FACULTY OF EDUCATION
HANDBOOK

The University of Newcastle

November 11, 1990

Recommended Price: Four dollars and fifty cents plus postage.
THE DEAN'S FOREWORD

On behalf of the staff of the Faculty of Education, I extend a very warm 'welcome' to all new students, and 'welcome back' to continuing students in Education. Although there will be considerable change in the new University of Newcastle in 1990, the courses and programmes in which you are enrolling will continue to be offered by the Faculty at the highest possible standard.

Educational provision in Australia generally is also undergoing rapid changes. In such times it is particularly important that university Faculties of Education continue to be engaged in both the professional preparation and development of teachers as well as the more general academic study of education, its processes and contexts. In ensuring that excellence is achieved in these necessary areas, postgraduate student research and staff research will continue to receive high priority within this Faculty.

Our courses draw on research and organized knowledge in the fields of history, sociology, philosophy and psychology of education, as well as teaching, futures and curriculum studies, special education, and educational measurement, research methodology, computing and administration and policy studies. These are offered in three major forms:

(1) preservice teacher preparation for graduate students (the Diploma in Education),

(2) professional development for graduate teachers and other educators (the Bachelor and Master of Educational Studies and the Master of Special Education), and

(3) the study of Education as an academic discipline at both the undergraduate and postgraduate levels. This can include coursework studies in the Bachelor and Master of Educational Studies and the Master of Special Education degrees.

Undergraduate Studies in Education and supervision of Master of Arts candidates in Education are offered within the Faculty of Arts (see Faculty of Arts Handbook for details); research higher degrees are offered within the Faculty of Education in the Master of Education and the Doctor of Philosophy degrees. Details of programmes, subjects and units offered in the Faculty of Education are given in this Handbook, while the current research interests of members of staff are shown in the back.

A Curriculum Resources and Research Centre (CRRC) provides access to a comprehensive collection of teaching material and audiovisual aids. Video-tape facilities are available for micro-teaching activities and sections of the Centre can be used as a practical workshop and laboratory. Technical and secretarial assistance is available for research activities. Additionally, the CRRC is now responsible for the provision of certain audio-visual products and services to the University.

I wish you an interesting and fruitful year of educational study.

SID BOURKE,
Dean
CONTENTS

FACULTY OF EDUCATION

SECTION ONE FACULTY STAFF 1

SECTION TWO FACULTY INFORMATION 2
Undergraduate Course 2
Postgraduate Studies 2
Postgraduate Scholarships 3
Faculty Policy on Results and Progress 3
Curriculum Resources and Research Centre 3

SECTION THREE POSTGRADUATE DEGREE REGULATIONS 5
Relating to the Diploma in Education 5
Governing the degree of Bachelor of Educational studies 6
Governing Master Degrees 7
Master of Education 9
Master of Educational Studies 9
Master of Special Education 9

SECTION FOUR COURSE AND SUBJECT DESCRIPTIONS 11
Guide to Unit Entries 11
Diploma in Education 11
Prerequisites 11
Course structure 12
Strands and Units 12
Bachelor of Educational Studies and Master of Educational Studies 14
Master of Special Education 14
Units to be Offered 16
Master of Education 32
Doctor of Philosophy 32
Postgraduate Research Seminars 32

SECTION FIVE RESEARCH INTERESTS OF STAFF 33

SECTION SIX SUBJECT COMPUTER NUMBERS 35

SECTION SEVEN GENERAL INFORMATION located between pages 16 & 17

PRINCIPAL DATES 1990 (including Medicine) 1
Advice and Information 11
Faculty Secretaries 11
Accommodation Officer 11
Cashier's Office 11
Careers and Student Employment Officer 11
Counselling Service 11
Health Service 11
Student Loans 11
Students with Special Needs 11
Enrolment of New Students 11
Transfer of Course 11
Re-Enrolment by Continuing Students 11

EXAMINATIONS 11
Examination Periods 11
Sitting for Examinations 11
Rules for Formal Examinations 11
Examination Results 11
Special Consideration 11
UNSATISFACTORY PROGRESS — Regulations 11
CHARGES 11
Method of Payment 11
Higher Education Contribution Scheme (HECS) 11
Scholarship Holders and Sponsored Students 11
Loans 11
Refund of Charges 11
CAMPUS TRAFFIC AND PARKING 11
SECTION ONE

FACULTY OF EDUCATION STAFF

Dean S.F. Bourke, Bsc(NSW), BA, MLit(NE), MEd(Monash), PhD(LaT), MACE
Sub-Dean L.K.S. Chan, BEd, PhD(W Aust)
Faculty Secretary P.W. Day, B(Cond & Exe), DiplEd(NE), BEdStud

DEPARTMENT OF EDUCATION
Professor R.S. Laura, BA(LeWis & Clark), MDiv(Harv), MA(Comb), DPhil(Oxf)

Associate Professors
M.N. Maddock, BSc(Tas), BEd(Q'ld), MS, PhD(Flor), DiplEd(NE), FACE
I.A. Ramsland, BA(NE), MEd(Syd), MA, PhD, MACE, FCoIIP

Senior Lecturers
S.F. Bourke, Bsc(NSW), BA, MLit(NE), MEd(Monash), PhD(LaT), MACE
P.N. Chopra, BSc(China), BA, DIPEd(Adel), MAPsS, MACE
P.J. Moore, BA, BEdStud, MEd, PhD, MAPsA (Head of Department)
W.G. Warren, MA, MPsych(Chin), PhD, MAPsS, AASA

Lecturers
W.K. Au, MA (Massey), MACE
L.K.S. Chan, BEd, PhD(W Aust)
T.E. Cook, BA(Macq), MEd(NSW), PhD(Macq), MACE
A.V. Evered, BA(Q'ld), MAPsS
D.D.T. Gamage, BA(Vidyo), MA(Sri Lanka), MEd(Admin(NE), DiplInAffairs(BCIS), PhD(LaT), A1MM, MACEA, FICAS
A.P. Holbrook, BEd, DiphEd, PhD (Lat)
R.W. Howard, MA(Auck), PhD(Q'ld)
R. Mackin, MA, DipEd(Syd)
J.W. McQuater, BSc(Syd), BA, DiphEd(NE)

Honorary Professor L.N. Short, MSc(Syd), DPhil(Eng), DiphEd(Syd), FACE, FICAS
Honorary Associate A.R. Burcan, MA, MEd(Syd), PhD(ANU), DiphEd(Syd), FACE

Supervisor Curriculum Resources and Research Centre P. Mahony, BA(Macq), DiphEd, ALAA

Senior Technical Officer B. Jordan, BA, ASTC
Technical Officer K.J. Scott

Laboratory Assistant B.W. Mills

Departmental Office Staff
G. Gardner
S. Kahagalle
M.F. Broad
Education with appropriate content and already have approved experience in special education may be accepted for this programme. It offers appropriate coursework and may include further practical experience and a thesis. Satisfactory completion of the programme by way of major thesis may be sufficient for admission to candidacy for the PhD degree.

- Master of Education degree (MED). Students who have completed the B.Ed.Stud. degree course or its equivalent and passed the minor thesis at a level satisfactory to the Faculty Board may be enrolled in the Master of Education programme which allows research in areas of individual professional interest. Completion of this degree course is normally acceptable as a prerequisite for admission to candidacy for the PhD degree.

- Doctor of Philosophy degree (PhD). The Department makes provision for those students who wish to study Education at a highly specialised research level by offering enrolment for the Doctor of Philosophy degree to suitably qualified candidates.

- The introduction of a Doctor of Education degree (EdD) is being considered. People who are interested should contact the Head of the Department of Education or the Faculty Secretary.

Education with appropriate content and already have approved experience in special education may be accepted for this programme. It offers appropriate coursework and may include further practical experience and a thesis. Satisfactory completion of the programme by way of major thesis may be sufficient for admission to candidacy for the PhD degree.

- Master of Education degree (MED). Students who have completed the B.Ed.Stud. degree course or its equivalent and passed the minor thesis at a level satisfactory to the Faculty Board may be enrolled in the Master of Education programme which allows research in areas of individual professional interest. Completion of this degree course is normally acceptable as a prerequisite for admission to candidacy for the PhD degree.

- Doctor of Philosophy degree (PhD). The Department makes provision for those students who wish to study Education at a highly specialised research level by offering enrolment for the Doctor of Philosophy degree to suitably qualified candidates.

- The introduction of a Doctor of Education degree (EdD) is being considered. People who are interested should contact the Head of the Department of Education or the Faculty Secretary.

Postgraduate Studies

Master of Arts (MA) The degree of Master of Arts in Education, which involves pure research in a chosen field, is offered in the Faculty of Arts. The following postgraduate qualifications are available in the Faculty of Education.

- Diploma in Education (DipEd). This course is available for graduates who seek professional teacher status. The programme requires one year of full-time study and combines foundation subjects with practical studies in the teaching and learning areas. This is supplemented by school experience and teaching practice.

- Bachelor of Educational Studies degree (BEdStud). This coursework postgraduate degree is designed to allow students to explore in depth areas of education relevant to their own interests. The programme is normally undertaken over two years of part-time study through a series of seminar courses and written assignments. The degree enables professional educators to develop individual specialisation at a postgraduate level. This degree may lead on to a PhD degree provided that the student completes a minor thesis successfully with an outstanding result.

- Master of Educational Studies degree (MEdStud). This degree by coursework offers further study at the Master's level following completion of the course leading to a recognised degree together with teacher training. This degree may lead on to a PhD degree provided that the student completes a minor thesis successfully with an outstanding result.

- Master of Special Education (MSpecEd). Students who have completed a degree or four full-time years of tertiary education with appropriate content and already have approved experience in special education may be accepted for this programme. It offers appropriate coursework and may include further practical experience and a thesis. Satisfactory completion of the programme by way of major thesis may be sufficient for admission to candidacy for the PhD degree.

Postgraduate Scholarships

Full-time candidates for the research MEI or PhD degrees may be eligible for Australian Government Postgraduate Awards or University of Newcastle Postgraduate Research Scholarships. Applications for these Scholarships should reach the Faculty, University of Newcastle, NSW, 2308 by 31st October for the following academic year.

The coursework MEdStud degree and that of MSpecEd. are recognised for the Commonwealth Postgraduate Course Award scheme. Applicants must intend enrolling as full-time students. The Awards carry a living allowance and other benefits.

Applications for Course Awards close on 30 September each year and should also be submitted to the Secretary, University of Newcastle, 2308.

Faculty Policy on Results and Progress

1. Examination Results

A candidate in the Faculty of Education who successfully completes a unit may be given either an UNGRADED PASS (UP) or one of a series of graded results as shown below.

- HIGH DISTINCTION (HD)
- DISTINCTION (D)
- CREDIT (C)
- PASS (P)

A Terminating Pass (TP) may also be awarded for a Minor Thesis.

2. Withdrawal

A request from a student who wishes to withdraw after the Monday of the ninth week of a semester from any of the units in which he is enrolled shall be considered by the Dean, who may grant the necessary permission with or without penalty.

3. Exclusion from enrolment in a unit

Any candidate who has failed twice in any unit may be excluded from further enrolments in that unit. In accordance with university regulations governing unsatisfactory progress, the Head of the Department may terminate a student's enrolment in a unit offered by the Department if that student does not maintain a satisfactory rate of progress.

4. Exclusion from a course

The Faculty Board may exclude from a course offered by the Faculty a student who does not maintain a satisfactory rate of progress. The Faculty Board may also permit a student to continue the course subject to such conditions as the Faculty Board may decide.

For further details of the University's regulations governing unsatisfactory progress students should consult the centre pages of this handbook.

Curriculum Resources and Research Centre

Concept and Function

Since its establishment in 1974 the Curriculum Resources and Research Centre has played an important role for students enrolled in postgraduate education courses in the Faculty of Education. Indeed, for many students the Centre becomes an integral and indispensable part of their programme, particularly in the Diploma in Education.

The Centre is modelled on Teacher and School Resource Centres which have been developed in UK and USA and other parts of Australia. The basic purpose of such a centre is to be an agency for stimulating the creation and use of teaching resource materials.

Here the principal functions of the Centre are to:

- produce its own resource materials;
- select and acquire other resource materials;
- provide adequate information on all types of resource material;
- evaluate resource material;
- stimulate classroom research and development of resource materials.

The Collection

The Centre has a growing collection of resources of written and audio-visual materials, official documents and theoretical material.
The material housed in the Centre covers all major teaching areas—infants, primary, secondary, tertiary and teacher inservice. It also houses journals, testing materials and official documents for research.

Facilities and Use
Most of the material and equipment housed in the Centre is available for users. Students especially are encouraged to familiarise themselves with the equipment in the Centre to gain experience in preparing their own resource material. Some material may be restricted to use under supervision of staff and a few items, e.g., psychology tests, may be used only by those with specific qualifications.

The Curriculum Resources and Research Centre also manages a Computer Laboratory which consists of a network system of Apple computers and IBM compatible machines.

POSTGRADUATE DEGREE REGULATIONS

Regulations Relating to the Postgraduate Diploma in Education

1. These Regulations prescribe the requirements for the Postgraduate Diploma in Education of the University of Newcastle and are made in accordance with the power vested in the Council under By-law 5.2.1.
2. In these Regulations, unless the context or subject matter otherwise indicates or requires:
   "course" means the programme of studies prescribed from time to time by the Faculty Board to qualify a candidate for the Diploma;
   "the Dean" means the Dean of the Faculty of Education;
   "the Diploma" means the Postgraduate Diploma in Education;
   "the Faculty Board" means the Faculty Board of the Faculty of Education;
   "unit" means any part of the course for which a result may be recorded.
3.(1) To be eligible for admission to candidacy an applicant shall:
   (a) have satisfied all the requirements for admission to a degree in the University of Newcastle or to a degree of any other tertiary institution approved for this purpose by the Faculty Board; and
   (b) have satisfied any prerequisites specified for an individual unit in the course.
   (2) Application for admission to candidacy shall be considered by the Faculty Board which may approve or reject any application.
4.(1) Notwithstanding the provisions of Regulation 3(1)(a) an applicant who has yet to pass subjects in the equivalent of one further year of full-time enrolment in order to qualify for a degree may, with the approval of the Heads of the Departments offering those subjects, be admitted concurrently to the course on a part-time basis, undertaking such units as the Dean may approve and for which the specified prerequisites have been satisfied.
   (2) In no case will the Diploma be awarded until the requirements for the degree have been satisfied.
5. To qualify for the Diploma a candidate shall, in not more than two years of full-time study or not more than four years of part-time study, complete to the satisfaction of the Faculty Board the course which shall include such supervised teaching practice as the Head of the Department of Education shall require.
6. A candidate shall not enrol in a unit the content of which in the opinion of the Faculty Board is substantially equivalent to work previously counted towards another degree or diploma. In such a case the Faculty Board shall approve an alternative unit to that prescribed.
7.(1) A candidate may withdraw from the course or any unit only by informing the Secretary to the University in writing and the withdrawal shall take effect from the date of receipt of such notification.
   (2) A candidate who withdraws from any unit after the relevant date shall be deemed to have failed in that subject unless granted permission by the Dean to withdraw without penalty. The relevant date shall be:
Section 1: General

1. These Regulations prescribe the requirements for the degree of Bachelor of Educational Studies of the University of Newcastle and are made in accordance with the powers vested in the Council under By-law 5.2.1.

2. In these Regulations, unless the context or subject matter otherwise indicates or requires:

- "course" means the total requirements prescribed from time to time to qualify a candidate for the degree;
- "the degree" means the degree of Bachelor of Educational Studies;
- "Faculty Board" means the Faculty Board of the Faculty of Education;
- "unit" means any part of the course for which a result may be recorded and includes a "subject".

3. The degree shall be conferred in one grade only.

4. An applicant for admission to candidature shall:

(a) have satisfied the requirements for admission to a degree of Bachelor of the University of Newcastle or to a degree, approved for this purpose by the Faculty Board, of another tertiary institution; OR
(b) have satisfactorily completed four full-time years of tertiary study approved for this purpose by the Faculty Board; OR
(c) in exceptional cases produce evidence of possessing such other qualifications as the Faculty Board may approve.

5. An application for admission to candidature shall be considered by the Faculty Board which shall approve or reject the application as it sees fit.

6. A candidate may be granted standing on conditions to be determined by the Faculty Board for work completed in this University or in another tertiary institution approved for this purpose by the Faculty Board.

7. The course may include a Minor Thesis equivalent to three semester units, completed under the supervision of a Supervisor appointed by the Faculty Board and which, except with the special permission of the Faculty Board, shall be completed in not more than three semesters.

8. The course shall be completed in not less than two semesters and, except by special permission of the Faculty Board, not more than eight semesters (not counting semesters for which leave of absence has been granted by the Faculty Board) from the date of admission to candidature.

9. To qualify for admission to the degree a candidate shall complete the satisfaction of the Faculty Board a course approved by the Faculty Board consisting of eight semester units requiring attendance at such lectures, seminars and tutorials and the completion to the satisfaction of the Faculty Board of such other course units and examinations as the Faculty Board may determine.

10. In order to provide for exceptional circumstances arising in a particular case, the Senate on the recommendation of the Faculty Board may relax any provision of these Regulations.
4. To qualify for admission to a degree of Master a candidate shall
and satisfy the requirements of these Regulations including the Schedule.

5. The programme shall be carried out:
(a) under the guidance of a supervisor or supervisors either
appointed by the Faculty Board or as otherwise prescribed
in the Schedule; or
(b) as the Faculty Board may otherwise determine.

6. Upon request by a candidate the Faculty Board may grant leave of
absence from the course. Such leave shall not be taken into
account in calculating the period for the programme prescribed in the
Schedule.

7. (1) A candidate may withdraw from a subject or course only by
informing the Secretary to the University in writing and such withdrawal shall take effect from the date of receipt of
such notification.

(2) A candidate who withdraws from any subject after the
relevant date shall be deemed to have failed in that subject
unless granted permission by the Dean to withdraw without
penalty.

The relevant date shall be:
(a) in the case of a subject offered in the first semester — the
Monday of the ninth week of first semester;
(b) in the case of a subject offered in the second semester — the
Monday of the ninth week of second semester;
(c) in the case of any other subject — the Monday of the third
week of second semester.

8. (1) If the Faculty Board is of the opinion that the candidate is
not making satisfactory progress towards the degree then it
may terminate the candidature or place such conditions on
its continuation as it deems fit.

(2) For the purpose of assessing a candidate's progress, the Faculty
Board may require candidates to submit a report or
reports on their progress.

(3) A candidate against whom a decision of the Faculty Board
has been made under Regulation 8(1) of these Regulations
may request that the Faculty Board cause the case to be
reviewed. Such request shall be made to the Dean of the Faculty
within seven days from the date of posting to the
candidate the advice of the Faculty Board’s decision or
such further period as the Dean may accept.

(4) A candidate may appeal to the Vice-Chancellor against any
decision made following the review under Regulation 8(3)
of these Regulations.

9. In exceptional circumstances arising in a particular case, the
Senate, on the recommendation of the Faculty Board, may relax
any provision of these Regulations.

Part II — Examination and Results

10. The Examination Regulations approved from time to time by the
Council shall apply to all examinations with respect to a degree of Master with the exception of the examination of a thesis
which shall be conducted in accordance with the provisions of Regulation 12.5-16 inclusive of these Regulations.

11. The Faculty Board shall consider the results in subjects, the
reports of examiners and any other recommendations prescribed
in the Schedule and shall decide:
(a) to recommend to the Council that the candidate be admitted
to the degree; or
(b) in a case where a thesis has been submitted, to permit the
candidate to resubmit an amended thesis within twelve
months of the date on which the candidate is advised of the
result of the first examination or within such longer period
of time as the Faculty Board may prescribe; or
(c) to require the candidate to undertake such further oral,
written or practical examinations as the Faculty Board may
prescribe; or
(d) not to recommend that the candidate be admitted to the
degree, in which case the candidature shall be terminated.

Part III — Provisions Relating to Theses

12. (1) The subject of a thesis shall be approved by the Faculty
Board on the recommendation of the Head of the Department
in which the candidate is carrying out the research for the thesis.

(2) The thesis shall not contain as its main content any work
or material which has previously been submitted by the
candidate for a degree in any tertiary institution unless the
Faculty Board otherwise permits.

13. The candidate shall give to the Secretary to the University
three months' written notice of intention to submit a thesis and
such notice shall be accompanied by any prescribed fee.

14. (1) The candidate shall comply with the following provisions
concerning the presentation of a thesis:
(a) the thesis shall contain an abstract of approximately 200 words describing its content;
(b) the thesis shall be typed and bound in a manner prescribed by the University;
(c) three copies of the thesis shall be submitted together with:
(i) a certificate signed by the candidate that the main
content of the thesis has not been submitted by the
candidate for a degree of any other tertiary institution;
and
(ii) a certificate signed by the supervisor indicating whether the candidate has completed the programme
and whether the thesis is of sufficient academic merit to warrant examination; and
(iii) if the candidate so desires, any documents or
published work of the candidate whether bearing on the
subject of the thesis or not.

(2) The Faculty Board shall determine the course of action to be
taken should the certificate of the supervisor indicate
that in the opinion of the supervisor the thesis is not of
sufficient academic merit to warrant examination.

*As present there is no fee payable.*
(iii) have undertaken professional experience for at least two years in the practice of service delivery in a field related to Special Education; or

(b) in exceptional cases produce evidence of possessing such other qualifications as may be approved by the Faculty Board.

3. To qualify for admission to the degree the candidate shall complete to the satisfaction of the Faculty Board a course approved by the Faculty Board which will comprise either

(a) (i) ten semester units of advanced work requiring attendance at such lectures, seminars, practicums and tutorials, and the completion of such examinations as the Faculty Board may determine, and

(ii) a Major Thesis embodying the results of a major study in the area of the candidate’s specialisation, equivalent to six semester units, or

(b) (i) thirteen semester units of advanced work requiring attendance at such lectures, seminars and tutorials and the completion of such examinations as the Faculty Board may determine; and

(ii) a Minor Thesis, equivalent to three semester units.

4. The Faculty Board may grant standing to a candidate on such conditions as it may determine.

5. Except with the permission of the Faculty Board the course shall be completed in not less than four semesters and not more than ten semesters.

---

COURSE AND SUBJECT DESCRIPTIONS

Guide to Unit Entries

Unit outlines and reading lists are set out in a standard format to facilitate easy reference. An explanation is given below of some of the technical terms used in this Handbook.

(a) Prerequisites are units which must be passed before a candidate enrols in a particular unit.

(b) Corequisites in the Master or Bachelor of Educational Studies degree refer to units which the candidate must either pass before enrolment or be taking concurrently with the 600-level unit in question. Should a candidate enrol in a 600-level unit which specifies a co-requisite unit and then fail to pass the co-requisite unit, a successful result in the 600-level unit will count only as an extraneous unit until such time as the co-requisite unit has been passed. An extraneous unit cannot be counted towards the degree.

(c) Examination. The legislation provides for examinations to be held. However, not all examiners base their assessments on formal written examinations. Some attempt has been made to indicate for each unit how the assessment of the students’ ability is likely to be made, where this has been decided before the Handbook goes to press.

(d) Texts are essential books recommended for purchase.

(e) References are books relevant to the unit or topic which, however, need not be purchased. In most cases lists will be provided by individual lecturers at the first class meeting.

(f) Credit point values associated with a particular unit will be shown to the right of the unit heading and will be abbreviated to ‘cp’.

---

Postgraduate Diploma in Education

General

The Postgraduate Diploma in Education course is an innovative pre-service teacher education programme. Its intent is to provide prospective teachers with a blend of school-based and university-based units taught with a problem solving approach. As such the programme has several distinctive features. Firstly, the problem solving approach for the university-based units examines, through small group discussion and team teaching, problems in teaching and teaching practices such as classroom management. Secondly, there is a strong emphasis on continuous contact throughout the year with highly skilled and outstanding teachers working in the field. These school-based sessions will also focus on problem solving in specific curriculum areas. Demonstrations by these teachers, followed by discussion, form an integral part of the course. Thirdly, there is an elective strand that allows students to pursue additional curriculum studies of their own choosing.

The course for the Diploma normally requires one year of full-time study. Part-time students may be accepted but will be required to complete the course over a two-year period. In all cases classes are held during the day.

Upon enrolment the candidate’s adviser is the lecturer in his main curriculum area. Problems of an academic nature should be discussed with the adviser in the first place.

Prerequisites

Before being admitted to the course a student must satisfy the general requirements as set out in the Regulations (specifically 3 or 4) near the beginning of this Handbook and in particular have passed the appropriate prerequisite before enrolling in a curriculum unit.
These prerequisites are stated in terms of passes in subjects at the University of Newcastle. Applicants with qualifications from other universities, and those who finished a Newcastle degree course recently, whose courses of study have included subjects which are deemed for this purpose to provide an equivalent to these prerequisites, may be admitted to candidature by the Dean on recommendation of the Head of the Department of Education.

**Primary Method**

The specified areas of study at degree level are as follows:

1. English
2. History
3. Mathematics
4. Science
5. Social Science (including Economic History, Economics, Geography and Sociology)
6. Expressive Arts (including Drama)
7. (a) Education or Psychology or Special Education or a language
(b) Computer Studies, English as a second language, Library science or mass media.

An applicant must have successfully completed at least 2/9 of a degree in one of the numbered areas 1-7(a) and at least 1/9 of a degree in each of two other areas.

**Secondary Methods**

The following prerequisites refer to a first or the only teaching method taken by a candidate and their names are in accordance with this University's practice.

**Method Prerequisites**

**Drama**

2/9 of a degree in Drama.

**English**

2/9 of a degree in English.

**History**

2/9 of a degree in History or Classical Civilisation.

**Modern Languages**

3/9 of a degree in at least one modern language.

**Mathematics**

2/9 of a degree in Mathematics or a degree in a field of applied science, with experience in the application of mathematics.

**Science**

2/9 of a degree in one science and 1/9 of a degree in another provided that one of the sciences is either Physics or Chemistry.

**Social Science**

2/9 of a degree in either Economics or Geography plus 1/9 of a degree in another approved social science, including Accounting, Economics, Economic History, Geography, History, Industrial Relations, Legal Studies, or Sociology.

Prerequisites for second teaching subjects (where taken) are generally similar to those quoted above for first teaching subjects, but with 1/9 of a degree less in the main discipline, eg 1/9 of a degree in English for English as a second method.

Enquiries about prerequisites should be directed to the Faculty, ext. 417, room W329.

**Course Structure**

1. There are six strands in the programme.
2. The programme normally comprises units from every one of the six strands, but may be varied at the discretion of the Faculty's DipEd Committee.
3. The practicum divides the University year and other units operate before and after it.
4. A satisfactory result is necessary in every unit in the student's programme for the Diploma to be awarded.
5. Constraints upon student choice of units are as few as possible, but note that:
   (a) teaching practices, problems in teaching, learning in (curriculum area), Practice Teaching and foundation units are required by various State and other employers for eventual certification; for students aiming at secondary teaching some employing authorities recommend two methods to improve chances of employment;
   (b) all Further Curriculum Studies units are offered subject to staff availability and adequate student demand; units other than those listed may in fact be offered; timetable may restrict individual choice to some extent; two units must be passed in the course, any more earns no additional credit points;
   (c) students who take the Postgraduate Diploma in Education as a full-time course may be permitted to take an extraneous unit from inside or outside the Faculty of Education only with the permission of the Head of the Department of Education; in particular, students will NOT normally be granted permission to take 300 level subjects as additional units.

**Postgraduate Diploma in Education Strands & Units 1990**

Note that the hours specified are minimum and may be varied in particular areas.

1. **Teaching Practices**
   6 cp
   Three and a half hours per week except mid-year; University based.
   With particular reference to one or two of the areas listed below.

**Notes:**

- Drama may be taken only as a second method.
- With particular reference to one or two of the areas listed below.
- With particular reference to one or two of the areas listed below.
Master of Educational Studies and Bachelor of Educational Studies

1. Master of Educational Studies

The Master of Educational Studies course is intended for students who wish to pursue postgraduate studies by coursework. Admission to the course is open to applicants who have completed a recognised degree course and have either included in that course a major sequence in education or a related field approved by the Faculty Board or obtained a recognised teaching qualification. Some applicants may be required to take the course leading to the degree of Bachelor of Educational Studies to qualify for admission to candidature for the degree of Master of Educational Studies.

The formal requirements for both degrees are set out near the beginning of this Handbook. Students are required to complete successfully twelve semester units at least six of which are at the 600-level.

2. Bachelor of Educational Studies

Admission to the course is open to all approved graduates whether or not they have previously undertaken studies in education. Preliminary coursework is available for teachers with three years' teaching experience who wish to enrol in the course. The formal requirements for this degree are set out earlier in this Handbook. The standard course consists of eight semester units, at least four of which must be at the 600-level.

Progression to Master of Education

Candidates who wish to proceed to the research degree of Master of Education should note that the successful completion of a Minor Thesis (or its equivalent) is a prerequisite for admission to candidature for that degree.

Master of Special Education

The Master of Special Education is intended for practising teachers and others with relevant experience seeking to gain postgraduate professional qualifications in special education and to acquire or update their expertise in a dynamic field of study and practice. The course offers a level of expertise higher than that of the Graduate Diploma in Special Education (GDIgraded) and is more professionally oriented than other general or research Master's degrees in Education. The approach is both theory and skills oriented. Emphasis is also given to appropriate interpretation and application of research findings. Teachers are shown how to select and implement effective and soundly-researched techniques to improve student learning and to adapt these techniques according to the individual characteristics of students and the demands of the particular instructional context.

Admission to the Master of Special Education course is open to applicants who have satisfactorily completed a recognised degree course or the equivalent of four full-time years of tertiary study in a University or CAE, with major studies in Education or Psychology or an approved alternative field, and have had at least two years of relevant teaching experience or professional experience related to special education.

**Course Description**

The programme consists of:

- **either Mode One:**
  - (i) eight coursework semester units; and
  - (ii) Professional Studies in Special Education; and
  - (iii) Special Education Practicum*; and
  - (iv) a major thesis;
- **or Mode Two:**
  - (i) eleven coursework semester units; and
  - (ii) Professional Studies in Special Education; and
  - (iii) Special Education Practicum*; and
  - (iv) a minor thesis.

**1. Coursework Semester Units**

(a) The Core units are:

- Current Issues in Special Education
- Education of Students with Learning Difficulties
- Education of Students with Intellectual/Developmental Disabilities
- Education Students with Behaviour Problems
- Teaching Methods and Techniques in Special Education
- Inclusive Instructional Strategies in Special Education

Any two of the following research methodology units:

- Qualitative Research Methods
- Quantitative Research Methods
- Test Design and Development

(b) In the case of Mode Two, three more semester units to be selected from the following:

- Philosophical Issues in Special Education
- Communication Disorders
- Reading: Instruction and Assessment
- Difficulties in Learning: Diagnosis and Remediation
- Computers in Special Education
- Education of Adults with Special Needs
- A Directed Study

Other 500 or 600 level units approved by the Committee

*Part-time candidature requires the completion of specific coursework units instead of the practicum.
SECTION FOUR
EDUCATIONAL STUDIES

Units Proposed for 1990

Master and Bachelor of Educational Studies Units

All units apart from unit EDUC699 are of one semester in duration. Units are listed according to the semester in which they are expected to be offered in 1990. Not all units listed will necessarily be offered, or will they necessarily be offered in the semester listed. It is possible that units not listed here will be introduced.

500 Level Units

First Semester

EDUC501 Educational Psychology
EDUC511 Sociology of Education
EDUC521 Quantitative Research Methods
EDUC522 Qualitative Research Methods
EDUC531 Philosophy of Education
EDUC541 Introducing the Curriculum
EDUC551 Introduction to Educational Administration
EDUC561 Current Issues in Special Education
EDUC571 History of Education in the Western World 1914 to 1990
EDUC581 Introduction to Educational Computing

Second Semester

EDUC502 Educational Psychology: Theory & Practice
EDUC512 Sociology of Teaching
EDUC523 Test Design and Development
EDUC532 Philosophical Issues in Education
EDUC542 Curriculum Inquiry: Theory and Practice
EDUC552 Educational Administration: Theory and Practice
EDUC562 Educational Administration: Practice
EDUC572 Education, Training and Youth Policy in Australia 1920's - 1960's
EDUC582 Application of Computers in Education

600 Level Units

First Semester

EDUC601 Reading: Instruction and Assessment
EDUC611 Teaching Contexts and Practices
EDUC612 The Scope of Environmental Education
EDUC621 The Measurement of Attitude
EDUC631 Philosophy of Health Education
EDUC641 Teachers and the Curriculum
EDUC643 Contemporary Issues in the Curriculum from a Cultural Perspective
EDUC644 Curriculum Research and Development
EDUC651 Educational Organisation and Administration
EDUC663 Education of Students with Developmental Disabilities
EDUC664 Teaching Methods and Techniques in Special Education
EDUC671 Women in Australian Education: Historical Perspectives

Second Semester

EDUC673 Application of Future Studies in Education
EDUC682 Teaching Computing in Schools
EDUC691 Special Education Practicum
EDUC697 A Directed Study A
EDUC698 A Directed Study B
EDUC699 Minor Thesis

500 Level Units

First Semester

EDUC501 Educational Psychology
EDUC504 Aboriginal Education and Aboriginal Studies
EDUC505 Second Language Learning
EDUC513 Issues and Research in Environmental Education
EDUC522 Causal Modelling
EDUC532 Education and Bureaucratocracy
EDUC542 Teacher Professional Knowledge in Action
EDUC552 Administrative Behaviour and Educational Management
EDUC562 Policy and Corporate Planning in Curriculum Development
EDUC563 Education of Students with Learning Difficulties
EDUC564 Instructional Strategies in Special Education
EDUC565 Difficulties in Learning: Diagnosis and Intervention
EDUC566 Professional Studies in Special Education
EDUC567 Women in Education: Biographical Studies
EDUC568 Futures Planning and Policy in Australian Education
EDUC569 Educational Programming
EDUC570 Computing in Schools
EDUC571 Special Education Practicum
EDUC572 Computers in Special Education
EDUC573 A Directed Study A
EDUC574 A Directed Study B
EDUC598 Minor Thesis

Second Semester

EDUC602 Psychology of Studying
EDUC603 Education of Gifted and Talented Students
EDUC604 Aboriginal Education and Aboriginal Studies
EDUC605 Second Language Learning
EDUC613 Issues and Research in Environmental Education
EDUC622 Causal Modelling
EDUC632 Education and Bureaucratocracy
EDUC642 Teacher Professional Knowledge in Action
EDUC652 Administrative Behaviour and Educational Management
EDUC661 Policy and Corporate Planning in Curriculum Development
EDUC662 Education of Students with Learning Difficulties
EDUC663 Instructional Strategies in Special Education
EDUC664 Difficulties in Learning: Diagnosis and Intervention
EDUC668 Professional Studies in Special Education
EDUC669 Professional Studies in Special Education
EDUC671 Women in Education: Biographical Studies
EDUC673 Futures Planning and Policy in Australian Education
EDUC674 Educational Programming
EDUC675 Computing in Schools
EDUC676 Special Education Practicum
EDUC677 Computers in Special Education
EDUC679 A Directed Study A
EDUC680 A Directed Study B
EDUC698 Minor Thesis

GENERAL INFORMATION

(General information relating to the Schools of Administration & Technology, Education, Health and Visual & Performing Arts (formerly attached to the Hunter Institute of Higher Education) may be found in Volume 10 of the University Calendar.)

Principal Dates 1990

(See separate entry for Faculty of Medicine)

January
1 Monday Public Holiday — New Year’s Day
5 Friday Last day for return of Application for Re-enrolment Forms — Continuing Students
8 Monday Deferred Examinations begin
19 Friday Deferred Examinations end
26 Friday Public Holiday — Australia Day
31 Wednesday New students arrive in person to enrol and pay charges

February
1 Tuesday 70 New students arrive in person to enrol and pay charges
3 Friday
10 Tuesday Re-enrolment Approval Sessions for re-enrolling students
16 Friday
20 Tuesday Late enrolment session for new students
21 Wednesday Late enrolment session for re-enrolling students
26 Monday First Semester begins

March
22 Friday Last day for variation of programmes in relation to HECS liability for Semester 1

April
13 Friday Good Friday — Easter Recess commences
23 Monday Lectures resume

May
13 Friday Good Friday — Easter Recess commences
23 Monday Lectures resume

June
8 Friday First Semester ends
11 Monday Examinations begin
11 Monday Public Holiday — Queen’s Birthday
29 Friday Examinations end

July
13 Monday Final Examinations begin

August
6 Monday Last day for withdrawal without academic penalty from full year subjects (See page (iv) for Dean’s discretion)
23 Thursday Last day for withdrawal without academic penalty from second semester subjects (See page (iv) for Dean’s discretion)

September
27 Monday Last day for withdrawal without academic penalty from second semester subjects (See page (iv) for Dean’s discretion)
22 Saturday Mid Semester break begins
28 Friday Closing date for applications for enrolment 1990 (Undergraduate courses other than Medicine and Aviation)

October
1 Monday Public Holiday — Labour Day
8 Monday Lectures resume

November
1 December
2 Friday Second Semester ends
5 Monday Annual Examinations begin
23 Friday Annual Examinations end

1991 February
25 Monday First Term begins

DATES FOR THE 1990 ACADEMIC YEAR FOR THE BACHELOR OF MEDICINE PROGRAMME

Year 1

Semester 1: Monday 26 February, 1990 to Monday 1 March, 1990

Semester 2: Monday 19 March, 1990 to Monday 5 April, 1990

1 No guarantees can be given that this variation of programme form submitted after this date will be processed by the relevant HECS census date (31 March Semester 1; 31 August Semester II)

2 Date yet to be finalised
**ADVICE AND INFORMATION**

**Examinations**
- **Examinations**: Monday 5 November, 1990
- **Mid-Examinations**: Friday 16 November, 1990
- **Final Examinations**: Friday 30 November, 1999

**Semester One consists of Block One (10 weeks) and 7 weeks of Block Two. Semester Two consists of the remaining 3 weeks of Block Two and all of Block Three (10 weeks).**

**Year Two**
- **Semester One**: Monday 26 February, 1990
  - **Recruit**: Friday 13 April, 1990
  - **Remainder**: Monday 23 April, 1990
  - **Conclude**: Friday 20 June, 1990
- **Semester Two**: Monday 16 July, 1990
  - **Recruit**: Monday 24 Sept, 1990
  - **Remainder**: Friday 5 October, 1990
  - **Conclude**: Friday 26 October, 1990
- **Examinations**: Monday 5 November, 1990
  - **Conclude**: Friday 16 November, 1990

**Year Three**
- **Block Seven**:
  - **Recruit**: Monday 26 February, 1990
  - **Remainder**: Friday 13 April, 1990
  - **Conclude**: Friday 20 June, 1990
- **Block Eight**:
  - **Recruit**: Monday 16 July, 1990
  - **Remainder**: Friday 5 October, 1990
  - **Conclude**: Friday 26 October, 1990
- **Examinations**: Monday 5 November, 1990
  - **Conclude**: Friday 16 November, 1990

**Year Four**
- **Semester One consists of Block Four (10 weeks) and 7 weeks of Block Five. Semester Two consists of the remaining 3 weeks of Block Five and all of Block Three (10 weeks).**

**Advice and Information**
Advice and information on matters concerning the Faculties of the University can be obtained from a number of people.

- **Faculty Secretaries**
  - For general enquiries about University regulations, Faculty rules and policies, students within the University and so on, students may consult their faculties.
  - Faculty Secretaries:
    - Pharmacy: Mrs Dianne Rigney (Pharmacy)
    - Arts: Ms Chris Wood
    - Economics:
      - Mrs Linda Harrigan (Economics)
      - Dr David Wood - ext 431
    - Commerce:
      - Mr Peter Day (Commerce)
      - Sr Sue Graff
      - Mrs Bruce Box - ext 697
    - Science & Mathematics:
      - Ms Alicia Hardy (University of Melbourne Library)
      - Ms Anne Robinson - ext 252
      - Dr David Wood - ext 431

**Block Examinations**

- **Assessment Dates**
  - **Clinical Attachment 1**: Mar 23 - Apr 30 (5 weeks)
  - **Clinical Attachment 2**: Apr 5 - Apr 16 (2 weeks)
  - **Clinical Attachment 3**: May 4 - May 23 (5 weeks)
  - **Clinical Attachment 4**: Jun 1 - Jun 15 (5 weeks)
  - **Clinical Attachment 5**: Jun 23 - Jul 20 (5 weeks)
  - **Clinical Attachment 6**: Aug 27 - Aug 31 (5 weeks)
  - **Assessment**: Sep 3 - Sep 21 (2 weeks)
  - **2nd Assessment**: Sep 17 - Sep 21 (1 week)
  - **Final Assessment**: Nov 19 - Nov 23 (1 week)

**TRANSFERS OF COURSE**

- Students currently enrolled in an undergraduate Bachelor degree course who wish to transfer to a different undergraduate Bachelor degree course (excluding Medicine) must complete an Application for Course Transfer form and lodge it with their Faculty for Re-enrolment at the Student Administration Office by 5 January 1990.

**Application for Re-enrolment**

- Re-enrolment kits for courses students are currently enrolled in will be available for collection in October.
- All re-enrolling students (except those enrolled in the BMed) are required to attend an Autumn examination (June 1990) to have their examination results before completing the Application for Re-enrolment form.
- If a student is not re-enrolled, the application is returned to the Student Administration Office.

**Special Needs**

- Students with special needs are urged to take good care of their approved 1990 programme and lodged at the Great Hall for enrolment approval, and all charges, including debts outstanding to the University, must be paid before or upon re-enrolment - part payment of total amount due will not be accepted by the cashier.

**Student Advisors**

- Students should have their examination results before completing the Application for Re-enrolment form.

**Enrolment by Continuing Students**

- There are four steps involved for re-enrolment by continuing students:
  - **collection of the re-enrolment kit**
  - lodging the Application for Re-enrolment form with details of your proposed programme
  - **attendance at the Great Hall for enrolment approval, and**
  - **payment of the General Service Charge.**

**Request for Re-enrolment**

- Students should follow the procedures in the Student Guide for Re-enrolment.

**Enrolment Service**

- Enrolment kits for the new course will be available for collection in October.
- Enrolment kits for the new course include the Application for Re-enrolment form.

**Re-enrolment by Continuing Students**

- There are four steps involved for re-enrolment by continuing students:
  - **collection of the re-enrolment kit**
  - lodging the Application for Re-enrolment form with details of your proposed programme
  - **attendance at the Great Hall for enrolment approval, and**
  - **payment of the General Service Charge.**

**Student Advisors**

- Students should follow the procedures in the Student Guide for Re-enrolment.

**Enrolment Service**

- Enrolment kits for the new course will be available for collection in October.
- Enrolment kits for the new course include the Application for Re-enrolment form.

**Re-Admission After Absence**

- A person wishing to resume an undergraduate degree course who has been absent from the University of New England for a period of 2 years or more after 1989, is required to apply for readmission through the University of New England. All applications will be reviewed on an individual basis.

**Enrolment Approval**

- All re-enrolling students (except those enrolled in the BMed) are required to attend an Autumn examination (June 1990) to have their examination results before completing the Application for Re-enrolment form.

**Student Service**

- If a student is not re-enrolled, there is a service charge of $15 payable before the card will be replaced.

**Student Representative**

- A student who withholds completely from studies should return the student to the Student Administrative Office.

**ADVICE AND INFORMATION**
ATTENDANCE STATUS
A candidate for any qualification other than a postgraduate qualification who is enrolled in three quarters of an annual full-time programme shall be deemed to be a full-time student whereas a candidate enrolled in either a part-time course or less than three-quarters of a full-time programme shall be deemed to be a part-time student.

A candidate for a postgraduate qualification shall enrol as either a full-time or a part-time student as determined by the Faculty Board.

CHANGE OF ADDRESS
Students are responsible for notifying the Student Administration Office in writing of any change in their address. A Change of Address form should be obtained and submitted from the Student Administration Office. Failure to notify changes could lead to important correspondence or course information not reaching the student. The University cannot accept responsibility if official communications fail to reach a student who has not notified the Student Administration Office of a change of address.

It should be noted that examination results are available for collection in the Drama Workshop in mid December. Results not collected will be mailed to students. Students who will be away during the long vacation from their regular address should make arrangements to have mail forwarded.

CHANGE OF NAME
Students who change their name should advise the Student Administration Office. A marriage or deed poll certificate should be provided for sanctioning the change to be noted on University records.

CHANGE OF PROGRAMME
Approval must be sought for any changes to the programme for which a student has enrolled. This includes adding or withdrawing subjects, or changing the Faculty or programme to which a student has been admitted. Applications should be submitted before the end of the first day of the term in which the request for the change of programme is made.

ATTENDANCE AT CLASSES
Where a student's attendance or progress has not been satisfactory, action may be taken under the Regulations Governing Un satisfactory Progress. In the case of illness or absence for some other unavoidable cause, a student who is prevented from attending classes must make application for special consideration at the first opportunity.

All applications for exemption from attendance at classes must be made in writing to the Head of the Department offering the subject. Where tests or term examinations have been missed, this fact should be noted in the application. Permission to take any examination or test in another form must be obtained in writing.

Withdrawal
Application to withdraw from a subject should be made on the Variation of Programme section on the reverse side of your Approved Programme form. Reason for change and where appropriate documentary evidence in the form of medical or other appropriate certificates must be submitted.

Withdrawal
Application to withdraw from a subject must be made on the Variation of Programme section on the reverse side of your Approved Programme form. Reason for change and where appropriate documentary evidence in the form of medical or other appropriate certificates must be submitted.

CONFIRMATION OF ENROLLMENT
Students should ensure that all details on their Approved Programme form are correct and to check this information could create problems at examination time.

FAILURE TO PAY OVERDUE DEBTS
Any student who is indebted to the University by reason of non-payment of any fee or charge, non-payment of any fine imposed, or who has failed to pay any overdue debts shall not be permitted to:
- complete enrolment in a following year;
- receive a transcript of academic record;
- graduate or be awarded a Diploma, until such debts are paid.

Students are requested to pay any debts incurred without delay.

ABSENCE OF LEAVE
A student who does not wish to re-enter for any period up to three years should write to The Secretary and ask for leave of absence. Leave of absence is normally granted early to those students who are in good standing. Applications should be submitted before the end of the first term in the first year for which leave of absence is sought. Leave of absence will not be granted for more than three years and will not be granted retrospectively.

In the case of the B. Med. degree the following applies:
- at the completion of an academic year, a candidate whose performance is deemed by the Faculty Board to be satisfactory may be granted leave of absence under such conditions as the Faculty Board may determine. Such leave will not normally be granted for more than one year.

Application for re-admission to undergraduate degree courses must be made in writing to the Office of Student Administration. The Office will lodge the application and where appropriate documentary evidence in the form of medical or other appropriate certificates must be submitted.

Withdrawal Dates

<table>
<thead>
<tr>
<th>Full Year</th>
<th>First Semester</th>
<th>Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subjects</td>
<td>Subjects</td>
<td>Subjects</td>
</tr>
<tr>
<td>Monday</td>
<td>Monday</td>
<td>Monday</td>
</tr>
<tr>
<td>6 August 1990</td>
<td>23 April 1990</td>
<td>17 September 1990</td>
</tr>
</tbody>
</table>

Withdrawal after the above dates will normally lead to a failure being recorded against the subject or subjects unless the Dean of the Faculty grants permission for the student to withdraw without a failure being recorded.

If a student believes that a failure should not be recorded because of the circumstances leading to his or her withdrawal, it is important that full details of these circumstances be provided with the application to withdraw.

A notice board on the opposite entrance to Lecture Theatre B is used for the specific purpose of displaying examination timetables and other notices about examination periods.

STUDENT MATTERS GENERALLY

The main notice board is the display point for notices concerning enrolment matters, scholarships, University rules and travel concessions, etc. This notice board is located on the path between the Union and the Library.

Examinations
Tests and assessments may be held in any subject from time to time. In the assessment of a student's progress in a university course, consideration will be given to laboratory work, tutorials and assignments and to any tests or other tests conducted throughout the year. The results of such assessments and class work may be incorporated with that of formal written examinations.

EXAMINATION PERIODS

Formal written examinations take place on prescribed dates within the following periods:

- Mid Year: 11 to 29 June, 1990
- End of Year: 5 to 23 November, 1990

Timetables showing the times and place at which individual examinations will be held will be posted on the examinations notice board near Lecture Theatre B (opposite the Great Hall).

Misdrafting of the timetable will not under any circumstances be accepted as an excuse for failure to attend an examination.

SITTING FOR EXAMINATIONS

Formal examinations, where prescribed, are compulsory. Students should consult the final timetable in advance to find out the date, time and place of their examinations and that, amongst other things, marginal failures may be compensated for.

Students should take into any examination any writing instrument, drawing instrument or eraser. Logarithmic tables may not be taken in: they will be available from the supervisor if needed. Calculators are only allowed if specified as a permitted aid. They must be hand held, battery operated and non-programmable and students should note that no concession will be granted:
- (a) to a student who is prevented from bringing into a room a programmable calculator;
- (b) to a student who uses a calculator incorrectly; or
- (c) because of battery failure.

RULES FOR FORMAL EXAMINATIONS

Regulation 15 of the Examinations Regulations sets down the rules for formal examinations, as follows:

- (a) candidates shall comply with any instructions given by a supervisor relating to the conduct of the examination;
- (b) before the examination begins candidates shall not read the examination paper until granted permission by the supervisor, which shall be given ten minutes before the start of the examination;
- (c) no candidate shall enter the examination room after thirty minutes from the time the examination began;
Unsatisfactory Progress

The University has adopted Regulations Governing Unsatisfactory Progress which are set out below.

Students who become liable for action under the Regulations will be informed accordingly by mail after the release of the End of Year examination results and will be informed of the procedure to be followed if they wish to "show cause".

Appeal against exclusion must be lodged together with Application for Re-enrolment forms by Friday 30th November.

The Faculty's progress requirements are set out elsewhere in this volume.

REGULATIONS GOVERNING UNSATISFACTORY PROGRESS

1. (1) These Regulations are made in accordance with the powers vested in the Council under By-law 51.2.

(2) These Regulations shall apply to all students of the University except those who are candidates for a degree of Master or Doctor.

(3) In those Regulations, unless the context or subject matter otherwise indicate or require:

"Admissions Committee" means the Admissions Committee of the Senate constituted under By-law 2.3.3.

"Dean" means the Dean of a Faculty in which a student is enrolled.

"Faculty Board" means the Faculty Board of a Faculty in which a student is enrolled.

(2) A student's enrolment in a subject may be terminated under this Regulation if the Faculty Board of that Faculty and on such conditions as it may determine after considering any advice from the Dean of the Faculty from which the student was excluded.

8. (1) A student who has been excluded from further enrolment in a Faculty may enrol in a course in another Faculty only with the permission of the Faculty Board of that Faculty and on such conditions as it may determine after considering any advice from the Dean of the Faculty from which the student was excluded.

(2) A student who has been excluded from further enrolment in any Faculty or from the University under these Regulations may apply for permission to enrol therein again provided that in no case shall such re-enrolment commence before the expiration of two academic years from the date of the exclusion. A decision on such application shall be made:

(a) by the Faculty Board, the student has been excluded from a single course or a single Faculty; or
(b) by the Admissions Committee, in any other case.

9. (1) A student whose application to enrol pursuant to Regulation 8 (1) or (2) (b) of these Regulations is rejected by a Faculty Board may appeal to the Admissions Committee.

(2) A student whose application to enrol pursuant to Regulation 8 (2) (b) of these Regulations is rejected by the Admissions Committee may appeal to the Vice-Chancellor.

Charges

The General Services Charge (details below) is payable by all students.

New undergraduate students are required to pay all charges when they attend to enrol.

Returning students receive in October each year, as part of their re-enrolment kit, a statement of charges payable. Students are expected to pay charges in advance of re-enrolment and payment by mail is requested. The last date for payment of charges is the due date of the Re-enrolment Approval session for the particular course (in the period 14-17 February 1989).

1. General Services Charge

(a) Professional or Postgraduate Diploma $229

(b) Non-Defer Students Enrolled

Newcastle University Union Charge $35

Per annum

3. Late Charges

Where the statement of Charges payable form is lodged with all charges payable after the due date:

(a) if received up to and including 7 days after the due date $10

(b) if received 8 or more days after the due date $20

4. Other Charges

(a) Examination under special supervision $15

Per paper

(b) Review of examination results

(c) Statement of matriculation status for non-members of the University $8

$30

5. Replacement of Re-enrolment kit $10

6. Re-enrolment after the prescribed re-enrolment approval session $20

7. Replacement of Student Card $5

All charges, including debts outstanding to the University, must be paid before or upon enrolment—part payment of total amount due will not be accepted by the cashier.

METHOD OF PAYMENT

Students are requested to pay charges due by mailing their cheques and the Student Union Card to the University Union, Locked Bag 5, Coffs Harbour, NSW 2450. Cheques, 85% of the prescribed amount, must be made payable to the University Union. Cash payments should be made at the Currect's Office 1st Floor McMullin Building between the hours of 10 am to 4 pm.

HIGHER EDUCATION CONTRIBUTION SCHEME (HECS)

The Higher Education Contribution Scheme (HECS) was introduced in 1989 by the Federal Government to supplement the funding of postgraduate education in Australia. It requires contributions to be made by students towards the cost of their higher education undertaken from the start of 1989.

All students, apart from some exceptions, enrolled in institutions of higher education from 1989 are liable under the HECS. Exemption from payment of the Higher Education Contribution (HECS) applies to:

(a) a fee-paying student in a "fee-approved postgraduate award course;"

(b) a student in a "basic nurse education course;"

(c) a "fully fee-paying overseas student;"

(d) a student who has been awarded a "fully sponsored overseas student;"

(e) a student in an "enabling course;"

(f) a student in a "non-award" course;

(g) a student who has been awarded a "HECS postgraduate scholar."

The amount each student contributes depends upon the subjects undertaken each semester and is payable whether the subjects are passed or failed. The total liability depends on the proportion of a standard full-time load in which the student is enrolled on the semester dates, in March 31 in Semester 1 and August 31 in Semester 2. If a student withdraws from any of the above dates, the liability for that subject will stand for that semester.

In 1989 the HECS charge for a standard full-time programme was $1,800 for the year or $900 for a semester. This amount will be indexed each year in line with the Consumer Price Index. HECS is administered as part of the enrolment process. Students must select one of three sections on the HECS Payment Options form.

Enrolment status must do one of the following:

(a) Elect to pay-up from which would require payment of 85% of the contribution for the subject/s to be paid. The balance to be paid by the Commonwealth. Students electing to pay-up from Semester 2 will be asked to do so at the commencement of Semester 2; or

(b) Elect to defer their HECS and elect to pay through the taxation system, in which case they must provide a tax file number or apply for a tax file number as part of their enrolment. Institutions are required to ensure that the information given by students on their tax file number application is the same as that on their enrolment form.
SECTION FOUR

Old (full year) units and new (semester) units

Until and including 1989 each unit offered in the Faculty of Education was a whole year in duration. From 1990, except for thesis-type units, each unit offered is degree courses in the Faculty (MEdStud, MSpecEd, BEdStud) will be of only one semester in duration. In both cases each unit runs for 2 hours per week.

Thus from 1990 one old full-year unit may be considered as the equivalent of two new semester units in weighting.

Degree requirements have been amended to indicate the total number of semester units now required to complete the degree course. Individual records are being annotated to show the number of semester units deemed to have been successfully completed by the end of the 1989 academic year.

Equivalent units

Many of the new semester units have equivalent old full-year units. A list of these equivalent units is given below. Please note that equivalent units may not both be counted towards the same degree course. Only recent old units have been listed. Anybody who has passed a full-year unit not listed should contact the Faculty Secretary to find out its new equivalent(s).

<table>
<thead>
<tr>
<th>Old Full-Year Units</th>
<th>Equivalent New Semester Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC699</td>
<td>EDUC501 and 502</td>
</tr>
<tr>
<td>EDUC697 and 698</td>
<td>EDUC511 and 512</td>
</tr>
<tr>
<td>EDUC691</td>
<td>EDUC511</td>
</tr>
<tr>
<td>EDUC692</td>
<td>EDUC512</td>
</tr>
<tr>
<td>EDUC693</td>
<td>EDUC512 and 513</td>
</tr>
<tr>
<td>EDUC694</td>
<td>EDUC513 and 514</td>
</tr>
<tr>
<td>EDUC695</td>
<td>EDUC521</td>
</tr>
<tr>
<td>EDUC696</td>
<td>EDUC522</td>
</tr>
<tr>
<td>EDUC697</td>
<td>EDUC541 and 542</td>
</tr>
<tr>
<td>EDUC698</td>
<td>EDUC541 and 551</td>
</tr>
<tr>
<td>EDUC699</td>
<td>EDUC541 and 552</td>
</tr>
<tr>
<td>EDUC701</td>
<td>EDUC541 and 553</td>
</tr>
<tr>
<td>EDUC702</td>
<td>EDUC541 and 554</td>
</tr>
<tr>
<td>EDUC703</td>
<td>EDUC541 and 561</td>
</tr>
<tr>
<td>EDUC704</td>
<td>EDUC541 and 562</td>
</tr>
<tr>
<td>EDUC705</td>
<td>EDUC541 and 563</td>
</tr>
<tr>
<td>EDUC706</td>
<td>EDUC541 and 564</td>
</tr>
<tr>
<td>EDUC707</td>
<td>EDUC541 and 565</td>
</tr>
<tr>
<td>EDUC708</td>
<td>EDUC541 and 566</td>
</tr>
<tr>
<td>EDUC709</td>
<td>EDUC541 and 567</td>
</tr>
<tr>
<td>EDUC710</td>
<td>EDUC541 and 568</td>
</tr>
</tbody>
</table>

Old Full-Year Units

- EDUC501 and 502
- EDUC511 and 512
- EDUC511 and 512 or 581
- EDUC511 and 582
- EDUC521
- EDUC531
- EDUC531 and 532
- EDUC541 and 542
- EDUC541 and 551
- EDUC541 and 552
- EDUC541 and 561
- EDUC541 and 562
- EDUC541 and 563
- EDUC541 and 564
- EDUC541 and 565
- EDUC541 and 566
- EDUC541 and 567
- EDUC541 and 568
- EDUC541 and 569

500 LEVEL UNITS

EDUC501 EDUCATIONAL PSYCHOLOGY
Lecturer Dr RW Howard
Prerequisite Nil
Hours Two hours per week for one semester
Assessment Three short assignments

Content
This course is a survey of the major topics in educational psychology and their applications in teaching. The major focus is on how people think, learn and should be taught. Topics include learning and memory, motivation, human development, and intelligence and ability. The course will include some practical experience with major tests of intelligence, personality, and cognitive and learning styles.

Texts and References To be advised.

EDUC592 EDUCATIONAL PSYCHOLOGY: THEORY AND PRACTICE
Lecturer Dr RW Howard
Prerequisite(s) Nil, but it would be useful to have previously studied some psychology or have completed EUC501
Hours Two hours per week for one semester
Assessment Three short assignments

Content
This course is an in-depth coverage of some important topics in educational psychology and their application to teaching. Topics include the fundamental importance of concept learning in education and how to teach concepts, psychological and educational testing (with practical experience at using and interpreting various tests), human abilities, creativity, behaviour disorders, and evaluation in education.

Texts and References To be advised.

EDUC511 SOCIOLOGY OF EDUCATION
Lecturer AV Everett
Prerequisite(s) Nil
Hours Two hours per week for one semester
Assessment Seminar and assignment

Content
This semester unit is provided as an introduction to the Sociology of Education with particular attention being devoted to the Australian context. Major themes of the unit include Socialisation and its agencies, Social Control and Deviance, Social Stratification, Urban Life and Social Change.

A problem-solving approach is adopted in this unit, with student involvement and community awareness being seen as crucial in this area.
**SECTION FOUR**

**EDUC512  SOCIOLOGY OF TEACHING**

**Lecturer** AV Everett

**Prerequisite(s)** Nil

**Hours** Two hours per week for one semester

**Assessment** Seminar plus assignment

**Content**
The focus of this unit is the role of the teacher and the many influences that impinge upon it; these include the organisational frame of reference, the community in which the school is embedded, teacher training institutions, the issue of curriculum and youth culture. Consideration is given to mass media and communication in the context of accelerating technological change and the place of the teacher in this process. A recognition of the ideological back-drop for this type of study is essential. A research-oriented, problem-solving approach is adopted in an effort to open up, rather than close, enquiry in this area.

**Text**

**References** To be advised.

**EDUC521  QUANTITATIVE RESEARCH METHODS**

**Lecturer** Dr SF Bourke

**Prerequisite(s)** Nil

**Hours** Two hours per week for one semester

**Assessment** A seminar presentation and a major assignment

**Content**
This unit provides an introduction to empirical, quantitative research. The *Statistical Package for the Social Sciences (SPSS)* is introduced and used for simple statistical procedures including frequency distributions, correlations, t-tests, chi-squared tests, and simple ANOVAS. Review of research, writing, research proposals and reports of research are also covered.

**Text**
Einstein, GO & Nuckolls, EC. *Learning to Use SPSS* (Prentice-Hall 1987)

**Kaplan, RM**

**Basic Statistics for the Behavioral Sciences* (Allyn & Bacon 1987)

**References**
Foddy, WH


**EDUC522  QUALITATIVE RESEARCH METHODOLOGY**

**Lecturer** Dr AP Holbrook

**Prerequisite(s)** Nil

**Hours** Two hours per week for one semester

**Assessment** By assignments.

**Content**
This unit provides an introduction to the different methods of qualitative research, including self-report, observational and action research and historical research. The evaluation of research, preparing a literature review and a research proposal are all covered in this introductory course. The main focus is effective planning and research design and considerable attention is given to case-study approaches, questionnaire construction and interview skills.

**Text**
Wiersma, W


**References** To be advised.

**EDUC523  TEST DESIGN AND DEVELOPMENT**

**Lecturer** Dr SF Boeke and Dr AP Holbrook

**Prerequisite(s)** Nil

**Hours** Two hours per week for one semester

**Assessment** Two assignments

**Content**
This unit consists of an introduction to the theory and practice of educational assessment. Purposes in assessing students and approaches assessment are described and discussed. The appropriateness of normative and criterion-referenced tests are considered, leading to the planning, design, testing, administration, analysis and reporting of tests, as well as the concepts of test reliability and validity. The use of tests over time, including item banking, is covered.

**Text**
Finnif Nil

**References**
Crookshank, NE

*Measurement and Evaluation of Teaching* (Schoon Collier Macmillan 1985)

Izard, JE

*Construction and Analysis of Classroom Tests* (ACER 1977)

**EDUC531  PHILOSOPHY OF EDUCATION**

**Lecturer** Dr WG Warren

**Prerequisite(s)** Nil

**Hours** Two hours per week for one semester

**Assessment** To be determined, but progressive assessment to be a major component.

**Content**
An introduction to the philosophical approach to questions and issues in education. After an overview of the field and some of the macro-level perspectives, a model for analysing a philosophy of education will be examined. This will be used to position and analyse a number of problems in contemporary education. In particular, a selection from among such topics as the following will be made, based on student interest: Education and work; controversial subjects in schools (politics, religion, morality); Radical critiques of schooling; Literacy; The concept of the University; Mental Health; Death Education; Personal Relationships in Education; Freedom; Authority; Right; Discipline.

**Texts**
References will be provided throughout the course. A preliminary reading of *W Fauberg, Reason and Rhetoric* would be of value.

**EDUC532  PHILOSOPHICAL ISSUES IN EDUCATION**

**Lecturer** Professor RS Laua

**Prerequisite(s)** Nil - Unit EDUC531 is advised

**Hours** Two hours per week for one semester

**Assessment** 1. seminar and 1 essay

**Content**
The aim of this unit is to introduce students to philosophical ways of thinking about issues of educational importance. Our concern will thus be directed less to canvass the history of philosophy than to reveal the philosophical habit of mind that we have used to

Depending upon student interest, topics to be discussed may include: education vs. indoctrination: is there a difference?; are religious and moral education simply forms of indoctrination?; animal vs. human rights (eg can the use of animals in school experiments be morally justified?); genetic engineering and educational ideology (eg should genetic engineering be used to manipulate IQ's?); peace education (eg can we educate for nuclear disarmament?); environmental education - do we have ethical obligations concerning the environment and do we have obligations to future generations?; scientism in education (have we taken education for technology too far?); computer education (are computers robbing us of our humanity, while inadvertently eroding the foundations of knowledge they pretend to support?).

**References**
Wasserstrom, RA

*Tomorrow's Moral Problems* (Macmillan 1985)

**EDUC541  INTRODUCING THE CURRICULUM**

**Lecturer** JW McQuaile

**Prerequisite(s)** Nil

**Hours** Two hours per week for one semester

**Assessment**
1. Presentation of one seminar paper,
2. Satisfactory submission of a written paper based on the seminar given.

**Content**
A study of the theory and practice of curriculum in Australia in which the four main aspects of curriculum development are considered. These are curriculum planning, curriculum design, curriculum implementation and curriculum evaluation. The national, state, regional and school levels. The course involves the study of curriculum theory and practice described in the literature and relating this to the professional and practical knowledge of teachers at all levels of education: pre-school, primary, secondary and tertiary. The course will be conducted using student prepared seminars. Assessment will be based on student performance in class and a final written assignment based on work done in student seminars. Assessments will be graded.

**Text**
Marsh, C & Stafford K.


**References** To be advised.

**EDUC542  CURRICULUM INQUIRY: THEORY & PRACTICE**

**Lecturer** JW McQuaile

**Prerequisite(s)** Unit 541 is advised

**Hours** Two hours per week for one semester

**Assessment**
1. Presentation of one seminar paper,
2. Satisfactory submission of a written paper based on the seminar.

**Content**
Curriculum inquiry is the study of curriculum practice examining the context, constraints, conduct, problems and outcomes of curriculum development. Curriculum theory informs curriculum practice and is in turn evaluated and reformed by the process of curriculum inquiry. Curriculum inquiry considers how a curriculum is implemented, what component of a curriculum has been planned, developed or changed. The course will be conducted using student prepared seminars involving retrospective accounts...
what ethical issues arise from the IVF programme and the use of genetic engineering to eradicate human deficiencies?

**Texts**
- Laura, RS and Ashman, AF (eds) Abortion Issues in Mental Retardation, (Croom Helm 1986)
- Kube, H and Singer, P Should the Baby Live? (Oxford University Press, 1985)
- Toohey, M Abortion and Infanticide (Clarendon Press, 1985)

**References**
- Laura, RS Problems of Handicap (Macmillan 1992)

### EDUCS51 INTRODUCTION TO EDUCATIONAL ADMINISTRATION

**Lecturer** Dr DT Gamage  
**Prerequisite(s)** Nil

**Hours** Two hours per week for one semester

**Assessment** Two seminar presentations and a major essay

**Content**
This course is designed to introduce students to the basic concepts in educational administration. It will provide the students with a basis for understanding the emergence of educational administration as a field of study and a broad overview of educational management from the perspectives of micro and macro analysis. Students will also be introduced to topics such as: School as a social system; administrative tasks; work and responsibilities of administrators; systems perspectives; administrative roles of school personnel; alternative frameworks; and educational leadership.

**Texts**
- Callahan, Raymond E Education and the Cult of Efficiency (Chicago University Press, 1952)
- Campbell, Ronald F, et al Introduction to Educational Administration (Allyn and Bacon, Inc 1983)

**References**
Journals on Educational Administration and/or Management and other relevant topics and fields as will be prescribed.

### EDUCS52 EDUCATIONAL ADMINISTRATION: THEORY AND PRACTICE

**Lecturer** Dr DT Gamage  
**Prerequisite(s)** Nil

**Hours** Two hours per week for one semester

**Assessment** Written assignments and seminar presentation

**Content**
This unit aims to examine current issues pertinent to the education of students with special needs. Topics include: the rights of individuals with handicaps - do they have economic rights? Does society have an obligation to educate and employ persons with handicaps?; defective foetuses; do we ever have not only a right but an obligation to destroy potentially handicapped foetuses?

**Texts**
- Task Force on the Rights of People with Mental Retardation, Mental Retardation, (Croom Helm 1986)
- Laura, RS Problems of Handicap (Macmillan 1992)

### EDUCS57 HISTORY OF EDUCATION IN THE WESTERN WORLD

**Lecturer** Assoc Prof JA Rasmussen

**Prerequisite(s)** Nil

**Hours** Two hours per week for one semester

**Assessment** 2 seminar presentations and a major essay

**Content**
This unit aims to examine current issues pertinent to the education of students with special needs. Topics include: the rights of individuals with handicaps - do they have economic rights? Does society have an obligation to educate and employ persons with handicaps?; defective foetuses; do we ever have not only a right but an obligation to destroy potentially handicapped foetuses?

**Texts**
- Callahan, Raymond E Education and the Cult of Efficiency (Chicago University Press, 1952)
- Campbell, Ronald F, et al Introduction to Educational Administration (Allyn and Bacon, Inc 1983)

**References**
Journals on Educational Administration and/or Management and other relevant topics and fields as will be prescribed.

### EDUCS58 APPLICATIONS OF COMPUTERS IN EDUCATION

**Lecturer** WK Au

**Prerequisite(s)** Nil

**Hours** Two hours per week for one semester

**Assessment** Written assignments and seminar presentations

**Content**
This unit aims to examine current issues pertinent to the education of students with special needs. Topics include: the rights of individuals with handicaps - do they have economic rights? Does society have an obligation to educate and employ persons with handicaps?; defective foetuses; do we ever have not only a right but an obligation to destroy potentially handicapped foetuses?

**Texts**
- Bessant, B (ed) Masters and States (Hawthorn, Longman 1974)
- Callahan, Raymond E Education and the Cult of Efficiency (Chicago University Press, 1952)
- Campbell, Ronald F, et al Introduction to Educational Administration (Allyn and Bacon, Inc 1983)

**References**
Journals on Educational Administration and/or Management and other relevant topics and fields as will be prescribed.

### EDUCS59 INTRODUCTION TO EDUCATIONAL COMPUTING

**Lecturer** WK Au

**Prerequisite(s)** Nil

**Hours** Two hours per week for one semester

**Assessment** Written assignments and seminar presentations

**Content**
This unit aims to examine current issues pertinent to the education of students with special needs. Topics include: the rights of individuals with handicaps - do they have economic rights? Does society have an obligation to educate and employ persons with handicaps?; defective foetuses; do we ever have not only a right but an obligation to destroy potentially handicapped foetuses?

**Texts**
- Bessant, B (ed) Masters and States (Hawthorn, Longman 1974)
- Callahan, Raymond E Education and the Cult of Efficiency (Chicago University Press, 1952)
- Campbell, Ronald F, et al Introduction to Educational Administration (Allyn and Bacon, Inc 1983)

**References**
Journals on Educational Administration and/or Management and other relevant topics and fields as will be prescribed.

### EDUCS60 APPLICATIONS OF COMPUTERS IN EDUCATION

**Lecturer** WK Au

**Prerequisite(s)** Nil

**Hours** Two hours per week for one semester

**Assessment** Written assignments and seminar presentations

**Content**
This unit aims to examine current issues pertinent to the education of students with special needs. Topics include: the rights of individuals with handicaps - do they have economic rights? Does society have an obligation to educate and employ persons with handicaps?; defective foetuses; do we ever have not only a right but an obligation to destroy potentially handicapped foetuses?

**Texts**
- Bessant, B (ed) Masters and States (Hawthorn, Longman 1974)
- Callahan, Raymond E Education and the Cult of Efficiency (Chicago University Press, 1952)
- Campbell, Ronald F, et al Introduction to Educational Administration (Allyn and Bacon, Inc 1983)

**References**
Journals on Educational Administration and/or Management and other relevant topics and fields as will be prescribed.
EDUC601 READING: INSTRUCTION AND ASSESSMENT

Lecturer: Dr PJ Moore

Prerequisite(s): One 500 level unit in Educational Psychology or its equivalent.

Hours: Two hours per week for one semester

Assessment: Seminar presentation/papers; major assignment

Content: The purpose of this unit is to examine recent literature related to instructional and evaluative aspects of reading. A wide range of instructional approaches (eg direct instruction, co-operative learning, mastery learning) in the processing of texts will be examined. Various modes of assessment (eg process approaches, domain specific approaches) will also be discussed. It is anticipated that sections of the unit will challenge some instructional "myths" (eg teaching of phonics is not important). It is expected that students will be involved in an in-depth investigation of at least one of the areas.

Tests and References: To be advised.

EDUC602 THE PSYCHOLOGY OF STUDYING

Lecturer: Dr PJ Moore

Prerequisite(s): One 500 level unit in Educational Psychology or its equivalent.

Hours: Two hours per week for one semester

Assessment: Seminar presentations/papers; major assignment

Content: The area of the psychology of studying is one of increasing concern to educators. For many students, studying is learned in their everyday lives. This unit examines how students might become independent learners by examining the teaching of foreign languages and of educational psychology. It is expected that students will be involved in an in-depth investigation of at least one of the areas.

Tests: To be advised

References: Biggs, J B

Learning Processes and Training Contexts (ACER, 1989)

EDUC603 EDUCATION OF GIFTED AND TALENTED STUDENTS

Lecturer: Dr LKS Chan

Prerequisite(s): 2 full year 500 level units

Hours: Two hours per week for one semester

Assessment: Written assignments and seminar presentation

Content: This unit provides an in-depth study of the education of gifted and talented students. The nature of superior intelligence, creativity and talent will be reviewed and special focus will be given to current issues in the education of the gifted; intellectual, social and emotional characteristics; identification models; acceleration and enrichment programmes; and the needs of gifted underachievers and culturally different gifted students.

Tests: Davis, GA & Rimm, SB

Education of the Gifted and Talented (Prentice-Hall, 1985)

References: To be advised

EDUC604 ABORIGINAL EDUCATION AND ABORIGINAL STUDIES

Lecturer: Dr TE Cook

Prerequisite(s): One 500 level unit or relevant experience

Hours: Two hours per week for one semester

Assessment: A 1500 word seminar (40%) and a 3000 word essay (60%)

Content: This course will address specifically issues of Aboriginal education and Aboriginal studies. The Aboriginal education component will cover aspects such as self esteem, locus of control, achievement motivation, the concept of need, educational disadvantage, deficit and difference, and instructional needs. The Aboriginal studies component will cover adding an Aboriginal perspective to the curriculum, Aboriginal Studies units of work, oral and local history development, curriculum relevance and community involvement.

It should be noted that this course is relevant to the Aboriginal Education Policy in NSW schools which addresses all children in all schools. This is particularly the case where Aboriginal Studies is involved.

The course will be particularly relevant to students and consultants with responsibilities in these areas. It should be noted that there will be considerable transfer to related areas such as multicultural studies and students working in those areas would find the course useful.

Students will be involved in lectures, class discussion, video presentations and seminars. Case studies and the research literature will be used as a basis for discussion.

Tests: To be advised

References: Bourke, SF

Teaching and Learning of Mathematics (ACER 1984)

Fordham, AF

The Context of Teaching and Learning (ACER 1983)

Langford, P (ed)

Educational Psychology: An Australian Perspective (Longman 1989)

EDUC605 SECOND LANGUAGE LEARNING

Lecturer: Dr FG Peterson

Prerequisite(s): One 500 level unit

Hours: Two hours per week for one semester

Assessment: Written assignments and seminar presentation

Content: This unit will focus on current theories of language learning and language development with special reference to the acquisition of a second language. Some attention will be paid to implications of these theories for the teaching of foreign languages and of English as a second language.

Tests and References: To be advised.

EDUC611 TEACHING CONTEXTS AND PRACTICES

Lecturer: Dr SF Bourke

Prerequisite(s): One full year 500 level unit or 2 semester units

Hours: Two hours per week for one semester

Assessment: One seminar presentation and one major assignment

Content: This unit consists of a research based approach to the study of teaching. One primary focus is on contextual variables (teacher and student backgrounds, school and community) and includes classroom context. A second focus is on teaching practices (instruction, management and quantity). Relationships of contexts and practices with achievement and attitudes are considered.

Tests: Nil

References: Bourke, SF

Teaching and Learning of Mathematics (ACER 1984)

Fordham, AF

The Context of Teaching and Learning (ACER 1983)

Langford, P (ed)

Educational Psychology: An Australian Perspective (Longman 1989)

EDUC612 THE SCOPE OF ENVIRONMENTAL EDUCATION

Lecturer: Assoc Prof NM Maddock

Prerequisite(s): One 500 level unit

Hours: Two hours per week for one full-year unit or two semester units

Assessment: Progressive assessment of approved tasks

Content: The unit will analyze the status of avenues for and conduct of environmental education in Australia and overseas with reference to the framework recommended by the Belgarda Charter.

Tests: Nil

References: Extensive reading will be required from a range of sources.

EDUC613 ISSUES AND RESEARCH IN ENVIRONMENTAL EDUCATION

Lecturer: Assoc Prof NM Maddock

Prerequisite(s): One full year 500 level unit or two semester units

Hours: Two hours per week for one semester

Assessment: Progressive assessment of approved tasks

Content: The unit will examine a range of current environmental issues and how they may be used as the basis for environmental education, and research studies in environmental education.

Tests: Nil

References: Extensive reading will be required from a range of sources.

EDUC621 THE MEASUREMENT OF ATTITUDE

Lecturer: Dr SF Bourke

Prerequisite(s): Unit 521 or EDUC521

Hours: Two hours per week for one semester

Assessment: One seminar presentation and one major assignment

Content: This unit is primarily concerned with the development of sound measures of attitude. The nature and measurement of attitude are first considered in general terms, and the development of attitude scales through factor analysis using SPSSx is undertaken. Reliability, validity and use of scales is covered. Questionnaire design, analysis and reporting in undertaking including a range of appropriate treatments for missing data.

Tests: Nil

References: Oppenheim, AN

Questionnaire Design and Attitude Measurement (Heinemann 1973)

Sage University Paper Series, Quantitative Applications in the Social Sciences (Selected volumes from this series)

SPSSx Inc


EDUC622 CAUSAL MODELLING

Lecturer: Dr SF Bourke

Prerequisite(s): Unit EDUC521 or Unit 521

Hours: Two hours per week for one semester

Assessment: One seminar presentation and one major assignment

Content: This unit arises from a concern to recognize the complexity of research in education through the development of educational models and appropriate analytic methods. From work with simple linear regression using standardised and unstandardised coefficients, more complex models requiring multiple linear regression...
analyses will be developed. The theory and practice of path analysis is addressed, including statistical methods of testing the fit of models to data.

Texts

Bourke, SF
The Teaching and Learning of Mathematics (ACER 1984)
Crockett, GV
Statistical Techniques in the Social Sciences Using SPSSx. (Quell Enterprises 1988)

References

Fordham, AM
The Context of Teaching and Learning (ACER 1983)
Pedhazur, EJ
Multiple Regression in Behavioral Research (Holt, Rinehart & Winston 1982)

Sage University Paper Series

Quantitative Applications in the Social Sciences (Selected volumes from this series)

SPSSx Inc

EDUC631 PHILOSOPHY OF HEALTH EDUCATION
Lecturer Prof RS Laura
Prerequisite(s) Unit 531 or units EDUC531 and 532
Hours Two hours per week for one semester
Assessment By essay and seminar contribution

Content

The objective of the unit is twofold: first, to consider the philosophical framework underpinning conventional medicine and the theory of health education which it has fostered, and second, to propose an alternative framework for the reinterpretation of health issues in holistic terms. Particular attention will be paid to the following topics: what is health and can it be understood satisfactorily as the absence of disease?; what is the nature of the interaction between the mind and the body in respect of health and healing?; do we make ourselves sick?; do we choose our illnesses?; to what extent are disease and health ultimately ecological concepts? In this latter regard the following matters will also be addressed: are processed foods a health hazard?; do we contaminate our municipal water supplies with the very chemicals (ie fluoride and chlorine) we deliberately add to water in the name of health?; to what extent is exercise an essential component of health maintenance?; do we eat too much fat and what types of fatty acids are bad for us?; what is the cholesterol problem?; food irradiation, denal amalgam and mercury poisoning, aluminium poisoning, TV radiation and VDU’s, household chemicals; how does stress relate to health and how do all the above factors relate to each other? How do we educate for health?

Texts

Laura, RS and Heaney, S
Philosophical Foundations of Health Education (RKP 1989)

Home, R
The Health Revolution (Happy Landings Press 1985)

References To be advised

EDUC632 EDUCATION AND BUREAUTECHNOCRACY
Lecturer Dr WG Warren
Prerequisite(s) Unit 531 or units EDUC531 and 532
Hours Two hours per week for one semester
Assessment To be determined, but progressive assessment to be a major component

Content

This unit seeks to disclose the manner in which education as a process and an institution is affected by technology and technological ways of thinking. The growing literature in philosophy of technology will be examined and some of the specific educational ideas of a range of critics reviewed (eg Marxist, Existentialist).

Texts and References To be advised but a preliminary reading of Charles Teuson and Van Clive Morris, The Anti-man Culture: Bureautocracy and the Schools, 1971, would be of value.

EDUC641 TEACHERS AND THE CURRICULUM
Lecturer JW McQuailer
Prerequisite(s) Unit 542 or units EDUC541 and 542
Hours Two hours per week for one semester
Assessment 1. Presentation of one seminar paper
2. Satisfactory submission of a written paper based on the seminar.

Content

The course critically examines curriculum theory and practice from the aspect of what is teaching and how teachers use their professional practical knowledge to design, develop, implement and evaluate curricula. It is concerned with examining relationship between curriculum studies, influence on the curriculum, theories of curriculum timing and organisation, research on teaching techniques, methods and styles. The examination of these will be done using student seminars. Assessment will be based on student performance in class and a final written assignment based on work done in student seminars. Assessments will be graded.

Texts

Barrow, R
Giving Teaching Back to Teachers (Althouse Press 1984)

References To be advised

EDUC642 TEACHER PROFESSIONAL KNOWLEDGE IN ACTION
Lecturer JW McQuailer
Prerequisite(s) Unit 542 or units EDUC541 and 542
Hours Two hours per week for one semester
Assessment 1. Presentation of one seminar paper;
2. Satisfactory submission of a written paper based on the seminar.

Content

This course is concerned with the examination of the relationship between curriculum and teachers' practical professional knowledge. It enables students to put into practice the ideas examined in earlier curriculum courses (545, 546, 686). Emphasis is on the pedagogical knowledge teachers use in curriculum planning and implementation, understanding curriculum change and curriculum evaluation. The course will be conducted using student prepared seminars involving retrospective accounts and case studies in the area of the students' professional interest. Assessment will be based on student performance in class and a final written assignment based on work done in student seminars. Assessments will be graded.

Texts Nil

EDUC643 CONTEMPORARY ISSUES IN THE CURRICULUM FROM A CULTURAL PERSPECTIVE
Lecturer Dr TE Cook
Prerequisite(s) A 500 level unit or equivalent experience
Hours Two hours per week for one semester
Assessment Seminar (1500 words) - 40%; major research study (3000 words) - 60%

Content

This course addresses contemporary cultural issues in the curriculum including multicultural education, non-sexist education, drug education, the core curriculum, Aboriginal educational, cultural differences in the classroom, curriculum relevance, stress management and planning for the future. An essential feature of the course will be the school based planning of inter and multidisciplinary approaches to whole school curriculum planning in contemporary issues. The course will cover both theoretical and practical issues. It will be particularly relevant to course co-ordinators and consultants with responsibilities in these areas.

Students will be involved in lectures, class discussion, video presentations and seminars. Case examples and the research literature will be used as a basis for discussion.

Texts Nil

References

Course readings will be distributed. The course will be based on current research articles which will be distributed throughout the course and will act as discussion starters.

EDUC644 CURRICULUM RESEARCH AND DEVELOPMENT
Lecturer Dr TE Cook
Prerequisite(s) One 500 level unit in curriculum or equivalent experience
Hours Two hours per week for one semester
Assessment Seminar (1500 words) - 40%; essay (3000 words) - 60%

Content

This course covers the process of curriculum development globally, systemically and at the school level. Theoretical, practical and research components are specifically addressed so that an understanding of process, content and involvement strategies are developed and discussed in the applied context.

This course will be particularly relevant to course co-ordinators, leading teachers, deputy principals (curriculum) and consultants. An action or applied research component is included and both quantitative and qualitative approaches are covered. Students involved in school curriculum teams, curriculum project team or syllabus committees will be able to use this background as case examples.

Particular emphasis will be put on the group dynamics of working curriculum teams and the skills of team leadership. Students will be involved in lectures, class discussion, video presentations and seminars. Case examples and the research literature will be used as a basis for discussion.

Texts Nil

References

Brady, L
Curriculum Development (2nd edn, Prentice-Hall 1987)
Dobbert, M
Ethnographic Research: Theory & Application for Modern Schools & Societies (Prager 1982)
Hustler, D, Cassidy, T and Cuff, T (eds)
Action Research in Classrooms and Schools (Allen & Unwin 1985)
Leedy, P
Practical Research - Planning & Design 3rd edn (Macmillan 1985)
Owens, KG
Organisational Behaviour in Education 3rd edn (Prentice-Hall 1987)

Current research articles will be distributed throughout the course and will act as discussion starters.
EDUC61  EDUCATIONAL ORGANISATION AND ADMINISTRATION
Lecturer Dr DT Curnage
Prerequisite(s) Unit 551 or units EDUC551 and 552
Hours Two hours per week for one semester
Assessment Will be based on a comprehensive seminar paper, a critique of a journal article and a major written assignment.

Content The purpose of this course unit is to provide students with a sound basis for the understanding of the organisation and operation of the education system and to afford them an opportunity to familiarise themselves with appropriate concepts, principles, procedures and practices to produce effectively within the system. Other topics considered will include: an international perspective of the evolution of the system; the legal basis; concepts and principles of organisation and administration; the role of leadership; planning and effecting improvements for the understanding of the organisation and operation of the system. The assertion has been made that up to 20% of students in the average class have learning difficulties of one kind or another. The purpose of this unit is to examine recent literature related to this group of students in preschool to post-secondary clasp. The nature of learning problems experienced by students of relatively normal intellectual ability who nevertheless achieve poorly in school will be explained from differing theoretical perspectives and implications for interventions will be addressed. The various modes of service delivery for support of these students (such as consultancy, team teaching, resource room model) will also be compared.

Texts
Hughes, M., Reddy, R., Robbins, P. and Thomas, J. Hywel
Managing Education: The System and the Institution (Holt, Rinehart and Winston 1985)
Sergiovanni, T and Carver, P. The New School Executive: A Theory of Administration (Harper and Row, the latest edn)

References
Journals on Educational Administration and/or Management and other relevant topics and fields as will be prescribed.

EDUC62  ADMINISTRATIVE BEHAVIOUR AND EDUCATIONAL MANAGEMENT
Lecturer Dr DT Curnage
Prerequisite(s) Unit 551 or units EDUC551 and 552
Hours Two hours per week for one semester
Assessment Will be based on a comprehensive seminar paper, a critique of a journal article and a major written assignment.

Content This course unit examines the development of school policy and curriculum development in the corporate planning context. A focus is the development, presentation, implementation and evaluation of the corporate plan and curriculum development in practice. The concept of corporate planning is examined from both theoretical and practical perspectives. Particular emphasis is placed on the selection and application of the results of educational research. Topics include: supervision, staff development, managing conflict and change, the setting and prioritising of corporate objectives and the development of a corporate plan.

Texts
Briner, R., Chomick, G., Russell, H
Organisation: The Australian Public Sector (Southwood Press 1986)

Further Readings
Curland, BJ and Sprin, N.M
Policy: Making and Planning for School Effectiveness (Education Department Tasmania 1976)
Gibbard, K. and Morris, G
Effective School Management (Harper & Row 1985)
Hughes, C.L.
Goal Setting: Key to Individual and Organisational Effectiveness (American Management Association 1965)
Lindsey, R. and Spillane, R
Organisational Behaviour: The Australian Context (Longman 1983)

Course readings will be distributed.

EDUC63  EDUCATION OF STUDENTS WITH LEARNING DIFFICULTIES
Lecturer Dr PS Foreman
Prerequisite(s) Units 551 or 552 or EDUC551 or 552
Hours Two hours per week for one semester
Assessment Written assignments and seminar presentations

Content This unit examines the development of educational and organisational strategies that facilitate the implementation of various teaching methods in either segregated or integrated settings, such as peer tutoring, cooperative learning, and adaptive learning models. The focus will be on the theoretical basis, research findings and implementation principles.

Text
Cole, PG and Chan, LKS
Teaching Methods and Techniques in Special Education, (Prentice-Hall, in press)

References To be advised.

EDUC64  TEACHING METHODS AND TECHNIQUES IN SPECIAL EDUCATION
Lecturer Dr LKS Chan
Prerequisite(s) Unit 551 or 552 or EDUC551 or 552
Hours Two hours per week for one semester
Assessment Written assignments and seminar presentations

Content This unit examines intellectual disabilities in the context of educational assessment of disability using both traditional methods and more novel assessment techniques, data-based instruction, stimulus control, contingency management, social learning and modelling, mastery learning, direct/induced instruction, process training, cognitive and metacognitive instruction. The focus will be on the theoretical basis, research findings and implementation principles.

Text
Cole, PG and Chan, LKS
Teaching methods and techniques in Special Education, (Perntice-Hall, in press)

References To be advised.

EDUC65  INSTRUCTIONAL STRATEGIES IN SPECIAL EDUCATION
Lecturer Dr LKS Chan
Prerequisite(s) Unit 551 or 552 or EDUC551 or 552
Hours Two hours per week for one semester
Assessment Written assignments and seminar presentations

Content This unit continues from the unit "Teaching methods and techniques in special education". The unit will focus on in-depth study of instructional models and organisational strategies that facilitate the implementation of instructional methods in either segregated or integrated settings, such as peer tutoring, cooperative learning, and adaptive learning models of instruction. The focus will be on the theoretical basis, research findings and implementation principles.

Text
Cole, PG and Chan, LKS
Teaching Methods and Techniques in Special Education, (Prentice-Hall, in press)

References To be advised.
SECTION FOUR

Content
This unit focuses on the diagnosis of difficulties in learning and the design of appropriate intervention programmes, particularly in the areas of reading, mathematics and study skills. Various modes of diagnostic assessment will be discussed and a wide range of remediation methods will be examined. The approach is both theory-research and skills oriented and the emphasis is on adapting effective and soundly-researched techniques to meet individual student needs.

Text and References
To be advised.

EDUC671 WOMEN IN EDUCATION: HISTORICAL PERSPECTIVES
Lecturer: Dr AP Holbrook
Prerequisites: Unit 512 or at least one of EDUC571 and EDUC572
Assessment: Two hours per week for one semester

Content
This unit examines the theoretical bases and research on the provision of services to adults with special needs. Seminars will involve a series of workshops designed to allow hands-on experience for the acquisition of a wide range of skills and techniques required of an expert special educator. Topics will include basic education reading, writing and numeracy classes, TAFE vocational courses and rehabilitation services.

Text and References
To be advised.

EDUC672 WOMEN IN EDUCATION: BIOGRAPHICAL STUDIES
Lecturer: Assoc Prof IA Randell
Prerequisite(s): Unit 512 or at least one of EDUC571 and EDUC572
Assessment: A seminar presentation, a minor assignment and a major project

Content
This unit explores Barbara Tuchman’s notion of biography as a prism of history, as a form to encapsulate history. The work and careers of several important 19th and 20th century women educators both in Australia and overseas are critically examined in the broader historical context. A research methodology within the biographical genre is developed through the consideration of examples of completed research work in the field. Students will be encouraged to develop their own original projects and to make interpretative use of available primary sources.

Texts and References
To be advised.

EDUC673 APPLICATION OF FUTURES STUDIES IN EDUCATION
Lecturer: Dr AP Holbrook
Prerequisite(s): One 500 level unit
Assessment: Two hours per week for one semester

Content
Futures study can be seen as a forward-looking equivalent of history. Futures thinking and futures methodologies can play an important role in curriculum design and educational planning and administration. This unit will provide an introduction to the 'futuring field' in education and will concentrate on exploring key themes in education futures and on making the best practical use of the methodologies that have emerged in the field, among them trend extrapolation, delight technique, scenario generation and even speculative fiction. Students can choose to focus on either the 'hard pole' (eg, prediction) or the more 'soft pole' (eg scenario generation) methodologies in this unit though they will be exposed to the whole range.

Texts
Fitch, R and Svensgalis, C Futures Unlimited: Teaching About Worlds to Come (National Council for Social Studies 1979)
Le Guin, U Always Coming Home (Harper and Row 1985)

EDUC682 TEACHING COMPUTING IN SCHOOLS
Lecturer: WK Au
Prerequisite(s): Unit 571 and EDUC581 and 582
Assessment: Written assignments and seminar presentations

Content
In this unit, students will study the core aspects of the existing NSW Computing Studies syllabus. As well, this unit will cover thematic aspects such as information systems, communication systems and graphics systems. Emphasis will be placed upon the school-based curriculum development of these topics.

Texts and References
To be advised.
EDUC683 COMPUTING STUDIES IN SCHOOLS
Lecturer WK Au
Prerequisite(s) Unit 571 or EDUC581 and 582
Hours Two hours per week for one semester
Assessment Written assignments and seminar presentations
Content
This unit, students will study the various thematic aspects such as monitoring and control systems, intelligent systems, and modelling & simulation, and graphics systems that are related to the existing NSW Computing Studies syllabus. Emphasis will also be placed upon the school-based curriculum development of these thematic aspects. Students are also expected to be familiar with the core aspects of the NSW Computing Studies syllabus.
Texts and References Nil

EDUC691 SPECIAL EDUCATION PRACTICUM
Lecturer Dr PJ Foreman
Prerequisite/Corequisite EDUC668
Hours 240 hours of supervised experience in special education settings or equivalent
Assessment Progressive assessment
Content
A continuous programme of practical experience in special education settings to be achieved by structured visits to a range of student support services and provision and supervised experience in the planning, implementation, management and evaluation of programs for students with special needs. Alternative arrangements may be organized for part-time candidates.
Texts and References Nil

EDUC692 COMPUTERS IN SPECIAL EDUCATION
Lecturers WK Au, Drs R Coldwell and LKS Chan
Prerequisite(s) Unit 561 or EDUC 561
Hours Two hours per week for one semester
Assessment Written assignments and seminar presentations
Content
This unit provides an introduction to the application of computers in special education. No prior knowledge of the use of computers is assumed. The main aim of this course is to examine the ways in which computers can be used as teaching aids and learning tools for students with disabilities and learning problems. Hands-on experience will be provided with relevant software and hardware commonly used in special education.
Texts and References To be advised.

EDUC697 A DIRECTED STUDY A
Prerequisites Two 500-level units and approval of the Course Co-ordinator
Hours The equivalent of two hours per week for one semester
Assessment To be advised
Content
This unit may be taken by students interested in developing a specialised topic with the close direction of a member of staff. The consent of both the lecturer to be involved and the Course Co-ordinator is required.
A detailed proposal must be supplied to the Faculty Secretary by the end of the second week of the semester. The Faculty Secretary will provide a pro forma for the submission upon request. The proposal must be written in conjunction with the lecturer(s) concerned.
Texts and References To be advised

EDUC698 A DIRECTED STUDY B
Prerequisite(s) A Directed Study A
Hours The equivalent of two hours per week for one semester
Assessment To be advised
Content
As for a Directed Study A. This unit may be a continuation of a Directed Study A or may be on a different topic.
Texts and References To be advised

EDUC699 MINOR THESIS
Prerequisites Four 500-level semester units or their equivalent and approval of the Course Co-ordinator
General
The topic for the Minor Thesis will depend upon the candidate’s prior academic background. Candidates are advised to choose a topic in consultation with the Course Co-ordinator, and to select coursework units which will support the choice of their Minor Thesis topic. For example, students may be refused permission to undertake Minor Thesis based on empirical studies unless they have previously completed approved studies in research methodology.
The Minor Thesis is worth the equivalent of three semester units. It is a prerequisite for admission to candidature for the degree of Master of Education and under certain conditions that of Doctor of Philosophy.
Supervision
A candidate intending to enrol in the unit Minor Thesis should seek advice from lecturers known to be interested in the particular area of study or, if necessary, from the Course Co-ordinator. Upon the candidate’s enrolment in the unit a supervisor will be appointed after consultation with the student. The candidate should establish contact with the supervisor as soon as possible, before commencing work on the Minor Thesis.
Master of Education

The Master of Education degree provides a programme which requires professional research in an area of Education. The Requirements for the degree are outlined near the beginning of this Handbook. Before admission to candidature, students must have satisfied requirements for the degree of Bachelor of Educational Studies or its equivalent and have completed a Minor Thesis to a level satisfactory to the Faculty Board. A thesis is required, embodying the results of a major study. Students are also required to complete a unit of coursework or a directed study appropriate to the research work being undertaken. For each candidate there will be appointed a supervisor who will give guidance in relation to the course work unit and the writing of the thesis.

The Course is available to full-time and part-time students; it may be completed in a minimum of three terms by full-time study or up to twelve terms by part-time study. Intending students are invited to consult the Head of the Department before submitting their application forms to the Secretary.

Doctor of Philosophy

The Doctor of Philosophy degree is offered for those students who wish to study Education at a highly specialised research level. Before admission to candidature an applicant should normally have completed either an Honours degree in Education at an acceptable level or a Master’s degree in Education by research or a degree with a Minor Thesis at an acceptable level.

Each student is required to prepare a thesis under the guidance of a supervisor specially appointed. Students may enrol in the programme on a full-time or a part-time basis. The programme normally takes 3-5 years to complete. Intending students should consult the Head of the Department of Education before submitting their application forms to the Secretary.

Postgraduate Research Seminars

All candidates enrolled in the MEd, MA in Education, and PhD in Education programmes will be involved in the scheduled postgraduate research seminars. The seminars, which are attended by students and staff, will be held throughout the academic year. The Department sees the seminar series as an important component of the postgraduate research student's programme. The nature of each candidate’s participation depends on the stage of progress. It is the candidate's responsibility to check with the appropriate supervisor to ascertain details of attendance requirements and the nature of participation.

The purposes of the postgraduate seminars are:
(a) to allow candidates to defend their proposed theses or projects;
(b) to allow students whose work is in progress to present reports on their research;
(c) to give postgraduate students a chance to discuss various research methodologies;
(d) to acquaint persons involved in research with the range of research activities being undertaken under the auspices of the Department.

The programme of meetings will be available from the Department of Education.

RESEARCH INTERESTS OF STAFF

W.K. Au
Computer applications in education.
Instructional design.

S.F. Bourke
Quality of School life.
Problem solving in mathematics.
Course and student development.

L.K.S Chau
The education of students with special needs including those with intellectual, behavioural or learning disorders as well as those with special gifts and talents.
Models of assessment and instruction in special education.
Mastery learning and direct instruction.
The teaching of reading and reading comprehension.
Causal attributions.

P.N. Chopra
Punishment phenomena.
Methodology of teaching.

T.E. Cook
Educational psychology, psychological theories of instruction, and classroom management.
Curriculum development, school based curriculum development.
Educational administration, policy development in education, corporate planning in schools, Aboriginal education/Aboriginal studies.
Qualitative research methodology: ethnomethodological approach.
Driver education, pilot training.

A.V. Everett
Self concept measurements.
Personality and role behaviour.
Social deviance and social change.
Violence in Society.

D.T. Gamage
Educational administration.
Higher education
Comparative education.

Behaviourism and schooling.
Teaching and pupil feedback.

Asian studies.
SECTION FIVE

A.P. Holbrook
The history of Australian education 1890-1950s.
Youth training programmes.
Youth unemployment.
Futures in education.
Student assessment.
The English skills of tertiary students.

R.W. Howard
Educational psychology
Learning and memory
Intelligence
Concept and schema learning

M.S. Lasson
Health education and bio-ethics.
Sport education and drug education.
Environmental education, with special reference to the impact of scientific technology on public health.
Philosophy of special education.
Moral and religious education.

R. Mackie
Social and political philosophy of education.
Contemporary radical theories in education
The theory and practice of education

M.N. Maddock
Curriculum development, relating to science education, especially science education in developing countries.
The relationship between curriculum and culture.
The evaluation of stated affective domain aims for curricula.
Environmental education
Breeding biology ecology and migration of egrets.

J.W. McQuarrie
Development of primary and secondary mathematics curricula.
Development of education systems - organisation and curricula.
The study of teachers and their teaching.

P.J. Moore
Psychology of reading and writing
Study processes and learning
Research into primary school curricula

J.A. Ramsland
The history of education with particular reference to Australia.
Destitute, neglected, orphan and delinquent children in 19th and 20th century Western societies.
New South Wales regional and local history with particular reference to childhood and schooling within the societal context.
Aboriginal childhood experiences in New South Wales.

W.G. Warren
Social and political philosophy of education with particular reference to Libertarian, Existential and Phenomenological perspectives.
Psychological theory and methodology.
Death and death education.

SUBJECT COMPUTER NUMBERS

400 Level Units 1990

<table>
<thead>
<tr>
<th>Computer No</th>
<th>Name of Unit</th>
<th>Computer No</th>
<th>Name of Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC401</td>
<td>Teaching Practices - 6 credit points each</td>
<td>EDUC421</td>
<td>Learning in Primary</td>
</tr>
<tr>
<td>EDUC402</td>
<td>Teaching Practices - 6 credit points each</td>
<td>EDUC422</td>
<td>Learning in English</td>
</tr>
<tr>
<td>EDUC403</td>
<td>Teaching Practices - 6 credit points each</td>
<td>EDUC423</td>
<td>Learning in History</td>
</tr>
<tr>
<td>EDUC404</td>
<td>Teaching Practices - 6 credit points each</td>
<td>EDUC424</td>
<td>Learning in Mathematics</td>
</tr>
<tr>
<td>EDUC405</td>
<td>Teaching Practices - 6 credit points each</td>
<td>EDUC425</td>
<td>Learning in Modern Languages</td>
</tr>
<tr>
<td>EDUC406</td>
<td>Teaching Practices - 6 credit points each</td>
<td>EDUC426</td>
<td>Learning in Science</td>
</tr>
<tr>
<td>EDUC407</td>
<td>Teaching Practices - 6 credit points each</td>
<td>EDUC427</td>
<td>Learning in Social Sciences</td>
</tr>
<tr>
<td>EDUC408</td>
<td>Teaching Practices - Drama</td>
<td>EDUC431</td>
<td>School and Society - 6 credit points</td>
</tr>
<tr>
<td>EDUC409</td>
<td>Teaching Practices - Drama</td>
<td>EDUC441</td>
<td>Practicum - 12 credit points</td>
</tr>
</tbody>
</table>

Problems in Teaching - 6 credit points each

| EDUC411     | Problems in Teaching - Primary |
| EDUC412     | Problems in Teaching - English |
| EDUC413     | Problems in Teaching - History |
| EDUC414     | Problems in Teaching - Mathematics |
| EDUC415     | Problems in Teaching - Modern Languages |
| EDUC416     | Problems in Teaching - Science |
| EDUC417     | Problems in Teaching - Social Science |

Further Curriculum Studies - 6 credit points each

<p>| EDUC431     | Aboriginal Studies             |
| EDUC432     | Adolescents                    |
| EDUC433     | Aspects of Media               |
| EDUC434     | A Community Project            |
| EDUC435     | Computers in Schools           |
| EDUC436     | Environmental Education        |</p>
<table>
<thead>
<tr>
<th>Computer No</th>
<th>Name of Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC457</td>
<td>Second Language Acquisition in the Infants/Primary School</td>
</tr>
<tr>
<td>EDUC458</td>
<td>Primary Art, Craft, Music and Health</td>
</tr>
<tr>
<td>EDUC459</td>
<td>Reading in the Secondary School</td>
</tr>
<tr>
<td>EDUC460</td>
<td>Religious and Moral Education</td>
</tr>
<tr>
<td>EDUC461</td>
<td>The Self-Concept, School and Employment</td>
</tr>
<tr>
<td>EDUC462</td>
<td>Social Aspects of Education</td>
</tr>
<tr>
<td>EDUC463</td>
<td>Teaching English as a Second or Foreign Language</td>
</tr>
<tr>
<td>EDUC464</td>
<td>Teaching Students with Special Needs</td>
</tr>
</tbody>
</table>

**500 and 600 Level Units 1990**

**Educational Psychology Area**

<table>
<thead>
<tr>
<th>Computer No</th>
<th>Name of Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC501</td>
<td>Educational Psychology</td>
</tr>
<tr>
<td>EDUC502</td>
<td>Educational Psychology: Theory and Practice</td>
</tr>
<tr>
<td>EDUC601</td>
<td>Reading: Instruction and Assessment</td>
</tr>
<tr>
<td>EDUC602</td>
<td>Psychology of Studying</td>
</tr>
<tr>
<td>EDUC603</td>
<td>Education of Gifted and Talented Students</td>
</tr>
<tr>
<td>EDUC604</td>
<td>Aboriginal Education and Aboriginal Studies</td>
</tr>
<tr>
<td>EDUC605</td>
<td>Second Language Teaching</td>
</tr>
</tbody>
</table>

**Educational Sociology Area**

<table>
<thead>
<tr>
<th>Computer No</th>
<th>Name of Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC511</td>
<td>Sociology of Education</td>
</tr>
<tr>
<td>EDUC512</td>
<td>Sociology of Teaching</td>
</tr>
<tr>
<td>EDUC611</td>
<td>Teaching Contexts and Practices</td>
</tr>
<tr>
<td>EDUC612</td>
<td>The Scope of Environmental Education</td>
</tr>
<tr>
<td>EDUC613</td>
<td>Issues and Research in Environmental Education</td>
</tr>
</tbody>
</table>

**Research Methodology Area**

<table>
<thead>
<tr>
<th>Computer No</th>
<th>Name of Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC521</td>
<td>Quantitative Research Methods</td>
</tr>
<tr>
<td>EDUC522</td>
<td>Qualitative Research Methods</td>
</tr>
<tr>
<td>EDUC523</td>
<td>Test Design and Development</td>
</tr>
<tr>
<td>EDUC621</td>
<td>The Measurement of Attitude</td>
</tr>
<tr>
<td>EDUC622</td>
<td>Causal Modelling</td>
</tr>
</tbody>
</table>

**Philosophy of Education Area**

<table>
<thead>
<tr>
<th>Computer No</th>
<th>Name of Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC531</td>
<td>Philosophy of Education</td>
</tr>
<tr>
<td>EDUC532</td>
<td>Philosophical Issues in Education</td>
</tr>
<tr>
<td>EDUC631</td>
<td>Philosophy of Health Education</td>
</tr>
<tr>
<td>EDUC632</td>
<td>Education and Bureaucracy</td>
</tr>
</tbody>
</table>

**Curriculum Area**

<table>
<thead>
<tr>
<th>Computer No</th>
<th>Name of Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC541</td>
<td>Introducing the Curriculum</td>
</tr>
<tr>
<td>EDUC542</td>
<td>Curriculum Inquiry: Theory and Practice</td>
</tr>
<tr>
<td>EDUC641</td>
<td>Teachers and the Curriculum</td>
</tr>
<tr>
<td>EDUC642</td>
<td>Teacher Professional Knowledge in Action</td>
</tr>
<tr>
<td>EDUC643</td>
<td>Contemporary Issues in the Curriculum from a Cultural Perspective</td>
</tr>
<tr>
<td>EDUC644</td>
<td>Curriculum Research and Development</td>
</tr>
</tbody>
</table>

**Educational Administration Area**

<table>
<thead>
<tr>
<th>Computer No</th>
<th>Name of Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC551</td>
<td>Introduction to Educational Administration</td>
</tr>
<tr>
<td>EDUC552</td>
<td>Educational Administration: Theory and Practice</td>
</tr>
<tr>
<td>EDUC651</td>
<td>Educational Organisation and Administration</td>
</tr>
<tr>
<td>EDUC652</td>
<td>Administrative Behaviour and Educational Management</td>
</tr>
<tr>
<td>EDUC653</td>
<td>Policy and Corporate Planning in Curriculum Development</td>
</tr>
</tbody>
</table>

**Special Education Area**

<table>
<thead>
<tr>
<th>Computer No</th>
<th>Name of Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC561</td>
<td>Current Issues in Special Education</td>
</tr>
<tr>
<td>EDUC562</td>
<td>Philosophical Issues in Special Education</td>
</tr>
<tr>
<td>EDUC661</td>
<td>Education of Students with Learning Difficulties</td>
</tr>
<tr>
<td>EDUC662</td>
<td>Education of Students with Behaviour Problems</td>
</tr>
<tr>
<td>EDUC663</td>
<td>Education of Students with Developmental Disabilities</td>
</tr>
<tr>
<td>EDUC664</td>
<td>Teaching Methods and Techniques in Special Education</td>
</tr>
<tr>
<td>EDUC665</td>
<td>Instructional Strategies in Special Education</td>
</tr>
<tr>
<td>EDUC666</td>
<td>Difficulties in Learning: Diagnosis and Intervention</td>
</tr>
<tr>
<td>EDUC667</td>
<td>Education of Adults with Special Needs</td>
</tr>
<tr>
<td>EDUC668</td>
<td>Professional Studies in Special Education</td>
</tr>
<tr>
<td>EDUC669</td>
<td>Communication Disorders</td>
</tr>
<tr>
<td>EDUC691</td>
<td>Special Education Practicum</td>
</tr>
<tr>
<td>EDUC692</td>
<td>Computers in Special Education</td>
</tr>
</tbody>
</table>

**History of Education Area**

<table>
<thead>
<tr>
<th>Computer No</th>
<th>Name of Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC571</td>
<td>History of Education in the Western World 1914 to 1939</td>
</tr>
<tr>
<td>EDUC572</td>
<td>Education, Training and Youth Policy in Australia 1920's - 1960</td>
</tr>
<tr>
<td>EDUC671</td>
<td>Women in Education: Historical Perspectives</td>
</tr>
<tr>
<td>EDUC672</td>
<td>Women in Education: Biographical Studies</td>
</tr>
<tr>
<td>EDUC673</td>
<td>Application of Futures Studies in Education</td>
</tr>
<tr>
<td>EDUC674</td>
<td>Futures Planning and Policy in Australian Education</td>
</tr>
</tbody>
</table>