Faculty of Education

Volume 7 1993
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Master of Special Education

Master of Education

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

On behalf of the Faculty of Education, I welcome warmly all new students and welcome back continuing students. Education at all levels is in the process of considerable change in Australia. Recognition of the central importance of the teacher in the process of developing the "clever country" is beginning to bring belated rewards in terms of status and salaries. Revolution in curricula and syllabi at national and state levels is demanding urgent extensions and redirections in content and curriculum studies through postgraduate diplomas and degree conversion courses. The attractive career possibilities in regionalised policy-making, management, course development and in-servicing are encouraging even more teachers to undertake higher degree programs. The Commonwealth government is promoting closer co-operation between Education and other discipline faculties to enhance the quality of teaching content, particularly at the in-service level.

The Faculty is responding positively and vigorously to these professional demands. Within the parameters of academic excellence it encourages articulation, cooperation and collaboration with various education systems to provide the best possible facilities and programs for the preparation and development of teachers. It also promotes general academic study of education, its processes and contexts.

Courses draw generally on organised knowledge and research in the fields of history, sociology, philosophy and psychology of education, teaching and curriculum studies, special and multicultural education, societal issues, educational measurement and policy studies.

There are five salient forms of award serviced by the Faculty, each contributing significantly to a particular demand:

I  the pre-service Diploma in Education, which provides a professional year of study to complement undergraduate studies in teacher relevant degrees such as Arts, Science and Economics. The course features foundation studies in education, teaching theory and practice, practicum sessions and teaching related elective studies;

II post-graduate diplomas and certificates in extension areas for experienced teachers, such as computer education, curriculum development, design and technology education, special education, speech and language remediation;

IV higher degrees through:
   (a) coursework, including the Bachelor and Master of Educational Studies, and
   (b) coursework and thesis, as with the Master of Early Childhood, the Master of Industrial Education, the Master of Special Education and Doctor of Education;
   (c) research, including the Master of Education and the Doctor of Philosophy.

V  undergraduate and postgraduate studies in Education as an academic discipline, offered within the Faculty of Arts, (see Faculty of Arts Handbook for details).

The programs of the Faculty are supported by a number of dedicated resource centres. A Curriculum Resources and Research Centre (CRRC), a Teaching Research Development Centre (TRDC) and a library audio-visual section provide access to comprehensive collections of teaching materials and audio-visual aids. Video-tape facilities are available for micro-teaching. The Instructional Media Unit provides technical facilities, resources and assistance for production of teaching aids and technology applications in teaching. Computer facilities and technical aid and secretarial assistance are available for research activities.

We wish you a most inspiring and productive experience in Education.

Jack Caldwell
Dean
SECTION ONE

PRINCIPAL OFFICERS

Vice-Chancellor and Principal Professor K.J. Morgan, BSc, MA, DPhil(Oxf)
Deputy Vice-Chancellor (Academic) Professor M.P. Carter, BA(Not), PhD(Stin)
Deputy Vice-Chancellor (Administration) L.P. Hennessy, BA(Syd)
Deputy Vice-Chancellor (Planning) D.R. Huxley, BA, LitR(NE), MA, PhD
Pro Vice-Chancellor and Dean of Students Professor K.R. Dutton, MA(Syd), Dk(Paris), Officier des Palmes académiques, FACE
Pro Vice-Chancellor (Development) L.R. Eastcott, MEd(Syd), PhD(Alberta), BA, DipEd
Deputy President of Academic Senate Professor F.L. Clark, BSc, PhD(Syd), FCPA, ACIS, ACIM
Dean for Research Professor R.J. MacDonald, BSc, PhD(NSW), FAIP

SCHOOL OF EDUCATION

Director and Head of School A.O. Taylor, BA, ASTC, MEdSc, PhD, FIA, MACE
Assistant Registrar C. Munro, BA(USP), MA(The Hague)
Administrative Assistants
I. Blyth, BA, DipEd
K. Kittel, BA, BSc
N. Yee, BA

FACULTY OF EDUCATION

Dean J.A.W. Caldwell, BA, DipEd(NSW), PhD(Macq), GradDipEdStud(NE), MA, MACE
Deputy Dean
Dr. I.K.S. Chan, BEd(Hons), PhD(W.Aust)
Assistant Deans
T.J. Lovat, BEd, GradDipEd(SACAR), BTheol, Theol(MC), MA, PhD(Syd), MACK
S.F. Bourke, BSc(NSW), BA, MA(NE), MEIS(Monash), PhD(Alberta), MACE
P. Foreman, BA, MA, MEd(NE), PhD(Macq), MACE, MAPsS
Director Education Field Experience Office J. Gil, BA, DipEd(NE), MA

A. Brown (Practice Teaching Office)
Head of School Office Staff R. Buick
Faculty Office Staff J. Collins
DEPARTMENT OF CURRICULUM STUDIES

Principal Lecturers
D.J. Abelson, BA, DipEd, MA, PhD(EdStud, MJL(Hons), MACE
R.A. Coldwell, DipArch, PhD(Wales), PRAI, MAAS, MBSA, MACS, MCSI, MCISSA, MASA
J.W. Cray, BA(Hons), DipArt(Syd), GradDiplDiuStud(NE)

Senior Lecturers
B.W. Allison, ASTC(Man Ant), MIA
D.G.W. Matthews, BA, MA(Toronto), PhD, MACSA
K. Scott, BA, MLit(NZ), BEdStud (Head of Department)
R. Smith, BA(Syd), DipEd, MA(Hons), MA, PhD
K.W. Thompson, BEd(Syd), BEdStud, MEd

Lecturers
G.A. Aitchi, BA(WA), PhD
J. Allan, DipMusEd, BMusEd, BA
M. Benthall, BSc, BEdStud, DipEd, BA(NZ), PROF, DALE, (Vancouver Comit)
J.P. Gow, BA, PhD(Griffith), MA(MACE)
H.C.J. Green, BA, DipEd(NZ), MA
F. Huang, BA(California), DipEd(Melb), MA(NY)
R. Lewis, BA, MEd
L. Xia, BA(Dalian (Liaoning), PGDipEduC(Corn)
M. Conroy, BA, DipEd(Syd), BEdStud, MACE
A. Mitchell, BA, MLit(NZ)
A.C. Murphy, BA, DipEd(Syd), BEdStud
D. Pigg, BMAEd(DipMusEd), AMUS, MEdStud
W.M. Reynolds, BA, DipEd, PhD
C.A. Richards, BSc, BA(USA), MATAS, GradDiplMACE
M.K. Thomas, DipEd(Waing TIC), BPE(WA), MEdStud
C.A. Wcgek, DipEd, BA(WA), MEdStud
M.M. Williams, DipMusEd, GradDiplHealthEd(Adel), BSc(Oregon), GradDiplProfComm(Canberra)
W.H. Williams, DipEd, MIA
A.J. Woodcock, DipEd, BA(Adel), MSc(Kaonsa), PhD(Arizona)

Departmental Office Staff
C. Kajish (Departmental Secretary)
K. Cortez
S. Lucenta
A. Rijkenberg
C. Ting Heng

DEPARTMENT OF EDUCATION

Professor R.S. Laura, BA(Lewis & Clark), MDiv(Harv), MA(Camb), PhD(Ohio)

Associate Professors
S.P. Bork, BSc(NSW), BA, MEd(NE), MEEd(Monash), PhD(Laurel), MACE
L.K.S. Chang, BEd(Hong Kong), PhD(Wests)
M.N. Maddocks, BSc(Tas), MEd(Qld), MS, PhD(Phl), DipEd(Tas), FACE
P.J. Moore, BA, BEdStud, MEd, PhD, MAPS (Head of Department)
W.G. Warren, MA, MPsych(Cite), PhD, MAPS, AASA

Senior Lecturers
P.N. Chep, BSc(Animal), BA, DipEd(Adel), MAPS, MACE
R. Mackie, MA, DipEd(Syd)

Lecturers
W.K. Au, MA (Massay), MACE
D.T. Garness, BA(Việtnam), MA(Sri Lanka), MEdAdmin(NZ), MEdDipAffairs(BCS), DipEdStud(BCS), APAIM MACEA, FICAS
A.P. Holford, BSc, DipEd, PhD(EdStud)
R.W. Howard, MA(Ank), PhD(PhD)
J.W. McQuaker, BSc(Bay), BA, DipEd(NZ)
P. Niles, DipDram(Act/VCA Melb), BEd(UK), MEd(UK)
P. Presson, BA, DipEd, MEdStud
E.P. Seddonay, BA, DipEd(Math), DipEd, PhD(LaTrobe)

Honorary Professor L.N. Short, MSc(Syd), PhD(Adel), MEdStud, FACE, FRSA
Honorary Associate A.R. Barson, MA, MEd(Syd), PhD(ANU), DipEd(Syd), FACE

DEPARTMENT OF EDUCATIONAL STUDIES

Principal Lecturer W.R. Maley, BA(Syd), MLIS, MEd, MACE, MACE, MAPS, APB(Head of Department)

Senior Lecturers
R.N. Connor, BA, BEdStud, MEd, PhD(EdStud), DipSpecEd(NE)
J. Gore, BEd(Adel), MPh(William), PhD(Wisconsin)
T.J. Lowe, BEd, GradDip(ResCADC), BEd(Deakin), BTheol, ThM(MCD), MA, PhD(Syd), MACE
J.A. Roes, BA, PhD
G.L.W. Robinson, BA, DipEd(Syd), MEd, PhD, MACE

MEMBERS OF STAFF

Lecturers
J. Archer, BEd(Hons), James Cook, MEd(Qld), PhD(Lal)
J.A. Allen, BA, BEdStud, MEdStud, Berry, DipTeach, BA, MPsych(PhD), MMed
R.H. Camiell, BA, BEdStud(Monash), BEdStud, MEd
P.A. Cuthbert, Teachers Cert, DipSpecEd, BEdStud, MEdStud
J. Cowley, BA, MEd(Auck), PhD(LATs, MAATD, MAASH
M. Davis, BA, BEdStud, MAPS
J.J. Dempsey, MEdStud, GradDiplSpecEd, DipTeach
J. Denley, BEd(Deakin), MSc(Oxford)
C.G. Flanagan, BA, MEd
J. Kowar, BEd, GradDiplEd(PhDStud)
J. Laugw, BA(Washington), MEd(Phila), PhD(EdStud)
M. Moden, BA, DipTeach, PhD
J. Svetak, BA, BEdStud, MEdStud
N.J. Todd, BEdStud, MEd, PhD
M. Wright, DipTeach, BA(NZ), MEd

Departmental Office Staff
A. Russell (Departmental Secretary)
S. Hoy

DIVISION OF SPECIAL EDUCATION

Professor T. Nienhuys, BSc(Adel), CTCA(Came), PhD(EdStud), MAPS

Senior Lecturers
P.J. Frennan (Head of Division)
R.N. Conacy
G. Robinson
J. Cowley

Lecturers
P.A. Cuthbert
K. Berry
J. Dempsey

Division Office Staff
L. Sorensen

General Staff
N. Ferguson

DEPARTMENT OF PEDAGOGICAL STUDIES

Principal Lecturer T.J. Fallerton, BA(Hons) (Head of Department)

Senior Lecturers
E.G.H. Bishop, BA(NZ), MEEd(PhD)
D.E. Corley, ASTC, DipArt(Ed), MIA, MACE
J. Giff, BA(Hons), MEd(EdStud), MA, MACE
A. Kinlen, BA, MEdStud, MACE
L.R. Kilkm, BSc(Eng), MEdStud, MEd, DipEd, PhD
J.W. Tarnow, BSc, MEd, DipEd(Syd), PhD

Lecturers
J.N. Berghold, DipArtsEd, BEdStud, MEdStud
W.K. Bruce, BA, BEdStud, MEd, ND, MACE
R. Cato
M.F. Fitzgerald, BSc, BEdStud, NZ TeachCert
K.经开区, DipTeach, BA(NZ), MEd
B. James, BA(NZ), MEd
B.F. Joyce, BA(NZ), MEd
Section One

Faculty Staff

T. Ross Owen, DipArtEd
D. Palmer, BSc, PhD(Adelaide), DipEd(Bedfordshire)
A.J. Pateman, ASTC, MBA
L. Pollock, DipTeach(Ade), GradDipEdStudies(NCAE), AUA

Departmental Office Staff
A. Sales (Departmental Secretary)
W. Archer
J. Hancock

Laboratory Attendants
A. Badger
B. McKay

Education Field Experience Office
J. Gill, GA, DipEd(NE), MA

Section Two

Faculty Information

Course Enquiries
Information on courses offered by the Faculty, admission requirements, rules and policies governing enrolment, attendance, assessment and review of grades, variations of program and course transfers may be directed to the Faculty Secretary and Faculty Administrative Officers, Faculty of Education, Hunter Building.

Academic Advice
Academic advice on course content, determination of advanced standing and exemptions and an idea of career prospects may be obtained from the relevant Head of Department or from the following Course Directors (current as at December 1992)

Bachelor of Education (Art)
Mr J.W. Cramp

Bachelor of Education (Design and Technology)
Mr W.H. Wiltshire

Bachelor of Education (Early Childhood)
Dr J. Cowley

Bachelor of Education (English/History)
Dr B.R. Smith

Bachelor of Education (Languages/Asian Studies)
Vacancy

Bachelor of Education (Mathematics)
Ms M.M. Williams

Bachelor of Education (Music)
Ms D. Paterson

Bachelor of Education (Physical and Health Education)
Mr K.W. Thompson

Bachelor of Education (Primary)
Mr P.G. Bishop

Bachelor of Education (Science)
Mr B.R. Flanagan

Bachelor of Education (Specialisation/Special Education)
Dr R.N. Conway

Bachelor of Education (Social Sciences)
Mr H.J.C. Green

Bachelor of Education (Technical and Further Education)
Dr L.R. Killen

Diploma in Education
Associate Professor M.N. Maddock

Graduate Certificate in Educational Studies (Design and Technology)
Mr W.H. Wiltshire

Graduate Certificate/Diploma in Educational Studies (Computer Education)
Mr D.I.C. Condon

Graduate Certificate/Diploma in Educational Studies (Special Education)
Dr R.N. Conway

Graduate Certificate/Diploma in Educational Studies (Adult Special Education)
Dr R.N. Conway
While it is the policy of the Faculty to design all Bachelor of Education courses as integrated four-year full-time programs, students may be permitted by the Faculty Board to transfer candidates from the degree to the Diploma in Teaching. (Refer to the Rules.)

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

This postgraduate course consists of both coursework and a research thesis and requires two years of full-time or four years of part-time study.
- Master of Special Education (MSpecEd). Students who have completed a degree or four full-time years of tertiary education with appropriate content and already have approved experience in special education may be accepted for this program. It involves coursework studies, practical experience and research thesis. Satisfactory completion of the program by way of major thesis may be sufficient for admission to candidature for the PhD degree.

- Master of Industrial Education

The Master of Industrial Education full-time program over two years normally consists of:

(i) one year for completion of the four resource units and initiation of the research thesis proposal; and
(ii) one year for completion of the research thesis

The part-time/off-campus program is normally four years and consists of:

(i) two years for completion of the four resource units and initiation of the research thesis proposal; and
(ii) two years part-time or one year full-time (with the approval of the Dean) for the completion of the research thesis.

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

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

- Doctor of Education degree (EdD). A doctoral degree conferred as a result of both high-level coursework and a thesis is now available at this University. It is of interest to teachers and others in the field of education. Entry to the course is at the same level as that of PhD.

Postgraduate Scholarships

Full-time candidates for the research degrees of PhD, EdD, MEd, MSpecEd, MIndEd and MEarlyChildhoodEd may be eligible for Australian Postgraduate Research Awards or University of Newcastle Postgraduate Research Scholarships.

Applications for these Scholarships should reach The Academic Registrar, The University of Newcastle, Callaghan NSW, 2308 by 31st October for the following academic year. The coursework MEdStud degree is recognised for the Australian Postgraduate Course Award scheme. Applicants must intend enrolling as full-time students. The Awards carry a living allowance and other benefits.
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 materials;
(iii) provide adequate information on all types of resource materials;
(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 in-service. 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 use. Students especially are encouraged to familiarise themselves with the equipment in the Centre to gain experience in preparing their own resource materials. Some materials may be restricted to use under supervision of staff and a few items, eg 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.

Special Education Centre
The special Centre is a modern well-equipped building on the University campus and is the focus of much of the University’s teaching program in special education. It has a threefold function: teacher education, service delivery and research. Centre staff include academic staff, specialist teachers, research staff and ancillary staff. Teacher preparation in Special Education is integrated with the service programs of the Special Education

RULES GOVERNING ACADEMIC AWARDS

Rules Governing Academic Awards
Application of Rules
1. These Rules shall apply to all the academic awards of the University other than the degree of Doctor and Master.

Interpretation
2. (1) In these Rules, unless the context or subject matter otherwise indicates or requires:

   “award” means the degree, diploma (including graduate diploma and associate diploma) or graduate certificate for which a candidate is enrolled;
   “course” means the total requirements of the program of study approved by the Academic Senate to qualify a candidate for the award as set out in the schedule;
   “Dean” means the Dean of a Faculty;
   “department” means the department offering a particular subject and includes any other body so doing;
   “Faculty” means the Faculty responsible for the course;
   “Faculty Board” means the Faculty Board of the Faculty;
   “schedule” means the schedule to these Rules relevant to the award listed under the name of the Faculty;
   “subject” means any part of a course for which a result may be recorded.

(2) A reference in these Rules to a Head of Department shall be read not only as a reference to the person appointed to that office but also, where a subject is not offered by a department as such, to the person approved by the Academic Senate to undertake the responsibilities of a Head of Department for the purpose of these Rules.

Admission
3. An applicant for admission to candidature for an award shall satisfy the requirements of the University governing admission to and enrolment in a course and any other additional requirements as may be prescribed in the schedule for that award.

Subject
4. (1) For the purposes of a course, a subject may be classified at a level determined by the Faculty Board.

(2) Each subject shall be allotted a credit point value by the Academic Senate after considering the advice of the Faculty Board of the Faculty in which the subject is located.

(3) The Academic Senate, after considering a request from a Faculty Board, may determine that a subject not offered during a particular academic year.

(4) The Faculty Board shall approve the subjects for the award. Any change in the list of approved subjects which will have effect in the following year shall be approved by a date determined by the Academic Senate.

(5) Where there is any change in the list of approved subjects, the Faculty Board shall make all reasonable provision to permit students already enrolled in the course to progress normally.

Enrolment
5. (1) A candidate may not enrol in any year in a combination of subjects which is incompatible with the requirements of the timetable for that year.

(2) Except with the permission of the Dean and subject to any contrary provision in the schedule:
8. (1) A Faculty Board may grant credit to a candidate in any prescribed pre-requisites and/or corequisites. Provided that a student may enrol in a combined course approved by the Academic Senate leading to two awards.

Pre-requisites and Co-requisites

6. (1) The Faculty Board on the recommendation of the Head of the Department may prescribe pre-requisites and/or co-requisites for any subject offered by that Department.

(2) Except with the permission of the Dean, no candidate may enrol in any subject prescribed as a pre-requisite at any grade which may have been specified and has already passed or concurrently enrols in or is already enrolled in any subjects prescribed as its co-requisites.

(3) Except with the permission of the Dean, a candidate will not have satisfied a pre-requisite if the pre-requisite subject has not been completed in the preceding eight calendar years.

(4) A candidate attaining a Terminating Pass in a subject shall be deemed not to have passed that subject for pre-requisite purposes.

Credit

7. (1) A Faculty Board may grant credit to a candidate in specified and unspecified subjects, on such conditions as it may determine, in recognition of work completed in the University or another institution approved by the Faculty Board for this purpose or additionally as may be specifically prescribed in the schedule.

(2) Exemption may be otherwise provided in the schedule, a candidate shall not be given credit for more than sixty-five percent of the total number of credit points required to complete the course.

Subject Requirements

8. (1) The subjects which may be completed in the course for the Award shall be those approved by the Faculty Board and published annually as the Approved Subjects section of the schedule.

(2) A candidate enrolled in a subject shall comply with such academic and practical requirements and submit such written or other work as the Department shall specify.

SECTION THREE

RULES GOVERNING ACADEMIC AWARDS

Combined Degree Programs

12. (1) Where so prescribed for a particular course, a candidate may complete the requirements for one Bachelor degree in conjunction with another Bachelor degree by completing a combined degree program approved by the Academic Senate on the advice of the Faculty Board and, where the other Bachelor degree is offered in another Faculty, the Faculty Board of that Faculty.

(2) Admission to a combined degree program shall be restricted to candidates who have achieved a standard of performance deemed satisfactory for the purposes of admission to the specific combined degree course by the Faculty Board(s).

(3) The work undertaken by a candidate in a combined degree program shall be no less in quantity and quality than if the two courses were taken separately.

(4) To qualify for admission to the two degrees a candidate shall satisfy the requirements for both degrees, except as may be otherwise provided.

Relaxing Provision

13. In order to provide for exceptional circumstances arising in a particular case, the Academic Senate on the recommendation of the Faculty Board may relax any provision of these Rules.

SCHEDULE — BACHELOR OF EDUCATION

Specialisations

1. The degree may be offered in such areas of specialisation as the Academic Senate shall determine on the recommendation of the Faculty Board.

Admission to Candidature

2. Applicants for admission to candidature shall nominate the specialisation in which they wish to pursue the course.

Admission to Candidature in the Specialisation of Music

3. In cases where they meet the published selection criteria determined by the Faculty Board, applicants for admission to candidature in the specialisation of Music shall be required to undertake performing music assessment.

4. (1) The performing music assessment shall consist of:

(a) such written texts and interviews as the Faculty Board on the recommendation of the Head of the Department of Music shall require, and

(b) an audition in which the candidate must demonstrate musical expertise at a level satisfactory to the Faculty Board, on the recommendation of the Head of the Department of Music.

(2) Applicants who do not attend the University for performing music assessment will be deemed to have withdrawn their application unless a reasonable acceptable to the Academic Registrar is provided.

Credit

9. A candidate who has completed a Diploma in Teaching may be granted credit on such conditions as the Faculty Board may determine, for up to 240 credit points.

1 A candidate for the Bachelor of Education who has satisfied the requirements for the award of the Diploma of Teaching, may be permitted by the Faculty Board to transfer candidature from the degree to the Diploma of Teaching with Honours.

2 The following areas of specialisation have been approved by the Academic Senate:

(a) Primary;

(b) Early Childhood;

(c) Secondary, which shall include:

- Art, Asian Studies, Design and Technology, English, History, Hospitality and Tourism, Information Technology, Languages, Mathematics, Music, Performing Arts, Physical Education, Science and Social Sciences, which may be offered singly or in combination;

- Technical and Further Education.

Candidates pursuing the specialisations of Primary, Early Childhood and Secondary education may be permitted to also undertake a specialisation in Special Education in the final year of the B Ed program.
SECTION THREE

RULES GOVERNING ACADEMIC AWARDS

Time Requirements

10. (1) Except with the permission of the Faculty Board, a candidate shall complete the course in not less than four years and not more than ten years of study.

(2) A candidate who has been granted credit shall be deemed to have commenced the course from a date determined by the Dean at the time the credit is granted.

SCHEDULE — DIPLOMA OF TEACHING

Transfer of Candidature

1. Candidates for the degree of Bachelor of Education who have satisfied the requirements for the Diploma of Teaching may be permitted by the Faculty Board to transfer candidature to the Diploma of Teaching. Candidates wishing to transfer shall apply in writing to the Academic Registrar for permission to do so.

Qualification for the Diploma

2. To qualify for the award of the Diploma a candidate shall pass the programme of study approved by the Faculty Board totalling 240 credit points.

SCHEDULE — DIPLOMA IN EDUCATION

Specialisations

1. The diploma may be offered in such areas of Specialisation as the Academic Senate shall determine on the recommendation of the Faculty Board.

Admission to Candidature

2. (1) Applicants for admission to candidature shall nominate the specialisation in which they wish to pursue the course.

(2) An applicant for admission to candidature shall:
   (a) have satisfied the requirements for admission to a degree of Bachelor of the University or to a degree of another tertiary institution approved for this purpose by the Faculty Board;
   (b) have satisfied the requirements for the award of a Diploma in Teaching and a Graduate Diploma in Educational Studies or equivalent in the University or another University recognised for this purpose by the Faculty Board;
   (c) produce evidence of possessing such other qualifications as the Faculty Board may approve.

Qualification for the Diploma

3. To qualify for the diploma a candidate shall pass the program of subjects approved by the Faculty Board totalling 120 credit points.

Credit

3. Credit may be granted for up to 40 credit points.

Time Requirements

4. Except with the permission of the Faculty Board, the course shall be completed in not less than one year and not more than four years of study.

SCHEDULE — BACHELOR OF EDUCATIONAL STUDIES

Admission to Candidature

1. An applicant for admission to candidature shall:
   (a) have satisfied the requirements for admission to a degree of Bachelor of the University or to a degree of another tertiary institution approved for this purpose by the Faculty Board;
   (b) have satisfied the requirements for the award of a Diploma in Teaching and a Graduate Diploma in Educational studies or equivalent in the University or another University recognised for this purpose by the Faculty Board;
   (c) produce evidence of possessing such other qualifications as the Faculty Board may approve.

Qualification for Admission to the Degree

2. To qualify for admission to the degree a candidate shall pass a program of subjects approved by the Faculty Board totalling 120 credit points.

Credit

3. Credit may be granted for up to 40 credit points.

Time Requirements

4. Except with the permission of the Faculty Board, the course shall be completed in not less than one year and not more than four years of study.

SCHEDULE — GRADUATE DIPLOMA IN EDUCATIONAL STUDIES

Specialisations

1. The diploma may be offered in such areas of specialisation as the Academic Senate shall determine on the recommendation of the Faculty Board.

Grading of Diploma

4. The diploma shall be awarded as an ordinary diploma except that, in cases where the performance of a candidate has reached a standard determined by the Faculty Board to be of sufficient merit, the diploma may be awarded with Merit.

Time Requirements

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

SCHEDULE — DIPLOMA OF TEACHING

Transfer of Candidature

1. Candidates for the degree of Bachelor of Education who have satisfied the requirements for the Diploma of Teaching may be permitted by the Faculty Board to transfer candidature to the Diploma of Teaching. Candidates wishing to transfer shall apply in writing to the Academic Registrar for permission to do so.

Qualification for the Diploma

2. To qualify for the award of the Diploma a candidate shall pass the programme of study approved by the Faculty Board totalling 80 credit points.

Grading of Diploma

4. The diploma shall be awarded as an ungraded diploma except that, where the performance of a candidate has reached a standard determined by the Faculty Board to be of sufficient merit, the diploma may be awarded with Merit.

Time Requirements

5. Except with the permission of the Faculty Board, the course shall be completed in not less than one year and not more than two years of study.

The following areas of specialisation have been approved by the Academic Senate:

- Advanced Teaching Method
- Computer Education
- Curriculum
- Educational Administration
- Educational Drama
- Educational Technology
- Education and Youth Opportunities
- Speech and Language Remediation

Special Education.

SECTION THREE

RULES GOVERNING ACADEMIC AWARDS

Admission to Candidature

2. (1) Candidates shall nominate the area of specialisation in which they wish to pursue the course.

(2) To be eligible for admission to candidature an applicant shall:
   (a) have satisfied the requirements for the award of a Diploma in Teaching or admission to a degree or graduate diploma in the University or another university recognised for this purpose by the Faculty Board;
   (b) provide evidence of at least two years of relevant experience as the Faculty Board shall approve;
   (c) produce evidence of possessing such other qualifications and experience as the Faculty Board shall require.

Qualification for the Diploma

3. To qualify for the diploma a candidate shall pass a program of subjects approved by the Faculty Board totalling 80 credit points.

Grading of Diploma

4. The diploma shall be awarded as an ungraded diploma except that, where the performance of a candidate has reached a standard determined by the Faculty Board to be of sufficient merit, the diploma may be awarded with Merit.

Time Requirements

5. Except with the permission of the Faculty Board, the program shall be completed in not less than one year and not more than four years of study.

SCHEDULE — GRADUATE CERTIFICATE IN EDUCATIONAL STUDIES

Specialisations

1. The graduate certificate may be offered in such areas of specialisation as the Academic Senate shall determine on the recommendation of the Faculty Board.

Transfer of Candidature

2. Candidates for the degree of Graduate Diploma in Educational Studies who have satisfied the requirements for the Graduate Certificate in Educational Studies may be permitted by the Faculty Board to transfer candidature to the Graduate Certificate. Candidates wishing to transfer shall apply in writing to the Academic Registrar for permission to do so.

Admission to Candidature

3. An applicant for admission to candidature for the Certificate in the specialisation of Design and Technology shall:
   (a) have satisfied all requirements for admission to a degree of Bachelor of Education (Secondary), specializing in Industrial Arts, Home Economics or Art, from the University or from any other tertiary institution approved for this purpose by the Faculty Board; or
   (b) have completed other studies as deemed equivalent by the Faculty Board.

Qualification for the Award

4. To qualify for the certificate a candidate shall pass the program of study approved by the Faculty Board totalling 40 credit points.

Time Requirements

5. Except with the permission of the Faculty Board, the course shall be completed in not less than one year and not more than two years of study.

The following areas of specialisation have been approved by the Academic Senate:

- Advanced Teaching Method
- Computer Education
- Curriculum
- Design and Technology
- Educational Administration
- Educational Drama
- Educational Technology
- Education and Youth Opportunities
- Speech and Language Remediation
- Special Education.
Rules Governing Master and Doctoral Degrees

About This Section

This section contains rules governing the following degrees:
- Master of Early Childhood Education
- Master of Industrial Education
- Master of Science
- Master of Studies
- Master of Education and Master of Surveying.

Part I — General


2. In these Rules and the Schedules thereto, unless the context or subject matter otherwise indicates or requires:
   - "Faculty Board" means the Faculty Board of the Faculty responsible for the course in which a person is enrolled or is proposing to enrol;
   - "program" means the program of research and study prescribed in the Schedule;
   - "Schedule" means the Schedule of these Rules pertaining to the course in which a person is enrolled or is proposing to enrol, and
   - "these" means any thesis or dissertation submitted by a candidate.

3. These Rules shall not apply to degrees conferred honoris causa.

4. A degree of Master shall be conferred in one grade only.

2. An application for admission to candidature for a degree of Master shall be made on the prescribed form and lodged with the Secretary to the University by the prescribed date.

3. (1) To be eligible for admission to candidature an applicant shall:
   - (i) have satisfied the requirements for admission to a degree of Bachelor in the University of Newcastle as specified in the Schedule; or
   - (ii) have satisfied the requirements for admission to a degree or equivalent qualification, approved for the purpose by the Faculty Board, in another tertiary institution; or
   - (iii) have such other qualifications and experience as may be approved by the Senate on the recommendation of the Faculty Board or otherwise as may be specified in the Schedule; and
   - (b) have satisfied such other requirements as may be specified in the Schedule.

2. Unless otherwise specified in the Schedule, applications for admission to candidature shall be considered by the Faculty Board which may approve or reject any application.

3. An applicant shall not be admitted to candidature unless adequate supervision and facilities are available. Whether these are available shall be determined by the Faculty Board unless the Schedule otherwise provides.

4. To qualify for admission to a degree of Master a candidate shall enrol and satisfy the requirements of these Rules 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.

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

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

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

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

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

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

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

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

10. The Examination Rules 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 Rules 12 to 16 inclusive of these Rules.

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

Part III — Provisions Relating to Theses

12. (1) Each thesis shall be submitted by the Faculty Board on the recommendation of the Head of the Department in the candidate is carrying out the research for the thesis.

2. (1) 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.

(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
   - (iii) if the candidate so desires, any documents or published work of the candidate whether bearing on the subject of the thesis or not.
SCHEDULE — MASTER OF EARLY CHILDHOOD EDUCATION

1. The Faculty of Education shall be responsible for the course leading to the degree of Master of Early Childhood Education.

2. To be eligible for admission to candidature an applicant shall:
   (a) have completed the requirements for a degree of Bachelor in the field Early Childhood (or a related area such as Primary, Behavioural Sciences, Applied Sciences) in the University of Newcastle or an equivalent degree, approved for this purpose by the Board, of another institution of tertiary education and
   (b) have either demonstrated to the satisfaction of the Board exceptional ability in that degree, or
   (c) have completed a field in a field allied to education have demonstrated their ability to undertake successfully studies at the master degree level, or
   (d) have completed two years experience as a teacher in the practice of early childhood or experience deemed by the Board to be equivalent.

3. As a condition for admission to candidature an applicant may be required to undertake such additional work and pass such examinations as the Board may prescribe.

4. To qualify for admission to the degree the candidate shall have satisfied any condition imposed on admission to candidature under Rule 2. (2) and shall complete to the satisfaction of the Board a program approved by the Board which will include:
   (a) a unit specifically designed (in consultation with his Supervisor approved by the Faculty Board) and which, except with the special permission of the Faculty Board, shall be completed in not more than three semesters.

5. The course shall be completed in not less than three semesters and not more than twelve semesters unless the Faculty Board otherwise permits.

SCHEDULE — MASTER OF INDUSTRIAL EDUCATION

1. (1) The Faculty of Education shall be responsible for the course leading to the degree of Master of Industrial Education.

2. To be eligible for admission to candidature an applicant shall:
   (a) have completed the requirements for a degree of Bachelor of Education (Industrial Arts Technology) or Bachelor Education (Technical and Further Education) in the University of Newcastle or for a degree approved for this purpose by the Board, of another tertiary institution; or
   (b) have satisfied the requirements for the postgraduate Diploma in Education, Industrial Arts Technology or Technical and Further Education in the University of Newcastle or from another tertiary institution approved for this purpose by the School Board; or
   (c) have satisfactorily completed a major study in the practice of industrial education as a teacher or in any other equivalent capacity as may be approved by the Board.

3. The Faculty Board may prescribe.

4. The course shall be completed in not less than four semesters and not more than ten semesters.

SCHEDULE — MASTER OF SPECIAL EDUCATION

1. The Faculty of Education shall be responsible for the course leading to the degree of Master of Special Education.

2. To be eligible for admission to candidature an applicant shall:
   (a) have satisfied the requirements for a degree of Bachelor of Education (Industrial Arts Technology or for the degree of Bachelor of Education at the Newcastle College of Advanced Education or for a degree approved for this purpose by the Faculty Board, of another tertiary institution; or, alternatively, have satisfactorily completed four full-time years of tertiary study or equivalent as approved for this purpose by the Faculty Board; and
   (b) have satisfactorily completed a Major Thesis embodying the results of a major study in the area of the candidate's specialisation; or
   (c) have undertaken professional experience of at least two years in the practice of service delivery in a field related to Special Education, or in Psychology or in a field related to Special Education as approved by the Faculty Board.

3. To qualify for admission to the degree the candidate shall complete to the satisfaction of the Faculty Board a program prescribed by the Faculty Board which will comprise either
   (a) 100 credit points of advanced work requiring attendance at such seminars, lectures and tutorials, and the completion of such examinations as the Faculty Board may determine, or
   (b) a Major Thesis embodying the results of a major study in the area of the candidate's specialisation; or
   (c) 130 credit points of advanced work requiring attendance at such seminars, lectures and tutorials and the completion of such examinations as the Faculty Board may determine.

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

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

SCHEDULE — RULES GOVERNING MASTER AND DOCTORAL DEGREES

1. The Faculty of Education shall be responsible for the course leading to the degree of Master of Education.

2. To be eligible for admission to candidature an applicant shall:
   (a) have satisfied the requirements for the degree of Bachelor of Educational Studies of the University of Newcastle or for a degree approved for this purpose by the Faculty Board, of another tertiary institution; or
   (b) have completed the requirements for the postgraduate Diploma in Education, or
   (c) have satisfactorily completed one full-year unit of advanced work (equivalent to 60 credit points) or
   (d) have satisfactorily completed an equivalent degree, approved for this purpose by the Faculty Board; or
   (e) have satisfactorily completed four full-time years of tertiary study or equivalent as approved for this purpose by the Faculty Board; or
   (f) have satisfactorily completed a Major Thesis embodying the results of a major study in the area of the candidate's specialisation; or
   (g) have undertaken professional experience of at least two years in the practice of service delivery in a field related to the candidate's special interest; or
   (h) have undertaken a dissertation embodying the results of a major study in the area of the candidate's specialisation.

3. To qualify for admission to the degree the candidate shall complete to the satisfaction of the Faculty Board a program prescribed by the Faculty Board which will comprise either
   (a) 100 credit points of advanced work requiring attendance at such seminars, lectures, practicums and tutorials, and the completion of such examinations as the Faculty Board may determine, or
   (b) a Major Thesis embodying the results of a major study in the area of the candidate's specialisation; or
   (c) 130 credit points of advanced work requiring attendance at such seminars, lectures and tutorials and the completion of such examinations as the Faculty Board may determine.

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

5. Except with the permission of the Faculty Board the course shall be completed in not less than four semesters and not more than ten semesters.
4. The program shall be completed in not less than 1 year and not more than four years unless the Faculty Board otherwise permits.

Doctoral Degree Rules

General

1. (a) These Rules are made in accordance with the powers vested in the Council and shall relate to the degrees of Doctor of Engineering, Doctor of Letters, Doctor of Science, Doctor of Medicine, Doctor of Philosophy and Doctor of Education.

(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 Rules.

(c) In these Rules “Graduate Studies Committee” means the Graduate Studies Committee of Academic Senate.

(d) These Rules shall not apply to degrees conferred honoris causa.

SCHEDULE FOR THE DEGREE OF
DOCTOR OF EDUCATION

Admission to Candidature

1. An applicant for admission to candidature for the degree of Doctor of Education shall:

(a) have satisfied all of the requirements for admission to the degree of Master or 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 Graduate Studies Committee;

(b) 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 Graduate Studies Committee, and have achieved by subsequent work and study a standard recognised by the Graduate Studies Committee as equivalent to at least second class honours; or

(c) in exceptional cases submit such other evidence of general and professional qualifications as may be approved by the Academic Senate; and

(d) have completed at least five years of professional experience in Education.

2. Before approving an admission to candidature the Graduate Studies Committee:

(a) shall be satisfied that the applicant 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:

(a) to 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

(b) to the satisfaction of the Graduate Studies Committee, a thesis embodying the results of advanced study and research.

(2) The program shall be completed in not less than three years and:

(a) in the case of a full-time candidate, not more than five years; or

(b) in the case of a part-time candidate, not more than eight years;

or such different period as the Graduate Studies 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 Rules approved from time to time by the Council shall apply to all examinations conducted pursuant to section 5.

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

8. (1) The thesis shall be undertaken in the University under the direction of a supervisor or supervisors appointed by the Graduate Studies Committee on the recommendation of the Head of the Department or Division in which the candidate is to carry out the research.

(2) Notwithstanding the provisions of sub-section (1), a candidate may be granted special permission by the Graduate Studies Committee to spend a period of not more than one year in research at another institution approved by the Graduate Studies 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 Academic Registrar 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:
FACULTY POLICIES

About this Section

This section contains Faculty Policies which are relevant to all students enrolled in programs within the Faculty and any succeeding programs and rules. Students should note that Faculty policies do not remain static and that they are expected to make themselves of any changes which may affect them. Inquiries may be directed to the Faculty Secretariat, Administrative Officers or Course Directors.

Course Structure - Bachelor of Education Courses

(1) Faculty policy on course structure is for the establishment of courses which are based on the following features:
   a) 80 credit points per year;
   b) course content, developed from the knowledge base of an appropriate field of study, is consistent with research and current trends in teacher education;
   c) course content is determined by the development of content knowledge in the first year of all programs;
   d) an emphasis on the development of content knowledge in the first year of all programs;
   e) the minimum involvement of Faculty in the first year of all programs and an increasing emphasis on the practicum in later years;
   f) an emphasis on the development of content knowledge in the first year of all programs;
   g) deliberate attempts to remove duplication of content and increase the integration between various aspects of the programs;
   h) an emphasis in the program on the development of students’ ability to function as self-directed learners who can base their practice on a sound foundation of knowledge gained from study of the formal disciplines, research on teaching and from wisdom of practice.

(2) Each Bachelor of Education course will have four broad strands of study, with credit points distributed as follows:

<table>
<thead>
<tr>
<th>Credit Points</th>
<th>PREC</th>
<th>Security</th>
<th>TAFE</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Specialist Studies*</td>
<td>60-100</td>
<td>40-60</td>
<td>120</td>
</tr>
<tr>
<td>B. Pedagogical Studies</td>
<td>80-20</td>
<td>120.0</td>
<td></td>
</tr>
<tr>
<td>C. Educational Studies</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>D. Practical Teaching Experience</td>
<td>40</td>
<td>30</td>
<td>90</td>
</tr>
<tr>
<td>E. Complementary Studies</td>
<td>50</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* To include, in the case of any subject, a PREC study of 40 credit points, and, in the case of any minor study, a MAJOR study of 60 credit points.

C. Educational Studies
   a) Learners
   b) Educational contexts
   c) Educational goals and values

D. Vocational Experience
   a) Industrial Field Experience 0 0 0
   b) Practical Teaching Experience 25 25
   c) Internship & Independent Study 35 35 60

Note: Where syllabus study/special methods and vocationally oriented studies are integrated, the Dean acting on a recommendation from a course committee and the Departmental Board responsible for co-ordination of the course, may approve the transfer of up to 20 credit points from Specialist Studies (Strand A) to Pedagogical Studies (Strand B).

General Course Information and Rules

The information provided below should be read in conjunction with Rules Governing Awards within the Faculty, other requirements of the University, and Faculty policies.

It is the responsibility of the students to ensure that they enrol in a program which meets current applicable course requirements. Where approval of a Head of Department or Dean is needed, this should be obtained prior to submitting a Variation of Program Form and attached to that form.

Advice on course requirements and procedures is available from Faculty Secretariat Staff and Course Directors.

1. Credit Points
   (1) Credit points are the basis on which student workload is determined. The credit point value of a subject is intended to give a general indication of the total time required of a student undertaking that subject. The normal annual workload of 80 credit points is an indication that the total workload of an average student working at pass level will be approximately 40 hours per week for a 28 week academic year. Thus, a 10 credit point, year-long subject has a minimum annual workload requirement of 5 hours per week. This includes course contact hours plus time spent by the student on assignments and other set work as well as general study of the subject content. The ratio of contact hours to private study will vary between subjects according to the nature of the subject.

   (2) The number of hours per week of private study required by individual students will vary according to many factors including academic background, ability, study techniques and the level of achievement that the student wishes to attain in a particular subject. The general indication of 5 hours per week for a 10 credit point subject is a guide to the minimum expectation of the Faculty of Education. Students will need to monitor and evaluate their own private study commitments and the level of achievement that they attain in a particular subject.

   (3) Only in exceptional circumstances will preregistered, corequisite or assumed knowledge requirements be waived.

2. Prerequisite, Corequisite And Assumed Knowledge
   (1) In sequenced studies, prerequisites are set between levels of study. An understanding of the material in previous years of the course is assumed.

3. Timetable
   Course programs are specified and timetabled by year. Students are not to enrol in subjects which clash in the timetable.

4. Minors and Majors - Bachelor of Education Course
   (1) The following policy guidelines:
      a) each student must be aware of the extent to which failure to comply with any attendance requirement will affect the student’s final assessment. Regulations concerning attendance will be explained by the lecturer at the commencement of study in a subject.
      b) students must have at least 75% of the compulsory tutorials and workshops relevant to a particular subject or be deemed to have failed that subject.
      c) the lecturer is responsible for each subject which has an attendance requirement and keeps an accurate record of each student’s attendance.
      d) where a student fails a subject because of failure to comply with (b) and can demonstrate that there was a legitimate reason for the absence (e.g. illness), the Head of Department may permit the student to recoup the failure by completion of work of the type that would have been done had the student been able to attend.

5. Attendance Requirements
   (1) Attendance at tutorials is expected, but optional.
   (2) Attendance at tutorials and workshops is compulsory except where the Faculty Board determines otherwise. In these circumstances the Faculty Board shall determine to what extent a student’s attendance record will be taken into account in assessment of the student’s grade/result in a particular subject.

   (3) The Faculty Board, in approving the requirements for attendance at tutorials and workshops shall do so within the following policy guidelines:
      a) students must attend at least 75% of the compulsory tutorials and workshops relevant to a subject or be deemed to have failed that subject.
      b) students must attend at least 75% of the compulsory tutorials and workshops relevant to a subject or be deemed to have failed that subject.
      c) the lecturer responsible for each subject which has an attendance requirement shall keep an accurate record of each student’s attendance.
      d) where a student fails a subject because of failure to comply with (b) and can demonstrate that there was a legitimate reason for the absence (e.g. illness), the Head of Department may permit the student to recoup the failure by completion of work of the type that would have been done had the student been able to attend.

6. Practice Teaching
   (1) For all pre-service teacher education courses, unless the total course requirement for Practice Teaching has already been met, enrolment in Practice Teaching is compulsory.

   Students who withdraw from or fail practice teaching subjects will have their academic performance reviewed under Regulations Governing Unsatisfactory Progress.
7. Review of Results

Students may apply through the University Examinations office for a review of final results in subjects (see the General Information section of this Handbook for details of the procedure and the fee involved). A review shall be conducted in terms of the provisions contained in the Examination Rules.

8. Awards with Honours - Bachelor of Education

The Bachelor of Education Degree may be conferred with honours. There are three classes of honours and the class of an honours to be awarded will be based upon the Grade Point Average (GPA) attained by the candidate in the Year 4 of the program as follows:

(1) Class I - GPA equal or greater than 3.5
(2) Class II Division I - GPA equal or greater than 3.0
(3) Class II Division II - GPA equal or greater than 2.5

To be eligible for consideration for the degree with honours, a candidate will:

(1) have achieved, during the first three years of the course, a GPA in excess of 2.0, and
(2) have obtained the approval of the Dean to undertake the year 4 honours program.

9. Awards with Merit

Diploma in Education and the Graduate Diploma in Educational Studies may be awarded with merit.

To qualify for one of the above awards with merit, a candidate will have achieved a grade point average equal to or greater than 2.5 calculated over the duration of the course.

10. Unsatisfactory Progress

Under Regulation 3(1) of the Regulations Governing Unsatisfactory Progress, a student shall be deemed not to have maintained a satisfactory rate of progress for one or more of the following reasons and shall have their academic performance reviewed by the Faculty Board:

(a) He/she fails more than 50% of the credit points in which he/she is enrolled in any one year.
(b) He/she fails a compulsory subject twice.
(c) He/she fails or withdraws from a Practice Teaching Subject.

(2) Students whose academic performance will be reviewed under Policy 10(1) shall be advised of their rights to make representations either in writing or in person or both before decisions are made under Regulation 3(1).

Vocationally Oriented Studies

11. Computer Awareness

Vocationally oriented studies within the Specialist Studies are required to include the equivalent of 5 credit points of Computer Awareness Studies integrated into the course within either one subject or several subjects over the four year duration of the course.

12. Essential Skills Testing

It is a policy that all initial teacher education courses (including the Diploma in Education) include a nil credit point component which involves an essential skills test which comprises tests in basic numeracy, spelling, dictation and written expression. It is expected that the test be administered initially in year one of enrollment and that a pass in the test be a requirement for the award. Failures in the test stimulate remedial support provided by the University through the Faculty of Education and/or the referral to outside agencies for specialist assistance. Students who fail the test must make arrangements to attempt it again, on as many occasions as necessary, so that a pass is obtained prior to graduation.

EXTERNAL STUDIES — Education

The following courses will be offered by External Study in 1993.

Degree Courses Offered Externally — Education

Graduate Certificate in Ed.Studs (Design & Technology) Graduate Diploma in Ed. Studs (Curriculum) Bachelor of Education (Primary) Year 4 Program Bachelor of Education (Early Childhood) Year 4 Program Bachelor of Education (Design & Technology - Conversion) Bachelor of Education (TAFE) Master of Industrial Education Master of Early Childhood Education

Awards gained from external study from the University have complete parity with awards gained internally. Appropriate variations in methodology are made for distance teaching and there are some differences too in the regulations applying to external students. The Handbook presents the rights and responsibilities of students and the procedures required in the relationship of students with the University. Because of the different duration of external courses, the cyclical patterns of availability of subjects in some awards, and the special differences of off-campus study, and because candidates are building on former approved studies, some variations of regulations and information are necessary. Where significant variations apply to external students, these are outlined in this section of the Handbook. Day-to-day, informal and/or specifically 1993 information for external candidates may be included in a separate External Studies supplement to be issued with enrolment and/or enrolment materials. Course requirements specific to the award, subject availability charts, credit point information and sufficient information about each subject to assist the students' choice of course pattern, e.g. objectives, topics, teaching strategies, assessment methods, texts and references are supplied separately.

This information is then expanded in the first printout of subject content and assignments when students enter or continue the particular program.

All lecture materials are prepared by members of the Academic Staff, many of whom were responsible for the development of particular subjects. A distinctive methodology has evolved. Compulsory On-campus Schools supplement the external program and permit face-to-face instruction, access to specialised equipment and reading resources and interaction with staff members and other candidates.

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

Strategies vary with subject content and objectives include field work, interviews, case studies, use of local resources, laboratory work, problem-solving experiments, worksheets, model making projects, certified photographic records of phases of construction, preparation of charts and diagrams, reports and industrial visits, gallerying language samples, curriculum design and preparation of resource kits to name but a few.

Activities thus have moved well beyond print only, and further emphasis on audio and videotape is planned. Lecturers comment in some detail on assignments and, where practicable, include a resume of general comments so that students will gain an overall perspective on their work.

A specialist External Studies Centre staffed by the Director, Dr. J. Schiller, Administrative Assistant Ms C. Martin and 3 clerical staff are responsible for most servicing arrangements,
including the conduct of On-campus Schools. These functions are complemented by Student Administration for services such as enrolment, pre-enrolment, while an Examinations Branch arranges for appropriate courses to form a network throughout the State to ensure appropriate supervision and to minimise the need for candidates to travel beyond their region for examinations. Library services from the University ensure a daily turnaround of requests, often received via voicemail. Excellent on-operation is also received from other academic libraries. Individual counselling by telephone is readily available and most useful in problem-solving and other necessary interactions, particularly for isolated students. Investigations of recent technological innovations are also continuing.

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

BEd (TAFE) Awards by External Study

Some of the preceding generalisations applied to other programs do not apply in full to the BEd (TAFE) which are designed specifically for teachers in vocational education/further education. External study and on-campus schools are supplemented by periodic visits by staff to monitor progress, observe teaching and liaise with special method tutors in TAFE colleges. TAFE candidates undergoing conversion programs (i.e converting previous teacher education qualifications to the BEd (TAFE) awards) may seek exemption from some of the on-campus requirements.

Candidates in the Bachelor of Education (TAFE) award follow course patterns similar to those in other degree specialisations. There will be an On-campus School for TAFE students. Dates are still to be finalised.

External study

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

External study

Information provided by them on their course, name, address or other commitments, are invited to contact the Counselling Service of the University. External students who are encountering difficulties, particularly the conduct of On-campus Schools, special arrangements are made for library access and guidance with research work. Sporting facilities are available and the Students Representative Council usually provides some social activities for its external members. Canteen service is available for morning tea and lunch. Constructive criticisms and suggestions are welcomed in joint sessions which aim to identify problems and strengthen the servicing of external courses. The schools have been found to be invaluable in strengthening interaction between lecturers and students and between students themselves. Peer support groups in various areas often emerge from contacts made at On-campus Schools.

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

Application, Enrolment, Course Planning

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

UNDERGRADUATE TEACHER EDUCATION COURSE PROGRAMS

Bachelor of Education (Art)

Course Director: Mr. J.W. Cramp

Availability: On Campus

Duration: 4 years full-time

Total Credit Points: 320

Course Description

The course is designed as an integrated four-year full-time program to provide professional preparation for art teaching. It is expected that applicants will have a commitment to art teaching. To prepare for this teaching role, students will undertake a range of studies focusing on educational theories, issues and applications as well as general pedagogy and subject-specific syllabus and method studies. Opportunities will be provided for practical interpretations of theoretical foundations through simulations, demonstrations and other in-school experiences. These will culminate in a period of internship. An independent study undertaken in the final year of the course will enable students to pursue an area of academic interest.

Visual arts specialisations available for selection in the course including printmaking, painting, ceramics, sculpture, drawing, textiles, photography, illustration (plant and wildlife), video, fibre arts/textiles and graphics.

Career Opportunities

Graduates of the course have experienced rewarding opportunities in a number of teaching services, including various state school systems and a range of private educational systems. Other opportunities exist for a variety of positions in a number of Arts organisations and Art Galleries, or in areas where the specialised skills of the graduate can be utilised.

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<th>Course Outline</th>
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BACHELOR OF EDUCATION (DESIGN AND TECHNOLOGY)

Course Director: Mr. W.H. Wiltshire

Availability: On Campus

Duration: 4 years full-time

Total Credit Points: 320

Course Description

The Design and Technology course aims to prepare students to responsibly and creatively use resources as educators in an effort to meet perceived needs and goals associated with Applied Science and Technology key learning area in the School curriculum. The Applied Science and Technology key learning area encompasses much of the traditional teaching fields of home economics and industrial arts as well as computer studies.

The course has a core of Design and Technology with elective opportunity for extension in one or more fields in the Applied Science and Technology key learning area including Home Economics (food and textile technology) and Industrial Arts (materials' technologies and engineering science).

Major components of the course are as follows:

- Electrons and control technology, computer technology, natural resource technology and graphics.
- Design work which will support and integrate each area of the technologies.

The linking of Design, Technology and Education is the course philosophy.

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BACHELOR OF EDUCATION (EARLY CHILDHOOD)

Course Director: Dr. J. Cowley

Availability: On Campus

Duration: 4 years full-time

Total Credit Points: 320

Course Description

The early childhood education course is designed to provide professional preparation for the education and care of children from birth to eight years.

Student undertake studies in:

- Educational Studies
- Pedagogical Studies - covering areas of general and specialised teaching methods
- Specialist Studies in the Early Childhood Field, English, Music, Mathematics and the Social and Physical Sciences
On the basis of knowledge about children and their development, specific discipline studies and methods of teaching and learning, students are prepared to apply developmentally appropriate practices in early childhood settings.

The aim of the course is to produce professional early childhood educators who are well prepared in both the theoretical and practical aspects of early childhood education. With an emphasis on children from birth to eight years of age, the course enables students to gain practical experience in both community and early childhood settings and in the more formal early childhood classrooms found in regular primary schools.

In each year of the course students are required to complete a minimum four week block practice teaching period. All early childhood students will complete at least one practicum in each of the following areas, by the time they have completed 3 years of their training:

<table>
<thead>
<tr>
<th>Year</th>
<th>Duration</th>
<th>Total Credit Points</th>
<th>Subjects</th>
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<tbody>
<tr>
<td>5 - 8 year old children in an infant classroom</td>
<td>4 years full-time</td>
<td>320</td>
<td>inclusion, child development, child care, birth to eight years of age, and the role of the early childhood educator.</td>
</tr>
<tr>
<td>3 - 5 year old children in a pre-school or day care centre</td>
<td>4 years full-time</td>
<td>320</td>
<td>early childhood theories, curriculum development, child development, and the role of the early childhood educator.</td>
</tr>
<tr>
<td>0 - 3 year old children in a day care centre or other early childhood setting such as family day care, mobile vans etc.</td>
<td>4 years full-time</td>
<td>320</td>
<td>early childhood theories, curriculum development, child development, and the role of the early childhood educator.</td>
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In Year 4 a 48 day internship in a school or service with 0-8 year old children will take place.

### YEAR I

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<tr>
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<tr>
<td>EC126G Early Childhood Method I</td>
<td>10</td>
</tr>
<tr>
<td>GS136C English I</td>
<td>20</td>
</tr>
<tr>
<td>ECST13S Early Childhood Studies I</td>
<td>15</td>
</tr>
<tr>
<td>TEC13S Computers in Schools</td>
<td>5</td>
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<tr>
<td>TE045C Essential Skills</td>
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<td>TE105G Practicum I</td>
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### YEAR II

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<td>EC225G Pedagogy II</td>
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<tr>
<td>GS136D Music I</td>
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<tr>
<td>EC138Q Mathematics I/II</td>
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<tr>
<td>TE205G Practicum II</td>
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### YEAR III

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<tr>
<th>Course</th>
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<tr>
<td>TE315E Education III</td>
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<tr>
<td>EC325G Pedagogy III</td>
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<tr>
<td>EC326G Early Childhood Method III</td>
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<tr>
<td>EC327G Early Childhood Method III</td>
<td>10</td>
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<tr>
<td>EC319C Social &amp; Physical Sciences</td>
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<td>TE305G Practicum III</td>
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### YEAR IV

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<th>Course</th>
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<tr>
<td>TE415E Applied Education IV</td>
<td>15</td>
</tr>
<tr>
<td>EC425G Pedagogy IV</td>
<td>10</td>
</tr>
<tr>
<td>EC426G Early Childhood Method IV</td>
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</tbody>
</table>

### BACHELOR OF EDUCATION (LANGUAGES/ASIAN STUDIES)

The Languages/Asian Studies course aims to prepare students to teach the Modern Chinese (Mandarin) Language in high schools. In addition, students will be prepared to teach a second language (such as Japanese, French, German or Latin) or East Asian Studies in high schools. A highlight of the program will be a field work component in the final year in which students will spend one semester of study in an Asian setting. This will involve teaching English as a second language and the opportunity to develop fluency in Chinese. The four major components of the course are as follows:

- Modern Standard Chinese (Mandarin) to a level of fluency in both oral and written forms.
- Complementary study of East Asian Society, including Social and Cultural Studies and Chinese History and Culture, Geography and Economics.
- A second language (Japanese, French, German or Latin) and the associated professional development for teaching, including Education, Teaching Skills, practical experience and Teaching English as a Second Language.

This course in teaching Languages and Asian Studies has been developed in response to the State Government’s policy statement listing Asian languages and studies as a national priority area in education. This policy developed partly as a result of long term trends, partly because of an Asianisation of the nation and its perceptions within the area of immigration and economic reality. Recent investigation has emphasised also the socio-cultural aspects of other language study and relevance of other European or Asian languages has been recognised. This national policy has fostered initiatives by the NSW Department of Education to encourage the University to offer this course to meet the growing demand for secondary teachers with expertise in this specialisation.

### Course Outline

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<td>TE115E Education I</td>
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<tr>
<td>LA134C Asian Society and Culture I</td>
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<tr>
<td>LA135C Chinese I</td>
<td>20</td>
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<tr>
<td>TE445E Independent Study</td>
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<tr>
<td>TE315E Education III</td>
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<tr>
<td>TE125G Pedagogy II</td>
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<tr>
<td>LA136C Asian Society and Culture II</td>
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<tr>
<td>GS135C Cultural Studies II</td>
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<td>TE205G Practicum II</td>
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<tr>
<td>LA234C Asian Society and Culture II</td>
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<tr>
<td>LA335C Chinese III</td>
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<td>LA415C Chinese IV</td>
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<td>TE445E Independent Study</td>
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<td>TE405G Practicum</td>
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### BACHELOR OF EDUCATION (MATHEMATICS)

The course is designed to allow students to become competent teachers of both English and History but at the same time allows the choice of one of the subjects as an area of specialist interest. Subjects of study will give an adequate background of content in the English and the History. The English content includes the areas of literature, popular culture and drama while the History content includes studies of certain major countries and thematic analyses of some of the major developments that have helped shape the world.

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<td>EC140Q History II</td>
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<td>EC141Q History III</td>
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<tr>
<td>EC142Q History IV</td>
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<td>EC143Q History V</td>
<td>10</td>
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<tr>
<td>EC225G Pedagogy I</td>
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<td>EC227G Early Childhood Method II</td>
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<tr>
<td>EC238C Social and Physical Sciences</td>
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<td>TE205G Practicum I</td>
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<td>EC429G Early Childhood Method IV</td>
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### BACHELOR OF EDUCATION (ECONOMICS)

The course is designed to allow students to become competent teachers of both English and History but at the same time allows the choice of one of the subjects as an area of specialist interest. Subjects of study will give an adequate background of content in the English and the History. The English content includes the areas of literature, popular culture and drama while the History content includes studies of certain major countries and thematic analyses of some of the major developments that have helped shape the world.

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### YEAR III

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### YEAR IV

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BACHELOR OF EDUCATION (MUSIC)

Course Director: Ms. D. Paterson

Availability: On Campus

Duration: 4 years full-time

Total Credit Points: 120

Course Description

The Music Education course is designed to produce teachers of Music for primary and secondary schools (K-12) and offers the opportunity of attaining a high degree of musical competence together with theoretical and educational backgrounds necessary for a successful and discerning teacher. The Faculty of Education component of the course is directed towards the classroom situation and the development of the student's insight into the relationship between the school and society. Teaching material is examined together with its presentation to suit children's varied interests and capabilities.

Each year time is allocated to practice teaching in schools. This practical experience is broadened by participation in micro and macro teaching where students work with small groups of children and whole classes, practising specific teaching skills.

The Faculty of Music component of the course gives instructions in the theory and practice of music, providing in-depth study of essential musical skills and knowledge.

Theoretical preparation includes historical studies and the techniques of composition from early styles to the present day, with exercises in writing skills, orchestration and arranging.

These are integrated with the development of aural perception and key board skills.

Practical studies introduce students to fundamental musicianship and a range of orchestral instruments, whilst opportunity is afforded to develop a major practical study to a high performance level. Instruction is also given in singing, choral techniques and conducting and creative talents are encouraged and developed.

Formal studies are supplemented by participation in a range of group activities, such as orchestras, ensembles, choirs, concerts, master-classes and demonstrations.

Students undertake specialist mathematics studies including:

- Algebra
- Number Theory
- Geometry
- Calculus
- Analysis
- Applied Mathematics
- History of Mathematics
- Combinatorics
- Statistics

...and a sensitivity to the development of mathematical thought and methods.

...and a mastery of mathematics to support leadership in applications of those aspects of mathematics contained in school syllabuses.

...and a sensitivity to the development of mathematical thought and methods.

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BACHELOR OF EDUCATION (PRIMARY)

Course Director: Mr. F. Bishop

Available On Campus

Duration: 4 years full-time

Total Credit Points: 320

Course Description

The primary Education course is designed to prepare students to teach children in the 5-12 year age bracket.

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

- Is well prepared in the theoretical and practical aspects in the range of K-6 Education.
- Will assist in the development of pupils by ensuring high standards of teaching at the levels of the classroom, the school, and the educational community.

Students undertake studies in four basic areas:

1. Education/Educational Studies
2. Pedagogical Studies
3. Specific Endocultural Programs - such as Computers, Multicultural Awareness and Special Education
4. Specialisation Studies which provide the essential background for the K-6 curriculum areas.

A special feature of the University's teacher education program is the practical experience which has been recognised at a national level. Practical teaching experience is broken into two segments, namely Principles of Teaching which is conducted during the first and second semesters of each year and a four week block practice period between each semester. Principles and Practices of Teaching is designed to develop a wide range of teaching skills in highly structured settings.

Course Outline

YEAR I

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BACHELOR OF EDUCATION (SCIENCE)

Course Director: Mr. R. Flanagan

Available On Campus

Duration: 4 years full-time

Total Credit Points: 320

Course Description

The science teacher has a principal responsibility of imparting scientific knowledge to the younger generation. However, this should be achieved in such a way that the information and skills passed on to stimulate and enable students to sustain their interest and research after formal schooling is completed. In these ways the science teacher prepares young people (and ultimately the community) to understand and adapt to a complex and changing environment, including its scientific, technological and social components.

The tendency for the gap between the community and the world of science to widen as expansion of scientific knowledge accelerated has been generally recognised. There is a need for society to find ways of bridging this gap and the science teacher has an important role to play in this respect.

To carry out this function, the science teacher needs to have accurate and up-to-date knowledge, particularly of the ways in which recent scientific advances are being applied throughout the world. As a result, Asia and our near neighbours obtain special attention.

Instruction is provided in the areas of Economics, Geography, Asian Studies, Commerce, Social Science, Society and Culture, History, Aboriginal Studies, Social Anthropology and Multicultural studies.

Content studies allow for a major study within the discipline of Geography, with a minor study in Economics, or the reverse. This is clearly important for teachers of those subjects, but it also guarantees a foundation of skills and knowledge to support work in the interdisciplinary areas such as Asian Studies and Society and Culture.

Course Outline

YEAR I

<table>
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Select one from:

- ASTC331 Chemistry IHE
- ASTC332 Biology IHE
- TET05G Practicum III

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BACHELOR OF EDUCATION
(SPECIALISATION/SPECIAL EDUCATION)

Course Director: Dr R. Conway

Availability: On Campus

Duration: 1 year full-time or 2 years part-time (Year 4)

Course Description

This is a fourth year specialisation in Special Education which enables graduates to qualify with a double specialisation. The course is designed to prepare teachers to provide for the needs with intellectual, physical, learning or behavioural problems in special classes or integrated settings. Admission to the fourth year specialisation for person without 2 years of prior teaching experience is based on interviews.

Course Outline

Years 1-3: Completion of first three years of an approved course in teacher education.

YEAR IV

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POSTGRADUATE AND PROFESSIONAL DEVELOPMENT COURSE PROGRAMS

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 who already have a degree or recognised equivalent qualification in their content areas with a blend of school-based and university-based subjects taught with a problem solving approach. The program has several distinctive features. Firstly, the problem solving approach for the university-based subjects 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 but in specific curriculum areas. Demonstrations by these teachers, followed by discussion, form an integral part of the course. Thirdly, with the exception of students enrolled in primary method, there is an elective strand that allows students to pursue additional curriculum studies of their own choice. The course for the Diploma normally requires one year of full-time study. Part-time students may be accepted. In all cases, classes are held during the day and students must be prepared to devote eight weeks of the year, full-time, to Practicum. Upon enrolment, the candidate's adviser is the lecturer in his/her 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 Rules near the beginning of this Handbook and in particular have passed the appropriate prerequisite before enrolling in a curriculum subject.

These prerequisites are stated in terms of passes in subjects at University of Newcastle. Applicants with qualifications from other universities and those who finished a University of Newcastle degree course recently, whose courses of study have included subjects which are deemed for this purpose to provide an equivalent to these prerequisites, may be admitted to candidature by the Dean on the recommendation of the Head of the Department of Education. Students' attention is directed to the new curriculum learning areas which commenced in NSW Schools in 1992.

Note: Prior to the commencement of study, candidates are advised to seek information from the NSW Department of School Education (or other prospective employers) to ensure their undergraduate program satisfies the Departmental requirements for employment as a teacher in their chosen teaching method(s).

PRIMARY METHOD

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

1. English
2. Human Society and its Environment (eg Australian Studies, Social Sciences, History, Geography)
3. Mathematics
4. Science
5. Social Science (including Economic History, Economics, History, Geography and Sociology)
6. Creative and Practical Arts (including Drama)
7. a) Education or Psychology or Special Education or a language
   b) Computer Studies, English as a second language, Library Science or Mass Media.
An applicant must have successfully completed at least 2/9 of a degree in one of the numbered areas 1-7(a) and at least 1/9 of a degree in each of two other areas.

2/9 of a degree is approximately 50 cp
1/9 of a degree is approximately 20 cp.

SECONDARY METHOD AREAS

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

Method
Prerequisites
English 2/9 of a degree in English
Modern Languages 2/9 of a degree in at least one modern language.
Mathematics 2/9 of a degree in mathematics or a degree in applied mathematics with experience in the application of mathematics.
Science 2/9 of a degree in one science and 1/9 of a degree in another provided that one of the sciences is either Physics or Chemistry.

Human Society and its Environment

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

Creative Arts

Art A degree specialising in Art
Drama 2/9 of a degree in Drama (Drama may be taken only as a second method)

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

2/9 of a degree is approximately 50 cp
1/9 of a degree is approximately 20 cp

Course Structure
1. There are six strands in the program.
2. The program normally comprises subjects from every one of the six strands, but may be varied at the discretion of the Faculty's Daytime Course Committee.
3. There will be one practicum in Semester One and one in Semester Two.
4. A satisfactory result is necessary in every subject in the student's program for the Diploma to be awarded.
5. Constraints upon student choice of subjects are as few as possible, but note that:

a) Teaching Practices, Problems in Teaching, Learning, Teaching and Learners with Special Needs, Practicum and foundation subjects are required by various State and other employers for eventual certification; for students aiming at secondary teaching some employing authorities recommend two methods to improve chances of employment.

b) All Further Curriculum Studies subjects are offered as electives subject to staff availability and adequate student demand; electives other than those listed may in fact be offered; timetable may restrict individual choice to some extent; two electives must be passed in the course; no additional credit points are earned by enrolling in additional electives.

c) Students enrolled in Primary Method must take both Primary Art, Craft, Music and Health A and B, and therefore do not have elective choice; students enrolled in Secondary Creative Arts (Art) must take Further Curriculum Study Art A and hence have only one elective.

d) Students who take the Diploma in Education as a full-time course may be permitted to take an extraneous subject from inside or outside the Faculty of Education only with the permission of the Head of the Department of Education; in particular, students will not normally be permitted to take 300 level subjects as additional subjects.

Strands and Subjects 1993

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

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

1. Teaching Practice 10cp
Three and a half hours per week. University-based in either primary or, in one or two of the secondary areas listed below, except during Practicum.

Primary

Secondary

- English
Human Society and its Environment (History, Social Science)
Mathematics
Science
Modern Languages (eg French, German, Japanese)
Creative Arts (Drama, Art)

2. Problems in Teaching 10cp
2 hours per week; School-based in one of the areas shown in 1 above, except during practicum.

3. Learning, Teaching and Learners with Special Needs 10cp
2 hours per week; University-based, except during practicum.

School and Society 2 hours per week; University and school-based, except during practicum.

Further Curriculum Studies 20cp
2 x 2 hours per week; University-based, except during practicum.

See course structure (5b) for further information.

6. Practicum 20cp
2 x 4 weeks block teaching practice; School-based.

BACHELOR OF EDUCATION (DESIGN AND TECHNOLOGY) - CONVERSION

The aim of the course is to prepare graduate teachers with an understanding and concern for the professional, responsible and creative use of resources in an effort to meet perceived needs and goals associated with Design and Technology in the School curriculum. Particular objectives of the course include that all students will be able to:

- establish the educational and professional bases of the competent and informed design and technology educator;
- develop the foundations of knowledge and related skills and methodologies required for the range of teaching in design and technology;
- further develop planning, teaching, management and evaluation skills;
- establish an attitudinal orientation towards continued professional, personal and academic growth;
- establish positive attitudes towards the supportive role of the teacher and the need to cater for individual differences in the secondary school;
- establish standards of conduct and ethics appropriate to the professional educator within the context of the design and technology teacher’s wider role in relation to the individual pupil, the class group, the school and community;
- develop decision making and choices based on consideration of existing situations and future outcomes; and
- develop creativity through design and problem solving.

Forevery student a Diploma in Teaching in the specialisation of Industrial Arts or Home Economics is required.

Course Outline

YEAR 1

Credit Points

EDPO425 Pedagogy IV 10
DESN137 Design IX 15

4. School and Society 10cp
2 hours per week; University and school-based, except during practicum.

5. Further Curriculum Studies 20cp
2 x 2 hours per week; University-based, except during practicum.

See course structure (5b) for further information.

6. Practicum 20cp
2 x 4 weeks block teaching practice; School-based.

BACHELOR OF EDUCATION (EARLY CHILDHOOD) FOURTH YEAR PROGRAM

Course Director Dr J. Cowley

Availability Externally

Duration 3 years part-time

Total Credit Points 120

Course Description

The Fourth Year Program of this course is available by offcampus study over two years. The program is designed for practising teachers wishing to upgrade their initial teaching qualification to degree level. Students entering the fourth year program will be required to attend a compulsory on-campus school of no more than 4 days.

Admission Requirements

An applicant for admission to candidature shall:

(i) have gained the award of Diploma in Teaching (Early Childhood) from the University of Newcastle or another tertiary institution approved for this purpose by the Faculty Board.
(ii) have satisfied the ‘E’ component requirement outlined below:-

Students may qualify for the ‘E’ component - one year’s teaching experience - under either of the following options:

1. 120 days, including 60 days continuous in blocks of not less than 15 days continuous, eg 4 x 15 days continuous.
2. 180 days accumulated in any pattern, including single days.

NB (i) Students may apply to School Board via their External Studies co-ordinators for approval of equivalents. For example, 3 days per week for 5 weeks continuous on the same class may be seen as the equivalent of 15 days block continuous.

(ii) For the purpose of meeting the experiential ‘E’ component of a 3 + 1 degree, teaching experience is defined as:

Paid teaching experience with full class responsibility in primary schools at primary, infant and pre-school level, whether it be relief, casual, temporary or
permanent. In addition, paid “parateaching” experience such as Community Transition Education Schemes, Child Day Care programs and part-time teaching assignments is accepted. Certain unpaid teaching appointments, e.g., teaching in a mission school, is accepted as an equivalent experience in terms of the “E” requirement.

Full course responsibility includes lesson planning, preparation, teaching and evaluation. Any difficulties in meeting “E” component requirements may be discussed with the Course Director or Faculty Secretary.

Course Outline

Educational Studies  
Credit Points

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>TE415E</td>
<td>Applied Education IV</td>
<td>15</td>
</tr>
<tr>
<td>EC428G</td>
<td>Professional Preparation IVB</td>
<td>10</td>
</tr>
<tr>
<td>EC429G</td>
<td>Professional Preparation IVA</td>
<td>10</td>
</tr>
<tr>
<td>CS245E</td>
<td>Early Childhood Studies IX</td>
<td>20</td>
</tr>
<tr>
<td>GS249G</td>
<td>GS245H</td>
<td>10</td>
</tr>
<tr>
<td>ED428G</td>
<td>Professional Preparation</td>
<td>10</td>
</tr>
<tr>
<td>ED429G</td>
<td>Professional Preparation</td>
<td>10</td>
</tr>
<tr>
<td>GS249G</td>
<td>GS245H</td>
<td>10</td>
</tr>
</tbody>
</table>

EIGHT courses, being one of the following subjects:

- A - The Family and Early Childhood Services
- B - Early Childhood Administration or Advanced Language and Reading

Strand A - The Family and Early Childhood Services
Strand B - Early Childhood Administration or Advanced Language and Reading

ESTE445 Independent Study 15
Elective Study 12

Either

SMEP422 Teaching Reading Option 10
Or

GNST240 General Studies IX 10
being one of the following subjects:

- GS245H Children’s Literature II
- GS246E Issues in Special Education
- GS246F Behaviour and Discipline
- GS249H Religious Education II
- GS249G Craft of Society

ESGS248 Behaviour and Discipline 10
REGS249 Religious Education IX 10
SEGS246 Issues in Special Education 10
PR460G Teaching Experience IV 10

BACHELOR OF EDUCATION (PRIMARY) - FOURTH YEAR PROGRAM

Course Director: Mr. F. Bishop
Availability: Internally

Duration: 2 years part-time
Total Credit Points: 80

Course Description

The fourth year program of this course is available by off-campus study over two years. The program is designed for practising teachers wishing to upgrade their initial teaching qualifications to degree level. Students entering the fourth year program will be required to attend a compulsory on-campus school of no more than 4 days.

Admission Requirements

An applicant for admission to candidature shall:

(i) have gained the award of Diploma in Teaching (Primary) from the University of Newcastle or another tertiary institution approved for this purpose by the Faculty Board,
(ii) have satisfied the “E” component requirement outlined below.

Students may qualify for the “E” component - one year’s teaching experience - under either of the following options:

1. 120 days, including 60 days continuous in blocks of not less than 15 days continuous, e.g. 4 x 15 days continuous.
2. 180 days accumulated in any pattern, including single days.

NB: (i) Students may apply to School Board via their External Studies co-ordinators for approval of equivalents. For example, 3 days per week x 5 weeks continuous on the same class may be seen as the equivalent of 15 days block continuous.

(ii) For the purpose of meeting the experiential “E” component of a 3 + 1 + 1 degree, teaching experience is defined as:

- Paid teaching experience with full class responsibility in private schools at primary, infant and pre-school level, whether it be relief, casual, temporary or permanent. In addition, paid “parateaching” experience such as Community Transition Education Schemes, Child Day Care programs and part-time teaching assignments is accepted. Certain unpaid teaching appointments, e.g., teaching in a mission school, is accepted as an equivalent experience in terms of the “E” requirement.

Full course responsibility includes lesson planning, preparation, teaching and evaluation. Any difficulties in meeting “E” component requirements may be discussed with the Course Director or Faculty Secretary.

Course Outline

Credit Points

<table>
<thead>
<tr>
<th>OPTION 1</th>
<th>ED315A Project Preparation</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>MU401A Integrating Project</td>
<td>12</td>
<td></td>
</tr>
</tbody>
</table>

and select either

- MU402A School/Community Based Activity 6
- MU403A Performance/Composition 6

OPTION 2

- MU404A Practical Examination 12
- MU405A School/Community Based Activity 12

BACHELOR OF EDUCATION (TECHNICAL AND FURTHER EDUCATION) - FOURTH YEAR PROGRAM

Course Director: Dr. L.R. Killen
Availability: Internally

Duration: 2 years part-time
Total Credit Points: 80

Course Description

The course is designed to give TAFE teachers who hold the Diploma in Teaching, the opportunity to complete the fourth year of the Bachelor Award.

YEAR IV

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>TP415E</td>
<td>TAFE Curriculum II</td>
<td>15</td>
</tr>
<tr>
<td>TP428G</td>
<td>TAFE Teaching IV</td>
<td>15</td>
</tr>
<tr>
<td>TP430G</td>
<td>TAFE Studies IV</td>
<td>20</td>
</tr>
<tr>
<td>TP445E</td>
<td>Independent Study</td>
<td>15</td>
</tr>
<tr>
<td>TP450G</td>
<td>TAFE Teaching Experience IV</td>
<td>15</td>
</tr>
</tbody>
</table>

GRADUATE CERTIFICATE IN EDUCATIONAL STUDIES (DESIGN & TECHNOLOGY)

Course Director: Mr. W. Wills
Availability: Internally

Duration: 1 year part-time
Total Credit Points: 40

Course Description

The aim of the course is to prepare postgraduate teachers with an understanding and concern for the purposeful, responsible and creative use of resources in an effort to meet perceived needs and goals associated with Design and Technology in the School curriculum.

Particular objectives of the course include that all students will be able to:

- establish the curriculum and professional basis of the competent and informed design and technology educator;
- develop the foundations of knowledge and related skills and methodologies required for the range of teaching in design and technology;
- further develop planning, teaching, management and evaluation skills;
- establish an attitudinal orientation towards continued professional, personal and academic growth;
- establish positive attitudes towards the supportive role of the informed teacher and the need to cater for individual differences in the secondary school;
- establish standards of conduct and ethics appropriate to the professional educator within the context of the design and technology teacher's wider role in relation to the individual pupil, the class group, the school and the community;
- develop decision making and choices based on consideration of existing situations and future outcomes; and
- develop creativity through design and problem solving.

For entry to this course a Bachelor of Education Degree in the specialization of Industrial Arts, Home Economics or Art Education is required.
### Course Outline

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>DNSC437</td>
<td>Design Curriculum</td>
<td>15</td>
</tr>
<tr>
<td>EPCS529</td>
<td>Applied Curriculum/Method Studies</td>
<td>10</td>
</tr>
<tr>
<td>TKCS430</td>
<td>Technology Curriculum Study</td>
<td>15</td>
</tr>
</tbody>
</table>

### GRADUATE CERTIFICATE/DIPLOMA IN EDUCATIONAL STUDIES (COMPUTER EDUCATION)

**Course Director:** Dr. D. Condon  
**Availability:** On Campus  
**Duration:** 2 years part-time  
**Total Credit Points:** 80

**Course Description:**  
The course is designed to provide trained Primary/Early Childhood, Secondary and Post-Secondary Teachers with a knowledge of computer technology, its educational and social implications and its applicability in the educational environment, and to assist them in planning for, using, computing in their teaching, and across the curriculum.

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

- skillful in using computers and computer-based technologies in the classroom;
- skilled in selecting and evaluating software appropriate to specific educational tasks;
- capable of implementing and advising on curricular applications of computers;
- able to teach computer awareness and computer literacy courses at appropriate levels;
- aware of the extensive social implications of computer technologies, and the need to keep abreast of continuing developments.

The course is mainly prescriptive with various student emphases accommodated through student selected applications in assigned work, alternate subject treatment depending on the student's area of specialisation, and in the project. Each subject requires two hours of face-to-face lectures per week thus allowing greater flexibility to employ the "hands-on" approach to learning in workshops and computer laboratory sessions.

Students will have the option of taking out the Graduate Certificate of Educational Studies (Computer Education) after passing a program of study approved by the Faculty Board totalling 40 credit points.

**Course Outline**

<table>
<thead>
<tr>
<th>YEAR 1</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>CE411E</td>
<td>Computer Education I</td>
</tr>
<tr>
<td>CE421Q</td>
<td>Computer Applications</td>
</tr>
<tr>
<td>CE431C</td>
<td>Computers: Society and Technology</td>
</tr>
<tr>
<td>CE452Q</td>
<td>Practical Computing</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>YEAR 2</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>CE421E</td>
<td>Computer Education II</td>
</tr>
<tr>
<td>CE422Q</td>
<td>Computers in Classroom</td>
</tr>
<tr>
<td>CE451E</td>
<td>Project in Computer Education</td>
</tr>
</tbody>
</table>

**GRADUATE CERTIFICATE/DIPLOMA IN EDUCATIONAL STUDIES (CURRICULUM)**

**Course Director:** Dr. J. Core  
**Availability:** Externally  
**Duration:** 2 years part-time  
**Total Credit Points:** 80

**Course Description:**

The course has been designed to engage students in the factors involved in curriculum theory, planning, development, implementation and evaluation, in the context of specific situations and a changing society. It is also intended that new skills in relation to curriculum management will develop.

For entry to this course a Bachelor Degree and a Diploma of Education or a Bachelor of Education Degree or equivalent is required.

**Course Outcome**

<table>
<thead>
<tr>
<th>YEAR I</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>PGOD521</td>
<td>Teaching and Curriculum</td>
</tr>
<tr>
<td>PGOD521</td>
<td>Design of Learning</td>
</tr>
<tr>
<td>ISGD511</td>
<td>Curriculum and Special Needs</td>
</tr>
<tr>
<td>ESOD411</td>
<td>Aims and Values of Education</td>
</tr>
</tbody>
</table>

**Optional Mode:**

It is possible to replace the above Year 1 subjects with specialist subjects and complete this award with a specialist curriculum focus. A Design and Technology focus, for instance, would see the elective subjects replaced with the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPCS529</td>
<td>Applied Curriculum/Method Studies</td>
<td>10</td>
</tr>
<tr>
<td>DNSC437</td>
<td>Design Curriculum Study</td>
<td>15</td>
</tr>
<tr>
<td>TKCS430</td>
<td>Technology Curriculum Study</td>
<td>15</td>
</tr>
</tbody>
</table>

**Made up as follows:**

Select one from:

- Computer Studies
- Colours Technology

Select two from:

- Materials Technology
- Applied Technology
- Food Science Technology
- Electronics Technology

**GRADUATE CERTIFICATE/DIPLOMA IN EDUCATIONAL STUDIES (SPEECH AND LANGUAGE REMEDIATION)**

**Course Director:** Dr. J. Cowley  
**Availability:** On Campus  
**Duration:** 1 year full-time or 2 years part-time  
**Total Credit Points:** 80

**Course Description:**

The course aims to provide practising teachers with specialist language resource skills to enable effective team management of programs for children and youth with language and/or communication difficulties and of their families. Such difficulties may include those arising where English is not the first language for the student or where students may come from families with different sociocultural backgrounds to those of their peers.

The course also provides teachers with the necessary skills to identify young children and students in need of speech pathology services, to provide a link between programs offered by speech pathologists and by teachers involved in the regular or special classroom and, generally, to foster the growth in development and language-related learning.

Students who have the option of taking out the Graduate Certificate of Educational Studies (Speech and Language Remediaion) after passing a program of study approved by the Faculty Board totaling 40 credit points.

**Course Outcome**

<table>
<thead>
<tr>
<th>YEAR I</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>SL411E</td>
<td>Language and Learning</td>
</tr>
<tr>
<td>SE427E</td>
<td>Interpersonal Skills</td>
</tr>
<tr>
<td>SL421E</td>
<td>Language and Expressive Arts</td>
</tr>
<tr>
<td>SL431C</td>
<td>Linguistics and Learning</td>
</tr>
<tr>
<td>SL401E</td>
<td>Practicum</td>
</tr>
<tr>
<td>SL402E</td>
<td>Practicum</td>
</tr>
<tr>
<td>SL411E</td>
<td>Language and Learning</td>
</tr>
<tr>
<td>SL431C</td>
<td>Linguistics and Learning</td>
</tr>
<tr>
<td>SL401E</td>
<td>Practicum</td>
</tr>
</tbody>
</table>

**Developmental Disabilities**

<table>
<thead>
<tr>
<th>Year</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>SE435E</td>
<td>Developmental Disabilities</td>
</tr>
<tr>
<td>SE455E</td>
<td>Practicum</td>
</tr>
</tbody>
</table>

**GRADUATE DIPLOMA IN EDUCATIONAL STUDIES (ADULT SPECIAL EDUCATION)**

**Course Director:** Dr. R. Conway  
**Availability:** On Campus  
**Duration:** 1 year full-time or 2 years part-time  
**Total Credit Points:** 80

**Course Description:**

This is a generalist course which prepares qualified teachers to work in special education teaching positions ranging from special schools and classes for children with physical or intellectual disability to working with children with learning difficulties or behaviour problems in regular schools.

Entry requirement for the course is a 3 or 4 year teaching qualification (B.Ed/Dip/GT/ADEd) plus two years of teaching experience. The experiential requirement may be waived if the applicant is able to demonstrate, through previous academic and practice teaching record and interview, the potential to complete the course. The Graduate Diploma is available as a one year full-time or two year part-time course.

Persons with appropriate qualifications in a profession such as nursing, social work or psychology, at least two years of relevant experience, may apply to enrol in the Graduate Diploma (School or Adult course).

**Course Outline**

<table>
<thead>
<tr>
<th>Full-time</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED415</td>
<td>Learning Difficulties</td>
</tr>
<tr>
<td>SPED427</td>
<td>Interpersonal Skills</td>
</tr>
<tr>
<td>SE435E</td>
<td>Developmental Disabilities</td>
</tr>
<tr>
<td>SE455E</td>
<td>Independent Research Study</td>
</tr>
<tr>
<td>SE455E</td>
<td>Practicum</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part-time</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED424</td>
<td>Behaviour Problems</td>
</tr>
<tr>
<td>SE455E</td>
<td>Practicum</td>
</tr>
</tbody>
</table>

**GRADUATE DIPLOMA IN EDUCATIONAL STUDIES (SPECIAL EDUCATION)**

**Course Director:** Dr. R. Conway  
**Availability:** On Campus  
**Duration:** 1 year full-time or 2 years part-time  
**Total Credit Points:** 80
Course Description
This course focuses on the special needs of adults with disabilities. It prepares qualified teachers to work in a variety of settings which require the development of specialized programs for adults. These could be community settings such as group homes or training centres, or in Colleges of TAFE.

The course has a foundation subject in common with the school course but has specialized units to ensure that the candidate can be placed in the field of early childhood education. Entry requirements for the course are that the candidate must possess a recognised teaching qualification (DipTeach or Degree/DipEd) plus two years experience or equivalent in the practice of early childhood education as a teacher, consultant and/or advisor.

Eligibility for the course is limited to persons who possess a degree in the field of Childhood Education or a related area such as Primary Teaching, Behavioural Sciences, Applied Sciences and two years experience equivalent in the practice of early childhood education as a teacher, consultant and/or advisor.

Course Outline

**YEAR I**

**Credit Points**

- EDUC525 Introduction to Research Methodology 10
- ESEC512 Research Issues in Early Childhood 20
- ESEC521 Curriculum Planning for Early Childhood 20
- ESEC531 Current Trends and Issues - Early Childhood 20

**YEAR II**

- EDST541 Research Thesis 80

**YEAR III/YEAR IV**

- EDST541 Research Thesis 80
- PGIE521 Industrial Education 20
- ESEC531 Current Trends and Issues - Early Childhood 20

**PART-TIME OFF-CAMPUS**

- ESEC512 Research Issues in Early Childhood 20
- ESEC531 Current Trends and Issues - Early Childhood 20

**Full-time**

- ESEC512 Research Issues in Early Childhood 20
- ESEC531 Current Trends and Issues - Early Childhood 20

**Full-time**

- ESEC512 Research Issues in Early Childhood 20
- ESEC531 Current Trends and Issues - Early Childhood 20

**MASTER OF INDUSTRIAL EDUCATION**

**Course Director**

Dr. L.R. Killen

**Availability**

On Campus, Off Campus

**Duration**

2 years full-time, 4 years part-time

**Total Credit Points**

160

**Course Description**

The postgraduate degree is designed to provide a national resource of innovative teachers, consultants and teacher educators capable of raising the quality of industrial education in Australia and overseas by their participation, involvement and dynamism. The course is made available to suitably qualified members of the community through previous studies, their employment, or a desire to contribute significantly to the development of their profession, are motivated towards higher learning, research and publication in the field of industrial education.

Applications for admission to the program will be considered from persons fulfilling each of the following requirements:

1. One of the following qualifications:
   - Bachelor of Education (Industrial Arts Technology)
   - Bachelor of Education (Technical Art Education)
   - Graduate Diploma in Education (Industrial Arts)
   - Graduate Diploma in Education (Technical and Further Education)
   - Graduate Diploma in Educational Studies (Industrial Arts)
   - ASTC (Manual Arts)
2. Certain postgraduate or undergraduate awards in teaching with a major appropriate to industrial education or equivalent
3. Two years experience in the practice of industrial education as a teacher of primary craft, secondary industrial arts, TAFE trade or technical courses, industrial training or equivalent including consultants/advisors.

**Course Outline**

**Full-time**

- ESEC512 Research Issues in Early Childhood 20
- ESEC531 Current Trends and Issues - Early Childhood 20
- PGIE521 Industrial Education 20
- PGIE522 Curriculum Planning in Industrial Education 20
- CSIE531 Technology in Industrial Education 20

**PART-TIME OFF-CAMPUS**

- ESEC512 Research Issues in Early Childhood 20
- ESEC531 Current Trends and Issues - Early Childhood 20

**Part-time**

- ESEC512 Research Issues in Early Childhood 20
- ESEC531 Current Trends and Issues - Early Childhood 20

**YEAR I**

- EDST541 Research Thesis 80
MOTHER 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 (PGDip) is more professionally oriented that other general or research Master's degrees in Education. The approach is both theory and skills oriented. Emphasis is also given to appropriate interpretation and application of research findings. Teachers are shown how to select and implement effective and soundly-researched techniques to improve student learning and to adapt these techniques according to the individual characteristics of students and the demands of the particular instructional context.

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

COURSE DESCRIPTION

The program consists of:

Either Mode One:
(a) 80 credit points in coursework semester subjects; and
(b) Professional Studies in Special Education (10cp); and
(c) either Special Education Practicum or Practicum Project in Special Education (10cp)*; and
(d) a major thesis (60cp); or

Mode Two:
(a) 110 credit points in coursework semester subjects; and
(b) Professional Studies in Special Education (10cp); and
(c) either Special Education Practicum or Practicum Project in Special Education (10cp)*; and
(d) a minor thesis (30cp).

1. Coursework Subjects

(a) The Core subjects are:

Current Issues in Special Education (10cp)
Education of Students with Learning Difficulties (10cp)
Education of Students with Developmental Disabilities (10cp)
Education of Students with Behaviour Problems (10cp)

Teaching Methods and Techniques in Special Education (10cp)
Instructional Strategies in Special Education (10cp)
Introduction to Research Methodology (10cp)
Quantitative Research Methods or Qualitative Research Methods (10cp)
(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 subjects approved by the Committee

2. Major Thesis or Minor Thesis

A major thesis is worth the equivalent of 60 credit points and a minor thesis the equivalent of 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 candidature, whereas an outstanding result in a minor thesis is necessary for consideration for doctoral candidature.

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.

For admission to the degree, 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 coursework 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 one year of full-time study or up to four years of part-time study. Intending students are invited to consult the Head of the Department before submitting their application forms to the Secretary.

DOCTOR OF EDUCATION

The Doctor of Education course is intended for students who wish to pursue doctoral studies by a combination of coursework subjects and research thesis. Whereas the Doctor of Philosophy research degree is offered for those who wish to study Education at a highly specialised research level, this combined coursework/thesis course provides a professional, academic qualification for educators who wish to broaden their understanding but at the same time wish to gain expertise in their chosen area of specialisation.

Admission to the course is open to applicants who have completed an Honours degree in Education at an acceptable level, or a Master's degree in Education by research, or a postgraduate coursework degree with a Minor Thesis at an acceptable level; and have had at least five years of professional experience in an educational context.

Students are required to complete successfully six year-long 900-level subjects (20 cp each) and to prepare a research thesis (120 cp) under the guidance of a supervisor specially appointed.

The course normally takes 3 to 5 years to complete. At present the course is offered on a part-time basis for candidates who wish to pursue their studies in the areas of Educational Administration and Educational Psychology.

FACULTY POLICY

Faculty policy includes the following:
(a) the thesis and coursework will each count for 50% of the total program;
(b) the thesis will normally 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.

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 must 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.

Applications

People wishing to apply for admission to candidature or to discuss enrolment procedures for any of these degrees may consult the Faculty Secretary, 21.6529. Specific academic enquiries may be made to Dr. L. S. C. Grant of the University's Department of Education (21.5944). Application forms should be submitted to the Academic Registrar.
SUBJECT DESCRIPTIONS

Information

ABOUT THIS SECTION

This section contains descriptions of the content of the subjects offered by the departments of the Faculty of Education together with subjects offered by the departments of other Faculties which are included in the course programs set out in Sections 7 and 8.

GUIDE TO SUBJECT DESCRIPTIONS

Credit Point Value

The course programs offered within the University from 1993 require full-time students completing course requirements in minimum time to undertake an annual workload of 80 credit points. The credit point value of a subject thus indicates the workload of a subject as a proportion of a normal annual full-time program. Similarly, the credit point value of a subject indicates the proportion of the annual HECS liability which arises from enrolment in that subject. Further information on the meaning of credit points is given in Section 5.

Credit point values associated with a particular subject will be shown to the right of the subject heading and will be abbreviated to "cp".

Subject Codes

At present, the Faculty of Education is in the process of changing the system of coding subjects. Subjects which were offered by the former University will continue to have in 1993 a four letter alpha suffix followed by a 3 digit code which usually indicates the level at which the subject is offered. New courses within this Faculty with new subjects for 1993 will adopt this principle of coding.

For all other courses offered in 1993 each subject has been given a unique code (e.g. EDUC431). This code identifies the subject within the University's computer. The alpha prefix of the code indicates the subject specialisation. The first number in the code usually indicates the level at which the subject is offered (e.g. 100, 200, 300, 400 etc). The latter two numbers usually indicate the sequence of a subject in a stream of subjects or within a course. The alpha suffix of the code indicates the department originally responsible for offering the subject.

Contact Hours

The credit point value of a subject gives an indication of the workload required of a student as a proportion of the normal full-time annual workload of 80 credit points (see Section 3). Contact hours vary according to the content and teaching requirements of each subject.

Texts

The information on required texts available at the time publication is included in each subject description. In most cases it is recommended that students purchase the texts specified, however it is essential for students to consult with the lecturer concerned before finalising the purchase of texts.

Prerequisites, Corequisites and Assumed Knowledge

Generally the subjects offered within The Faculty of Education courses have prerequisite, corequisite or assumed knowledge requirements. The meaning of these terms are defined in the relevant degree regulations in Section 2. The student is required to follow a sequential pattern of study as outlined in Sections 7 and 8 of the Handbook. Where the option of elective subjects exist within the course, the student should consult with The Course Director concerned. Prerequisite are subjects which must be passed before a candidate enrols in a particular subject.

References

Information on reference material has been provided for some subjects. They are relevant to the subject or topic but need not be purchased. In most cases, lists will be provided by individual lecturers at the first class meeting.

Availability of Subjects

Not all subjects are necessarily available in each academic year. In particular General Studies subjects may not proceed if the department concerned considers that there is insufficient demand for the subject or if insufficient resources are available.

In September, Departments will indicate the elective subjects which they intend to offer in the following year. Students requesting enrolment in these subjects should check with the department in the first week of the semester to ensure that the subject they have chosen will indeed be offered.

Alternations to Subjects

The Faculty Board, departments and faculties reserve the right to amend any aspect of the content of any subject or the arrangements for offering a subject. The details of subjects given in this handbook are an expression of intent only and are not to be taken as a firm offer or undertaking.

Examination

The legislation provides for examinations to be held. However, notall examiners base their assessments on formal written examinations. Some attempt has been made to indicate for some subject how the assessment of the students' ability is likely to be made, where this has been decided before the Handbook goes to press.

Curriculum Studies Subject Descriptions

CE431C COMPUTERS SOCIETY & TECHNOLOGY 10cp

Content

The social consequences of computer-based technology within selected nations and on a global scale form the core of this dynamic subject. Computer impacts ranging from educational innovations for the severely handicapped, through employment restructuring to massive crime are examples of the annual selection of topics.

EC139C SOCIAL & PHYSICAL SCIENCES 10cp

Content

This subject is designed to provide students with an overview of the fields of Technology, Physical Environmental and Social Sciences and their effects on the development of Australian Society.

EH135C ENGLISH I 20cp

Content

The areas of study are poetry, adolescent fiction, practical drama, mass media and popular culture.

Texts

Harwood, R. 1984, All the World's a Stage, Methuen.
Conlent
The study of Chinese and Japanese History, developing the setting.
This subject is designed to provide students with a knowledge of

GS139C

10cp
Content
A study of tensions and growth in American history from 1775 to
1920
Texts
Students will be required to possess a selection of literary texts
and to work with them.

EH437C

20cp
Content
A study of political, social, economic and diplomatic changes
occurring in Europe and the Middle East from the second half of
the nineteenth century to the period following 1945.
Texts
Students will be required to possess two textbooks
Laker, W. 1982, Europe Since Hitler: The Rebirth of Europe,

GS135C

15cp
Content
Expressive Arts I
Exands across three domains: Arts and crafts, children’s literature
and music; historical and social influences on these domains;
effects of technological changes on skills, materials, techniques
and aesthetic approaches; theory appropriate to each domain.
Text
Lukens, Rebecca J. 1990, A Critical Handbook of Children’s Literature,
4th edn, Scott Foresman.

GS136C

20cp
Content
 Foundations Study - English
This subject will provide a background understanding of major
themes, philosophies and axioms behind current practice in
Early Childhood language acquisition and literacy development.
It will also introduce the student to children’s literature.

GS139C

20cp
Content
Cultural Studies I
This subject is designed to provide students with a knowledge of
the variables influencing enculturation processes in any social
setting.

GS239C

20cp
Content
Cultural Studies II
The study of Chinese and Japanese History, developing the
-cultural background to each and an appreciation of traditions.
SS335C ECONOMICS III 20cp

Content
A study of macroeconomic principles. From an understanding of national income, employment and fiscal policy, students will be able to interpret the important economic aggregates, build models and forecast trends in economic policy.

Text

SS435C ECONOMICS IV 10cp

Content
This subject provides an understanding of international trade and finance with a view to introducing economic analytical skills and abilities to interpret current economic problems related to trade, investment and finance.

Text

TE841H E.F.L. 6cp

Content
This subject is designed to prepare students for Teaching Practicum in Thailand. Students will be introduced to a range of teaching methodologies and strategies appropriate for their Teaching English as a Foreign Language program in Thailand. Suitable resources will also be prepared.

Text

CSE125 COMPUTERS IN SCHOOLS 5cp

Content
The role of computers as an information processing tool for teachers. An evaluation of the use of databases, spreadsheets and word processors in the classroom. Special uses for advanced learners and adaptations for students with special needs will be included.

Text

CSDT339 DRAWING AND DESIGN III 10cp

Prerequisites
2nd Year Technology study or equivalent

Hours
4 hours per week face-to-face or equivalent.

Assessment
A combination of assignment, presentation and examination.

Content
This subject is designed to broaden experiences in pictorial and presentation drawing techniques as well as introducing design procedures in a variety of materials. The use of CAD in both two and three dimensions will be explored from student-based design briefs.

Text
SECTION NINE

CSPH34 HEALTH EDUCATION I 10cp
Prerequisite Nil
Lecturer Ms M. Williams
Hours 2 hours per week for full year
Assessment Combination of assignments, seminars and examinations
Content This subject aims to develop an appreciation in students of
an holistic concept of health and the determinants of one's health
status. It promotes an understanding of how those determinants
can be used in preventing illness and promoting health at both
personal and community levels. HEALTH EDUCATION forms
the foundation of a progressive understanding of the complexity
of health. It promotes active student learning, incorporating
research concepts and strategies.
Text To be advised
References To be advised

CSPH135 PHYSICAL EDUCATION/THEORY I 10cp
Prerequisite Nil
Lecturer Dr. A. Woodcock
Hours 2 hours per week for full year
Assessment Combination of assignments, seminars and examinations
Content The subject will introduce the student to the Historical and
Sociological perspectives of Physical Performance. It will establish
an understanding of the fundamental motor patterns associated
with basic movement skills and the influence of genetics and the
environment on their ultimate development.
Text To be advised
References To be advised

CSPH334 HEALTH EDUCATION III 5cp
Prerequisite Health Education II
Lecturer Ms M. Williams
Hours 2 hours per week for full year
Assessment Combination of assignments, seminars and examinations
Content This subject aims to extend the process of investigating personal
awareness and choices to that of interpersonal relationships. The
knowledge, skills and attitudes required to effectively communicate,
will include appropriate expression of needs and wants and recognising rights and responsibilities within
relationships.
Text To be advised
References To be advised

CSPH333 PHYSICAL EDUCATION: THEORY III 10cp
Prerequisite Nil
Lecturer Dr. A. Woodcock, Ms A. McCormack
Hours 6 hours per week for semester 1
Assessment Combination of assignments, seminar presentations and theoretical examinations.
Content Further development of student understanding and awareness of
historical concepts, principles and processes linking aesthetics of
Arts and Crafts and Children's Literature will be extended by more
exacting and demanding experiences in application, analysis
and evaluation.
CSPRI138 FOUNDATION STUDIES - SCIENCES 1A (SOCIAL SCIENCES) 10cp
Content Study of content which will provide an overview of Australian
society, political issues, multicultural pressures and contemporary
social problems. Historical and geographical perspectives will be
examined and analysed.
CSPRI139 FOUNDATION STUDIES - SCIENCES 1B (SCIENCE, TECHNOLOGY, HEALTH) 10cp
Content Study of content which will provide an overview of pure and
environmental sciences, technology and related issues and
fundamental health studies.
CSPRI432 PRIMARY STUDIES IV 20cp
Content
Strand A: Literary IV 9cp
The following three substrands will be studied in accord with the
recent developments in K-6 English Curriculum design trends:
• Language
• Literature
• ESL
Strand B: Expressive Arts IV 9cp
The following topics will be studied:
The child's use of art as a vehicle for communication of thoughts,
knowledge, feelings. The influence of strong cultural tradition in shaping the art and
craft of the child and adult artists.
The school as a force in developing a child's expression and
communication through visual and tactile experiences.
The classroom teacher as communicator through syllabus
interpretation, program construction and teaching strategies.
The function of institutions museums, galleries, in the education
partnership.
Art educators and their adopted positions in relation to the
effective communication of art and craft content.
Syllabuses in the Arts and Crafts Comparative analysis.
Differences in philosophy and implementation.
Artists and craftspersons as communicators. Stylistic variations.
ECSSI36 ECONOMICS I 20cp
Content This subject provides an understanding of the financial, social
and legal aspects of consumer education. It involves the exploration
of the financial structure of business and the skills required to analyse and interpret financial data.

TECE135 COMPUTERS IN SCHOOLS 5cp

Content
The role of computers as an information processing tool for teachers. An evaluation of the use of databases, spreadsheets and word processor in the Early Childhood and Primary setting. Includes adaptations for advanced learners and students with special needs.

TKCS430 TECHNOLOGY CURRICULUM STUDY 15cp

Prerequisites Completion of a Technology based 3rd year subject or equivalent.

Hours Three hours per week face-to-face for one year or equivalent.

Assessment A combination of assignments and examinations.

Students will be required to choose three internal electives from the following:

Select one from:

- Computer Studies
- Colour Technology
- Building Technology and Environment

Select two from:

- Materials Technology
- Applied Technology
- Food Technology
- Electronics Technology

Selection of internal electives is monitored by the Course Director to ensure that choice is complementary to previous knowledge and experience.

Education Subject Descriptions

TEACHING PRACTICES 10cp each

The computer number depends on curriculum area — see list after Education subject descriptions.

Lecturers Various staff

Prerequisite See postgraduate Diploma in Education

Hours Three and a half hours per week except during Practicum

Assessment To be advised

Basics School based.

Content

Problems in Teaching is conducted in one or more schools in either Primary or one of the following secondary areas:

- English
- Human Society and its Environment
- History
- Social Sciences
- Mathematics
- Science
- Modern Languages
- Creative Arts

Drama Art

Tests and References To be advised.

PROBLEMS IN TEACHING 10 cp each

The computer number depends on the curriculum area — see list after Education subject descriptions.

Lecturers Various staff

Prerequisite As for the equivalent Teaching Practices Unit.

Hours 2 hours per week except during Practicum

Assessment To be advised

Basics School based.

Content

Problems in Teaching is conducted in one or more schools in either Primary or one of the following secondary areas:

- English
- Human Society and its Environment
- History
- Social Sciences
- Mathematics
- Science
- Modern Languages
- Creative Arts

Drama Art

Tests and References To be advised.

EDUC431 SCHOOL AND SOCIETY 10cp

Prerequisites Nil

Hours 2 hours per week except during Practicum

Assessment To be advised

Basics University based

Content

This subject investigates social and educational theories about the relationship of schools and society, education policies and their implications for teaching. The subject will be presented through lectures, tutorial discussion, seminar presentations and student practical work.

Tests and References To be advised.

EDUC441 PRACTICUM 20cp

Prerequisites As for the equivalent Teaching Practices Unit

Hours School hours

Assessment Progressive assessment

Content

A continuous program of school orientation achieved by school visits throughout the year, as well as blocks of intensive practical experience in teaching situations.

Students must be prepared to devote at least eight weeks full-time to practicum, one session in Semester 1 and one in Semester 2. School experience in the rest of the year will be gained within the school based subject 'Problems in Teaching'.

Practicum is closely related to all other subjects in the Diploma and accordingly, students should be prepared for groups to conduct discussions and workshops on topics related to professional practice.

Students taking a further Curriculum Study in Environmental Education have the option of carrying out one of their practicums.
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EDUC540 FURTHER CURRICULUM STUDIES

Lecturers: Various staff
Prerequisites: Usually nil
Hours: 2 x 2 hours per week except during Practicum
Assessment: To be advised
Basics Monty University based

Content: Details will be available at the beginning of the year. Primary and secondary art methods have limitations on selection of Further Curriculum Studies (see Postgraduate Diploma in Education Course Requirements).

Texts and References: To be advised.

Master and Bachelor of Educational Studies Subjects

Not all subjects listed will necessarily be offered, or will they necessarily be offered in the semester listed. It is possible that some subjects will not be offered, or may be offered in different semesters.

Equivalent subjects

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

590 LEVEL SUBJECTS

Old Full-Year Subjects

Equivalent New Semester Subjects

501 EDUC501 and 502
511 EDUC511 and 512
521 EDUC521
531 EDUC531 and 532
541, 542 or 543
551 EDUC551 and 542
551 EDUC551 and 552
561 EDUC561 and 562
571 EDUC571 and 581
602 EDUC603
606 EDUC661
614 EDUC611
621 EDUC621 and 622
640 EDUC631
644 EDUC641
660 EDUC651 and 652
666 EDUC663
667 EDUC662
675 EDUC573 and 674
676 EDUC612 and 613
698 EDUC697

EDUC561 EDUCATIONAL PSYCHOLOGY 10cp
Lecturer: Dr R.W. Howard
Prerequisites: Nil
Hours: 2 hours per week for one semester
Assessment: 2 short assignments and a seminar

Content: This course is an introduction to educational psychology and their application to 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 tasks of intelligence, personality, and cognitive and learning styles.

Texts and References: To be advised.

EDUC562 EDUCATIONAL PSYCHOLOGY: THEORY AND PRACTICE 10cp
Lecturer: Dr R.W. Howard
Prerequisites: 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.

Texts and References: To be advised.

EDUC511 SOCIOLOGY OF EDUCATION 10cp
Lecturer: Ms P.M. Nolan and Dr J.M. Gore
Prerequisites: Nil
Hours: 2 hours per week for one semester
Assessment: Seminar and assignments

Content: This semester subject is provided as an introduction to the Sociology of Education. The course will commence with an examination of major sociological perspectives in the study of education and proceed through various sites of sociological investigation as follows: students and their families, education and the maintenance of social group boundaries, teacher-student interaction and comparative studies of schooling in other countries.


References: To be advised.

EDUC513 CONTEMPORARY ISSUES IN THE SOCIOLOGY OF EDUCATION 10cp
Lecturer: P. Nolan
Prerequisites: Nil
Hours: 2 hours per week for one semester (Semester 2)
Assessment: Written assignments and seminar presentations

Content: Despite decades and decades of educational reforms intended to bring equality of educational opportunity across society, the most strikingly obvious sociological fact about educational systems in all industrialised countries is that they result in significantly unequal rewards between social groups. A major focus of this course is the social functioning of educational systems. The various theoretical ways in which the sociology of education accounts for the correspondences between social structures and mental structures are also examined.


References: To be advised.

EDUC525 INTRODUCTION TO RESEARCH METHODOLOGY 10cp
Lecturer: Associate Professor S.F. Bourke and Dr A.P. Holbrook
Hours: Two hours per week for one semester
Assessment: Assignments

Content: This subject provides an introduction to research methodology in education, both qualitative and quantitative. It must be taken in conjunction with either EDUC521 or EDUC522. The subject will introduce students to contemporary perspectives in educational research and in particular, will focus on developing the range of skills involved in formulating a research proposal including framing a research question, reviewing the literature and choosing appropriate methodologies for different types of study. The methodologies discussed will include experimental, quasi-experimental, naturalistic, survey, case study, ethnographic, and historical research. Students will be encouraged to develop their own research interests and to structure their assignments accordingly.


EDUC522 QUALITATIVE RESEARCH METHODS 10cp
Prerequisite: EDUC525 Introduction to Research Methodology
Hours: Two hours per week for one Semester
Assessment: Assignments and set exercises

Content: This subject continues from the qualitative strand of EDUC525 and will provide students with a more advanced knowledge of the qualitative methods introduced in that strand, among them ethnographic case study and action research approaches. This subject will specifically focus on developing fieldwork techniques, how to analyse data from a variety of sources and how to report qualitative findings. Students will gain experience in observation, group and individual interviews, focal group, survey and questionnaire design and the use of documents, biography and autobiography.


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EDUC531 PHILOSOPHY OF EDUCATION 10cp
Lecturer Dr WG Warren
Prerequisites 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 analysing a philosophy of education will be examined. This will be used to position and analyse a number of problems in contemporary education. In particular, a selection from among such topics as the following will be made, based on student interest: Education and work; controversial subjects in education; Freedom; Authority; Right; Liberalism; Totalitarianism; Rational critiques of schooling; Literacy; The concept of a person in education; Personal Relationships in Education: Freedom; Authority; Right; Discipline.

Text
References Will be provided throughout the course. A preliminary reading of P Feinberg, Reason and Morality, would be of value.

EDUC532 PHILOSOPHICAL ISSUES IN EDUCATION 10cp
Lecturer Professor RS Laura
Prerequisites Nil - Subject EDUC531 is advised
Hours 2 hours per week for one semester
Assessment 1 seminar and 1 essay

Content
The aim of this subject is to introduce students to philosophical ways of thinking about issues of educational importance. Our concern will thus be directed less to canvassing the history of philosophy than to revealing the philosophical habit of mind that has underlain it.

Depending upon student interest, topics to be discussed may include: education vs. indoctrination - is there a difference?; religion and moral education - simply forms of indoctrination?; animal vs. human rights - can the use of animals in school experiments be morally justified?; genetic engineering and educational ideology - should genetic engineering be used to manipulate IQ; presuppositions - 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?

Text
References Will be advised.

EDUC541 CURRICULUM THEORY AND PRACTICE 10cp
Lecturer JW McQualter
Prerequisites EDUC541
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
Curriculum inquiry is the study of curriculum practice examining the context, assumptions, conduct, problems and outcomes of curriculum development. Curriculum theory informs curriculum practice and is in turn evaluated and reformed by the process of curriculum inquiry. Curriculum inquiry considers how a curriculum or some component of a curriculum has been planned, developed or changed. The course will be conducted using a model for analysing a philosophy of education for one semester of one unit. This unit will be devoted to the study of curriculum theory and practice and involves the study of curriculum theory and practice. The course will be conducted using a model for analysing a philosophy of education for one semester of one unit. This unit will be devoted to the study of curriculum theory and practice and involves the study of curriculum theory and practice.

References Will be advised.

EDUC542 CURRICULUM INQUIRY: THEORY AND PRACTICE 10cp
Lecturer JW McQualter
Prerequisites EDUC541
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
Curriculum inquiry is the study of curriculum practice examining the context, assumptions, conduct, problems and outcomes of curriculum development. Curriculum theory informs curriculum practice and is in turn evaluated and reformed by the process of curriculum inquiry. Curriculum inquiry considers how a curriculum or some component of a curriculum has been planned, developed or changed. The course will be conducted using a model for analysing a philosophy of education for one semester of one unit. This unit will be devoted to the study of curriculum theory and practice and involves the study of curriculum theory and practice. The course will be conducted using a model for analysing a philosophy of education for one semester of one unit. This unit will be devoted to the study of curriculum theory and practice and involves the study of curriculum theory and practice.

References Will be advised.

GENERAL INFORMATION

Principals Dates 1993

January
1 Friday Public Holiday — New Year’s Day
6 Wednesday Last day for return of Enrolment Application Forms — Continuing Students
February
5 Friday New students accept UAC main round offer
12 Friday — TO New students enrol
22 Monday
26 Friday last date for payment of General Service Charge
March
1 Monday First Semester begins
30 Tuesday Last day for variation of program in relation to HECS liability for Semester 1.
April
9 Friday Good Friday — Easter Recession commences
19 Monday — Lectures Resume
June
7 Monday Public Holiday — Queen’s Birthday
11 Friday First semester concludes — Last date for withdrawal from Semester 1 subjects.
14 Monday Mid year Examinations begin
30 Wednesday Closing date for applications for selection to the Bachelor of Medicine and Bachelor of Science (Aviation) in 1994.
July
2 Friday Mid Year Examinations end
19 Monday Second Semester begins
August
30 Monday Last day for variation of program in relation to HECS liability for Semester 2.
September
25 Saturday Mid Semester recess begins

References

References
Philosophical Issues in Education; Freedom; Authority; Right; Liberalism; Totalitarianism; Rational critiques of schooling; Literacy; The concept of a person in education; Personal Relationships in Education: Freedom; Authority; Right; Discipline.

Text
References Will be provided throughout the course. A preliminary reading of P Feinberg, Reason and Morality, would be of value.
### Year Two

| Semester 1 | commences | Monday 1 March | 1993 |
| Semester 1 | resumes | Friday 9 April | 1993 |
| Semester 1 | to | Friday 16 April | 1993 |
| Semester 1 | concludes | Friday 2 July | 1993 |
| Semester 2 | commences | Monday 19 July | 1993 |
| Semester 2 | resumes | Friday 23 July | 1993 |
| Semester 2 | to | Friday 8 October | 1993 |
| Semester 2 | concludes | Friday 5 November | 1993 |
| Semester 2 | commerce | Monday 8 November | 1993 |
| Semester 2 | concludes | Friday 19 November | 1993 |
| Semester 2 | Mini-Weekly | Monday 22 November | 1993 |
| Semester 2 | concludes | Friday 3 December | 1993 |

#### Advice and Information

The main point of contact for inquiries concerning courses and enrolment is the **Faculty Office**. The Faculty Office can provide advice on Faculty rules and policies, course requirements, procedures relating to course administration and so on. If academic advice is required, the Faculty Office can direct inquiries to the appropriate Department. **Co-ordinator of Head of Department.**

#### FACULTY OFFICES

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Contact</th>
<th>Location</th>
<th>Telephone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Architecture</td>
<td>Jennie Gow</td>
<td>1-105N.</td>
<td>215570</td>
</tr>
<tr>
<td>Art, Design &amp; Communication</td>
<td>Sheila Prowse</td>
<td>AB1-31</td>
<td>216525</td>
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<tr>
<td>Arts</td>
<td>Marycartt</td>
<td>Vicki Drew</td>
<td>AB1-10</td>
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<tr>
<td>Economics</td>
<td>David Donaldly</td>
<td>CT232</td>
<td>213523</td>
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<tr>
<td>Education</td>
<td>Linda Harrigan</td>
<td>S18</td>
<td>215584</td>
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<td>Mathematics</td>
<td>Natalie Sibon</td>
<td>AB1-34</td>
<td>215893</td>
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<td>Engineering</td>
<td>Chandra Marti</td>
<td>AB1-41</td>
<td>2164529</td>
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<td>Health Sciences</td>
<td>Katrina Kelt</td>
<td>AB1-43</td>
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<td>Law</td>
<td>Irene Streh</td>
<td>AB1-43</td>
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<td>Neringa You</td>
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<tr>
<td>Medicine</td>
<td>Geoff Gordon</td>
<td>EA204</td>
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<tr>
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<td>Jill North</td>
<td>EA204</td>
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<tr>
<td>Health Sciences</td>
<td>Helen Jackson</td>
<td>EA204</td>
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<td>Jenny Hughes</td>
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<td>Science</td>
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<tr>
<td>Social Science</td>
<td>Estelle Graham</td>
<td>AB1-16</td>
<td>216534</td>
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<tr>
<td>Science</td>
<td>Helen Houlakian</td>
<td>SB210</td>
<td>215562</td>
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<tr>
<td>Science</td>
<td>Kristine Hodyl</td>
<td>SB210</td>
<td>215569</td>
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<tr>
<td>Social Science</td>
<td>Suzanne Fane</td>
<td>CT231</td>
<td>216526</td>
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#### THE STUDENT ENQUIRY COUNTER

Located in the Chancellery, the Student Enquiry Counter is the main point of contact for inquiries relating to "non-academic" aspects of student administration, such as the issue of travel concessions, matters relating to the administration of the Higher Education Contribution Scheme (HECS), and the issue and receipt of various forms, such as Change of Name/Address and Transcript Request forms. The Enquiry Counter also acts as a point of referral for general student enquiries.

#### STUDENT SERVICES

Available for all students to assist with many practical matters which may affect personal adjustment to University and success in studies.

Most services are located in the Temporary Buildings adjacent to the Computer Teaching Building except where noted. Most services are also available on the Central Coast Campus.

The Dean of Students, Professor K.R. Dutton (located in the Bowman Building) is responsible for the network of Student Services and his assistance or advice is available to students with whom he is acquainted. The Student Services, Ms. Kibby (Huston Building Room C18) will advise students on the correct procedures to follow in cases of appeal or grievance applications. Both can be contacted on 215806.

#### Accommodation Office

Offers advice on mental and financial assistance in resolving accommodation problems. Maintains lists of accommodation available off campus in private homes, rooms, flats and houses. Ms. Kath Ducey, Accommodation Officer. Enquiries phone (049) 215593.

#### Careers & Student Employment Office

A free service to students at any stage of their studies covering all matters relating to employment: careers information and planning, resume and interview preparation workshops, graduate recruitment, vacation employment and part-time student employment service. Ms. H. Parker, phone (049) 215508.

#### Chancellery

The Chancellery Centre is located in temporary buildings adjacent to the Computer Teaching Building and also in Room A187 in the Hunter Building near the Library. Pastoral and spiritual care is available from pastoral chaplains. Phone (049) 215711 or (049) 216668.

#### Counselling Service

Location: Courtyard level Ashbury Library building. Assists people who are having academic or personal difficulties, or who simply want to function more effectively. Individual counselling and group courses are available. Phone (049) 215806.

#### University Debts

Doctor's surgery is located in the Shortland University building, phone (049) 216600. A nursing sister is available on the main concourse in the Hunter Building, phone 216452. The health service offers medical care similar to a general doctor's surgery with a special interest in the health needs of University students. Services are strictly confidential. Health education and information also provided. Dr. F. Byars, phone (049) 216600.

#### Recreation Office

Coordinates participation in the Australian University championships. Provides assistance to the student sporting and recreation clubs.

#### Student Support Office

Assists students with low incomes, advice and referral on other welfare matters and practical assistance, which may be required by students with a disability to function more effectively. Individual counselling and group courses are available. Phone (049) 215593.
Lodging Enrolment Application Forms

The Enrolment Application form must be completed carefully and lodged at the Student Division Office by 6 January 1993. Students should know their examination results before completing the re-enrolment form. There is no late charge payable if the form is late, but it is very important that the Enrolment Application form is lodged by 6 January 1993, as late lodgement will mean that enrolment approval and student card may not be available for the start of the semester.

Enrolment Approval

All re-enrolling students will receive in early February either a confirmation of enrolment on a student card or a letter asking them to attend in person because there is a problem with their proposed program. Enrolment is tutorial or laboratory sessions should be arranged with Departments on an individual basis.

Payment of Charges

The Fees and Charges Notice will be mailed to re-enrolling students in late January. Please note that Fees and Charges Notice will not be until all outstanding debts/finances have been paid. The 1993 General Service Charge must be added at Commonwealth Bank branch using the Fees and Charges Notice. Payments made after 26 February 1993 will incur a $50.00 late fee. All charges listed on the Fees and Charges Notice must be paid. The Bank will not accept partial payment.

SCHOLARSHIP HOLDERS AND SPONSORED STUDENTS

Students holding scholarships or receiving other forms of financial assistance must be in good standing before they can receive a replacement Student ID Card. Together with a warrant or other written evidence that charges will be paid by the sponsor, students must provide a separate voucher warrant or letter for each sponsor addressed.

Late Payment

The final date for payment of the General Service Charge is 26 February 1992. Payments made after this date will incur a $50.00 late fee. Re-enrolment will be cancelled if charges remain unpaid by 19 March.

Failure to Pay Overdue Debts

Any student who is indebted to the University by reason of non-payment of any fee or charge, non-payment of any fine imposed, or who has failed to pay any overdue debts shall not be permitted to:
- complete enrolment in a following year;
- receive a transcript of academic record;
- graduate or be awarded a Diploma;
- receive a replacement Student ID Card

until such debts are paid. Students are required to pay any debts incurred without delay.

Student Cards

Students will be mailed their Confirmation of Program and Student Card in early February. The Student Card should be carried by students when at the University. The Student Card has machine readable UTRAN which allows access to the University Library, and contains the student's Centre number for access to the Services of the Computing Centre. Please note that the Student Card is not evidence of enrolment; students must also have paid the General Service Charge and fulfilled HSC requirements for enrolment.

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

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

Re-admission 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 1992, is required to apply for admission again through the University's Admissions Office, Locked Bag 500 Liddell 2301. Application forms may be obtained from the UAC or from the Student Division Office and closed with the UAC on 30 September each year. There is a $60.00 fee for late applications. Students who withdraw from their course in the first semester 1992 are not required to apply for re-admission.

Change of Address

The University holds on record both an address for correspondence and a home address. Students are responsible for notifying the Student Division Office in writing of any change in their address. A Change of Address form should be used and is available from the Student Division Office.

Failure to notify changes to your correspondence address could lead to important correspondence or course information not reaching you. The University cannot accept responsibility if official communications fail to reach a student who has not notified the Student Division Office of a change of address.

Change of Name

Students who change their name should advise the Student Division Office. A marriage or deed poll certificate should be presented for heightened security must be lodges. The change can be noted on University records.

Change of Programme

Approval must be sought for any changes to the programme for which a student has enrolled. This includes adding subjects, withdrawing from subjects or the course, or replacing one subject with another. All proposed changes should be entered on the Programme Variation sheet. Students may be refused change of address and/or documentation in the form of medical or other relevant certificates must be submitted. Programme Variation forms should be lodged at or mailed to the relevant Faculty Office.

Withdrawal from Subjects or Course

Applications received by the appropriate date listed below will be approved for withdrawal without a failure being recorded against the subject or subjects in question.

Withdrawal Dates

Semester 1 Subjects 11 June 1993 Semester 2 Full Year Subjects 5 November 1993

Except with permission of the Dean:
(a) a student shall not be permitted to withdraw from a subject after the dates listed above;
(b) a student shall not be permitted to withdraw from a subject on more than two occasions.

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

Addition of Subjects

Students seeking to add a subject or subjects more than two weeks after the commencement of the relevant semester should seek advice from the Faculty Office prior to lodging their application. In some instances Faculty policy or restrictions on class size preclude late enrolment and students should make every attempt to finalise their enrolment within the first two weeks of semester.

Enrolment Confirmation

Students should ensure that all details on their Confirmation of Program form are correct. Failure to check this information could create problems at examination time. Please note that it is the student's responsibility to:
(i) ensure that all enrolment details are correct and
(ii) to withdraw from a Semester II subject if a failure has been incurred in the Prerequisite Semester I subject.

Leave of Absence

Undergraduate Awards

Subject to any provision concerning your course as set out in the schedule, a candidate in good academic standing in the course:
(a) may take leave of absence of one year from the course;
(b) may, with the permission of the Dean, take leave of absence for two consecutive years from the course
without prejudice to any right of the candidate to re-enrol in the course following such absence.

Candidates should also refer to the Rules Governing Undergraduate Awards, Rule 10 Leave of Absence, and the schedules regarding the definition of "good standing". You should also consult with your Faculty Officer. To re-enroll in your course after leave of absence, you must re-apply through the Universities Admissions Centre (UAC), Locked Bag 500, Lidell 2301. The closing date for applications is 30 September each year.

Postgraduate Coursework Awards

Leave of absence may not be available for some courses. Candidates should refer to the course schedules, and also consult with their Faculty Officer regarding any requirement to lodge a formal application for leave.

Research Higher Degrees

Leave of absence is not automatically granted, and candidates are required to lodge a written application for leave of absence prior to the end of the proceeding semester. Applications should be lodged with the Postgraduate Studies Office for approval by the Graduate Studies Committee. Refer to the Masters and Doctoral Degree Rules.

Scholarship Recipients

Scholarship holders, both undergraduate and postgraduate, who wish to take leave of absence from their course, or who do not intend to take a full-time course in any part of the year, are required to lodge a separate application for suspension of scholarship prior to the end of the preceding semester. Applications for suspension should be lodged with the Scholarship Officer for approval by the Scholarship Committee. Refer to the Conditions of Award of your scholarship.

Attendance at Classes

Where a student's attendance or progress has not been satisfactory, action may be taken under the Regulations Governing Unsatisfactory Progress.

In the case of illness or absence for some other 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 tests or examinations have 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 the by-laws and other requirements of the University. Students are expected to conduct themselves at all times in a solemn fashion. 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 administrative 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 Departmental notice boards and students are expected to be acquainted with the contents of these announcements which concern them.

The Hunter Building Concours is used for the specific purpose of displaying examination time-tables and other notices about examinations and final results.

Examinations

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

Examination Periods

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

Mid Year: 14 June - 2 July 1993
End of Year: 8 to 26 November, 1993

Timetables for the set date and time at which individual examinations will be held will be displayed in the Hunter Building Concours, on Departmental notice boards and other prominent locations on campus.

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

Sitting for Examinations

Formal written examinations, where prescribed, are compulsory. Students should consult the final timetable in advance to find out the date and time of their examinations.

Location of Examinations

Seat allocation lists for examinations will be displayed about two weeks before the commencement of the examination period on the noticeboard of the Department concerned and on a notices board outside the examination room on the day of the examination. Candidates should allow themselves plenty of time to get to the examination room so that they can take advantage of the 10 minutes reading time that is allowed before the examination commences. Normally, entry into the examination rooms will be permitted from 15 minutes before the actual commencement of the examination writing time. This is to allow the candidates time to locate their allocated seat and the necessary identification. The results of examinations will be displayed in the Great Hall Foyer and Hunter Building Foyer.

Permited Aids

Students can take into any examination any writing instrument, drawing instrument or eraser. Logarithmic tables may not be taken into examinations as they will not be available from the supervisors if needed. Calculators may not be taken into an examination room unless the Examiner has instructed on the
EXAMINATIONS

GENERAL

that interpretation

PART 1

recorded as being enrolled and eligible to sit and receive a result in these

1. These Rules shall apply to all examinations of

UNLISTED

(c) because

Calculators must be hand held, battery operated and non-programmable.

EXAMINATIONS

programmable calculator

"subject"

"formal written

under Part 4

the examining processes within a Department;

In

the exception of the examination of a thesis submitted by a candidate

these Rules, unless the context or subject matter otherwise

PRELIMINARY

PART 3·PROCEDURES

Publication of

Examinations

Requirements

Examinations Committee.

The recommendations of the Departmental

Grading of results in subjects

11. The result awarded in a subject to a candidate shall be one of those

in the list of approved results determined by the Academic Senate from time to time.

Review of result in subject

12. (1) A candidate may apply for a review of any result awarded in a

subject to that candidate.

(2) An application made under sub-rule (1) shall be made to the Academic Registrar on the prescribed form and shall be accompanied by the prescribed fee.

(3) A review of the result shall include a check:

(a) that all required parts of the examination have been included in the final draft;

(b) that the content of examination scripts has been fairly considered, including, where possible, a review of marks awarded by the examiners;

(c) that all marks contributing to the final grade have been correctly entered and their total accurately obtained; but shall not include any review of earlier assessments which have been made available to the candidate on a continuing basis throughout the subject.

(4) If the Faculty Board, on the recommendation of the Head of the Department concerned or the representative of that Head, changes the result following review, the fee shall be refunded to the candidate.

Special Consideration

13. (1) A candidate who claims that:

(a) study during the year or preparation for an examination;

(b) attendance at or performance in an examination has been affected by illness, disability or other serious cause, may make application in writing, supported by appropriate evidence to the Academic Registrar and request that he be taken into account in the assessment of the examination results of the candidate. Such request shall be made on the prescribed form.

(2) A request made pursuant to sub-rule (1)(a) shall be submitted by the candidate within seven days after any absence arising from the illness or event on which the request is based, or such longer period as the Faculty in which the candidate is enrolled may accept.

(3) A request made pursuant to sub-rule (1)(b) shall be submitted by the candidate not later than three days after the date of the examination or within such further period as the Dean of the Faculty in which the candidate is enrolled may permit.

(4) Where a candidate is personally unable to take the action prescribed under this Rule, another person may take such action on behalf of that candidate.

(5) The Academic Registrar may call for such other evidence in respect of the candidate's request as may be reasonable required.

RESPONSIBILITY

The Academic Registrar shall be responsible for the administration and supervision of the formal written examinations of the University.

Timetable for formal written examinations

15. (1) The Academic Registrar shall publish a timetable showing when and where formal written examinations will be held and it shall be the responsibility of candidates to attend those examinations prescribed for the subjects in which they are enrolled.

(2) Notwithstanding the provisions of Rule 15(1), where the Academic Registrar considers it justified on religious, conscientious or other grounds, special arrangements may be made to allow a candidate to attend a prescribed examination for a subject at a time and place different from that published in the examination timetable.

(3) Subject to the provision of Rule 13(1)(b), candidates who fail to attend an examination which is shown on the examination timetable will be deemed to have sat for and failed the examination.

Rules for formal written examinations

16. (1) Formal written examinations shall be conducted in accordance with the following rules:

(a) candidates shall comply with any instructions given by a supervisor relating to the conduct of the examination;

(b) before the examination begins candidates shall not read the examination paper until granted permission by the supervisor which shall be given ten minutes before the start of the examination;

(c) no candidate shall enter the examination room after thirty minutes from the time the examination has begun;

(d) no candidate shall leave the examination room during the first thirty minutes or the last ten minutes of the examination;

(b) attendance at or performance in an examination has been affected by illness, disability or other serious cause, may make application in writing, supported by appropriate evidence to the Academic Registrar and request that he be taken into account in the assessment of the examination results of the candidate.
Final examination results are also displayed in Concourse as soon as they become available.

Any infringement of these rules constitutes an offence against discipline.

Compliance with Instructions

19. Candidates shall comply with any instructions given by the Head of Department or the supervisor of their examination or any assistant examiner.

20. Where appropriate, the Head of Department shall publish a timetable showing when and where examinations will be held.

Responsibility

PART S· OTHER EXAMINATIONS

1. A student is enrolled in a subject by the Board if the student has paid the appropriate fee and has been formally offered enrolment by the Board.

2. The provisions of sub-rule (1) may be relaxed:
   (a) by the Academic Registrar; and
   (b) with the exception of paragraphs (i), (ii), (iii) and (b) by the supervisor upon the direction of the Academic Registrar or at the discretion of the supervisor, provided that the circumstances of any such relaxation have been exercised should be recorded in writing to the Academic Registrar immediately following the conclusion of the examination.

PART T· OTHER EXAMINATIONS

Responsibility

17. The Head of Department shall be responsible for the administration and supervision of the University's examinations, other than formal written examinations, in the subjects offered by the Department.

Timetable

18. (1) Where appropriate, the Head of Department shall publish a timetable showing when and where examinations will be held and it shall be the responsibility of candidates to attend those examinations prescribed for the subjects in which they are enrolled.

(2) Notwithstanding the provisions of Rule 14(1), where the Head of Department considers it justified on religious, convenience or other grounds, special arrangements may be made to allow a candidate to attend a prescribed examination for a subject at a time and place different from that published in the examination timetable.

Compliance with instructions

19. Candidates shall comply with any instructions given by the Head of Department or the supervisor relating to an examination.

Any refusal to comply with these rules constitutes an offence against discipline.

FINAL EXAMINATION RESULTS

End of year examination results will be mailed out by late December. Examination results for Semester I subjects will be mailed out the week preceding the commencement of Semester 2.

Final examination results are also displayed in the Hunter Building Concourse as soon as they become available.

No results will be given by telephone.

REVIEW OF FINAL RESULT

After the release of both Semester I and end of year final examination results a student may apply to have a result reviewed. Part 3 of the University’s Examination Rules specifies procedures relating to Review of Results for a subject, for details see the necessary application form. You should read the instructions on the application form before applying for a Review. There is a charge per subject, which is payable after the End of Year examination results.

SPECIAL CONSIDERATION REQUESTS

All applications for special consideration should be made on the Application for Special Consideration form.

The growing of Special Consideration could involve a further examination or assessment held after the final examination. Any further examination or assessment administered will be by the Department that offered the subject. Consequently you must therefore check with the Department that offered the subject that they will allow the required amendments. You should also submit the Department’s notice board for further advice concerning Special Consideration.

Application Forms may be obtained from your Faculty Office, Student Division Enquiry Counter, Student Health Service, Student Counselling Unit and Examinations & Services Counter, Hunter Building.

Part 3 of the University’s Examination Rules specifies procedures relating to Special Consideration Requests, for details see page viii and the necessary application form. You should read the instructions on the examination form before applying for Special Consideration.

STANDARD OF ACADEMIC PROGRESS

If you wish to be issued with a statement of your academic record, you must complete the appropriate application form and lodge it with the University Cashier along with the appropriate fee (see page x). The statement will only be issued as soon as it becomes available, to the nominated address. Applicants should allow adequate time for this to occur. Computer produced statements can normally be mailed within a week.

Students involving pre 1979 records might be expected to take longer to produce. Inadmissible applicants must clear their debt before statements can be issued. Application forms may be obtained from the Student Division, Student Cashier and Hunter Building.

UNSATISFACTORY PROGRESS

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

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

Appropriate exclusion must be lodged together with Examination Application Forms by Wednesday 6 January 1993.

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

RULES GOVERNING UNSATISFACTORY PROGRESS

Application of Rules

1. These Rules shall apply to all students of the University except those who are candidates for a degree of Master or Doctor.

2. In these Rules, unless the context or subject matter otherwise indicates or requires:
   - "the Committee" means the Admissions and Progression Committee of the Academic Senate as constituted from time to time.

Termination of Enrolment by Head of Department

3. (1) A student's enrolment in a subject may be terminated by the Head of Department that subject if that student does not maintain satisfactory progress.

   (2) The enrolment of a student in a subject shall not be terminated pursuant to Rule 3(1) of these Rules unless the student has been given prior written notice of the intention to consider the matter, with brief particulars of the grounds for so doing, and has also been given a reasonable opportunity to make representations either in person or in writing or both.

4. (a) A student whose enrolment in a subject is terminated under Rule 3(1) of these Rules may appeal to the Board which shall determine the matter.

   (b) A student whose enrolment in a subject is terminated under this Rule shall be deemed to have failed the subject.

5. Review of Performance by Board

   (1) A Board may review the academic performance of a student who does not maintain satisfactory progress in a subject prescribed for the subject of the examination answer sheets.

   (2) Where a decision is made under Rule 4(1)(b), (c) or (d) of these Rules, the student shall be given an opportunity to make representations with respect to the matter or in person or in writing or both.

   (3) A student who has been recommended to the Board may appeal against any decision made under Rule 4(1)(b) or (c) of these Rules to the Committee which shall determine the matter.

Reference to Committee

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

   (b) The Committee may consider a matter referred to it by the Board and may:
      (i) exclude the student from enrolment, or
      (ii) exclude the student from the University.

   (c) The Committee shall not make any decision pursuant to Rule 5(1)(b) or (c) of these Rules unless it has considered the student's opportunity to be heard in person by the Committee.

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

Action by Vice-Chancellor and Council

8. Where there is an appeal against any decision of the Committee made under Rule 7 of these Rules, the Vice-Chancellor may refer the matter back to the Committee with a recommendation or shall reserve for the appeal to be heard by the Council. The Council may confirm the decision of the Committee or may substitute for it any other decision which the Council considers is empower to make pursuant to these Rules.

Enrolment

9. (1) A student who has been excluded from further enrolment in a Faculty may enrol in another Faculty only with the permission of the Board of that Faculty and on such conditions as it may determine.

   (2) A student who has been excluded from enrolment in any course, Faculty or from the University under these Rules may apply for permission to enrol therein again provided that in no case shall such re-enrolment commence before the expiration of the period of exclusion. A decision on such application shall be made:
      (a) by the Board, where the student has been excluded from a single course or a single Faculty; or
      (b) by the Committee, in any other case.

Appeal Against Rejection of Re-enrolment Applications

10. (1) A student whose application to enrol pursuant to Rule 9(1) or 9(2)(a) of these Rules is rejected by the Board may appeal to the Vice-Chancellor.

   (2) A student whose application to enrol pursuant to Rule 9(2)(b) of these Rules is rejected by the Committee may appeal to the Vice-Chancellor.

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

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

In hearing an appeal the Committee may take into consideration any circumstances whatsoever, including matters not previously raised, and may seek such further information as it thinks fit concerning the academic standing of the applicant and the making of the determination by the Board. Neither the Dean nor the sub-dean shall act as a member of the Committee on the hearing of an appeal.

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

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

Committee Consideration of Referred Cases

7. (1) The Committee shall consider any case referred to it by a Board and may:
      (a) make any decision which the Board itself could have made pursuant to Rule 4(1)(a), (b) or (c) of these Rules; or
      (b) exclude the student from enrolment in any other subjects, Faculties or Courses as it thinks fit;
      (c) exclude the student from the University.

   (2) The Committee shall not make any decision pursuant to Rule 7(1)(b) or (c) of these Rules until it has first granted 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 Committee under this Rule.
SCHOLARSHIP HOLDERS AND SPONSORED STUDENTS

CHARGES

The General Services Charge (details below) is payable by all students. In 1993, a fee and charges notice was sent containing charges in late January and to commencing students in mid February. Students are expected to pay charges at any Commonwealth Bank. The last date for payment of charges with the Commonwealth Bank is 19 March, 1993.

All other payments should be made directly to the University by cheque, or in person to the Cashier, level 2, Chancellery.

1. General Services Charge Per Annum
   (a) Students Proceeding to a Degree or Diploma $264
   Plus New students Newcastle University $35
   Union for the first two semesters.
   (b) Non-Degree Students $137
   Newcastle University Union Charge $37
   (c) External Students
   The exact amount must be paid in full by the prescribed date.

2. Late Charges Where the Fees and Charges Notice is lodged with all charges payable after the 26 February 1993 $50

3. Other Charges
   (a) Examination under special supervision $15
   per paper
   (b) Review of examination results, per subject $25
   (c) Replacement of enrolment booklet $10
   (d) Replacement of Student Card $5
   (e) Statement of Matriculation Status $10
   for non-member of the University
   (f) Replacement of lost or damaged Testamur $30
   (g) Academic Transcripts
      (i) First copy $10
      (ii) Second Copy $5
   (iii) Each additional copy $1

   Note:
   (i) Graduates will be provided with two copies of their transcript free upon notification of eligibility to graduate.
   (ii) Transcripts will be issued on request free of charge to other tertiary education institutions.

4. Indebted Students
   All debts outstanding to the University must be paid before enrolment can be completed—part payments of total amount due will not be accepted.

HIGHER EDUCATION CONTRIBUTION SCHEME (HECS)

The Higher Education Contribution Scheme (HECS) requires students to contribute towards the cost of their higher education. Each semester a student’s HECS liability is calculated according to his or her Student Load. The liability for an 80 credit point full-time load in 1993 is $2328.00. Student Loads are calculated as at the census date each semester i.e. 31st March in Semester One and 31st August in Semester Two. Withdrawn subjects effective on or after the census date and failed subjects are excluded from HECS liability.

Some courses are exempt from HECS charges and some students are exempt. 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 nursing education course’
- a ‘full-fee-paying overseas student’
- a ‘student who has paid the Overseas Student Charge’
- a fully sponsored overseas student
- a student in an ‘unsubsidised course of study’
- a student in a ‘non-award’ course
- a student who has been awarded a ‘HECS postgraduate scholarship’

Basic Nursing education courses will not be exempt from HECS after 1993. Currently enrolled students continuing their studies in such a course will be eligible for HECS 1994 and in subsequent years.

HECS is administered as part of the enrolment process. Students commencing a new course must select one of three sections on the HECS Payment Options form.

On enrolment students must do one of the following:

(i) Elect to pay up-front which would require payment of 75% of the contribution for the semester, with the balance to be paid by the Commonwealth. Students electing to pay up-front will be asked to pay at the Commodore, level 2, or the Cashier.

(ii) Defer their HECS and elect to pay by instalments through the Student Loan Scheme (HECS) for the first two semesters. The requirement to pay up-front will apply to both commencing and continuing students.

(iii) Provide evidence of exemption from the HECS.

All students enrolling in a new course must complete a Payment Options form selecting one of the above options. Deferred or Up-front re-enrolling students will retain their elected payment option (excluding students falling into category (c) above). A new Payment Options form must be completed if students transfer courses or wish to change their payment option. Students who wish to change their Payment Options in any semester must do so before the census date for that semester. Changes to the Up-front option will not be permitted after the due date for payment of Up-front accounts (check with HECS Office for cut-off dates).

FAILURE TO PAY UP-FRONT ACCOUNTS BY THE DUE DATE OR CHANGE TO THE DEFERRED OPTION BEFORE THE CENSUS DATE WILL LEAD TO AUTOMATIC CANCELLATION OF ENROLMENT.

LATE PAYMENTS WILL NOT BE PERMITTED.

Please contact the HECS Office if further information on HECS is required.

LOANS

Students who do not have sufficient funds to pay the General Service Charge should seek a loan from their bank, building society, credit union or other financial institution. An application for a loan from the student loan funds is possible when no other help is available. Applications for loan from these funds must be made before 22 February, 1993 to avoid the addition of a late fee. Student loan funds are available for other essential needs. Contact the Student Support Officer, Ms Annette Rudden, phone (049) 216581 for arrangements.

REIMBURSEMENT OF CHARGES

A refund of the General Services Charge paid on enrolment will be made when the student notifies the Student Division of a complete withdrawal from studies under the following conditions:

(i) When a student notifies the University of a complete withdrawal from studies before census date, a refund will apply:
   • Notification on or before 31 March 100% refunded
   • Notification by the end of first semester 50% refunded
   • Notification after the end of first semester Nil refund

(ii) When a student solely enrolled in a program of studies offered only in Semester 2 notifies the University of a complete withdrawal from studies by the following dates, a refund will apply:
   • Notification on or before 31 August 100% refunded
   • Notification after 31 August Nil refund

A refund will not be made before 31 March.

CAMPUS TRAFFIC AND PARKING

Matters to do with traffic and parking on the campus are governed by traffic and parking rules approved under the authority of the University Council.

These rules determine that it is a privilege to bring a vehicle onto the University campus and that this privilege is subject to traffic and parking rules and are automatically subject to prescribed penalties for infringements.

It is the responsibility of the owner of the vehicle, who has paid the Campus Traffic and Parking Services Charge, to ensure that the information given by students of their tax file number is accurate. If the tax file number is not provided or a "non-award" course is selected, the "full-fee-paying overseas student" category is automatically assigned.

Any infringement of traffic and parking regulations will be subject to a dollar penalty for every infringement. The scale of penalties for traffic and parking infringements as contained in the rules are as follows:

(a) exceeding the speed limit on University roads $50
(b) failing to stop when signalled to do so by an Officer ($30
(c) refusal to provide information requested by an Officer $50
(d) failure to obey instructions given by an Officer $50
(e) illegal parking: $15
   (i) parking on University roadways
   (ii) parking on footpaths
   (ii) parking on streets marked as pedestrian
   (iv) parking in a way that may risk injury to others $50
   (v) parking in a restricted area
   (vi) parking in a restricted area
   (vii) parking in an area reserved for handicapped

(g) any other breach of the traffic and parking rules $10

The penalty will be imposed:

(a) on the spot by an infringement notice being put up on the vehicle; or
(b) by sending an infringement notice by ordinary prepaid post to the registered owner of the vehicle.

Any objection to the imposition of the penalty must include full details of the grounds on which the objection is based and be lodged in writing with the Director Property Services within 14 days of the date the infringement notice shows the breach as having been committed.

The Director Property Services, after considering an objection, shall either accept or waive the penalty.

Penalties must be paid:

(a) within 28 days of the date the infringement notice shows the breach as having been committed; or
(b) where applicable, within 28 days of notification that any objection to the penalty has been rejected by the Director Property Services.

Any queries in relation to traffic and parking matters may be referred to the Security Patrol Office, located in the foyer of the Great Hall and from the Property Services Office, located in the foyer of the Hunter Building.

Alternative parking to be utilized when on campus car parks are full is available on both sides of University Drive (subject to compliance with traffic regulations in regard to bus stops, distance from pedestrian crossings, roundabouts etc).

The University is working with public transport authorities to improve the level of service for the University to allow the necessary staff and students to use private vehicles. It is in the interests of all members of the University community, and to the development and maintenance of the campus, to reduce the number of vehicles being brought on to the campus, as well as assisting with the broader issues of air pollution, traffic congestion and the like. Students are urged to consider the alternatives of transport, such as public transport, and greater use of bicycles to take advantage of the new cycleways serving the University. Car pooling arrangements are also encouraged. Each University Student Representative Council (SRC) can assist in this regard.

The traffic and parking regulations are stated in full in the University’s Calendar Volume I. The scale of penalties for traffic and parking infringements as contained in the rules are as follows:

(a) (b) (c) (d) (e) (f) (g) (h) (i) (j) (k) (l) (m) (n) (o) (p) (q) (r) (s) (t) (u) (v) (w) (x) (y) (z)
The traffic and parking rules apply to all University campus locations. It should be noted, however, that no University parking facilities are available at the Conservatorium of Music campus in Auckland Street, Newcastle.

Banking
1. Commonwealth Bank
The University of Newcastle branch of the Commonwealth Bank is located on the pathway between the Chancellory and the Hunter Gymnasium (towards the Hunter Union). An automatic teller machine is located outside. Hours of Opening:
- Monday to Friday: 9.30am - 4.00pm
- Saturday: 9.30am - 5.00pm

2. Credit Union
The main branch of the University Credit Union located at the Student Union on the former University side of the campus.

Hours of Opening
- Monday to Friday: 9.00am - 4.00pm
- An agency is located in the Hunter Union Building.

Cashier
The cashiers' office on-campus is located on First Floor, Chancellory Building. Credit card facilities are not available.

Hours of Opening
(a) During Semester:
- Monday to Friday: 10.00am - 4.00pm
(b) Vacation Period:
- Monday to Friday: 10.00am - 12.30pm, 2.00pm - 4.00pm

Pastoral and spiritual care is available from the following denominational chaplains:-
Anglican
Catholic
Baptist
Presbyterian
Uniting Church
Assembly of God
Russian Orthodox
Seventh Day Adventist

Both centres are open Monday to Friday: 8.30 am - 5.00 pm.

Chaplaincy Service
The Chaplaincy Centre is located in the temporary buildings adjacent to the Computer Teaching Centre and also in Room A187 in the Hunter Union building near the Library. It is a place of comfort and conversation and is available to students, staff and visitors. The Chaplaincy Centre provides a safe and confidential environment in which to talk about any aspect of life.

Community Programmes
The Department of Community Programmes offers a wide range of courses for the general public. Of particular interest to returning students are the Bridging Courses conducted during February and the Open Foundation Course for mature age entry purposes which commences in March.

Pastoral care is offered to all students interested in attending the course or preparing for courses there are specific requirements for those intending to attend the course. These requirements can be obtained from the Personnel Director, Student Services, or from the Personnel Director, Student Services.

Convocation
Convocation is the graduate body of the University of Newcastle and, under the provisions of the University of the ACT and the University By-Laws, Convocation has a voice in the governance of the University through its right to elect members of Council and the Standing Committee's right to direct communication with the Council and the Senate. Through its membership of the Australian University Graduate Conference, Convocation also cooperates with its counterparts in other universities to give effective expression of opinion on matters of concern to graduates.

The Convocation Officer may be contacted on (02) 29999.

CO-OP Bookshop
The Co-op Bookshop is located within the Student Centre. It stocks a wide range of publications, computer disks and other software, audio-visual cassettes. Discounts are available to Co-op members.

Hours of Opening
- Monday, Wednesday and Friday: 9.00am - 5.00pm
- Tuesday and Thursday: 9.00am - 6.00pm
- First two weeks of semester: 8.30am - 7.00pm

Lose Property
Lose property may be collected from, or deposited at two locations on campus:
- (a) Patrol Office, Great Hall between 9.00am - 4.00pm
- (b) Property Services, C110, between 9.00am - 4.00pm

It is suggested that you telephone in advance.

Noticeboard's
Notice wishing to post notices within the glass-fronted locked noticeboards should contact Mr D. Haggatt, Property Services in the Hunter Union Building, Room 216464.

Post Office
Offers all normal postal services EXCEPT (i) interviews for passports.

Hours of Opening
(a) During Semester:
- Monday to Friday: 9.00am - 5.00pm
(b) Vacation Period:
- Monday to Friday: 9.00am - 1.30pm, 2.30pm - 5.00pm

Public Transport
The State Transit Authority provides a comprehensive bus service to the University from the following locations:
- Newcastle (Parnell Place), Newcastle Regional Museum, The Junction, Tighes Hill, Broadmeadow, Adamstown, Lambton Park, Mayfield, Waratah, Jondow, Wallis, Rankin Park, Cardiff, Charlestown, Belmont.
- Bus Timetables are available from the Student enquiry counter in the ground floor of the Chancellory Building.

Student Insurance Cover
Student Insurance Cover is an accident policy which is administered by the Sports Union/Sport and Recreation Office on behalf of American Insurance Underwriters (A.I.U.). This policy provides benefits for death, disablement, hospitalisation, loss of wages and medical expenses. (These are restricted to injuries sustained whilst engaged in campus activities. The injury must be the result of an 'fortuitous act' (i.e. due to chance), and not cover disability arising from sickness or disease. There is a $50.00 excess deducted from each first claim only.

Conditions of Use
The University accepts no responsibility for any damage to or loss of data, arising directly or indirectly from use of these facilities or for any consequential loss or damage. The University is not required to warrant express or implied regarding the computing services offered, or their fitness for any particular purpose.

The University cannot guarantee the confidentiality of any information stored on University computing facilities transmitted through its network. For the purpose of managing the resources, it may be necessary for the University to monitor files and usage.

You may only use those facilities which have been authorised for your use. If access is protected by a password, you are not to share this password with any other students. You may not use any accounts set up for another user, nor may you attempt to find out the password of another user. This applies to both facilities within the University and to any accessible using the University's network.

You may only use authorised facilities for authorised purposes. For example, facilities made available for teaching may not be used for private gain.

You must be aware of the laws of copyright as it affects computer software. Software must not be copied except with the express permission of the copyright owner.

You may not attempt to copy information belonging to other users (whether they be staff, students or other users) without their express permission.

You may not attempt to interfere with the operation of the University's computing facilities or any other facilities accessed by use of the University's computing facilities.

You may not attempt to subvert the security of any of the University's computing facilities or any other facilities accessed by use of the University's computing facilities.

You may not use the University's computing facilities to send obscene, offensive, derogatory or illegal messages.

You may grant access to your own files by other users by setting your own access restrictions.

You may access computing and communications facilities on other sites only with their permission and in a manner consistent with these terms.

You must, on request by an authorised member of staff, produce evidence of ownership (for example by student card) when using University computing facilities.

You are required to inform the University of any breach of these Terms (for example, if you become aware that someone else has used your student card).

You must abide by any relevant instructions given by the Director or the Director's delegated officer. Such instructions may be issued by notice displayed in the vicinity of computing facilities, by letter, by electronic communication, in person or otherwise.

University Libraries
As a member of the University of Newcastle, you are entitled to use the Auchmuty, Huxley, Conservatorium and Central Coast Libraries as well as the libraries of the teaching hospitals.

Auchmuty Library
Located adjacent to the Shortland Street, the Auchmuty Library is the main library on the Callaghan campus. It supports the teaching and research requirements of the Faculties of Architecture, Arts, Economics.
and Commerce, Education, Engineering, Medicine, Science and Mathematics and Social Sciences. It holds an extensive range of government publications, microforms, audiovisual media, archival materials and a Rare Book Collection. Specialist services are provided in Biomedicine, Law, and audiovisual media.

Other services include: Loans, Short Loan, CD-ROMs, Online Searching, Reference Service, Inter Library Services, Archives.

The Short Loan Collection contains materials in high demand; students may borrow these for restricted periods.

The Biomedical Reading Room houses books, serials, pamphlets and reference material in Biological Sciences and Medicine; i.e. within the classification ranges 016.57-016.619 and 570-619. It also includes a special area, the Medical Reserve, which holds a variety of resources and equipment supporting the Faculty of Medicine's innovative and highly resource-dependent curriculum.

Collections of resources are also maintained in seven country centre hospitals for the use of students in clinical learning stages: Taree, Tamworth, Coffs Harbour, Orange, Lismore and Dubbo. There is a formal arrangement between the University and the Area Health Board on the operation of the Gardiner Library Service under which registered users of the Auchmuty and Gardiner Libraries enjoy complete reciprocity.

The Law Reading Room houses books, serials, and primary law materials including law reports, acts, bills and regulations.

The Audiolvisual section includes computer-based multimedia.

Further information and assistance can be obtained at the Auchmuty Library Reference Desk, 'phone 215851.

Hetley Library

Located in the Hunter Building, this Library supports the teaching and research requirements of the Faculties of Health Sciences, Nursing, Education and Art, Design and Communication. The Library has an extensive collection of audiovisual media and curriculum material and receives all publications from the NSW Department of School Education.

Other services include: Loans, Reference Service, CD-ROMs, Online searching, Inter Library Services, External Student Service, Short Loans. Borrowers may have access to the Short Loan Collection for restricted periods.

Further information and assistance can be obtained at the Hetley Library Reference Desk, 'phone 216453.

Newcastle Conservatorium of Music Library

The Library contains a collection of books, serials, scores, CDs, and sound recordings. It is located at the Newcastle Conservatorium of Music, on the corner of Gilmour and Auckland Streets, in the city.

Currently only students and staff of the Conservatorium of Music can borrow from the Library. This includes Music Education students enrolled on the Callaghan campus.

Further information can be obtained by contacting the Librarian on 294133.

Central Coast Campus Library

The Library has a small but growing collection of books, serials and audiovisual media. It supports teaching programmes in Arts, Business, Social Sciences and Education.

Further information can be obtained by ringing (043) 622077.

Gardiner Library Service

There are three separate libraries within the service: the John Hunter Hospital Branch, the Royal Newcastle Hospital Branch and the Mater Hospital Branch. The specific opening hours for these libraries will be published through NEWCAT and the appropriate library guides. Further information can be obtained by ringing 21 3779.

Borrowing/Identification Cards

Students need an identification card to borrow. Please remember to carry your card with you at all times if you wish to borrow or use library facilities. If books are borrowed on your card by anyone else, you are responsible for them. Report any lost card to the Loans Desk staff immediately to prevent unauthorised use. Replacement cards are available for $5.00 from the Student Division Office in the Chancellery.

Borrowing Rights

For the details of loan conditions students should refer to the Library Guide and the various handouts published at the beginning of each year.

Books must be returned to the Library from which they were borrowed. A fine of $2.00 per item is levied when material is two days overdue. This fine will increase by 50 cents per day per item until the material is returned. Borrowing rights are also withdrawn. If library material is lost or damaged, there will be replacement cost, plus a processing fee, will be charged.

Access to Information

Library facilities include the computerised catalogue NEWCAT, which provides direct access to information about materials held in the Auchmuty, Hetley, Conservatorium, Central Coast and Area Health Libraries. The Auchmuty and Hetley Libraries also hold databases on CD-ROM to enable students and staff to find journal articles in their subject areas. The print versions of other indexes are available in the Reference Collection for manual searching. Some are on computerised databases available via telecommunication networks. AARNet, the Australian Academic Network, provides access to others.

Photocopying

Photocopying facilities are available in all University Libraries. The machines are operated by magnetic-strip cards which can be obtained in the Library. Credits for the photocopy can be added to these cards from a dispenser as many times as needed. Users must observe the relevant Copyright Act provisions which are on display near the photocopy machines.

Inter Library Services

This service is available to academic staff, higher degree and honours/final year students. Material not held in the University of Newcastle Libraries may be obtained from other libraries within Australia or overseas. Books and serials readily available within Australia should arrive within two weeks. A Fast Track Service is available at extra cost, for urgent requests.

Disabled Persons

All libraries provide access for disabled students and staff. Both Auchmuty and Hetley Libraries provide special services for physically disabled and visually impaired library users. Contact librarians in each Library will help with information about the Library, parking, lift keys and other facilities such as the Braille Library, a Kurzweil machine which reads aloud from English printed text and access to large print NEWCAT, the University Libraries' online catalogue. Please phone 215851.

Hours of Opening

AUCHMUTY LIBRARY

Term Hours: Monday to Thursday: 8.30am to 9.00pm 8.00am to 5.00pm Semester Breaks: Monday to Friday: 8.30am to 10.00pm 8.30am to 7.00pm

HUXLEY LIBRARY

Term Hours: Monday to Thursday: 8.30am to 9.00pm 8.30am to 5.00pm 1.00pm to 5.00pm Semester Breaks: Monday to Friday: 9.00am to 5.00pm 1.00pm to 5.00pm

Central Coast Campus Library

Please contact the Library on 294133.

UNIVERSITY LIBRARIES

8.30am to 7.00pm 1.00pm to 5.00pm

Long Vacation: Monday to Friday: 8.30am to 5.00pm

Library Closed: Australia Day, Easter except Easter Monday, Christmas to New Year

Library Open: Easter Monday, Anzac Day, Queen's Birthday, Show Day, Labour Day
student prepared seminars involving retrospective accounts and case studies in the area of the student's professional interest. Assessment will be based on student performance in class and a final written assignment based on work done in student seminars. Assessments will be graded.

Text


References To be advised.

EDUC551 INTRODUCTION TO EDUCATIONAL ADMINISTRATION

Lecturer Dr DT Gamage

Prerequisites 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 and a broad overview of educational administration from the perspectives of micro and macro analysis. Students will also be introduced to topics such as: the evolution 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.

Text

Callahan, Raymond E., 1962, Education and the Cult of Efficiency Chicago University Press.

Campbell, Ronald. F. et al., 1983, Introduction to Educational Administration, Allyn and Bacon Inc.

References

Recommended Journals on Educational Administration and/or Management are given under Subject EDUC654. A list of other recommended reading will be issued in Class.

EDUC652 EDUCATIONAL ADMINISTRATION: THEORY AND PRACTICE

Lecturer Dr DT Gamage

Prerequisites 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. In this context, relevance of theoretical perspectives to practical situations relating to topics such as: organisational climate, bureaucracy and the school, professionals in educational organisations, motivation and job satisfaction, politics in education, participatory decision-making, organisational communications, and managing conflict will be considered.

Texts


References

Recommended Journals on Educational Administration and/or Management are given under Subject EDUC654. A list of other recommended reading will be issued in Class.

EDUC651 INTRODUCTION TO EDUCATIONAL ADMINISTRATION

Lecturer Dr DT Gamage

Prerequisites Nil

Hours 2 hours per week for one semester

Assessment

Written assignments and seminar presentation.

Content

This subject 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 Cult of Efficiency Chicago University Press.

Campbell, Ronald. F. et al., 1983, Introduction to Educational Administration, Allyn and Bacon Inc.

References

Recommended Journals on Educational Administration and/or Management are given under Subject EDUC654. A list of other recommended reading will be issued in Class.
what ethical issues arise from the IVF program and the use of genetic engineering to eradicate human deficiencies?

Text

References

Toohey, M., Abortion and Infanticide, Clarendon Press.


Laura, R.S. 1982, Problems of Handicap, Macmillan.

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

Prerequisites Nil

Hours 2 hours per week for one semester Assessment Oral history assignment and essay

Content
The course focuses on the history of developments in post-primary education in Australia specifically in Victoria and NSW, including technical education. Particular 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 subject on oral history and students will be asked to collect, transcribe and analyse oral evidence as their main project.

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


Reference

EDUC581 INTRODUCTION TO EDUCATIONAL COMPUTING Lecturer WK Au, G.D. Preston

Prerequisites Nil

Hours 2 hours per week for one semester (Semester 1)

Assessment Written assignments and seminar presentations

Content
In this subject, students will be introduced to various computer systems such as the Apple II, MS-DOS, Macintosh and VAX. They will examine the different roles of computers in the educational process and the relevant literature. In this context, they will study

the Logo computing language and its impact on educational computing. As well, computer assisted instruction and the design of educational software will be explored. "Hands-on" experience includes word processing, Logo programming and various computer assisted instruction software.

EDUC582 APPLICATIONS OF COMPUTERS 10cp IN EDUCATION Lecturer WK Au, G.D. Preston

Prerequisites Nil

Hours 2 hours per week for one semester (Semester 2)

Assessment Written assignments and seminar presentations

Content
The major theme of this subject is the impact of the integration of computers into the existing school curriculum. Students will examine the educational applications of various software such as word processing, database management, spreadsheets, tele-communication, graphics and adventure games. They will also learn to evaluate software and hardware. Apart from an emphasis on "hands-on" experience with the relevant software, attention is also given to the integration of research findings and classroom practice.

Students are expected to have a basic knowledge in the use of the various computer systems such as Apple II, MS-DOS and Macintosh. As well, they should have a basic understanding of the rules that computers can play in education.

Text and References To be advised.

EDUC601 READING: INSTRUCTION AND ASSESSMENT Lecturer Associate Professor PJ Moore

Prerequisites One 500 level subject in Educational Psychology or its equivalent.

Hours 2 hours per week for one semester

Assessment Seminar presentations/papers; major assignment

Content
The purpose of this subject is to examine techniques related to instructional and evaluative aspects of reading. A wide range of instructional approaches eg. direct instruction, co-operative learning, mastery learning in the processing of texts will be examined. Various modes of assessment eg process approaches, domain-specific approaches will also be discussed. It is anticipated that sections of the subject will challenge some instructional "myths" eg teaching of phonics is not important.

It is expected that students will be involved in in-depth investigation of at least one of the areas.

Texts and References To be advised.

EDUC606 LEARNING AND STUDYING: A PSYCHOLOGICAL PERSPECTIVE Lecturer Associate Professor PJ Moore

Prerequisites One 500 level subject

Hours 2 hours per week for one year

Assessment Written assignments and seminar presentation

Content
This year-long subject is aimed at an in-depth investigation of how students learn and study in school contexts. There will be three interrelated 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 idea 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.

EDUC612 THE SCOPE OF ENVIRONMENTAL EDUCATION 10cp EDUCATION Lecturer Assoc Prof M.N. Maddock

Prerequisites One 500 level subject

Hours 2 hours per week for one full-year subject or two semester subjects

Assessment Progressive assessment of approved tasks

Content
The subject will examine the status of avenues for and conduct of environmental education in Australia and overseas with reference to the framework recommended by the Belgrade Charter.

Texts Nil

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

EDUC613 ISSUES AND RESEARCH IN ENVIRONMENTAL EDUCATION 10cp Lecturer Assoc Prof M.N. Maddock

Prerequisites One full year 500 level subject or two semester subjects

Hours 2 hours per week for one semester

Assessment Progressive assessment of approved tasks

Content
The subject 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.

Texts Nil

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

EDUC614 THE SOCIAL PRODUCTION OF EDUCATIONAL INEQUALITIES 10cp Lecturers P. Nilan and Dr J. Gore

Prerequisites EDUC511 or EDUC513

Hours 2 hours per week for one semester (Semester 2)

Assessment Written assignments and seminar presentations

Content
This subject offers advanced study in the Sociology of Education.

Selected topics include: the relationship between power, knowledge and pedagogy, a sociolinguistic approach to ethnographic studies of classroom interaction, gender relations in education and contemporary poststructuralist analyses of the systems and practices of education.

Text

References To be advised.

EDUC621 THE MEASUREMENT OF ATTITUDE Lecturer Associate Professor S.F. Bourke

Prerequisites EDUC525

Hours 2 hours per week for one semester

Assessment One seminar presentation and one major assignment

Content
This subject is primarily concerned with the development of sound measures of attitude. The nature and measurement of attitude are first considered in general terms, and the development of attitude scales through factor analysis using SPSSx is undertaken. Reliability, validity and use of scales is covered.

Questionnaire design, analysis and reporting is undertaken including a range of appropriate treatments for missing data.

Texts Nil


SAGE University Paper Series, Quantitative Applications in the Social Sciences Selected volumes from this series.


EDUC622 CAUSAL MODELLING 10cp Lecturer Associate Professor S.F. Bourke

Prerequisites EDUC525

Hours 2 hours per week for one semester

Assessment One seminar presentation and one major assignment

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

Texts
Bourke, S.F. 1984, The Teaching and Learning of Mathematics, ACER

Crockett, G.V. 1988, Statistical Techniques in the Social Sciences Using SPSSx, Quel Enterprises.
EDUC641 TEACHERS AND THE CURRICULUM 10cp

**Lecturer** J.W. McQualet

**Prerequisites** EDUC541 and 542

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

**Text**

**References** To be advised

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EDUC642 TEACHER PROFESSIONAL KNOWLEDGE IN ACTION 10cp

**Lecturer** J.W. McQualet

**Prerequisites** EDUC542 or EDUC541 and 542

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

**Text**

**References** To be advised

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EDUC651 EDUCATIONAL ORGANISATION AND ADMINISTRATION 10cp

**Lecturer** Dr D.T. Gamage

**Prerequisites** EDUC551 or EDUC551 and 552

**Hours** 2 hours per week for one semester

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

**Content**
The purpose of this course subject is to provide students with a sound basis for the underestanding of the organisation and operation of the educational institutions and systems and afford them an opportunity to familiarize with appropriate concepts, principles, procedures and practices to operate effectively. Topics considered will include: evolution of the Australian system, concepts and principles of organization and administration, state education systems, schools as organisations, planning and effecting improvements, business activities, human resources management, managing organisations and managing change.

**Texts**

**References**
Recommended Journals on Educational Administration and/or Management are given under subject EDUC654. A list of other recommended readings will be issued in Class.

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EDUC654 LEADERSHIP FOR EFFECTIVE SCHOOLS IN THE 1990s 10cp

**Joint subject with the NSW Department of School Education.**

**Lecturers** Dr D.T. Gamage and officers of the NSW Department of School Education

**Prerequisites** Successful completion of a subject 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 subject.

**Content**
The overall aim of this subject is to provide students with a sound understanding of the current issues, changes and the relevant theoretical perspectives to enable them to be more alert to the changing role of school leadership in making the schools more effective and efficient.
commonwealth initiatives and the "driver country", notions of quality and equality and the restructuring of teaching. Students will be encouraged to develop critical appreciations and proposals concerning the character and consequences of current education policies shaping their everyday work.

**Educational Subject Descriptions**

**EDUC662 EDUCATION OF STUDENTS WITH BEHAVIOUR PROBLEMS**

*10cp*

**Lecturer** Dr R.N. Conway

**Prerequisite/Corequisite** EDUC656

**Hours** 2 hours per week for one semester

**Assessment** Written assignments and seminar presentations

**Content**

This subject examines theories and research on the continuum of behaviour disorders from minor disturbing behaviours to severe handicapping disorders. Topics include definition, identification, diagnoses and treatment procedures, the relationship 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.

**Test and References** To be advised.

**EDUC665 INSTRUCTIONAL STRATEGIES IN SPECIAL EDUCATION**

*10cp*

**Lecturer** Dr L.K.S. Chan

**Prerequisite** EDUC656 or EDUC501

**Hours** 2 hours per week for one semester

**Assessment** Written assignments and seminar presentations

**Content**

This subject continues from the subject "Teaching methods and techniques in special education". The subject provides an in-depth study of instructional models and organizational strategies for students with special needs in either segregated or integrated settings including cognitive and metacognitive instruction, process training, modelling and social cognitive methods, peer tutoring and cooperative learning and the use of computer technology. The focus will be on the theoretical basis, research findings and implementation principles.

**Text**


**References** To be advised.

**EDUC668 PROFESSIONAL STUDIES IN SPECIAL EDUCATION**

*10cp*

**Lecturer** Dr R.N. Conway

**Prerequisite/Corequisite** EDUC656

**Hours** 2 hours per week for one semester

**Assessment** Field-based assignments

**Content**

This subject 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, teaching skills, consultation/ negotiation skills, etc. Experts in the field will be invited to conduct some of these sessions.

**References** To be advised.

**EDUC673 APPLICATION OF FUTURES STUDIES IN EDUCATION**

*10cp*

**Lecturer** Dr A.P. Holbrook

**Prerequisite** One 500 level subject

**Hours** 2 hours per week for one semester

**Assessment** Written assignments and seminar presentations

**Content**

Students will be introduced to the futures field and explore its potential and its current uses in areas such as curriculum planning, administration, policy development and pedagogy. Students will be introduced to the concepts and methodologies that characterise the field and will explore key themes in futures education. The subject will concentrate on providing students with the skills to make the best practical use of the methodologies that have emerged in the field, among them critical futures thinking, simple forecasting, delphi technique, cross-impact analysis, scenario building and even speculative fiction.

**Texts**


**References**


EDUC682 TRACING COMPUTING IN SCHOOLS
Lecturer Mr W.K. Au
Prerequisites EDUC581 and 582
Hours 2 hours per week for one semester
Assessment Written assignments and seminar presentations
Content
Students will study the core aspects of the existing NSW Computing Studies syllabus. Additionally, this subject will cover thematic aspects such as intelligent systems, modelling and simulation and graphics systems that are related to the existing NSW Computing Studies syllabus. Emphasis will also be placed upon the school-based curriculum development of these aspects.
Tests and References To be advised.

EDUC683 COMPUTING STUDIES IN SCHOOLS
Lecturer Mr W.K. Au
Prerequisites EDUC581 and 582
Hours 2 hours per week for one semester (Semester 2)
Assessment Written assignments and seminar presentations
Content
Students will study the various thematic aspects such as intelligent systems, modelling and simulation and graphics systems that are related to the existing NSW Computing Studies syllabus. Emphasis will also be placed upon the school-based curriculum development of these aspects.
Tests and References To be advised.

EDUC684 MULTIMEDIA IN EDUCATIONAL COMPUTING
Lecturer Mr G.D. Preston
Prerequisites EDUC581 and 582
Hours 2 hours per week for one semester (Semester 1)
Assessment Written assignments and seminar presentations
Content
This subject provides an in-depth study of the use of computer based Multimedia in classroom situations. Students will examine the role of multimedia in a range of educational contexts and will be introduced to relevant multimedia tools and presentation systems. The practical and theoretical implications of the classroom use of computing multimedia systems such as Hypercard and Linkway will be explored. Emphasis will be placed on the development and evaluation of educational resources across a range of curriculum areas.
Tests and References To be advised.

EDUC685 INSTRUCTIONAL STRATEGIES IN COMPUTER EDUCATION
Lecturer Mr G.D. Preston
Prerequisites EDUC581 and 582

EDUC689 SPECIAL EDUCATION PRACTICUM 10cp
Co-ordinator Dr R.N. Conway
Prerequisite/Co-requisite EDUC668
Hours 240 hours of ongoing supervised experience in special education settings or equivalent
Assessment Progressive assessment
Content
A series of ongoing practical experiences in special education settings in which skills of planning, implementation, management and evaluation of programs for students with special needs will be assessed.
Tests and References NIL

EDUC693 PRACTICUM PROJECT IN SPECIAL EDUCATION
Coordinator Dr R.N. Conway
Prerequisite/Co-requisite EDUC668
Hours To be negotiated with the Supervisor
Assessment One project report
Content
This practical subject aims to allow students to develop skills of organisation 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
Prerequisite Two 500-level subjects and approval of the Course Director
Hours The equivalent of two hours per week for one semester
Assessment To be advised
Content
This subject may be taken by students interested in developing a specialised topic with the close direction of a member of staff.

EDUC699 A DIRECTED STUDY B 10cp
Prerequisite One 500-level subject and approval of the Course Director
Hours The equivalent of two hours per week for one semester
Assessment To be advised
Content
This subject may be taken by students interested in developing a specialised topic with the close direction of a member of staff.

EDUC696 A DIRECTED STUDY C 10cp
Prerequisite One 500-level subject and approval of the Course Director
Hours The equivalent of two hours per week for one semester
Assessment To be advised
Content
This subject may be taken by students interested in developing a specialised topic with the close direction of a member of staff.

EDUC700 A DIRECTED STUDY D 10cp
Prerequisite One 500-level subject and approval of the Course Director
Hours The equivalent of two hours per week for one semester
Assessment To be advised
Content
This subject may be taken by students interested in developing a specialised topic with the close direction of a member of staff.

EDUC691 A DIRECTED STUDY E 10cp
Prerequisite One 500-level subject and approval of the Course Director
Hours The equivalent of two hours per week for one semester
Assessment To be advised
Content
This subject may be taken by students interested in developing a specialised topic with the close direction of a member of staff.

EDUC695 A DIRECTED STUDY F 10cp
Prerequisite One 500-level subject and approval of the Course Director
Hours The equivalent of two hours per week for one semester
Assessment To be advised
Content
This subject may be taken by students interested in developing a specialised topic with the close direction of a member of staff.
This subject will provide an in-depth exploration of organisational change and development in education with particular reference to the introduction and management of change. The adoption of different approaches, orientations and strategies for achieving organisational goals will be examined and the various models and approaches to the planning and management of adopted changes will be evaluated. In this process, recent literature on the implementation of educational change will be critically analysed with particular emphasis on the management of the implementation process. Techniques for analyzing the impact of educational change and for evaluating implementation success will be explored.

**SUBJECT CODE NUMBERS**

### 400 Level Subjects

#### Computer No Name of Subject

**Teaching Practices - 10 credit points each**
- **EDUC401** Teaching Practices — Primary
- **EDUC402** Teaching Practices — English
- **EDUC403** Teaching Practices — History
- **EDUC404** Teaching Practices — Mathematics
- **EDUC405** Teaching Practices — Modern Languages
- **EDUC406** Teaching Practices — Science
- **EDUC407** Teaching Practices — Social Sciences
- **EDUC408** Teaching Practices — Drama
- **EDUC409** Teaching Practices — Art

**Problems in Teaching - 10 credit points each**
- **EDUC411** Problems in Teaching — Primary
- **EDUC412** Problems in Teaching — English
- **EDUC413** Problems in Teaching — History
- **EDUC414** Problems in Teaching — Mathematics
- **EDUC415** Problems in Teaching — Modern Languages
- **EDUC416** Problems in Teaching — Science
- **EDUC417** Problems in Teaching — Social Science
- **EDUC418** Problems in Teaching — Art

**Compulsory Subjects**
- **EDUC429** Learning, Teaching and Learners with Special Needs - 10 credit points
- **EDUC431** School and Society - 10 credit points
- **EDUC441** Practicum - 20 credit points

**Further Curriculum Studies - 10 credit points each**
- **EDUC451** Aboriginal Studies
- **EDUC452** Adolescents
- **EDUC453** Aspects of Media
- **EDUC454** A Community Project
- **EDUC455** Computers in Schools
- **EDUC456** Environmental Education
- **EDUC457** Second Language Acquisition in the Infants/Primary School
### SECTION NINE

**EDUCATION SUBJECT DESCRIPTIONS**

#### Educational Studies Subject Descriptions

<table>
<thead>
<tr>
<th>Subject Code</th>
<th>Subject Name</th>
<th>Units</th>
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<tbody>
<tr>
<td>CS141E</td>
<td>COMPUTER EDUCATION I</td>
<td>10cp</td>
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<tr>
<td>CS142E</td>
<td>COMPUTER EDUCATION II</td>
<td>10cp</td>
</tr>
<tr>
<td>CS451E</td>
<td>PROJECT IN COMPUTER EDUCATION</td>
<td>20cp</td>
</tr>
</tbody>
</table>

**Content**

- **CS141E COMPUTER EDUCATION I**: 10cp
  - Computer Education is introduced through investigating current uses of computers in education in Australia and overseas. A questioning of the place of computers in schools is made, including benefits, drawbacks and possible future applications. The subject also introduces the underlying philosophies and theoretical learning notions and relates them to computer learning and the computer in education.

- **CS142E COMPUTER EDUCATION II**: 10cp
  - The major emphasis is on investigation of the necessary features in computer assisted learning and information. Application of educational theory to the design, development and assessment of educational packages is undertaken.

- **CS451E PROJECT IN COMPUTER EDUCATION**: 20cp
  - The Project is seen as the culmination of student effort over the course. Students work in areas of their own interest, with supervision. Students may elect to undertake a major teaching package or a minor teaching package accompanied by a dissertation outlining the relevant educational theories applicable to Computers in Education.

**Full-Year Subject**

- **EDUC606 Learning and Studying: A Psychological Perspective**

### Semester Subjects

#### Semester I

- **EDUC651 Educational Psychology**
- **EDUC652 Sociology of Education**
- **EDUC661 The Scope of Environmental Education**
- **EDUC662 Introduction to Research Methodology**
- **EDUC663 The Measurement of Attitude**
- **EDUC664 Philosophy of Education**
- **EDUC665 Introducing the Curriculum**
- **EDUC666 Teachers and the Curriculum**
- **EDUC667 Introduction to Educational Administration**
- **EDUC668 Educational Organisation and Administration**
- **EDUC669 Interpreting Education Policy**
- **EDUC671 Current Issues in Special Education**
- **EDUC672 Education of Students with Developmental Disabilities**
- **EDUC673 Teaching Methods and Techniques in Special Education**

#### Semester Two

- **EDUC674 Applications of Futures Studies in Education**
- **EDUC675 Education, Training and Youth Policy in Australia 1920s - 1960**
- **EDUC676 Introduction to Educational Computing**
- **EDUC677 Teaching Computing in Schools**
- **EDUC678 Multimedia in Educational Computing**

### Semester Three

- **EDUC602 Educational Psychology: Theory and Practice**
- **EDUC601 Reading: Instruction and Assessment**

**Semester Three Specifics**

- **EDUC653 Contemporary Issues in the Sociology of Education**
- **EDUC654 Issues and Research in Environmental Education**
- **EDUC655 The Social Production of Educational Inequalities**
- **EDUC656 Quantitative Research Methods**
- **EDUC657 Qualitative Research Methods**
- **EDUC658 Causal Modelling**
- **EDUC659 Philosophical Issues in Education**
- **EDUC660 Education and Measurement**
- **EDUC661 Health Education and the Environment**
- **EDUC662 Curriculum Inquiry: Theory and Practice**
- **EDUC663 Teacher Professional Knowledge in Action**
- **EDUC664 Educational Administration: Theory and Practice**
- **EDUC665 Administrative Behaviour and Educational Management**
- **EDUC666 Leadership for Effective Schools in the 1990s**
- **EDUC667 Philosophical Issues in Special Education**
- **EDUC668 Education of Students with Learning Difficulties**
- **EDUC669 Education of Students with Behaviour Problems**
- **EDUC670 Instructional Strategies in Special Education**
- **EDUC671 Application of Computers in Education**
- **EDUC672 Computing Studies in Schools**
- **EDUC673 Instructional Strategies in Computer Education**

**Subjects Available in Both Semesters**

- **EDUC674 Professional Studies in Special Education**
- **EDUC675 Special Education Practicum**
- **EDUC676 Practicum Project in Special Education**
- **EDUC677 Minor Thesis A**
- **EDUC678 Minor Thesis B**
- **EDUC679 Minor Thesis C**
- **EDUC680 A Directed Study**

**Additional Information**

- If students chose to study EDUC655 Introduction to Research Methodology, they will also be required to study either EDUC656 Quantitative Research Methods or EDUC657 Qualitative Research Methods before a final result will be awarded.

- In addition to the subjects listed above at Newcastle, it is expected to offer some units at the Central Coast Campus in 1993. The number and topic of subjects to be offered will depend on student numbers and staff availability.

**Full-Year Subject**

- **EDUC693 Computer Education**
  - Computers are introduced through investigating current uses of computers in education in Australia and overseas. A questioning of the place of computers in schools is made, including benefits, drawbacks and possible future applications. The subject also introduces the underlying philosophies and theoretical learning notions and relates them to computer learning and the computer in education.

**Additional Information**

- The practicum consists of three placements, each of eight weeks duration, for four mornings per week, totalling 96 half days. For part-time students the placement may be in the student's own school or in an alternative setting. The students are required to undertake a series of teaching and programming tasks following a model of assessment, planning implementation and evaluation.

**Practicum**

- **EDUC695 Early Childhood Studies I**
  - Early Childhood Studies I is designed to provide students with a variety of educational experiences in the community and the technology which supports them. A knowledge of the theories, philosophies, social and historical developments underlying Early Childhood curriculum models will be gained. Students will undertake studies of the family in Australian society, the support and resource provisions, and the implications for Early Childhood provisions.

- **EDUC696 Early Childhood Studies II**
  - Early Childhood Studies II is designed to provide students with knowledge and skills essential to the successful administration and organisation of children's services.

**Additional Information**

- Service models available for the education of adults with intellectual disabilities and learning difficulties. Administration, basic education, consultancy services, outreach programs, labour market programs, tutor programs, vocational training and continuing education are discussed.

**Developmental Disabilities**

- **EDUC697 Developmental Disabilities I**
  - Developmental Disabilities I deals with the nature of developmental disabilities and contemporary educational and human issues pertaining to developmental disabilities.

- **EDUC698 Developmental Disabilities II**
  - Developmental Disabilities II deals with the nature of developmental disabilities and contemporary educational and human issues pertaining to developmental disabilities.
null
Program Design: activity planning and instruction and learning strategies.

**Con/ent**
Full research masters degree, but the effect of the preparatory phase assigned to this part of the degree is less than that for a full research degree. The student should be adequately prepared for involvement in substantial research work in this area. The student is required to complete a thesis reporting an historical, descriptive, or experimental research project in the specified area of educational study which the student has studied, implemented, and analyzed. The coursework completed prior to enrollment for this subject should be adequate preparation for involvement in substantial research work in this area.

**Text**

**Pedagogical Studies Subject Descriptions**

**AE126G SYLLABUS/METHODS I**

**Content**
Drawing and mixed media: Techniques in printmaking paper and fabric, lino block, woodcut, etching, drypoint, engraving, serigraphy and lithography applied to a variety of learning experiences and subject matter.

Ceramics, sculpture, paper making, puppetry and mixed media: Techniques applied to a variety of learning experiences and subject matter.

**AE226G SYLLABUS/METHODS II**

**Content**
Design Education: Art appreciation, applied design, jewellery, clothing design, industrial design, environmental design, and graphics, applied to a variety of learning experiences and subject matter including technological application.

Photography, film and video: Techniques applied to a variety of learning experiences and subject matter including technological application.

**PEDAGOGICAL STUDIES SUBJECT DESCRIPTIONS**

**EC125G PEDAGOGY I**

**Content**

**EC126G EARLY CHILDHOOD METHOD I**

**Content**
This subject is designed to provide a sound background of developmental and educational principles which can be employed in the planning and implementation of Art/Craft activities in a variety of Early Childhood settings.

It will also contribute to the acquisition of personal competencies in a range of Art/Craft skills and processes.

**EC125G PEDAGOGY II**

**Content**
This subject is presented in two strands:
- Developmental Programming 0-5 yrs. — Program Development: situation analysis, data collection, analysis and interpretation, rationale, objectives, subject matter, teacher strategies, learner experiences, evaluation.

**EC126G EARLY CHILDHOOD METHOD II**

**Content**
Developmental programming and Instructional Strategies are presented in two strands:
- Program Planning: Practical experience in planning for individual children aged 0-5 years at all developmental areas will be provided in early childhood centres.
- Lesson Planning: Practical experience in applying instructional design and delivery strategies appropriate to children aged 5-8 years will be provided in school settings.

**EC325G PEDAGOGY III**

**Content**
Management and diagnostic programming strategies 5-8 years: Management: disruptive pupil conduct, teaching behaviours, routine management issues, use of time. Teaching Strategies: instructional, discovery, discussion, brainstorming, experiential, guided practice and requirements for differentiation, data collection and analysis, program design, program structuring, program implementation, program evaluation.

**EC326G PEDAGOGY IV**

**Content**
This subject is designed to provide students with knowledge of and skills in the implementation of the major strategies available for children with special needs.
EC21G PROFESSIONAL PREPARATION I B 10cp

Content
This subject provides for an examination and analysis of the student's own approach to teaching through the development of observation instruments and their use in a school setting.

EH126G SYLLABUS/SPECIAL METHODS I 10cp

Content
Strand A: Junior Syllabus: Philosophy, research base, structure, sequence, relevance to needs and interest of learners, generic and special outcomes.

Regular and difficult topics: Research base, misconceptions, modes of representation, resources and technology.

Evaluation procedures: teacher made and commercially produced.

Examination strategies: appropriate to English and History.

Subject specific strategies: to be advised.

Strand B: Junior Syllabus: Philosophy, research base, structure, sequence, relevance to needs and interest of learners, generic and special outcomes.

Regular and difficult topics: Research base, misconceptions, modes of representation, resources and technology.

Evaluation procedures: teacher made and commercially produced.

Examination strategies: appropriate to English and History.

Subject specific strategies: to be advised.

LA226G SYLLABUS/METHODS II 10cp

Content
Strand A: Senior Mathematics Syllabuses: 5: aims and rationale; content and structure; special focus on methods and the research base supporting the aims of introducing, valuing and communicating.

Regular and difficult topics: Research base, misconceptions, modes of representation, resources and technology.

Evaluation procedures: to be advised.

Subject specific strategies: to be advised.

Strand B: Senior Mathematics Syllabuses: 5: aims and rationale; content and structure; special focus on methods and the research base supporting the aims of introducing, valuing and communicating.

Regular and difficult topics: Research base, misconceptions, modes of representation, resources and technology.

Evaluation procedures: to be advised.

Subject specific strategies: to be advised.

MUI26G SYLLABUS/METHODS III 10cp

Content
Junior Mathematics Syllabuses 4: aims and rationale; content and structure; special focus on methods and the research base supporting the aims of introducing, valuing and communicating.

Regular and difficult topics: Research base, misconceptions, modes of representation, resources and technology.

Evaluation procedures: teacher made and commercially produced.

Subject specific strategies: to be advised.

MUI26G SYLLABUS/METHODS I 10cp

Content
Junior Mathematics Syllabuses 4: aims and rationale; content and structure; special focus on methods and the research base supporting the aims of introducing, valuing and communicating.

Regular and difficult topics: Research base, misconceptions, modes of representation, resources and technology.

Evaluation procedures: teacher made and commercially produced.

Subject specific strategies: to be advised.

MUI26G SYLLABUS/METHODS II 10cp

Content
Junior Mathematics Syllabuses 4: aims and rationale; content and structure; special focus on methods and the research base supporting the aims of introducing, valuing and communicating.

Regular and difficult topics: Research base, misconceptions, modes of representation, resources and technology.

Evaluation procedures: teacher made and commercially produced.

Subject specific strategies: to be advised.

PR226G ENGLISH METHOD I 10cp

Prerequisite Nil

Content
Strand A: Junior Syllabus: Philosophy, research base, structure, sequence, relevance to needs and interest of learners, generic and special outcomes.

Regular and difficult topics: Research base, misconceptions, modes of representation, resources and technology.

Evaluation procedures: to be advised.

Examination strategies: to be advised.

Strand B: Junior Syllabus: Philosophy, research base, structure, sequence, relevance to needs and interest of learners, generic and special outcomes.

Regular and difficult topics: Research base, misconceptions, modes of representation, resources and technology.

Evaluation procedures: to be advised.

Examination strategies: to be advised.

PR226G SYLLABUS/SPECIAL METHODS I 10cp

Prerequisite Nil

Content
Junior Syllabus: Philosophy, research base, structure, sequence, relevance to needs and interest of learners, generic and special outcomes.

Regular and difficult topics: Research base, misconceptions, modes of representation, resources and technology.

Evaluation procedures: to be advised.

Examination strategies: to be advised.

PR215G SYLLABUS/SPECIAL METHODS II 10cp

Prerequisite Nil

Content
Junior Syllabus: Philosophy, research base, structure, sequence, relevance to needs and interest of learners, generic and special outcomes.

Regular and difficult topics: Research base, misconceptions, modes of representation, resources and technology.

Evaluation procedures: to be advised.

Examination strategies: to be advised.

PR215G SYLLABUS/METHODS II 10cp

Prerequisite Nil

Content
Junior Syllabus: Philosophy, research base, structure, sequence, relevance to needs and interest of learners, generic and special outcomes.

Regular and difficult topics: Research base, misconceptions, modes of representation, resources and technology.

Evaluation procedures: to be advised.

Examination strategies: to be advised.

PR215G SYLLABUS/METHODS III 10cp

Prerequisite Nil

Content
Junior Syllabus: Philosophy, research base, structure, sequence, relevance to needs and interest of learners, generic and special outcomes.

Regular and difficult topics: Research base, misconceptions, modes of representation, resources and technology.

Evaluation procedures: to be advised.

Examination strategies: to be advised.

PR215G SYLLABUS/SPECIAL METHODS III 10cp

Prerequisite Nil

Content
Junior Syllabus: Philosophy, research base, structure, sequence, relevance to needs and interest of learners, generic and special outcomes.

Regular and difficult topics: Research base, misconceptions, modes of representation, resources and technology.

Evaluation procedures: to be advised.

Examination strategies: to be advised.

PR215G SYLLABUS/SPECIAL METHODS II 10cp

Prerequisite Nil

Content
Junior Syllabus: Philosophy, research base, structure, sequence, relevance to needs and interest of learners, generic and special outcomes.

Regular and difficult topics: Research base, misconceptions, modes of representation, resources and technology.

Evaluation procedures: to be advised.

Examination strategies: to be advised.
PEDAGOGICAL SUBJECT DESCRIPTIONS

PR425G PROFESSIONAL PREPARATION IVB10cp
Assessment for Remediation in the Primary School
The following topics will be studied:
- the skills involved in the reading process
- the basic attributes of a good text
- critical analyses of selected screening devices and standardised achievement and diagnostic tests for reading
- intelligence tests
- the skills involved in mathematics and their diagnosis
- the skills involved in the spelling process.

PR425G PROFESSIONAL PREPARATION IVA10cp
Subject outline to be provided upon enrolment.

SC126G SYLLABUS/METHODS I 10cp
Content
Junior Science Syllabus: Philosophy, structure, relevance to needs and interests of learners, emphases on skills and concepts, evaluation procedures.
Models of Teaching specific to Science: Ausubel, Bruner, Suchman, Massialas and Cox, Gordon macroteaching.
Science Laboratory Procedures: safety, organisation, equipment maintenance, excursion organisation.
External Examinations: School Certificate.

SC226G SYLLABUS/METHODS II 10cp
Content
Senior Science Syllabus: Philosophy, structure, rationale for content, generic and special outcomes, design of instruction for the measurement of outcomes.
Research base: modes of representation, resources and technology.
Evaluation Procedures: design of outcomes
External Examinations: Higher School Certificate Biology, Chemistry, General Science, Geology, Physics, 3 Unit, 4 Unit.

SS126G SYLLABUS/METHODS I 10cp
Content
Social Sciences Junior Syllabuses: Asian social studies; geography and commerce; philosophy; research base; structure; sequence; relevance to the needs and interests of learners; generic and special outcomes; topic selection; resources use and evaluation procedures. Subject specific strategies include graphics design and utilisation of media materials; use of visual aids; field studies; role-play and simulation; discussion techniques.
Text

SS226G SYLLABUS/METHODS II 10cp
Content
Teaching Studies in Society and Culture Senior Syllabuses: Philosophy, research base, structure, sequence, relevance to the needs and interests of learners, generic and special outcomes, topic selection, resources use and assessment procedures, external examination requirements, evaluation of support documents.
Subject specific strategies based on inquiry learning techniques, group learning. The use of the community as a resource, social survey techniques, research methodology.
Text
Lovel, T. 1988, People, Culture and Change Series, Social Science Press.

TE105G PRACTICUM I 5cp
Content
Observation: teacher's aide; planning instruction; implementing instruction; reviewing instruction; effective teaching behaviours.
Primary Childhood - 0-5 years: Small group activities; developmentally appropriate practice.
Secondary - 12-16 years: lesson organisation and development

TE125G PEDAGOGY I 10cp
Content
Instructional design: objectives, subject-matter teaching procedures; phases of instruction. Lesson organisation and development: use of time, review/summary; questioning; feedback; treatment of student talk; practice; introduction and closure. Presentation of subject matter: facts; percepts; concepts; propositions; procedures; values. Communication: control of discussion; emphasis; task attraction and challenge; speech; body language.
Text
Fullerton, T. 1. Instructional Design for Beginning Teachers

TE205G PRACTICUM II 10cp
Content
Planning instruction: implementing instruction; reviewing instruction; effective teaching behaviours.
Primary Childhood - 0-5 years: small and large groups; instructional programming, developmentally appropriate practice.
Secondary - 5-12 years: classroom management, special method in English and Mathematics.
Secondary - 12-16 years: classroom management, special method in Junior Syllabus.

TE225G PEDAGOGY II 10cp
Content
Primary Management Strategies:
Rules and Procedures: Use of space and facilities; whole class activities and teamwork; small groups; Management of Student

TE305G PRACTICUM III 10cp
Content
Planning instruction; supplementary instruction; reviewing instruction; effective teaching behaviours; alternative teaching strategies; classroom management.
Primary Childhood - 5-8 years: whole group; special method in English, Mathematics and Creative and Practical Arts.
Secondary - 5-12 years: special methods in English, Mathematics, Creative and Practical Arts, Science and Technology, Human Society and its environment; individual and subject centred programming.
Secondary - 12-18 years: special method in Junior Syllabus and Senior Syllabus.

TE325G PEDAGOGY III 10cp
Content
Using a variety of evaluation techniques this subject will focus on the development of subject-centred programmes of work in individualised and group settings. The programmes of work will be developed in relation to relevant syllabus documents and educational policies.

TE345G INTERNSHIPS 20cp
Content
Classroom Domain: As for Practicum III with progressive autonomous decision making.
School Domain: As for Practicum III with participation in the decision making processes.
Community Domain: Parent/Teacher Interviews.
Action Research

TE425G PEDAGOGY IV 10cp
Content
This subject will focus on the development of experience-centred enquiry and integrated programmes of work in group settings. The programmes of work will be developed in relation to a range of syllabus documents and educational policies.

TE405G TEACHING EXPERIENCE IV 15cp
Content
Through directed readings and action research, students will develop teaching skills and strategies for reflecting on their teaching.

TF425G TAFE TEACHING IV 15cp
Content
The subject commences with a study of administrative policies and their application to individual schools and groups. These policies are then applied in educational settings, with particular emphasis on TAFE. The major focus is on policy formulation, strategic planning, the management of change, and human resource development.

EDPG425 PEDAGOGY IV 10cp
Content
This subject is designed for practising teachers to enable them to investigate current teaching styles used in their chosen subject area. The management of classroom and school resources and systems will also be investigated as part of this subject.

EDPG426 SPECIALIST METHOD IV 15cp
Design and Technology
Prerequisites Specialist Method III or equivalent.
Hours Three hours per week face-to-face for one year or equivalent.
Assessment A combination of assignments, seminars and examinations.
Content This subject will explore teaching strategies, classroom organisation, programming and future developments in the field of Design and Technology Education.

PDD421 DE LEARNING 10cp
Content
Students will review evidence on the processes and the development of learning. They will relate educational objectives to the selection and organisation of learning experiences and evaluate the effects of some experiences on their pupils.
Text
Richardson, J., Eysenck, M. and Piper, D. eds. 1987, Student Learning, Milton Keynes, OUP.
**PEDAGOGICAL SUBJECT DESCRIPTIONS**

### PGDS21 TEACHING AND CURRICULUM 10cp

**Content**
- Philosophies, Aims, Objectives
- Curriculum Development
- Task Analysis
- Methods of Instruction
- Educational Issues
- Assessment
- Evaluation
- Planning, Developing, Testing new Curriculum

**Text**

### PGE1S21 INDUSTRIAL EDUCATION 20cp

**Content**
Students completing this subject will have developed expertise in evaluating curriculum development in industrial education at various levels as well as having gained the background knowledge which will assist their understanding of industrial education and better equip them to provide direction and leadership. They will also have developed the knowledge and skills that enable them to evaluate future projections for technological development and provide them with the ability to identify and analyse innovative programs in industrial education.

In addition, this subject will have developed expertise in the management of human resources of supervision both within the industrial education setting and the influence that may be brought to bear upon industrial education. Expertise will be acquired with respect to elements of industrial psychology, including worker motivation. Students will also be conversant with the implications of employment and career planning upon industrial education. A knowledge of manpower classification systems will assist students to interface the complex nature of industrial education with the needs of individuals and society regarding both employment and unemployment.

**Topics**
- History and Philosophy of Industrial Education
- The Changing Role and Function of an Industrial Education Teacher
- Issues
- Administrative Studies
- Organisational Behaviour
- Employment and Industrial Education
- Human Work Classification Systems

### PGE1S22 CURRICULUM PLANNING IN INDUSTRIAL EDUCATION 20cp

**Content**
This subject provides the graduate with competence in curriculum development and evaluation, and with the knowledge and attitudes that develop academic or professional leadership. The subject also contributes to the graduate's capacity for developing programs for the training of personnel.

**Topics**
- Educational Objectives

### SMR327 CREATIVE AND PRACTICAL ARTS METHOD 10cp

**Content**
This subject will focus on the study of the K-6 Creative and Practical Arts Syllabus and the special methods associated with the teaching of that syllabus.

The study of the syllabus will examine its philosophy, aims, specific and generic outcomes, uses of the syllabus knowledge and how this knowledge relates to the needs of the learners.

The study of the special methods will ensure the competent teaching of art, craft and music together with an appreciation of the organisational and management skills necessary to provide the supporting resources essential to the effective delivery of Creative and Practical Arts.

### Special Subject Descriptions

#### ALS137 SPORTS SCIENCE I 15cp

**Prerequisite** Nil

**Content**
This subject will provide an introduction to Anatomy and Physiology. Basic Physical Sciences underpinning the biological sciences will be covered in the initial stages of the subject. This will be followed by a study of cell Physiology and Histology before considering the anatomy and physiology of each of the body systems. The Nervous System will be covered in 2nd year

**Text**
Tortora and Grabowski, *Principles of Anatomy and Physiology*.

#### ALS237 SPORTS SCIENCE II 10cp

**Content**
This subject will provide an introduction to Exercise Physiology. It will examine in detail the anatomy and physiology of the nervous system, the energy systems of the body and the Biomechanics of sporting performance.

#### ALS337 SPORTS SCIENCE III 5cp

**Content**
This subject will examine physiologically the aspects of human performance as well as the cause, prevention, and treatment of principal sports injuries.

#### MU402A SCHOOL/COMMUNITY BASED ACTIVITY 6cp

**Content**
Students involved in School or Community based musical activities may offer them as evidence of their professional skill. Suitable undertakings include the organisation and musical direction of:
- classroom practical music activity program
- creative music making activities in School music programs
- an innovative teaching program
- organisation and musical direction of an operaetta or musical production
- a school concert featuring a cross selection of choral and instrumental activities
- a community musical event.

#### MU403A PERFORMANCE/COMPOSITION 6cp

**Content**
Students present a dossier of the works they have composed and/or performed since completion of the preservice course. The works chosen should illustrate the students professional development and standing as a musician.

#### MU404A PRACTICAL EXAMINATION 12cp

**Content**
Students undertake an examination at the Conservatorium level 7 in their principal instrumental/vocal study, Faculty of Music, to conduct the final examination.

#### MU405A SCHOOL/COMMUNITY BASED ACTIVITIES 12cp

**Content**
This subject will involve similar activities to those outlined in MU402A. Students, however, will also be required to provide a detailed written report setting out the rationale, aims, organisational procedure and evaluation of the musical activity.

#### GS136D MUSIC 1 20cp

**Content**
Basic skills on guitar/keyboards, aural training, tonality, structures, notational systems, music fundamentals via Orff and Kodaly strategies.

**Texts**

#### GS245H CHILDREN'S LITERATURE II 12cp

**Content**
Advanced studies in children's literature for students who may have already experienced a basic course in this area. Australian,
This subject provides an introduction to key issues examined including behaviour management, interpersonal approaches to coping with student behaviour problems are investigated with particular attention given to the current Departmental policy guidelines and to computer applications. Finally there is an examination of the issues relevant to classroom implementation of each of the above.

This subject provides a variety of practical computing opportunities. These include an examination of and practice with, an integrated software package incorporating word processing, data-base and spreadsheet sections. Colour graphics with animation are explored, along with an authoring system for lesson preparation and design. Finally there is an examination of the uses of the computer in tertiary studies in English and History, and understanding of creative writing combined with the use of the computer in the teaching situation.
**Assessment**

**psychological**

**Prerequisites**

**Contenl**

**science frame of reference. The principles and practices of colour**

This subject will examine the building industry: its planning,

resources, environmental implications, social and economic

measurement are established and

will enable problem solving through exploration of natural

area of study.

**HOUTsTwo hours per week face-to-face for one year or equivalent.**

**Assessment**

A combination of assignments and examinations.

**Content**

This subject is an introduction to electronics as a technology. The

functions and integration of components to make building blocks

for electronic devices will be the major thrust of the study.

**ASTK131 TECHNOLOGY IA 10cp**

**Prerequisite Nil.**

Two hours per week face-to-face for one year or equivalent.

**Assessment A combination of assignments and examinations.**

**Content**

This subject aims to introduce the student to a range of materials

and by analyzing the properties of the material to investigate how

the material may be shaped and processed. Students will be given

the opportunity of experiencing each material by practical

involvement through design exercises.

**ASTK332 TEXTILE AND APPAREL III 10cp**

**Content**

This subject aims to provide knowledge of the chemical technology

of textile fibers, dyestuffs and finishes. Design and Technology

relationships for the production of yarns and fabrics. Systems

for the production of assembled textile goods. Textiles and apparel

industries structure, production, management, marketing. Testing

and quality assurance in the textile and apparel manufacturing

and retail industries.

**Prerequisites**

**Chemical Technology** or**Bioscience**

**Material Technology** or**Bioscience**

**Food and Biotechnology** or**Bioscience**

**Textile Technology** or**Bioscience**

**Product Testing and Evaluation** or**Bioscience**

One of the above subjects must be starred as the preferred subject.

Students will be required to choose TWO subjects from the following electives-

**ASTK338 TEXTILE TECHNOLOGY III 10cp**

**Content**

This subject is to provide extension of previous studies in technology education. Students will be required to choose TWO subjects from the following electives-

**Consumer and Technology**

**Engineering Technology**

**Food and Biotechnology**

**Materials Technology**

**Textile Technology**

**Product Testing and Evaluation**

Students will investigate engineering practices and attempt to

solve engineering related problems within a practical setting.

**ASTK338 NATURAL RESOURCES TECHNOLOGY III 10cp**

**Content**

This subject explores the application of technology to achieve

through a natural resource systems approach, the concept of

sustainable productivity. The subject includes social, ethical and
economic evaluation of ecosystem inputs and outputs; plant,

animal and microbial production systems; breeding and genetic

selection; application of management principles. The subject

will include case studies based on natural resource production systems in

the Hunter Region. Industries from which case studies may be

taken include agriculture, fisheries, health, tourism and recreation,

coast and minerals and microbial production systems.

**ASTK430 TECHNOLOGY IV 10cp**

**Prerequisites**

**Chemical Technology** or**Bioscience**

**Material Technology** or**Bioscience**

**Textile Technology** or**Bioscience**

**Product Testing and Evaluation** or**Bioscience**

One of the above subjects must be starred as the preferred subject.

Students will be required to choose TWO subjects from the following electives-

**Consumer and Technology**

**Engineering Technology**

**Food and Biotechnology**

**Materials Technology**

**Textile Technology**

**Product Testing and Evaluation**

**ASTK334 COMPUTER TECHNOLOGY III 10cp**

**Content**

This subject aims to provide students with experiences in computer-based systems such as communication systems, intelligent systems, simulation and modelling, computer assisted manufacture, computer integrated management, and computer assisted drafting.

**ASTK335 ELECTRONICS TECHNOLOGY III 10cp**

**Content**

This subject aims to develop an understanding of how electronic elements function and interact with other elements. The design of electronic projects fashioned to solve everyday problems and how these projects can be programmed is an essential component of this subject.

**ASTK337 ENGINEERING STUDIES III 10cp**

**Content**

This subject provides for a core of knowledge and skills including graphic techniques, calculation methods and frameworks for the analysis of the performance in use of engineering materials.
### FOOD AND BIOTECHNOLOGY

**5cp**  
Prerequisites: 3rd Year level Food Technology or equivalent.  

**Hours:** Two hours per week face-to-face for one year or equivalent.  

**Assessment:** A combination of assignments, seminars, tests and examinations.  

**Content:**  
This subject is a study of biotechnology in Australia with emphasis on the food industry. The taxonomy, growth and use of microorganisms in the production of foods, chemicals, pharmaceuticals and recycled materials. The principles of microbial genetics and biotechnology.  

**Texts:**  

### MATERIALS TECHNOLOGY

**5cp**  
Prerequisites: 3rd Year level Engineering Science or equivalent.  

**Hours:** Two hours per week face-to-face for one year or equivalent.  

**Assessment:** A combination of assignments, laboratory practicals, tests and examinations.  

**Content:**  
A study of the structure of the atom and periodic table as well as bonding and molecular structures, acid-base equilibrium and experimental experiences.  

**Texts:**  

### FOOD TECHNOLOGY IV

**10cp**  
Subject description to be advised.  

**Texts:**  

### TEXTILE TECHNOLOGY

**5cp**  
Prerequisites: 3rd Year level Technology or equivalent.  

**Hours:** Two hours per week face-to-face for one year or equivalent.  

**Assessment:** A combination of assignment, tests and examinations.  

**Content:**  
This subject addresses the economic, social and political forces which shape the structure, composition and characteristics of manufacturing industry in Australia. Through this study the student can gain an appreciation of the current product profile of Australian manufacturing and may suggest future directions for product and industry development. (At present the subject is restricted to the Textiles and Apparel industry classification.)  

### PRODUCT TESTING AND EVALUATION

**5cp**  
Prerequisites: 3rd Year level Technology or equivalent.  

**Hours:** Two hours per week face-to-face for one year or equivalent.  

**Assessment:** A combination of assessments and examinations.  

**Content:**  
This subject explores the dynamic relationship between functional design, specifications, testing and satisfaction in end-use. The principles of testing and of test design are introduced and are applied in the evaluation of physio-mechanical and psycho-physical product attributes. The approach taken includes a predominant practical component central to the development of laboratory and experimental experiences.
Section B will involve a study of the environmental impact such as the National Parks and Wildlife Service, and the State Pollution Control Commission will be explored.

Section B will involve a study of the environmental impact such as the National Parks and Wildlife Service, and the State Pollution Control Commission will be explored.

Both sections of the subject will compare and contrast the reductionist and holistic approaches characteristic of modern scientific debate.

Texts

ASTP433 PHYSICS IVE 20cp

Content
Theories of nuclear and atomic structure and electromagnetic sources will be examined with a focus upon transmitters and receivers. Some consideration of integrated circuits will also be included as well as transmitters and receivers.

Texts
Friedlander, M. 1985, Astronomy from Stonehenge to Qussars, Prentice Hall.


DESN137 DESIGN I 15cp

(Industrial Design)

Prerequisites DESN137 Design 1.

Content
A combination of assignments, practical tasks, seminars, tests and examinations.

Assessment
The subject will develop design methodology, problem-solving, communication, presentation and technical skills. The course attempts to introduce the realities of production, costing specification and to some extent the realities of professional practice. Visual and verbal presentations of projects are developed. Working to deadlines, methods of presentation, engineering drawing and specification are important components of the course.

DESN339 DESIGN III 10cp

Content
This subject will further develop the students design skills and product evaluation through Applied Design. Design of products and systems in both an industrial and manufacturing context. The potential for application of these designed systems to a chosen area of specialisation in the technology strand, will be a feature of this subject. Students will develop a perception and realism of design and technology in their chosen area of study.

DESN437 DESIGN IV 10cp

Prerequisites Nil.

Content
A combination of assignments and an individual report.

DESN347 DESIGN CURRICULUM 15cp

Prerequisites Completion of Industrial Design, Design or Technology based 3rd year subject or equivalent.

Content
A combination of assignments, practical tasks, seminars, tests and examinations.

Assessment
This subject will examine design as a creative problem-solving process and the relationship of research and design proposals in the development of a product. Product analysis, design systems, flow charting, prototype evaluation are examples of the topics to be covered. Students will design and evaluate a potentially marketable product as part of this course.

DESN319 DESIGN I 10cp

Content
The subject will introduce the student to the philosophy of natural design, its evolutionary and technological linkage. An exploration of the developmental techniques in problem analysis. The elements and principles of design. Presentation skills encompassing visualisation, technical graphics, free form sketching, modelling, audio visual exposure and folio presentation. The link will be made between design for the market place and the Design and Technology school syllabus.

DESN227 DESIGN II 10cp

(Industrial Design)

Prerequisites DESN137 Design 1.

Content
A combination of assignments, practical tasks, seminars, tests and examinations.

Assessment
The subject will develop design methodology, problem-solving, communication, presentation and technical skills. The course attempts to introduce the realities of production, costing specification and to some extent the realities of professional practice. Visual and verbal presentations of projects are developed. Working to deadlines, methods of presentation, engineering drawing and specification are important components of the course.

DESN339 DESIGN III 10cp

Content
This subject will further develop the students design skills and product evaluation through Applied Design. Design of products and systems in both an industrial and manufacturing context. The potential for application of these designed systems to a chosen area of specialisation in the technology strand, will be a feature of this subject. Students will develop a perception and realism of design and technology in their chosen area of study.

DESN437 DESIGN IV 10cp

Prerequisites Nil.

Content
A combination of assignments and an individual report.

DESN347 DESIGN CURRICULUM 15cp

Prerequisites Completion of Industrial Design, Design or Technology based 3rd year subject or equivalent.

Content
A combination of assignments, practical tasks, seminars, tests and examinations.

Assessment
This subject will examine design as a creative problem-solving process and the relationship of research and design proposals in the development of a product. Product analysis, design systems, flow charting, prototype evaluation are examples of the topics to be covered. Students will design and evaluate a potentially marketable product as part of this course.

DESN319 DESIGN I 10cp

Content
The subject will introduce the student to the philosophy of natural design, its evolutionary and technological linkage. An exploration of the developmental techniques in problem analysis. The elements and principles of design. Presentation skills encompassing visualisation, technical graphics, free form sketching, modelling, audio visual exposure and folio presentation. The link will be made between design for the market place and the Design and Technology school syllabus.
mathematical logic; Elementary group theory; Transformation geometry and non-Euclidean geometry.

MAQM337 MATHEMATICS IIIC
Hours 3 hours per week for the full year
Probability distributions, sampling distributions, hypothesis testing. Topic in operations research including job sequencing, queue theory, dynamic programming and decision theory. Computer applications to the above topics and development in computer aided learning.

MAQM435 MATHEMATICS IVA
Prerequisite MA335Q
Hours 2 hours per week for a year
Content
Combinatorics, block designs, finite geometries, Latin squares, integral domains and fields.

MAQM436 MATHEMATICS IVB
Hours 2 hours per week for a year
Content
Number theory, prime numbers, congruences, Diophantine equations, Gaussian integers. The historical development of mathematics - selected topics.

MAQM437 MATHEMATICS IV C
Hours 2 hours per week for a year
Content
Numerical Analysis, solution of systems of equations, numerical differentiation and integration, application to ordinary differential equations. Microcomputer using package software and programming to solve course-related problems.

MUSI130 PERFORMANCE IA
10 cp
Content
This subject has two components - the Principal Study and Concert Attendance. During the four years of the course students undertake a group instrument study which includes the realm of instruments in string, woodwind, brass, percussion, guitar and voice. The aim of this component is to equip the student with the functional keyboard skills required by the college music teachers. Instrumentalists are taught in separate classes from piano students. Ensemble performance aims to expose students to ensemble experience of various types depending on the student's expertise.

MUSI132 MATERIALS OF MUSIC I
10 cp
Content
This subject examines harmony and aural training. The study of conventional harmony is compulsory in all three years of the course. The aim of this component is to equip the student with a complete group of rudimentary harmonic and contrapuntal procedures, and to extend this ability to cover chromaticism, extensive modulator techniques and accurate style-imitation. The topics include basic music theory and notation, harmonisation in four-part vocal style, analysis and imitation of late 18th and 19th Century styles, modulator techniques and choral harmonisation. The basic objective of aural training is to help students to develop a set of patterns of response to auditory and visual stimuli.

MUSI133 MUSICOLOGY I
15 cp
Content
This subject is taken over three years and made up of the following components: a history of music, introduction to 20th Century Music, orchestration and 20th Century composition techniques. Through a study of aspects of Western Music from Early Christian times to the present day, students learn to see the music of their own time in perspective. The orchestration component aims to give students a firm grounding in the basic of orchestration and arrangement for various types of ensemble, and to equip their knowledge of the range and combination of instrument used in music. The 20th Century composition techniques aim to provide students with a sound understanding of the body of musicological knowledge, master of a wide range of techniques and skills in teaching, the ability to analyse music of diverse styles and cultures, and develop skill in harmonising, arranging and composing.

MUSI230 PERFORMANCE IIA
10 cp
As for MUSI130, called Performance 1A

MUSI231 PERFORMANCE IIB
10 cp
As for MUSI131, called Performance 1B

MUSI232 MATERIALS OF MUSIC II
10 cp
As for MUSI132, called Materials of Music 1

MUSI233 MUSICOLOGY II
10 cp
As for MUSI133, called Musicology 1

MUSI330 PERFORMANCE IIIA
10 cp
As for MUSI130, called Performance 1A

MUSI331 PERFORMANCE IIIB
10 cp
As for MUSI131, called Performance 1B

MUSI332 MATERIALS OF MUSIC III
10 cp
As for MUSI132, called Materials of Music 1

MUSI333 MUSICOLOGY III
10 cp
As for MUSI133, called Musicology 1

MUSI430 PERFORMANCE IV A
10 cp
As for MUSI130, called Performance 1A

MUSI431 PERFORMANCE IV B
10 cp
As for MUSI131, called Performance 1B

SMEP422 TEACHING READING OPTION
12 cp
Content
This subject is designed to provide students with a sound understanding of the body of musicological knowledge, master of a wide range of techniques and skills in teaching, the ability to analyse music of diverse styles and cultures, and develop skill in harmonising, arranging and composing.

VAAE338 ART THEORY III
10 cp
Content
A study of the historical scope of the visual arts and crafts in Australia and contemporary art issues in Australia.

VAAE435 VISUAL ARTS STUDIO IV
20 cp
Content
Continuation with Studio Major.

VART102 VISUAL ARTS STUDIO IA
15 cp
Content
A visual arts studio class of three hours per week selected from the following studio areas depending on available resources: Design, Painting, Drawing, Sculpture, Printmaking, Ceramics, Fibre Art, Photography, Video, Plant and Wildlife Illustration. As one of these three classes attended each week, this study enables the student to gain introductory experiences within and across selected disciplines.

VART104 VISUAL ARTS STUDIO IB
15 cp
Content
A further visual arts studio class of three hours per week described in VAAE135 above.

VART105 VISUAL ARTS STUDIO IC
20 cp
Content
A compound subject, this study incorporates a visual arts theory lecture devoted to Twentieth Century Art and Culture one hour per week plus a further visual arts studio class of three hours per week described in AE1135A above.

VAAE235 VISUAL ARTS STUDIO IA
15 cp
Content
Selection of one visual arts studio class, to be studied as a studio major in years 2, 3 and 4 from the following: Painting/ Drawing, Printmaking, Sculpture, Ceramics, Fibre Art, Photography, Video, Plant and Wildlife Illustration.

VAAE236 VISUAL ARTS STUDIO IIB
10 cp
Content
A studio elective for study in years 2 and 3 to be selected from the list under VAAE235 above.

VAAE237 VISUAL ARTS STUDIO IIC
10 cp
Content
Students continue with the Studio Elective as in VAAE236, or may take the option of substituting an approved University semester unit.

VAAE238 ART THEORY II
15 cp
Content
Provides an understanding of the historical and theoretical framework of Twentieth Century Visual Arts.

VAAE335 VISUAL ARTS STUDIO IIIA
30 cp
Content
As for VAAE235, Studio Major.
RESEARCH INTERESTS OF STAFF

B.W. Abelson
Technology education - current and history.

D.J. Abrahams
Second language acquisition. Linguistic Analysis. Literacy. Aboriginal Languages. Language and Education.

G. Albrecht

J. Allen

J. Archer
Motivation in education; classroom structure and attribution.

W.R. Au

J.A.W. Caldwell
Language teaching methodology. Language planning.

M. Berthold
Second language teaching through the language immersion method. Language teacher education. Second language acquisition - Primary and secondary.

F.G. Bishop

S.F. Boeke

W.R. Bruce
Pedagogical content knowledge (Social Studies 7-12). Asian social studies. Inter-cultural studies curriculum development. Social education. Classroom Management.

J.A.W. Caldwell
Language teaching methodology. Language planning.

L.K.S. Chan
The education of students with special needs including those with intellectual, behavioural or learning disabilities as well as the gifted and talented. Teaching method and strategies in special education. Cognitive strategy instruction and metacognitive instruction. Effective teaching. The teaching of reading and reading comprehension. Causal attributions.

P.N. Chopra

R.A. Coldwell
Computer aided learning for mute autistic children; Computer ethics of technologists; Computerisation of architectural practice.

R.N. Conway
Cognitive strategy training. Integration of students with special needs. Adult literacy. Behaviour disorders.

D.E. Corney
Pedagogical content knowledge (K-6 science and technology). Pedagogical content knowledge (creative and practical arts). Curriculum development. Curriculum integration through problem solving. Staff development.

J. Crowdy

B.G. Deor
The teaching of Chinese literature through audio/visual media. Modern Chinese literature: 17th century to the present.

J. Doyle

E.K. Everingham

M.F. Fitzgerald

C.G. Flanagan
Girls' attitudes to achievement and aspiration in Maths and Science. Primary education. Personal development.

Child language - early childhood years. Minority language provision.

R. Cantwell
Flexibility and learning strategies.

P.A. Carruthers
Special education; early childhood education. Autistic disorders.

R. S. Catter

Use of expressive arts with children and adults with special needs. Early childhood education.

J. Crump
Development of NSW school syllabus for the visual arts. Professional preparation of visual arts teachers. Concepts of academic staff development. Personal interpretations of landscape for two dimensional visual expression.

M.M. Davies
Early childhood education. Preschool play.

J.J. Dempsey
Community service provision for people with a developmental disability. Parent-school collaboration in special schools and support classes. Leisure and recreation for people with a developmental disability.

M. Flanagan
Girls' attitudes to achievement and aspiration in Maths and Science. Primary education. Personal development.
Youth unemployment.
Future in education.
Student assessment.
The English skills of tertiary students.
R. W. Howard
Educational psychology.
Learning and memory.
Intelligence.
Concept and scheme learning.
F. Huang
Accelerated learning and teaching method in Chinese language.
B. L. James
Primary education.
Teacher effectiveness.
Practicum.
Internship.
Curriculum development.
B. F. Joyce
Cognitive development, constructivism.
Development of number and spatial concepts in young children.
Language and reading in mathematics.
Teaching of problem solving.
Computers in early childhood/primary education.
I. R. Killen
Teacher effectiveness.
Teaching strategies.
Student assessment.
Tertiary teaching.
Technical and further education.
J. Ludwig
Sociology of education.
Curriculum studies.
Teaching educational policy.
Critical theory.
R. S. Laura
Health education and bio-ethics.
Sports education.
Drug education.
Environmental education, with special reference to the impact of scientific technology on public health.
R. Lewis
Economics Education.
Business studies and Legal Studies Education.
Computers in Economics.

Instructional Design Strategies.
Problem solving strategies in Social Science.
Li Xia
Stylistic restrictions on translated literature from English into Chinese.
Orientalism in the 1990s.
Contemporary Chinese literature 1919 to the present.
The teaching of contemporary Chinese literature and modern standard Chinese to overseas students.
T. J. Lova
Social and cultural perspectives in education.
Curriculum theory.
Research ethics and bio-ethics.
Studies of religion.
Moral education.
R. Mackie
Social and political philosophy of education.
Critical theory in law and education.
Developments in third world 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.
W. R. Malsey
Educational administration.
Leading teacher role.
D. G. Matthews
Children's and adolescent literature.
Integration of content and method in teaching teachers of English.
Holistic programming of literature in education K-12.
Shakespeare in the classroom.
Appropriateness of HSC set texts to students.
A. McCormack
Classroom management in Physical Education.
Dance Education.
Teacher effectiveness.
J. McLeod
Pedagogical content knowledge (English).
Early childhood education.
Critical pedagogy.
Early literacy.
Whole language.

Curriculum development.
J. W. McQueen
Development of primary and secondary mathematics curricula.
Development of education systems - organisation and curricula.
The study of teachers and their teaching.
A. P. Mitchell
Early childhood literacy.
The teaching of reading K-6.
Reading programming in primary school.
Whole language.
Current American approaches to reading theory.
Pedagogical content knowledge (English).
M. Monfredi
Social skills.
Sociometry and social cognition.
P. J. Moore
Psychology of reading and writing.
Study processes and learning.
Research into primary school curricula.
P. Nilan
Gender and education.
Adolescence, language and schooling.
Critical pedagogy.
T. R. Owen
Pedagogical content knowledge (Creative and Practical Arts).
Curriculum knowledge (Creative and Practical Arts).
Early childhood education.
A. J. Pateman
Pedagogical content knowledge (Design and Technology).
Resource development.
Teacher effectiveness.
Management and discipline.
Curriculum development.
D. Palmer
Primary Science Education
D. Paterson
Curriculum implementation
Teacher attitudes.
Teaching music education
Teacher preparation in music.
L. Palmin
Current issues in Early Childhood Education.
Internship as a Model of Induction for Early Childhood Teacher Education students.

Ethics: An Aspect of Professionalism in Early Childhood Education.

G. Preston
Computer Education.
Educational Multimedia.
History of Education.
Adult Education.

J. Rees
Educational psychology.
Student attitudes to courses.
Applications of research to classrooms.

P. Reynolds
Pedagogical content knowledge (SSK-6).
Social Science Curriculum Development (K-12).

TAG.
W. Reynolds
Australian defence and foreign relations.

C. Richards
Music education.
Teaching methodology.
Music teacher training.

G.L. Robinson
Visual perceptual processing deficiency and learning disability.
The emotional-social implications of learning disability.
Methods of using parents as supportive agents for reading and writing problems.

J. Scevak
Cognition.
Maps in text.
Study skills.
Reading comprehension.

J.M. Schiller
Implementation of change.
Management of change.
Instructional school leadership.
Use of alternative modes of course delivery.

N.J. Schofield
Cognition.
Map reading.
Learning style preferences.

Welfare and discipline systems in schools.
Gifted education.
Values education.

K. Scott
Curriculum change and development in geography.
Contemporary economic and political geography links in China.
Techno-city development in Japan.
Impact of computers on society.

E.P. Sedunary
Critical policy studies.
Interpreting educational change.
Constructions of postcompulsory schooling.
Recent social theory and education.

S. Sibreech
Child development.
Development of tertiary courses.
Motivation to teach.
Use of computers in the educational setting.
Gifted and talented education.

S. Spedding
Learning difficulties.
Developmental Disabilities.
Special education.
Metacognition and reading.

A.O. Taylor
Technology education - philosophy, curriculum, standards, innovation, gender issues.
Teacher education - philosophy, modes of preparation, standards, administration, the practicum, issues.

M.K. Thomas
Children's sport.
Teaching physical education.
Teacher preparation in sport and physical education.

K.W. Thompson
Curriculum Evaluation and Development in the disciplines:
Physical and Health Education
Community Sports Pedagogy Courses.
Pre Service/In Service training of teachers in Physical and Health Education.

W.G. Warren
Social and political philosophy of education with particular reference to Libertarians, Existential and Phenomenological perspectives.