THE UNIVERSITY OF NEWCASTLE New South Wales

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The University of Newcastle Calendar consists of the following volumes:

Volume 1 — Legislation
Volume 2 — University Bodies and Staff
Volume 3 — Faculty of Architecture Handbook
Volume 4 — Faculty of Arts Handbook
Volume 5 — Faculty of Economics and Commerce Handbook
Volume 6 — Faculty of Education Handbook
Volume 7 — Faculty of Engineering Handbook
Volume 8 — Faculty of Medicine Handbook
Volume 9 — Faculty of Science and Mathematics Handbook
Volume 11 — Faculty of Music Handbook

Also available are the Undergraduate Guides

This Volume is intended as a reference handbook for students enrolling in courses conducted by the Faculty of Education.
The colour band, Jade BCC122, on the cover is the lining colour of the hood of Bachelors of Educational Studies of this University.
The information in this Handbook is correct as at September 14 1990.

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. I trust that the range of courses offered in this Handbook will meet your needs, whether they be initial preparation for teaching, upgrading of existing qualifications or more generally educational.

Educational provision in Australia generally is undergoing rapid changes. In such times it is particularly important that university Faculties of Education are 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) preservation teacher preparation for graduate students (the Diploma in Education),
(2) professional development for graduate teachers and other educators through coursework or a combination of coursework and research (the Bachelor and Master of Educational Studies, the Master of Special Education and the Doctor of Education degrees), 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 and Doctor of 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 programs, 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 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
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SECTION ONE

PRINCIPAL OFFICERS

Vice-Chancellor and Principal Professor K.J. Morgan, BSc, MA, DPhil(Oxf)
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Deputy Vice-Chancellor (Administration) L.F. Henneisy, BA(Syd)
Deputy Vice-Chancellor (Planning) D.R. Huxley, BA, LitB(NI), MA, PhD

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Deputy President of Academic Senate Professor R.J. MacDonald, BSc, PhD(NSW), PAIP

Dean for Research Professor G.M. Kellerman, AO, MB, BS, MSc(Syd), FAACB, FRACP, FRCPA

FACULTY OF EDUCATION STAFF

Dean S.F. Bourke, BSc(NSW), BA, MLA(NI), MEd(Moscow), PhD(LaT), MACE
Sub-Dean L.K.S. Chan, BEd, PhD(W Aust)
Faculty Secretary P.W. Day, BA(Con & Ed), DipEd(NI), BEdStud

DEPARTMENT OF EDUCATION

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L.K.S. Chan, BEd, PhD(W Aust)
P.H. Choppes, BEd(Manor), BA, DipEd(Adel), MAPsS, MACE
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W.G. Wierus, MA, MPhys(Clinic), PhD, MAPsS, AASA

Lecturers
W.K. Au, MA (Massey), MACE
T.E. Cook, BA(Macq), MA(NE), PhD(Macq), MACE, MAPsS, MACEA
D.T. Goddage, BA(Vidyap), MA(Sri Lanka), MEdAdmin(NE), DipEdAffairs(SCIS), PhD(LaT), AFAIM MACEA, FRACAS
A.P. Holmes, BSc, PhD(LaT)
R.W. Howard, MA(Auck), PhD(Q’ld)
R. Mackie, MA, DipEd(Adel)
J.W. McQuaker, BSc(Syd), BA, DipEd(NE)

Honorary Professor L.N. Short, MSci(Syd), DPhil(Oxf), DipEd(Syd), FACE, FRSA

Honorary Associate A.R. Barcan, MA, MEd(Syd), PhD(ANU), DipEd(Syd), FACE

Supervisor Curriculum Resources and Research Centre P. Maloney, BA(Macq), DipEd, ALAA

Senior Technical Officer B. Jordan, BA, ASTC

Technical Officer K.J. Scott

Laboratory Assistant R.W. Mills, HNC(Elsec), CertEd(Leeds)

Departmental Office Staff
G. Gardner
S. Kedgalle
M.F. Stedul
SECTION TWO
FACULTY INFORMATION

A Department of Education was created in 1955 in what was then Newcastle University College and was staffed by part-time lecturers. In 1968 the first full-time staff were appointed. At the end of 1975 a Faculty of Education was established to oversee the Education offers courses covering a wide range of studies in candidates are offered within the Department of Education offers an undergraduate course postgraduate courses in Education are the responsibility of the Faculty of Education. Undergraduate Course Undergraduate units in Education are available at the 100 level (at Ourimbah only) and at the 200 level. These units provide an opportunity for students to obtain an introduction to some of the basic aspects of education. The 300 level units in Education focus on Individual/Social Development, Research Methodology, Philosophy of Education, and the History of Western Education. Provision is made for students to pursue individual interests to honour level in Education at the 400 level. These undergraduate units provide a broad base for the study of education and are in way vocationally oriented. Further information about undergraduate studies may be found in the Faculty of Arts Handbook.

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 (Dip.Ed.) This course is available for graduates who seek professional teacher status. The program 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 (B.Ed.Stud.) This coursework postgraduate degree is designed to allow students to explore in depth areas of education relevant to their own interests. The program 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 specialization 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 (M.Ed.Stud.) 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.

Postgraduate Scholarships

Full-time candidates for the research MA Ed 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 Secretary, The University of Newcastle, NSW, 2308 by 31st October for the following academic year.

The coursework MA Ed and degree 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 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.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>RD</td>
<td>High Distinction</td>
</tr>
<tr>
<td>D</td>
<td>Distinction</td>
</tr>
<tr>
<td>C</td>
<td>Credit</td>
</tr>
<tr>
<td>P</td>
<td>Pass</td>
</tr>
</tbody>
</table>

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 course 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 enrolment 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 program, particularly in the Diploma in Education. The Centre is modelled on Teacher and School Resources 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:

i) produce its own resource materials;
ii) select and acquire other resource material;
iii) provide adequate information on all types of resource material;
iv) evaluate resource materials;
v) 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 familiarize 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 program 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 candidature 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 candidature 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:
Rules Governing the Degree of Bachelor of Educational Studies

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

Definitions
2. In these Rules, 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".

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

Admission to Candidature
4.(1) 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.

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

Standing
5. 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.

Prerequisites and Corequisites
6. Except with the permission of the Faculty Board no candidate may enrol in a unit unless that candidate has passed any units prescribed as a prerequisite and has already passed or concurrently enrolls in or is already enrolled in any units prescribed as its corequisite.

UNIT
7.(1) To complete a unit a candidate shall attend such lectures, seminars, tutorials and reading exercises and submit such written or oral work as the Faculty Board shall require.

Qualification for Admission to the degree
9.(1) To qualify for admission to the degree a candidate shall complete to the satisfaction of the Faculty Board a course approved by the Faculty Board totalling 80 credit points 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.

(2) The course may include a Minor Thesis valued at 30 credit points, 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.

(3) 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.

Relaxing Provision
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.

Candidates who intend to proceed to the course leading to the degree of Master of Education should note that satisfactory completion of a Minor Thesis is normally one of the prerequisites for admission to candidature for that degree and outstanding results in the Minor Thesis may allow the candidate to gain direct entry to Doctorate candidature.
4. To qualify for admission to a degree of Master a candidate shall excel and satisfy the requirements of these Regulations including the Schedule.

5. The program 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 program prescribed in the Schedule.

(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.

(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 other 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 Regulations 12 to 16 inclusive.

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 candidate’s 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 program and whether the thesis is of sufficient academic merit to warrant examination; and
   (d) if the candidate so desires, any documents or published work of the candidate 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.

At present there is no fee payable.
5. Where the examiners' reports received by the Doctoral Degree Committee contain recommendations which are not unanimous the Committee may before making any recommendation under Regulation 3(c) or 3(d) of these Regulations take one or more of the following actions, namely
(a) review the reasons expressed by the examiners for their recommendations;
(b) direct that the candidate undertake such further examinations or oral, written or practical as the Committee may specify;
(c) recommend that the Senate appoint a further examiner who may or may not be appointed to act as an adjudicator;
(d) invite the examiners to confer, either in writing or in person, with each other or with the Committee with a view to the presentation of a consolidated recommendation.

Senate Review Committee
5. (a) There shall be a Doctoral Degree Review Committee of the Senate consisting of the Deputy Chairman of the Senate who shall preside at meetings of the Committee and two members to be appointed by the Senate on the nomination of the Deputy Chairman of the Senate.
(b) The number of members constituting a quorum of the Committee shall be two.
(c) (i) The two members appointed by the Senate shall hold office for three years from the date of appointment and shall be eligible for re-appointment.
(ii) In the event of a casual vacancy, a new member shall be appointed by the Senate on the nomination of the Deputy Chairman of the Senate.

Doctoral Degree Regulations
General
1. (a) These Regulations are made in accordance with the powers vested in the Council under By-law 5.2.1 and shall relate to the degrees of Doctor of Education, Doctor of Engineering, Doctor of Letters, Doctor of Science, Doctor of Medicine and Doctor of Philosophy.
(b) In order to qualify for a doctoral degree the candidate shall comply with the requirements for the degree as set out in the appropriate Schedule of these Regulations.
(c) In these Regulations "Doctoral Degree Committee" means the Doctoral Degree Committee for the Faculty in which the candidate is enrolled or is proposing to enrol.
(d) These Regulations shall not apply to degrees conferred honours class.

Doctoral Degree Committee
2. (a) The Senate shall appoint for each Faculty a Doctoral Degree Committee consisting of
(i) the Dean of the Faculty who shall preside at meetings of the Committee,
(ii) the Deputy Chairman of the Senate or the nominee of the Deputy Chairman, and
(iii) three members of the academic staff of the University nominated by the Board of the Faculty concerned.

Where the Committee is to discuss matters affecting the candidacy of a particular person the Head of the Department or Division in which the person is carrying out or is proposing to carry out research, or the nominee of the Head, shall, if not already a member of the Committee, be invited to take part in such discussion as a non-voting member.
(b) The number of members constituting a quorum of the Committee shall be three.
(c) (i) A member nominated by the Faculty Board shall hold office for three years from the date of appointment and shall be eligible for re-nomination; provided that the first three members appointed shall hold office for one, two and three years respectively.
(ii) In the event of a casual vacancy, a new member shall be appointed by the Senate on the nomination of the Faculty Board and shall hold office for the residue of the predecessor's term of office.

Functions
3. The Doctoral Degree Committee shall be responsible for:
(a) Admission to Candidature
(i) considering the evidence of qualification for admission submitted by applicants;
(ii) considering the adequacy of facilities for supervision and research within the department or division concerned;
(iii) approving admission to candidature and the area of investigation and any subsequent variations in this area.
(b) Supervision of Candidates
(i) appointing a supervisor or supervisors on the recommendation of the Head of the Department or Division in which the candidate is to carry out research;
(ii) ensuring adequate supervision of candidates;
(iii) considering progress reports submitted annually by candidates and supervisors to ensure that progress is satisfactory;
(iv) terminating candidacy if progress is considered unsatisfactory.
(c) Examination of Candidates
(i) recommending to the Senate the examiners to be appointed by the Senate;
(ii) considering, before the acceptance of the thesis for examination, the report of the supervisor certifying the fitness or otherwise of the thesis for examination and determining the course of action should the report be unfavourable;
(iii) receiving the reports of examiners and in the light of these and any subsequent reports recommending to the Senate the thesis for examination that the degree be conferred or not.
(d) Reporting to Faculty Board
(i) informing the Faculty Board from time to time of the policies it has adopted in response to the recommendations of the Senate Review Committee that the degree be conferred or not.
(ii) noting any comments made by the Faculty Board and, where it considers it appropriate, seeking the advice of the Faculty Board on any policies adopted or envisaged.

SCHEDULE FOR THE DEGREE OF DOCTOR OF EDUCATION
1. Admission to Candidature
(a) (i) have satisfied all of the requirements for admission to the degree of Master of the degree of Bachelor with first or second class honours in the University of Newcastle or a degree from another university approved for this purpose by the Doctoral Degree Committee;
(ii) have satisfied all the requirements for admission to the degree of Bachelor with third class honours or the ordinary degree of Bachelor in the University of Newcastle or a degree from another university approved for this purpose by the Doctoral Degree Committee and has achieved by subsequent study and research, a degree prescribed by the Doctoral Degree Committee as equivalent to at least second class honours;
(iii) in exceptional cases submit such other evidence of general and professional qualifications as may be approved by the Academic Senate.
(b) have completed at least five years of professional experience in Education.
2. Before approving an admission to candidature the Doctoral Degree Committee
(a) shall be satisfied that the candidate can devote sufficient time to advanced study and research; and
(b) may require an applicant to sit for such examinations or carry out such work as the Committee may prescribe.

Admission to the Degree
3. (1) To qualify for admission to the degree a candidate shall complete:
(i) the satisfaction of the Faculty Board, Faculty of Education, a program prescribed by the Faculty Board consisting of six full-year units of advanced coursework or their equivalent; and
(ii) the satisfaction of the Doctoral Degree Committee, a thesis embodying the result of advanced study and research.
(2) The program shall be completed in not less than three years and
(i) in the case of a full-time candidate, not more than five years; or
(ii) in the case of a part-time candidate, not more than eight years; or
(iii) such different period as the Doctoral Degree Committee may approve provided that in no case shall the period be less than two years.

Coursework Component
4. A candidate shall not be granted standing for work completed towards another qualification at this University or elsewhere.
5. The program referred to in section 3(1)(a) shall require attendance at such lectures, seminars and tutorials, and the
completion to the satisfaction of the Faculty Board of such examinations as the Faculty Board may determine.

6. The Examination Regulations approved from time to time by the Council shall apply to all examinations conducted pursuant to section 5.

Thesis Component

7. Prior to enrolment in the thesis a candidate shall submit the subject of the thesis for approval by the Doctoral Degree Committee. After the subject has been approved it may be changed only with the permission of the Doctoral Degree Committee.

8. (1) A candidate may withdraw from a unit, the thesis or the Thesis Component pursuant to section 3(1)(a).

Committee shall ensure that the candidate has completed to the satisfaction of the Faculty Board the coursework component pursuant to section 3(1)(a).

8. (2) Notwithstanding the provisions of subsection (1), a candidate may be granted special permission by the Doctoral Degree Committee to spend a period of not more than one year in research at another institution approved by the Doctoral Degree Committee.

9. Sections 5, 7, 8, 9, 10, 11, 12 and 13 of Schedule II, being the Requirements for the degree of Doctor of Philosophy, shall be deemed to apply to candidates for the degree of Doctor of Education.

Withdrawal

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

(2) Unless granted permission by the Dean to withdraw without penalty, a candidate who withdraws from a unit after the relevant date shall be deemed to have failed that unit.

The relevant date shall be:

(i) in the case of any unit lasting no more than one semester, the Monday of the ninth week of that semester;

(ii) in the case of any other unit, the Monday of the third week of second semester.

Recommendation of Result

11. Before making any recommendation to the Senate Review Committee that the degree be conferred the Doctoral Degree Committee shall ensure that the candidate has completed to the satisfaction of the Faculty Board the coursework component pursuant to section 3(1)(a).

Relaxing Provision

12. In exceptional circumstances arising in a particular case the Senate on the recommendation of the Doctoral Degree Committee may relax any requirement of this Schedule.

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 examinations are 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 a pre-service teacher education program. 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 program 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 within 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.
Postgraduate Diploma in Education

1. Teaching Practices 10cp
   Three and a half hours per week University based.
   With particular reference to one or two of the areas listed below.

Postgraduate Diploma in Education

Strands & Units 1991

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

Numbers 1-5 below are not normally offered during the practicum periods.

1. Teaching Practices 10cp
   Three and a half hours per week University based.
   With particular reference to one or two of the areas listed below.

Section Four

Problems in Teaching

2 hours per week; School based.
With particular reference to one of the areas shown in 3 below.

3. Learning and Teaching 10cp
   2 hours per week; University based.
   Primary
   Secondary

- English and Drama
- History
- Social Sciences (Geography, Commerce, Social Science)
- Mathematics
- Science
- Modern Languages (e.g. French, German, Japanese)
- Art

4. School and Society 10cp
   2 hours per week; University and school based.

5. Further Curriculum Studies 10cp each, max 20
   4 hours per week except mid-year; University based.

6. Practicum 20cp
   8 weeks teaching practice; School based.
   Details of these units follow.

Teaching Practices

(Computer number depends on area(s) — see back pages)
Lecturers Various staff
Prerequisite See prerequisites for Diploma
Hours 2 hours per week
Examination To be advised
Basis School based.

Content

These problems in teaching will for each student explicitly deal with either Primary or one of the following secondary areas:

- Art
- English
- History
- Social Sciences
- Mathematics
- Science
- Modern Languages

The purpose of this unit is to expose students to the practical problems of teaching in school environments. Accordingly, this unit will consist of in-school seminars taken by the allocated teacher who is a member of the school staff. Demonstration lessons of various kinds will also be conducted in conjunction with the in-school seminar.

Tests & References To be advised

EDUC 29 LEARNING AND TEACHING
Lecturers Various staff
Prerequisite See prerequisites for Diploma
Hours 2 hours per week
Examination To be advised
Basis University based.

Content

This lecture/seminar unit will examine aspects of educational psychology, special education, and measurement as they pertain to teaching. Emphasis will be placed on the way in which people learn and develop in the affective and cognitive domains.

Tests and References To be advised

EDUC 31 SCHOOL AND SOCIETY
Prerequisite Nil
Hours One and a half hours per week
Examination To be advised
Basis University and school based.

Content

The intention in this unit is to describe and discuss social and educational theories about the relationship of school and society as they have been used explicitly and implicitly to develop educational programs for schools in Australia. The unit will be presented through lectures, tutorial discussion, seminar presentations and student practical work.

Tests and References To be advised
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 120 credit points at least 60 of which are from the 600-level units. This would be the equivalent of one and a half full-time years.

Prerequisites

In planning their course students should note that most 600-level units have specific prerequisites.

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 year diplomas who wish to enrol in the course. The formal requirements for this degree are set out earlier in this Handbook.

The standard course requires a total of 80 credit points, at least 40 of which must be from the 600-level units. This would be the equivalent of one full-time year.

Progression to Master of Education

Candidates who may 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 practicing 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 (PG1 graded) 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 teaching 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.
STUDENTS WITH SPECIAL NEEDS

The University of Newcastle has a policy to provide equal opportunity to students with Special Needs. If you have a disability of any form and feel you need some additional assistance, please do not hesitate to contact one of the following:

Academic Advisors
Administration and Technology
Mr Peter Summons

Academic Advisors
Architecture
Mr Arthur Kingsland

Academic Advisors
Accounting
Mr John Prescott

Academic Advisors
Economics & Commerce
Ms Jo Bentley-Cooper

Academic Advisors
Faculty of Education
Dr Bill WARREN

Academic Advisors
School of Business
Ms Margaret Jones

Academic Advisors
Engineering
Dr David Wood

Academic Advisors
Health
Dr Patricia Jacobs

Academic Advisors
Medicine
Dr David Powis

Academic Advisors
Science & Mathematics
Mr Kevin Price

Academic Advisors
Anxiety Library
Mr Allan Hardy

Academic Advisors
Visual and Performing Arts
Ms John Prescott

Academic Advisors
Student Representative Council
Miss Ruth Carr

Academic Advisors
University Computing Services
Mr John Lambert

ENROLMENT OF NEW UNDERGRADUATE STUDENTS

Persons offered enrolment are required to attend at the Great Hall in February to enrol. Detailed instructions are given in the Offer of Admission booklet which is sent out with the UAC offer.

TRANSFER OF COURSE

Students currently enrolled in an undergraduate course who wish to transfer to a different undergraduate course (excluding Medicine) must complete an Application for Course Transfer form and lodge it with their enrolment form to the Admissions and Enrolment Branch of the Student Division by 10 December 1990.

If a student's request to transfer another course is successful, the student must complete a separate Higher Education Contribution Scheme (HECS) Payment Option form for the new course.

RE-ENROLMENT BY CONTINUING STUDENTS

There are four steps involved for re-enrolment by continuing students:

1. collection of the re-enrolment kit
2. lodging the HECS Application form with details of your proposed program
3. attendance at the Great Hall for enrolment approval, and

(Students who are in research higher degree programs or external studies programs are required to enrol by mail).

Re-Enrolment Kits

Re-enrolment kits for 1991 will be available for collection in October. The re-enrolment kit contains the student's Enrolment Application form, the Midi-Check Timetable, the Fees and Charges Notice for 1991, Student Loans form and re-enrolment instructions.

Lodging Enrolment Application Forms

The Enrolment Application form must be completed carefully and lodged at the Student Division Office by 4 January 1991. Students should know their enrolment results before completing these enrolment forms. There is no late charge payable if the form is late, but it is very important that the Enrolment Application form is lodged by 4 January 1991 as late lodgement will mean that enrolment approval may not be available at the re-enrolment approval sessions.

Enrolment Approval

All re-enrolling students are required to attend at the Great Hall on a specific date and time during the period 6 to 14 February 1991. Enrolment Approval dates are on posters on University Noticeboards and students in the enrolment kit issued to students in October. When attending for Enrolment Approval students will collect their 1991 confirmation of program and student card. Any variations to the proposed programme or personal details should be discussed with the appropriate advisor. Enrolments in internal or external sessions may be arranged and Staff from academic Departments will be available to answer queries.

Payment of Charges

These re-enrolment kits issued to re-enrolling students includes a Fees and Charges Notice. The 1991 General Service Charges must be paid at any Westpac Bank branch using the Fees and Charges Notice. The Westpac Bank will only accept payments up until including 8 March 1991.

All charges listed on the Fees and Charges Notice (including any debts outstanding to the University) must be paid. The Westpac Bank will not accept post payment.

Late Payment

The final date for payment of the General Service Charge is 8 March 1991, payments made after this date must make direct deposits to the University Cashier and will incur a $50 late fee.

Thereafter enrolment will be cancelled if charges remain unpaid by 31 March 1991.

STUDENT CARDS

When attending for Enrolment Approval students will be given their Confirmation of Program and Student Card. The Student Card should be kept in good condition as it is the University's evidence of enrolment. The Student Card has machine readable features for use when borrowing books from the University Library, and contains the student's password for access to facilities of the Computing Centre. Please note that the Student Card will not be activated until the General Service Charge has been paid.

Students are urged to take good care of their Student Card. If the card is lost or destroyed, there is a service charge of $5 payable before the card will be replaced.

A student who withdraws completely from studies should return the Student Card to the Student Division Office.

RE-ENROLMENT AFTER ABSENCE

A person wishing to resume an undergraduate degree course who has been enrolled previously at the University of Newcastle, but not enrolled in 1990, is required to apply for admission again through the Universities Admissions Centre, Locked Bag 500, Lidcombe 2141. Application forms may be obtained from the UAC or from the Student Division Office and closed within UAC on 28 September each year. There is a $50 fee for late applications.

ATTENDANCE STATUS

A candidate for any qualification other than a postgraduate qualification who is enrolled in three quarters or more of a normal full-time program 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 program 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.
Leaves of Absence

A student who does not wish to re-enrol may write to the Academic Registrar and ask for leave of absence. Leave of absence is normally granted only to those students who are in good standing. Applications should be submitted before the end of the first week of each semester.

Leave of absence will not be granted for more than one year and will not be granted retrospectively.

In the case of the B.Ed. degree the following applies:

at the completion of an academic year, a candidate whose performance is deemed by the Faculty Board to be unsatisfactory 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.

In the case of degree and diploma courses offered by the Faculty of Medicine, the following applies:

leave of absence is granted to a student once and only for a maximum of one year. The rationale behind this rule is to ensure that students maintain their musical skills at a high standard during their course of study. Extended periods of leave (greater than 12 months) may only be granted on a case by case basis following a full-time study. Leave of absence is given only in exceptional circumstances.

Application for re-admission to undergraduate degree courses after leave of absence must be made direct to the University.

Attendance at Classes

When a student’s attendance or progress has not been satisfactory, action will be taken under the Regulations Governing Unsatisfactory Progress.

In the case of illness or absence for some unavoidable cause, a student may be excused for non-attendance at classes.

All applications for exemption from attendance at classes must be made in writing to the Head of the Department offering the subject. Where a student or a term examination has been missed, this fact should be noted in the application.

The granting of an exemption from attendance at classes does not carry with it any waiver of the General Services Charge.

General Conduct

In accepting membership of the University, students undertake to observe by-laws and other requirements of the University.

Students are expected to conduct themselves at all times in a serious and studious manner. Smoking is not permitted during lectures, in examination rooms or in the University Library. Gambling is forbidden.

Members of the academic staff of the University, senior administration officers, and other persons authorised for the purpose have authority to report on disorderly or improper conduct occurring in the University.

NOTICES

Official University notices are displayed on the notice boards and students are expected to be acquainted with the contents of those announcements which concern them.

A notice board on the wall opposite the entrance to Lecture Theatre B is used for the purpose of displaying examination time-tables and other notices about examinations.

Examinations

Tests and assessments may be held in any subject from time to time. In those cases where a student’s progress is being assessed, a certificate will be provided to the student’s private tutor, department or university college, 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 at all levels will be incorporated into those of formal written examinations.

Examination Periods

Formal written examinations take place on prescribed dates within the following periods, 5 saturdays may be included:

Mid Year: 10 to 28 June, 1991
End of Year: 4 to 22 November, 1991

Time tables showing the time and place at which individual examinations will be held will be published in the examination notice board war Lecture Theatre B (opposite the Great Hall). Consideration is currently being given to location of other official notice boards on the campus.

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

Setting 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 should allow themselves plenty of time to get to the examination room so that they can take advantage of the 10 minutes recording time that is allowed before the examination commences.

Normally entry into the examination room will be permitted from 15 minutes to the actual commencement of the examination writing time. This is to allow the candidate to locate the allocated seat and complete the necessary attendance slip and any related necessary registration details before the commencement of reading time. During reading time no writing will be permitted. The seat allocation list for examinations will be placed on the Noticeboard of the Department running the subject, and a notice board outside the examination room.

A complete dry seal list will go also be displayed in the Great Hall foyer. Students can take into any examination any writing instrument, drawing instruments, mathematical tables and any approved book that they wish to take in, but they will not 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 not programmable. "Special Calculable" and students should note that no concession will be granted:

(a) to a student who is prevented from entering a room into a programmable calculator;
(b) to a student who is prevented from using 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 or until granted permission by the supervisor which shall be given in means before the start of the examination;
(c) no candidate shall enter the examination room after thirty minutes from the time the examination has begun;
(d) no candidate shall leave the examination room during the first thirty minutes or the last ten minutes of the examination;
(e) no candidate shall re-enter the examination room after leaving it, unless during the full period of that absence the candidate has been given permission by the supervisor;
(g) a candidate shall not bring into the examination room any bag, paper, book, written material, device or aid whatever, other than such as may be specified for the particular examination;
(h) a candidate shall not by any means obtain or endeavour to obtain improper means of work, or give or endeavour to give assistance to any other candidate, or commit any breach of good order;
(b) a candidate shall not take from the examination room any examiner the set piece of paper or other material issued for use during the examination;
(i) no candidate may smoke in the examination room.

Any infringement of these rules constitutes an offence against discipline.

Examination Results

End of year examination results will be mailed out by mid December. Examination results for Semester 1 subjects will be mailed out by the end of the summer break.

No results will be given by telephone.

After the release of both Semester end year examination results a student may apply to have a result reviewed. There is a charge per subject, which is refundable in the event of an error being discovered. However, it should be noted that examination results are only released after careful assessment of students’ performances and that, amongst other things, marginal failures are reviewed before results are released.

Special Consideration

All applications for special consideration should be made on the Application for Special Consideration form. Relevant evidence should be attached to the application (see Regulation 12(2) of the Examinations Regulations, Calendar Volume 1). Also refer to Faculty Policy.

Application forms for Special Consideration are available from the Examinations Office and the University Library. Before a student’s application for special consideration will be considered on the ground of personal illness or hardship, special forms, and any necessary certificates to be furnished in the format set out on the Application.

If a student is affected by illness during an examination and wishes to apply for special consideration, he or she must report to the supervisor in charge of the examination and then make written application to the Academic Registrar within three days of the examination (see Regulation 12(3) of the Examinations Regulations, Calendar Volume 1). Also refer to Faculty Policy.

Applicants for special consideration should note that as the University does not have a formal special examination period, any further assessment required will be determined and organised by the Department concerned. The evidence presented should state the reason why the applicant was unable to attend an examination or for how long, and whether the time of the examination was delayed due to illness. If the evidence is in the form of a medical certificate the Doctor should state the nature of the disability and provide evidence that the candidate was absent from examination for a protracted period, and that the performance of the applicant would be affected by the disability. If the period of disability extends beyond one day the period should be stated.
TRANSCRIPTS OF ACADEMIC RECORD

If you wish to be issued with a transcript of your academic record, you must complete the appropriate application form and lodge it with the University Admissions Office along with the appropriate fee. Transcripts will be

If students who become liable for action under the Regulations will be

informed accordingly

TRANSCRIPTS

Progress which are set out below.

(2) These Regulations shall apply to all students of the

University.

(2) The enrolment of a student in a subject shall not be terminated

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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.

Appeals against exclusion must be lodged together with Enrolment

Application forms by Friday 4 January 1991.

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 5.1.7.

(2) These Regulations shall apply to all students of the University

except those who are candidates for a degree of Muster or Doctor.

(3) In these Regulations, unless the context or subject matter otherwise

indicates or requires:

"Admissions Committee" means the Admissions Committee of

the Senate constituted under By-law 2.3.5.

"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. (1) A student’s enrolment in a subject may be terminated by the Head

of the Department offering that subject if that student does not

maintain a rate of progress considered satisfactory by the Head of

Department. In determining whether a student is failing to maintain

satisfactory progress the Head of Department may take into

consideration such factors as:

(a) unsatisfactory attendance at lectures, tutorials, seminars,

laboratory classes or field work;

(b) failure to complete laboratory work;

(c) failure to complete written work or other assignments; and

(d) failure to complete field work.

(2) The enrolment of a student in a subject shall not be terminated

pursuant to regulation 2 (3) of these Regulations unless it has first given to the

student representations either in person or in writing or both.

(3) A student whose enrolment in a subject is terminated under

regulation 2 (3) of these Regulations may appeal to the Faculty Board which shall determine the matter.

(4) A student whose enrolment in a subject is terminated under this

Regulation shall be deemed to have failed the subject.

3. (1) A Faculty Board may review the academic performance of a

student who does not maintain a rate of progress considered satisfactory by the Faculty Board and may determine:

(a) that the student be permitted to continue the course;

(b) that the student be permitted to continue the course subject to such conditions as the Faculty Board may decide;

(c) that the student be excluded from further enrolment:

(i) in the course;

(ii) in the course and any other course offered in the Faculty;

(iii) in the Faculty;

(d) if the Faculty Board considers it to be in the student's best interests, to recommend to the Admissions Committee together with a recommendation for such action as the Faculty Board considers appropriate.

(2) Before a decision is made under regulation 3 (1) (b) or (d) of these Regulations the student and the applicant shall have the right to be informed in writing of the decision and on such application shall be made:

(i) to the Faculty Board, where the student has been excluded from a single course or a single Faculty; or

(ii) by the Admissions Committee, in any other case.

(3) A student may appeal against any decision made under regulation 3 (1) (b) or (d) of these Regulations to the Admissions Committee which shall determine the matter.

(4) Where the progress of a student who is enrolled in a combined course or who has previously been excluded from enrolment in another course or another subject or faculty considered by the University to be unsatisfactory, the Faculty Board shall refer the matter to the Admissions Committee together with a recommendation for such action as the Faculty Board considers appropriate.

(5) An appeal made by a student to the Admissions Committee pursuant to Regulation 3 (3) of these Regulations shall be in such form as may be prescribed by the Admissions Committee and shall be made within fourteen (14) days from the date of posting to the student of the notification of the decision or such further period as the Admissions Committee may accept.

(2) In hearing an appeal the Admissions Committee may take into consideration any circumstances whatsoever including matters not previously raised and may seek such information as it thinks fit concerning the academic record of the applicant and the marking of the determination by the Faculty Board. Neither the Dean nor the Sub-Dean shall act as a member of the Admissions Committee on the hearing of any such appeal.

(3) The appellant and the Dean or the Dean’s nominee shall have the right to be heard in person by the Admissions Committee.

(4) The Admissions Committee may confirm the decision made by a Faculty Board or may substitute for any other decision which the Faculty Board is empowered to make pursuant to these Regulations.

(5) The Admissions Committee shall consider any case referred to it by a Faculty Board and may:

(a) make any decision which the Faculty Board itself could have made pursuant to regulation 3 (1) (a), (b) or (d) of these Regulations;

(b) exclude the student from enrolment in such other subjects, courses, or Faculties as it thinks fit; or

(c) exclude the student from the University.

(6) (1) The Admissions Committee shall consider any case referred to it by a Faculty Board and may:

(a) make any decision which the Faculty Board itself could have made pursuant to regulation 3 (1) (a), (b) or (d) of these Regulations;

(b) exclude the student from enrolment in such other subjects, courses, or Faculties as it thinks fit; or

(c) exclude the student from the University.

(2) The Committee shall not make any decision pursuant to regulation 6 (1) (b) or (c) of these Regulations unless it has first given to the student the opportunity to be heard in person by the Committee.

(3) A student may appeal to the Vice-Chancellor against any decision made by the Admissions Committee under this Regulation.

(4) The Committee shall not make any decision prior to regulation 6 (1) (b) or (c) of these Regulations unless it has first given to the student the opportunity to be heard in person by the Committee.

(5) A student may appeal to the Vice-Chancellor against any decision made by the Admissions Committee under this Regulation.

7. Where there is an appeal against any decision of the Admissions Committee made under these Regulations, the student may request the matter to be referred to the Admissions Committee with a recommendation or shall arrange for the appeal to be heard by the Council. The Council may confirm the decision of the Admissions Committee or may substitute for it any other decision which the Admissions Committee is empowered to make pursuant to these Regulations.

8. (1) A student who has been excluded from further enrolment in a Faculty may enrol in a course in another Faculty only to 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 course, 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, where 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 8 (2) 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) 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.

Re-enrolling students receive in

Commonwealth. Students electing to pay up-front for Semester 2 will be required to pay their charges in advance of re-enrolment at any Westpac Bank. The last date for payment of charges with the Westpac Bank is 8 March 1991. After 8 March 1991 payment of charges will

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Higher Education Contribution Scheme (HECS)

The Higher Education Contribution Scheme (HECS) was introduced in 1989 by the Federal Government to supplement the funding of higher 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 fee-paying student in a "fee-approved postgraduate award course";
- a student in a "basic nurse education course";
- a "full-time paying overseas student";
- a "Fully sponsored overseas student";
- a "student in an "enabling course";
- a "Science course";
- a "student who has been awarded a "HECS postgraduate scholarship".

The amount each student contributes depends upon the subjects undertaken each semester. After 8 March 1991 it 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 census dates, in March and August. If a student withdraws from a subject after one of the above dates, the liability for that subject will stand for that semester.

In 1990 the HECS charge for a standard full time program was $1,882 for the year or $941 for a semester. This amount will be indexed each year in accordance with the consumer price index.

HECS is administered as part of the enrolment process. Students must select one of these options on the HECS Payment Options Form. On enrolment students must do the following:

- Elect to pay up-front which would require payment of 85% of the cost of the course for the semester, with the balance to be paid by the Commonwealth.
- Students electing to pay-up-front for Semester 1 will be required to do so at the commencement of Semester 2.

Note:

(i) Graduands will be provided with two copies of their transcripts

(ii) Transcripts will be issued free to other institutions or employees

nominated by the student.

4. Undertaken Students

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.

METHOD OF PAYMENT

Students are required to pay charges due at any Westpac Bank up to and including 8 March 1991. Payment of the HECS charge is by EFTPOS which will incur a $50 late fee and should be paid direct to the University Cashier. The Cashier's Office is located on 1st Floor McMullan Building and on A Level, Hunter Building.

CHARGES

General Services Charge

Per Annum

(a) Students Proceeding to a Degree or Diploma

Plus Fee payable to Newcastle University Union for the first time

$243

$35

(b) Non-Degree Students

Newcastle University Union Charge

$35

$37

(c) External Students

The exact amount must be paid in full by the prescribed date.

1. Last Charges

(a) Replacement of Re-enrolment kit

$10

(b) Replacement of Student Card

$5

(c) Statement of Matriculation Status

for non-member of the University

$10

(d) Academic Transcripts, minimum 2 copies

$10

(e) Each additional copy

$1

(f) Graduand Statements will be provided with two copies of their transcripts

(g) Transcripts will be issued free to other institutions or employees

index of charges

HECS payment form
Students seeking to defer their fees and pay through the taxation system, in which case they must either provide a tax file number or apply for a tax file number prior to 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.

All enroling students must complete a Payment Options form selecting one of the above options. Re-enrolling students will automatically maintain their elected payment option. Students must complete a new Payment Options form if they change courses or wish to change their payment option.

Scholarship Holders and Sponsored Students

Students holding scholarships or receiving other forms of financial assistance must lodge with the Cashier their Fees and Charges Notice made well in advance to avoid the risk of a late charge.

Parking

(a) impose a fine; or
(b) warn the person against committing any further breach; or

Applications for a loan must be made to Ms Anne Lang, Manager, University of Newcastle, Student Services, located in the foyer of the Great Hall or with the University’s Student Services office in Room V31, Ground Floor of the Mathematics building. The range of fines which may be imposed in respect of various categories of breach include:

- A student failing to notify the registered number of a vehicle brought on to the campus $10
- Parking in area not set aside for parking. $10
- Parking in special designated parking area without a parking permit for that area $15
- Driving offences — including speeding and dangerous driving $30
- Failing to stop when signalled to do so by an Attendant (Patrol) $50
- Refusing to give information to an Attendant (Patrol) $50
- Failing to obey the directions of an Attendant (Patrol) $50

The Traffic and Parking Regulations are stated in full in the Calendar, Volume 1. The University Conservatorium of Music, located at the corner of Gibson and Auckland Streets in the centre of Newcastle, has no parking facilities, however, there is a Council car-park in Gibson Street.

Banking

1) Commonwealth Bank

The University of Newcastle branch of the Commonwealth Bank is located adjacent to the McMillin Building. An automatic teller machine is located outside.

Monday to Thursday 9.30am - 4.00pm
Friday 9.30am - 5.00pm

An agency of this branch is located in the Union Bar on the former Institute side of the campus.

2) Westpac Banking Corporation

An agency of the Hamilton Branch of Westpac is located outside the Student Union. It offers normal banking facilities and services.

Monday to Thursday 10.00am - 11.30am
12.30pm - 3.00pm
Friday 10.00am - 11.30am
12.30pm - 4.00pm

Convocation

All students of the University of Newcastle become members of Convocation upon graduating. Convocation is the graduate body of the University, and the holder of an academic degree is a graduate of Convocation. The Department of Student Services undertakes to notify all students of their eligibility to graduate so that Convocation notices may be distributed. Graduates must enroll with Convocation to participate in its meetings and to be enrolled in the Annual Register of Members. The student will be notified of a change in Convocation status as soon as it occurs. Convocation is the representative body of graduates of the University.

CASHIER

There are two cashiers’ offices on-campus.

1) Located on First Floor, McMillin Building.

Monday to Friday 9.00am - 5.00pm

2) Located inside entrance of Hunter Building.

Monday to Friday 9.00am - 5.00pm

STUDENT SERVICES

First two weeks of semester
An agency is located in the Hunter Union.

Hours of Opening

(a) During Semester Monday to Thursday 10.00am - 3.00pm
(b) During Term Break Monday to Thursday 10.00am - 2.00pm
(c) During the Christmas Break Monday to Thursday 9.00am - 5.00pm

POST OFFICE

Offers all normal postal services EXCEPT interviews for passports.

Hours of Opening

Monday to Friday 9.00am - 5.00pm

PUBLIC TRANSPORT

The State Transit Authority provides a comprehensive bus service to the University from the following locations:

Newcastle (Parry Place), Newcastle Regional Museum, The Junction, Tighes Hill, Broad Awak, Adamstoun, Lambton Park, Mayfield, Warabrook, Wallsend, Rankin Park, C tard, Charlestown, Belmont.

Bus Timetables are available from the enquiry counter at Student Services.

STUDENT INSURANCE COVER

Studentlife Insurance is an accident policy which is administered by the Sports Union on behalf of American Insurance Underwriters (A.I.U.). This policy provides benefits for death, disableity, hospitalisation, loss of wages, medical expenses (these are restricted to injuries sustained whilst engaged in campus activities). The injury must be the result of a "fortuitous act" (i.e. due to chance). It does not cover disableity arising from sickness or disease. There is a $20.00 excess applying to each accident, not each claim. This excess is deducted from the first claim only.

Students can cover:

i) Students who are members of the Sports Union (this does not include students who have deferred study);

ii) Active life and active associate members of the Insured organisation;

iii) Staff of the Sports Union and staff of the University.

For further information, please telephone the Sports Union office during business hours.
UNIVERSITY COMPUTING SERVICES

The University of Newcastle has made use of computers in research and teaching and for administrative purposes since the first computer was installed in 1963. All students will become familiar with the University Libraries' use of computers in providing the On-line Public Access Catalogue (ALFAYON) and in managing the circulation system. Computers are widely used in teaching wherever this is appropriate. Students are given access to VAX/VMS computers and centrally located microcomputers (Apple Macintosh and IBM PCs or "clones") and to departmental and special purpose computers as appropriate to their course of study. Many departments have available such university-wide facilities as the NAG numerical library, statistical programs such as Minitab, SAS, SPSS-X and BMDP and word processing. All students are free to use the electronic News and Mail services. University Computing Services provide support and security for all computing facilities. Students are given access to time-sharing and centrally located microcomputers (Apple Macintosh and IBM PCs or "clones") and to departmental and special purpose computers as appropriate to their course of study. Many departments have available such university-wide facilities as the NAG numerical library, statistical programs such as Minitab, SAS, SPSS-X and BMDP and word processing. All students are free to use the electronic News and Mail services. University Computing Services provide support and security for all computing facilities. Students are given access to time-sharing and centrally located microcomputers (Apple Macintosh and IBM PCs or "clones") and to departmental and special purpose computers as appropriate to their course of study. Many departments have available such university-wide facilities as the NAG numerical library, statistical programs such as Minitab, SAS, SPSS-X and BMDP and word processing. All students are free to use the electronic News and Mail services.
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 program consists of:

(a) ** Mode One:**

(i) 80 credit points in coursework semester units; and

(ii) Professional Studies in Special Education (10cp);

(iii) either Special Education Practicum or Practicum Project in Special Education (10cp); and

(iv) a major thesis (60cp),

(b) ** Mode Two:**

(i) 110 credit points in semester units; and

(ii) Professional Studies in Special Education (10cp); and

(iii) either Special Education Practicum or Practicum Project in Special Education (10cp); and

(iv) a minor thesis (30cp).

### 1. Coursework Units

(a) The Core units are:

- Current Issues in Special Education (10cp)
- Education of Students with Learning Difficulties (10cp)
- Education of Students with Intellectual/Developmental Disabilities (10cp)
- Education of Students with Behaviour Problems (10cp)
- Teaching Methods and Techniques in Special Education (10cp)
- Instructional Strategies in Special Education (10cp)
- Quantitative Research Methods (20cp)

(b) In the case of Mode Two, 30 credit points to be selected from the following (each 10cp):

- 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

** Note:** Part-time candidates who have successfully completed a Special Education Practicum in previous studies may be permitted to do another specified coursework unit instead of the practicum.

### 2. Major Thesis or Minor Thesis

A major thesis is worth the equivalent of 60 credit points and a minor thesis, 30 credit points. Both call for a high level of scholarship, and superior standards of literacy and presentation are required. While a major thesis is expected to contribute original and substantial findings, interpretations or ideas to the field of study, in the case of a minor thesis, such contributions may be less significant and the content may be more restricted in scope and depth. One advantage of completing a major thesis is that it normally allows the graduate to gain direct entry to doctoral candidate, whereas an outstanding result in a minor thesis is necessary for consideration for doctoral candidature.

** General Matters Concerning **

- Bachelor of Educational Studies
- Master of Educational Studies
- Master of Special Education
- Doctor of Education

### Part-time/Full-time Status

Most coursework units are normally offered during late afternoon or early evening. Nevertheless, a student is classed as full-time or part-time depending on the number of units taken.

### Pre- and Corequisites

At the Bachelor and Master levels, many 600 level units require 500 level units, sometimes specific ones, as prerequisites or corequisites. Candidates, especially full-time ones, should take particular note of these.

### Applications

People wishing to apply for admission to candidature or to discuss enrolment procedures for any of these degrees may consult with the Faculty Secretary (68 5417), Room 329, Building W. Specific academic enquiries may be made to Dr L.K.S. Chan of the University's Department of Education (68 5791). Application forms should be submitted to the Secretary (Student Administration) by the first Friday in January.

### Units Proposed for 1991

- Master and Bachelor of Educational Studies Units
- Not all units listed will necessarily be offered, or will they necessarily be offered in the semester it is listed. It is possible that units not listed here will be introduced.

### Equivalent units

Many of the new semester units have equivalent old full-year units. A list of some 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).
Old Full-Year Units  
Equivalent New Semester Units  
501  
EDUC501 and 502  
511  
EDUC511 and 512  
521  
EDUC521, 524  
531  
EDUC531 and 532  
541, 542 or 543  
EDUC541 and 542  
551  
EDUC551 and 552  
561  
EDUC561 and 562  
571  
EDUC571 and 572  
582  
EDUC582  
592  
EDUC592  
606  
EDUC606  
614  
EDUC614  
619  
EDUC619  
621  
EDUC621 and 622  
640  
EDUC640  
644  
EDUC644  
659  
EDUC659  
660  
EDUC660 and 652  
666  
EDUC666  
667  
EDUC667  
668  
EDUC668  
675  
EDUC675 and 674  
676  
EDUC676 and 613  
698  
EDUC697 and 698  
699  
EDUC699  

500 LEVEL UNITS  
EDUC501 EDUCATIONAL PSYCHOLOGY 10cp  
Lecturer Dr RW Howard  
Prerequisite Nil  
Hours 2 hours per week for one semester  
Assessment 2 short assignments and a seminar  
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.  
Tests and References To be advised  
EDUC502 EDUCATIONAL PSYCHOLOGY: THEORY AND PRACTICE 10cp  
Lecturer Dr RW Howard  
Prerequisite(s) Nil, but it would be useful to have previously studied some psychology or have completed EDUC501  
Hours 2 hours per week for one semester  
Assessment Two short assignments and a seminar  
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.  
Tests and References To be advised  
EDUC594 PSYCHOLOGICAL FOUNDATIONS 10cp  
Lecturer Dr TE Cook  
Prerequisite(s) Nil  
Hours 2 hours per week for one semester  
Assessment One seminar presentation and one major assignment  
Content  
The process of effective curriculum development centres on the group dynamics of decision making in small groups. This unit explores the social psychology of small group interaction in the context of the establishment and effective operation of curriculum project teams and groups with the tasks of developing policy.  
Tests Nil  
References To be advised  
EDUC511 SOCIOLOGY OF EDUCATION 10cp  
Lecturer To be advised  
Prerequisite(s) Nil  
Hours 2 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.  
Test  
References To be advised  
EDUC522 QUALITATIVE RESEARCH METHODOLOGY 10cp  
Lecturer Dr AP Holbrook  
Prerequisite(s) Nil  
Hours 2 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  
Sherman, RR & Webb, RB (eds) Qualitative Research in Education: Focus and Methods (Palmer Press 1988)  
References To be advised.  
EDUC524 RESEARCH METHODOLOGY — QUANTITATIVE 20cp  
Lecturer Dr SF Borkie  
Prerequisite(s) Nil  
Hours 2 hours per week for one year  
Assessment A seminar presentation and a major assignment  
Content  
This unit provides an introduction to empirical, quantitative research. Reviews of published research, writing research proposals and reports of research are covered. The Statistical Package for the Social Sciences (SPSSx) is introduced and used for simple statistical procedures including frequency distributions, cross-tabulations, correlations, t-tests, chi-squared tests, and simple ANOVAs. Test development and analysis are also covered.  
Texts  
Kaplan, RM Basic Statistics for the Behavioral Sciences (Allyn & Bacon 1987)  
References  
Wiersma, W Educational Research 3rd edn (Merrill 1987)  
SPPx Inc  
EDUC531 PHILOSOPHY OF EDUCATION 10cp  
Lecturer Dr WC Warmn  
Prerequisite(s) Nil  
Hours 2 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 analyzing a philosophy of education will be examined. This will be used to position and analyze 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; Literary The concept of a University; Mental Health; Death Education; Personal Relationships in Education; Freedom; Authority; Rights; Discipline.  
Tests Nil  
References Will be provided throughout the course. A preliminary reading of W Feinburg, Reason and Rhetoric, would be of value.  
EDUC532 PHILOSOPHICAL ISSUES IN EDUCATION 10cp  
Lecturer Professor RS Laura  
Prerequisite(s) Nil — Unit EDUC531 is advised  
Hours 2 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 has enshrinied it.  
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?; science 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?).
EDUC541 INTRODUCING THE CURRICULUM 10cp
Lecturer JW McQuager
Prerequisite(s) Nil
Hours 2 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 at the national, state, regional and school level. The course involves the study of curriculum theory and practice described in the literature and relating this to the professional 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

References
To be advised.

EDUC542 CURRICULUM INQUIRY: THEORY & PRACTICE 10cp
Lecturer JW McQuager
Prerequisite Unit 541 is advised

Hours 2 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, assumptions, conduct, problem 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 the curriculum as a component of curriculum has been planned, developed or changed. The course will be conducted using student prepared seminars involving retrospective accounts and case studies in the area of the student’s professional concern. Assessments will be based on student performance in class and a major written assignment based on work done in student seminars. Assessments will be graded.

Text
McQuager, JW (1985). Towards the Theory of Curriculum Study (Faculty of Education Monograph 1985)

References
To be advised.

EDUC551 INTRODUCTION TO EDUCATIONAL ADMINISTRATION 10cp
Lecturer Dr DT Gamage

Prerequisite(s) Nil

Hours 2 hours per week for one semester

Assessment
Based on participation in regular sessions, group discussions, a class presentation, and a major written assignment.

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; school as a socio-political system; organisational characteristics of a school; administrative tasks; school leadership; managing meetings, decision making and securing and allocation of resources.

Texts
Callahan, Raymond E (1962). Education and the Conduct of Efficiency (Chicago University Press)

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

EDUC552 EDUCATIONAL ADMINISTRATION: THEORY AND PRACTICE 10cp
Lecturer Dr DT Gamage

Prerequisite(s) Nil

Hours 2 hours per week for one semester

Assessment
Based on participation in regular sessions, group discussions, a class presentation, and a major written assignment.

Content
This course is designed to broaden understanding of the students in various theoretical perspectives in educational administration and relate them to practical working situations on the basis of case studies available and those to be undertaken by the students.

Text
McQuager, JW (1990). Curriculum Study: The Practical (Faculty of Education Monograph 1990)

References
To be advised.

EDUC553 CURRENT ISSUES IN SPECIAL EDUCATION 10cp
Lecturer Dr LKS Chan

Prerequisite(s) Nil

Hours 2 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: definition and classification issues, assessment and identification issues, attitude issues, integration and service delivery issues. Students will be given the opportunity to explore these issues and analyse related debates and conflicts. It is expected that students will be involved in an in-depth investigation of at least one of these issues.

Texts
Callahan, Raymond E (1962). Education and the Conduct of Efficiency (Chicago University Press)

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

EDUC561 PHILOSOPHICAL ISSUES IN SPECIAL EDUCATION 10cp
Lecturer Professor RS Laura

Prerequisite(s) Nil

Hours 2 hours per week for one semester

Assessment
1 seminar contribution and 1 essay of approximately 3000 words

Content
The aim of this semester unit is to acquaint students with the ethical and philosophical dimensions of special education. Topics include: the rights of individuals with handicaps - do they have equal rights, different rights or rights only in relation to their interests?; preferential treatment in educational organisations - does society have an obligation to educate and employ persons with handicaps?; the ethical issues surrounding the abortion of defective foetuses; do we ever have not only a right but an obligation to terminate the lives of severely handicapped infants?; political and ethical issues in the education of students with handicaps - who are disabled?; the ethical implications of new research and technologies for the education of students with handicaps - should society be involved in the research?; the rights of individuals with handicaps - do they have equal rights, different rights or rights only in relation to their interests?; preferential treatment in educational organisations - does society have an obligation to educate and employ persons with handicaps?; the ethical implications of the new research and technologies for the education of students with handicaps - should society be involved in the research?; the rights of individuals with handicaps - do they have equal rights, different rights or rights only in relation to their interests?; preferential treatment in educational organisations - does society have an obligation to educate and employ persons with handicaps?; the ethical implications of the new research and technologies for the education of students with handicaps - should society be involved in the research?

Texts
Callahan, Raymond E (1962). Education and the Conduct of Efficiency (Chicago University Press)

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

EDUC562 PHILOSOPHICAL ISSUES IN SPECIAL EDUCATION 10cp
Lecturer Professor RS Laura

Prerequisite(s) Nil

Hours 2 hours per week for one semester

Assessment
1 seminar contribution and 1 essay of approximately 3000 words

Content
The aim of this semester unit is to acquaint students with the ethical and philosophical dimensions of special education. Topics include: the rights of individuals with handicaps - do they have equal rights, different rights or rights only in relation to their interests?; preferential treatment in educational organisations - does society have an obligation to educate and employ persons with handicaps?; the ethical issues surrounding the abortion of defective foetuses; do we ever have not only a right but an obligation to terminate the lives of severely handicapped infants?; political and ethical issues in the education of students with handicaps - who are disabled?; the ethical implications of new research and technologies for the education of students with handicaps - should society be involved in the research?; the rights of individuals with handicaps - do they have equal rights, different rights or rights only in relation to their interests?; preferential treatment in educational organisations - does society have an obligation to educate and employ persons with handicaps?; the ethical implications of the new research and technologies for the education of students with handicaps - should society be involved in the research?; the rights of individuals with handicaps - do they have equal rights, different rights or rights only in relation to their interests?; preferential treatment in educational organisations - does society have an obligation to educate and employ persons with handicaps?; the ethical implications of the new research and technologies for the education of students with handicaps - should society be involved in the research?

Texts
Callahan, Raymond E (1962). Education and the Conduct of Efficiency (Chicago University Press)

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

EDUC571 HISTORY OF EDUCATION IN THE WESTERN WORLD 10cp
Lecturer Assoc Prof JA Ramslad

Prerequisite(s) Nil

Hours 2 hours per week for one semester

Assessment
2 seminar presentations and a major essay

Content
This unit provides students with a study of significant educational issues in the Western World from 1914 to 1939. The relationship between education and national political objectives is explored in depth, particularly in Nazi Germany and Fascist Italy. The nature and development of the progressive education movements of the 1920s and 1930s which developed in Europe, United States, of America and Australia is examined. Particular progressive educators and the influence of their work on current educational theory and practices are considered. The farm school approach for the education and training of neglected boys and youth is studied with particular reference to the Agricultural Colony of Mettrie in France, the Fairbridge Farm Home Movement in Australia, and the Gorford Farm Home for Boys, Mt Penang, New South Wales. The problems of researching an educational history of an itinerant sub-culture (eg Australian circus children) is given consideration. Various primary source historical documents will be examined and interpreted, including visual and oral materials.

Texts
Nil

References

EDUC572 EDUCATION, TRAINING AND YOUTH POLICY IN AUSTRALIA 1920s -1960s 10cp
Lecturer Dr AP Holbrook

Prerequisite(s) Nil

Hours 2 hours per week for one semester

Assessment
Oral history assignment and essay
SECTION FOUR

EDUCATIONAL STUDIES

Content
The course focuses on the history of developments in post-primary education in Australia (specifically in Victoria and NSW) including technical education. Personal emphasis is given to the impact of the Great Depression and World War II on education systems and policy, and to the emergence of Commonwealth interest in youth training, schemes dating from this period. The early history of vocational guidance schemes and the liberal/vocational debate in education are also studied. There is a strong focus in this unit on oral history and students will be asked to collect, transcribe and analyze oral evidence as their main project.

Text
Bessant, B (ed) Mother State and Her Little Ones (Philip Institute of Technology Centre for Youth and Community Studies 1987)

Theobald, M & Seleck, R Family School and State (Allen and Unwin 1990)

Reference
Hyrams, BK and Bessant, B Schools for the People? (Hawthorn, Longman 1974)

EDUC681 INTRODUCTION TO EDUCATIONAL COMPUTING

10cp

Lecturer: WK Au

Prerequisites: Nil

Hours: 2 hours per week for one semester

Assessment: Written assignments and seminar presentations

Content
This unit, students will be introduced to various computer systems such as the Apple, IBM, Macintosh and Vax. They will also examine the different roles that computers can play in the educational process. In this context, they will be introduced to topics such as the Logo computer language and its underlying philosophy, and computer assisted instruction.

Text and References: To be advised.

EDUC682 APPLICATIONS OF COMPUTERS IN EDUCATION

10cp

Lecturer: WK Au

Prerequisites: Nil

Hours: 2 hours per week for one semester

Assessment: Written assignments and seminar presentations

Content
The major theme of this unit is the integration of computers into the existing curriculum. In this unit, students will examine the educational applications of various software such as word processing, database management, spreadsheet, adventure games etc. They will also learn to evaluate software and hardware.

Students are expected to have the basic knowledge in the use of the various microcomputers such as Apple and IBM. As well, they should have the basic understanding of the roles that computers can play in education.

Text and References: To be advised.

EDUC691 READING: INSTRUCTION AND ASSESSMENT

10cp

Lecturer: Dr PJ Moore

Prerequisites: One 500 level unit in Educational Psychology or its equivalent.

Hours: 2 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 (e.g. direct instruction, co-operative learning, mastery learning) in the processing of texts will be examined. Various modes of assessment (e.g. process approaches, domain specific approaches) will also be discussed. It is anticipated that sections of the unit will challenge some instructional "myths" (e.g. 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.

Texts and References: To be advised.

EDUC692 EDUCATION OF GIFTED AND TALENTED STUDENTS

10cp

Lecturer: Dr LKS Chan

Prerequisites: One full year 500 level unit

Hours: 2 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 programs; and the needs of gifted underachievers and culturally different gifted students.

Text
Davis, GA & Rimm, SB Education of the gifted and talented (Prentice-Hall, 1985)

References: To be advised.

EDUC693 LEARNING AND STUDYING: A PSYCHOLOGICAL PERSPECTIVE

20cp

Lecturer: Dr PJ Moore

Prerequisites: One 500 level unit

Hours: 2 hours per week for one year

Assessment: Written assignments and seminar presentation

Content
This year-long unit is aimed at an in-depth investigation of how students learn and study in school contexts. There will be three interested themes throughout the year: the processes of learning and studying; the effectiveness of individual motives and strategies; and training students to be more effective learners. The intent is to provide a thorough understanding of the most recent literature in the field so that the links between theory and practice are more evident.

Texts and References: To be advised.

EDUC694 TEACHING CONTEXTS AND PRACTICES

10cp

Lecturer: Dr SF Bourke

Prerequisites: One full year 500 level unit or 2 semester units

Hours: 2 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 also classroom context. A second focus is on teaching practices (instruction, management and quantity) and student perceptions. Relationships of contexts and practices with achievement and attitudes are considered. Students will be encouraged to develop their own interests in the area.

References
Bourke, SF The Teaching and Learning of Mathematics (ACER 1984)

Feachem, AF The Context of Teaching and Learning (ACER 1983)

Langford, P (ed) Educational Psychology: an Australian Perspective (Longman 1989)

EDUC695 THE SCOPE OF ENVIRONMENTAL EDUCATION

10cp

Lecturer: Assoc Prof MN Maddock

Prerequisites: One 500 level unit

Hours: 2 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 Belgrade Charter.

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

EDUC696 ISSUES AND RESEARCH IN ENVIRONMENTAL EDUCATION

10cp

Lecturer: Assoc Prof MN Maddock

Prerequisites: One full year 500 level unit or two semester units

Hours: 2 hours per week for one semester

Assessment: Progressive assessment of approved tasks

Content
This 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.

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

EDUC699 THE MEASUREMENT OF ATTITUDE

10cp

Lecturer: Dr SF Bourke

Prerequisites: Unit 521 or EDUC621

Hours: 2 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 SPSS is undertaken. Reliability, validity and use of scales is covered. Questionnaire design, analysis and reporting is undertaken including a range of appropriate treatments for missing data.

References
Oppenheimer, AN Questionnaire Design and Attitude Measurement (Hineman 1973)

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


EDUC691 CAUSAL MODELLING

10cp

Lecturer: Dr SF Bourke

Prerequisites: Unit EDUC621 or Unit 521

Hours: 2 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 dummy standard scores 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.
EDUC631 PHILOSOPHY OF HEALTH EDUCATION 10ep
Lecturer Prof RS Laura
Prerequisite(s) Unit 531 or units EDUC531 and 532
Hours 2 hours per week for one semester
Assessment By essay and seminar contribution
Content
The objective of the unit is twofold: first, to consider the conceptual 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 and environmental 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 own illnesses?; to what extent are disease and health ultimately ecological concepts? How do we educate for health? What is the Paradigm of Progress and how does it impact upon the philosophical base of health and ecology?
Texts
Laura, RS and Heaney, S Philosophical Foundations of Health Education (Routledge 1989)
References
Commissions for the Future Our Common Future (OUP 1990)
SECTION FOUR
EDUCATIONAL STUDIES

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
Dobbert, M. Ethnographic Research - Theory & Application for Modern Schools & Societies (Praeger 1982)
Hustler, D., Cassidy, T. and Cuff, T. Action Research in Classrooms and Schools (Allen & Unwin 1987)
Leedy, P. Practical Research - Planning & Design 3rd edn (Macmillan 1985)
Owens, RG Organisational Behaviour in Education 3rd edn (Prentice-Hall 1987)

Current research articles will be distributed throughout the course and will act as discussion starters.

EDUC651 EDUCATIONAL ORGANISATION 10cp

AND ADMINISTRATION

Lecturer Dr DT Gamage
Prerequisite(s) Unit 551 or unit EDUC551 or 552

Hours 2 hours per week for one semester

Assessment Will be based on comprehensive seminar paper, a major written assignment and overall participation.

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 educational system and afford them an opportunity to familiarize with appropriate concepts, principles and procedures to operate effectively within the system. Other topics considered will include: evolution of the Australian system, concepts and principles of organisation and administration, state education systems, schools as organisations, planning and effecting improvements, business activities, human resources management, managing organisations and managing change.

Texts Hughes, MRP, & Thomas, H Managing Education: The System and the Institution (Holt Rinehart & Winston 1985) 
Sergiovanni, TJ and Carver, FD The New School Executive: A Theory of Administration (Harper and Row, the latest edn)

References

EDUC652 ADMINISTRATIVE BEHAVIOUR 10cp

AND EDUCATIONAL MANAGEMENT

Lecturer Dr DT Gamage
Prerequisite(s) Unit 551 or unit EDUC551 or 552

Hours 2 hours per week for one semester

Assessment Will be based on comprehensive seminar paper, a major written assignment and overall participation.

Content The objective of this course unit is to lay the basis for a comprehensive understanding of the functioning and management of educational organisations in theory and practice. More emphasis will be placed on administrative behaviour within educational institutions in the context of complex interpersonal social systems. Other topics to be considered will include: educational management as an applied discipline, organisational theory and behaviour, planning and policy formulation, devolution of power and authority, the concept of school councils, evaluation and accountability, and staff development.

Texts Hughes, MR, & Thomas, H Managing Education: The System and the Institution (Holt Rinehart & Winston 1985) 
Sergiovanni, TJ and Carver, FD The New School Executive: A Theory of Administration (Harper and Row, the latest edn)

References

EDUC653 POLICY AND CORPORATE PLANNING IN CURRICULUM DEVELOPMENT 10cp

Lecturer Dr TE Cook
Prerequisite(s) A 500 level curriculum or educational administration unit or equivalent experience. Equivalent professional experience will also be considered.

Hours 2 hours per week for one semester

Assessment Seminar (1500 words - 40%), Major Research study (3000 words - 60%)

Content This 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 school policy and curriculum development in practice. The concept of corporate planning is examined from both theoretical and practical perspectives. Particular emphasis is placed on the selective 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.

EDUC654 LEADERSHIP FOR EFFECTIVE SCHOOLS IN THE 1990s 10cp

Joint unit with the NSW Department of School Education

Lecturers Dr DT Gamage, TE Cook and others
Prerequisite(s) Successful completion of a unit in Educational Administration

Hours 2 hours per week for one semester and a two-day seminar

Assessment A class presentation leading to the submission of a paper of 2,000 - 2,500 words, a major assignment of 3,500 - 4,000 words, and overall participation in the course unit.

Content The purpose of this course unit is to provide students with a sound understanding of the current issues and the changes that are taking place in the NSW Schools system and the changing role of school leadership in making the schools more effective and efficient.

Topics considered will include school role realignment, current policy directions as envisaged in the Scott and Carrick Reports; devolution of power and authority; organisational theories; organisational behaviour; educational leadership; decision making; communication; policy and planning in curriculum development; human resources management; educational planning and managing change.

Recommended Reading
Beare, H, Holyday et al Creating an Excellent School (Routledge 1989)

Caldwell, BJ & Spinks, JM The Self-managing School (Falmer Press 1988)

References

EDUC655 SCHOOL SYSTEMS 10cp

Lecturer Dr RN Conway
Prerequisite(Corequisite Unit 561 or EDUC651

Hours 2 hours per week for one semester

Assessment Written assignment and seminar presentation

Content This unit examines theory and research on the continuum of behaviour disorders from minor disturbing behaviours to severe handicapping disorders. Topics include: definition, identification, diagnosis and treatment procedure, the relation between research and practice, and an examination of specific behaviour disorders. The approach will focus on education, medical and social welfare services for students with behaviour problems.

Texts and References To be advised.

EDUC656 EDUCATION WITH BEHAVIOUR PROBLEMS 10cp

Lecturer Dr RN Conway
Prerequisite(Corequisite Unit 561 or EDUC651

Hours 2 hours per week for one semester

Assessment Written assignment and seminar presentations

Content This unit examines theory and research on the continuum of behaviour disorders from minor disturbing behaviours to severe handicapping disorders. Topics include: definition, identification, diagnosis and treatment procedure, the relation between research and practice, and an examination of specific behaviour disorders. The approach will focus on education, medical and social welfare services for students with behaviour problems.

Texts and References To be advised.
EDUC663 EDUCATION OF STUDENTS WITH DEVELOPMENTAL DISABILITIES 10cp
Lecturer Dr PJ Foreman & JA Cowley
Prerequisite/Corequisite Unit 561 or EDUC561
Hours 2 hours per week for one semester
Assessment Written assignments and seminar presentations
Content This unit examines current research on developmental disabilities with particular emphasis on intellectual disability. Topics include assessment and identification, learning characteristics, genetic and aetiological issues, programming, curriculum and educational issues. The unit will also examine some specific disabilities.
Texts and References To be advised.

EDUC664 TEACHING METHODS AND TECHNIQUES IN SPECIAL EDUCATION 10cp
Lecturer Dr LKS Chan
Prerequisite/Corequisite Unit 561 or 501 or EDUC561 or EDUC501 and 502
Hours 2 hours per week for one semester
Assessment Written assignments and seminar presentation
Content In this unit a range of methods and techniques for teaching students with special needs in either segregated or integrated settings will be examined. These include precision teaching, data-based instruction, stimulus control, contingency management, mastery learning, direct/explicit instruction and process training. The focus will be on the theoretical basis, research findings and implementation principles.
Text Cole, PG & Chan, LKS Teaching methods and techniques in Special Education. (Prentice Hall 1990)
References To be advised.

EDUC665 INSTRUCTIONAL STRATEGIES 10cp
Lecturer Dr LKS Chan
Prerequisite(s) Unit 561 or 501 or EDUC561
Hours 2 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 provides an in-depth study of instructional models and organisational strategies for students with special needs, methods in either segregated or integrated settings including cognitive and metacognitive instruction, modelling and social cognitive methods, peer tutoring and cooperative learning. The focus will be on the theoretical basis, research findings and implementation strategies.

EDUC666 EDUCATION OF ADULTS WITH SPECIAL NEEDS 10cp
Lecturer Dr RN Conway & G LW Robinson
Prerequisite(s) Unit 561 or EDUC561
Hours 2 hours per week for one semester
Assessment Written assignments and seminar presentations
Content This unit examines the theoretical bases and research on the provision of services to adults with special needs. Seminars will focus on the nature of the special need, the variety of service provision and the evaluation of current approaches. Topics will include basic education reading writing and numeracy classes, Outreach programs, labour market programs, tutor programs, TAFE vocational courses and rehabilitation services.
Text and References To be advised.

EDUC668 PROFESSIONAL STUDIES IN SPECIAL EDUCATION 10cp
Lecturer Dr LKS Chan & RN Conway
Prerequisite/Corequisite Unit 561 or EDUC561
Hours Three hours per week for one semester
Assessment Field based assignments
Content This unit will involve a series of seminars and workshops on a wide range of skills and techniques required of an expert special educator. Topics include assessment and formal observation techniques, program design, program evaluation, curriculum development, managing data-based programs, general communication skills, team teaching skills, consultation & negotiation skills, etc. Experts in the field will be invited to conduct some of these sessions.
References To be advised.

EDUC669 COMMUNICATION DISORDERS 10cp
Lecturer Dr J Cowley
Prerequisite/Corequisite Unit 561 or EDUC561
Hours 2 hours per week for one semester
Assessment Written assignments and seminar presentations
Content This unit provides an in-depth study of the nature and range of communication disorders. The long-term effects of disorders such as those arising from sensory impairment, intellectual and/or physical disabilities will be considered together with methods used for the alleviation of such effects. The unit will include the study of the development of augmentative methods of communication such as sign, symbol and computer use and of intensive language programs.
Texts and References To be advised.

EDUC671 WOMEN IN EDUCATION: HISTORICAL PERSPECTIVES 10cp
Lecturer Dr AP Holbrook
Prerequisite(s) Unit 512 or at least one of EDUC571 and EDUC572
Hours 2 hours per week for one semester
Assessment Seminar and literature review
Content This unit aims to examine and provide perspectives on the provisions made for educating and training females in Australia during the 19th and 20th centuries and is concerned with an analysis of the social, political, demographic and economic forces that helped shaped the educational provisions made for women in the private and state sectors. Topics will include the primary, secondary and tertiary education experience of girls and women, and their domestic and professional (including teaching) training. The history of women is a new field of research and emphasis will be placed on the consideration of the methodological issues and approaches emerging in the field.
Texts Kyle, N. Her Natural Destiny. The Education of Women in New South Wales (NSW University Press 1986)

EDUC672 WOMEN IN EDUCATION: BIOGRAPHICAL STUDIES 10cp
Lecturer Assoc Prof JA Ramland
Prerequisite(s) Unit 512 or at least one of EDUC571 and EDUC572
Hours 2 hours per week for one semester
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 Nil References To be advised.

EDUC673 APPLICATION OF FUTURES STUDIES IN EDUCATION 10cp
Lecturer Dr AP Holbrook
Prerequisite(s) One 500 level unit
Hours 2 hours per week for one semester
Assessment Seminars and assignments
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 "futures field" in education and will concentrate on explaining themes in education futures and on making the best practical use of the methodologies that have emerged in the field, among them trend extrapolation, delphi 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.
References Slaughter, R. Recovering the Future (Monash University 1988)
Flitch, R and Svenngal, C. Futures Unlimited: Teaching About Worlds to Come (National Council for Social Studies 1979)
Le Guin, U. Always Coming Home (Harper and Row 1985)

EDUC674 FUTURES PLANNING AND POLICY IN AUSTRALIAN EDUCATION 10cp
Lecturer Dr AP Holbrook
Prerequisite(s) One 500 level unit
Hours 2 hours per week for one semester
Assessment To be advised
Content The emphasis in this unit is on the examination and evaluation of significant trends, social, economic and technological, their possible implications for education and the critical evaluation of official blueprints for the future of Australian education that have been produced over the last decade at the state and federal levels.
In this context, students will examine notions of intelligence, artificial intelligence, and intelligent tutoring systems. Students will be introduced to graphics packages and desktop publishing tools. Emphasis will also be placed upon the school-based curriculum development of these thematic aspects.

Tests and References To be advised.

EDUC682 TEACHING COMPUTING IN SCHOOLS 10cp
Lecturer WK Au
Prerequisite(s) EDUC581 and 582
Hours 2 hours per week for one semester
Assessment Written assignments and seminar presentations
Content In this unit, students will study topics such as information systems, communication systems, and control systems in relation to the existing NSW Computing Studies syllabus. In this context, students will learn how to use tools such as communication packages and Lego/Logo. Emphasis will also be placed upon the school-based curriculum development of these topics.

Tests and References To be advised.

EDUC683 COMPUTING STUDIES IN SCHOOLS 10cp
Lecturer WK Au
Prerequisite(s) EDUC581 and 582
Hours 2 hours per week for one semester
Assessment Written assignments and seminar presentations
Content In this unit, students will study topics such as intelligent systems, and modelling & simulation, and graphics systems that are related to the existing NSW Computing Studies syllabus. In this context, students will examine notions of intelligence, artificial intelligence, and intelligent tutoring systems. Students will be introduced to graphics packages, desktop publishing tools. Emphasis will also be placed upon the school-based curriculum development of these thematic aspects.

Tests and References To be advised.

EDUC691 SPECIAL EDUCATION PRACTICUM 10cp
Coordinator Dr RN Conway
Prerequisite/Corequisite EDUC6568
Hours 240 hours of supervised experience in special education settings or equivalent
Assessment Progressive assessment
Content A program of practical experience in special education settings to be achieved by structured visits to a range of support service provisions and supervised experience in the planning, implementation, management and evaluation of programs for students with special needs.

Tests and References Nil

EDUC692 COMPUTERS IN SPECIAL EDUCATION 10cp
Lecturers WK Au, Drs R Coldwell and LKS Chan
Prerequisite(s) Unit 561 or EDUC 561
Hours 2 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.

Tests and References To be advised.

EDUC693 PRACTICUM PROJECT IN SPECIAL EDUCATION 10cp
Coordinator Dr RN Conway
Prerequisite/Corequisite EDUC6568
Hours To be negotiated with the Supervisor
Assessment One project report
Content This practicum unit aims to allow students to develop skills of organization and consultancy, based on a sound knowledge of special education theory and practice. It involves the planning, implementation, evaluation and reporting of a practicum project in special education. Students will be allocated a supervisor for consultation and approval of project plan and implementation procedures. The project work normally takes place within the student's work environment.

Tests and References To be advised.

EDUC697 A DIRECTED STUDY A 10cp
Prerequisites Two 500-level units and approval of the Course Coordinator
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 specialized topic with the close direction of a member of staff. The consent of both the lecturer to be involved and the Course Coordinator 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 consultation with the lecturer(s) concerned.

Tests and References To be advised.

EDUC694-6 MINOR THESIS Total 30cp
Prerequisites Four 500-level semester units or their equivalent and approval of the Course Coordinator
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 Theses based on empirical studies unless they have previously completed approved studies in research methodology.

The Minor Thesis is a prerequisite for admission to the degree of Master of Education and under certain conditions may be entered on a part-time basis for those who wish to pursue their studies in the area of Educational Administration. Coursework units for candidates who wish to pursue their studies in the area of Educational Psychology are expected to be offered from 1992.

Faculty Policy Faculty policy includes the following:-

a) the thesis and coursework will each count for 50% of the total program;
b) the thesis normally will be of at least 40,000 words;
c) candidates will individually defend their thesis proposals at a staff/student seminar and will be expected to report progress at least twice a year;
d) the coursework examinations will be internal; an external academic may be appointed moderator.

EDUC694 A DIRECTED STUDY A 10cp
Prerequisites Two 500-level units and approval of the Course Coordinator
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 specialized topic with the close direction of a member of staff. The consent of both the lecturer to be involved and the Course Coordinator 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 consultation with the lecturer(s) concerned.

Tests and References To be advised.

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c) candidates will individually defend their thesis proposals at a staff/student seminar and will be expected to report progress at least twice a year;
d) the coursework examinations will be internal; an external academic may be appointed moderator.

EDUC694 A DIRECTED STUDY A 10cp
Prerequisites Two 500-level units and approval of the Course Coordinator
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 specialized topic with the close direction of a member of staff. The consent of both the lecturer to be involved and the Course Coordinator 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 consultation with the lecturer(s) concerned.

Tests and References To be advised.

EDUC694-6 MINOR THESIS Total 30cp
Prerequisites Four 500-level semester units or their equivalent and approval of the Course Coordinator
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 Theses based on empirical studies unless they have previously completed approved studies in research methodology.

The Minor Thesis is a prerequisite for admission to the degree of Master of Education and under certain conditions may be entered on a part-time basis for those who wish to pursue their studies in the area of Educational Administration. Coursework units for candidates who wish to pursue their studies in the area of Educational Psychology are expected to be offered from 1992.

Faculty Policy Faculty policy includes the following:-

a) the thesis and coursework will each count for 50% of the total program;
b) the thesis normally will be of at least 40,000 words;
c) candidates will individually defend their thesis proposals at a staff/student seminar and will be expected to report progress at least twice a year;
d) the coursework examinations will be internal; an external academic may be appointed moderator.
EDUC595 LEADERSHIP AND MANAGEMENT 20cp
IN EDUCATION
Lecturers Drs SJ Crump, DT Gamage, JM Schiller and Assoc. Prof. RA Telfer
Hours 2 hours per week for two semesters
Assessment A group project, individual major assignment and minor assignments. Details to be provided.
Content This unit will focus on current issues arising from major organisational and directional changes in education, particularly as they affect leadership and management. Four major areas to be covered are: school leadership in action; centralisation vs. decentralisation in education and collaborative management through school councils; judgment and decision making; and elite decision makers and school reform.
Texts and References To be advised.

EDUC596 CURRICULUM AND POLICY 20cp
CHANGE: RESEARCH PERSPECTIVES
Lecturers Drs SF Bourke, TE Cook, AP Holbrook and TJ Lovat
Hours 2 hours per week for two semesters
Assessment Group research project, individual study report, seminar presentation and review of research paper.
Content This unit will offer an in-depth study of curriculum and policy research based on three themes: the theoretical, research and knowledge bases to curriculum and policy change; the dynamics of effective leadership and decision making in the planning, design, implementation and evaluation of curriculum and policy change; and the processes and models of researching curriculum change. A team approach will be utilised by the lecturers involved. Topics to be covered include: critical curriculum theory and knowledge; the processes of curriculum and policy leadership; decision making models in applied curriculum and policy development; theory development and modelling; and curriculum and policy futures research.
Texts and References To be advised.

Master of Education
The Master of Education degree provides a program 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 program on a full-time or a part-time basis. The program 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 MA, MA in Education, EdD and PhD in Education programs will be enrolled 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 program. 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 program of meetings will be available from the Department of Education.
RESEARCH INTERESTS OF STAFF

W.K. Au
Computer applications in education.
Instructional design.
Computer assisted instruction.
Metacognition and problem solving.
Single-sex education.
S.F. Bourke
Quality of School life.
Problem solving in mathematics.
Tertiary course and student development.
Classroom contexts and teaching practices.
Development of quantitative research methodologies.
L.K. S Chan
The education of students with special needs including those with intellectual, behaviour or learning disabilities as well as the gifted and talented.
Teaching methods and strategies in special education.
Cognitive strategy instruction and metacognitive instruction.
Effective learning.
The teaching of reading and reading comprehension.
Causal attributions.
F.N. Chopra
Punishment phenomena.
Methodology of teaching.
Behaviourism and schooling.
Teaching and pupil feedback.
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: ethnomet hodological approach.
Driver education, pilot training.
D.T. Gamage
Educational administration, particularly organisational change and communications, institutional amalgamation, leadership, collaborative management and school climate.
Higher education.
Comparative education.
Asian studies.
A.P. Holbrook
The history of Australian education 1890-1950s.
Youth training programs.
Youth unemployment.
Futures in education.
Student assessment.
The English skills of tertiary students.
SECTION FIVE
RESEARCH INTERESTS OF STAFF

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

R.S. Laun
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. McQuairter
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.

SECTION SIX
UNIT COMPUTER NUMBERS

400 Level Units

<table>
<thead>
<tr>
<th>Computer No</th>
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<tbody>
<tr>
<td>EDUC401</td>
<td>Teaching Practices — Primary</td>
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<tr>
<td>EDUC402</td>
<td>Teaching Practices — English</td>
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<tr>
<td>EDUC403</td>
<td>Teaching Practices — History</td>
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<td>EDUC404</td>
<td>Teaching Practices — Mathematics</td>
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<tr>
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<td>Teaching Practices — Modern Languages</td>
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<td>Teaching Practices — Science</td>
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<td>EDUC407</td>
<td>Teaching Practices — Social Sciences</td>
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<td>EDUC408</td>
<td>Teaching Practices — Drama</td>
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<td>EDUC409</td>
<td>Teaching Practices — Art</td>
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Problems in Teaching - 10 credit points each

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<td>Problems in Teaching — Primary</td>
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<tr>
<td>EDUC412</td>
<td>Problems in Teaching — English</td>
</tr>
<tr>
<td>EDUC413</td>
<td>Problems in Teaching — History</td>
</tr>
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<td>EDUC414</td>
<td>Problems in Teaching — Mathematics</td>
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<td>Problems in Teaching — Modern Languages</td>
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<td>EDUC416</td>
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Compulsory Units

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<tr>
<td>EDUC420</td>
<td>Learning and Teaching - 10 credit points</td>
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<tr>
<td>EDUC431</td>
<td>School and Society - 10 credit points</td>
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<tr>
<td>EDUC441</td>
<td>Practicum - 20 credit points</td>
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Further Curriculum Studies - 10 credit points each

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<tr>
<td>EDUC451</td>
<td>Aboriginal Studies</td>
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<tr>
<td>EDUC452</td>
<td>Adolescents</td>
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<tr>
<td>EDUC453</td>
<td>Aspects of Media</td>
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<td>EDUC454</td>
<td>A Community Project</td>
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<td>EDUC455</td>
<td>Computers in Schools</td>
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<td>EDUC456</td>
<td>Environmental Education</td>
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<td>EDUC457</td>
<td>Second Language Acquisition in the Infants/Primary School</td>
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<tr>
<td>EDUC458</td>
<td>Primary Art, Craft, Music and Health</td>
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<tr>
<td>EDUC459</td>
<td>Reading in the Secondary School</td>
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<td>EDUC460</td>
<td>Religious and Moral Education</td>
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<td>EDUC461</td>
<td>The Self-Concept, School and Employment</td>
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500 and 600 Level Units

Educational Psychology Area

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<tr>
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<td>EDUC501</td>
<td>Educational Psychology</td>
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<tr>
<td>EDUC502</td>
<td>Educational Psychology: Theory and Practice</td>
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<td>EDUC504</td>
<td>Psychological Foundations of Curriculum Development</td>
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<td>EDUC601</td>
<td>Reading: Instruction and Assessment</td>
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<tr>
<td>EDUC603</td>
<td>Education of Gifted and Talented Students</td>
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<td>EDUC606</td>
<td>Learning and Studying: A Psychological Perspective</td>
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Educational Sociology Area

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<td>EDUC611</td>
<td>Sociology of Education</td>
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<td>EDUC612</td>
<td>Teaching Contexts and Practices</td>
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<td>The Scope of Environmental Education</td>
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Research Methodology Area

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<tbody>
<tr>
<td>EDUC622</td>
<td>Qualitative Research Methods</td>
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<td>EDUC624</td>
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<td>EDUC621</td>
<td>The Measurement of Attitude</td>
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Philosophy of Education Area

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<td>EDUC532</td>
<td>Philosophical Issues in Education</td>
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<td>EDUC631</td>
<td>Philosophy of Health Education</td>
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<tr>
<td>EDUC632</td>
<td>Education and Bureaucracy</td>
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<td>EDUC633</td>
<td>Health Education and the Environment</td>
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**SITE GUIDE by BUILDING NUMBER**

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<th>McMullin Administration, Arts, Cashier, Computing Centre, ESO</th>
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<tbody>
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<td>AN</td>
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<td>AS</td>
<td>Central Animal Store</td>
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<tr>
<td>AT</td>
<td>Art</td>
</tr>
<tr>
<td>BC</td>
<td>Lecture Theatre B64</td>
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<tr>
<td>C</td>
<td>Commonwealth Bank</td>
</tr>
<tr>
<td>CB</td>
<td>Child Care Centre (Kintabla)</td>
</tr>
<tr>
<td>CCW</td>
<td>Child Care Centre (Wonnabya)</td>
</tr>
<tr>
<td>CG</td>
<td>Central Garage</td>
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<td>CT</td>
<td>Computer Teaching</td>
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<td>D</td>
<td>Engineering Administration</td>
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<tr>
<td>EA</td>
<td>Electrical &amp; Computer Engineering</td>
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<td>Chemical &amp; Materials Engineering</td>
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<td>Bulk Solids Engineering</td>
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<td>GH</td>
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<td>HA</td>
<td>Edwards Hall</td>
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<tr>
<td>HH</td>
<td>Hunter Building</td>
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<td>IA</td>
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<td>J</td>
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**ALPHABETICAL LOCATION GUIDE**

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<tbody>
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<td>Psychology</td>
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<td>LO</td>
<td>Lecturers' Offices</td>
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<tr>
<td>M</td>
<td>Aviation</td>
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<td>MW</td>
<td>Maintenance Workshop</td>
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<td>N</td>
<td>Architecture &amp; Building</td>
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<td>P</td>
<td>Drama Theatre</td>
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<td>PO</td>
<td>Post Office</td>
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<td>Q</td>
<td>Drama Studio</td>
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<td>R</td>
<td>Social Sciences</td>
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<td>RW</td>
<td>Richardson Wing</td>
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<tr>
<td>SC</td>
<td>Anzac Sports Centre</td>
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<tr>
<td>SE</td>
<td>Special Education Centre</td>
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<td>SH</td>
<td>Staff House</td>
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<td>Sports Pavilion</td>
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<td>TA</td>
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<td>TB</td>
<td>Temporary Buildings</td>
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<td>TD</td>
<td>Career &amp; Student Employment</td>
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<td>TC</td>
<td>Theatre</td>
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<td>TG</td>
<td>Tractor Garage</td>
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<td>TH</td>
<td>The Hunter Technology</td>
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<td>U</td>
<td>Development Centre</td>
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<td>UC</td>
<td>University Central Administration</td>
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<td>UX</td>
<td>Union - Hunter</td>
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<tr>
<td>V</td>
<td>Union - Shortland</td>
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<tr>
<td>VA</td>
<td>Computer Teaching Building</td>
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<tr>
<td>VB</td>
<td>Co-op Bookshop, Credit Union</td>
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<tr>
<td>VC</td>
<td>Mathematics</td>
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<tr>
<td>VW</td>
<td>Community Programmes</td>
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<td>WD</td>
<td>Radio Station 2NUR-FM</td>
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<td>WE</td>
<td>Visual Arts</td>
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<td>WF</td>
<td>Behavioural Sciences</td>
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<td>Wildebank Library</td>
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<tr>
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**INDEX**

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<tr>
<th>C</th>
<th>Geology</th>
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<tbody>
<tr>
<td>GH</td>
<td>Great Hall</td>
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<td>GDT</td>
<td>Griffith Dance Theatre</td>
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<td>Information &amp; Public Relations</td>
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<tr>
<td>HH</td>
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<td>Union - Shortland</td>
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* Buildings shown with a dotted outline are proposed or under construction.