Faculty of Education

Volume 7

1994
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Graduate Certificate in Educational Studies
- Design and Technology

Graduate Certificate/Diploma in Educational Studies
- Computer Education
- Curriculum
- Speech and Language Remediation

Graduate Diploma in Educational Studies
- Special Education
- Adult Special Education
- Bachelor of Educational Studies
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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. Recently, National Frameworks and Profiles have been developed in the eight recognised Key Learning Areas. These will provide a new focus for Teacher Education and demand considerable in-service for teachers. The attractive career possibilities in regionalised policy-making, management, course development and in-service 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. The Faculty is widely represented on state and regional syllabus and curriculum committees, the Ministerial Advisory Council on Teacher Education and the Quality of Teaching and the Ministerial Advisory Committee on LOTE. Members of Faculty hold high offices in major educational research associations. 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. As well within the University the Faculty pursues the best possible servicing of discipline content for its integrated courses.
There are five salient forms of award serviced by the Faculty, each contributing significantly to a particular demand:

I the pre-service, integrated four-year BEd courses. The BEd provides all the major teaching specialisations (English/History, Social Sciences, Languages/Asian Studies, Maths, Science, Physical Education, Design and Technology, Music, Art, Early Childhood, Primary and, in combination with others, Special Education). The award features foundational studies (psychology, sociology, curriculum, special education) professional preparation, specialist studies, practicum sessions and an independent study and culminates in a unique semester-long internship;

II the pre-service Diploma in Education, which provides a professional year of study to complement undergraduate studies in teacher related 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;

III 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 aids and secretarial assistance are available for research activities. We wish you a most inspiring and productive experience in Education.

Jack Caldwell
Dean
J.A. Rees, BA, PhD
S. Sinacha, BSc, DipEd, MPsych(Ed), MAPsS
N. Wright, BAnE, MEd

Lecturers
J.A. Allen, BA, DipEd, MEdStud
J. Archer, BEd(cfHons)(James Cook), MEd(Qld), PhD(Illinois)
W.K. Au, MA, PhD(Massey), MACE
A. Bowen, TCertDipSpecEd(Mitchell CAE), BEd(EC)(Mitchell CAE)
R.H. Cantwell, BA, DipEd(Monash), BEdStud, MEd
D.J. Condon, ISc(NSW), MSC(Macq) MMath, MEngSc, Macs
M. M. Davies, BA, DipEd, MAPsS
J. Doyle, BEd(Deakin), MSC(Oxford)
M.F. Duncan, BA, DipEd
C.G. Flanagan, BA, MEd
M. Furtado, BA(Strath), CertEd(Lond), DipSec(Oxon), GradDipRE(Edith Cowan), MA(UWA)
R.W. Howard, MA(Auckland), PhD(Qld)
K. Kearns, BEd, GradDipEd(SpecEd)
J. Ladwig, BA(Washington), MEd(Harvard), PhD(Wisconsin)
D. Mahony, BA, DipEd(Syd), MEd(NSW)
J.W. McQuater, BSc(Syd), BA, DipEd(NE)
M. Monfreres, BA, DipTeach, PhD
P. Nilan, DipDramArt(VCA Melb), BEd, MEd(UNE)
G. Preston, BA, DipEd, MEdStud
G. Rodwell, BATTAS, BA(Irons), MEd(TCAS), PhD(Tas), MACE, MACEA, TTC
J. Schofield, BEd(Qld), MEdStud, MEd PhD
E.P. Sedunary, BA, DipEd(Melb), BEd, PhD(LaTrobe)

Honorary Professor L.N. Short, MSC(Syd), DPhil(Oxf), DipEd(Syd), FACET, FRSA

Honorary Associates A.R. Barcan, MA, MEd(Syd), PhD(ANU), DipEd(Syd), FACET
M.N. Maddock, BSc(Tas), BEd(Qld), MS, PhD(Flor), DipEd(Tas), FACET

Curriculum Resources and Research Centre
P. Mahony, BA(Macq), DipEd, ALAA [Supervisor]
M. Edman, ALAA
P. Hoscke
D. Kenchington

Technical Officer K.J. Scott

Departmental Office Staff
S. Donolato
S. Hoy
S. Kahagalle
A. Russell
M.F. Stroud

DEPARTMENT OF SPECIAL EDUCATION

Associate Professor P.J. Foreman, BA, MLitt, MEd(NE, PhD(Macq)MACE, MAPsS
Senior Lecturers R.N. Conway, BA, BEdStud, MEd, PhD(Macq), DipSpecEd, MACE
J. Cowley, BA, MA(Macq), PhD(LSIDA, MAATD

G. Leigh, BEd(Mt. Gravatt), MSC(Washington) MACE
G. L. Robinson, BA, DipEd(Syd), MEd, PhD, MAPsS

Lecturers
M. Arthur, BA, DipEd, MA(Macq)
P.A. Carruthers, DipSpecEd, MEdStud
I. Dempsey, GradDipEd, BEdStud, MSpecEd
S. Spedding, BEd, GradDipEdStud, MSpecEd

Honorary Associates
T.Y.C. Ching, BA, PhD(Hong Kong), PhD(London)
P.A. Kelley, BA(SWTSU), MEd, EdD(Texas Tech)

Departmental Office Staff
L. Sorensen

General Staff
N. Farquarson
section two

Faculty Information

Course Enquiries
Information on courses offered by the Faculty, admission requirements, rules and policies governing enrollment, 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, Bowman Building.

Academic Advice
Academic advice on course content, determination of credit 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 1993):

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

Bachelor of Education (Design and Technology)
Dr A.O. Taylor (Interim)

Bachelor of Education (Early Childhood)
Dr J. Cowley

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

Bachelor of Education (Languages/Asian Studies)
Dr S. Chen

Bachelor of Education (Mathematics)
Mr 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 F.G. Bishop

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

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

Bachelor of Education (Social Sciences)
Mr R. Lewis

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

Bachelor of Education - Non Specialised Yr 4
Mr R. Cantwell

Diploma in Education
Mr P. Chopra

Graduate Certificate in Educational Studies (Design and Technology)
Dr A.O. Taylor (Interim)

Graduate Certificate/Diploma in Educational Studies (Computer Education)
Mr D.J.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

Graduate Certificate/Diploma in Educational Studies (Curriculum)
Dr J.M. Gore

Graduate Certificate/Diploma in Educational Studies (Speech and Language Remediation)
Dr J. Cowley

Bachelor of Educational Studies
Associate Professor L.K.S. Chan

Master of Educational Studies
Associate Professor L.K.S. Chan

Master of Early Childhood Education
Dr J. Cowley

Master of Industrial Education
Dr L.R. Killen

Master of Special Education
Dr R.N. Conway

Bachelor of Education (Special Education (Sensory Disability))
Associate Professor P. Foreman

Doctor of Education
Associate Professor P.J. Moore

The Faculty
The Faculty of Education comprises the students and the academic and general staff of the University engaged in the study of education and the preparation of teachers. The academic structure of the Faculty includes the Department of Curriculum and Teaching Studies, the Department of Education, and the Department of Special Education.

The Faculty Board is responsible for the general oversight of courses in education at the University. Faculty Board determines policies concerning all course-related matters such as course structures, admission requirements, and student progression. Faculty Board reports to the Academic Senate.

Courses Offered by The Faculty of Education
The following courses are currently offered by the Faculty of Education:-

Initial Teacher Education Courses

UNDERGRADUATE

Bachelor Degrees
Bachelor of Education (Art)
Bachelor of Education (Design and Technology)
Bachelor of Education (Early Childhood)
Bachelor of Education (English/History)
Bachelor of Education (Languages/Asian Studies)
Bachelor of Education (Mathematics)
Bachelor of Education (Music)
Bachelor of Education (Performing Arts)
Bachelor of Education (Physical and Health Education)
Bachelor of Education (Primary)
Bachelor of Education (Science)
Bachelor of Education (Specialisation/Special Education)
Bachelor of Education (Social Sciences)
Postgraduate Diploma in Education
POST-INITIAL AND PROFESSIONAL DEVELPMENT COURSES

UNDERGRADUATE
- Bachelor of Education Non-Specialised Year IV Program
- Bachelor of Education (Early Childhood) Yr 4
- Bachelor of Education (Design & Technology)
- Bachelor of Education (Primary) Yr 4
- Bachelor of Education (Technical & Further Education) Yr 4

POSTGRADUATE
- Diploma in Educational Studies (Special Education)
- Diploma in Educational Studies (Adult Special Education)
- Graduate Certificate/Diploma in Educational Studies (Computer Education)
- Graduate Certificate/Diploma in Educational Studies (Speech and Language Remediation)
- Graduate Certificate/Diploma in Educational Studies (Curriculum)
- Graduate Certificate in Educational Studies (Design and Technology)
- Bachelor of Educational Studies
- Master of Educational Studies
- Master of Early Childhood Education
- Master of Industrial Education
- Master of Special Education
- Master of Special Education (Sensory Disability)
- Master of Education (by Research)
- Doctor of Education
- Doctor of Philosophy
- Bachelor of Education

Candidates intending to qualify for the Bachelor of Education are generally expected to undertake the equivalent of four years of full-time study to meet the academic prescription of the course. All teaching specialisations (Art, Early Childhood, Design and Technology, English/History, Mathematics, Music, Languages/Asian Studies, Performing Arts, Physical and Health Education, Social Sciences and Science) are offered over four years of consecutive full-time study.

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 candidature from the degree to the Diploma in Teaching. (Refer to the Rules in Section Three of this Handbook.)

- 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 teaching and learning areas. This is supplemented by school experience and teaching practice.
- Bachelor of Educational Studies degree (BEdStud). This coursework postgraduate degree is designed to allow students to explore in depth, areas of education relevant to their own interests. The 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 and 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 and with an outstanding result.
- Master of Early Childhood Education

This postgraduate course consists of both coursework and a minor research thesis and requires one and a half years of full-time or three years of part-time study.

The program consists of subjects worth 90 credit points and a minor Research Thesis worth 30 credit points.
- 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 minor research thesis.
- Master of Special Education (Sensory Disability). The degree of Master of Special Education (Sensory Disability) is a professionally oriented course which provides graduate teacher education in three different areas: hearing impairment, visual impairment and multiple disability. Within hearing impairment, it is possible to study oral/aural methods or signed methods. Entry requirements are similar to those for the Master of Special Education. The course is offered over a minimum of 5 semesters full-time or six semesters part-time and is available only at Renwick College, North Rocks, Sydney. Enrolment is through the normal procedures of the University of Newcastle.
- Master of Industrial Education. This postgraduate course is designed for teachers of Industrial Arts and Design and Technology, TAFE teachers and industrial trainers. The course is made available to suitably qualified members of the community who, through previous studies, their employment, and 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.
- Master of Education degree (MEd). Students who have completed the BEdStud 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 accepted 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, 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 material;
(iii) provide adequate information on all types of resource material;
(iv) stimulate classroom research and development of resource materials.

The Collection

The Centre has a growing collection of resources of written and audio-visual materials, official documents and theoretical material.

The material housed in the Centre covers all major teaching areas — infants, primary, secondary,
tertiary and teacher inservice. It also houses journals, testing materials and official documents for research.

**Facilities and Use**

Most of the material and equipment housed in the Centre is available for users. Students especially are encouraged to familiarise themselves with the equipment in the Centre to gain experience in preparing their own resource 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 Centre. These include a comprehensive early education program for young children with developmental or learning problems, classroom for school-age children with learning problems, and a variety of outreach programs.

**Staff**

Director
P.J. Foreman, BA, MLitt, MEd(NE), PhD(Macq), MACE, MApScS

Assistant Director
R.N. Conway, BA, BEdStud, MEd, PhD(Macq), DipSpecEd, MACE

Associated Academic Staff from Division of Special Education

Senior Lecturers
J.A. Cowley, BA, M(Amacq), PhD LSDA, MAATD
G.L. Robinson, BA, DipEd, MEd, PhD, MApScS

Lecturers
M. Arthur, BA, DипEd, MA(Macq)
P.A. Curruthers, DipSpecEd, MEdStud
L. Dempsey, GradDipEdStud, BEdStud, MSpecEd

Research Assistants
H. Fairbairn, BA, DипEd, EdStud
A.M. White, BA(NE)

**Teaching Assistants**

K. Scomb, DipTeach

**Centre Office Staff**

K. Clear
W. Grant
M. Hunt
L. Sorensen

**General Assistant**

N. Furquharsen

**RENWICK COLLEGE**

Renwick College is a small private college which specialises in the field of sensory impairment. It is affiliated with the University of Newcastle and administered by the Royal New South Wales Institute for Deaf and Blind Children. The College has a specialised research library, which is on-line to the University of Newcastle Libraries as well as access to tutorial and seminar rooms. Several schools for deaf children and blind children surround the College's main buildings and provide opportunities for practice teaching placements and observation. A limited amount of residential accommodation is available on site.

The degree of Master of Special Education (Sensory Disability), offered at Renwick College, is an accredited award of the University and students must enrol through the University and meet the University's criteria for admission and progression. Students with appropriate research qualifications may enrol in research higher degrees: Master of Education or Doctor of Philosophy.

**Staff**

Head
G. Leigh, BEd(MtGrawatt), MSc(Washington), MACE
section three

Rules Governing Academic Awards

Application of Rules

1. These Rules shall apply to all the academic awards of the University other than the degrees 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 department is located.

(3) The Academic Senate, after considering a request from a Faculty Board, may determine that a subject be 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:
      (a) a candidate may not enrol in subjects totaling more than the equivalent of 40 credit points in any semester;
      (b) a candidate shall not enrol in a subject which does not count towards the award; and
      (c) a candidate shall not be permitted to enrol in any subject which is substantially equivalent to one which that candidate has previously counted towards a degree or diploma.

(3) A candidate for an award shall not enrol in a course or part of a course for another award in this University unless consent has first been obtained from the Dean and, if another Faculty is responsible for the course leading to that other award, the Dean of that Faculty, 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 granted after considering any recommendation made by the Head of the Department, no candidate may enrol in a subject unless that candidate has passed any subjects prescribed as its pre-requisites at any grade which may be specified and has already passed or concurrently enroled 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 provided in the schedule.
   (2) Except as 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.

(3) Except as otherwise permitted by the Head of Department, any material presented by a candidate for assessment must be the work of the candidate and not have been previously submitted for assessment.

(4) To complete a subject a candidate shall satisfy published departmental requirements and gain a satisfactory result in such assessments and examinations as the Faculty Board shall require.

**Withdrawal**

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

(2) A student shall be deemed not to have enrolled in a subject if that student withdraws from the subject:

(a) in the case of a semester length subject, before the Higher Education Contribution Scheme census date for that semester; or

(b) in the case of a full year subject, the last day of that semester; or

(3) Except with the permission of the Dean:

(a) a candidate shall not be permitted to withdraw from a subject after the relevant date which shall be:

(I) in the case of a full year subject, the last day of second semester; and/or

(II) subject to any provision within the schedules; and

(b) a candidate shall not be permitted to withdraw from a subject on more than two occasions.

**Absence**

10. (1) Subject to any provision in the schedule, a candidate in good academic standing in the course:

(a) may take leave of absence of one year from the course; or

(b) with the permission of the Dean, may take leave of absence of two consecutive years from the course without prejudice to any right of the candidate to re-enrol in the course following such absence and with full credit in all subjects successfully completed prior to the period of leave.

(2) For the purposes of sub-rule (1), unless otherwise specified in the schedule, a candidate eligible to re-enrol shall be deemed to be in good academic standing.

(3) A person who has been enrolled in a course but is absent without leave or has been excluded from the course may apply for re-admission to that course and may be re-admitted to candidature under such conditions and at such time as the Faculty Board may determine, unless otherwise specified in the schedule.

**Qualification for the Award**

11. (1) To qualify for the award a candidate shall satisfactorily complete the requirements governing the course prescribed in the schedule.

(2) A subject which has been counted towards a completed award may not be counted towards another award, except to such extent as the Faculty Board may approve.

**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.

(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 qualities assessment.

(1) The performing qualities assessment shall consist of:

(a) such written tests and interviews as the Faculty Board of Music shall require; and

(b) an audition in which the candidate must demonstrate musical expertise at a level satisfactory to the Faculty Board.

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

5. Applicants shall be ranked in descending order of merit on the basis of:

(a) academic performance based on the selection criteria determined under clause 4(1); and

(b) academic performance and results determined by the Faculty Board arising from the performing qualities assessment.

6. The Academic Registrar shall ensure that offers of admission are made in descending rank order to applicants ranked under clause 5, such that the places available in the course each year are filled.

**Admission to Candidature in the Specialisation of Performing Arts**

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

8. (1) The performing qualities assessment shall consist of:

(a) such written tests 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.

(2) Applicants who do not attend the University for performing qualities assessment as invited will be deemed to have withdrawn their application unless a reason acceptable to the Academic Registrar is provided.
9. Applicants shall be ranked in descending order of merit on the basis of:
(a) academic performance based on the selection criteria determined under clause 8(1); and
(b) academic performance and results determined by the Faculty Board arising from the performing qualities assessment.

10. The Academic Registrar shall ensure that offers of admission are made in descending rank order to applicants ranked under clause 9, such that the places available in the course each year are filled.

Qualification for the Degree
11. (1) To qualify for admission to the ordinary degree in any area of specialisation, a candidate shall:
(a) pass a program of subjects including teaching experience approved by the Faculty Board totalling 320 credit points; and
(b) satisfy the essential skills standard prescribed by the Faculty Board.
(2) The program may include subjects from a second area of specialisation in accordance with conditions prescribed by the Faculty Board.

Grading of Degrees
12. (1) The degree shall be conferred as an ordinary degree except that in those areas of specialisation determined by the Faculty Board, and where a candidate's performance has reached a standard determined by the Faculty Board to be of sufficient merit, the degree may be conferred with Honours.
(2) There shall be two classes of Honours, namely Class I and Class II. Class II shall have two divisions, namely Division I and Division 2.

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

Time Requirements
14. (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.

Withdrawal from subject
A candidate shall not be permitted to withdraw from the full year subject Practicum later than the day before the commencement of the Practicum.

SCHEDULE — DIPLOMA IN 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.

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 one year and not more than four years of study.

Withdrawal from subject
A candidate shall not be permitted to withdraw from the full year subject Practicum later than the day before the commencement of the Practicum.

SCHEDULE — DIPLOMA IN 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; or
(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; and
(c) provide evidence of at least two years of relevant experience as the Faculty Board shall approve; and
(c) produce evidence of possessing such other qualifications as the Faculty Board may approve.

Qualification for the Diploma
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.

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; and
(b) provide evidence of at least two years of relevant experience as the Faculty Board shall approve; and
(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 in the Specialisation of Design and Technology
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), specialising 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 such 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.

Footnotes
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.
section four
Rules Governing Master and Doctoral Degrees

About This Section
This section contains rules governing the following degrees:
- Master of Educational Studies
- Master of Early Childhood Education
- Master of Industrial Education
- Master of Special Education
- Master of Education
- Doctor of Education

Part 1 — 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
- "thesis" means any thesis or dissertation submitted by a candidate.

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

2. An application for admission to candidacy 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 candidacy an applicant shall:

   (a) have satisfied the requirements for admission to a degree of Bachelor in the University of Newcastle as specified in the Schedule; or
   (b) 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
   (c) 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
   (d) have satisfied such other requirements as may be specified in the Schedule.

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

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 candidacy 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.

Part II — Examination and Results

10. The Examination Rules approved from time to time by the Council shall apply to all examinations 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 candidate shall be terminated.

Part III — Provisions Relating to Theses

12. (1) The subject of a thesis shall be approved by the Faculty Board on the recommendation of the Head of the Department in which the candidate is carrying out the research for the thesis.
   (2) The thesis shall not contain as its main content any work or material which has previously been submitted by the candidate for a degree in any tertiary institution unless the Faculty Board otherwise permits.

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

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

2. The Faculty Board shall determine the course of action to be taken should the certificate of the supervisor indicate that in the opinion of the supervisor the thesis is of sufficient academic merit to warrant examination.

15. The University shall be entitled to retain the submitted copies of the thesis, accompanying documents and published work. The University shall be free to allow the thesis to be consulted or borrowed and, subject to the provisions of the Copyright Act, 1968 (Com), may issue it in whole or any part in photocopy or microfilm or other copying medium.

16. (1) For each candidate two examiners, at least one of whom shall be an external examiner (being a person who is not a member of the staff of the University) shall be appointed either by the Faculty Board or otherwise as prescribed in the Schedule.
   (2) If the examiners' reports are such that the Faculty Board is unable to make any decision pursuant to Rule II of these Rules, a third examiner shall be appointed either by the Faculty Board or otherwise as prescribed in the Schedule.

SCHEDULE — MASTER OF EDUCATIONAL STUDIES

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

Admission to Candidature

2. To be eligible for admission to candidature an applicant shall:
   (a) have satisfied the requirements for admission to a degree of Bachelor of Education or a degree of Bachelor and a postgraduate Diploma in Education of the University of Newcastle or for an equivalent qualification, approved for this purpose by the Faculty Board, of another institution of tertiary education, or
   (b) in exceptional cases produce evidence of possessing such other qualifications as the Faculty Board may approve.

Credit

3. The Faculty Board may grant credit to a candidate on such conditions as it may determine.

Transfer of Candidature

4. Candidates for the degrees of Master of Early Childhood Education, Master of Industrial Education and Master of Special Education who have satisfied the requirements for the Master of Educational Studies may be permitted by the Faculty Board to transfer candidature to the Master of Educational Studies. Candidates wishing to transfer shall apply in writing to the Academic Registrar for permission to do so.

Qualifications for Admission to the Degree

5. (i) To qualify for admission to the degree the candidate shall complete the following requirements:
   (ii) The course may include a Minor Thesis, valued at 30 credit points, completed under the supervision of a Supervisor appointed by the Faculty Board.

Time Requirements

6. The course shall be completed in not less than two semesters and not more than ten semesters unless the Faculty Board otherwise permits.

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.

Admission to Candidature

2. (1) To be eligible for admission to candidature an applicant shall:
   (a) (i) have satisfied the requirements for admission to a degree of Bachelor of Education (Early Childhood) or related area such as Primary, Behavioural Sciences, Applied Sciences in the University of Newcastle or for an equivalent qualification approved for this purpose by the Faculty Board, of another tertiary institution; and
   (ii) normally have a minimum of two years experience in the practice of early childhood education as a teacher or in any other equivalent capacity as may be approved by the Faculty Board; or
   (b) in exceptional cases produce evidence of possessing such other qualifications and experience as may be approved by the Faculty Board.

Credit

3. The Faculty Board may grant credit to a candidate on such conditions as it may determine.

Qualifications for admission to the degree

4. (i) To qualify for admission to the degree a candidate shall:
   (a) complete to the satisfaction of the Faculty Board a course prescribed by the Faculty Board totalling 90 credit points of advanced work, requiring
Admission to candidature
2. (1) To be eligible for admission to candidature an applicant shall:
   (a) (i) have satisfied the requirements for admission to a degree of Bachelor of Education (Industrial Arts Technology) or Bachelor of Education (Technical and Further Education) or a degree of Bachelor and a postgraduate Diploma in Education, in the University of Newcastle or for an equivalent qualification approved for this purpose by the Faculty Board, of another tertiary institution; and
   (b) normally have a minimum of two years experience in the practice of industrial education as a teacher or in any other equivalent capacity as may be approved by the Faculty Board, or
   (c) have evidence of possessing such other qualifications and experience as may be approved by the Faculty Board.

Credit
3. The Faculty Board may grant credit to a candidate on such conditions as it may determine.

Qualifications for admission to the degree
4. (1) To qualify for admission to the degree a candidate shall:
   (a) complete to the satisfaction of the Faculty Board a course prescribed by the Faculty Board totalling 90 credit points of advanced work, requiring attendance at such lectures, seminars and tutorials, and the completion to the satisfaction of the Faculty Board of such assignments and examinations as the Faculty Board may determine; and
   (b) complete a minor Thesis valued at 30 credit points under the supervision of a supervisor appointed by the Faculty Board.

Time Requirements
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. The Faculty of Education shall be responsible for the course leading to the degree of Master of Industrial Education.

Admission to candidature
2. (1) To be eligible for admission to candidature an applicant shall:
   (a) (i) have satisfied the requirements for admission to a degree of Bachelor of Education or a degree of Bachelor and Postgraduate Diploma in Education in the University of Newcastle or for an equivalent qualification approved for this purpose by the Faculty Board, of another tertiary institution; and
   (ii) normally have a minimum of two years experience in the practice of special education as a teacher or in any other equivalent capacity as may be approved by the Faculty Board; or
   (b) in exceptional cases produce evidence of possessing such other qualifications and experience as may be approved by the Faculty Board.

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

Qualifications for admission to the degree
5. (1) To qualify for admission to the degree a candidate shall:
   (a) complete to the satisfaction of the Faculty Board a course prescribed by the Faculty Board totalling 90 credit points of advanced work, requiring 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; and
   (b) complete a minor Thesis valued at 30 credit points under the supervision of a supervisor appointed by the Faculty Board.

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

The following areas of specialisation have been approved by the Academic Senate:
Sensory Disability
(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) (i) 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; or
   (ii) have satisfied all the requirements for admission to the degree of Bachelor with third class honours or the ordinary degree of Bachelor in the University of Newcastle or a degree from another University approved for this purpose by the 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
   (iii) in exceptional cases submit such other evidence of general and professional qualifications as may be approved by the Academic Senate; and
   (b) have completed at least five years of professional experience in Education.
2. Before approving an admission to candidacy 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.
4. 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
   (c) such different period as the Graduate Studies Committee may approve provided that in no case shall the period be less than two years.
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-
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:
        (a) in the case of any unit lasting no more than one semester, the Monday of the ninth week of that semester;
        (b) in the case of any other unit, the Monday of the third week of second semester.

Recommendation of Result
11. Before making any recommendation that the degree be conferred the Graduate Studies Committee shall ensure that the candidate has completed to the satisfaction of the Faculty Board the coursework component pursuant to section 3(1)(a).

Relaxing Provision
12. In exceptional circumstances arising in a particular case, the Academic Senate on the recommendation of the Graduate Studies Committee may relax any requirement of this Schedule.
Faculty Policies

About this Section
This section contains Faculty Policies which are relevant to all students enrolled in programs within the Faculty and are to be read in conjunction with course programs and degree rules.

Students should note that Faculty policies do not remain static and that they are expected to make themselves aware of any proposals or changes which may affect them. Enquiries may be directed to the Faculty Secretary, 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) four year full time Bachelor of Education;
   b) 80 credit points per year;
   c) course content developed from the knowledge base for teacher education which is consistent with research and current trends in teacher education;
   d) an emphasis on the development of content knowledge in the first year of the program;
   e) various forms of practical experience, with minimum involvement in Faculty during the first year of all programs and an increasing emphasis on the practicum in later years;
   f) deliberate attempts to remove duplication of content and increase the integration between various aspects of the programs;
   g) an emphasis through the program on the development of students' ability to become 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>Faculty of Education</th>
<th>Section Five</th>
<th>Faculty Policies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pr/EC Secudy TAFE</td>
<td>A. Specialist Studies*</td>
<td>B. Pedagogical Studies</td>
<td>C. Educational Studies</td>
</tr>
<tr>
<td>a) Discipline studies</td>
<td>40-100 40-160 120</td>
<td>a) General Method</td>
<td>40</td>
</tr>
<tr>
<td>b) Vocationally oriented studies**</td>
<td>80-20 120-0</td>
<td>b) Syllabus Study</td>
<td>20</td>
</tr>
<tr>
<td>c) Complementary Studies</td>
<td></td>
<td>c) Special Methods</td>
<td>50</td>
</tr>
<tr>
<td>d) Essential Skills</td>
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** To include, in the case of early childhood, primary and TAFE courses, a MINOR study of 40 credit points; and, in the case of secondary courses, a MAJOR study of 80 credit points.

To include computer awareness studies at least to the equivalent value of 5 credit points.

D. Vocational Experience

<table>
<thead>
<tr>
<th>Credit Points</th>
<th>Faculty of Education</th>
<th>Section Five</th>
<th>Faculty Policies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pr/EC Secudy TAFE</td>
<td>a) Industril Field</td>
<td>b) Practical Teaching Experience</td>
<td>c) Internship &amp; Independent Study</td>
</tr>
<tr>
<td>Experience</td>
<td>0 0 0</td>
<td>25 25</td>
<td>35 35 60</td>
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<td></td>
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<td>320 320 320</td>
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</tbody>
</table>

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 coordination 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 currently 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 Secretarial Staff and Course Directors.

1. Credit Points

(1) Credit points are the basis on which student workload is defined. 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 average 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 between contact hours and 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 8 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 performance and adjust their efforts according to their results and their desire to achieve high grades.
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.

(2) Students must satisfy the relevant prerequisites, corequisite and assumed knowledge requirements of each subject unless granted a waiver by the Dean. Students wishing to obtain such a waiver should make application to the relevant Head of Department for recommendation to the Dean.

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

3. Timetable

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

4. Minors and Majors - Bachelor of Education Course

Of the total 240 credit points allocated for a four year course, current Faculty policy guidelines define a sequential study accruing 80 credit points as a major study and a sequential study accruing 40 credit points as a minor study.

5. Attendance Requirements

(1) Attendance at lectures 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) each student must be aware of the extent to which failure to comply with any attendance requirement will affect the student's final assessment.
   (b) regulations concerning attendance will be explained by the lecturer at the commencement of study in a subject.
   (c) the lecturer/s 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 (eg 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 Rules 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 provisos contained in the Examination Rules.

8. Awards with Honours - Bachelor of Education

The Bachelor of Education Degree may be conferred with honours. Students awarded the Bachelor of Education Degree with Honours under this policy will be eligible to apply for candidature for research higher degrees in Education.

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, to be calculated on the basis of 50% weighting for the honours thesis and 50% weighting for the remaining subjects, as follows:

(1) Class I - GPA equal to or greater than 3.5
(2) Class II Division I - GPA equal to or greater than 2.5
(3) Class II Division II - GPA equal to 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 2.5, and
(2) have obtained the approval of the Dean to undertake the Year 4 honours program.

To qualify for admission to the degree with honours a candidate shall complete an honours program as prescribed by the Faculty Board which will include Honours Research Seminars and an Honours Thesis worth 20 credit points and achieve a Grade Point Average equal to or greater than 2.5 in the Year 4 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

(1) Under Regulation 4(1) of the Rules 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 representation either in writing or in person or both.

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 include a nil credit point component which involves an essential skills test which comprises tests in basic numeracy and literacy. It is expected that the test be administered initially in year one of enrolment and that a pass in the test be a requirement for the award. The tests will be conducted once a year in June examination period. A further examination will be available during November examination period for potential graduates only.

Following results will be given for the Test:

For those who sit the Test in Year 1 - Ungraded Pass or Fail

For those who enrol in Year 1 but do not sit the Test - Fail

From Year II onward: Ungraded Pass or Fail

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.
Open

Learning

OPEN LEARNING GROUP

The following courses in Education will be offered by External Study in 1993.
- Graduate Certificate in Educational Studies (Design & Technology)
- Graduate Diploma in Educational Studies (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 re-enrolment materials. Foundation 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 fieldwork, interviews, case studies, use of local resources, laboratory work, problem-solving experiments, worksheets, model making projects, certified photographic records of phases of construction, preparation of charts and diagrams, reports and industrial visits, gathering language samples, curriculum design and preparation of resource kits to name but a few.

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

A specialised Open Learning Group staffed by the Director, Dr J. Schiller, Administrative Officer Ms C. Martin and two clerical staff are responsible for most servicing arrangements, including the conduct of On-campus Schools. These functions are complemented by Student Administration for services such as enrolment/re-enrolment, while an Examinations Branch arranges for appropriate centres to form a network throughout the State to ensure appropriate supervision and to minimise the need for candidates to travel beyond their region for examinations. Library services from the University ensure a daily turnaround of requests, often received via Voca-mail. Excellent co-operation is also received from other academic librarians. 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 specialist method tutors in TAFE colleges.

TAFE candidates undertaking 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.

Pamphlets and application forms are available from the University. Teachers are welcome to phone for an appointment to discuss course offerings in relation to their professional goals.

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.

If an applicant is deemed eligible, subject to availability of places and level of priority, he/she is sent an offer of a place, indicating the point of entry to the particular program.
If the applicant accepts the offer of a place and the associated conditions, he/she is then sent an enrolment package. This provides course content information, and guidance in choice of subjects. Great care is needed in completing the form so that the forward planning of the course pattern is feasible.

(1) Subject prerequisites must be met before the candidate is eligible for a particular unit.

(2) Timing requires a careful check of subject availability in particular semesters or years.

(3) Particular obligations e.g. attendance at an On-Campus School should also be noted.

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

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

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

Compulsory On-campus Schools

In 1994 compulsory On-campus schools will be course-based rather than subject-based. Students will be required to attend an On-campus school which would normally be in their first year. The times for the On-campus school will be notified early in 1994.

Students will receive in advance lists of hotel, motel and caravan park accommodation and latest prices. During On-campus Schools, special arrangements are made for library access and guidance with research work. Sporting facilities are available and the Students Representative Council usually provides some social activities for its external members. 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 specialized equipment and procedures is provided. Guest speakers are invited to participate in some programs to offer current research and insights from industry when appropriate.

Counselling Service

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

Direct contact may be made with the service by personal visit, telephone call or letter. Complete confidentiality is preserved. Any letters received will be answered promptly.

Fees 1994 External Students

Refer to Fees section.

Examination

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

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

Assessment and review of grades awarded

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

Withholding of Official Transcripts

As for internal candidates.

Variation of Program/Personal Information

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

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

c.g. Change of name
Change of address
Change of school (if applicable)
Withdraw from Course
Withdraw from subject
Add a subject
Seek leave of absence
Substitute one or more subjects for others.

Since the servicing of their work is continuous, prompt written notification of any of the above is essential.
section seven
Initial Teacher Education Courses

Undergraduate 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.

Course Outline

<table>
<thead>
<tr>
<th>YEAR I</th>
<th>Credit Points</th>
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<tbody>
<tr>
<td>EDTE115 Education I</td>
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<tr>
<td>EDSY1256 Pedagogy I</td>
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<td>VART102 Visual Arts Studio 1A</td>
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<td>VART104 Visual Arts Studio 1B</td>
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<tr>
<td>VART105 Visual Arts Studio 1C</td>
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<td>EDTE042 Essential Skills (Numeracy)</td>
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<tr>
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<td>EDSY225 Pedagogy II</td>
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<tr>
<td>EDAE126 Syllabus/Methods I</td>
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<tr>
<td>VAAE235 Visual Arts Studio IIA</td>
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<tr>
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<td>EDTE206 Practicum II</td>
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<tr>
<td>and select two from Art Theory Subjects shown below</td>
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<td>YEAR III</td>
<td>Credit Points</td>
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<tr>
<td>EDTE315 Education III</td>
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<tr>
<td>EDAE226 Syllabus Methods II</td>
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<tr>
<td>VAAE335 Visual Arts Studio IIIA</td>
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<td>VAAE237 Visual Arts Studio IIC</td>
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<td>for [UNI opt: UNIVERSITY SEMESTER UNIT and select two (not already completed) from Art Theory subjects shown below]</td>
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<tr>
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<td>VAAE435 Visual Arts Studio IV</td>
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<td>EDTE445 Independent Study</td>
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<td>EDTE405 Internship</td>
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<td>Art Theory Subjects</td>
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<td>ART290 Australian Art</td>
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<td>ART295 Historical Perspective on Photomedia</td>
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<td>ART291 Twentieth Century Art</td>
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YEAR III
Core Subjects:
- EDT515 Education III
- ASTK514 Computing Studies III

Elective Subjects: Select 30cp, at 100/200/300 level from:
- DESN339 Design III
- ASTK341 Computing Studies IIIA
- ASTK351 Computing Studies IIIB

YEAR IV
Core Subjects:
- EDT415 Applied Education IV
- EDSY325 Pedagogy III

Elective Subjects: Select one from:
- ASTK441 Computing Studies IV
- ASTK445 Independent Study

400 level Elective Subjects: Select one from:
- ASTK441 Computing Studies IV
- ASTK445 Independent Study

BACHELOR OF EDUCATION (EARLY CHILDHOOD)
Course Director: Dr. J. Cowley
Availability: On Campus
Duration: 4 years full-time
Total Credit Points: 320

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

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 practice in each of the following areas, by the time they have completed 3 years of their training:
- 5 - 8 year old children in an infant classroom
- 3 - 5 year old children in a pre-school or day care centre
- 0 - 3 year old children in a day care centre or other early childhood setting such as family day care, mobile van etc.

In Year 4 a 48 day Internship in a school or service with 0-8 year old children will take place.
### Faculty of Education

<table>
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<tr>
<th>Section Seven</th>
<th>Initial Teacher Education Courses</th>
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<td>EDEH126</td>
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<td>EDEN235</td>
<td>English II</td>
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<tr>
<td>HIST201</td>
<td>Foundations of Australian Society</td>
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<td>HIST290</td>
<td>Australian History after 1900</td>
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<td>EDHI331</td>
<td>History Curriculum III</td>
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<td>HIST390</td>
<td>China and Europe</td>
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<td>10</td>
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<tr>
<td>or HIST391</td>
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<td>YEAR IV</td>
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<td>Internship</td>
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<tr>
<td>Note:</td>
<td>Students are required to attend lectures in the Faculty of Arts History subjects as shown in brackets.</td>
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**BACHELOR OF EDUCATION (LANGUAGES/ASIAN STUDIES)**

**Course Director:** Dr. Shen Chen (Interim)

**Availability:** On Campus
EDLA134 Asian Society and Culture I 10
EDLA136 Chinese Curriculum Studies I 15
EDTE135 Computers in Schools 5
Select one from:
CHN110 Elementary Chinese 20
CHN130 Post-HSC Chinese 20
EDTE041 Essential Skills (Literacy) 0
EDTE042 Essential Skills (Numeracy) 0
EDTE105 Practicum I 5
YEAR II
EDTE215 Education II 5
EDTE216 Special Education 5
EDSY225 Pedagogy II 10
Select 200p from: 
EDLA134 Asian Society & Culture I 10
CHN230 Post Int. Chinese I 10
CHN240 Post Int. Chinese II 10
EDLA263 Chinese Curriculum Studies II 10
Select one from: 
Foreign Language Elective [100 level]  
EDLA138 Asian Studies II 20
EDLA139 Cultural Studies II 10
EDTE205 Practicum II 10
YEAR III
EDTE215 Education III 10
EDLA226 Syllabus/Methods II 10
EDLA234 Asian Society and Culture II 10
CHN330 Chinese III 20
Select one from: 
Foreign Language Elective [200 level]  
EDLA238 Asian Studies II] 20
EDLA239 Cultural Studies II] 10
EDTE305 Practicum III 10
YEAR IV
EDTE415 Applied Education IV 15
EDSY325 Pedagogy III 10
EDLA435 Chinese IV 20
EDTE445 Independent Study 15
EDTE405 Internship 20
BACHELOR OF EDUCATION (MATHEMATICS)
Course Director Mr M.M. Williams
Availability On Campus
Duration 4 years full-time
Total Credit Points 320
Course Description
Students majoring in mathematics will undertake studies in mathematics, education and pedagogy designed to contribute to their general profile as well as specifically providing:
- an appreciation of the various branches of pure mathematics and an understanding of their interdependence and co-development
- an awareness of the nature and scope of applied mathematics with a clear understanding of the applications of those aspects of mathematics contained in school syllabuses
- a sensitivity to the development of mathematical thought and methods
- a mastery of mathematics to support leadership in programming mathematical studies and decision making in curriculum design and syllabus construction
- a divergent approach to problem solving extending beyond the use of standard techniques and models

Students undertake specialist mathematics studies including algebra, number theory, geometry, calculus, analysis, applied mathematics, history of mathematics, combinatorics, statistics and computing. Major studies in education and professional preparation are integrated throughout the course.

Course Outline
YEAR I
EDTE115 Education I 15
EDSY125 Pedagogy I 10
EDMA126 Syllabus/Methods I 10
MAQM135 Mathematics IA 20
MAQM136 Mathematics IB 20
EDTE041 Essential Skills (Literacy) 0
EDTE042 Essential Skills (Numeracy) 0
EDTE105 Practicum I 5
YEAR II
EDTE215 Education II 5
EDTE216 Special Education 5
EDSY225 Pedagogy II 10
EDMA226 Syllabus/Methods II 10
MAQM235 Mathematics IIA 20
MAQM236 Mathematics IIB 10
MAQM237 Mathematics IIC 10
EDTE205 Practicum II 10
YEAR III
EDTE315 Education III 10
EDSY325 Pedagogy III 10
MAQM335 Mathematics IIIA 20
MAQM336 Mathematics IIIB 15
MAQM337 Mathematics IIIC 15
EDTE305 Practicum III 10
YEAR IV
EDTE415 Applied Education IV 15
MAQM435 Mathematics IVA 10
MAQM436 Mathematics IVB 10
MAQM437 Mathematics IVC 10
EDTE445 Independent Study 15
EDTE405 Internship 20
BACHELOR OF EDUCATION (MUSIC)
Course Director Ma D. Paterson
Availability On Campus
Duration 4 years full-time
Total Credit Points 320
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 the theoretical and educational background 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 capacities. Child growth and curriculum development are studied as well as skills specific to music teaching. Each year 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.

Course Outline
YEAR I
EDTE115 Education I 15
EDSY125 Pedagogy I 10
EDMU126 Syllabus/Methods I 5
MUSI130 Performance IA 10
MUSI134 Performance IB 15
MUSI132 Materials of Music I 10
MUSI135 Musicology I 10
EDTE041 Essential Skills (Literacy) 0
EDTE042 Essential Skills (Numeracy) 0
EDTE105 Practicum I 5
YEAR II
EDTE215 Education II 5
EDTE216 Special Education 5
EDSY225 Pedagogy II 10
EDMU226 Syllabus/Methods II 10
MUSI230 Performance IIIA 10
MUSI231 Performance IIIB 10
MUSI232 Materials of Music II 10
MUSI233 Musicology II 10
EDTE205 Practicum II 10
YEAR III
EDTE315 Education III 10
EDSY325 Pedagogy III 10
EDMU326 Syllabus/Methods III 10
MUSI330 Performance IIIA 10
MUSI331 Performance IIIB 10
MUSI332 Materials of Music III 10
MUSI333 Musicology III 10
EDTE305 Practicum III 10

YEAR IV
EDTE415 Applied Education IV 15
EDPG426 Syllabus/Methods IV 10
EDTE415 Applied Education IV 15
EDTE305 Practicum III 10

BACHELOR OF EDUCATION (PERFORMING ARTS)
Course Director: Ms. C. Richards
Availability: On Campus
Duration: 4 years full-time
Total Credit Points: 320

Course Descriptions
The aim of this course is to prepare graduates with broadly based skills in the Performing Arts areas of Drama and Dance in order to cope with the professional demands of teaching within the Creative Arts Learning Areas in Schools.

In the first two years of the course, students will receive instruction in the theory and practice of dance and drama, receiving essential skills and knowledge in these disciplines. In addition, they will learn practical teaching skills, education, pedagogy and participate in practice teaching experience.

In the second two years, students will concentrate on either dance or drama as a major discipline. These studies will be balanced with appropriate education, method, pedagogy and practice teaching.

Course Outline
YEAR I
EDTE115 Education I 10
EDSY125 Pedagogy I 10
EDPA121 Dance Syllabus/Methods I 5

YEAR II
EDTE215 Education II 5
EDTE216 Education (Special Education) 5
EDSY225 Pedagogy II 5
EDPA221 Dance Syllabus/Method II 5
EDPA222 Drama Syllabus/Method II 5
EDPA134 Arts and Technology 5
EDTE205 Practicum II 5

YEAR III
EDTE315 Education III 10
EDSY325 Pedagogy III 10
EDPA234 Arts Interaction 10
EDTE305 Practicum III 10

YEAR IV
EDTE415 Education IV 15
EDTE445 Independent Study 15
EDTE405 Internship 20

BACHELOR OF EDUCATION (PHYSICAL AND HEALTH EDUCATION)
Course Director: Mr. K. Thompson
Availability: On Campus
Duration: 4 years full-time
Total Credit Points: 320

Course Description
The recently developed course in Physical and Health Education is primarily designed to prepare teachers to implement prescribed syllabuses in the Key Learning Area, PD/Health and Physical Education.

In the last few years, new Board approved programs, such as the Years 7-10 and 2 Unit Senior Studies, have been implemented necessitating a revamped pre-service course with a contemporary vision and direction.

The content of this course will prepare teachers to effectively implement both theoretical and practical strands of recently developed core and elective courses.

Students undertake the mandated strands of all BEd programs, namely Educational Studies, Pedagogical Studies, Independent Studies and Vocational Experience. Within the Specialist Studies (Physical and Health Education), the following subject areas are studied:

Theoretical
- Personal and Community Health Education
- Personal Development
- Skill Acquisition
- Physical and Health Education Philosophy
- Contemporary Issues in Physical and Health Education
- Leisure Studies
- Sports Sociology and Psychology
- Sports Coaching
- Adapted Physical Education

Practical
- Basic Motor Movement
- Aquatics and Athletics
- Dance, Gymnastics and Major Games
- Recreational Pursuits

YEAR I
EDTE115 Education I 15
EDSY125 Pedagogy I 10
EDPH134 Health Education I 10
EDPH135 Physical Education Theory I 10
EDPH136 Physical Activities I 15
ALSC137 Sports Science I 15
EDTech1 Essential Skills (Literacy) 0
EDTech2 Essential Skills (Numeracy) 0
EDTE305 Practicum I 5

YEAR II
EDTE215 Education II 5
EDTE216 Education (Special Education) 5
EDTE225 Pedagogy II 5
EDPA221 Dance Syllabus/Method II 5
EDPA222 Drama Syllabus/Method II 5
EDPA134 Arts and Technology 5
EDPA235 Dance Studies II 5
Or
EDPA231 Dance Electives 10
Or
EDPA235 Dance Studies II 5
Or
EDPA231 Dance Electives 10

YEAR III
EDTE315 Education III 10
EDTE325 Pedagogy III 10
EDPA234 Arts Interaction 10
EDTE305 Practicum III 10

YEAR IV
EDTE415 Education IV 15
EDTE445 Independent Study 15
EDTE405 Internship 20

BACHELOR OF EDUCATION (PRIMARY)
Course Director: Mr. F. Bishop
Availability: On Campus
Faculty of Education

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<thead>
<tr>
<th>Semester</th>
<th>Initial Teacher Education Courses</th>
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<tbody>
<tr>
<td>YEAR I</td>
<td>EDTE115 Education I</td>
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<tr>
<td></td>
<td>EDPR125 Pedagogy I</td>
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<td></td>
<td>EDPR135 Expressive Arts I</td>
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<tr>
<td></td>
<td>MAQM146 Foundation Studies - Mathematics</td>
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<td>EDTE135 Computers in Schools</td>
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<td>EDPR137 Foundation Studies - English</td>
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<td>EDTE041 Essential Skills (Literacy)</td>
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YEAR II

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<td>EDPR225 Pedagogy II</td>
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<tr>
<td>EDPR224 Mathematics Method</td>
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<td>EDPR226 English Method</td>
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<tr>
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<td>EDPR139 Foundation Studies - Science IB (Science, Technology &amp; Health)</td>
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YEAR III

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<td>EDPR325 Pedagogy III</td>
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<td>EDPR227 Science &amp; Technology Method</td>
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<td>EDPR228 Human Soc. &amp; Env. Method</td>
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<td>EDPR235 Expressive Arts IIA</td>
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<td>EDPR236 Expressive Arts IIB</td>
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YEAR IV

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<td>EDPR327 Creative &amp; Practical Arts Method</td>
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<td>EDPR229 Health, PE &amp; PD</td>
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<td>EDTE445 Independent Study</td>
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<td>EDTE405 Internship</td>
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</table>

Bachelor of Education (Science)

Course Director: Mr. R. Flanagan

- **Duration:** 4 years full-time
- **Total Credit Points:** 320

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<tbody>
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<td>EDYS125 Pedagogy I</td>
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<td>ASTS131 Science IA</td>
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<tr>
<td>ASTS132 Science IB</td>
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<td>ASTS133 Science IC</td>
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YEAR II

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<td>EDSC126 Syllabus/Methods I</td>
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<td>ASTC231 Chemistry IIE</td>
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<td>ASTH323 Biology IIE</td>
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YEAR III

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<tr>
<td>EDSC226 Syllabus/Methods II</td>
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<tr>
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YEAR IV

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<td>EDTE445 Independent Study</td>
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</table>

Bachelor of Education (Social Sciences)

Course Director: Mr. R. Lewis

- **Duration:** 4 years full-time
- **Total Credit Points:** 320

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<td>EDYS125 Pedagogy I</td>
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<td>ASTS131 Science IA</td>
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<td>ASTS132 Science IB</td>
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<tr>
<td>ASTP332 Physics IIE</td>
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</table>

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 community, together with the ability to select areas of knowledge for transmission and, of course, the skills required for effective communication. This course therefore has been designed to provide students with the opportunity to develop their skills and knowledge in these ways.

A collection of set subjects in Science is compulsory in the first two years of the course. At the conclusion of the second year the student will choose a minor study from Biology and Chemistry with Physics III Compulsory, and at the end of the third year, the student will choose one science as a major study.

Graduates who are willing to serve anywhere in NSW have excellent prospects of obtaining employment, especially if they have majored in Chemistry or Physics. There has been a growing shortage of teachers of Chemistry and Physics at Higher School Certificate level in NSW.

**Course Outline**

- **Duration:** 4 years full-time
- **Total Credit Points:** 320

**Course Description**

The cumulative impact of the Social Sciences course is one of concern for humanity, a concern which runs through work in all four years of the course.

Social Sciences lecturers are interested in people, their problems and the solutions they find both locally and in other parts of 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.

Students study subjects which provide a theoretical and practical background for the teaching of the first six of these which are usually the responsibility of the Social Sciences staff in secondary schools.

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 and Middle Eastern Studies and Social and Cultural Studies.

**Course Outline**

**YEAR I**

<table>
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<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credit Points</th>
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<tr>
<td>EDTE115</td>
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<td>EDSY225</td>
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<tr>
<td>EDSS226</td>
<td>Syllabus/Methods I</td>
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<tr>
<td>EDSS235</td>
<td>Geography I</td>
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**YEAR II**

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<td>EDSY225</td>
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<td>EDSS226</td>
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<td>EDSS235</td>
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<td>EDSS236</td>
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<td>EDSS317</td>
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**YEAR III**

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<td>EDSY325</td>
<td>Pedagogy III</td>
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<tr>
<td>EDSS335</td>
<td>Geography III</td>
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<td>EDSS336</td>
<td>Economics III</td>
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<td>EDSS237</td>
<td>Asian Studies</td>
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<td>EDTE305</td>
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**YEAR IV**

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<tbody>
<tr>
<td>EDTE415</td>
<td>Education IV</td>
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<td>EDTE445</td>
<td>Independent Study</td>
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<td>EDSE415</td>
<td>Learning Difficulties</td>
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<td>EDSE427</td>
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<td>EDSE435</td>
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**Part-Time**

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<td>EDSE406</td>
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<td>EDSE428</td>
<td>Behaviour Problems</td>
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<td>EDSE424</td>
<td>Instructional Design</td>
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</table>

**BACHELOR OF EDUCATION WITH HONOURS**

Same program as the Pass degree except for Education IV and the Independent Study which are replaced by:

<table>
<thead>
<tr>
<th>Course Code</th>
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<th>Credit Points</th>
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<tbody>
<tr>
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<tr>
<td>EDTE440</td>
<td>Honours Thesis</td>
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**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 candidacy 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.

**Notes**

(i) In items 2 and 4 above two subjects may be combined to make up a 1/9 or 2/9 subject area.

(ii) Two of the three subjects may be included from the Social Science group providing that no two of the subjects within any of the following groups (a,b,c,d,) be taken to meet the two subject requirements. This does not preclude subjects within any one group being combined to make up a 1/9 or 2/9 in one Social Science subject area.

(a) Accounting/Business Studies, Economics
(b) Aboriginal Studies, Anthropology, Sociology
(c) Government, Industrial Relations, Legal Studies, Political Science
(d) Demography, Geography

**SECONDARY METHODS 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

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.
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.
Art A degree specialising in Art
Drama 2/9 of a degree in Drama
Music A degree specialising in Music

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

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 DipEd 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 students 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; timetabling 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. Students enrolled in (Music) must take Further Curriculum Study Music.
   Further Curriculum Studies - 10 credit points each:
   Aboriginal Studies
   Adolescents
   Aspects of Media
   A Community Project
   Computers in Schools
   Environmental Education
   Second Language Acquisition in the Infants/Primary School
   Primary Art, Craft, Music and Health
   Reading in the Secondary School
   Religious and Moral Education
   The Self-Concept School and Employment

Social Aspects of Education
Teaching English as a Second or Foreign Language
Teaching Students with Special Needs
Further Curriculum Study Art A
Further Curriculum Study Art B
Further Curriculum Study Music A
Further Curriculum Study Music B

5. Students with Special Needs 5cp
2 hours per week for one Semester University-based except during practicum.

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

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

See course structure (5b) for further information.

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

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 and Teaching 5cp
   2 hours per week for one Semester University-based, except during practicum.
Post-Initial and Professional Development Courses

UNDERGRADUATE —

BACHELOR OF EDUCATION - NON SPECIALISED YEAR IV PROGRAM
Course Director Mr R. Cantwell

This program has been designed for local and overseas candidates who hold a Diploma in Teaching or equivalent qualification and have teaching experience who wish to gain four-year degree status. The program is centred around four strands : Educational Studies, Pedagogical/Professional Studies, Independent Studies and Specialist Studies. All candidates are advised to discuss their programs with Mr. Robert Cantwell the Course Director and approved by the Dean. All FFPOS who have had no teaching experience in Australia will be required to complete a field experience subject. No more than 20cp may be taken at first or second year levels.

BACHELOR OF EDUCATION (DESIGN AND TECHNOLOGY) - CONVERSION

Course Director Dr A.O. Taylor (Interim)
Availability Externally
Duration 3 years part-time
Total Credit Points 120

Course Description
The aim of the course is to prepare graduate 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 objective of the course include that all students will be able to:

- 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 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 the course a Diploma in Teaching in the specialisation of Industrial Arts or Home Economics or equivalent is required.

Course Outline

<table>
<thead>
<tr>
<th>YEAR</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td></td>
</tr>
<tr>
<td>EDDT425 Pedagogy IV</td>
<td>10</td>
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<tr>
<td>DESN137 Design IX</td>
<td>15</td>
</tr>
<tr>
<td>ASTK130 Technology Elective IX</td>
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</tr>
<tr>
<td>Year 2</td>
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</tr>
<tr>
<td>EDDT446 Independent Study Part A</td>
<td>10</td>
</tr>
<tr>
<td>EDTE415 Applied Education</td>
<td>15</td>
</tr>
<tr>
<td>EDDT426 Specialist Methods IV</td>
<td>15</td>
</tr>
<tr>
<td>Year 3</td>
<td></td>
</tr>
<tr>
<td>EDTE447 Independent Study Part B</td>
<td>10</td>
</tr>
<tr>
<td>DESN339 Design III</td>
<td>10</td>
</tr>
</tbody>
</table>

Not all electives will be offered. Availability will depend on demand.

Select two from

- ASTK431 Food Technology IV
- ASTK432 Textile and Apparel IV
- ASTK433 Industrial Technology IV
- ASTK434 Computer Technology IV
- ASTK435 Electronics Technology IV
- EDTE436 Graphics IV
- ASTK437 Engineering Science IV
- ASTK438 Natural Resources Technology IV

BACHELOR OF EDUCATION (EARLY CHILDHOOD) YEAR IV PROGRAM
Course Director Dr J. Cowley
Availability Externally
Duration 2 years part-time
Total Credit Points 80

Course Description
The Year IV 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 qualification to degree level. Students entering the Year IV 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 "Experience" 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 Faculty Board via their External Studies coordinators 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 + E + 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, eg teaching in a mission
school, is accepted as an equivalent experience in
terms of the "E" requirement.

Full class 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**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDTE415 Applied Education IV</td>
<td>15</td>
</tr>
<tr>
<td>EDEC425 Pedagogy IV</td>
<td>10</td>
</tr>
<tr>
<td>EDEC426 Early Childhood Method IV</td>
<td>10</td>
</tr>
<tr>
<td>EDEC435 Early Childhood Studies III</td>
<td>10</td>
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<tr>
<td>EDEC431 Early Childhood Studies IV</td>
<td>20</td>
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<tr>
<td>ESTE400 Teaching Experience</td>
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<tr>
<td>ESTE445 Independent Study</td>
<td>15</td>
</tr>
</tbody>
</table>

**BACHELOR OF EDUCATION (PRIMARY)**

**YEAR IV PROGRAM**

**Course Director** Dr. F. Bishop

**Availability** Externally

**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 practicing 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 candidacy 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, 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 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 + E + 1 degree, teaching
    experience is defined as:

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

Full class 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**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Points</th>
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<tbody>
<tr>
<td>EDTE415 Applied Education IV</td>
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<tr>
<td>EDPR429 Professional Preparation IVA</td>
<td>10</td>
</tr>
<tr>
<td>EDPR428 Professional Preparation IVB</td>
<td>10</td>
</tr>
<tr>
<td>EDPR432 Literacy IV</td>
<td>10</td>
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<tr>
<td>EDPR433 Expressive Arts IV</td>
<td>10</td>
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<tr>
<td>ESTE445 Independent Study</td>
<td>15</td>
</tr>
</tbody>
</table>

**Elective Study**

Either

EDPR422 Teaching Reading Option
Or one of the following subjects

EDGN232 Children's Literature II
EDGN233 Craft in Society
EDGN231 Behaviour and Discipline
EDGN235 Religious Education II
EDGN234 Issues in Special Education

**BACHELOR OF EDUCATION (TECHNICAL AND FURTHER EDUCATION) - YEAR IV PROGRAM**

**Course Director** Dr. L.R. Kellen

**Availability** Externally

**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.

**Course Outline**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Points</th>
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</thead>
<tbody>
<tr>
<td>EDTF415 TAFE Education</td>
<td>15</td>
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<tr>
<td>EDTF426 TAFE Teaching IV</td>
<td>15</td>
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<tr>
<td>EDTF435 TAFE Studies IV</td>
<td>20</td>
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<td>EDTF445 Independent Study in TAFE</td>
<td>15</td>
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<tr>
<td>EDTF405 Teaching Experience IV</td>
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</table>

**POSTGRADUATE —**

**GRADUATE CERTIFICATE IN EDUCATIONAL STUDIES (DESIGN & TECHNOLOGY)**

**Course Director** Dr A.O. Taylor (Interim)

**Availability** Externally

**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 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 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 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 specialisation of Industrial Arts, Home
Economics or Art Education or equivalent is required.

**Course Outline**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Points</th>
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</thead>
<tbody>
<tr>
<td>EDTO437 Design Curriculum</td>
<td>15</td>
</tr>
<tr>
<td>EDTO520 Applied Curriculum/Method Studies</td>
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</tr>
<tr>
<td>EDTO450 Technology Curriculum Study</td>
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</tr>
</tbody>
</table>

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

**Course Director** Mr 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, and using, computers in
their teaching, and across the curriculum.

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

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

**YEAR I**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credit Points</th>
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<tbody>
<tr>
<td>EDCE411</td>
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<td>EDCE421</td>
<td>10</td>
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<tr>
<td>EDCE431</td>
<td>10</td>
</tr>
<tr>
<td>EDCE432</td>
<td>10</td>
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</tbody>
</table>

**YEAR II**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credit Points</th>
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<tbody>
<tr>
<td>EDCE412</td>
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</tr>
<tr>
<td>EDCE422</td>
<td>10</td>
</tr>
<tr>
<td>EDCE451</td>
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</table>

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

**Course Director:** Dr J. Gore

**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 is also designed to provide 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 specialist classroom and, generally, to foster the growth of language development and language-related learning.

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

**Course Outline**

**Full-time**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credit Points</th>
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</thead>
<tbody>
<tr>
<td>EDSE415</td>
<td>10</td>
</tr>
<tr>
<td>EDSE424</td>
<td>10</td>
</tr>
<tr>
<td>EDSE427</td>
<td>10</td>
</tr>
<tr>
<td>EDSE445</td>
<td>10</td>
</tr>
<tr>
<td>EDSE458</td>
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<tr>
<td>EDSE458</td>
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**Part-time**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credit Points</th>
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</thead>
<tbody>
<tr>
<td>EDSE415</td>
<td>10</td>
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<td>EDSE458</td>
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<td>EDSE458</td>
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</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 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 specialised programs for adults. These could be community settings such as group homes or training centres, or in TAFE.

The course has foundation subjects in common with the school course but has specialised studies in the...
area of adult learning difficulties and in professional studies. Entry requirement for the course is a three or four year teaching qualification (DipTeach or Degree/ DipEd) plus two years of teaching experience. The experiential requirement may be waived if the applicant demonstrates, through previous academic and practice teaching record and interview, the potential to complete the course. Persons with appropriate qualifications in a profession such as nursing, social work or psychology, and at least two years of relevant experience, may apply to enrol in the Graduate Diploma (School or Adult course).

### Course Outline

#### Full-time

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Points</th>
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</thead>
<tbody>
<tr>
<td>EDSE416</td>
<td>Learning Difficulties (Adult)</td>
<td>10</td>
</tr>
<tr>
<td>EDSE426</td>
<td>Professional Development (Adult)</td>
<td>10</td>
</tr>
<tr>
<td>EDSE427</td>
<td>Interpersonal Skills</td>
<td>5</td>
</tr>
<tr>
<td>EDSE435</td>
<td>Developmental Disabilities</td>
<td>10</td>
</tr>
<tr>
<td>EDSE438</td>
<td>Behaviour Problems</td>
<td>10</td>
</tr>
<tr>
<td>EDSE445</td>
<td>Independent Research Study</td>
<td>15</td>
</tr>
<tr>
<td>EDSE450</td>
<td>Practicum</td>
<td>20</td>
</tr>
</tbody>
</table>

#### Part-time

<table>
<thead>
<tr>
<th>Year</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>YEAR I</td>
<td>EDSE416</td>
<td>Learning Difficulties (Adult)</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>EDSE427</td>
<td>Interpersonal Skills</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>EDSE445</td>
<td>Independent Research Study</td>
<td>15</td>
</tr>
<tr>
<td>YEAR II</td>
<td>EDSE426</td>
<td>Professional Development (Adult)</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>EDSE435</td>
<td>Developmental Disabilities</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>EDSE450</td>
<td>Practicum</td>
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</tbody>
</table>

#### BACHELOR OF EDUCATIONAL STUDIES

The standard course requires a total of 80 credit points of 500 and 600 level approved subjects, at least 40 of which must be from the 600-level subjects. This would be the equivalent of one full-time year. Corequisites in the Bachelor of Educational Studies degree refer to subjects which the candidate must either pass before enrolment or be taking concurrently with the 600-level subject in question. Should a candidate enrol in a 600-level subject which specifies a co-requisite subject and then fail to pass the co-requisite subject, a successful result in the 600-level subject will count only as an extraneous subject until such time as the co-requisite subject has been passed. An extraneous subject cannot be counted towards the degree.

### Progression to Master of Education

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

### Master of Educational Studies

The Master of Educational Studies course is intended for students who wish to pursue postgraduate studies by coursework. Students are required to complete successfully 80 credit points of 500 and 600-level approved subjects, at least 40 of which are from the 600-level subjects. This would be the equivalent of one full-time year.

### Prerequisites

In planning their course students should note that most 600-level subjects have specific prerequisites. Corequisites in the Master of Educational Studies degree refer to subjects which the candidate must either pass before enrolment or be taking concurrently with the 600-level subject in question. Should a candidate enrol in a 600-level subject which specifies a co-requisite subject and then fail to pass the co-requisite subject, a successful result in the 600-level subject will count only as an extraneous subject until such time as the co-requisite subject has been passed. An extraneous subject cannot be counted towards the degree.

### Admission to the course is open to applicants who have completed a Bachelor of Education degree course or a degree of Bachelor and a post graduate Diploma in Education. Some applicants may be required to take the course leading to the degree of Bachelor of Educational Studies to qualify for admission to candidature for the degree of Master of Educational Studies.
To be eligible for admission to candidature an applicant shall:
(a) (i) Have satisfied the requirements for admission to a degree of Bachelor of Education (Industrial Arts Technology) or Bachelor of Education (Technical and Further Education) or a degree of Bachelor and a postgraduate Diploma in Education, in the University of Newcastle or for an equivalent qualification approved for this purpose by the Faculty Board, or another tertiary institution; and
(b) normally have a minimum of two years experience in the practice of industrial education as a teacher or in any other equivalent capacity as may be approved by the Faculty Board, or
(c) in exceptional cases produce evidence of possessing such other qualifications and experience as may be approved by the Faculty Board.

Course Outline

Full-time

**YEAR 1**

<table>
<thead>
<tr>
<th>Credit Points</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>EDIE531 Computers in Industrial Education and Technology</td>
</tr>
<tr>
<td>10</td>
<td>EDIE532 Current Trends in Industrial Education and Technology</td>
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<tr>
<td>10</td>
<td>EDIE533 Problem Based Industrial Education and Technology</td>
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<tr>
<td>10</td>
<td>EDG5521 Quantitative Research Methods</td>
</tr>
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<td>10</td>
<td>EDG5522 Qualitative Research Methods</td>
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</table>

Select 10cp from:

- EDIE531 Computers in Industrial Education and Technology 10
- EDIE532 Current Trends in Industrial Education and Technology 10
- EDIE533 Problem Based Industrial Education and Technology 10
- EDG5521 Quantitative Research Methods 10
- EDG5522 Qualitative Research Methods 10

**YEAR II**

<table>
<thead>
<tr>
<th>Credit Points</th>
<th>Course</th>
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<tbody>
<tr>
<td>20</td>
<td>EDIE534 Industry Study</td>
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<tr>
<td>10</td>
<td>EDIE531 Computers in Industrial Education and Training</td>
</tr>
<tr>
<td>10</td>
<td>EDIE536 Teaching Strategies for Industrial Education and Training</td>
</tr>
<tr>
<td>10</td>
<td>EDIE535 Problem Based Industrial Education and Training</td>
</tr>
<tr>
<td>10</td>
<td>EDI532 Current Trends in Industrial Education and Training</td>
</tr>
<tr>
<td>10</td>
<td>EDG5521 Quantitative Research Methods</td>
</tr>
<tr>
<td>10</td>
<td>EDG5522 Qualitative Research Methods</td>
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</table>

Select 40cp from:

- EDIE534 Industry Study 20
- EDIE531 Computers in Industrial Education and Training 10
- EDIE536 Teaching Strategies for Industrial Education and Training 20
- EDIE535 Problem Based Industrial Education and Training 10
- EDI532 Current Trends in Industrial Education and Training 10
- EDG5521 Quantitative Research Methods 10
- EDG5522 Qualitative Research Methods 10

**YEAR III**

<table>
<thead>
<tr>
<th>Credit Points</th>
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<tbody>
<tr>
<td>30</td>
<td>Minor Thesis A.B.C.</td>
</tr>
<tr>
<td>10</td>
<td>Plus 10cps from the subjects listed for 2nd Year</td>
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</tbody>
</table>

**MASTER OF SPECIAL EDUCATION**

- Course Director: Dr R.N.F. Conway
- Availability: On Campus
- Duration: 1.5 years full-time, 3 years part-time
- Total Credit Points: 120

Course Description

The Master of Special Education degree is intended for practitioners to advance their professional qualifications in special education and to update their expertise in a dynamic field of study and practice. The approach used in the course blends theory and practice, with an emphasis on applying research findings to best teaching practices. The course includes theory-based subjects, a practicum or practicum project, and a thesis.

Admission to the Master of Special Education degree is open to applicants who have satisfactorily completed a Bachelor of Education degree in a University with major studies in Education or Psychology, an approved alternate field, or who have four years of teaching experience. Applicants must have at least two years of relevant teaching experience, or professional experience related to special education.

**Course Outline**

<table>
<thead>
<tr>
<th>Credit Points</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
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**Part-time**

Students select subjects for study in each year in consultation with the Course Director.

**MASTER OF SPECIAL EDUCATION (SENSORY DISABILITY)**

The degree of Master of Special Education (Sensory Disability) is a professionally oriented course which provides graduate teacher education in three different areas: hearing impairment, visual impairment and multiple disability. Within hearing impairment, it is possible to study oral/aural methods or signed methods. Entry requirements are similar to those for the Master of Special Education. The course is offered over a minimum of 3 semesters full-time or six semester part-time and is available only at Renwick College, North Rocks, Sydney. Enrolment is through the normal procedures of the University of Newcastle.

Course Description

- Candidates who have successfully completed a Practicum in the area of sensory disability may be permitted to enrol in Practicum Project instead of Practicum in Sensory Disability.

**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
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 after that;
(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 should normally have completed either an Honours degree in Education at an acceptable level or a Master's degree in Education by research or a degree with a Minor Thesis at an acceptable level. Each student is required to prepare a thesis under the guidance of a supervisor specially appointed. Students may enrol in the program on a full-time or a part-time basis. The program normally takes 3-5 years to complete. Intending students should consult the Head of the Department of Education before submitting their application forms to the Secretary.

POSTGRADUATE RESEARCH SEMINARS

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

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

The program of meetings will be available from the Department of Education.
Subject Descriptions

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 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
Each subject has been given a unique code (e.g. EDGS431). This code identifies the subject within the University's computer. The first two letters of the alpha prefix of the code indicate Faculty of Education and the latter two indicate the field of study. The first number in the code usually indicates the level at which the subject is offered (i.e. 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.

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.

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. Prerequisites are subjects which must be passed before a candidate enrolls 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.
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.

Alterations 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, not all 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.
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**EDAE126 SYLLABUS/METHODS I 10cp**

**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.

**EDAE228 SYLLABUS/METHODS II 10cp**

**Content**

Design Education: Art appreciation, applied design, jewellery, clothing, industrial design, architecture, 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.

**EDDF401 PRACTICUM 20cp**

**Prerequisites**

As for the equivalent Teaching Practica 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 studies 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 one of their practicum blocks at a Field Study Centre.

**EDDT126 SYLLABUS/METHODS I 10cp**

**Content**

Design and Technology Syllabus 7-10: Philosophy, research base, structure, sequence, relevance to needs and interest of learners, generic and special outcomes.

Evaluation procedures: teacher made.

Subject specific strategies: Demonstrations, laboratory work, practicals, fieldwork, small group and co-operative learning techniques.

**EDDT226 SYLLABUS/METHODS II 10cp**

**Content**

Specialist Subject syllabus 9-10 and 11-12: Philosophy, structure, rationale for specific syllabus content, research base, sequence, generic and special outcomes, assessment strategies and external examination.

Subject specific strategies: Demonstrations, practicals, laboratory work, fieldwork, depth study, group work and co-operative learning techniques.

**EDDT425 PEDAGOGY IV 10cp**

This subject provides an opportunity for practising teachers to examine and implement a range of research based classroom practices and methodologies in their particular areas of specialisation.

**EDDT426 SPECIALIST METHOD IV 15cp**

**Design and Technology**

**Content**

This subject will explore teaching strategies, classroom organisation, programming and future developments in the field of Design and Technology Education.

**EDDT437 DESIGN CURRICULUM 15cp**

**Prerequisites** Completion of a Visual Arts, Design or 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, practical tasks, seminars, tests and examinations.

**Content**

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. The subject provides opportunities for integration of studies developed in the Technology strand of the course.

Texts Nil

EDDT450 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: EDDT451 Computer Studies
- EDDT452 Colour Technology
- EDDT453 Building Technology and Environment

Select two from:

- EDDT455 Materials Technology
- EDDT458 Applied Technology
- EDDT457 Electronics Technology

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

Content

Computer Studies — Computer Studies is designed to equip students with a knowledge of computer technology and computer applications. Students will use computers to explore control technology, computer aided drafting, information processing and creativity with an emphasis on school-based applications. Development in this subject will materialize from projects requiring research, investigation and experimentation.

Colour Technology — Colour technology is a study of the applications of the science of colour in everyday products. The physical and psychological bases of colour are investigated within an applied science frame of reference. The principles and practices of colour measurement are established and their applications investigated. The technology of colour application and colour matching industry is investigated through individual applied study as the foundation for this area of study to be incorporated in the teaching of Design and Technology.

Building Technology and Environment — This elective subject will examine the building industry: its planning, design, locations and construction. Student-based design briefs will enable problem solving through exploration of natural resources, environmental implications, social and economic influences on the domestic and commercial construction industry. Gender neutral strategies designed to incorporate building and environment issues in school programs will be explored.

Materials Technology — This elective subject is an introduction to materials used in technology. Practical experience in the use and classification of technological materials and the production of artifacts will form the foundation for this area of study to be incorporated in the teaching of Design and Technology.

Applied Technology — Applied Technology focuses on various principles, concepts and terminology of engineering as they apply in society today. The understanding of Applied Technology will evolve from design briefs, research, investigation, report writing, practical experience, comparisons, calculations and the compilation of data utilizing computer technology to complement presentation. Gender neutral strategies designed to incorporate Applied Technology into school programs will be explored.

Food Technology — This elective subject is based on a learning package consisting of a series of case studies. The aim of the case studies is to provide teachers with an understanding of how common food products are formulated and mass produced as an economic response to dynamic consumer needs. Food preparation and packaging design will form the foundation for this area of study to be incorporated in the teaching of Design and Technology.

Electronics Technology — This elective 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 with strategies designed to incorporate electronics into school based programs supporting Design and Technology.

EDEC125 PEDAGOGY I 10cp

Content

Focus on children aged from birth to five years - Teaching: adult as observer, carer and facilitator; planning, implementing and evaluating small group activities. Managing: children’s behaviour; self-organisation; organisation for small group activities. Communicating: listening and talking skills; body language. Professional Qualities: analysis of attitudes and values; reading professional journals.

EDEC126 EARLY CHILDHOOD METHOD I 10cp

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.

EDEC136 EARLY CHILDHOOD STUDIES I 20cp

[Central Coast Campus]

Content

This specialist studies subject provides an overview of current provisions in early childhood education covering the range and diversity of services for children in the age range 0-8 years. 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 and of the role of play in early childhood development. The subjects includes a focus on approaches to young children with special needs, and their families.

EDEC139 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.

EDEC225 PEDAGOGY II 10cp

Content

Programming Cycle: principles and components. Program Application: planning, implementing and evaluating a developmentally appropriate program for an individual child aged from birth to five years. Teaching: children aged from five to eight years - planning, implementing and evaluating whole class lessons in key learning areas. Teaching roles: to include adult as instructor: reflective practitioner: using routines; manager; communicator. Professional Qualities: self-evaluation: peer evaluation; maintaining a journal: interpersonal relationships.

EDEC226 EARLY CHILDHOOD METHOD II 20cp

Content

Developmental programming and Instructional Strategies are presented in two strands:

Program Planning

Practical experience in planning for individual children aged 0 - 5 years across 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.

EDEC325 PEDAGOGY III 10cp

Content

Focus on children aged from five to eight years - Program Application: Developing, planning and evaluating developmentally appropriate programs for children aged from five to eight years in key learning areas. Teaching: whole group; multiple groups; catering for individual needs. Teaching Strategies: for example, brainstorming; discussion; role play; peer teaching; contracts. Professional Qualities: evaluation of curriculum design.

EDEC326 EARLY CHILDHOOD METHOD III 15cp

Content

This subject in Pedagogical Studies is designed to provide understanding of the special methodologies suitable for the teaching of Language and Mathematics at the early childhood level. It will extend the students' knowledge of the general
methodologies and integrative techniques practised at this level.

**EDEC327 EARLY CHILDHOOD III** 10cp

Content

This syllabus studies subject is designed to provide an understanding of the special methodologies which can be employed when teaching music, movement, drama, health, physical education and personal development to children 0-8 years old.

**EDEC425 PEDAGOGY IV** 10cp

Content

Internship Preparation - Concept of Internship: principles, objectives, participants' roles, Features of Internship: extended period in setting either 0-5 or 5-8 years; individual professional development; collaborative planning and implementation; collegial relationships. Components of Internship: professional development plan; campus seminars; supervision and assessment. Placement for Internship: familiarisation; issues and needs arising.

**EDEC426 EARLY CHILDHOOD METHOD IV** 10cp

Content

Science, Technology and Society: Social Sciences, Multicultural, Aboriginal, Science, Technology and Environmental Education curriculum documents. Curriculum design procedures: analysis of selected learning strategies including intercultural awareness exercises, field studies, inquiry techniques, processes of observing, inferring, classifying, conceptualising, generalising, hypothesising, predicting and verifying.

Texts


**EDEN126 SYLLABUS/SPECIAL METHODS I** 10cp

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: teacher made and commercially produced and external examinations.

Subject specific strategies: appropriate to English and History.

**EDEN199 COMPUTERS IN ENGLISH/ HISTORY** 10cp

Content

A study designed to develop computer keyboard skills, awareness of the use 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.

**EDEN226 SYLLABUS/SPECIAL METHODS II** 10cp

Content

Senior 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: External examinations.

Subject specific strategies: appropriate to English and History.

**EDEN315 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.


Students will also be required to possess a selection of literary texts and to work with them.

**EDEN326 ENGLISH II** 20cp

Content

The areas of study are Shakespeare, Australian literature since 1945, language, film and television.

Texts

Students will be required to possess a selection of literary texts and to work with them.

**EDEN335 ENGLISH IIIA** 20cp

Content

The areas of study are Australian literature to 1945, twentieth century British literature, twentieth century American literature, language theory and theatre craft.

Texts

Students will be required to possess a selection of literary texts and to work with them.

**EDEN337 ENGLISH IIIB** 10cp

Content

The areas of study are contemporary Australian, British and American literature.

**EDEN437 ENGLISH IVB** 20cp

Content

The areas of study are Shakespeare, nineteenth century literature, and literature for the senior school.

Texts

Students will be required to possess a selection of literary texts and to work with them.

**EDGN432 MANAGING THE CURRICULUM** 10cp

Content

Within the context of the development of criteria for the selection and organisation of curriculum content, students will become acquainted with the different modes of inquiry by which knowledge is gained. They will also investigate these modes as they apply to two or more specific areas of study and will relate this knowledge to current practice and possible innovations in school curricula.

Text


**EDGN521 TEACHING AND CURRICULUM** 10cp

Content

The subject is intended for students to be aware of current trends in teaching and curriculum, thus increasing their expertise in the field and enhancing their ability to make relevant decisions about curriculum at all levels.

Text


**EDGN532 CURRICULUM EVALUATION** 10cp

Content

This subject is designed to provide a theoretical and practical introduction to curriculum evaluation which is regarded as essential to the understanding of curriculum development.

Text


**EDGN132 MUSIC I** 20cp

Content

Basic skills on guitar/keyboard, aural training, tonality, structures, notational systems, music fundamentals via Orff and Kodaly strategies.

Texts

Shearer, A. 1964, Classical Guitar Technique, Belwin Mills.

EDIE 532 CURRENT TRENDS IN INDUSTRIAL EDUCATION AND TRAINING

Content
History and Philosophy of Industrial education and training. The role of teachers of Industrial Education. Identification and analysis of innovative programs in industrial education and training.

EDIE 531 COMPUTERS IN INDUSTRIAL EDUCATION AND TRAINING

Content
Basic principles of computer aided instruction and application. Which computer managed learning. Current trends such as multimedia learning packages. Applications of CAI and CML in industrial education and training.

EDIE 533 CURRICULUM PLANNING AND EVALUATION IN INDUSTRIAL EDUCATION

Prerequisites Nil

Subject Overview
An exploration of factors, both theoretical and practical, which influence curriculum planning and evaluation in the various contexts of industrial Education and Training.

Subject Objectives
- To identify those aspects of foundational knowledge which have major ramifications for Industrial Education and Training.
- To apply prominent theories of curriculum planning and evaluation to Industrial Education and Training.
- To demonstrate the ability to lead and inspire the planning and evaluation of innovative curricula in Industrial Education and Training.

Major Topics
- Exploring the foundations of curriculum theory
- Applying the foundations to the practicalities of curriculum planning and evaluation
- Reviewing prominent trends and directions in curriculum planning and evaluation
- Making links with curriculum trends in Industrial Education and Training
- Establishing a strategy for planning and evaluating specialist curricula
- Combining theoretical, contextual and syllabus factors in planning and evaluating Industrial curricula.

Assessment Procedures
Assessment will be by way of literature review, workplace tasks including a situational analysis, and a practical curriculum planning and evaluation project.

Textbook and Major References

EDIE 534 INDUSTRY STUDY

Content
An individual in-depth study of one industry, with a focus on training and development in an industrial/commercial setting. A study of the NSW Industry Studies syllabus, its philosophy and its practical implementation.

EDIE 535 PROBLEM-BASED INDUSTRIAL EDUCATION AND TRAINING

Content

EDIE 536 TEACHING STRATEGIES FOR INDUSTRIAL EDUCATION AND TRAINING

Content
An investigation of the research base and practical applications of teaching strategies such as problem-solving, group investigations, co-operative learning, and student research, with a focus on using these strategies in industrial education and training.

EDLA 136 CHINESE CURRICULUM STUDIES I

Content
Chinese language. Development of skills in speaking, listening, reading and writing, using both Pinyin Romanised transcription and Chinese characters.

EDLA 138 CHINESE CURRICULUM STUDIES II

Content
The study of religions of the Asian region, relating them to the cultural background and developing an appreciation of tradition. While the major focus is East Asia China and Japan, reference is also made to South and South-East Asia.

EDLA 139 CULTURAL STUDIES I

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

EDLA 140 SYLLABUS/METHODS II

Content
Strand A
This strand will provide an overview of current and past methodologies and an outline of the linguistic and psychological foundations of language learning, as well as a review of hands-on technological and support materials, including the principles of their construction, evaluation and application. Specific approaches to the assessment and evaluation of language learning and the balance between the full range of skills will be focussed upon. Analysis and interpretation of the syllabuses in the context of the organisation of knowledge in relation to the syllabus objectives, will be examined.

EDLA 141 ASIAN SOCIETY & CULTURE II 10cp

Content
This subject being an overview encompasses a range of topics designed to provide students with a broad spectrum of material dealing with historical, economic, geographical and social factors upon which an understanding of contemporary Chinese society is based. Themes such as conflict, co-operation, economic imperialism, migration and cultural transmission shall be explored along with current controversial issues.

EDLA 142 ASIAN SOCIETY & CULTURE III 10cp

Content
The study embraces the changes from traditional to contemporary Chinese family structure under the pressures for control of population growth, the effects of policies on trade and social contacts with the world, education and its impact, economic growth and the effects on families and individuals and government forms and functions and the response by ordinary people.

EDLA 143 CHINESE CURRICULUM STUDIES II

Content
This study revolves mainly around the functional and communicative aspects of Chinese required to carry out reasonably fluent conversation in the target language with emphasis on social and cultural
aspects of China. It also develops approximately another 1500 Chinese characters.

Texts
Ding, C. 1986, Wit and Humour from Ancient China, New World Press.
Hong, R. 1983, Situational Chinese, New World Press.
Lee, B.C. 1983, Read about China, Yale U.P.

EDLA235 CHINESE III 20cp
Content
This study concentrates on aspects of life likely to be encountered in China with emphasis again on functional and communicative areas that one requires to survive whilst living in China. Reading and understanding the ancient and modern aspects of China will also be a focus.

Texts
Selection from Peoples Daily Newspaper
Chang, P. & Others 1984, Spoken Chinese 900, Shanghai Educational.
Sinolingua 1979, Annotated Chinese Proverbs, Foreign Language Press.

EDLA435 CHINESE IV 20cp
Content
The preparation of students for reading and discussing with confidence the popular Chinese newspapers Beijing Review, prior to their departure to undertake an internship general, teaching, E.P.I.L. in a Chinese-speaking environment. Students will undertake preparation in the foundations of E.S.L. / E.F.L. teaching approaches and strategies.

Texts
Beijing Review
Selected articles from Peoples Daily Newspaper
Broadcast from Beijing Radio Station

EDMA126 SYLLABUS/METHODS I 10cp
Content
Junior Mathematics Syllabuses 4.; aims and rationale; content and structure; special teaching methods and the research base supporting new methods of learning; regular and difficult topics; generic and special outcomes for learners at the different levels; thematic organisation of content and alternative teaching methods; awareness of the nature of learning Mathematics; interaction between learners; investigation and language; problem solving as a unifying strand; mathematics as a discipline which involves its application to unfamiliar situations, develops creativity and encourages imaginative approaches to real life situations; Piagetian developmental stages of learners related to the sequential development of each topic; various modes of presentation involving resources employing the latest technologies; use of hypermedia; external examinations School Certificate moderator at the three levels.; strategies to be used; assessment procedures for all levels.

Text
Posamentier, A.S. 1985, Teaching Secondary School Mathematics: Techniques and Enrichment Units, Jay Stephenson. 20cp

EDM226 SYLLABUS/METHODS II 10cp
Content
Senior Mathematics Syllabuses 5.; aims and rationale; content and structure; special teaching methods and the research base supporting new methods of learning; regular and difficult topics; generic and special outcomes for learners at the different levels; thematic organisation of content and alternative teaching methods for the mathematics in practice syllabus; mathematics as a discipline which involves its application to unfamiliar situations; develops creativity and encourages imaginative approaches to real life situations as required in the mathematics and society syllabuses: various modes of presentation, involving resources employing the latest technologies; CBT; External examinations Higher School Certificate Examinations courses.; strategies to be used; Higher School Certificate assessment procedures.

Text
Posamentier, A.S. 1985, Teaching Secondary School Mathematics: Techniques and Enrichment Units, Jay Stephenson. 20cp

EDM426 SYLLABUS/METHODS IV 10cp
Content
Years 11-12, 3 Unit 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; Assessment strategies and External examinations.

EDMU328 MUSIC CURRICULAR STUDIES 5cp
Music activities within total curriculum: formation of child/instrumental groups. Repertoire selection for sequential skill development. Rehearsal and production techniques.

EDPA121 DANCE SYLLABUS METHODS I 5cp
Content
This subject is designed to provide an understanding of the special methodologies, repertoire and skills which can be employed when teaching dance in the primary school, with emphasis on the needs and interests of the learner. Included is an examination of strategies needed to plan, implement sequential dance activities that stimulate creativity and develop skills in the learner.
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<th>Faculty of Education</th>
<th>Section Nine</th>
<th>Curriculum Studies Subject Descriptions</th>
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**EDPA122 DRAMA SYLLABUS METHODS 10cp**

Content

This subject aims to provide an understanding of the nature and development of basic dramatic learning/play theory and of the strategies which can be employed in teaching drama in the primary school. Special emphasis will be given to developing skills in planning and structuring drama activities which are appropriate to the needs and developmental stages of young children.

**EDPA131 DANCE STUDIES I 20cp**

Content

This subject is designed to develop student competency in three interrelated areas of study: performance, composition and appreciation. As well as including work in dance technique, improvisation, composition, a study of biomechanics is included to help students develop a working knowledge of the systems of the body and how these relate to the dancer.

**EDPA134 ARTS & TECHNOLOGY 8cp**

Content

The aim of this subject is to help students develop basic competencies in music, craft and technology. A special emphasis is on computer literacy. Students will also have experience in designing and producing masks, puppets and understand their uses in performing arts. Time will also be devoted to the study of music concepts and structures and the relationship of these to dance.

**EDPA221 DRAMA SYLLABUS METHODS II 10cp**

Content

This subject is designed to provide an understanding of the special methodologies, repertoire and skills which can be employed when teaching dance in the junior secondary school (7-10). Special emphasis will be on gaining competencies for planning and implementing dance activities which meet the needs of junior secondary school students in the areas of performance, composition and appreciation.

**EDPA222 DRAMA SYLLABUS METHODS III 10cp**

Content

This subject is designed to develop competencies in planning and implementing dance units in the core and optional areas of the senior elective dance course. It will include an examination of relevant NSW Department of School Education documents as well as providing understanding of the special methodologies and skills needed to employ when teaching senior dance.

**EDPA231 DANCE STUDIES II 20cp**

Content

This subject is designed to allow students to continue the development of skills and knowledge in the areas of performance, composition and appreciation. A special emphasis will be on performing fluently and safely in a variety of dance styles including Aboriginal dance, modern dance, jazz and modern Afro Caribbean dance.

**EDPA234 ARTS INTERACTION 10cp**

Content

Two areas of study are included in this subject: Musical styles and their relation to dance and drama; art forms which are process oriented and which lead students to an appreciation of art experiences which do not have their origins in the studio or gallery setting.

**EDPA235 DANCE STUDIES III 10cp**

Content

This subject is designed to allow students to continue to develop dance skills and understandings at a more intensive level. The movement vocabulary will be broadened by the introduction of classical ballet (no point work) and other theatrical styles. This subject will also cover a study of contemporary choreographers and their works.

**EDPA236 DANCE 20cp**

Content

This subject is designed to allow students to continue at a more intensive level, the dance skills and knowledge in the interrelated areas of performance, composition and appreciation. The movement vocabulary will be broadened by the introduction of classical ballet (no point work) and other theatrical styles. This subject will also cover a study of contemporary choreographers and their works.

**EDPA321 DANCE SYLLABUS AND METHOD STUDIES IV 10cp**

Content

This subject is designed to allow students to develop at a more intensive level, the dance skills and knowledge in the interrelated areas of performance, composition and appreciation. The movement vocabulary will be broadened by the introduction of classical ballet (no point work) and other theatrical styles. This subject will also cover a study of contemporary choreographers and their works.

**EDPA322 DRAMA SYLLABUS AND METHOD STUDIES III 10cp**

Content

This subject is designed to provide an understanding of the theory and practice of drama necessary to implement the senior secondary Drama Syllabus, 2 Unit One Course. Students will develop competencies in planning and implementing activities using improvisation, play-building and acting. A study of the elements of production and drama and theatre in an Australian context will be included.

**EDPA331 DANCE STUDIES IV 20cp**

Content

This subject is designed to allow students to develop at a more intensive level, the dance skills and knowledge in the interrelated areas of performance, composition and appreciation. The movement vocabulary will be broadened by the introduction of classical ballet (no point work) and other theatrical styles. This subject will also cover a study of contemporary choreographers and their works.

**EDPH128 SYLLABUS/METHODS I 10cp**

Lecturer Mr. R. Thompson

Prerequisite Nil

Hours 2 hours per week for full year

Assessment Combination of assignments, seminars presentations and theoretical examinations.

Content

The aim of this subject is to develop an understanding of the nature and scope of the core 7-10 Syllabus in P.D./Health and P.E. together with the assessment and evaluation procedures associated with the pupils' academic and practical performances in the mandated syllabus.

Specific teaching methods which are appropriate for the programming of sensitive topics (e.g. Human Sexuality and Drug Education) will be presented as well as highlighting the need for teachers to employ safe teaching strategies particularly in the practical domain.

Text

To be advised

References

To be advised

**EDPH135 PHYSICAL EDUCATION: THEORY I 10cp**

Lecturer Dr. A. Woodcock

Prerequisite Nil

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
### Faculty of Education

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<tr>
<th>Section Nine</th>
<th>Curriculum Studies Subject Descriptions</th>
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<tbody>
<tr>
<td></td>
<td><strong>EDPB134 PHYSICAL ACTIVITIES</strong> (15cp)</td>
</tr>
<tr>
<td><strong>Lecturer</strong></td>
<td>Dr. A. Woodcock, Mr. K. Thompson, Ms. K. Thomas, Mr. R. Plotnikoff, Ms. M. Williams</td>
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<tr>
<td><strong>Prerequisite</strong></td>
<td>Health Education I</td>
</tr>
<tr>
<td><strong>Hours</strong></td>
<td>4 hours per week for full year</td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td>This subject focuses on introducing the student to specific practical content which is incorporated in the K-10 syllabuses. Students will better appreciate the nature of physical performance across the specific performance areas: Dance, Basic Motor Movement, Aquatics, Basketball, Volleyball and Softball.</td>
</tr>
</tbody>
</table>

|              | **EDPB226 SYLLABUS/METHODS II** (10cp) |
| **Lecturer** | Ms. M. McCormack |
| **Prerequisite** | Syllabus/Methods I |
| **Hours** | 2 hours per week for full year |
| **Content** | This subject will focus principally on the Senior Studies syllabus in P.D./Health and Physical Education orientating students to the content and teaching methods related to the core and optional strands. The assessment procedures associated with the H.S.C. will be explained. Specific administration associated with Faculty functioning and School Sports programs will be thoroughly investigated with particular attention given to the current Departmental policy guidelines and to computer applications. Finally, relevant research will be examined which relates to teacher effectiveness in implementing programs in Physical and Health Education. |

|              | **EDPB235 PHYSICAL EDUCATION: THEORY II** (20cp) |
| **Lecturer** | Mr. L. Burwell, Ms. A. McCormack, Dr. A. Woodcock, Mr. K. Thompson |
| **Prerequisite** | Physical Education: Theory I |
| **Hours** | 4 hours per week for full year |
| **Content** | This subject will examine the nature and scope of Applied Physical Education programs for special populations and will discuss the significance of Leisure based community programs for various aged populations. Further analysis of the factors affecting skilled motor performances will be undertaken. The principles underpinning effective Sports Coaching programs will also be examined. |

|              | **EDPR133 PHYSICAL ACTIVITIES III** (20cp) |
| **Lecturers** | Ms. K. Thomas, Mr. K. Thompson, Ms. A. McCormack |
| **Prerequisite** | Phys Act I |
| **Hours** | 5 hours per week for full year |
| **Content** | This subject aims to introduce practical content in the areas of Gymnastics, Aquatics, Dance, Recreational Activities, Racquet Sports and the major Football codes (Rugby League, Union, Australian Rules and Touch Football). |

|              | **EDPR355 EXPRESSIVE ARTS I** (15cp) |
| **Content** | Extends 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. |

|              | **EDPR357 FOUNDATION STUDIES — ENGLISH** (15cp) |
| **Content** | This subject examines the relationship between oral language acquisition and the development of literary competence. The nature of the processes of reading and writing, the strategies readers and writers use and the implications for teaching practice are explored. |

|              | **EDPR358 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. |

|              | **EDPR359 FOUNDATION STUDIES — SCIENCES 2B (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. |
EDPR224 MATHEMATICS METHOD 15cp
Content
Theories of mathematics learning; Analysis of K-6 Mathematics Syllabuses, Teaching of special mathematical concepts and their applications; Research based methodologies regarding the cognitive sciences in relation to problem solving. Student misconceptions, modes of representations, study; foundation handwriting techniques and cognitive sciences.

EDPR226 ENGLISH METHOD 15cp
Content
Practical preparation for pedagogy general methods study; foundation handwriting techniques and methods; concepts involved in writing process; relationship between reading, writing, listening and talking as integral parts of whole communications scheme.

EDPR227 SCIENCE AND TECHNOLOGY METHOD 10cp
Content
Study of K-6 Science and Technology methods associated with the teaching of that syllabus. Examination of the philosophy, aims, specific and generic outcomes, uses of syllabus knowledge and how this knowledge relates to the needs of learners. The study of special methods to ensure the competent teaching of topics within the Science and Technology syllabus.

EDPR228 HUMAN SOCIETY & ENVIRONMENT METHOD 10cp
Content
Examination of syllabuses and curriculum documents related to Social Studies, General Religious and Moral Education and Languages other than English; structure and implementation of specialist teaching-learning strategies, inquiry learning approaches and controversial issues; language as communication, community - school interaction, multicultural perspectives.

EDPR229 HEALTH, PHYSICAL EDUCATION AND PERSONAL DEVELOPMENT METHOD 10cp
Content
The needs of the primary school child in the development of physical education concepts and movement skills; the physical education and health education lesson including structure, content, progression, management techniques safety and evaluation procedures; the teaching of movement skills and health concepts relevant to the primary school child; the analysis of the K-6 syllabus in health, physical education and personal development.

Text
NSW Dept of School Education, Health, Physical Education and Personal Development Syllabuses

EDPR235 EXPRESSIVE ARTS IIA 10cp
Content
Further development of the knowledge base with specific attention to improving creativity in aural and performance skills will be fostered.

Text

EDPR236 EXPRESSIVE ARTS III 20cp
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 exciting and demanding experiences in application, analysis and evaluation.

EDPR237 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.

EDPR248 PROFESSIONAL PREPARATION IVB 10cp
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 test
- 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.

EDPR249 PROFESSIONAL PREPARATION IV A 10cp
Content

EDPR428 SYLLABUS/METHODS I 10cp
Content
Senior Science Syllabus: Philosophy, structure, rationale for content, generic and special outcomes, design of Instrumentation 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.

EDPR432 EXPRESSIVE ARTS IV 10cp
Content
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.
- Artists and crafts persons as communicators. Stylistic variations.

EDSC226 SYLLABUS/METHODS II 10cp
Content
Senior Creative Arts Syllabus: Philosophy, structure, rationale for content, generic and special outcomes, design of Instrumentation 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.

ED8S126 SYLLABUS/METHODS I 10cp
Content
Senior Social Studies Syllabus: Asian social studies; geography and commerce; philosophy; research base; structure; sequence; relevance to the needs and interests of learners; generic and special outcomes; topical selection. Subject specific strategies include graphs and other forms of media; use of visual aids; field studies; role-play and simulation; discussion techniques.

EDPR430 LITERACY IV 10cp
Content
The following three strands will be studied in accord with the recent developments in K-6 English Curriculum design trends:
- Language
- Literature
- ESL

EDPR429 LITERACY IV 10cp
Content
The following three strands will be studied in accord with the recent developments in K-6 English Curriculum design trends:
- Language
- Literature
- ESL

EDPR430 LITERACY IV 10cp
Content
The following three strands will be studied in accord with the recent developments in K-6 English Curriculum design trends:
- Language
- Literature
- ESL
EDSS135 GEOGRAPHY I  20cp
Content
An introduction to the methods, content, scope and variety of tertiary studies in Geography. This includes geographic skills, physical processes of landform evolution and the interrelations between physical processes and human impacts.
Texts
EDSS136 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.
EDSS137 CONTEMPORARY AUSTRALIAN SOCIETY  10cp
Content
An overview of Australian society and culture designed to develop social literacy. Historical and geographical factors, institutional frameworks and political processes that are the basis of contemporary Australian society are the focus for this study.
Texts
EDSS226 SYLLABUS/METHODS II  10cp
Content
Teaching Studies in Society and Culture Senior Syllabus: 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.
EDSS336 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.
Texts
EDSS435 GEOGRAPHY IV  20cp
Content
A study of the changing geography of human manufacturing through the study of models of geographical organisation of human activity and the application of these models at global, national and regional scales. Case studies are drawn from the steel, aluminium, textiles and coal industries.
EDSS436 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
EDTE105 PRACTICUM I  5cp
Content
Observation: teacher's aide; planning instruction; implementing instruction; reviewing instruction; effective teaching behaviours.
Early Childhood - 0-5 years: small and large groups; instructional programming, developmentally appropriate practice.
Primary - 5-12 years: Classroom management, special method in English and Mathematics.
Secondary - 12-16 years: Classroom management, special method in Junior Syllabus.
EDTE225 PEDAGOGY II  10cp
Content
Primary Management Strategies: Rules and Procedures; Use of space and facilities; whole class activities and seatwork; small groups; Management of Student Conduct: Rule explication and monitoring; withitness; overlapping; decision; group alert; accountability; movement, praise. Alternative teaching strategies: discussion; drill practice; role play; simulation; group work; field trips; thinking and problem solving; case studies; inductive/discovery; enquiry; laboratory work; developing and using resources; contracting; Individualised Instruction; practical work; cooperative learning.
Secondary Management Strategies: Preventative and supportive strategies, Models. The Safe Schools Report; Dreikus; Berne; Glnsett, Kaurin; Glasser; Neoskinnerian; Carter
**EDT335 PRACTICUM III** 10ep  
**Content**  
Planning instruction; supplementary instruction; reviewing instruction; effective teaching behaviours; alternative teaching strategies; classroom management.  
Early Childhood - K-2: whole group; special method in English, Mathematics and Creative and Practical Arts.  
Primary - K-6: Special methods in English, Mathematics, Creative and Practical Arts, Science and Technology; Human Society and its Environment; Individual and subject centered programming.  

**EDT325 PEDAGOGY III** 10ep  
**Content**  
Using a variety of assessment and diagnostic techniques this subject will focus on the development of subject-centred programs of work in English and Mathematics in an individualised setting. A subject centred program of work in Science and Technology will also be planned, implemeted and evaluated for a group of pupils. The programs of work will be developed in relation to the relevant syllabus documents and school education policies.

**EDT405 INTERNSHIP** 20ep  
**Content**  
A formal program of at least one school term, which is intended to induct the beginning teacher into the teaching profession. Each student teacher will assume increasing responsibility for programming, planning, teaching and evaluating work for their allocated class(es) together with tasks and duties normally performed by a teacher in class, school and community domains.

**EDT425 PEDAGOGY IV** 10ep  
**Content**  
Measurement and Evaluation: needs assessment, preparation for assessment, administration of assessment tasks, formative feedback; standardized tests, teacher made tests, state wide testing program; grading and reporting student achievement, reporting systems, conferring with parents.

**EDT356 GRAPHICS III** 10ep  
**Content**  
This subject will encourage students to extend fundamental graphic principles and to communicate ideas through a range of technological media including computer assisted design packages. Students will gain a consolidated core of knowledge and specific skills on one or more areas of interest such as engineering drawing, technical illustration, landscaping, navigation.

**EDT339 DRAWING AND DESIGN III** 10ep  
**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.

**EDT408 TEACHING EXPERIENCE IV** 15ep  
**Content**  
Through directed readings and action research, students will develop teaching skills and strategies for reflecting on their teaching.

**EDT426 TAFE TEACHING IV** 15ep  
**Content**  
The concept of supervision is examined through the clinical supervision model. Students develop competence in the application of various observation and teacher evaluation techniques and use this knowledge to enhance their critical reflection skills. Evaluation and supervision of teaching are examined from the perspective of current TAFE policies and practices.

**EDT436 GRAPHICS IV** 10ep  
**Content**  
Subject description to be advised.

**EDUC174 CHILDREN'S LITERATURE** 10ep  
**Content**  
Advanced studies in children's literature for students who may have already experienced a basic course in this area. Australian, British and American authors and illustrators, their themes and their drafts, will be concentrated upon.

**FURTHER CURRICULUM STUDIES** 10cp each  
**Lecturers** Various staff  
**Prerequisites** Usually nil  
**Hours** 2 x 2 hours per week except during Practicum Unit.  
**Assessment** To be advised  
**Basis** Mostly 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.

**EDG6002 TEACHING AND TEACHER APPRAISAL** 10ep  
**Lecturers** Professor S.F. Bourke and Dr. R. Killen  
**Content**  
Improvement of the quality of teaching in our schools is a national aim. Seeking improvement implies that we know which teaching practices are more effective and efficient than others in different contexts. Significant contexts include those at the classroom level but also the wider contexts of home, school and community. This subject will review recent and current research into teaching practices and contexts. Other research into teaching, such as teacher thinking, will also be reviewed.

**PROBLEMS IN TEACHING** 10cp 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 Unit.  
**Assessment** To be advised  
**Basis** School based.  
**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.  
**Texts**  
Nil  
**Texts and References**  
To be advised.
The computer number depends on curriculum area.

Prerequisite: See postgraduate Diploma in Education

Hours: Three and a half hours per week except during Practicum.

Assessment: To be advised.

Basis: University based.

Content:
This subject introduces students to the practice of teaching in a problem-oriented manner. Students will gain experience of practices such as simulation, learning, role playing, questioning techniques, narration, exposition, explanation, classroom management and control, programming, lesson planning and objectives, use of computers in learning and communication skills. The subject will also deal with the school subject syllabus and strategies for teaching.

Students will be enrolled in either Primary or one or two of the following secondary areas:
- English
- History
- Social Sciences
- Mathematics
- Science
- Modern Languages
- Drama
- Art
- Music

Texts and References:
To be advised.
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EDCE411 COMPUTER EDUCATION I 10cp

Content
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.

EDCE412 COMPUTER EDUCATION II 10cp

Content
The major emphasis is on investigation of the necessary features in computer assisted learning and information. In particular, a detailed study of the educational theories applicable to the design, development and assessment of educational packages is undertaken.

EDCE421 COMPUTER APPLICATIONS 10cp

Content
This subject provides a variety of computing opportunities. It commences with an introduction to programming skills using the computer language BASIC in a well-structured way. This is followed by an examination of, and good practice with, an integrated software package incorporating word processing, database 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 issues relevant to classroom implementation of each of the above.

EDCE422 COMPUTERS IN CLASSROOM 10cp

Content
This subject gives an understanding of the ways in which computers and computer education can be implemented within the classroom environment. It assists in the creation and evaluation of packages specific to the teaching field of each of the graduate students. Particular problems peculiar to this field are addressed and solutions are investigated. Visiting speakers are utilised to provide the up-to-date professional practical issues involved.

EDCE431 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.

EDCE441 SCHOOL AND SOCIETY 10cp

Prerequisites Nil

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.
EDEC335 EARLY CHILDHOOD STUDIES III 10cp

Content
This specialist studies subject is designed to provide students with knowledge and skills essential to the successful administration and organisation of children's services.

EDEC521 CURRICULUM PLANNING FOR EARLY CHILDHOOD 20cp

Content
Latest advances in educational theory in curriculum planning; Current issues in the application of curriculum theory to early childhood curriculum practice; Action research aimed at change based on insights and theories related to early childhood development, social contexts and philosophies of knowledge, intelligence and learning.

EDEC331 CURRENT TRENDS & ISSUES IN EARLY CHILDHOOD 40cp

Content
Critical review of aspects of the history, theory and philosophy of existing services in early childhood education in family services; factors influencing the establishment and development of regulations for such services; differing approaches to effective consultancy in conflict resolution for professionals working with families; current and future trends in family and children's services and to areas of social needs and expectations; realistic assessment and forward planning in the area of the provision of services for children and their families.

EDGS694-6 MINOR THESIS A,B,C Total 30cp

Prerequisites Four 500-level semester subjects or their equivalent and approval of the Course Director General

The topic for the Minor Thesis will depend upon the candidate's prior academic background. Candidates are advised to choose a topic in consultation with the Course Director, and to select coursework subjects which will support the choice of their Minor Thesis topic.

The Minor Thesis is a prerequisite for admission to candidature for the degree of Master of Education and under certain conditions that of Doctor of Philosophy or Doctor of Education.

To obtain a result in the Minor Thesis worth 30 credit points, a student must enrol in all three subjects, EDGS694, 695 and 696. These may be taken over one, two or three semesters. If a fourth semester of enrolment is needed, EDGS696 Minor Thesis C may be entered on the program for a second time and there will, of course, be a consequent fee. Any addition to four semesters enrolment in this subject must be approved by the Postgraduate Educational Studies Course Committee.

Supervision
A candidate intending to enrol in the subject Minor Thesis should seek advice from lecturers known to be interested in the particular area of study or, if necessary, from the Course Director. Upon the candidate's enrolment in the subject a supervisor will be appointed after consultation with the student. The candidate should establish contact with the supervisor as soon as possible, before commencing work on the Minor Thesis.

Time Limit
Candidates are required to complete the Minor Thesis in no more than 4 semesters after enrolment in the Subject. Enrolment in this subject may be effected at the beginning of any semester.

Length
This should be determined in consultation with the supervisor. Adequate length must vary according to the methodology and nature of the topic. 15,000 words would cover most topics, i.e. approx. 60 pages of A4 with double-line spacing.

Topic and treatment
The Minor Thesis may take the form of a critical review of the literature (something more than just an encyclopaedic discussion of available references); an analysis of a practical educational situation or issue; a synthesis of the candidate's ideas and theories around a specific theme; or an empirical study. All statements should be well supported by documentary evidence, theory, research and logical argument. Further details concerning the format of the Minor Thesis are available from the Faculty Secretary Telephone 216529.

EDGS697 A DIRECTED STUDY A 10cp

Prerequisites 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. The consent of both the lecturer to be involved and the Course Director is required. Intending students should see the Course Director before enrolling.

A detailed proposal must be supplied to the Faculty Secretary by the end of the second week of the semester. The Faculty Secretary will provide a pro forma for the submission upon request. The proposal must be written in conjunction with the lecturers concerned.

Texts and References
To be advised

EDGS411 AIMS AND VALUES OF EDUCATION 10cp

Content
This subject aims to increase the participant's awareness of the cultural context within which schools operate and curricula are developed. It also contributes to the professional expertise of those involved in evaluating, modifying or developing curricula.

Text

EDGS412 CURRICULUM THEORY AND DEVELOPMENT 10cp

Content
The subject is designed to give students a knowledge of theory and developments in curriculum which can be applied in the designing of curricula.

Texts
Smith, D. & Lovat, T. 1991, Revised, Curriculum: Action on Reflection, SSP, Sydney

EDGS421 DESIGN OF 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.
EDG8512 CULTURE, CHANGE AND THE SCHOOL 10cp

Content

The subject explores the situation in which curriculum is designed. It is intended to increase students' awareness of the cultural context in which schools operate and the forces acting on curricula.

Text


EDGN235 RELIGIOUS EDUCATION II 10cp

Content

This subject will comprise two parts: first, the student will engage in a study of religious phenomena from a variety of religious traditions, primal and universal; second, the student will explore the ways in which religious education has been implemented in the state and private school systems of Australia. Assessment will be by way of eight minor research tasks and one major assignment. Only those students who have not attempted religious education subjects in their pre-service courses should enrol.

EDGS532 PHILOSOPHICAL ISSUES IN EDUCATION 10cp

Lecturer: Professor RS Laura

Prerequisites: Nil - Subject EDGS531 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 canvass the philosophy of religion than to reveal the philosophical habit of mind that has ensnared it.

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

Texts


References

To be advised.

EDGS501 EDUCATIONAL PSYCHOLOGY 10cp

Lecturer: Dr RW Howard

Prerequisites: Nil

Hours: 2 hours per week for one semester

Assessment: 2 short assignments and a seminar

Content

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

Texts


References

To be advised.

EDGS502 EDUCATIONAL PSYCHOLOGY: THEORY AND PRACTICE 10cp

Lecturer: Dr RW Howard

Prerequisites: Nil, but it would be useful to have previously studied some psychology or have completed EDGS501

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 motivation, 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, creativity, behaviour disorders, and evaluation in education.

Texts and References

To be advised.

EDGS511 SOCIOLOGY OF EDUCATION 10cp

Lecturer: M.P. Nilan

Prerequisites: Nil

Hours: 2 hours per week for one semester

Assessment: Seminar and assignment

Content

This course will be an introduction to the Sociology of Education. The course will commence with an examination of major sociological perspectives in the study of education. Later topics include: Aboriginal Education, Multiculturalism, Gender Equity and Rural Education. Students will have the opportunity to undertake a comparative study of schooling in another country.

Text


References

To be advised.

EDGS513 CONTEMPORARY ISSUES IN THE SOCIOLOGY OF EDUCATION 10cp

Lecturer: Dr. J. Gore

Prerequisites: Nil

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

Assessment: Written assignments and seminar presentations

Content

This subject provides an in-depth study of a small number of topics in the Sociology of Education, including: new perspectives on the functioning of education; the relationship between individuals and social groups, particularly in relation to economic class, gender, ethnicity and race.

Texts


References

To be advised.

EDGS591 QUANTITATIVE RESEARCH METHODS 10cp

Lecturer: Professor S.F. Bourke

Prerequisite: EDGS525 Introduction to Research Methodology

Hours: Two hours per week in second semester

Assessment: Seminars and assignments

Content

This subject continues from the quantitative strand of EDUC595. The research proposal presented in EDUC595 will be refined and presented as a seminar. Statistical procedures such as frequency distributions, crosstabulations, correlations, t-tests, chi-squared tests and analyses of variance will be covered. The Statistical Package for the Social Sciences (SPSS) is introduced and students are taught to analyse data using this package. Other packages may be used by students, but these are not specifically taught in class. Research reports are critically analysed, and practice given in choosing the appropriate analyses and writing reports.

Text


References

To be advised.

EDGS592 QUANTITATIVE RESEARCH METHODS 10cp

Lecturer: Professor S.F. Bourke

Prerequisite: EDGS525 Introduction to Research Methodology

Hours: Two hours per week in second semester

Assessment: Seminars and assignments

Content

This subject continues from the quantitative strand of EDUC595. The research proposal presented in EDUC595 will be refined and presented as a seminar. Statistical procedures such as frequency distributions, crosstabulations, correlations, t-tests, chi-squared tests and analyses of variance will be covered. The Statistical Package for the Social Sciences (SPSS) is introduced and students are taught to analyse data using this package. Other packages may be used by students, but these are not specifically taught in class. Research reports are critically analysed, and practice given in choosing the appropriate analyses and writing reports.

Text


References

To be advised.

EDGS593 QUANTITATIVE RESEARCH METHODS 10cp

Lecturer: Professor S.F. Bourke

Prerequisite: EDGS525 Introduction to Research Methodology

Hours: Two hours per week in second semester

Assessment: Seminars and assignments

Content

This subject continues from the quantitative strand of EDUC595. The research proposal presented in EDUC595 will be refined and presented as a seminar. Statistical procedures such as frequency distributions, crosstabulations, correlations, t-tests, chi-squared tests and analyses of variance will be covered. The Statistical Package for the Social Sciences (SPSS) is introduced and students are taught to analyse data using this package. Other packages may be used by students, but these are not specifically taught in class. Research reports are critically analysed, and practice given in choosing the appropriate analyses and writing reports.

Text


References

To be advised.
EDG8522 QUALITATIVE RESEARCH METHODS 10cp
Lecturer Dr. Allyson Holbrook
Prerequisite EGS6525 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, journal keeping, survey and questionnaire design and the use of documents, biography and autobiography.

Texts
Catherine Marshall & Gretchen B. Rossman 1989, Designing Qualitative Research, Sage Publications

References
Sara Delamont 1992, Fieldwork in Educational Settings Methods, Pitfalls and Perspectivess, The Falmer Press
Jaeger, R.M. (ed) 1988, Complimentary Methods for Research in Education, AERA. 2 hours, 2 half-credits
Sherman, R.R. & Webb, R.B. (eds) 1989, Qualitative Research in Education: Focus and Methods, Falmer Press. 2 hours, 2 half-credits

EDG8525 INTRODUCTION TO RESEARCH METHODOLOGY* 10cp
Lecturers Professors S.F. Bourke and Dr. A.P. Holbrook
Corequisite - either EDG8521 or EDG8522
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 introduces students to contemporary perspectives in educational research, and in particular focuses 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 include experimental, quasi-experimental, naturalistic, survey, case study, ethnographic and analytical (history/policy studies) research. Students are strongly encouraged to develop their own research interests and to structure their assignments accordingly.

Text

References
Jaeger, R.M. 1988, Complimentary Methods for Research in Education, AERA. 2 half-credits
Keats, D. 1993, Skilled Interviewing, 2nd edn, AERA

*Students enrolling in this subject will also be required to study at least one of either EDG521 or EDG522.

EDG8531 PHILOSOPHY OF EDUCATION 10cp
Lecturer Assoc Prof W G Warren
Prerequisites Nil
Hours 2 hours per week for one semester
Assessment To be determined, but progressive
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 critiques of schooling; Literacy; The concept of a curriculum; Mental Health; Death Education; Personal Relationships in Education; Freedom; Authority; Right; Discipline.

Texts
Nil

References
Will be provided throughout the course. A preliminary reading of W Feinburg, Reason and Rhetoric, would be of value.

EDG8541 INTRODUCING THE CURRICULUM 10cp
Lecturer J.W. McQuilker
Prerequisites Nil
Hours 2 hours per week for one semester
Assessment To be determined
Content
The intention is to introduce students to the main aspects of curriculum development, design, implementation and evaluation at the national, state, regional and school levels.

The course involves the study of curriculum theory and practice described in the literature and relating this to the professional practical knowledge of teachers at all levels of education: pre-school, primary, secondary and tertiary.

The course will be conducted using student prepared seminars. Each student is expected to prepare and present a seminar paper, and submit an annotated bibliography and one essay at the end of the program. Assessments will be graded.

Text
To be advised.

EDG8542 CURRICULUM INQUIRY: THEORY & PRACTICE 10cp
Lecturer J.W. McQuilker
Prerequisite EDG8541
Hours 2 hours per week for one semester
Assessment To be determined
Content
The intention of this course is to study curriculum practice by examining the context, assumptions, problems and outcomes of curriculum design and development and relate this to curriculum theory. Curriculum theory informs curriculum practice and is then evaluated and informed by curriculum inquiry.

The course involves undertaking curriculum inquiry by considering how a curriculum, or some component of a curriculum has been planned, developed or changed.

The course will be conducted using tutorials on the processes of curriculum inquiry and student prepared seminars in the area of each student’s professional interest. Each student will be expected to participate in the tutorials on curriculum inquiry procedures and present a seminar paper. Assessment will be based on work done in class and a final written assignment based on the student presented seminar. Assessments will be graded.

Text
EDG6551 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 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: organizational 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. Students will also be introduced to topics such as: the evolution of educational administration as a field of study; school as a sociopolitical system; organisational characteristics of a school; administrative tasks; school leadership, managing meetings, decision making and securing and allocation of resources.

**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.

EDG6571 HISTORY OF EDUCATION IN THE WESTERN WORLD

**Lecturers**: Dr A.P. Holbrook, Dr. G. Rodwell

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

**Assessment**: Participation in regular sessions, group discussions, class presentation and essay.

**Content**
The aim of this unit is to explore significant educational movements and issues that have had a major impact on the provision and direction of education in the western world 1800s-1940s. Particular attention will be directed to the ways in which key overseas trends in educational theory and practice impacted on Australian education as well as the extent of their legacy for the present. Several movements which illustrate the connections between educational and national political and other objectives will be explored in depth, among them fasism, progressivism, the new psychology and vitalism. Students will be introduced to a range of topics that historians are now treating as problematic including school architecture, health and hygiene, early childhood education, special education and teacher training. Various primary source historical documents will be examined and interpreted, including visual and oral methods.

**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.

EDG6581 INTRODUCTION TO EDUCATIONAL COMPUTING

**Lecturer**: Dr WK Au, G.D. Preston

**Prerequisites**: Nil

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

**Assessment**: Seminar presentation/papers; major assignment

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

**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.

EDG6592 APPLICATIONS OF COMPUTERS IN EDUCATION

**Lecturer**: Dr 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 is the integration of computers into the existing school curriculum. Students will examine the educational applications of various software such as word processing, databases, spreadsheets, telecommunication, graphics and adventure games. They will also learn to develop 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.

**Texts**
- Hoy, Wayne Kand and Macintosh, As well, they should have a basic understanding of the roles that computers can play in education.

**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.

EDG6601 READING: INSTRUCTION AND ASSESSMENT

**Lecturer**: Associate Professor PJ Moore

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

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

**Assessment**: Seminar presentation/papers; major assignment

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

**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.

EDG6602 THE PSYCHOLOGY OF STUDYING

**Lecturer**: Assoc Prof P.J. Moore

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

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

**Content**
The area of the psychology of studying is one of increasing concern to educators. For many students,
studying is learned "osmotically", and many students fail to grasp the fundamental principles underlying efficient learning. This unit examines how students might become better independent learners by examining the recent literature on studying. The notion of "meta-learning" will provide an essential underpinning to the unit.

Text
To be advised

Reference
To be advised

EDGS603  EDUCATION OF GIFTED AND TALENTED STUDENTS  10cp
Lecturer  Assoc Prof L.K.S. Chan
Prerequisites  One 500 level subject
Hours  2 hours per week for one semester
Assessment  Written assignments and seminar presentations

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

Text and Reference
To be advised.

EDGS607  MOTIVATION IN EDUCATIONAL CONTEXTS  10cp
Lecturer  Dr. J. Archer
Assessment  To be advised

Content
The purpose of this unit is to examine the recent literature related to motivation to learn. There are many theories of motivation. A number of these will be touched upon, but the focus of the unit will be the more cognitively based theories of motivation that deal with constructs such as attributions, self-worth, self-efficacy, and achievement goals. It is expected that students will be involved in a major investigation of at least one of these theories.
**EDG8632 EDUCATION AND BUREAUCRACY** 10cp

**Lecturer** Assoc Prof WG Warren

**Prerequisites** EDUC531 or EDUC531 and 532

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

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

**Content**

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

**Tests and References**

To be advised but a preliminary reading of Charles Taylor and Van Cleave Morris. *The Ant-man Culture: Bureaucracy and the Schools*, 1971, would be of value.

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**EDG8641 TEACHERS AND THE CURRICULUM** 10cp

**Lecturer** J.W. McQuilker

**Prerequisites.** EDUC541 and 542

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

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

**Content**

This course examines the relationship between curriculum and teaching. In particular it considers the nature and extent of curriculum study. Influences on the curriculum, theories of curriculum design, the nature of curriculum content, theories of curriculum timing and organisation and research on teaching. This examination will be done using student based tutorials and student prepared and presented seminars.

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

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**EDG8642 TEACHER PROFESSIONAL KNOWLEDGE IN ACTION** 10cp

**Lecturer** J.W. McQuilker

**Prerequisites** EDGS541 and EDGS542

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

**Content**

This course is concerned with the examination of the relationship between curriculum and teachers’ 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 examination of these will be done using student tutorials and seminars. Each student will be expected to participate in a tutorial session based on some aspect of teachers’ work as a curriculum implementer and present a seminar paper setting out a curriculum problem in the area of the student’s professional interest.

**Assessment** Will be based on student work in class and a final written assignment based on the student presented seminar. Assessments will be graded.

**Tests**


**References**

Owens. *Educational Policies in Education*.

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**EDG8653 CONTEMPORARY ISSUES IN SECONDARY SCHOOLING** 10cp

**Lecturer** Dr E.P. Sedunary

**Prerequisites** One 500 level subject

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

**Assessment** Seminar presentation and a major written assignment

**Content**

The structure, content and purposes of secondary schooling in Australia are undergoing a change at present. Just as the conditions producing this situation are complex, the changes afoot are also contentious. In this subject, the challenges and dilemmas of secondary schooling will be considered with a view to identifying appropriate directions for action. Topics would include: the new vocationalism and post-compulsory education, the changing requirements of secondary pupils, curriculum and postmodernity, the work and perceptions of teachers. Students will be encouraged to formulate arguments and proposals for practice concerning particular developments or areas of interest.

**Tests and References**

To be advised, but some preliminary familiarity with the following reports would be helpful: *In the Middle: Schooling for Young Adolescents*, Schools Council, 1993, AGPS; *Young People’s Participation in Post-Compulsory Education and Training*, (Pinn Review), 1991, AGPS.

**EDG8671 WOMEN IN EDUCATION: HISTORICAL PERSPECTIVES** 10cp

**Lecturer** Dr A.P. Holbrook

**Prerequisites** At least one of EDGS571 and EDGS572

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

**Assessment** Seminar, class discussion and a major essay
This subject will explore gender in education and in particular will provide perspectives on the provisions made for educating and training females in Australia during the 19th and 20th centuries. It will be concerned with an analysis of the social, political, demographic and economic forces that helped shaped the educational provisions made for women in the private and state sectors. Topics will include the primary, secondary and tertiary education experience of girls and women, and their domestic and professional (including teacher) training. The treatment of gender as problematic in education has opened up a whole new field of research and emphasis will be placed on the consideration of the methodological issues and approaches emerging in the field.

Students will be encouraged to develop their own original projects and to make interpretative use of available primary sources and oral history.

Text
To be advised

Reference


Schreiner S & Bell D (eds) 1990, This is My Story: Perspectives on The Use of Oral Sources, Deakin University

EDG8673 APPLICATION OF FUTURES STUDIES IN EDUCATION 10cp

Lecturer Dr AP Holbrook

Prerequisites One 500 level subject

Hours 2 hours per week for one semester

Assessment Seminars and assignments

Content
Anyone involved in education is involved in a Futures endeavour, but how can the connections be conceptualised? What is futures thinking and how important is its role in the setting of goals and the development of a vision for the future.

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 futures themes in 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


Thompson, F.G. Looking Back on the Future, Futurescan International

EDG8674 FUTURES PLANNING AND POLICY IN PRIMARY EDUCATION 10cp

Lecturer Dr A.P. Holbrook

Prerequisites One 500 level subject

Hours 2 hours per week for one semester

Assessment To be advised

Content
The emphasis in this subject is on the examination and evaluation of significant trends, social, economic and technological, their possible implications for education and the critical evaluation of official blueprints for the future of Australian education that have been produced over the last decade at the state and federal levels. The policy documents and emergent scenarios will be approached from a "Critical Futures Studies" perspective. Familiarity with the techniques and methodologies of the futures field introduced in EDU8674 would be helpful but not essential.

Texts

References
Commonwealth Schools Commission 1986, Making the Future. The Role of Secondary Education in Australia, AGPS.

Commonwealth Schools Commission 1987, In the National Interest: Secondary Education and Youth Policy in Australia, AGPS.


EDG8685 INSTRUCTIONAL STRATEGIES IN COMPUTER EDUCATION 10cp
Lecturer Mr G.D. Preston
Prerequisites EDGS581 and 582
Hours 2 hours per week for one semester
Assessment Written assignments and seminar presentations

Content
This subject is primarily concerned with the effective use of computer-based technology in classroom situations. The educational rationale for using computer applications will be considered in the context of current school-based computer curricula. The practical and theoretical aspects of implementing courses using word processing, database, spreadsheet, graphic packages and computer-assisted instruction will be related to relevant research on teaching and learning strategies.

Text and References
To be advised.

EDTE155 COMPUTERS IN SCHOOLS 5cp
Prerequisite Nil
Lecturer Ms. M. Williams
Hours 2 hours per week for full year
Assessment Combination of assignments, seminars and examinations

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.

Texts

EDTE415 APPLIED EDUCATION IV 15cp
Content
A three-section subject made up of two requisite strands lowering educational policy and societal issues and a elective section. The educational policy strand aims to help students become critical consumers and producers of educational policy. Societal issues is constructed with a view to helping students understand the societal issues. A range of electives are offered and are open on the basis of staff availability and student interest.

EDTE445 INDEPENDENT STUDY 15cp
Content
The Independent Study is seen as the culmination of student effort over the course. Students are required to complete a research study on a topic in education, of their own choice, with assistance from an Advisor. The Independent Study is a minor dissertation which reports a research study in an educational setting. It is not restricted to any one methodology or philosophical position regarding education or research methods. The Independent Study will be presented in a format outlined in the course.

Text

References
Research Methodology — A study of research methods, statistical analysis and report presentation.

Research Proposal — Students will develop a research proposal and complete the literature survey stage.

Texts
Nil

EDTF447 INDEPENDENT STUDY PART B 10cp

Prerequisites Independent Study Part A.

Hours Students will liaise with their supervisors as required.

Assessment Evaluation of written submission.

Content Students will complete the research project begun in Independent Study Part A. The project will be presented in a form outlined in the course.

Texts
Nil

EDTF415 TAFE EDUCATION IV 15cp

Content
Through directed readings and research assignments, students will examine the critical factors which influence the organisation and operation of TAFE - NSW. Comparisons will be made with similar first-secondary education systems in other countries.

EDTF445 INDEPENDENT STUDY IN TAFE 15cp

Content
The Independent Study is seen as the culmination of student effort over the course. Students are required to complete a research study on a topic in TAFE Education, of their own choice, with assistance from an Advisor.

The Independent Study is a minor dissertation which reports a research study in an educational setting. It is not restricted to any one methodology or philosophical position regarding education or research methods.

The Independent Study will be presented in a format outlined in the course.

Text

References

EDEC512 RESEARCH ISSUES IN EARLY CHILDHOOD 20cp

Content
Latest research issues in the area of early childhood education and service delivery will be considered. These will include aspects such as routine hygiene and medical advances in the care and development of young children as well as cognitive social and environmental issues relating to the care and education of young children and their families.

EDG8001 MOTIVATION AND INSTRUCTION IN THE SCHOOL 10cp

Lecturers Assoc Prof J.J. Moore and Assoc Prof L.K.S. Chan

Hours 2 hours per week for two semesters

Assessment Group project, individual minor and major assignments. Details to be provided.

Content
This subject aims to provide a thorough understanding of recent research in school motivation and instruction. While a range of theoretical perspectives will be examined, an overriding theme will be the role of metacognition in motivation and effective instruction. The subject is designed to actively involve students in their own learning with group projects providing opportunities for the development and implementation of research.

The subject is designed to accommodate the interests of both teachers and administrators.

Text and References To be advised.

SPECIALIST SUBJECTS

ALSC137 SPORTS SCIENCES 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 Guagnootakos, Principles of Anatomy and Physiology.

ALSC237 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.

ALSC337 SPORTS SCIENCE III 5cp

Content
This subject will examine physiological aspects of the limits of human performance as well as the causes, prevention, and treatment of principal sports injuries.

MAGM417 MATHEMATICS I.E.C. 10cp

Content
This subject provides a background of mathematical content and skills needed by teachers in the Early Childhood field. Topics include a study of elementary set theory, natural numbers, integers and rational numbers, non decimal systems, number patterns, elementary geometry, measurement and probability.

ASTK130 TECHNOLOGY IX

Students will be required to choose THREE from the following electives

Select ONE from

Computer Studies
Colour Technology
Building Technology and Environment

Select TWO from

Materials Technology
Applied Technology
Food Science/Technology
Electronics Technology

COMPUSER STUDIES 5cp

Prerequisites Nil.

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

Assessment A combination of assignments and examinations.

Content
Computer Studies is designed to equip students with a knowledge of computer technology and computer applications. Students will use computers to explore word processing, calculation, data collection and creativity with and emphasis on school-based applications. Development in this subject will materialise from projects requiring research, investigation and experimentation.

COLOUR TECHNOLOGY 5cp

Prerequisites Nil.

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

Assessment A combination of assignments and examinations.

Content
Colour technology is a study of the applications of the science of colour in everyday products. The physical and psychological bases of colour are investigated within an applied science frame of reference. The principles and practices of colour measurement are established and their applications investigated. The technology of colour application and colour matching industry is investigated through individual applied study.

BUILDING TECHNOLOGY AND ENVIRONMENT 5cp

Prerequisites Nil.

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

Assessment A combination of assignment and examinations.
Content
This subject will examine the building industry, its planning, design, locations and construction. Student-based design briefs will enable problem solving through exploration of natural resources, environmental implications, social and economic influences on the domestic and commercial construction industry.

MATERIALS TECHNOLOGY 5cp
Prerequisites Nil.
Hours Two 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 materials used in technology. Practical experience in the use of these technological materials and the production of artifacts will form the foundation for this area of study.

APPLIED TECHNOLOGY 5cp
Prerequisites Nil.
Hours Two hours per week face-to-face for one year or equivalent.
Assessment A combination of assignments and examinations.
Content
Applied Technology focuses on various principles, concepts and terminology of engineering as they apply in society today. The understanding of Applied Technology will evolve from design briefs, research, investigation, report writing, practical experience, comparisons, calculations and the compilation of data utilising computer technology to complement presentation.

FOOD SCIENCE AND TECHNOLOGY 5cp
Prerequisites Nil.
Hours Two hours per week face-to-face for one year or equivalent.
Assessment A combination of assignments and examinations.
Content
This subject is based on a learning package consisting of a series of case studies. The aim of the case studies is to provide the students with an understanding of how common food products are formulated, then using design and technology can be mass produced as an economic response to dynamic consumer needs.

ELECTRONICS TECHNOLOGY 5cp
Prerequisites Nil.
Hours Two 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
Content
This subject aims to introduce the student to a range of materials and by analysing 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.

ASTK132 TECHNOLOGY IB 10cp
Content
This subject will investigate the operating principles of a selection of everyday devices and mechanisms from the material and living world. Fundamental knowledge of structural mechanics, of energy and mass transfer, power transmission and control processes will be developed through the practical approach of innovative craft.

ASTK140 APPLIED SCIENCE I 10cp
Content
An introduction to the fundamental structure, properties and behaviour of technological useful materials, elements and principles. This study will draw on concepts and knowledge from a broad range of sciences at an introductory level. The sciences will be those which support the technologies to be studied in the course.

ASTK340 APPLIED SCIENCE II 10cp
Content
All students will study Computing as a compulsory unit and either Chemical Technology or Bioscience. Computing

This section focuses on computer applications which foster skills in the use of programs, the modification of programs and the interfacing of programs to solve practical problems.

Chemical Technology

This section will choose a number of case studies from the technological areas available to the students and examine the relevant underlying chemical principles.

Bioscience

This section will develop biotechnological principles as applied to agriculture, food processing and health.

ASTK331 FOOD TECHNOLOGY III 10cp
Content
The purpose of this subject is to develop a knowledge of food from the global, industrial, commercial and consumer perspectives. The course will include food science and technology, food handling and distribution, industry standards, quality assurance, management practices, product development and marketing and consumption patterns.

ASTK332 TEXTILE AND APPAREL III 10cp
Content
This subject aims to provide knowledge of the chemical technology of textile fibres, dyes 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.

ASTK333 INDUSTRIAL TECHNOLOGY III 10cp
Content
This subject aims to provide knowledge of how materials are shaped, joined and finished. The use of both hand and machine method will be investigated. Projects in one or a combination of materials will be used to extend and develop ideas, skills and knowledge.

ASTK334 COMPUTER TECHNOLOGY III 10cp
Content
The purpose of this subject is 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.

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. 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, coal and minerals and microbial production systems.

ASTK431 FOOD TECHNOLOGY IV 10cp
Subject description to be advised.
<table>
<thead>
<tr>
<th>Faculty of Education</th>
<th>Section Nine</th>
<th>Specialist Subject Descriptions</th>
</tr>
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</table>

**ASTB432 TEXTILE AND APPAREL IV 10cp**  
Subject description to be advised.

**ASTB433 INDUSTRIAL TECHNOLOGY IV 10cp**  
Subject description to be advised.

**ASTB434 COMPUTER TECHNOLOGY IV 10cp**  
Subject description to be advised.

**ASTB435 ELECTRONICS TECHNOLOGY 10cp**  
Subject description to be advised.

**ASTB437 ENGINEERING STUDIES IV 10cp**  
Subject description to be advised.

**ASTB438 RESOURCES TECHNOLOGY IV 10cp**  
Subject description to be advised.

**ASTS131 SCIENCE IA 20cp**  
**Content**  
A large number of areas are covered including cellular processes, the flowering plant, mammals, the marine rock platform and aspects of evolution theory. The skills required for further study in tertiary biology courses will be emphasised. Human biology is dealt with including related moral and ethical issues and related personal development courses for adolescents. The nature of chemistry as a science will be considered. Basic skills will be reviewed in relation to equations and stoichiometry. The theories of the structure of the atom and periodic table will be investigated as well as bonding and molecular structures, acid-base equilibrium and introductory organic chemistry.  
**Texts**  
Norstig, K.L. 1985, Biology, Merrill Timbertlake.  

**ASTS133 SCIENCE IC 20cp**  
**Content**  
Initial consideration of the nature of physics will be illustrated during subsequent consideration of such topics from classical mechanics as structure and properties of matter, description of motion and concepts associated with equilibrium, momentum and energy and direct current electricity.  
**Texts**  
Weidner, R.T. 1988, Physics, Allyn & Bacon.  
Serway, R. 1986, Physics for Scientists and Engineers.

**ASTS331 CHEMISTRY III 30cp**  
**Content**  
This subject deals with transition metal chemistry, polymer chemistry, chemical kinetics and introductory organic chemistry.  
**Texts**  

**ASTS332 BIOLOGY III 30cp**  
**Content**  
Section A deals with the general characteristics of microorganisms, their classification and growth requirements. Standard laboratory procedures in microbiology culture techniques, staining, plate counts, oil immersion microscopy, etc. will be practised, and the relevance of the role of microorganisms in natural ecosystems, agriculture, health, and industrial processes will be demonstrated.  
Section B will involve a study of the developmental processes of vertebrates, and will concentrate on a thorough study of aspects of the comparative anatomy of the five vertebrate classes. Particular attention will be paid to human developmental and comparative anatomy.  
Section C will comprise a study of response, regulation and behaviour in plants and animals, with particular attention given to the concept of homeostasis, and the role of hormones. An introduction to the science of ethology will cover such aspects of animal behaviour as conditioning, imprinting, territoriality, and social behaviour.  
**Texts**  
Selinger, B. 1986, Chemistry in the Market Place, ANU Press.

**ASTS431 CHEMISTRY IV 20cp**  
**Content**  
Mechanisms of controlled fission energy production and the implications of this technology for mankind will be examined. Relative value of other sources of energy will be covered briefly. Students will be introduced to such concepts as general relativity quantum theory wave properties of matter and the uncertainty principle. Experimental work will include writing of computer programs using graphics for simulation.  
**Texts**  
Both sections of the subject will compare and contrast the reductionist and holistic approaches characteristic of modern scientific debate.

**Texts**


**ASTP433 PHYSICS IVE**

Theories of nuclear and atomic structure and electromagnetic sources will be examined with a particular emphasis upon their application in the gathering and analysing of data of use to astronomers. Some consideration of integrated circuits will also be included as well as transmitters and receivers.

**Texts**

Friedlander, M. 1985, Astronomy from Stonehenge to Quasars, Prentice Hall.


**DESN137 DESIGN IX (Product Design)**

Prerequisites: Completion of a Technology based subject at 3rd Year level or equivalent.

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

Assessment: A combination of assignments, practical tasks, seminars, tests and examinations.

**Content**

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.

**DESN139 DESIGN I**

**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, audiovisual exposure and folio presentation. The link will be made between design for the market place and the Design and Technology school syllabus.

**DESN339 DESIGN 11 (Industrial Design)**

Prerequisites: DESN137 Design 1.

**Hours** 4 hours per week face-to-face for one year or equivalent.

Assessment: A combination of assignments, practical tasks, seminars, tests and examinations.

**Content**

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.

**DESN 359 DESIGN III**

**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 in a chosen area of specialisation in the technology strand, will be a feature of this subject. Students will develop a perception and realisation of design and technology in their chosen area of study.

**DESN 439 DESIGN IV**

**Prerequisites** Nil.

**Hours** Few formal lectures. Students are to research on an individual basis and consult lecturers as appropriate.

Assessment: A combination of assignments and an individual report.

**Content**

This subject provides a background of mathematical content and skills needed by teachers of elementary mathematics. It also provides an introduction to computing. The content covers sets, elementary number theory, geometry, measurement and probability.

**ASTN411 COMPUTING I**

**Content**

The aim of this subject is to develop computer skills in the areas of text processing, database systems, electronic spreadsheets, computer graphics and programming using the QuickBasic language. Students will be introduced to measurement, data classification, data organisation and exploratory data analysis. Applications to the school environment will be used in this subject.

**MAQM135 MATHEMATICS IA**

**Content**

Differential and integral calculus of functions of a single variable: Applications of Calculus including mechanics.

**Texts**


**MAQM136 MATHEMATICS IB**

**Content**


**Texts**


**MAQM146 FOUNDATION STUDIES IN MATHEMATICS**

**Content**

Real variables, differentiability, the mean value theorem, Riemann integration and the Fundamental theorem of the Calculus. Complex variables, Cauchy's theorem, power and Laurent series, singularities, residues and poles, conformal mappings. Linear Algebra, inner product spaces, eigenspaces, diagonalisation of a quadratic form and a variety of applications. Ordinary differential equations of the first degree. Solution by series. The methods of Frobenius, Bessell and Legendre.

**Texts**


**MAQM306 MATHEMATICS IID** 15cp

*Hours* 3 hours per week for the full year

*Content*

Sets and classes of sets, sigma rings and sigma algebras, construction of the rationals and reals. An introduction to mathematical logic. Elementary group theory. Transformation geometry and non-Euclidean geometry.

**MAQM317 MATHEMATICS IIB** 15cp

*Hours* 3 hours per week for the full year

Probability distributions, sampling distributions, hypothesis testing. Topics in operations research such as linear programming, project scheduling, job sequencing, queuing theory, dynamic programming and decision theory. Computer applications to the above topics and to development in computer aided learning.

**MAQM365 MATHEMATICS IVA** 10cp

*Prerequisite* MA335Q

*Hours* 2 hours per week for a year

*Content*

Combinatorics, block designs, finite geometries, latin squares, magic squares and Hadamard matrices. Groups, rings, ideals, integral domains and fields.

**MAQM436 MATHEMATICS IVB** 10cp

*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 IVC** 10cp

*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. Microcomputing using package software and programming to solve course-related problems.

**MUSI130 PERFORMANCE I A** 10cp

*Offered* Semester 3 (full year)

*Content*

This subject includes Instrument Study, Keyboard Study and Ensemble Performance. During the first three years of the course students undertake group instrument study which includes resource classes in string, woodwind, brass, percussion, guitar and voice excluding duplication of the instruments selected as principal study. Group keyboard study is provided for students for the first three years of the course - this study provides the student with the functional keyboard skills required by classroom music teachers. Non-piano majors are taught in separate classes from piano majors. Ensemble performance aims to expose students to ensemble experience of various types depending on the student's expertise.

**MUSI132 MATERIALS OF MUSIC I** 10cp

*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 modal 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, modal techniques and chorale harmonisation. The basic object of aural training is to help students to develop set patterns of response to auditory and visual stimuli.

**MUSI135 MUSICOLOGY I** 15cp

*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 basics of orchestration and arrangement for various types of ensemble, and to develop their knowledge of the range and combination of instrument used in orchestral music. The 20th Century Composition techniques aim to provide students with a sound understanding of the body of musical 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** 10cp

As for MUSI130, called Performance 1A

**MUSI231 PERFORMANCE IIB** 10cp

As for MUSI131, called Performance 1B

**MUSI232 MATERIALS OF MUSIC II** 10cp

As for MUSI132, called Materials of Music 1

**MUSI233 MUSICOLOGY II** 10cp

As for MUSI133, called Musicology 1

**MUSI330 PERFORMANCE IIIA** 10cp

As for MUSI130, called Performance 1A

**MUSI331 PERFORMANCE IIIB** 10cp

As for MUSI131, called Performance 1B

**MUSI332 MATERIALS OF MUSIC III** 10cp

As for MUSI132, called Materials of Music 1

**MUSI333 MUSICOLOGY III** 10cp

As for MUSI133 called Musicology 1

**MUSI430 PERFORMANCE IV A** 10cp

As for MUSI133, called Performance 1A

**MUSI431 PERFORMANCE IVB** 10cp

As for MUSI131, called Performance 1B

**VAAE235 VISUAL ARTS STUDIO IIA** 15cp

*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** 10cp

*Content*

A studio elective for study in years 2 and 3 to be selected from the list under VAAE236 above.

**VAAE237 VISUAL ARTS STUDIO IIC** 10cp

*Content*

Students continue with the Studio Elective as in VAAE236, or may take the option of substituting an approved University semester unit.

**VAAE235 VISUAL ARTS STUDIO IIIA** 30cp

*Content*

As for VAAE235, Studio Major.

**VAAE236 VISUAL ARTS STUDIO IV** 20cp

*Content*

Continuation with Studio Major.

**VART102 VISUAL ARTS STUDIO I A** 15cp

*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 three such classes attended each week, this study enables the student to gain introductory experiences within and across selected disciplines.

**VART104 VISUAL ARTS STUDIO IIB** 15cp

*Content*

A further visual arts studio class of three hours per week described in VAAE235 above.
ART290 AUSTRALIAN ART 5cp
Semester Based Study
This study surveys the major themes and issues in the historical framework of Australian Art. The particular emphasis is on Painting, Printmaking and Drawing.

ART291 TWENTIETH CENTURY ART 5cp
Semester Based Study
An indepth study of the concerns of Twentieth Century artists, with an emphasis on diversity and commonality, continuities and challenges to tradition.

ART292 HISTORICAL SURVEY OF GRAPHICS AND ILLUSTRATION 5cp
Semester Based Study
An introduction to the historical origins and development of graphics and illustration in Australia with reference to international influences. The study will focus attention on contemporary attitudes and cultural roles adopted by practitioners.

ART293 ANALYSIS OF THE VISUAL IMAGE 5cp
Semester Based Study
A wide ranging survey of the historical and contemporary approaches to the interpretation of Visual images. The focus of the study is the perception and analysis of pictures, particularly prints, drawings and paintings.

ART294 THE 3-D ARTS SINCE 1900 5cp
Semester Based Study
An examination of the evolution of Sculpture, Ceramics and the Fibre Arts in the Twentieth Century. Emphasis is on the major characteristics, changes, cultural settings, economic and political climates as factors underlying movements and trends.
### Subject Descriptions

<table>
<thead>
<tr>
<th>Code</th>
<th>Subject</th>
<th>CP</th>
<th>Sem</th>
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<tbody>
<tr>
<td>EDSE416</td>
<td>SPECIAL EDUCATION (STUDENTS WITH SPECIAL NEEDS)</td>
<td>5c</td>
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<tr>
<td>EDSE416</td>
<td>This subject provides an introduction to the educational requirements of students with special needs, with particular emphasis on current trends, policies and support services. A range of relevant curricular and instructional implications is identified and discussed. 2hpw for one semester</td>
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<td><strong>a) Student objectives</strong></td>
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<td>At the completion of this subject, students will be able to</td>
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<td>• recognise and discuss the needs of primary or secondary age students with, behaviour problems, learning difficulties or disabilities in regular or special educational settings;</td>
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<td>• evaluate current trends, policies and support services associated with the education of students with special needs;</td>
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<td>• demonstrate a basic understanding of a range of instructional strategies designed to be used with students who have special needs.</td>
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<td><strong>b) Topics</strong></td>
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<tr>
<td></td>
<td>1. Introductory concepts: Impairment, disability and handicap</td>
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<td>2. Integration - policies, principles and practice</td>
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<td>3. Learning difficulties - sources</td>
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<td>4. Learning difficulties - reading/spelling</td>
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<td>5. Behaviour problems</td>
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<td>6. Sensory disabilities</td>
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<td>7. Mild intellectual disability</td>
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<td>8. Moderate to severe intellectual disability</td>
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<td>9. Individualising instruction</td>
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<td>10. Family issues and support services</td>
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### References


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<tr>
<th>Code</th>
<th>Subject</th>
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<tbody>
<tr>
<td>EDGN231</td>
<td>BEHAVIOUR AND DISCIPLINE</td>
<td>10c</td>
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<tr>
<td>EDGN231</td>
<td>Content</td>
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<tr>
<td></td>
<td>1. This subject focuses on the range of behaviour problems shown by children in early childhood and school settings. Alternate approaches to coping with student behaviour problems are examined including behaviour management, interpersonal skills, curriculum changes and special services for students with moderate and severe behaviour problems.</td>
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</table>

### Content

- This subject provides an introduction to key issues that affect the provision of services in special education including integration of children with disabilities within mainstream education and the effect of education curriculum policies on teaching students with special needs. Recent innovations in the field of special education are also examined.

### Prerequisites

- Nil
Does society have an obligation to terminate the lives of severely handicapped foetuses; do we ever have not only a right but an obligation to terminate the lives of severely handicapped newborns? The ethical and philosophical issues surrounding abortion of defective fetuses; the rights of handicapped newborns; the rights of parents; the impact of the abortion of defective newborns on parents; the social and medical consequences of non-abortion of severely handicapped newborns; the sanitary and ethical implications of abortion should be considered.äd

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

**EDGS661 EDUCATION OF STUDENTS WITH LEARNING DIFFICULTIES**

**Content**

The assertion has been made that up to 20% of students in the average class have learning difficulties of one kind or another. The purpose of this subject is to examine recent literature related to this group of students in preschool to post-secondary classes. The nature of learning problems experienced by students of relatively normal intellectual ability who nevertheless achieve poorly in school will be analysed from different theoretical perspectives and implications for intervention will be addressed. The various modes of service delivery for support of these students will be involved in an in-depth investigation of at least one of these issues.

**Text and References**

To be advised.

**EDGS662 PHILOSOPHICAL ISSUES IN SPECIAL EDUCATION**

**Content**

The aim of this semester subject is to acquaint students with the ethical and philosophical dimensions of special education. Topics include: the rights of individuals with handicaps; do they have equal rights, different rights or rights only to their interests?; preferential treatment and positive discrimination - does society have an obligation to educate and employ persons with handicaps; the ethical issues surrounding the abortion of defective foetuses; do we ever have not only a right but an obligation to terminate the lives of severely handicapped infants; what ethical issues arise from the IVF program and the use of genetic engineering to eradicate human deficiencies?

**Reference**

To be advised.


**EDGS663 EDUCATION OF STUDENTS WITH DEVELOPMENTAL DISABILITIES**

**Content**

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

**Text and References**

To be advised.

**EDGS664 TEACHING METHODS AND TECHNIQUES IN SPECIAL EDUCATION**

**Content**

This subject provides an in-depth study of instructional methods and organisational 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.

**Reference**

To be advised.

**EDGS665 INSTRUCTIONAL STRATEGIES IN SPECIAL EDUCATION**

**Content**

This subject provides an in-depth study of instructional methods and organisational 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.

**Reference**

To be advised.
### Faculty of Education

#### Section Nine

<table>
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<tr>
<th>Subject Descriptions</th>
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<tbody>
<tr>
<td>Special Education</td>
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</table>

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

#### References

To be advised.

### ED8E405 PRACTICUM 20cp

#### Content

The practicum consists of three placements, each of eight weeks duration, for four mornings per week, totaling 96 half-days. For part-time students the placement may be in the student's own school or in an alternative setting. All students are required to undertake a series of teaching and programming tasks following a model of assessment, planning implementation and evaluation.

### ED8E426 PROFESSIONAL DEVELOPMENT IN ADULT SPECIAL EDUCATION 10cp

#### Content

This subject focuses on 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.

### ED8E427 INTERPERSONAL SKILLS 5cp

#### Content

This subject aims to develop knowledge and understanding of the aspects of the interpersonal communication process which can enhance the role of the special educator. Topics include classroom structures and management, behavioural principles, intervention strategies, severe behaviour problems, crisis management, learning and assertion skills, collaborative problem solving, consulting with parents, children teachers and professionals and change agencies.

### ED8E435 DEVELOPMENTAL DISABILITIES 10cp

#### Content

Deals with the nature of developmental disabilities and contemporary educational and human issues pertaining to developmental disabilities.

#### Topics Include:

- nature of developmental disabilities
- normalisation
- communication programming
- assessment and instructional programming
- ethical and legal concerns
- family issues
- early intervention
- physical management
- leisure
- sensory disabilities
- vocational options
- socialisation
- general issues affecting disabilities

Text


### ED8E445 INDEPENDENT RESEARCH STUDY 15cp

#### Content

Students are required to complete a research study on a topic in special education. Following introductory lectures on research procedures students work with individual supervisors and are expected to formulate a research question, gather relevant data or information and analyse and present their results in a formal report.

### ED8E691 SPECIAL EDUCATION PRACTICUM 10cp

#### Co-ordinator Dr R.N. Conway

#### Prerequisite/Co-requisite EDGS561

#### Hours 240 hours of ongoing supervised experience in special education settings or equivalent

#### Assessment Progressive assessment

#### Content

A series of three 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.

### Texts and References

Nil

### ED8E693 PRACTICUM PROJECT IN SPECIAL EDUCATION 10cp

#### Coordinator Dr R.N. Conway

#### Prerequisite/Co-requisite EDGS561

#### Hours To be negotiated with the Supervisor

#### Assessment One project report

This practicum 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.

#### Texts and References

To be advised.

### ED8L402 PRACTICUM 10cp

#### Content

Within the context of a transdisciplinary approach to service delivery; practical demonstration of skills in assessment, program planning, evaluation, communication and professional skills in teaching.

### ED8L411 LANGUAGE AND LEARNING 15cp

#### Content

Aetiology and prevalence of learning difficulties; assessment and recording techniques; role of language within pre-academic and academic skills; role of language in learning for students for whom English is not a first language; adapting content to meet the needs of those students with language-based learning difficulties.

#### Texts

EDSL421 LANGUAGE AND EXPRESSIVE ARTS 15cp

Content
The processes of music, movement, drama, art and craft as both art form and as a resource in the education of children and young adults with communication disorders.

EDSL431 LINGUISTICS AND LEARNING 15cp

Content
Theoretical and practical approaches to linguistic theory including authoritative and scientific approaches to language, language structure and function; language acquisition; applied linguistics.

section ten
Research Interests of Staff

B.W. Ablason
Technology education - current and history.

D.J. Abalson
Second language acquisition, Linguistic Analysis, Literacy, Aboriginal Languages, Language and Education.

G. Albrecht
Environmental philosophy/ethics.
Environmental policy/politics.
Applied ethics.
Philosophy and public health.

J. Allan
Critical theory.
Knowledge definitions and control.
Teaching training curricula assessment.
Visual/verbal processing in learning.
Performing Arts Education - philosophy, sociology.
Teacher Education.
Music Education.

E.C. Music Education.

J. Archer
Motivation in education; classroom structure and attribution.

M.D. Arthur
Developmental Disabilities.
Biobehavioural states.
Communication processes in people with severe disabilities.
<table>
<thead>
<tr>
<th>Faculty of Education</th>
<th>Section Ten</th>
<th>Research Interests of Staff</th>
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Pedagogy and regulation.
Critical and feminist pedagogy.
Discourse analysis.
Power-knowledge ethics.
Michel Foucault.
Teacher education curricula and practice.
Teacher socialisation action research.

J. Gow
Australian political economy, structure and history.

H.J.C. Green
Chinese and Japanese History.
Hunter Valley History.
Chinese in Australia.

R.J. Haywood
Does the teaching of grammar improve children's writing?

A.P. Holbrook
The history of Australian education 1800 - 1950s.
Youth training programs.
Youth unemployment.
Futures 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.

L.R. Killian
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.
Sport education and 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.

J. 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. Lovat
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.

W.R. Maley
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.

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

D. Mahony
Environmental Education.
Research methods in Environmental Education.
Rural populations and their environmental values.

A.P. Mitchell
Early childhood literacy.
The teaching of reading K-6.
Reading programming in primary school.

R. Lackie
Social and political philosophy of education.
Critical theory in law and education.

M. Monfries
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).
Resources development.
Teacher effectiveness.
Management and discipline.
Curriculum development.

D. Palmer
Primary Science Education

D. Peterson
Curriculum Implementation
Teacher attitudes.
Teaching music education
Teacher preparation in music.

L. Pollins
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.
The University of Newcastle Campus Layout

Aboriginal Education Centre - Wollotuka
Academic Office Block
Advanced Technology Centre
Animal House
Architecture
Architecture Drawing Studios
Art
Astronomy
Behavioural Sciences Building
Biological Sciences
Bowman Building
BSC Building (Red Square)
CALT (Centre for Advanced Learning & Teaching)
Ceramics
Chemistry Building
Child Care Centre - Kinshba
Child Care Centre - Work Based
Child Care Centre - Wonnayba
Commonwealth Bank
Computing and Information Sciences
Design Building
Drama Studios
Drama Theatre
Edwards Hall
Engineering Administration
Engineering Bulk Solids
Engineering Chemical & Materials
Engineering Civil & Surveying
Engineering Classrooms
Engineering Electrical & Computer
Engineering Mechanical
Engineering Science (D W George)
Evatt House
General Purpose Building
GEOLOGY BUILDING
Geology Building
Graduate Studies
Great Hall
Griffith Duncan Theatre
Hunter Building
Hunter Technology Centre
International House
Lecture Theatre A
Lecture Theatre B
Library - Auchmuty
Library - Huxley
Lecture Theatre E
Library - Auchmuty
Library - Auchmuty
Library - Huxley
Mathematics Building
McMullin Building
Medical Sciences Building
Milton Building
Mechanical Engineering
Physics Building
Physical Planning & Stores Building
Radio 2NRU FM
Richardson Wing
Security
Science Building
Sculpture Workshop
Social Sciences Building
Special Education Centre
Sports Centre - Auchmuty
Sports Gymnasium - Hunter
Sports Pavilion
Staff House
Temporary Office Buildings
TUNRA
TUNRA Annex
University Union - Hunter
University Union - Shortland
Visual Arts/Medical Studies
Wetlands Pavilion
Wollotuka
Wonnayba
Physical Planning & Stores Building
Physics Building
Radio 2NRU FM
Richardson Wing
Security
Science Building
Sculpture Workshop
Social Sciences Building
Special Education Centre
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