college;
 - the Public Service; or
 - a Teaching Service; and
 - shall notify the servant of the arrangements referred to in paragraph (a) that have been made for his transfer.
- (2) Nothing in this clause authorises the transfer of a person to a position in—
- another college without the concurrence of the council of that college;
 - the Public Service without the concurrence of the Public Service Board; or
 - a Teaching Service without the concurrence of the Education Commission of New South Wales.
- (3) The arrangements, referred to in subclause (1) (a), for the transfer of a servant of a college may be made in respect of the servant personally or by reference to a class or description of servants to which the servant belongs.
- (4) A servant of a college shall be deemed to have been notified of the arrangements, referred to in subclause (1) (a), for his transfer if the arrangements are specified in the order by which the college is dissolved.

Arrangements relating to students

4. (1) Before a corporate college is dissolved, the Minister shall—
- in consultation with the Board, persons appointed in accordance with the regulations as representatives of the students of the college, the councils or governing bodies of such other colleges or educational institutions as may be concerned and, if the case so requires, the Education Commission of New South Wales, make arrangements for each student enrolled in an advanced education course provided by the college, upon its dissolution, to be transferred to a course or

programme of study provided by—

- another college; or
 - some other educational institution, being a course or programme of study that is, in the opinion of the Minister, substantially the same, in academic content, as the advanced education course in which the student is enrolled at the college to be dissolved; and
- (b) notify each student of the college of the arrangements referred to in paragraph (a) that have been made for this transfer.
- (2) The arrangements, referred to in subclause (1) (a), for the transfer of each student enrolled in an advanced education course may be made in respect of a student personally or by reference to a class or description of students to which the student belongs.
- (3) A student of a college shall be deemed to have been notified of the arrangements, referred to in subclause (1) (a), for his transfer if the arrangements are specified in the order by which the college is dissolved.

Governor may dissolve college

5. (1) The Governor may, on the recommendation of the Minister under clause 2 (1), by order published in the Gazette, dissolve a corporate college.
- (2) An order under subclause (1)—
- shall specify the date on which the college to which the order relates is dissolved; and
 - may specify, in relation to that college—
 - that a corporate college be the appointed person to such extent and for such purposes as may be specified in the order;
 - the arrangements made under clause 3 (1) (a) in respect of servants;
 - the arrangements made under clause 4 (1) (a) in respect of students; and
 - a person for the purposes of clause 9.

Transfer of assets, etc., of dissolved college

6. (1) On and from the appointed day for a dissolved college, subject to and in accordance with any provision of the order by which the college is dissolved and by which a corporate college is specified in that order as being the appointed person—
- all real and personal property and all right and interest therein and all management and control thereof that, immediately before that day, was vested in or belonged to the dissolved college shall vest in and belong to the appointed person; all money and liquidated and unliquidated claims that, immediately before that day, were payable to or recoverable by the dissolved college shall be money and liquidated and unliquidated claims payable to or recoverable by the appointed person;
 - all proceedings pending immediately before that day at the suit of the dissolved college shall be deemed to be proceedings pending on that day at the suit of the appointed person and all proceedings so pending at that suit of any persons against the dissolved college shall be deemed to be proceedings pending at the suit of that person against the appointed person;
 - all contracts, agreements, arrangements and undertakings (not being a contract of employment or a contract, agreement, arrangement or undertaking entered into by a student with respect to the provision to the student of an advanced education course or some other course or programme of study) entered into with, and all securities lawfully given to or by, the dissolved college and in force immediately before that day shall be deemed to be contracts, agreements, arrangements and undertakings entered into with and securities given to or by the appointed person;
 - the appointed person may, in addition to pursuing any other remedies or exercising any other powers that may be available to it, pursue the

same remedies for the recovery of money and claims referred to in this subclause and for the prosecution of proceedings so referred to as the dissolved college might have done but for its dissolution;

- the appointed person may enforce and realise any security or charge existing immediately before that day in favour of the dissolved college and may exercise any powers thereby conferred on the dissolved college as if the security or charge were a security or charge in favour of the appointed person;
 - all debts, money and claims, liquidated and unliquidated, that, immediately before that day, were due or payable by, or recoverable against, the dissolved college shall be debts due by, money payable by and claims recoverable against, the appointed person;
 - all liquidated and unliquidated claims for which the dissolved college would, but for its dissolution, have been liable shall be liquidated and unliquidated claims for which the appointed person shall be liable; and
 - reference in any other Act, or in any regulation, by-law or other statutory instrument to the dissolved college shall be read and construed as a reference to the appointed person.
- (2) Subject to this Act and any order by which a corporate college is dissolved, any act, matter or thing done or omitted to be done before the appointed day for a dissolved college by, to or in respect of the dissolved college shall, to the extent that, but for the dissolution of the college, that act, matter or thing would on or after that day have had any force or effect or been in operation, be deemed to have been done or omitted to be done by, to or in respect of the appointed person. No attornment to the appointed person by a lessee (not being the lessee under a lease to which subclause (4) relates) from a dissolved college shall be required.
- (4) Notwithstanding any other provision of this clause, on the appointed day for a dissolved college a lease in force immediately before the appointed day, being a lease of a kind referred to in section 5 (9) granted by the dissolved college, is terminated.

Minister to be corporation sole for certain purposes

7. (1) The Minister is, for the purpose of exercising or performing any power, authority, duty or function expressed to be conferred or imposed on him as the appointed person or the corporation by or under this Act, hereby incorporated as a corporation sole with the corporated name "Minister administering the Colleges of Advanced Education Act, 1975".
- (2) The corporation—
- has perpetual succession;
 - shall have an official seal;
 - may take proceedings, and be proceeded against, in its corporate name;
 - may do and suffer all other things that a body corporate generally may, by law, do and suffer; and
 - is, for the purpose of any Act, a statutory body representing the Crown.
- (3) The seal of the corporation shall not be affixed to any instrument or document except in the presence of the Minister, or an officer of the Board for the time being authorised by him for the purpose, who shall attest by his signature the fact and date of the affixing of the seal.
- (4) All courts and persons acting judicially—
- shall take judicial notice of the seal of the corporation that has been affixed to any instrument or document; and
 - shall, until the contrary is proved, presume that the seal was properly affixed.
- (5) Property vested in the corporation pursuant to clause 6 (1) may be disposed of in accordance with subclauses (6) and (7).
- (6) The Governor may, by notification published in the

Gazette, divest the corporation of any real property and vest any such property in such corporate college or other person as may be specified in the notification.

- The corporation may transfer any personal property vested in it to such corporate colleges or other persons as the corporation may determine.
- Claims and proceedings that, pursuant to clause 6 (1), are claims and proceedings against the corporation are claims and proceedings against it as nominal defendant.

Transferred staff

8. (1) A person who, immediately before the appointed day for a dissolved college, was a servant of that college and who—
- presents himself for work, on the appointed day, in the position to which he is, on that day, in accordance with the arrangements referred to in clause 3 (1) (a), to be transferred; or
 - has, in the opinion of the Minister, a reasonable excuse for not presenting himself for work, on the appointed day, in the position to which he is, on that day, in accordance with the arrangements referred to in clause 3 (1) (a), to be transferred but presents himself for work in that position as soon as practicable after that day.
- shall, upon presenting himself for work under paragraph (a) or (b), as the case may be, become—
- a servant of another college;
 - an officer or temporary employee of the Public Service; or
 - a member of a Teaching Service, as the case may require.
- (2) A transferred servant shall be paid salary or wages, and allowances, at a rate not less than the rate that was payable to him immediately before the appointed day for the college of which he was, immediately before that day, a servant, subject, in the case of salary or wages, to any adjustment necessary to give effect to any fluctuation in the basic wage for adult males, or adult females, as the case may be, for the time being in force within the meaning of Part V of the Industrial Arbitration Act, 1940, until his salary is, or his wages or allowances are, varied or altered by an award of a competent tribunal, an industrial agreement, the employer to which he is transferred or otherwise in accordance with law.
- (3) Subject to subclause (4), where a transferred servant was, immediately before the appointed day for the college of which he was, immediately before that day, a servant, a contributor to a superannuation scheme, he—
- shall retain any rights accrued or accruing to him as such a contributor; and
 - may continue to contribute to any superannuation scheme to which he was a contributor immediately before the appointed day, as if he had continued to be a servant of the dissolved college during his service with the employer to which he is transferred, and—
 - his service with the employer to which he is transferred shall be deemed to be service with the dissolved college for the purposes of any law under which those rights accrued or were accruing or under which he continues to contribute; and
 - he shall be deemed to be a servant of the dissolved college for the purposes of any superannuation scheme to which, by the operation of this subclause, he is entitled to contribute.
- (4) A person who, but for this subclause, would be entitled under subclause (3) to contribute to a superannuation scheme shall not be so entitled upon his becoming a contributor to any other superannuation scheme, and the provisions of subclause (3) (d) cease to apply to or in respect of him in any case where he becomes a contributor to another superannuation scheme.
- (5) Subclause (4) does not prevent the payment to a transferred servant, upon his ceasing to be a contributor to a superannuation scheme, of such amount as would

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- have been payable to him if he had ceased, by reason of resignation, to be a contributor.
- (6) Where, pursuant to subclause (3) (b), a transferred servant continues to contribute to a superannuation scheme, the employer to which he is transferred shall contribute to that superannuation scheme the same amount as would have been payable by the dissolved college if that person had remained a servant of the dissolved college and been paid salary or wages at the rate paid to him by the employer to which he is transferred.
- (7) For the purposes of sick leave, long service leave or leave in the nature of long service leave, service of a transferred servant with a dissolved college shall, if not so deemed by section 13 (6), be deemed to be service with the employer to which he is transferred.
- (8) For the purpose of calculating the entitlement of a transferred servant to long service leave or leave in the nature of long service leave at any time, there shall be deducted from the amount of long service leave or leave in the nature of long service leave to which, but for this subclause, the transferred servant would be entitled—
- (a) any long service leave or leave in the nature of long service leave; and
- (b) the equivalent, in long service leave or leave in the nature of long service leave, of any benefit instead of long service leave or leave in the nature of long service leave, taken or received by the transferred servant before that time.
- (9) Subject to subclause (10), a transferred servant shall retain any right to annual leave accrued to him in respect of his service with the dissolved college.
- (10) A person who becomes a member of a Teaching Service pursuant to subclause (1) shall not retain any right to annual leave accrued to him as a servant of a dissolved college but shall, instead of that right, be entitled to compensation.
- (11) The amount of compensation to which a person is entitled pursuant to subclause (10) is the monetary equivalent of the annual leave the right to which he would, but for that subclause, retain, calculated by reference to the salary or wages payable to him immediately before the appointed day for the college of which he was, immediately before that day, a servant.
- (12) The compensation to which a person is entitled pursuant to subclause (10) is recoverable from the Government of New South Wales and shall be paid out of the Consolidated Revenue Fund which, to the necessary extent, is hereby appropriated accordingly.
- (13) A transferred servant is not entitled to claim, both under this Act and any other Act, benefits in respect of the same period of service.
- (14) Nothing in this clause affects the operation of the Industrial Arbitration Act, 1940.

Superannuation—employer's liability

9. Where, before the appointed day for a dissolved college, a person died or retired or was retrenched and the person was, at the date of his death, retirement or retrenchment, a servant of the dissolved college, which college was, at that date, for the purposes of any superannuation scheme, his employer, then, for the purposes of the Act by or under which that scheme is established, the Government of New South Wales or, where the order by which the college is dissolved so specifies, a person specified in that order for the purposes of this clause shall, on and after the appointed day, be deemed to be the employer in the service of whom that person was employed at the date of his death, retirement or retrenchment for the purposes of any provision in that Act under which payments may be required to be made by that employer in respect of the superannuation scheme.

Students

10. (1) Where a student enrolls in the course or programme of study in respect of which arrangements for his transfer have been made pursuant to clause 4 (1) (a), the college or institution to which he has transferred—
- (a) shall, as far as it may practically do so, give him

- credit in that course or programme for any subject or work completed by him in the advanced education course from which he has transferred; and
- (b) where—
- (i) before the completion of that course or programme the student requests the council or governing body of that college or institution to confer on him, on completion of that course or programme, an academic award under the seal of the dissolved college;
- (ii) in the opinion of that council or governing body the student has completed such part of his course or programme at the dissolved college as to warrant his academic award being conferred under the seal of the dissolved college; and
- (iii) the student satisfactorily completes the course or programme in which he has enrolled at the college or institution to which he has transferred,
- shall confer that academic award on the student under the seal of the dissolved college.

- (2) A person having custody or possession of the common seal of the dissolved college shall make the common seal available to a college or educational institution requiring the common seal for the purposes of subclause (1) (b).
- (3) Where a person completes an advanced education course provided by a corporated college but the college is dissolved before an academic award has been conferred on the person in respect of the course, the appointed person shall confer the academic award on the person under the common seal of the dissolved college.

Regulations

11. (1) The Governor may make regulations containing other provisions of a savings or transitional nature consequent on the dissolution of a corporate college.
- (2) A provision made under subclause (1) may take effect as from the appointed day for a dissolved college or a later day.
- (3) To the extent to which a provision referred to in subclause (1) takes effect from a date that is earlier than the date of its publication in the Gazette, the provision does not operate so as—
- (a) to affect, in a manner prejudicial to any person (other than the State or an authority of the State), the rights of that person existing before the date of its publication therein; or
- (b) to impose liabilities on any person (other than the State or an authority of the State) in respect of anything done or omitted to be done before the date of its publication therein.
- (4) A provision made under subclause (1) shall, if the regulations under this clause so provide, have effect notwithstanding any other clause of this Schedule.

SCHEDULE 3

CORPORATE COLLEGE UNDER CONTROL OF ADMINISTRATOR

Interpretation: Sch. 3. (Sec. 5B.)

1. In this Schedule—
- "administrator", in relation to a corporate college, means the person appointed as administrator of that college pursuant to clause 4;
- "appointed day", in relation to a corporate college, means the day upon which an administrator is appointed for the corporate college;
- "Department" means a Department within the meaning of the Public Service Act, 1979;
- "Department Head", in relation to a Department, means the Department Head within the meaning of the Public Service Act, 1979, in relation to that Department;
- "higher education" has the meaning ascribed thereto in section 4 of the Higher Education Act, 1975.

Minister may recommend appointment of administrator

2. Where the Minister is of the opinion—

- (a) that a corporate college is unable to meet its debts as they fall due;
- (b) that a corporate college lacks sufficient funds to perform its functions adequately; or
- (c) that there has been such a substantial decrease in the demand for the advanced education courses provided by a corporate college that the college has lost its viability,

he may recommend to the Governor that an administrator of the college be appointed.

Administrator—qualifications

3. A person shall not be appointed as the administrator of a college unless he is, in the opinion of the Minister, experienced in, or has qualifications which are relevant to, the administration of higher education in New South Wales.

Governor may appoint administrator

4. The Governor may, on the recommendation of the Minister under clause 2, by order published in the Gazette, appoint, on a date specified in the order, a person to be the administrator of a corporate college.

Transfer of functions to administrator

5. On and from the appointed day for a corporate college—
- (a) the administrator shall (until the order by which he was appointed is revoked) have and may exercise and perform all the powers, authorities, duties and functions of the college and the council of the college; and
- (b) the members of the council of the college shall cease to hold office as such.

Remuneration

6. (1) Where an officer of a Department is appointed as an administrator, there is payable, in respect of the period of his appointment as administrator, by the college to the Department Head, for transmission to the Consolidated Revenue Fund, such costs and expenses in respect of the administration as the Minister determines.
- (2) Where a person who is not an officer of a Department is appointed as an administrator, there is payable, in respect of the period of his appointment as administrator, by the college to him such remuneration and expenses in respect of the administration as the Minister determines.

Regulations

7. The regulations may make provision for or with respect to the functions of an administrator and, in particular, for or with respect to—
- (a) the accommodation, if any, to be provided at or by the college for the administrator; and
- (b) requiring servants of the college—
- (i) to render all necessary assistance to the administrator in the exercise or performance of his powers, authorities, duties or functions in accordance with his appointment; and
- (ii) not to obstruct the administrator in the exercise or performance of his powers, authorities, duties or functions.

Reconstitution of council

8. The Minister may, upon the revocation of the order by which an administrator was appointed, appoint, by notification published in the Gazette, a council of a corporate college as if it were, for the purposes of this Act, the first council of the college.

	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 IV	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	CONVOCAION, 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—
 - (a) 2 shall be members of the staff of the College, each of whom is enrolled on the Roll of Academic Staff; and
 - (b) 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) 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;
 - (b) 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
 - (c) a roll of students of the College
10. (1) For the purpose of clause 9(a), an officer of the College—
 - (a) who is within the academic staff establishment of the College;
 - (b) 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
 - (c) 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—
 - (a) who is not within the academic staff establishment of the College;
 - (b) 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
 - (c) 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—
 - (a) the persons enrolled on the Roll of Academic Staff are prescribed as the persons to elect an academic staff member;
 - (b) the persons enrolled on the Roll of Non-academic Staff are prescribed as the persons to elect the non-academic staff member; and
 - (c) 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:—
 - (a) 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;
 - (b) 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
 - (c) 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 —
 - (a) state —
 - (i) that an election to which this Division applies is to be held;
 - (ii) the position or positions to be filled; and
 - (iii) the number of persons to be elected;
 - (b) invite nominations of persons for election and specify the form in which nominations must be made;
 - (c) specify a date and time by which nominations must be received by the Secretary;
 - (d) specify a date and time by which ballot-papers must reach the Secretary; and
 - (e) 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—
 - (a) the nomination is not duly made; or
 - (b) the person nominated is not eligible to be elected.
18. (1) If at the close of nominations the number of vacancies to be an election does not exceed the number of vacancies to be filled, the Secretary shall declare the person or persons nominated to be elected.
 (2) If at the close of nominations the number of nominations for an election exceeds the number of vacancies to be filled there

shall be a ballot.

19. A candidate may nominate one scrutineer who shall be entitled to observe the counting of votes.
20. Voting shall be by secret ballot.
21. (1) Each ballot-paper shall contain the names of the candidates in random order determined by lot by the Secretary and shall be initialled by the Secretary or by a presiding officer.
 (2) In this clause, "determined by lot" means determined in accordance with the following direction:—
 The names of the candidates concerned having been written on separate and similar slips of paper, and the slips having been folded so as to prevent identification and mixed and drawn at random, the first name drawn shall be the first name appearing on the voting paper, the second name drawn shall be the second name so appearing and the process shall be continued until all the names have been drawn.
22. (1) Where there is to be a ballot in an election to which this Division applies the Secretary shall deliver to any person qualified to vote in that election who makes application to him for a postal vote before the date and time the ballot-paper must reach him—
 - (a) a ballot-paper;
 - (b) a notice setting out the manner in which the ballot-paper is to be completed and stating the date and time by which and the manner in which ballot-papers must reach the Secretary;
 - (c) a form of declaration of identity and of entitlement to vote; and
 - (d) 2 envelopes, one marked "Ballot-paper" and the other addressed to the Secretary.
 and shall place a mark against the name of that person in the Roll for that election.
 (2) An election shall not be invalid because a person who has applied under subclause (1) did not receive a ballot-paper.
23. Where there is to be a ballot in an election to which this Division applies, on the day or any of the days specified in a notice referred to in clause 15 (e), the Secretary shall cause a polling place or places to be set up where the Secretary or a presiding officer shall, upon being satisfied that a person applying to him for a ballot-paper is qualified to vote at that election, place a mark against the name of that person in the Roll for that election and issue to him a ballot-paper 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 for figure "1" in the square opposite the name of the candidate to whom he desires to give his first preference vote and by placing consecutive figures (commencing with the figure "2") in the squares opposite the names of the remaining candidates, so as to indicate by numerical sequence the order of his preference for them.
 (2) A voter completing a postal vote may enclose the completed ballot-paper in the envelope marked "Ballot-paper" and enclose that envelope and declaration of identity duly completed and signed in the envelope addressed to the Secretary and deliver it to the Secretary by the date and time by which ballot-papers must reach him.
 (3) A voter voting at a polling place referred to in clause 23 may deposit the completed ballot-paper in a ballot-box provided for the election by the Secretary.
 (4) A voter shall not before or after voting permit a ballot-paper issued to him to be used by any other person.
25. The Secretary may, on written application made to him and if he is satisfied that a ballot-paper has been lost or destroyed, supply a duplicate ballot-paper to the person to whom the lost or destroyed ballot-paper was delivered or was to have been delivered.
26. Forthwith after the date and time by which ballot-papers must reach the Secretary, the Secretary shall ascertain the result of the ballot in the manner specified in Schedule 1/
27. (1) A ballot-paper shall be rejected as being informal if—
 - (a) the ballot-paper is not initialled by the Secretary or a presiding officer;
 - (b) the ballot-paper contains any means by which the voter may be identified;

- (c) the ballot-paper is not completed in accordance with the instructions printed on or issued with the ballot-paper;
- (d) being a postal vote, it is not enclosed in an envelope marked "Ballot-paper" and that envelope and declaration of identity duly completed and signed are not enclosed in another envelope addressed to the Secretary; or
- (e) being a vote other than a postal vote, it is not delivered to the Secretary in accordance with the instructions referred to in clause 23.

(2) A ballot-paper shall not be informal for any reason other than a reason specified in subclause (1), and shall be given effect to according to the voter's intention as far as that intention is clear.

(3) The Secretary's decision as to the validity or regularity of any ballot-paper shall be final.

28. After the end of counting the Secretary shall place in one packet all the ballot-papers together with any other papers or documents signed or marked by a voter and a marked copy of the Roll signed by the Secretary and keep the packet safely for 12 months, after which time the Secretary may destroy it.

29. The Secretary shall prepare a statement signed by himself and counter-signed by such of the scrutineers as may wish to do so containing the names of the candidates and the number of the votes received by each candidate and a declaration of the names of the candidates who have been elected and place that statement and declaration in the packet referred to in clause 28.

30. The Secretary shall report the result of the ballot to the Council, advise each candidate of the result and publish, within 14 days after the closing of the ballot, the result on such notice-boards as the Council nominates as official notice-boards on the premises of the College.

31. The Secretary or any scrutineer or other person concerned with the conduct of an election shall not in any way disclose or aid in disclosing in what manner any voter voted.

Division 4 — General Provisions Relating to the Council

32. An ordinary meeting of the Council shall be held at least once in every 2 months.

33. (1) A special meeting of the Council—
 (a) may be convened by—
 (i) the President or in the absence of the President, the Vice President; or
 (ii) the Principal, for the consideration of any urgent business; or
 (b) shall be convened by the Secretary upon the written request of 5 members setting forth the purpose for which the meeting is required to be convened.

(2) A special meeting required to be convened under subclause (1) (b) shall be held within 14 days after the receipt of the request for that special meeting.

34. A member of the Council shall not initiate any matter for discussion, or move any motion in respect of that matter, at a meeting of the Council unless—

- (a) notice in writing has been given to the Secretary, in the case of an ordinary meeting, not less than 14 days before the date of the meeting, and, in the case of a special meeting, not less than 10 days before the date of the meeting, that the matter will be so initiated or a motion moved in respect of that matter; or
- (b) the Council by resolution of a majority of the members present otherwise permits.

35. (1) Notice of the time and place of a meeting of the Council and a copy of the business papers accompanied by supporting statements shall be posted or delivered by the Secretary to each member of the Council at least 7 days prior to the meeting, but, by a further notice so posted or delivered not less than 4 days prior to the meeting, the Secretary may advise of supplementary business to be put before the meeting.

(2) Nothing in subclause (1) prevents the initiation of a matter for discussion or the moving of any motion, with the permission 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—

(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 docu-

ments 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 signatures 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 Assist 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 constituted by or under this By-Law or a rule;
 - (c) 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 subclause (2) who is present is, for the purpose of this Chapter, in charge of that area.
 7. The Council may make rules empowering the College Librarian to impose fines on students for failure to return any material borrowed from the Library by the due date.
- ##### Division 2 — The Discipline Committee
8. (1) There shall be a Discipline Committee of the College consisting of—

- (a) the Principal, or in his absence a senior academic officer nominated in writing by the President;
 - (b) 2 members of the Academic Board nominated by the Academic Board;
 - (c) one full-time member of the academic staff, not being a member of the Academic Board, elected annually by the full-time members of the academic staff; and
 - (d) a student nominated in writing annually by the students' College Association Council.
- (2) The proceedings of a Discipline Committee shall not be invalidated by the failure of any group to nominate or elect the members specified in subclause (1) (b), (c) or (d).
- (3) The Council may make rules for the conduct of the election referred to in subclause (1) (c).
- (4) Where the student referred to in subclause (1) becomes the subject of a hearing by the Discipline Committee he shall cease to be a member of that Committee and the Students' College Association Council may nominate some other student to hold office in his place.
9. The Principal or in his absence the senior academic officer referred to in clause 8 (1) (a) shall be the chairman of the Discipline Committee.
 10. The Discipline Committee shall—
 - (a) deal with any matter relating to the conduct of any student referred to it by the Assistant Principal under clause 3 (1) (e); and
 - (b) hear any appeal by a student against a decision notified by the Assistant Principal pursuant to clause 3 (2).
 11. When the Discipline Committee hears an appeal against a decision of the Assistant Principal referred to in clause 10 (b) the Assistant Principal shall be entitled to be present but shall not participate in the decision of the Discipline Committee.
 12. When the Discipline Committee hears an appeal or deals with a matter referred to it, the student concerned—
 - (a) shall be notified in writing of the day of the hearing, and where a matter is referred to it, of the terms of the reference at least 7 days before the time set down for the hearing;
 - (b) shall be entitled to make representations, either orally or in writing or both;
 - (c) shall be entitled to give and call evidence; and
 - (d) may at the sole discretion of the Discipline Committee be allowed legal or other representation.
 13. When the Discipline Committee hears an appeal against a decision of the Assistant Principal referred to in clause 10 (b) it may vary, confirm or quash the Assistant Principal's decision and may in varying the decision increase or reduce any fine or order 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) (3) 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 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 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 candidates" 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 has 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 the first preference votes shall be read as 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 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 of the Chairman and Deputy Chairman respectively.
8. The provisions of clause 7 of Chapter IX apply to and in respect of an investigating committee constituted before the reconstitution of the Council pursuant to section 7 of the Act as if a reference in clause 7 (3) of that Chapter to the President and Vice President were a reference to the Chairman and Deputy Chairman respectively.

**RULES MADE UNDER THE BY-LAW
RULE III/2/1 APPOINTMENT TO THE OFFICE OF
PRAELECTOR**

- 1.1 Council shall appoint to the office of Praelector the member of the Academic Board of the College elected by Academic Board for appointment to the office.
- 1.2 The appointment shall be made for a period of two years, save that the first appointment shall be until 31.3.85.
- 1.3 Any member of the Academic Board other than the Principal and the Assistant Principal shall be eligible for election.
- 1.4 A candidate shall be nominated by two members of the Academic Board.
- 1.5 The roll of electors shall consist of all members, for the time being, of the Academic Board.
- 1.6 There shall be no additional emolument associated with the office of Praelector.
- 1.7 Where the term of appointment of Praelector and the term of office of Council members elected by the Academic Staff expire at the same time the election for appointment to the office of Praelector shall be held after the declaration of the result of the election of those members.
- 1.8 The election for appointment as Praelector shall be held, as appropriate, under the provisions of the By-law, Chapter III, Division 3, clauses 13 to 31 inclusive, and Schedule 1.

RULE VIII/2/1 RULES OF CONDUCT IN THE LIBRARY

- 1.1 Quietness must be maintained in the Reading Rooms.
- 1.2 No eating or smoking is permitted in the Library.
- 1.3 Suitcases, briefcases, or similar bags MUST NOT be brought into the Library. (Baggage racks are provided just outside the entrance, but the Library cannot take responsibility for anything left there.)
- 1.4 Books and notebooks may be brought into the Library, but must be offered for inspection on leaving the Library.
- 1.5 Books and other library materials must not be marked or damaged in any way.
- 1.6 Dress in the Library must be such as not to offend others. Persons wearing socks or stockings may leave their shoes outside, but BARE FEET on the carpet ARE NOT PERMITTED. Nor are narrow or pointed heels which are likely to damage the carpet.

RULE VIII/2/2 PHOTOCOPYING

1. "General Administrative Copying" means the copying of all material other than work which is subject to copyright.
2. The photocopying of work which is subject to copyright is not permitted in the College other than in accordance with the provisions of the Copyright Act 1968-1980.
3. Any copying for "Fair Dealing" (single copy) purposes as permitted under Section 40 of the Act shall be carried out only at the self-service photocopying machine provided for this purpose as an adjunct to the Library.
4. All general administrative copying and any multiple copying of insubstantial portions of works (as permitted by Section 53A of the Act) and any multiple copying of more than insubstantial portions of works under statutory licence (as permitted by Section 53B of the Act) shall be carried out only at the machines provided in the College for these purposes.

5. All multiple copying of work to be carried out under Section 53A and 53B of the Act shall be authorised by a Head of Department or other authorised person in the form specified for this purpose.
6. Discipline action will be taken for any breach of this Rule. Any offence may also render the user liable to civil action for breach of copyright.

RULE VIII/2/3 GENERAL AND MULTIPLE COPYING

(To be displayed at photocopying machines provided for general administrative copying and for multiple copying of work as permitted under Sections 53A and 53B of the Copyright Act 1968-1980).

1. This photocopying machine may be used only for the purposes of general administrative copying and multiple copying, strictly accordance with the provisions of Sections 53A and 53B of the Copyright Act 1968-1980, of work which is subject to copyright.
2. Under no circumstances shall this machine be used for "Fair Dealing" (single copy) purposes as permitted under Section 40 of the Copyright Act.
3. All Fair Dealing (single copy) photocopying as permitted under Section 40 of the Act shall be carried out only at the self-service photocopying machine provided for this purpose as an adjunct to the Library.
4. Discipline action will be taken for any breach of this Rule. Any offence may also render the user liable to civil action for breach of copyright.

RULE VIII/2/4 FAIR DEALING COPYING

(To be displayed at self-service photocopying machine provided as an adjunct to the Library for Fair Dealing copying).

1. This photocopying machine shall be used *only* for "Fair Dealing" (single copy) purposes under Section 40 of the Copyright Act 1968-1980.
2. Under no circumstances shall copying of the following kinds be carried out on the photocopying machine provided for Fair Dealing (single copy) purposes:
 - 2.1 General administrative copying;
 - 2.2 multiple copying of insubstantial portions of works (as permitted by Section 53A of the Act); or
 - 2.3 multiple copying of more than insubstantial portions of works under statutory licence (as permitted by Section 53B of the Act).
3. All general administrative photocopying and any multiple copying as permitted by Section 53A and 53B of the Act shall be carried out only at the machines provided elsewhere in the College for these purposes.
4. Discipline action will be taken for any breach of this rule. Any offence may also render to user liable to civil action for breach of copyright.

IX/5/1 OUTSIDE EARNINGS OF MEMBERS OF STAFF

- 1.1 Subject to the prior written consent of the Principal (which may be given on conditions) members of staff may undertake outside work of a nature not incompatible with a staff member's employment for a fee or reward, and such fee or reward shall be disclosed to the Principal.
- 1.2 Provided also that in the event of the nett 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 nett fees and rewards in excess of the said 25% shall be paid to the College or to some other authority under the control of the Council of the College.
- 1.3 Notwithstanding the requirement of Rule 1.2, the Principal may, for what he considers to be sufficient reason, determine that an amount greater than the said 25% may be retained by the member.

RULE IX/5/2 NOTICE ON RESIGNATION

1. Unless otherwise mutually agreed upon, and except insofar as provision is otherwise lawfully made, the following provisions shall apply for the notice to be given by officers of the College upon resignation.
2. Officers, other than casual officers, shall be required to give the following periods of notice in writing of their intention to resign:
 - 2.1 The Principal and Assistant Principal - a minimum of six months' notice.
 - 2.2 A Head of School - six months' notice, such that normally the last day of duty would be after the last day of a semester but before the beginning of the next ensuing semester.
 - 2.3 A member of the academic staff - a minimum of three months' notice, provided that normally the resignation would become effective on a date after the staff member has completed his/her teaching and examining responsibilities for the semester but before the beginning of the next ensuing semester.
 - 2.4 A member of the non-academic staff occupying a position above the Administrative and Clerical Division Grade 8 classification or equivalent - three months' notice.
 - 2.5 A member of the non-academic staff other than those included in 2.4 occupying a position at or equivalent to a classification of Administrative Assistant or above (i.e. up to and including the Administrative and Clerical Division Grade 8 classification or equivalent) - two months' notice.
 - 2.6 All other members of non-academic staff - two weeks' notice.

- 2.1 The Principal and Assistant Principal - a minimum of six months' notice.
- 2.2 A Head of School - six months' notice, such that normally the last day of duty would be after the last day of a semester but before the beginning of the next ensuing semester.
- 2.3 A member of the academic staff - a minimum of three months' notice, provided that normally the resignation would become effective on a date after the staff member has completed his/her teaching and examining responsibilities for the semester but before the beginning of the next ensuing semester.
- 2.4 A member of the non-academic staff occupying a position above the Administrative and Clerical Division Grade 8 classification or equivalent - three months' notice.
- 2.5 A member of the non-academic staff other than those included in 2.4 occupying a position at or equivalent to a classification of Administrative Assistant or above (i.e. up to and including the Administrative and Clerical Division Grade 8 classification or equivalent) - two months' notice.
- 2.6 All other members of non-academic staff - two weeks' notice.
3. An officer who is a casual officer shall give one week's notice of his/her intention to resign.
4. Notice of intention to resign shall be submitted in writing, in the case of a member of academic staff, to the Principal and, in the case of a member of non-academic staff, to the Registrar.

RULE IX/5/3 COPYRIGHTS, INVENTIONS AND PATENTS

- 2.1 WHEREAS it is expedient, in relation to the organisation, management and good government of the College, to make provisions regarding copyright in course materials prepared by members of the staff of the College in the course of their duties and distributed to students of the College for purposes of their studies, and regarding inventions made by members of the staff and students of the College in the course of their duties or studies and applications for letters patent in respect of any such inventions - Pursuant to Chapter IX, Clause 5 of the Newcastle College of Advanced Education By-law, the Council makes the following Rule entitled Rule IX/5/2 - Copyrights, Inventions and Patents.
- 2.2 In this Rule—

"author" means a person by whom course materials are produced;

"course materials" means any work, whether in written, broadcast, recorded or other form, including work being or in any way relating to, or arising out of the use or development of computer software, produced by a member of the staff of the College in the course of his/her duties, specifically for use in, or in connection with a course offered or to be offered by the College;

"invention" means any device, process, chemical or the like, including any device, process, material or information relating to, or arising out of, the use or development of computer facilities including computer software invented or discovered by a member of the staff, or a student, of the College; and "inventor" means a member of the staff, or student, of the College by whom an invention is invented or discovered.
- 2.3.1 Subject to clause 2.8 and to any existing copyright in material incorporated in course materials, the copyright in all course materials shall be the property of the College.
- 2.3.2 Every member of the staff of the College by whom course materials are produced shall, if and when required by the College and at its expense, do all such things, including the execution of documents, as may be or become necessary or expedient from time to time, to enable the College to exercise its rights over any such course materials.
- 2.4 Save as to course materials as provided in clauses 2.3.1 and 2.3.2, the College shall have no interest in work written or edited, including editing as a general or advisory editor to a series, by a member of the staff of the College.
- 2.5.1 Subject to clause 2.8 when a member of the staff, or a student, of the College has made an invention in the course of his/her College duties or studies, that invention shall be the property of the College.
- 2.5.2 The College may by resolution of the Council appoint any person as its agent or nominee for the purpose of develop-

- ing and exploiting any such invention, and may assign any or all of its rights therein to that nominee.
- 2.5.3 The inventor shall, when required by the College and at its expense, formally assign his/her interest in that invention to the College or its nominee.
- 2.5.4 Any application for patent in respect of any such invention shall be filed in the name of the College, or its nominee, as the case may be, and the member of the staff, or the student, who made the invention shall be named therein as inventor.
- 2.5.5 The inventor shall not enter into any arrangement with any other person concerning the development or exploitation of the invention without the prior approval of the Council.
- 2.6 Notwithstanding anything in clauses 2.5.1 to 2.5.5, where any person has sponsored research within the College leading to a patent, and a contract has been made between the College and that person as to the ownership of patents for inventions made in the course of that research, the ownership of the patent shall be as agreed upon in that contract.
- 2.7 When an invention is made by a member of the staff, or a student, of the College, which in the opinion of the Council is not made in the course of his/her College duties or studies and to which the College (or any third party pursuant to any contract with the College) has not contributed substantially by way of funds, apparatus, facilities, supervision, or other means, the College shall have no interest in the invention.
- 2.8 The College will forgo all of its rights under this Rule if—
- the College does not proceed to make an application for a provisional patent after a member of the staff, or a student, has notified that he/she has made a patentable invention; or
 - the College allows a provisional patent to lapse.
- 2.9 The College may waive in favour of the author or inventor any or all of its rights, under this Rule or howsoever derived, in relation to any copyright or invention or patent.
- 2.10 All royalties received in respect of any copyright or patent held by the College or its nominee shall be shared as between the College or its nominee and the author or inventor as the Council may determine after negotiation with the author or inventor.
- 2.11.1 The Council may make resolutions for or with respect to prescribing or providing for procedures or any matter or thing for which it is necessary to expedite to prescribe or provide for the purposes of the operation of this Rule; and may by later resolutions amend or revoke any such resolutions or procedures.
- 2.11.2 Resolutions made by Council pursuant to this Rule shall be promulgated by being exhibited on the official notice boards of the College; and after being so promulgated they shall remain so exhibited for at least fourteen days, not counting days on which the College is on vacation.

RULE IX/6/1 APPEALS (STAFF)

1. COMPOSITION OF AN APPEALS COMMITTEE (STAFF)
- 1.1 That the same Committee model be adopted for the consideration of all forms of staff appeals, irrespective of whether they arise over a matter of termination of employment or over matters of appointment, promotion, progression or transfer in the College.
- 1.2 That the composition of an Appeals Committee (Staff) be as follows—
- The President or the Vice-President of Council, who shall be Chairman.
 - The President or the Vice-President of Council, who
 - Two members of the Council nominated by the Council.
 - Not more than two persons nominated by the staff association to which the appellant belongs or is eligible to belong.
- 1.3 That a standing Appeals Committee be established and that this be effected by Council appointing for a period of two years the two members of the Council and two alternates nominated by the Council.
2. PROCEDURE FOR LODGING AN APPEAL AND COMMENCING PROCEEDINGS
- 2.1 A right of appeal over a matter of appointment will exist for internal applicants only.

- 2.2 In any appeals by staff, whether the appeal is over a matter of appointment or otherwise, an appellant be required to lodge, within two full working days after despatch of a notification in writing of the decision in respect of his/her application/case, a notice of his/her intention to appeal, and to lodge within a further five days documents setting out the grounds of the appeal.
- 2.3 The standing Appeals Committee shall commence its consideration of the appeal on a mutually acceptable date no later than twenty-eight days after the interval allowed for an appellant to lodge the detailed documents setting out the grounds of his/her appeal.
- 2.4 It shall be the responsibility of the Principal to ensure that all of the information which formed the basis of the original decision relating to the staff member's case is placed before the Appeals Committee.
3. POWER OF APPEALS COMMITTEES
- 3.1 That an Appeal Committee (Staff) not be given any delegated power to determine a matter which is the subject of an appeal.
- 3.2 That if the Appeals Committee judges that an injustice may have occurred, or ascertains an apparent error in the proceedings or in the conclusions reached by the body which made the decision in respect of the staff member, it shall refer these matters to that body with the request that it take cognisance of the matters raised by the Appeals Committee and review its decision in the light of those factors. The factors shall be specified in an accompanying statement from the Appeals Committee of the reasons for its decision.
- 3.3 The body to which the referral has been made (the original panel or committee or officer) shall, after making such review, transmit to Council in ordinary or special meeting, the result of that review, with a statement of the reasons for its recommendations. Council shall also be provided with the statement of reasons prepared by the Appeals Committee. On the basis of these statements Council shall make the final determination with respect to the appeal.
- 3.4 That minority reports from the Appeals Committee or from the original body acting in review shall be permissible and such minority reports shall be transmitted with the majority report.
- 3.5 If the Appeals Committee concludes that no injustice has occurred and has been unable to ascertain any defect in the proceedings or conclusions reached by the body responsible for the original decision, it shall recommend to the Council that the appeal be dismissed.
4. REIMBURSEMENT OF APPEALS WITNESSES
- 4.1 That any claims for the reimbursement of expenses of witnesses called to attend appeals hearings be decided by the council, after receiving recommendations from the Appeals Committee.

IX/14/1 THE CONDUCT AND DISCIPLINE OF OFFICERS

- 1.1 Every proceeding under this Rule shall be commenced by a written complaint served upon the Registrar for consideration by the Council.
- 1.2 Should Council decide to act, in terms of Chapter IX, Division 2, clause 7 (2) (b) or (c), the Registrar shall, as soon as practicable, serve on the officer complained against (hereinafter referred to as the respondent) a notice setting out the complaint and informing him that Council has decided to act in terms of clause 7 (2) (b) or (c) and shall also inform the complainant of the decision of the Council.
- 1.3 If Council decides to act in terms of clause 7 (2) (b), the respondent shall be requested to present a written or oral response to the complaint upon the expiration of five working days after the delivery by hand or by registered mail of the notice referred to in 1.2.
- 1.4.1 If Council decides to act in terms of clause 7 (2) (c), such an action shall not be commenced until the expiration of fourteen days after service on the respondent of a notice specifying the complaint referred to in 1.1 and the name of the person lodging the complaint and a copy of the By-law and a copy of any Rule made under the By-law for the conduct of an inquiry by an investigating committee.
- 1.4.2 The Registrar shall give not less than seven days notice in writing to the complainant, the respondent and members of the investigating committee of the time, date and place of the initial meeting of the committee, being as

soon as practicable after the expiration of the period referred to in 1.4.1.

- 2.1 An investigating committee constituted by Council under Chapter IX, Division 2, clause 7 shall conduct its investigation in accordance with the following:
- 2.1.1 The purpose of the committee is to investigate the complaint and report to the Council so far as it is able to ascertain the circumstances from which the complaint arose and the evidence presented by and on behalf of the complainant, the respondent and by any other persons and upon documents of record considered pursuant to 2.2.9.
- 2.1.2 Any member of the committee may submit to Council a dissenting report on any part of the matter under investigation.
- 2.2 The following procedures shall be adopted:
- 2.2.1 In the exercise of its functions the investigating committee shall not be bound to follow strict legal procedures or to observe the rules of law governing the admission of evidence.
- 2.2.2 The committee shall ensure that every party to the investigation is given a reasonable opportunity to present his case and, in particular, to inspect any documents to which the committee proposes to have regard in preparing its report to Council and to make submissions in relation to those documents.
- 2.2.3 The complainant and the respondent may present his own case or nominate a person to present a case for him. Where a person elects to conduct his own case he may be accompanied by another person. In either instance, the person chosen may be a legally qualified practitioner but shall not be a witness.
- 2.2.4 The committee may be legally advised upon and during the performance of its functions.
- 2.2.5 The complainant and the respondent and persons accompanying or representing them may be present while the committee is taking evidence, but shall not be present for any of the deliberations of the committee or for any period during which the committee may wish to deliberate in the course of the inquiry.
- 2.2.6 The complainant and the respondent may invite other persons to appear before the committee to present evidence relevant to the grounds of the complaint.
- 2.2.7 The parties to the complaint will be responsible for arranging for any witnesses they wish to call to be available and present at the inquiry at a time stipulated by the committee.
- 2.2.8 The committee, independently of the other parties to the complaint, may invite any person to appear before it for the purpose of giving evidence or verifying any of the information placed before the committee.
- 2.2.9 All documents of record relating to the service of the respondent and, where relevant, those of the complainant, shall be available to the committee at its request after the taking of evidence has been completed.
- 2.2.10 A record of the proceedings of the inquiry will be made and kept. The complainant and the respondent shall, on request, be provided with a record of the proceedings of the inquiry.
- 2.2.11 The order of taking evidence shall be
- the complainant;
 - witnesses called by the complainant;
 - the respondent;
 - witnesses called by the respondent; and
 - witnesses called by the committee.
- except that the committee may at its discretion permit or conduct the examination of any witness at any stage of the proceedings.
- 2.2.12 Each of the complainant and the respondent may present a written statement of his evidence which he shall read and thereafter may give oral evidence.
- 2.2.13 After the complainant has given evidence the respondent or his representative shall be entitled to ask the complainant questions relating to the complaint and after the respondent has given evidence the complainant shall be entitled to ask him questions relating to the complaint.
- 2.2.14 Members of the committee may question the parties to the complaint or any witness as deemed appropriate by the committee.
- 2.2.15 The Chairman of the committee may disallow any question.

- 2.2.16 Only one witness at a time will be admitted to the inquiry.
- 2.2.17 No witness shall hear the evidence given by any other witness or by the complainant or by the respondent.
- 2.2.18 Each witness may present his evidence supported, if he so desires, by a written statement and led, if he so desires, by the party by whom he has been called. The witness may then be questioned by the other party or parties and by the committee.
- 2.2.19 The committee may question the complainant or the respondent again on the whole of the evidence after all of the witnesses have been heard.
- 2.2.20 Where either the respondent or the complainant can show cause why he is unable to attend, then the hearing shall be adjourned.
- 2.2.21 If the respondent has not shown cause and does not appear, the investigating committee may
- upon proof of service of the complaint on the respondent, or, where the hearing of the complaint has been adjourned, proceed to the hearing of the action on the part of the complainant only; or
 - adjourn the hearing.
- 2.2.22 If the complainant has not shown cause and does not appear, the committee may adjourn the hearing or dismiss the complaint or proceed to investigate the complaint on such evidence as is available.
- 2.2.23 Where a party to the inquiry or a witness satisfies the committee that he is unable to be present at the investigation, the committee may accept as evidence a written statement made by that person. Such a statement may take the form of a Statutory Declaration.
- 2.2.24 Any material presented by the complainant or person complained against during his evidence shall be recorded and marked and retained in the custody of the Registrar until completion of any action taken by the Council whereupon it shall be returned to the person who tendered it.
- 2.2.25 The committee may adjourn proceedings from time to time.
- 2.2.26 The Registrar shall act as Secretary of the committee. If for any reason the Registrar is unable to act, the Principal shall appoint a Secretary to the committee.
- 2.2.27 The College Council may reimburse the respondent for any expenditure incurred by him in securing such legal representation as is permitted by the Rule in accordance with guidelines established by the Council.
- 2.3 Interpretation:
- 2.3.1 The following words shall, unless the contrary intention appears, have the meanings respectively assigned to them:-
- words importing the masculine gender shall include the feminine gender; and
 - 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.

RULE 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.

RULE XI/3(b)/1 ASSESSMENT AND REVIEW OF GRADES AWARDED

- 1.1 For the purpose of this Rule, subject or module refers to any assessable unit of a course, including a practicum requirement, for which the grade awarded in the subject or module is entered in the official transcript of a student's academic record; grade refers to a six-point scale comprising High Distinction (HD), Distinction (DIST), Credit (C), Pass (P), Terminating Pass (TP) and Fail (FF) or, in some instances, to a two-point scale comprising Ungraded Pass (UP) and Fail (FF); and result refers to the result given for classwork or an assignment which is a component of the progressive assessment of a subject or module.
- 1.2 Students shall be advised, in writing, at the commencement of study in a subject or module of a course of the assessment weighting criteria, which may differ between subjects or modules, to be applied in assessing a student's work and in determining the final grades awarded in the subject or module. The assessment criteria and procedures shall be described in detail sufficient to enable a student to understand the academic requirements for each assessment or examination activity.
- 1.3 It shall be the responsibility of the Departmental Board of the Academic Department responsible for offering the subject or module to ensure that the assessment weighting criteria referred to in 1.2 is available to students in writing, and is adhered to by the lecturers responsible for teaching the subject or module in carrying out individual assessments and in determining the final grades awarded in the subject or module.
- 1.4 At the same time as the assessment weighting criteria for a subject or module are made available to students, lecturers shall be required to submit for filing within the Department responsible for the offering of the subject or module a copy of the assessment weighting criteria so published. The submitted documents shall be kept on file for a minimum period of two years.
- 1.5 It shall be the responsibility of a student to ensure that he/she has obtained a copy of the assessment weighting criteria made available for a subject or module in which the student is enrolled.
- 1.6 Where classwork or assignments during the year form part of the progressive assessment of a subject or module, students shall be made aware within a reasonable time by the lecturers responsible for the teaching of the subject or module of the results given for such classwork and assignments.
- 1.7 Any request by a student for reconsideration of a result obtained for classwork or an assignment shall be made within a fortnight of the return of the work to the student by the lecturer responsible for assessing the classwork or assignment. The outcome of reconsideration of a result obtained for classwork or an assignment can be a better result, no change in result, or a worse result.
- 1.8 A student who is dissatisfied with the final grade awarded in a subject or module may apply for a review of the grade awarded. A review of a final grade awarded in a subject or module can result in a better grade, no change in grade, or a worse grade.
- 1.9 An application for a review of a final grade awarded in a subject or module 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.
- 1.10 A student who has sought a review of the final grade awarded in a subject or module and who considers that he/she has grounds for dissatisfaction with the decision reached as a consequence of the review may, within one month from despatch of notification of the decision, appeal to an Academic Appeals Committee of the School in which the course is offered. The determination of an appeal by an Appeals Committee can result in a better grade, no change in grade, or a worse grade.

- 1.11 The composition of the Academic Appeals Committee established in each School shall be as approved by the Academic Board from time to time and shall include at least one student member.
- 1.12 The procedures to be adopted for the hearing of an appeal over a decision reached as a consequence of a review of the final grade awarded in a subject or module shall be the same as those for the hearing of student appeals against exclusion by the Academic Progression Review Committee.

RULE XV/1 TRAFFIC AND PARKING RULES

1. PREAMBLE
- 1.1 The College campus is private property. It is a privilege to bring a vehicle onto the grounds. These Rules control that privilege.
- 1.2 The College roads are deemed to be public roads for the purposes of the Motor Traffic Act 1909 (N.S.W.).
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:
"Attendant (Patrol)" means a person employed by the College as an Attendant (Patrol) and includes the Attendant (Caretaking and Patrol);
"Bursar" means Bursar for the time being of the College and includes a reference to a person occupying the position of Acting Bursar and during a period when there is no Bursar or Acting Bursar on campus, to a person authorised by the Principal to exercise the powers conferred by these Rules upon the Bursar.
"Campus" refers to the whole of the lands of the College and to any part thereof, or any premises used by the College at any time;
"Infringement notice" 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 4.4;
"Member of the College" includes a member of the staff of the College, whether full-time or part-time and whether academic or non-academic, whether tenured, 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 Bursar or by an Attendant (Patrol);
"Parking permit" means a parking permit label issued under these Rules;
"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;
"Register of Motor Vehicles Authorised to be Parked on Campus" means the register to be kept pursuant to Rule 3.3 of these Rules.
"Registrar" means Registrar for the time being of the College and includes a reference to a person occupying the position of Acting Registrar.
"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 Bursar, and "Sign" includes markings which indicate a pedestrian crossing;
"Vehicle" includes bicycle;
- 2.3 The headings of and within these Rules shall be deemed part of the Rules.
- 2.4 The Interpretation Act 1897 shall apply mutatis mutandis to and in respect of these Rules in the same manner as it applies to Acts of Parliament.
3. BRINGING OF VEHICLES ON TO CAMPUS
- 3.1 The Bursar shall cause to be available forms of application for the issue of parking permits in the form or forms prescribed from time to time by the Bursar 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. 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 motor vehicle and motor cycle in respect of which a parking permit is issued and of the name, address and qualifying status of the applicant for such permit. A person to whom a parking permit is issued shall notify the College of any change in his/her name, address or qualifying status.
- 3.4 A parking permit shall cease to be valid:
(a) 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 permit was issued;
(b) when the person to whom the parking permit was issued ceases to possess a qualifying status by reason of which permit or permits of the category in question are issued;
(c) on the date on which the Principal orders that the permit be cancelled;
(d) on the date on which the Principal orders that all parking permits or all parking permits of the category in question be cancelled;
(e) when the permit label is no longer clearly legible; whichever shall be the earlier. When a parking permit ceases to be valid, the person to whom it was issued shall cause the label 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 and such permit is currently valid and is displayed in the windscreens or, in the case of a motor cycle, in a prominent place on the motor cycle. Motor vehicles/motor cycles without a parking permit 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 Parking of vehicles on access roads is forbidden.
- 4.3 No person other than a bona fide visitor shall park any motor vehicle or motor cycle on the campus unless the vehicle bears a parking permit relating to the place or category of place in which the vehicle is parked, being a place set aside from time to time for parking of motor vehicles or motor cycles or of motor vehicles or motor cycles of a particular category, or of motor vehicles or motor cycles belonging to persons of a particular category.
- 4.4 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 notice 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 Bursar, 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:
(a) stop his/her vehicle on any part of the campus when signalled to do so by an Attendant (Patrol);
(b) give to an Attendant (Patrol) such information as he/she may reasonably require;
(c) obey any directions which an Attendant (Patrol) may reasonably give in relation to the driving, parking or moving of such vehicles;
(d) not drive at a speed greater than 30 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;
(e) 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/she 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;
- (f) not drive, park or leave a vehicle on any lawn, grassed area, footpath, oval, garden, undeveloped area of the campus or builders' access road;
- (g) comply with all other directions relating to traffic indicated by appropriate signs installed on the campus;
- (h) 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 motor vehicle or motor cycle 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/her at the address registered in respect of him/her 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 of the notice in which to submit a written statement to him/her the Bursar is satisfied that the person is in breach of these Rules he/she may:
(a) warn the person against committing any further breach; or
(b) impose a fine; or
(c) refer the matter to the Principal provided that a person who in his/her written statement requests to be heard in person by the Bursar 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 Bursar in respect of various categories of breach shall be:
Parking in areas not set aside for parking: up to \$10
Parking in special service areas, e.g. loading bays, by fire hydrants, etc.: up to \$15
Failing to display a valid parking permit: up to \$10
Driving offences - including speeding and dangerous driving: up to \$30
Failing to stop when signalled to do so by an Attendant (Patrol): up to \$30
Refusing to give information to an Attendant (Patrol): up to \$30
Failing to obey the directions of an Attendant (Patrol): up to \$30.
- 6.4 Notice of the Bursar'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/her personally or if it is sent to him/her by ordinary post addressed to him/her at the address registered in respect of him/her 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 Bursar 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/her under these Rules shall have all the powers of the Bursar 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/her by virtue of his/her 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 Bursar or the Registrar.

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.
- 1.31 Rules made by the Principal under clause 2 of Chapter VII shall become effective immediately following publication on a notice-board on the premises of the College.
- 1.32 Such rules shall be tabled at the earliest available Council meeting.
- 1.33 The Council may disallow or amend any such rule.

XVIII/2/2 CONSULTATION IN FORMATION OF RULES

- 2.1 As a matter of general principal Council undertakes to seek the advice of appropriate groups within the College before determining rules which affect such groups.
- 2.2 In particular—
- (a) it is expected that rules relating to academic matters will originate from or be referred to the Academic Board,
- (b) where rules relate to conditions of service of staff they will, in general, be referred to appropriate associations of staff members; and
- (c) 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.)

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Graduate Diploma in Education (Primary Education)

BOWER, Catherine Louise
BRELL, Julie
EDGAR, John Clarke
HROMEK, Robyn Patricia
JOUSIF, Linda Shereen
PAYNE, Debra
UNICOMB, Nyrie Catherine

Graduate Diploma in Educational Studies (Curriculum Development)

ANDERSON, Suzanne Helen
BENSON, Debra Gail
BIRKETT, James
CURRIE, Gordon Richard
ELLAWAY, Stanley Nicholas
FINLAY, Robert John
INGRAM, George
MILLER, Kimberly Watson
SHAW, Kerrie Maxine
SINCLAIR, Margaret Anne

Graduate Diploma in Education (Technical and Further Education)

CALDWELL, Theresa
CLARKE, Michael Cassin
FIELD, Bronwen Anne
HIPWELL, Edwin John Wendell
HUMPHRIS, Gregory John
LOGUE, Anthony Norman
MOON, Jonathan
NEWTON, Harold Edward
NICOLLE, Frank William
POLLOCK, David John
RENAUD, Susan Mary
WEBB, Gary Alan

Graduate Diploma in Educational Studies (Special Education)

BONNEFIN, David Ian
BREWER, Carmel Kay
CURRIE, Peter Douglas
DI LORENZO, Franco Mark
FAY, Nancy Mary
GIBSON, Suzanne Cecilia
GINGES, Michael David
HOOKER, Jean Barbara
LABECKI, Maximilian Anthony
LAMING, Penelope Doreen
MADDISON, Joan Carol
MARTIN, Lilian Urquhart
MEREDITH, Richard Fred
MORGAN, Maria
MURPHY, Peter Michael
PEARCE, Joyce Emily
SEARL, Dianne Robyn
SUESS, Helena

Graduate Diploma in Educational Studies (Advanced Teaching Method)

BURGESS, Peter Ronald

Bachelor of Education (Early Childhood Education)

DRAKE, Lesley Robyn
JOHNS, Suzanne Lea
JOHNSTON, Annette Joyce
RYAN, Vicki Irene

Bachelor of Education (Primary Education)

BLYTH, Lynda
BRISCOE, Julienne
BROWN, Stuart Ernest
CLAPHAM, Peter Leslie
ELBRA, Jonathan James
HENRY, Merryn Patricia
HORNE, Norman John
HUNTER, Odette Pearl
KING, Gary
LINCOLN, Pamela
LINCOLN, Raymond George
LOVELAND, Maureen Ann
McDONALD, Diane Maria
McDONALD, Therese Kathleen (with distinction)
McDONNELL, Marie Therese
MONIN, Rosemary
PATON, Kevin Joseph
PEDDIE, Anne Elizabeth
POWER, John Francis
PRITCHARD, John Samuel
RUFO, Duilio
SPEDDING, Susan Florence (with distinction)
WATERS, Susan Ann
WILEY, Kathryn Ann
WILSON, Geoffrey John

Diploma in Teaching (Early Childhood Education)

ARCHER, Tracy Gabrielle
BALDWIN, Kathleen Geraldine
BANKS-SMITH, Kim Louise
BARNES, Vicki Maree
BARNEY, Grace Margaret Elizabeth
CADDY, Helen Joan
COLQUHOUN, Anna Maree
DI SANTO, Maria
DI AKAKIS, Frosi
EDWARDS, Susan Beryl
FIELDING, Wendy Diane
FORD, Roslyn Dawn
FROST, Susan Jane
GRIEVE, Helen Louise
GURR, Margaret Therese
HERN, Glynis Rosemary
HOY, Dianne Michelle
HOYLE, Romyne Amanda Hephzi-Bah
IRELAND, Michele Louise
JENSEN, Susan Louise
JOHNSTON, Angela
KIDD, Robert Warren
LAUDADIO, Rina
LEWIS, Karen Debbie
McGUIRE, Donna Maria
McLENNAN, Robyn Elizabeth
MENZIES, Janelle Kaylene
NEWMAN, Glenise Rita
RAE, Elizabeth Karen
ROBERTS, Michele Frances

ROSER, Suzanne Marie
SANGER, Dianne Maree Frances
SAUNDERS, Elizabeth
SIMPSON, Catherine Elizabeth
THOMPSON, Janine
TRANTER, Debbie Lee
TYLER, Susan Alice
WALTERS, Michelle
WEATHERBY, Leisa Irene

Diploma in Teaching (Primary Education)

ALLEN, Gillian
BAILEY, Louise Mary
BARNES, Kathleen Mary
BASSETT, Melissa Alison
BRISTOW, Debra Ann
CAMPBELL, Ruth Louise
COLLINS, Kristina
COOPER, Catherine Jean
DAVIES, Belinda
DAVIS, Gregory Bruce
DAVY, Lynette Gai
DEACON, Graeme
DETRICK, Elaine Dianne
DOBSON, Rodney James
EATON, Kerrie-Ann
FAYLE, Susan Harris
FLEMING, Annemarie
FRAZER, Tracey Lee
FULLAGAR, Heather Christine
FYFE, Loraine McLellan
GRAHAM, Joanne Wendy
GRAY, Kerrie Ann
GRIFFIN, Elizabeth Ann
GRIFFITH, Bradley
GUILFOYLE, Catherine
HABRAKEN, Monica Anna Maria
HAIG, Helen Caroline
HAINSWORTH, Margaret Ann
HANCOCK, Susan Therese
HARDWICK, Christopher Ian
HOGARTH, Dianne Mary
HOLDSWORTH, Jane Susan
HOLMES, Melissa Jane
HOWARD, Janet Rosemarie
HOWE, Karlene Louise
HUTCHISON, Coral Elsie
HUTTON, Kerry John
INNES, Hollace Anne
JOHNSON, Fiona Louise
JOHNSTON, Cornelia Hendrica
JONES, Andrew Raymond
JONES, Leigh Elizabeth
JONES, Michael John
JUDGE, Louise Valma
KERR, Karen Robem
KOVAC, Angela Dora
LANE, Jennifer Jean
LAVIS, Lorraine
LOCOCK, Christine Evelyn
MACADAM, Frances Julia
MARKHAM, Carmel Annette
MARR, Kathryn Mary
MARTIN, Kerri Lynn
MARTIN, Tanya Mary
MATTHEWS, Lynda

McARTHUR, Catherine Mary
McCALDEN, Fiona Jean
McSWEENEY, Lynette Norma
MELLOWSHIP, Cathrine Irene
MELNYK, Margaret Ann
MOON, Terese Ruth
MORGAN, Brenda Elizabeth
MORRIS, Ellen-Louise
NAGGS, Kim Yvette
NICHOLS, Susan Michele
NOTLEY, Christine Louise
NOWLAND, Alma Amanda
PAGE, Christine Marie
PAUL, Elizabeth Maree
QUINLIVAN, Sheree Ruth
RAFTOS, Dirmity Jane
RANKINE, Robert David
RASCHKE, Matthew John
REECE, Helen Jean
REES, Felicity Helen
ROSS, Anne
SIARKIEWICZ, Helen Alicia
SIMONIT, Nilva Valentina
SKINNER, Laura Gail
SKINNER, Marianne
SMITH, Sandra Joy
SMITH, Penelope Megan
TAYLOR, Jillian Gai
THOMAS, Barbara Kay
THOMPSON, Steven Errol
WALSH, Sally Beryl Anne
WARD, Leonie Robyn
WASHINGTON, Margaret Rose
WATSON, Rhonda Kay
WERRREN, Stephen John
WESTBROOK, Julie-Anne
WILKES, Julie Anne
WRIGHT, Rosalyn Patricia

MASON, Geoffrey
MATHER, Ian Douglas
McCLUSKEY, Warren Joseph
McINNES, Julie Ann
MERHI, Susan
MILLS, Marie Ann
MORRISON, Geraldine i
NOAKES, Robert Henry
O'BRIEN, Robbie James
PERKINS, Daniel Robert
PRYOR, Elizabeth Louisa
RENDALL, David Warren
ROBERTS, Ronald Leslie
SMITH, Jennifer Rae
SPENCER, Douglas Keith
SUMSKY, Suzanne
WALTON, Beverly
WHITE, Gerald Stephen
WICKENS, Peter Douglas
WORGAN, Shaunagh Gay

Diploma in Special Education

BUCKTON, Susan Elizabeth
DALEY, Michael Gerard
KEARNEY, Philippa Irene
LIETZAU, Lesley
SHARKEY, Pamela Elizabeth

Diploma in Teacher Librarianship

COREN, Janet Elizabeth
DUNNE, Lyndell Maree
FERRY, Margaret-Mary
GORDON, Helen
TAYLOR, Lynn Elizabeth

Graduate Diploma in Art

BRAY, Dallas Thomas
BROOKER, Catherine Jill
DONALD, Judith Ann
FALKINER, Lynette Maree
FRANCIS, Stephen Jon
GORDON, Wayne Albert
GUMMER, Peter Francis
HANNETT, Marianne Joy
KRUX, David Charles
LARCHER, Michelle Ruth
LAUCHT, Gary Ernest

LEGOVICH, Dean
LIDDIARD, Kerriann
McBRIDE, Margaret
ROWE-FORREST, Sharon
SCOTT, Jane Louise
TOTTERMAN, Ruth Ingegard
WEBER, Gary

Bachelor of Arts (Visual Arts)

BARRON, Renae Therese
BAUER, Katharina
BIRT, Virginia Quinlan
BROWN, Allison
BUNDER, Mark Ferdinand
CARR, David
CLULOW, Colleen Gai
CRAMP, Leanne
CRAWFORD, Judith Louise
DUNN, Brian Malcolm
GIARDULLO, Ercole
HENSEL, Nicola Dawn
HEW, Ernest Chee Fong
ILETT, Michael
JOHNSTON, Isobel Stewart
KELLY, Francis Cecil
LAIDLER, Graham John
LEE, John Paul
LOUGHLIN, Tracy Louise
MAHONY, Frances Anne
McCORMACK, Leanne Marie
McIVOR, Katrina
NORFOLK, Warwick Richard
PELL, Anne Shirley
PERRIN-CRUICKSHANK, Melody
RINTOUL, Susan Leanne
ROBINSON, Christine Kay
SCOTT, Kaye
SHIELDS, Jodi Ann
SINN, Karen Frances
SPARKE, Tanya Therese
STAROSIELCEW, Tamara
TILLEY, Lezlie Margaret
WIDOLF, Marie Therese
WILSON, Susan Elizabeth
ZAKARAUSKAS, Valerie

Diploma in Art

BROMFIELD, Loretta Miriam
CARTER, Diana Christine Conway
CLAPHAM, Diana
CROSDALE, Gail Priscilla
DZURAK, Julie-Anne
EMMERSON, Neil William
LARCHER, Michelle Ruth
MAHONEY, Jane Frances
PASCOE, Lyndall Louise
RODDENBY, Barbara
THOMAS, Michael William
WILLIAMS, Katie Irma

Associate Diploma in Creative Arts and Crafts

ALLANSON, Mark Donald
ARMSTRONG, Myrtle Joy
BEARDWOOD, Judith Dawn
BELL, Philip John
CAVES, Raymond Cyril
DUBRAWSKI, Jules Victor
DUNKLEY, Stephen James
FRIEND, John Stanley
GRAY, Paul Thomas
HEWITT, Briana Janel
HOLLEY, Pamela Anne
KINDLER, Narelle Mary
KNIBB, Wallace Gilbert
McCAFFERTY, Mark Robert
McDONALD, Lyn Maree
McGREY, Martin Mathew
McINTOSH, Geoffrey William
McMAHON, Michael Patrick
NIELSEN, Schellie
PERCY, Geoffrey Bernard
TAYLOR, Carol Joy
WARD, Steven John

Graduate Diploma in Education (Secondary Education)

ARMSTRONG, Lestley Anne
AUSTIN, Helen Anne
BARNES, Jennifer Elizabeth
BARWELL, Marguerite Janelle
BEVERIDGE, Lee-Anne
BLATT, Elizabeth
BOROWSKI, Daria
BRENNAN, Deirdre Maria
BRIGGS, Ian James
BROWN, Toni
CLANCY, Tania Marie
COOPER, Simon Frederick Arthur
CRAIG, John Thomas
CREE, Cynthia Elaine
CROSBIE, Isabelle
CULLEN, Anthony Gerard
DIEZ, Gloria Ann
EDELBRÖCK, Dorothy Marcia
FLEMING, David John
FURNISS, Barbara
GIANNIOS, Christina
GRACE, John Howard
GRAHAM, Lauren Patricia
GRIERSON, Thomas Bryon
HAASNOOT, Peter John
HILL, Fiona Joy
HOFFMAN, Andrew James
JOHNSON, Allan Francis
JOSEPH, Karina
KUNDICEVIC, Helen Gwen
LONERGAN, Joseph Patrick
LONG, Grant Arnold
MAGUIRE, Heather Joy
McCARTHY, Peter James
McCLURE, Mary Ellen

McLEAN, Suellen
MENTIS, Anthony
MILES, Christopher John
MONTANARI, Daniela
NELSON, Kathy Lyn
NICOL, Ross
O'KEEFE, Danny Robert Wayne
OATES, Michael David
ORMEROD, Derek Wayne
PARROTT, Coralie Ann
ROBERTSON, Mark Ian
SCOTT, Megan Eleanor
WALLACE, Peter James
WALSH, Terri Jennifer
WEBBER, Andrew John
WHITE, Debra May
WILLIAMS, Peter James
WOOD, Darryl Raymond

Bachelor of Education (Art Education)

ALEXANDER, Sahy
AYSHFORD, Marguerite Mary
BOOTH, Ann Clairtena
BOWMAN, Kelly Alison
CHINNERY, Catherine Jane
CHUDYK, Linda Kateryna
CLARK, Deborah Annette
CUMMINGS, Belinda Joy
DONNELLY, Annette Myee
GONT, Loretta Maria
HAGAN, Jennifer Ellen
HODGSON, Anne Denise
HOGAN, Melissa Ann
JEFFCOAT, Kirsten Margaret
LINDSAY, Adair
LITCHFIELD, Deborah Ruth
MITCHELL, Geoffrey Wallace
MORRISON, Margaret Anne Veronica
RASCHPEKIN, Kim Inez
RHODES, Jennifer Margaret
RICHARDSON, Susan Gai
RYAN, Kayelene Ann
SINANIS, Arthur
SINANIS, Joanne
STRACHAN, Sue Ellen
WEATHERSTONE, Leon Norman
WRIGHT, Lisa Anne

Bachelor of Education (Home Science/Textiles Education)

ATKINSON, Deborah Lee
BAILLIE, Anne Patricia
BLACKMORE, Rosemary Kathryn
CHEW, Belinda Catherine

CLEAL, Cindi Elizabeth
DENT, Margo Ruth
DODD, Linda Ann
FRY, Rhonda Ellen
GLEN, Bronwen Louise
GROSSKOPF, Helen Christine
HIBBARD, Jennifer Louise
HICKS, Sharina Lee
JEFFERYS, Peta Sue
MATTHEWS, Helen Claire (with distinction)
MARSHALL, Kristene Janet (with distinction)
OAKES, Dianne
PETERS, Lynda Lou-Anne
ROBINSON, Arlene Gayle
ROBINSON, Kellie Ann
STRAKOSCH, Gai Suzanne
THURSTON, Linda Kay
TULK, Margaret Anne
VILE, Margaret Irene
WARD, Andrea Fay
WILLIAMS, Maree (with distinction)
YORKE, Deborah Stephanie
YOUMan, Megan Lee

Bachelor of Education (Industrial Arts Education)

ALLEN, Bruce Graham
BENNETT, Derek Anthony
BRABIN, Peter James
BURNS, Robert Bruce
CRAMP, John William
DETTINO, Peter Francis
DYBALL, Allan James
ELLIS, Terrence George
FULLICK, William John
GLOVER, Noel Raymond
HALEY, Christopher Michael Peter
HEGVOLD, Kim Scott
HOGAN, Stephen John
IRWIN, Stephen Samuel (with distinction)
JOPSON, Brian Neil
JOPSON, Gregory Hamilton
LAMB, Russell
LAVIS, Leonard Raymond
LAW, Kenneth George
MAPSTONE, Stephen George
McKENZIE, Ian Richard
PRATT, Phillip John
ROBINSON, Peter
SCHERER, Peter Leslie
SCOTT, Stephen James
SHADLOW, James Robert (with distinction)
SHIRM, John Edward
SILKMAN, Robert James
SMITH, Kerry David
VOYCE, Trevor Arthur (with distinction)
WHITNALL, Frederick William James

Bachelor of Education (Physical Education)

APTHORPE, Paul
BARTSCH, Jennifer Anne
BLISS, Stephen William
CATT, Peter John
CULLEN, David Gordon (with distinction)
DESLAUX DE MARIGNY, Leon Charles Mario
ETHERIDGE, Anita
FISHER, Colin Ian
FITZPATRICK, Brian Anthony
HARRIS, Graeme Douglas
HARTLEY, John Warren
HENRY, Patricia Christine
LONIE, Jan
MOORE, Dale Raymond
NEWMAN-WISE, Wendy
PAUL, Stewart
ROCHE, Dianne Frances
ROWLES, Peter George
SKIDMORE, Mark Arnold
SKILLEN, Neil Kingston
STAIR, Anthony Raymond
THORNTON, Allan George (with distinction)
TREW, Denise
VRONTAKIS, Jenny Annette
WILSMORE, Margaret Olga
YOUNG, Darleen Maree

Diploma in Teaching (Secondary Education)

ADCOCK, Meriwyn May
ANDERSON, Joan Linda
ARNOLD, Brett Clifford
BAKEWELL, Sandra Therese
BARBER, Peter Kenneth
BARKLEY, Marinda Lee
BELL, Stanley Harold
BENNETT, Joanne Louise
BENSLEY, Maxwell Henry
BROWN, Scott Martin
BURKE, Bethwyn Lee
COCHRANE, Peter Alan
CONQUEST, Leanne
COUSINS, Robyn Anne
COWELL, Tanya Maree
DAVIES, Vickie Joy
DEHN, Diane Lesley
EDWARDS, Anthony Bruce
FORWARD, Fiona
GALBRAITH, Lynda Joy
GOWING, Edith May
GRIFFIN, Vicki Maree
GROTH, Michael John
GUY, John Maxwell
HANNAN, Margaret Mary
HARROD, Joanne
HARVEY, James Russell
HEARNE, Wayne Frederick
HUGHES, Sharon Leanne
IDE, Frances Elizabeth
JACKSON, Sharon Maria
JENKINS, Lynita Jane

KING, Marie Helen
LANDY, Rodney James
MACCOLL, David
MANGAN, Mardi
MANSFIELD, Lynette June
MARSHALL, Neil Lindsay
MONTGOMERY, Christine Margaret
NEILSON, Graeme Charles
NEILSON, Helen Anne
NEWELL, Jo-Anne Marie
NOBES, Roslyn Gae
NOBLE, Janine Adele
O'NEILL, Terence William
OLIVER, Trevor Raymond
ORRETT, Thomas Patrick
PAYNE, Christine Ellen
POWELL, Glenis Gaye
PYLE, Matthew Graham
ROBERTS, Gail Alison
SMITH, Julie Anne
SMITH, Neil Geoffrey
SMYTH, Cassandra Jane
STENNER, Brian James
TAYLOR, Julianna
VITNELL, Gregory Paul
WALSH, Maureen Ruth
WEBBER, Maxine
WHITE, Patricia Anne
WILSON, Amanda Michelle
WILTSHIRE, John Hilton

Graduate Diploma in Multicultural Studies

GILLIGAN, Kaisa-Tytti Marketta

Diploma in Teaching (Nursing Education)

BERTRAM, Andrew John
CLONAN, Jane Anne
KUCERA, Robert Stanley
NICHOLSON, Alan
NOLTORP, Rhiannon Scott

Diploma in Administration (Nursing)

BARTLETT, Maxine Lynda
CARPENTER, Sandra Lorraine
COOK, Eileen Frances
DELAHUNTY, Glennice Alice
DOW, Wendy Colleen
ELLEM, Suzanne Mary
FINCH, Nanette Elaine
FREEMAN, Colin Lloyd
FREEMAN, Dianne Sylvia
GRAHAM, June Elizabeth
HOWARD, Barbara Margaret
MANTLE, Margaret Ann
MILLION, Joan
MONAGHAN, Lynn
NICKOLAS, Helen Maria
PAUL, Cheryl
QUINN, Anthony John
THOMPSON, Dorothy June
WEET, Debra Lynette
WOOLLEY, Fay Margaret

Associate Diploma in Diagnostic Medical Radiography

CLEARY, Maryanne Patricia
KING, Dale Wesley
LEES, Frances Judith
SAMS, Jennifer Jane
STEDMAN, Kathleen Maree
WEATHERBURN, Julie Anne
WRIGHT, Margo Helen

Associate Diploma in Social Welfare

AIRD, Joyce
ATALLA, Nahid
BAKER, Rebecca
BEVERIDGE, Alexander Robert
BOURKE, Dennis John
CAMPBELL, Denise Patricia
CHRISTIANSEN, Margaret Jill
COLLELOUGH, Unita Mary
COLLISON, Creilyn Ann
COOPER, George Thomas
CRANEY, Doreen Winifred
DAVIES, Barbara Violet
DAVISON, Michael Robert
DENNIS, Warren Reginald
DRESCHER, Bronwyn Monique

ELDRIDGE, Jean Hasting
GALLAGHER, Mark Joseph
GRAHAME, Ann Prudence
HARDY, Kay Amelia
HICKEY, Debra
HOLLIDAY, Margaret Ada
HURT, Dianne Helen
KERSHAW, Elizabeth
LAMBERT, Laurel Ann
LETCHEFORD, Maree Annette
LEUNG, Koon Ping
MAGILL, Brian Leslie
MAGILL, Katherine Anne
MATTHEWS, Anthony James
McDONALD, Brigid Mary
MORRISON, Marguerite May
MURPHY, Kerry Lynne
O'CALLAGHAN, John Timothy
PARMETER, Yvonne
PAUL, Joyce Cherie
PHILIPPA, Christina
RIGUTTI, Silva
RYAN, Margaret June
SALMON, John David
SJOSTEDT, Carolyn Bernice
THOMPSON, Marie
VAN BEEK, Irene Dina
WRIGHT, Michaela Mary
WRIGHT, Trudyann

Bachelor of Music Education

The following persons were admitted to the degree of Bachelor of Music Education at a ceremony conducted in conjunction with the Newcastle Branch of the New South Wales State Conservatorium of Music on 7th April, 1984.

BALL, Christine Ruth
CROSBIE, Rosemary
FALCONER, Deborah Lillian
GLASSOP, Rodney Walter
HILDER, Stephen Alan
LLEWELLYN, Bronwyn Jane
McLEOD, Roslyn Jill
McVERNON, Brien Douglas
MOON, Rowena Jane
MURRAY, Maria Majella
O'HARA, Vern Andrew
PARKINSON, Johnston
RUDDER, Alexandra Michelle
SQUIRES, Meredith Jane

Prizes

ART

Signor A. Dattilo Rubbo Prize - First in Final Year, Bachelor of Art (Visual Arts): TILLEY, Lezlie Margaret
College Certificate for Associate Diploma in Creative Arts and Crafts - Highest Grade in Final Assessment: HOLLEY, Pamela Anne
The Hunter Region Sculpture Prize - Most Promising Student in Sculpture: HEW, Ernest Chee Fong
The John Anscombe Memorial Prize - Best Carving, Sculpture or Construction in Wood: HEW, Ernest Chee Fong

ART EDUCATION

Fordel Prize - Best Student in Jewellery or Silversmithing or Goldsmithing: RICHARDSON, Susan Gai
College Certificate for Bachelor of Education (Art) - Outstanding Final Year Student: STRACHAN, Sue Ellen

EDUCATION

J.W. Staines Prize for Diploma in Education (Primary) - Outstanding Final Year Student: UNICOMB, Nyrie Catherine
J.W. Staines Prize for Diploma in Education (Secondary) - Outstanding Final Year Student (Aeq): BLATT, Elizabeth, CROSBIE, Isabelle
College Certificate for Bachelor of Education (Primary) - Outstanding Final Year Student: SPEDDING, Susan Florence
College Certificate for Diploma in Teaching (Primary) - Awarded on Grade Point Average - Five Awards: FYFE, Lorraine McLellan, HOLMES, Melissa Jane, HOWARD, Janet Rosemarie, MELLOWSHIP, Catherine Irene, RAFTOS, Dimity Jane
College Certificate for Bachelor of Education (Early Childhood) - Outstanding Final Year Student: DRAKE, Lesley Robyn
College Certificate for Diploma in Teaching (Early Childhood) - Awarded on Grade Point Average - Three Awards: COLQUHOUN, Anna Maree, ROBERTS, Michelle Frances, SAUNDERS, Elizabeth

ENGLISH

Huldah Turner Prize for English - Outstanding Final Year Student: MACADAM, Frances Julia
George Hutchinson Memorial Prize for Drama - Outstanding Final Year Student: ROBERTS, Michelle Frances

HEALTH STUDIES

College of Nursing Australia (Central Northern Auxiliary, N.S.W.) - Prizes for Part-Time Nursing Education Graduates - Outstanding Final Year Student in Diploma in Administration (Nursing): FREEMAN, Dianne Sylvia
Outstanding Final Year Student in Diploma in Teaching (Nursing): KUCERA, Robert Stanley
The New South Wales College of Nursing - Prizes of Achievement - Diploma in Administration (Nursing): GRAHAM, June Elizabeth
Diploma in Teaching (Nursing): KUCERA, Robert Stanley
Nurse Teacher Practitioner Prize - Best Contribution of Theory to Clinical Practice Teaching: NICHOLSON, Alan

HOME ECONOMICS

Mabel Grady Prize - First across all subjects in Bachelor of Education (External) degree: MATTHEWS, Helen Claire
Hunter Home Economics Teachers Association Prize - First across all subjects in Bachelor of Education degree: MARSHALL, Kristene Janet
D. Burton Prize - First across all subject in Diploma of Teaching: MONTGOMERY, Christine Margaret
Frances Baker Prize - First in Home Science, Bachelor Education degree: MARSHALL, Kristene Janet
Leila Whittle Prize - First in Textiles, Bachelor of Education degree: WILLIAMS, Maree
College Prize for Home Economics - First in Family and Consumer Studies: MARSHALL, Kristene Janet

INDUSTRIAL ARTS

Institute of Industrial Arts Prize - Industrial Arts Course Year III - General Proficiency: WILTSHIRE, John Hilton
Institute of Industrial Arts Prize - Industrial Arts Course Year IV - General Proficiency: DETTINO, Peter Francis
Institute of Industrial Arts (Newcastle Branch) Prize - Industrial Arts Course Year I - General Proficiency: TARASENKO, Vladimir

Wally

Institute of Industrial Arts (Newcastle Branch) Prize - Industrial Arts Course, Artisan Category - General Proficiency: WILLIAMS, Geoffrey Allan

MUSIC

The Keith Noake Memorial Prize (Conservatorium of Music Prize): JOHNSTON, Parkinson
College Prize for Music - Outstanding Final Year Student: MOON, Rowena Jane

PHYSICAL EDUCATION

The H.W. Gillard Prize for Physical Education - Outstanding Final Year Student: YOUNG, Darleen Maree

RADIOGRAPHY

Australian Institute of Radiography N.S.W. - Newcastle and District Sub-Branch Prize - First Year Radiography (Prize donated by Kodak): KERR, Sandra Jayne
Australasian Institute of Radiography N.S.W. - Newcastle and District Sub-Branch Prize - Second Year Radiography (Prize donated by Du Pont): CHAPMAN, Lisa Maree
Australasian Institute of Radiography N.S.W. - Newcastle and District Sub-Branch Prize - Third Year Radiography (Prize donated by Hanimex): WEATHERBURN, Julie Anne
Kathy Fitzgerald Memorial Prize - Best Grade Point Average over Three Years of Course: STEDMAN, Kathleen Maree

SOCIAL WELFARE

Zonta Club of Newcastle Prize for Final Year Social Welfare - Best Academic Performance (Aeq): THOMPSON, Marie, VAN BEEK, Irene Dina
Australian Institute of Welfare Officers Prize - Best Contribution to Welfare by a Final Year Student: COOPER, George Thomas
N.C.A.E. Social Welfare Staff Prize - Best Final Field Practice Performance: LAMBERT, Laurel Ann

SPECIAL EDUCATION

Firstchance Prize for Special Education - Outstanding Final Year Student: MARTIN, Lillian Urquhart

TECHNICAL AND FURTHER EDUCATION

College Certificate for Diploma in Teaching (TAFE) - Best Grade Point Average in On-Campus Programme: FIBBENS, Michael John William
Best Grade Point Average in Off-Campus Programme: CAMERON, Walter Kenneth Norton

SPECIAL AWARDS

The Business and Professional Women's Club of Newcastle Prize - Outstanding Final Year Woman Student with regard to Citizenship, Scholarship and Leadership: WEATHERBURN, Julie Anne
Newcastle City Council Local History Award - Original Research in Local History: PAUL, Stewart

Art

Modules available for Bachelor of Education (Art) students.

All first year modules are subject to student demand.

Code

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

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

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

cps credit points

S Semester

SI Semester I

SII Semester II

NA Not available

AT101 HISTORY OF ART

(3-1) 3 cps

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

AT112 BASIC DESIGN

(4-0) 3 cps

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

AT113 BASIC DESIGN

(4-0) 3 cps

SI, SII *Prerequisite* AT112

An extension of AT112.

AT116 DRAWING

(4-0) 3 cps

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

AT117 DRAWING

(4-0) 3 cps

SI, SII *Prerequisite* AT116

An extension of AT116

AT122, AT123 PAINTING

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

SI, SII *Prerequisite* AT122 or AT123

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

AT132, AT133 SCULPTURE

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

SI, SII *Prerequisite* AT132 for AT133

A basic investigation of major sculptural areas and their related concepts. The investigations include historical and contemporary study of techniques and processes. Safety and care of equipment is emphasised.

AT142, AT143 PRINTMAKING

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

SI, SII *Prerequisite* AT142 for AT143

An exploration of the basic possibilities of various techniques related to printmaking: relief printing, intaglio, planographic, stencil, studio preparation of work, paper and print surface preparation. Printing procedures and presentation of work.

AT152, AT153 CERAMICS

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

SI, SII *Prerequisite* AT152 for AT153

These modules seek to develop a creative approach to the ceramic arts and investigate major areas of ceramics by project, including hand-building, throwing and kiln design.

AT157, AT158 TEXTILES

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

SI, SII *Prerequisite* AT157 for AT158

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

AT160, AT161 ILLUSTRATION

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

SI, SII *Prerequisite* AT160 for AT161

Corequisite Photography and one of Painting, Printmaking, Graphic Communication

Students will be expected to develop basic skills within illustration and to develop an understanding of plant and wildlife environments. Topics will include media and techniques in illustration, taxonomy, ecology, taxidermy and typography. Field work is an important aspect of these modules.

AT172, AT173 PHOTOGRAPHY

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

SI, SII *Prerequisite* AT172 for AT173

These modules explore the creative and communicative aspects of photography through selected focus techniques, selected themes, photograms and the study of Australian and international photographers.

AT187, AT188 JEWELLERY

(3-1), (3-1) 3 cps per module

SI, SII *Prerequisite* AT187 for AT188

These modules seek to develop creative approaches to jewellery whilst investigating techniques and aspects of design.

AT201 HISTORY OF ART

(3-1) 3 cps

SII *Prerequisite* AT101

The content of this module will be presented at enrolment.

AT216, AT217 DRAWING

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

Prerequisite AT117 for AT216

AT216 for AT217

Development of the student's abilities in expressing specific concepts through drawing. Emphasis is placed on relating drawing to professional studies being undertaken.

AT222, AT223 PAINTING

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

SI, SII *Prerequisite* AT123 for AT222

AT222 for AT223

The establishment of the capacity to express a specific concept through painting by the development of individual concepts and research of natural and technological sources.

AT232, AT233 SCULPTURE

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

SI, SII *Prerequisite* AT133 for AT232

AT232 for AT233

These modules seek to provide an understanding of the visual, technical and formal sculpture problems encountered through construction, or modelling and carving, in a variety of materials.

AT242, AT243 PRINTMAKING

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

SI, SII *Prerequisite* AT143 for AT242

AT242 for AT243

An intensive study of the processes related to aspects of paper printing technology and the exploration of creative possibilities using one or more of the traditional and contemporary techniques: intaglio, planographic, relief printing.

AT252, AT253 CERAMICS

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

SI, SII *Prerequisite* AT152 for AT253

AT252 for AT253

The development of aspects of ceramics through studio, industrial and sculptural approaches. Kiln-building techniques are explained and tested and historical aspects of ceramics are explored. Creative solutions to design problems are encouraged.

AT301 HISTORY OF ART

(3-1) 3 cps

SII *Prerequisite* AT201

The content of this module will be presented at enrolment.

AT322, AT323 PAINTING

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

SI *Prerequisite* AT223

Corequisite AT322 for AT323

These modules enable Bachelor of Education (Art) students to develop a professional level of competence in painting. Both modules may be undertaken simultaneously, however, AT323 an independent studio module, is NOT compulsory, as confirmed by the B.Ed. (Art) course programme requirements.

AT324 PAINTING

(4-0) 3 cps

SII *Prerequisite* AT322

An extension of AT322 with an emphasis placed upon developing an active awareness of contemporary issues in painting.

AT332, AT 333 SCULPTURE

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

SI *Prerequisite* AT233

Corequisite AT332 for AT333

These modules enable Bachelor of Education (Art) students to develop a professional level of competence in Sculpture. Both modules may be undertaken simultaneously; however, AT333, an independent studio module, is NOT compulsory, as confirmed by the B.Ed.(Art) course programme requirements.

AT334 SCULPTURE

(4-0) 3 cp

SII *Prerequisite* AT332

An extension of AT332. Full details from Course Co-ordinator.

AT342, AT343 PRINTMAKING

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

SI *Prerequisite* AT243

Corequisite AT342 for AT343

These modules enable Bachelor of Education (Art) students to develop a professional level of competence in printmaking. Both modules may be undertaken simultaneously; however, AT343, an independent studio module is NOT compulsory, as confirmed by the B.Ed.(Art) course programme requirements.

AT344 PRINTMAKING

(4-0) 3 cps

SII *Prerequisite* AT342

An extension of AT332 with an emphasis placed upon developing and sustaining technical and conceptual progression.

AT352, AT353 CERAMICS

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

SI *Prerequisite* AT253

Corequisite AT352 for AT353

These modules enable Bachelor of Education (Art) students to develop a professional level of competence in Ceramics. Both modules may be undertaken simultaneously, however, AT353, an independent studio module is NOT compulsory, as confirmed by the B.Ed.(Art) course programme requirements.

AT354 Ceramics

(4-0) 3 cps

SII *Prerequisite* AT352

An extension of AT352. Full details from Course Co-ordinator.

AT401 HISTORY OF ART

(3-1) 3 cps

S to be advised *Prerequisite* AT301

The presentation of a major research project, this module requires students to consult regularly with the lecturer(s), rather than attend specific lectures. The lecturer(s) will guide students to appropriate research sources, assist in determining the research area(s) and generally supervise the development and presentation of the project. The chosen research area(s) must be approved by the lecturer(s) before it is presented for assessment.

AT422, AT423 PAINTING

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

SI *Prerequisite* AT324 for AT422

Corequisite AT422 for AT423

Undertaken simultaneously, these modules provide the opportunity for Bachelor of Education (Art) candidates to sustain research and development in self-selected areas of painting. AT422 is a face-to-face module. AT423 is a studio module.

AT424, AT425 PAINTING

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

SII *Prerequisite* AT423 for AT424

Corequisite AT424 for AT425

Bachelor of Education (Art) candidates have the opportunity to sustain a specialisation in painting by electing these modules; however, AT425 is NOT a required module, as confirmed by the B.Ed.(Art) course programme requirements. AT424 is a face-to-face module. AT425 is a studio module.

AT432, AT433 SCULPTURE

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

SI *Prerequisite* AT334 for AT432

Corequisite AT432 for AT433

Undertaken simultaneously, these modules enable Bachelor of Education (Art) candidates to sustain research and development in chosen areas of sculpture. AT432 is a face-to-face module while AT433 is an independent studio module.

AT434, AT435 SCULPTURE

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

SII *Prerequisite* AT433 for AT434

Corequisite AT434 for AT435

Bachelor of Education (Art) candidates may sustain a specialisation in sculpture by electing these modules; however, AT435 is NOT a required module as confirmed by the B.Ed.(Art) course programme requirements. AT434 is a face-to-face module while AT435 is an independent studio module.

AT442, AT443 PRINTMAKING

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

SI *Prerequisite* AT344 for AT442

Corequisite AT442 for AT443

Undertaken simultaneously, these modules enable Bachelor of Education (Art) candidates to continue research and development in self-selected areas of printmaking. AT442 is a face-to-face module while AT443 is an independent studio module.

AT444, AT445 PRINTMAKING

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

SII *Prerequisite* AT443 for AT444

Corequisite AT444 for AT445

Bachelor of Education (Art) candidates may continue a specialisation in printmaking by electing these modules; however, AT445, an independent studio module, is NOT a required module, as confirmed by the B.Ed.(Art) course requirements. AT444 is a face-to-face module with AT445 is an independent studio module.

AT452, AT453 CERAMICS

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

Prerequisite AT454 for AT455

Corequisite AT452 for AT453

Undertaken simultaneously, these modules enable Bachelor of Education (Art) candidates to continue research and development in self-selected areas of ceramics. AT452 is a face-to-face module while AT453 is an independent studio module.

AT454, AT455 CERAMICS

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

Prerequisite AT453 for AT454

Corequisite AT454 for AT455

Bachelor of Education (Art) candidates may continue a specialisation in Ceramic by electing these modules; however, AT455, an independent studio module, is NOT a required module, as confirmed by the B.Ed.(Art) course requirements. AT454 is a face-to-face module while AT455 is an independent studio module.

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AT454, AT455 CERAMICS
(4-0)-(0-4)

3 cps per module

Prerequisite AT453 for AT454

Corequisite AT454 for AT455

Bachelor of Education (Art) candidates may
ation in Ceramic by electing these module
independent studio module, is NOT a r
firmed by the B.Ed.(Art) course requirer
face module while AT455 is an inde

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- School of Teacher Education
- School of Visual and Performing Arts
- School of Paramedical and Community Welfare Studies

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