FACULTY OF EDUCATION

1995
The University of Newcastle Calendar consists of the following volumes:

- Volume 1: Faculty of Architecture Handbook
- Volume 2: Faculty of Art and Design Handbook
- Volume 3: Faculty of Arts and Social Science Handbook
- Volume 4: Faculty of Economics and Commerce Handbook
- Volume 5: Faculty of Education Handbook
- Volume 6: Faculty of Engineering Handbook
- Volume 7: Faculty of Law Handbook
- Volume 8: Faculty of Medicine and Health Sciences Handbook
- Volume 9: Faculty of Music Handbook
- Volume 10: Faculty of Nursing Handbook
- Volume 11: Faculty of Science and Mathematics Handbook
- Volume 12: Legislation
- Volume 13: University Bodies and Staff

This Volume is intended as a reference handbook for students enrolling in courses conducted by the Faculty of Education.

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The colour band Jade BCC122 on the cover is the lining colour of the hood of Bachelors of Educational Studies of this University.

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Foreword

The Faculty of Education is committed to the pursuit and recognition of excellence in teaching and learning and to the academic and professional development of teachers. The quality of schooling and hence the quality of teachers is central to the debate on education. Your contribution to the work of the Faculty will enhance its influence on teaching and learning. Teaching is a highly skilled profession operating in a critical societal context which has high expectations of ethical teacher behaviour, and teacher skill attributes. No other profession has the same level of potential to influence future society and culture. The practice and craft of teaching is complex and requires constant critical reflection to develop. Teacher development is a continuous process from the time of entering University through graduation and induction to retirement.

To those commencing the study of Education, teaching and learning for the first time in 1995, congratulations on deciding to join the community of scholars dedicated to the education of future generations.

1995 is a significant year in the history of teacher education at Newcastle. Following an external review of the Faculty of Education in 1994, a new pattern of preservice initial teacher education will be introduced from Semester 1, 1995. That is, 1995 will be the last year for entry into four-year integrated Bachelor of Education courses. From 1996 aspiring teachers will commence a four-year double degree program leading to the award of a discipline based degree, for example, BA, BSc and concurrently to the award of a recognised teaching degree in a specialist field, for example, BTeach(Primary), BTeach(SocSc).

The undergraduate and postgraduate offerings of the Faculty are also being revised. As a consequence 1995 will be the last year of entry to the Bachelor of Educational Studies. Articulation of prior learning is to be adjusted to permit entry to postgraduate studies through more flexible regulations and structure of the Master of Educational Studies and of a new degree, Master of Teaching, comprising advanced study and experience in teaching and learning and in the discipline area of a specialist teaching field.

Throughout 1995 and the subsequent years of phasing out the BEd’s, the Faculty will continue to pursue the best possible arrangements for servicing the integrated programs and the continuing students enrolled.

There are five salient forms of award serviced by the Faculty in 1995 for both commencing and continuing students. Each award contributes to a particular demand:

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

II the pre-service Diploma in Education, which provides a professional year of study to complement undergraduate studies in teacher relevant degrees such as Arts, Music, Science, Economics and Visual Arts. 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 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; an Open Learning Group, a Curriculum Resources and Research Centre (CRRC), a Teaching Research Development Centre (TRDC) and a library and audio-visual section provide access to comprehensive collections of teaching materials and audio-visual aids. Video-tape facilities are available for micro-teaching. The University's Media Production Unit provides assistance with material and resource development and media support.

We wish you a most inspiring and productive experience in Education and in the study of teaching and learning.

Allan Taylor
Dean
section one

Faculty
Staff

PRINCIPAL OFFICERS

Visitor  His Excellency, The Governor of New South Wales

Chancellor  Ric McKenzie Chariton, BE, MSc(Syd), FAIM, FAICD

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Deputy President of the Academic Senate  Professor Brian Anthony English, BSW, PhD(NSW), MAASW

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T.J. Fullerton, BA(Hons)
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L. Peacock, MEd(Syd), MLitt(NE)
C.A. Richards, BSc, BA(USA), MA(USA), GradDip(MCAE)
M.K. Thomas, DipPh(W'gangTC), BPE(WA), MEdStud
C.A. Weckert, DipT, BA(WA), MLitt(NE), MEd(L'Sturt)
M.M. Williams, DipPE(W'Te)be), GradDipHealthEd(Adel), BSc(Oregon), GradDipProfComm(Canberra)

Associate Lecturers
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G. Byrne, BEd (IA&D&T)
N. Cairns, BEd, GDDeStud
A. McCormack, DipPR(Sydney), BEd, MEdStud

DEPARTMENT OF CURRICULUM AND TEACHING STUDIES
Section Two

Faculty Information

Course Enquiries
Information on courses offered by the Faculty, admission requirements, rules and policies governing enrolment, attendance, assessment and review of grades, variations of program and course transfers may be directed to the Assistant Registrar and Assistant 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 Course Director (current as at December 1994).

Bachelor of Education (Art)
Ms K. Grushka

Bachelor of Education (Design and Technology)
Mr B. Ableson

Bachelor of Education (Early Childhood)
Ms M. Davies

Bachelor of Education (English)
Dr D. Matthews

Bachelor of Education (Languages)
Dr S. Chen

Bachelor of Education (Mathematics)
Mr M. Williams

Bachelor of Education (Music)
Ms D. Paterson

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

Bachelor of Education (Primary)
Mr F. Bishop

Bachelor of Education (Science)
Mr R. Flanagan

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

Bachelor of Education (Social Sciences)
Mr R. Lewis

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

Diploma in Education, Primary or Secondary
Mr P. Chopra

Graduate Certificate in Educational Studies (Design and Technology)
Mr B. Ableson

Graduate Diploma in Educational Studies (Computer Education)
Mr D. Condon

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

Graduate Diploma in Educational Studies (Adult Special Education)
Dr R. Conway

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

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

Bachelor of Educational Studies
Associate Professor L. Chan

Master of Educational Studies
Associate Professor L. Chan

Master of Early Childhood Education
Dr J. Cowley

Master of Industrial Education
Dr A. O. Taylor

Master of Special Education
Dr R. Conway

Master of Special Education (Sensory Disability)
Mr G. Leigh

Doctor of Education
Associate Professor P. 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 of Education (Art)
Bachelor of Education (Design and Technology)
Bachelor of Education (Early Childhood)
Bachelor of Education (English)
Bachelor of Education (Languages)
Bachelor of Education (Mathematics)
Bachelor of Education (Music)
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 (Primary)
Diploma in Education (Secondary)

POST-INITIAL AND PROFESSIONAL DEVELOPMENT COURSES
UNDERGRADUATE
Bachelor of Education Non-Specialised Year IV Program
Bachelor of Education (Early Childhood) Year 4
Bachelor of Education (Design & Technology)
Bachelor of Education (Primary) Year 4

POSTGRADUATE
Graduate Diploma in Educational Studies (Special Education)
Graduate Diploma in Educational Studies (Adult Special Education)
Graduate Diploma in Educational Studies (Computer Education)
Graduate Diploma in Educational Studies (Speech and Language Remediation)
Graduate 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 (B.Ed). 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, Mathematics, Music, Languages, Physical and Health Education, Science and Social Sciences) are offered over four years of consecutive full-time study.

- 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 theoretical and practical studies in the teaching and learning areas. This is supplemented by school experience and teaching practice.

- Bachelor of Educational Studies (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 on to a PhD degree provided that the student completes a minor thesis successfully with an outstanding result.

- Master of Early Childhood Education. This postgraduate course consists of both coursework and a 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, deafness, visual impairment and multiple disability. The course is offered over a minimum of 3 semesters full-time or six semesters part-time and is available only at 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 (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 acceptable as a prerequisite for admission to candidature for the PhD degree.

- Doctor of Education (EdD). A doctoral degree conferred as a result of both high-level coursework and a thesis is now available in this Faculty. 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.

- Doctor of Philosophy (PhD). The Faculty 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.

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 University Secretary and 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:

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

The Collection

The Centre has a growing collection of resources of written and audio-visual material, 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 are available for use. Students especially are encouraged to familiarise themselves with the equipment in the Centre to gain experience in preparing their own resource materials. Some materials may be restricted to use under supervision of staff and a few items, eg psychology tests, may be used only by those with specific qualifications.

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

SPECIAL EDUCATION CENTRE

The Special Education 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. Foreman, BA, MLitt, MEd(NE), PhD(Macq), MACE, MAPsS
Assistant Director
R. Conway, BA, BEdStud, MEd, PhD(Macq), DipSpecEd, MACE

Associated Academic Staff from Division of Special Education

Senior Lecturers
J. Cowley, BA, MAC(Macq), PhD, LSDA, MAATD
G. Robinson, BA, DipEd(Syd), MEd, PhD, MAPsS

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

Research Assistants
H. Fairbairn, BA, DipEd, BEd
A. White, BA(NE)

Teachers
L. Benson, DipSpecEd, GradDipEdStud
L. Butler, DipTeach, GradDipEdStud
M. Chipilene, BA, DipEd, GradDipEdStud
section three

Rules Governing Academic Awards

RULES GOVERNING ACADEMIC AWARDS

Application of Rules
1. These Rules shall apply to all the academic awards of the University other than the degrees of Doctor and degrees classified as Master degrees by research.

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 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 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 totalling 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 the 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 enrols in or is already enrolled in any subjects prescribed as its co-requisites.

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

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

Credit

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

(2) Except as may be otherwise provided in the schedule, a candidate shall not be granted 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, before the first Higher Education Contribution Scheme census date for that academic year.

(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 semester length subject, the last day of that semester; or

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

(iii) subject to any provision within the schedule; 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(s).

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

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

Relaxing Provision

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

SCHEDULE — MASTER OF EARLY CHILDHOOD EDUCATION

Classification

1. The degree of Master of Early Childhood Education shall be a degree by coursework offered in the Faculty of Education.

Admission to Candidature

2. To be eligible for admission to candidature an applicant shall:
Section Three

Qualification for Admission to the Degree

3. To qualify for admission to the degree a candidate shall pass a program of subjects approved by the Faculty Board totalling 120 credit points which shall include a thesis contributing 30 credit points.

Credit

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

Time Requirements

5. The course shall be completed in not less than one and a half years and not more than six years of study unless the Faculty Board otherwise permits.

SCHEDULE — MASTER OF EDUCATIONAL STUDIES

Classification

1. The degree of Master of Educational Studies shall be a degree by coursework offered in the Faculty of Education.

Admission to Candidature

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

Qualification for Admission to the Degree

3. To qualify for admission to the degree a candidate shall pass a program of subjects approved by the Faculty Board totalling 120 credit points which shall include a thesis contributing 30 credit points.
5. (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, on the recommendation of the Head of the Department of Music.
(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 University Secretary and Registrar is provided.

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

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

8. 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.

9. (1) The performing qualities assessment shall consist of:
(a) such written tests and interviews as the Faculty Board on the recommendation of the relevant Heads of Department shall require; and
(b) an audition in which the candidate must demonstrate dance potential 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 University Secretary and Registrar is provided.

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

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

Qualification for the Degree

12. (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 standards prescribed by the Faculty Board.
(2) The program may include subjects from two areas of specialisation in accordance with conditions prescribed by the Faculty Board.

Grading of Degrees

13. (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 1 and Division 2.

Credit

14. (1) A candidate who has completed a Diploma in Teaching or a qualification deemed equivalent by the Faculty Board may be granted credit on such conditions as the Faculty Board may determine, for up to 240 credit points.

Withdrawal from Subject

15. 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 — BACHELOR OF EDUCATIONAL STUDIES

Admission to Candidature

1. An applicant for admission to candidature shall:
(a) have satisfied the requirements for admission to a degree of Bachelor of the University or to a degree of another tertiary institution approved for this purpose by the Faculty Board; 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; or
(c) produce evidence of possessing such other qualifications as the Faculty Board may approve.

Qualification for Admission to the Degree

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

* The following areas of specialisation have been approved by the Academic Senate:
  - Advanced Teaching Method
  - Computer Education
  - Curriculum
  - Educational Administration
  - Educational Drama
  - Educational Technology
  - Education and Youth Opportunities
  - Speech and Language Remedia
  - Special Education
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 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 University Secretary and 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.

SCHEDULE — DIPLOMA IN EDUCATION

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

Admission to Candidature
2. (1) Applicants for admission to candidature shall nominate the specialisation in which they wish to pursue the course.
   (2) An applicant for admission to candidature for the diploma shall:
      (a) have satisfied all the requirements for admission to a degree of Bachelor of the University or a degree of any other tertiary institution approved for this purpose by the Faculty Board; and
      (b) have completed such other work prescribed in accordance with the policy determined by the Faculty Board.

Qualification for the Diploma
3. To qualify for the diploma a candidate 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 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
6. 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 OF TEACHING

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

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

The following areas of specialisation have been approved by the Academic Senate:
- Advanced Teaching Method
- Computer Education
- Curriculum
- Design and Technology
- Educational Administration
- Educational Drama
- Educational Technology
- Education and Youth Opportunities
- Speech and Language Remediation
- Special Education

The following areas of specialisation have been approved by the Academic Senate:
- Primary
- Secondary, which shall include:
  - Art Education, Asian Studies, Design and Technology, Drama, English, History, Home Economics, Industrial Arts Technology, Languages, Mathematics, Music, Physical Education, Science and Social Sciences, which may be offered singly or in combination;
- Technical and Further Education.
section four

Rules Governing Master Degrees by Research

RULES GOVERNING MASTER DEGREES BY RESEARCH

PART 1 - PRELIMINARY

Application of Rules

1. (1) These Rules shall apply to degrees classified as Master degrees by research of the University.

2. (2) These Rules shall not apply to degrees conferred honoris causa or to degrees classified as Master degrees by coursework.

Interpretation

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

   “Committee” means the Graduate Studies Committee of the Academic Senate established pursuant to the Graduate Studies Committee Rules;

   “Dean” means the Dean of the Faculty in which the degree is offered;

   “degree” means the degree of Master for which a person is, or proposes to be, a candidate;

   “Department” means the Department in which the candidate is carrying out the program of advanced study and research;

   “Head of Department” where the Faculty does not have a Departmental structure, means the Dean of the Faculty, or the Dean’s nominee;

   “schedule” means the schedule to these Rules pertaining to the degree;

   “subject” means any part of the program for which a result may be recorded, other than a thesis;

   “supervisor” means the person appointed by the Committee, or where more than one such person is appointed, the person to whom is assigned the responsibility as principal supervisor;

   “thesis” means a thesis as defined by Rule 12.

2. (2) These Rules are subject to any provisions in the schedule.

PART 2 - GENERAL

The Degree

3. The degree of Master shall be an ungraded degree awarded for a significant contribution achieved through a program of advanced study and research to any branch of learning of concern to the Faculty in which the candidate is enrolled.

Admission

4. (1) An applicant for admission to candidature for a degree shall satisfy the requirements of the University governing admission and enrolment, and any other additional requirements prescribed in the schedule.

5. (2) Before approving an admission to candidature the Committee may require the applicant to sit for examinations or carry out such work as the Committee may prescribe.

6. (3) An applicant shall be admitted to candidature if the requirements of the schedule are satisfied.

7. (4) The Committee shall approve the enrolment of a candidate as either full-time or part-time.

Concurrent Enrolment

5. Except with the permission of the Committee, a candidate for the degree shall not be concurrently enrolled as a candidate for any other degree or award whether of this or another tertiary institution.

Program of Study and Research

6. (1) A candidate shall enrol and complete to the satisfaction of the Committee the program of advanced study and research prescribed in the schedule. The research shall be embodied in a thesis.

7. (2) The program shall be carried out under the direction of a supervisor or supervisors appointed by the Committee on the recommendation of the Head of Department.

8. (3) A candidate shall be required to carry out the program in the University, except as otherwise permitted by the Committee.

Examinations

7. Examinations in subjects shall be conducted in accordance with the Examination Rules and any further provisions specified in the schedule.

Section Four

Rules Governing Master and Doctoral Degrees

Progress

8. (1) The candidate, the supervisor and the Head of Department shall submit annual progress reports to the Committee.

(2) For the purpose of assessing a candidate’s progress in a degree by research, the supervisor and the Head of Department may submit to the Committee reports at any time on the candidate’s progress.

9. (3) The Committee, after considering any reports and other evidence of unsatisfactory progress, may terminate or place conditions on the continuation of the candidate.

10. (4) Before exercising the power referred to in sub-Rule (3), the Committee shall give the candidate an opportunity to make representations orally or in writing and shall take such representations into account before reaching its decision.

Absence

9. (1) Upon request in writing by a candidate the Committee may grant to that candidate leave of absence from the program. Such leave shall not be taken into account in calculating the period for the program prescribed in the schedule.

10. (2) On return from leave of absence, a candidate must enrol prior to submission of a thesis.

Withdrawal

11. (1) A candidate may withdraw from the program only by informing the University Secretary and Registrar in writing and the withdrawal shall take effect from the date of receipt of such notification.

12. (2) A candidate shall not be permitted to withdraw from a subject except with the permission of the Dean, on the advice of the Head of Department.

Relaxing Provision

11. In exceptional circumstances arising in a particular case, the Academic Senate, on the recommendation of the Committee, may relax any provision of these Rules.

PART 3 - PROVISIONS RELATING TO THESE

Thesis

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

13. (2) A thesis submitted for a degree shall embody the result of an investigation or design or other
research undertaken by the candidate, and shall comply with the following requirements, namely—

(a) A thesis—
   (i) shall be written in English or in another language approved by the Committee;
   (ii) shall be accompanied by an abstract of approximately 300 words describing its content;
   (iii) shall be typed, bound or presented in the manner prescribed by the Committee.

(b) A thesis—
   (i) must consist of a candidate’s own account of the research undertaken by the candidate the greater part of which must have been completed subsequent to admission to candidature for the degree. Work done conjointly with other persons may be accepted provided the Committee is satisfied that the candidate’s part in the joint research;
   (ii) must not contain as its main content any work or material which has previously been submitted for a University degree or other similar qualification unless the Committee otherwise permits.

Submission of Thesis for Examination

13. (1) A candidate shall give to the University Secretary not less than two months written notice of intention to submit the thesis for examination.

(2) A candidate shall submit to the University Secretary three copies of the thesis together with—
   (a) a certificate signed by the candidate that the thesis complies with Rule 12(2); and
   (b) if the candidate so desires, any documents or work published by the candidate bearing on the subject of the thesis.

(3) The supervisor shall provide a report—
   (a) advising that the candidate has completed the program in the University, under the direction of the supervisor; and
   (b) confirming that the thesis is of sufficient merit to warrant examination;

(4) In the event that the supervisor does not provide the report required under sub-Rule (3) within two weeks following submission, or that such report is unfavourable, a candidate may make a request in writing to the Committee that the thesis nevertheless be accepted for examination. The Committee shall seek—
   (a) the comments of the supervisor on the thesis;
   (b) such other information as the Committee may require;
   and shall determine whether or not the thesis will be accepted for examination.

Examination of Thesis

14. (1) For each candidate two examiners, at least one of whom shall not be a member of the staff of the University, shall be appointed by the Committee.

(2) The Committee shall consider the results in subjects, the reports of examiners and any other recommendations prescribed in the schedule and shall:
   (a) recommend that the candidate be admitted to the degree subject to any condition that the Committee may impose; or
   (b) permit the candidate to amend and resubmit the thesis; or
   (c) require the candidate to undertake further, oral, written or practical examinations; or
   (d) recommend that the candidate not be admitted to the degree, and that the candidature be terminated.

(3) A candidate will be permitted to amend and resubmit a thesis for examination once only.

(4) A candidate permitted to revise and resubmit a thesis shall re-enrol and submit the revised thesis within a period of one year from the date on which the candidate is advised of the result of the first examination, otherwise the candidature shall terminate.

(5) The candidate must have completed any subjects required for the degree before the thesis is submitted.

Availability of Thesis

15. (1) The University shall be entitled to retain the submitted copies of the thesis.

(2) A copy of the thesis of a candidate satisfying the requirements for the degree shall be deposited in the University Library.

(3) The copy of the thesis deposited in the University Library shall be available immediately to any person for consultation or copying unless, on the application of the candidate concerned, a Committee comprising the Chair of the Graduate Studies Committee, the Dean of the Faculty concerned or the Dean’s nominee and one other member of the Graduate Studies Committee from a cognate Faculty appointed by that Committee, determines that it shall not be made available without the written consent of the author for a period which shall not exceed two years.

(4) Subject to any determination by the Committee constituted under sub-Rule (3), the Library may supply in any medium, a copy of the thesis upon request to any person or library.

SCHEDULE — MASTER OF EDUCATION

Classification

1. The degree of Master of Education shall be a degree by research offered in the Faculty of Education.

Admission to Candidature

2. To be eligible for admission to candidature an applicant shall:
   (a) have satisfied the requirements for the degree of Bachelor of Educational Studies of the University or for another degree, approved for this purpose by the Committee, provided that in either case the applicant shall have completed, whether or not as part of the requirements for that degree, a minor thesis or its equivalent at a level satisfactory to the Committee; or
   (b) in exceptional cases produce evidence of possessing such other qualifications as may be approved by the Committee.

Qualification for the Degree

3. To qualify for admission to the degree the candidate shall complete to the satisfaction of the Committee a program prescribed by the Committee which will include:
   (a) such work and examinations as may be prescribed by the Committee; and
   (b) a dissertation embodying the results of a major study in the area of the candidate’s specialisation.

Time Requirements

4. The program shall be completed in not less than one year and not more than four years unless the Committee otherwise permits.
SECTION FIVE
DOCTORAL DEGREE RULES

PART 1 - PRELIMINARY
Application of Rules
1. (1) These Rules shall apply to the Doctoral Degrees of the University.
   (2) These Rules shall not apply to degrees conferred honoris causa.

Interpretation
2. In these Rules, unless the context or subject matter otherwise indicates or requires –
   “Committee” means the Graduate Studies Committee of the Academic Senate established pursuant to the Graduate Studies Committee Rules;
   “degree” means the doctoral degree for which a person is, or proposes to be, a candidate;
   “Department” means the department in which a candidate is carrying out the program of study and research;
   “Head of Department”, where the Faculty does not have a departmental structure, means the Dean of the Faculty, or the Dean’s nominee;
   “schedule” means the schedule to these Rules relevant to the degree;
   “supervisor” means the person appointed by the Committee, or where more than one such person is appointed, the person to whom is assigned the responsibility as principal supervisor;
   “thesis” means a thesis as defined by Rule 9;

PART 2 - GENERAL
Admission to Candidature
3. An applicant for admission to candidature for a degree shall satisfy –
   (a) the requirements of the University governing admission and enrolment; and
   (b) the additional requirements prescribed in the schedule.

Concurrent Enrolment
4. Except with the permission of the Committee, a candidate for the degree shall not be concurrently enrolled as a candidate for any other degree or award, whether of this or another tertiary institution.

Qualification for the Degree
5. To qualify for admission to the degree a candidate shall enrol and satisfy the requirements prescribed in the schedule.

Determination of Result
6. The Committee shall consider the reports of examiners and shall take action to determine the outcome of the examination in accordance with the Graduate Studies Committee Rules.

Withdrawal
7. A candidate may withdraw from the program of study by informing the University Secretary in writing and the withdrawal shall take effect from the date of receipt of such notification.

Relaxing Provision
8. In order to provide for exceptional circumstances arising in a particular case, the Academic Senate on the recommendation of the Committee may relax any provision of these Rules.

PART 3 - PROVISIONS RELATING TO THESSES
Thesis
9. A thesis submitted for a degree shall embody the result of an original investigation or design or other original research undertaken by the candidate, and shall comply with the following requirements, namely –
   (1) A thesis –
      (a) shall be written in English or in another language approved by the Committee;
      (b) shall be accompanied by an abstract of approximately 300 words describing its content; and
      (d) shall be typed, bound or presented in the manner prescribed by the Committee.
   (2) A thesis –
      (a) must consist of a candidate’s own account of the research undertaken by the candidate the greater part of which must have been completed subsequent to admission to candidature for the degree. Work done conjointly with other persons may be accepted provided the Committee is satisfied on the candidate’s part in the joint research; and
      (b) must not contain as its main content any work or material which has previously been submitted for a University degree or other similar qualification unless the Committee otherwise permits.

Submission of Thesis for Examination
10. (1) A candidate shall give to the University Secretary not less than two months written notice of intention to submit the thesis for examination.
   (2) A candidate shall submit to the University Secretary four copies of the thesis together with –
      (a) a certificate signed by the candidate that the thesis complies with Rule 9(2); and
      (b) if the candidate so desires, any documents or work published by the candidate bearing on the subject of the thesis.
   (3) Except in the case of the Higher Doctoral Degrees and the Doctor of Medicine, the supervisor shall provide a report –
      (a) advising that the candidate has completed the program in the University, under the direction of the supervisor; and
      (b) confirming that the thesis is of sufficient merit to warrant examination;
   (4) In the event that the supervisor does not provide the report required under sub-Rule (3) within two weeks following submission, or that such report is unfavourable, a candidate may make a request in writing to the Committee that the thesis nevertheless be accepted for examination. The Committee shall seek –
      (a) the comments of the supervisor on the thesis; and
      (b) such other information as the Committee may require;
      and shall determine whether or not the thesis will be accepted for examination.

Availability of Thesis
11. (1) The University shall be entitled to retain the submitted copies of the thesis.
A copy of the thesis of a candidate satisfying the requirements for the degree shall be deposited in the University Library.

The copy of the thesis deposited in the University Library shall be available immediately to any person for consultation or copying unless, on the application of the candidate concerned, a Committee comprising the Chair of the Graduate Studies Committee, the Dean of the Faculty concerned or the Dean's nominee on the Graduate Studies Committee and one other member of the Graduate Studies Committee from a cognate Faculty appointed by that Committee, determines that it shall not be made available without the written consent of the author for a period which shall not exceed two years.

Subject to any determination by the Committee constituted under sub-Rule (3), the Library may supply in any medium, a copy of the thesis upon request to any person or library.

SCHEDULE — DOCTOR OF PHILOSOPHY

The Degree

1. The degree of Doctor of Philosophy shall be awarded for an original and significant contribution of merit achieved through a program of advanced study and research to any branch of learning of concern to the University.

Admission to Candidature

2. (1) An applicant for admission to candidature for the degree shall—

(a) have satisfied all of the requirements for admission to the degree of Master or the degree of Bachelor with first class honours or second class honours Division 1 in the University or any other degree approved for this purpose by the Committee; or

(b) have satisfied all of the requirements for admission to the degree of Bachelor in the University or any other degree approved for this purpose by the Committee, and have achieved by subsequent work and study a standard recognised by the Committee as equivalent to at least second class honours Division 1; or

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

Thesis Topic

5. A candidate shall submit the topic of the thesis for approval by the Committee not later than one year after admission to candidature. After the thesis topic has been approved it may be changed only with the permission of the Committee.

Program of Study and Research

4. (1) A candidate shall enrol and complete to the satisfaction of the Committee a program of advanced study and research approved by the Committee ("the program"). The research shall be embodied in a thesis.

(2) The program shall be carried out under the direction of a supervisor or supervisors appointed by the Committee on the recommendation of the Head of the Department.

(3) A candidate shall be required to carry out the program in the University, except as otherwise permitted by the Committee.

Enrolment

3. The Committee shall approve the enrolment of a candidate as either full-time or part-time.

Examination of Thesis

7. (1) The Committee shall appoint three examiners of whom at least two shall not be members of the staff of the University.

(2) The Committee shall consider the reports of examiners and any other recommendations and shall:

(a) recommend that the candidate be admitted to the degree subject to any condition that the Committee may impose; or

(b) permit the candidate to amend and resubmit the thesis; or

(c) require the candidate to undertake further oral, written or practical examinations; or

(d) recommend that the candidate not be admitted to the degree, and that the candidature be terminated.

(3) A candidate will be permitted to amend and resubmit a thesis for examination once only.

(4) A candidate permitted to revise and resubmit a thesis shall re-enrol as a candidate for the degree.

The revised thesis shall be submitted within a period of one year from the date on which the candidate is advised of the result of the first examination, otherwise the candidature shall terminate.

Transfer of Candidature

8. (1) A candidate for a master degree by research in the University may be permitted to transfer candidature to the degree under such terms and conditions as the Committee shall determine.

(2) Except with the permission of the Committee, candidates who transfer from a master degree shall be deemed to have commenced from the time of admission to candidature to that degree.

Time Requirements

9. The thesis shall be completed and submitted for examination in not less than two years of full-time and four years of part-time enrolment from admission to candidature and except with the permission of the Committee, not more than five years of full-time or eight years of part-time enrolment.

Absence

10. (1) Upon request in writing by a candidate the Committee may grant to that candidate leave of absence from the program. Such leave shall not be taken into account in calculating the period prescribed in Clause 9.

(2) On return from leave of absence, the candidate must enrol prior to the submission of the thesis.

SCHEDULE — DOCTOR OF EDUCATION

Interpretation

1. In this schedule, unless the context or subject matter otherwise indicates or requires:—

"coursework" means that part of the program specified by the Faculty Board which consists of subjects;

"Faculty Board" means the Faculty Board of the Faculty of Education;

"program" means the program of advanced coursework and research undertaken by a candidate in order to qualify for the degree;

"subject" means any part of the program, other than the thesis, for which a result may be recorded.

The Degree

2. The degree of Doctor of Education shall be awarded upon satisfactory completion of a program which is judged to be an original and significant contribution of merit to any branch of learning with which the Faculty of Education is concerned.

Admission to Candidature

3. (1) An applicant for admission to candidature for the degree of Doctor of Education shall—

(a) have satisfied all of the requirements for admission to the degree of Master or the degree of Bachelor with first class honours or second class honours Division 1 in the University or a degree from another university approved for this purpose by the Committee; or

(b) have satisfied all of the requirements for admission to the degree of Bachelor in the University or a degree from another university approved for this purpose by the Committee, and have achieved by subsequent work and study a standard recognised by the Committee as equivalent to at least second class honours Division 1; or

(c) in exceptional cases submit such other evidence of general and professional qualifications as may be approved by the Committee on the recommendation of the Faculty Board.
(2) In addition to the requirements of sub-Clauses (1) and (4) an applicant shall have completed at least five years of professional experience in Education considered acceptable by the Committee on the recommendation of the Dean of the Faculty of Education.

(3) Before approving an application for admission to candidature the Committee may require the applicant to sit for such examinations or carry out such work as the Committee on the recommendation of the Dean may prescribe.

Program of Study and Research
4. A candidate shall enrol and:
   (a) shall pass subjects totalling not less than 120 credit points selected from the list of subjects approved by the Faculty Board for the purposes of the program; and
   (b) shall complete to the satisfaction of the Committee a thesis embodying the results of the candidate’s research.

Credit
5. The Faculty Board may grant credit to a candidate on such conditions as it may determine. Credit shall not be granted for more than 60 credit points and may only be granted in recognition of study undertaken at doctoral degree level.

Subject Requirements
6. (1) 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.
   (2) The Examination Rules shall apply to all examinations conducted pursuant to sub-Clause (1).
   (3) The candidate must have passed all subjects comprising the coursework component pursuant to Clause 4(a) before the thesis is submitted.

Withdrawal
7. (1) A candidate may withdraw from a subject, or the course by informing the University Secretary in writing and the 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 subject after the relevant date shall be deemed to have failed that subject. The relevant date shall be:
   (a) in the case of any subject lasting no more than one semester, the last day of that semester;
   (b) in the case of any other subject, the last day of second semester.

Thesis Component
8. (1) Before beginning the thesis component a candidate shall submit the topic of the thesis for approval by the Committee. After the topic has been approved, it may be changed only with the permission of the Committee.
   (2) The work for the thesis shall be carried out under the direction of a supervisor or supervisors appointed by the Committee on the recommendation of the Head of the Department.
   (3) A candidate shall be required to carry out the program in the University, except as otherwise permitted by the Committee.

Progress Reports
9. (1) The Dean shall report annually to the Committee on the progress of candidates completing the coursework component.
   (2) The candidate, the supervisor and the Head of Department shall submit progress reports annually.
   (3) For the purpose of assessing a candidate’s progress, the supervisor and the Head of Department may submit to the Committee reports on occasions or at any time on the candidate’s progress.
   (4) The Committee, after considering any reports and additional information, may terminate or place conditions on the continuation of the candidature.
   (5) Before exercising the power referred to in sub-Clauses (3), the Committee shall give the candidate an opportunity to make representations orally or in writing and shall take such representations into account before reaching its decision.

Examination of Thesis
10. (1) The Committee shall appoint three examiners of whom at least two shall not be members of the staff of the University.
    (2) The Committee shall consider the reports of examiners and any other recommendations and shall:
    (a) recommend that the candidate be admitted to the degree subject to any condition that the Committee may impose; or
    (b) permit the candidate to amend and resubmit the thesis; or
    (c) require the candidate to undertake further oral, written or practical examinations; or
    (d) recommend that the candidate not be admitted to the degree, and that the candidature be terminated;

(3) A candidate will be permitted to amend and resubmit a thesis for examination once only.

(4) A candidate permitted to revise and resubmit a thesis shall re-enrol and submit the revised thesis within a period of one year from the date on which the candidate is advised of the result of the first examination, otherwise the candidate shall terminate. During such period the candidate shall be required to re-enrol.

Time Requirements
11. The thesis shall be completed and submitted for examination in not less than two years of full-time and four years of part-time enrolment from admission to candidature and except with the permission of the Committee, not more than five years of full-time or eight years of part-time enrolment.

Absence
12. (1) Upon request in writing by a candidate the Committee may grant to that candidate leave of absence from the program. Such leave shall not be taken into account in calculating the period prescribed in Clause 11.
    (2) On return from leave of absence, the candidate must enrol prior to the submission of the thesis.
section six
Faculty Policies

About this Section
This section contains Faculty Policies which are relevant to all students enrolled in courses 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 Assistant Registrar, Administrative Assistants or Course Directors.

Bachelor of Education – Course structure
(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 five broad strands of study, with credit points distributed as follows:

A. Educational Studies

<table>
<thead>
<tr>
<th>EC</th>
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</tr>
</thead>
<tbody>
<tr>
<td>45-55</td>
<td>Pr</td>
</tr>
<tr>
<td>45-50</td>
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B. Professional Preparation

<table>
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<td>40</td>
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C. Specialist Preparation*

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<td>40-120</td>
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<tr>
<td>80-20</td>
<td>120-40</td>
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D. Independent Study

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<tr>
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E. Vocational Experience

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>25</td>
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<td>25</td>
<td>25</td>
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<td>20</td>
<td>20</td>
</tr>
<tr>
<td>320</td>
<td>320</td>
</tr>
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</table>

** To include, a major sequence of 80 cp in secondary courses and a minor sequence of 40 cp in other courses. Major and minor sequences may comprise discipline studies and/or specialist teaching studies.

*** Year IV Honours program students substitute a 20 cp Honours Research Thesis and reduce the Year IV Educational Studies requirement by a corresponding 5 cp.

*** All courses are to include the three Essential Skills Tests. All Course Committees are encouraged to include an educational computing content at least to the equivalent of a 5cp subject, either as a discrete subject or integrated as part of another subject.
Note

1. Where Syllabus/Method Studies and Specialist Teaching Studies are integrated, the Dean acting on recommendation from a Course Committee, may approve the transfer of up to 20cp of Specialist Teaching Studies to Syllabus/Methods or vice versa.

2. In secondary courses where two specialisations are offered in combination the first specialisation shall include a major sequence of at least 80cp, and the second specialisation shall include a minor sequence of at least 40cp.

3. The following areas of specialisation have been approved by the Academic Senate.
   (a) Primary;
   (b) Early Childhood;
   (c) Secondary, which shall include:
       Art, Asian Studies, Design and Technology, English, History, Home Economics, Industrial Arts, Technology, Languages, Mathematics, Music, Performing Arts, Physical and Health Education, Science and Social Sciences, which may be offered singly or in combination;
   (d) Technical and Further Education.

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

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 an Application for Variation of Academic Program Form and attached to that form.

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

1. Credit Points
   (1) Credit points are the basis on which student workload is 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 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 5 hours per week for a 10 credit point subject is a guide to the minimum expectation of the Faculty of Education. Students will need to monitor and evaluate their own 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 or corequisite requirements of each subject except where the Faculty Board determines otherwise.
   (3) Only in exceptional circumstances will prerequisite or corequisite requirements be waived.

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

4. Minors and Majors - Bachelor of Education Course
   Of the total 320 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 and where specified in a subject outline compulsory.

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 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 provisions 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 two classes of honours, namely Class I and Class II. Class II has two divisions, namely Division I and Division II. 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 subject(s).
   (1) Class I - GPA equal to or greater than 3.5
   (2) Class II Division I - GPA equal to or greater than 3.0
   (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 2.0, 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 Rule 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 academic year.
(b) He/she fails a compulsory subject twice.
(c) He/she fails a Practice Teaching Subject.

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

11. Essential Skills Testing

It is a policy that all initial teacher education courses include three nil credit point essential skills tests which comprises tests in basic numeracy, literacy and computing. The test will be administered initially in year one of enrolment and a pass in the test is 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 graduands 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 GROUP

section seven
Open Learning

The following courses in Education are offered by External Study in 1995:
- 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
- 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 rules 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, some variations of rules 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 1995 information for external candidates may be included in a separate External Studies supplement to be issued with enrolment and re-enrolment materials.

Course requirements specific to the award, subject availability charts, credit point information and sufficient information about each subject to assist the students' choice of course pattern, e.g. objectives, topics, teaching strategies, assessment methods, texts and references are supplied separately. This information is then expanded in the first printout of subject content and assignments when students enter or continue the particular program.

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

Significant aspects of methodology include comprehensive lecture notes, with reading lists for
further study, and a wide variety of assignment patterns, including opportunities for independent research. Strategies vary with subject content and objectives include field work, interviews, case studies, use of local resources, laboratory work, problem-solving experiments, worksheets, model making projects, certified photographic records of phases of construction, preparation of charts and diagrams, reports and industrial visits, 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 audio tape 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 is responsible for most servicing arrangements, including the conduct of On-campus Schools. These functions are complemented by Faculty of Education Secretariat and the Student Administration for services such as enrolment/re-enrolment, while an Examinations Section arranges for appropriate centres to form a network throughout the State to ensure appropriate supervision and to minimize the need for candidates to travel beyond their region for examinations. Library services from the University ensure a daily turnaround of request, often received via voca-mail. Excellent co-operation is also received from other academic libraries. Individual counselling by telephone is readily available and most useful in problemsolving 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.

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 a detailed transcript 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.

(i) Subject prerequisites must be met before the candidate is eligible for a particular unit.
(ii) Timing requires a careful check of subject availability in particular semesters or years.
(iii) 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.

Compulsory On-campus Schools
In 1995 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 1995.

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

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 General Information Section (Section Twelve).

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 rules 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.

E.g. Change of name
Change of address
Change of school [if applicable]
Withdraw from course
Variation of program
Seek leave of absence

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

Initial Teacher Education Courses

UNDERGRADUATE

BACHELOR OF EDUCATION (ART)

Course Director: Ms Kathryn Grushka

Availability: On Campus Newcastle

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.

To prepare for art teaching, 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 include printmaking, painting, ceramics, sculpture, drawing, textiles, photography, illustration (plant and wildlife), video, fibre arts/textiles and graphics. Students have the opportunity to complete the Bachelor of Education (Art) degree with Honours by undertaking an Honours Thesis in the final year of their course (refer to the policies in relation to Awards with Honours in this Handbook).

Course Outline

<table>
<thead>
<tr>
<th>Subject Code</th>
<th>Subject Name</th>
<th>Semester of Offer</th>
<th>Credit Points</th>
<th>Prerequisites</th>
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<td>Semester of Offer</td>
<td>Credit Points</td>
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**Art Theory Electives Choose 2 from:**

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<td>Twentieth Century Art</td>
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<td>5</td>
<td>EDAE131</td>
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<td>Illustration</td>
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**Year 3**

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**Studio Minor choose 1 (not already completed) from:**

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<td>BEDA225</td>
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<td>BEDA245</td>
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<tr>
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BEDA113 STUDIO SESSION 3 5cp
A semester-long studio class selected from those available (see offerings listed under BEDA111) but different to those already selected.

BEDA114 STUDIO SESSION 4 5cp
A semester-long studio class selected from those available (see offerings listed under BEDA111) but different to those already selected.

BEDA115 STUDIO SESSION 5 5cp
A semester-long studio class selected from those available (see offerings listed under BEDA111) but different to those already selected.

BEDA116 STUDIO SESSION 6 5cp
A semester-long studio class selected from those available (see offerings listed under BEDA111) but different to those already selected.

EDAE131 ART TEACHING STUDIES I 10cp
Department Curriculum & Teaching Studies
Lecturer/s Art Education Staff
Prerequisite Nil
Corequisite Nil
Offered Full Year
Assessment Exhibition/Assignments/Presentations
Content
An introduction to the theoretical models and practical approaches to planning art units with sequential structure. Special focus is given to the nature of the art learning environment. Art making will be drawn from the disciplines of:
1. Painting and drawing, illustration and will include the mixed media mode.
2. Printmaking: A variety of printing techniques will be introduced including lino block, woodcut, collagraphy, dry point, etching, and serigraphy. The techniques will be explored with paper and fabric applications. Syllabus focus K-10.
Text No set text
References To be advised

Studio Studies

BEDA111 STUDIO SESSION 1 5cp
Department Fine Art
One semester-long studio class selected from:

BEDA112 STUDIO SESSION 2 5cp
Department Fine Art
A semester-long studio class selected from those available (see offerings listed under BEDA111) but different to that discipline selected for BEDA111.

EDAE226 SYLLABUS/METHODS II 10cp
Department Curriculum & Teaching Studies
Lecturer/s Kathryn Grushka
Prerequisite EDAR126
Corequisite Nil
Offered Full Year
Assessment Assignments/Exhibition/Seminar Presentations
Content
Students will be introduced to the design component of visual art education, its educational rationale and curriculum models. Discipline study will be drawn from the areas of:
1. Graphic design, product design, textiles.
2. Interior design, architectural design, site specific art works, town planning and environmental design.
* Focus will be given to computer assisted image generation. Students will plan program units integrating relevant syllabus content 7-10, 11-12.
Text No set text
References To be advised

BEDA200 DRAWING 20cp
Department Fine Art
Prerequisite 25 credit points of First Year Studio Sessions (including Drawing)
Individual projects based on environmental and personal experience and emphasising exposure to a variety of drawing approaches, media and processes.

BEDA210 PAINTING 20cp
Department Fine Art
Prerequisite 25 credit points of First Year Studio Sessions (including Painting)
Experimental approaches to contemporary problems including large scale formats. Further development of technical and design skills. Paint laboratory experience available.

BEDA220 PRINTMAKING 20cp
Department Fine Art
Prerequisite 25 credit points of First Year Studio Sessions (including Printmaking)
In this study, students will be expected to investigate further the areas available to them in printmaking (block printing, etching, silkscreen or lithography). The development of specialised technical information will be emphasised in support of the expansion of concepts. Students will work in a studio workshop situation.

BEDA230 SCULPTURE 20cp
Department Fine Art
Prerequisite 25 credit points of First Year Studio Sessions (including Sculpture)
An advanced involvement which develops the student's professional attitudes to sculpture. Conceptual growth and imaginative studio activity are dominant features of the program.

BEDA240 CERAMICS 20cp
Department Fine Art
Prerequisite 25 credit points of First Year Studio Sessions (including Ceramics)
Emphasis is placed on the development of individual student projects. Students are expected to expand background knowledge within Ceramics but are also required to adopt an inter-disciplinary approach through utilising skills and knowledge gained from other studio involvements.

BEDA250 FIBRE ART 20cp
Department Fine Art
Prerequisite 25 credit points of First Year Studio Sessions (including Fibre Art)
Being familiar with the diverse creative possibilities of this media area, the student is expected to sustain a program which can solve problems of a conceptual and technical nature. The given projects will vary but students are expected to achieve a mature working attitude.

BEDA260 PHOTOGRAPHY 20cp
Department Fine Art
Prerequisite 25 credit points of First Year Studio Sessions (including Photography)
An exploration of the possibilities of photographic media, extending beyond basic camera and darkroom techniques. Self-directed projects augment given assignments and prepare students to experience a diversity of approaches, both conceptually and practically. A research component is included.

BEDA270 ILLUSTRATION (PLANT AND WILDLIFE) 20cp
Department Fine Art
Prerequisite 25 credit points of First Year Studio Sessions (including Illustration)
Students are expected to develop basic technical skills, study local habitats and explore creative aspects relevant to plant and wildlife illustration. A research component is included.

**BEDA280 VIDEO**

*Department* Fine Arts

*Prerequisite* 25 credit points of First Year Studio Sessions (including Video)

The exploration of the creative aspects of the Video process, including a research component. Students are expected to develop basic skills in using both established and experimental approaches to the media.

**BEDA205 DRAWING**

*Department* Fine Arts

*Prerequisite* 25 credit points of First Year Studio Sessions (including Drawing)

As for BEDA200 (above), but with a workload commensurate with the reduced hours of involvement in the discipline.

**BEDA215 PAINTING**

*Department* Fine Arts

*Prerequisite* 25 credit points of First Year Studio Sessions (including Painting)

As for BEDA210 (above), but with a workload commensurate with the reduced hours of involvement in the discipline.

**BEDA225 PRINTMAKING**

*Department* Fine Arts

*Prerequisite* 25 credit points of First Year Studio Sessions (including Printmaking)

As for BEDA220 (above), but with a workload commensurate with the reduced hours of involvement in the discipline.

**BEDA235 SCULPTURE**

*Department* Fine Arts

*Prerequisite* 25 credit points of First Year Studio Sessions (including Sculpture)

As for BEDA230 (above), but with a workload commensurate with the reduced hours of involvement in the discipline.

**BEDA245 CERAMICS**

*Department* Fine Arts

*Prerequisite* 25 credit points of First Year Studio Sessions (including Ceramics)

As for BEDA240 (above), but with a workload commensurate with the reduced hours of involvement in the discipline.

**BEDA255 FIBRE ART**

*Department* Fine Arts

*Prerequisite* 25 credit points of First Year Studio Sessions (including Fibre Art)

As for BEDA250 (above), but with a workload commensurate with the reduced hours of involvement in the discipline.

**BEDA265 PHOTOGRAPHY**

*Department* Fine Arts

*Prerequisite* 25 credit points of First Year Studio Sessions (including Photography)

As for BEDA260 (above), but with a workload commensurate with the reduced hours of involvement in the discipline.

**BEDA275 ILLUSTRATION (PLANT AND WILDLIFE)**

*Department* Fine Arts

*Prerequisite* 25 credit points of First Year Studio Sessions (including Illustration)

As for BEDA270 (above), but with a workload commensurate with the reduced hours of involvement in the discipline.

**BEDA285 VIDEO**

*Department* Fine Arts

*Prerequisite* 25 credit points of First Year Studio Sessions (including Video)

As for BEDA280 (above), but with a workload commensurate with the reduced hours of involvement in the discipline.

**BEDA299 GRAPHICS**

*Department* Fine Arts

*Prerequisite* 25 credit points of First Year Studio Sessions (including Graphics)

Expanded experience in the principles and applications of graphic design presented through projects aimed at supplementing the visual arts content of major studio involvements selected by students.

Theories Studies Department of Fine Arts

**Visual Arts Theory Co-Ordinator Mr Ross Woodrow**

**BEDA290 AUSTRALIAN ART**

*Semester Based Study (offered both semesters)*

Prerequisite EDAE131

This study surveys the major themes and issues in the historical framework of Australian Art. The particular emphasis is on Painting, Printmaking and Drawing.

**BEDA291 TWENTIETH CENTURY ART**

*Semester Based Study (offered both semesters)*

Prerequisite EDAE131

An in-depth study of the concerns of Twentieth Century artists, with an emphasis on diversity and commonality, continuities and challenges to tradition.

**BEDA292 HISTORICAL SURVEY OF GRAPHICS AND ILLUSTRATION**

*Semester Based Study (offered both semesters)*

Prerequisite EDAE131

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.

**BEDA293 ANALYSIS OF THE VISUAL IMAGE**

*Semester Based Study (offered both semesters)*

Prerequisite EDAE131

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.

**BEDA294 THE 3-D ARTS SINCE 1900**

*Semester Based Study (offered both semesters)*

Prerequisite EDAE131

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.

**BEDA295 HISTORICAL PERSPECTIVE ON PHOTOMEDIA**

*Semester Based Study (offered both semesters)*

Prerequisite EDAE131

A study of the continuity of historical and contemporary practices in Photography and Film and Video, and the inter-relationships of these modern media.

**BEDA296 CONTEMPORARY AUSTRALIAN CRAFTS**

*Semester Based Study (offered semester 2)*

A challenging study of the so-called "Crafts", the media employed, the traditions involved, the cultural context and contemporary attitudes of Australian practitioners.

**BEDA297 MUSEOLOGY**

*Semester Based Study (offered semester 1)*

An introductory study of the history and roles of museums, including architectural, educational, curatorial, economic and conservation factors.
Students will engage in an indepth analysis of the aesthetic principles and art theory underlying their own art production. Students will develop rationales on Visual Arts Education embracing its unique character and distinct educational and cultural value.

Text: No set text.

References: To be advised.

**EDAE426 SYLLABUS METHODS IV** 10cp

**Department:** Curriculum & Teaching Studies

**Lecturers:** Kathryn Grushka

**Prerequisite:** EDAE326

**Offered:** Semester 1

**Assessment:** Assignments, presentations

**Content:**

This subject is designed to equip art education students with the professional skills to:

1. Access the art community as an educational source.
2. Develop strategies for the implementation of arts advocacy in school and community.
3. Utilise artists as models of professional practice.
4. Produce visual art educational resources.

**Text:** No set text.

**References:** To be advised.

**Studio Studies**

**BEDA410 PAINTING/DRAWING** 10cp

**Department:** Fine Art

**Prerequisite:** BEDA310 or BEDA315

Consolidation of Painting and Drawing knowledge, skills and approaches. Emphasis is placed on the individual developing self-selected themes and technical concerns in consultation with lecturers and demonstrators.

**BEDA420 PRINTMAKING** 10cp

**Department:** Fine Art

**Prerequisite:** BEDA200 or BEDA205, BEDA210 or BEDA215

Students commence specialising in one or more areas of Printmaking, selected from the practices of blockprinting, etching, silkscreen and lithography. An emphasis is placed on acquiring technical skills, expanding concepts and imagery, and developing open critical attitudes to individual work and the wider purposes evident in contemporary approaches to printmaking.

**BEDA430 PHOTOGRAPHY** 10cp

**Department:** Fine Art

**Prerequisite:** BEDA220 or BEDA225

The challenges and potential of contemporary approaches to photography are explored via major projects in this study. Individual themes, approaches and research concerns are developed in anticipation of final year requirements.

**BEDA440 CERAMICS** 10cp

**Department:** Fine Art

**Prerequisite:** BEDA230 or BEDA235

Emphasis is placed on developing technical skills, expanding concepts and imagery, and conceptual growth are emphasised in the program.

**BEDA450 FIBRE ART** 10cp

**Department:** Fine Art

**Prerequisite:** BEDA300 or BEDA305

Students continue to pursue their chosen discipline focus, either in 3D Fibre or in Surface Design, OR, indeed, in some combination of them. Students are to sustain conceptual and technical development leading to the final exhibition presentation.

**BEDA460 PHOTOGRAPHY** 10cp

**Department:** Fine Art

**Prerequisite:** BEDA360

Continuing commitment to a professional approach to photographic media is emphasised along with presenting a coherent body of work for the final exhibition.

**BEDA470 ILLUSTRATION (PLANT AND WILDLIFE)** 10cp

**Department:** Fine Art

**Prerequisite:** BEDA370

The development of a professional level of competence in some chosen aspects of plant and wildlife illustration, leading to presentation of a final exhibition.

**BEDA480 VIDEO** 10cp

**Department:** Fine Art

**Prerequisite:** BEDA380

Continued sustained specialisation and development of professional competence in both collaborative and individually-based projects. A final presentation/screening of the major projects completes the teaching program.
BACHELOR OF EDUCATION (DESIGN AND TECHNOLOGY)

Course Director: Mr. B.W. Ableson

Availability: On campus at Newcastle and Ourimbah

Duration: 4 years full-time

Total Credit Points: 320

Course Description:
The Design and Technology course aims to prepare students to responsibly and creatively use resources as educators in an effort to meet perceived needs and goals associated with the Technological and Applied Studies key learning area in the School curriculum.

The Technological and Applied Studies key learning area encompasses much of the former teaching fields of home economics and industrial arts as well as computer studies.

The course has a core of Design and Technology with elective opportunity for extension in one or more fields in the Technological and Applied Studies key learning area including home economics (Food and textile technology) and industrial arts (materials' technologies and engineering science).

Major components of the course are as follows:

Electronics and control technology, computer technology, graphics, food and textile technology. Design will form a theme which will support and integrate each area of the technologies. The linking of Design, Technology and Education is the course philosophy.

Course Outline:

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### Subject Code | Subject Name | Semester of Offer | Credit Points | Prerequisites
--- | --- | --- | --- | ---
**Choose 40cp from:**
ASTK431 | Computing Studies IIIA | F/Y | 10 | ASTK241
ASTK433 | Computing Studies IIIB | F/Y | 20 | ASTK241
DES139 | Design III | F/Y | 10 | DES139
ASTK434 | Electronics IIIA | F/Y | 10 | ASTK430
ASTK435 | Electronics IIIB | F/Y | 20 | ASTK420
ASTK434 | Engineering Studies IIIA | F/Y | 10 | MAQ240
ASTK434 | Engineering Studies IIIB | F/Y | 20 | ASTK420
ASTK435 | Food Industry Studies III | F/Y | 10 | ASTK425
ASTK435 | Food Technology III | F/Y | 20 | ASTK425
EDDT236 | Graphics IIIA | F/Y | 10 | EDDT246
EDDT236 | Graphics IIIB | F/Y | 20 | EDDT246
ASTK437 | Industrial Technology IIIA | F/Y | 10 | ASTK247
ASTK437 | Industrial Technology IIIB | F/Y | 20 | ASTK247
CMNS438 | Media & Communication IIIA | F/Y | 10 | CAMS248
CMNS338 | Media & Communication IIIB | F/Y | 20 | CAMS248
ASTK434 | Textile Industries Study III | F/Y | 10 | ASTK249
ASTK434 | Textile Technology III | F/Y | 20 | ASTK249
**Year IV**
EDTE411 | Applied Education IV | F/Y | 10 | EDDT315
EDTE418 | Education Elective | 1 | 5 | OR
EDTE419 | Special Education IV | 1 | 5 | EDDT216
EDDT216 | Syllabus Methods II | F/Y | 10 | EDDT126
**Choose 10cp from:**
ASTK431 | Computing Studies IV | 1 | 10 | ASTK331
ASTK433 | Electronics IV | F/Y | 10 | ASTK363
ASTK434 | Engineering Studies IV | F/Y | 10 | ASTK334
ASTK435 | Food Technology IV | F/Y | 10 | ASTK345
EDDT436 | Graphics IV | 2 | 10 | EDDT346 & EDDT336
ASTK437 | Industrial Technology IV | F/Y | 10 | ASTK367
CMNS438 | Media & Communication IV | F/Y | 10 | CAMS338
ASTK439 | Textile Technology IV | F/Y | 10 | ASTK369
EDTE445 | Independent Study | 2 | 15 | EDTE315
EDTE405 | Internship | 2 | 20 | EDTE305, EDSY325
D&T Teaching Studies IV | 1 | 10 | EDDT331

### Year 1 Subject Descriptions

**EDTE115** | Education I | See Section 9
**EDSY125** | Pedagogy I | See Section 9
**EDTE041** | Essential Skills (Literacy) | See Section 9
**EDTE042** | Essential Skills (Numeracy) | See Section 9
**EDTE043** | Essential Skills (Computing) | See Section 9
**EDTE105** | Practicum 1 | See Section 9

**EDDT126** | SYLLABUS METHODS I | 10cp

**Department** | Curriculum and Teaching Studies
**Lecturers** | Mr A. Pateman, Ms N. Cairns
**Prerequisite** | Nil
**Corequisite** | Nil
**Offered** | Full Year
**Assessment** | Progressive assessment
**Content** | Discussion of the Design and Technology Syllabi aims and their relationship to the philosophy and objectives.
Analysis of the content of the Design and Technology syllabi in terms of generic and special learning outcomes.
Integration of the prescribed knowledge, skills and attitudes with methodologies required to teach design issues in a technological setting.
Exploration of specific resources that have been developed for instruction in Design and Technology.
Investigation of appropriate teaching strategies for Design and Technology.

**EDDT132** | D & T TEACHING STUDIES IB | 10cp

**Department** | Curriculum and Teaching Studies
**Lecturers** | Various
**Prerequisite** | Nil
**Corequisite** | Nil
**Offered** | Full Year
**Assessment** | A combination of assignments, tests and seminars
**Content** | This subject will investigate the design and operating principles of a selection of technological devices, mechanisms and systems that can be used to enhance technological literacy in the classroom. The areas of study will include the context areas of the Design and Technology school syllabus.

**EDDT312** | D & T TEACHING STUDIES IA | 10cp

**Department** | Curriculum and Teaching Studies
**Lecturers** | Various
**Prerequisite** | Nil
**Corequisite** | Nil
**Offered** | Full Year
**Assessment** | A combination of assignments and tests
**Content** | This subject aims to introduce the student to a range of materials likely to be encountered in the application of Design and Technology situations in Education. The relationship of material properties, methods of working these materials and their influence on the design process will be strongly linked to the school syllabus.

**EDDS139** | DESIGN I | 10cp

**Department** | Design
**Lecturers** | To be advised
ASTK140 APPLIED SCIENCE I 10cp
Department Applied Science and Technology

Lecturer/s To be advised

Prerequisite Nil
Corequisite Nil

Offered Full Year

Assessment One 2 hour examination at the end of each semester and progressive assessment

Content
Review of fundamental concepts of the structure, properties and functions of materials in a wide range of contexts. Application of the scientific method at an introductory level to selected systems in chemical technology, biotechnology and the environment.

Text Nil


ASTK141 COMPUTING I 10cp
Department Applied Science and Technology

Lecturer/s To be advised

Prerequisite Nil
Corequisite Nil

Offered Full Year

Assessment Examination and assignments

Content
This subject introduces students to design as a creative and research driven process. The application of creativity, problem solving and design methodology are demonstrated through workshops and projects. The philosophy of natural design and its linkages to evolution in design and technology is also covered.

Creativity and the development of relevant skills are part of the programme. Design method, presentation skills, visualisation of ideas, technical graphics, modelling and project presentation are covered. The link will be made between design for industry and the Design and Technology school syllabus. Staff members will present a variety of lectures, projects and assignments to develop these design skills.

Text Nil

References To be advised

ASTK241 ENGINEERING STUDIES II 10cp
Department Applied Science & Technology

Lecturer/s Various

Prerequisite ASTK140

Corequisite Nil

Offered Full Year

Assessment Project, Progressive Assessment, Examination

Content
This subject introduces students to authoring software, present the diversity of computer graphics software, develop basic 3D computer assisted design skills (CAD), provide students with experience using programming to control electronic devices, and extend student confidence and competence with microcomputers.

The content of this subject consists of four components and a general outline of each is indicated below:

Application Authoring Software

Computer Graphics

3D Computer Assisted Design

Control Systems

Text To be advised

References To be advised

ASTK244 ELECTRONICS II 10cp
Department Applied Science & Technology

Lecturer/s Various

Prerequisite ASTK140 Applied Science I

Corequisite MAQM240 Mathematics for Technology

Offered Full Year

Assessment Examinations, assignments, reports

Content
This subject introduces students to design as a creative and research driven process. The application of creativity and lateral thinking to problem solving in the design process is practised through design projects. The compromises inherent in meeting design needs and the application of appropriate technology in a variety of forms is also shown.

Creativity, relevant skills and the development of students abilities are part of the programme. Design method, presentation skills, visualisation of ideas, technical graphics, modelling and project presentation are covered. The links between the various types of design specialisations and the Design and Technology school syllabus is continued.

Text Nil

References To be advised

ASTK343 ELECTRONICS IIIA 10cp
Department Applied Science & Technology

Lecturer/s Various

Prerequisite ASTK141

Corequisite Nil

Offered Full Year

Assessment Examination

Content
This subject is intended to provide students with a general introductory course in the field of electronics and its application to design problems. This subject provides a foundation for further courses taught in the discipline of electronics, ASTK344 Electronics IIIA and ASTK345 Electronics IIIB and fourth year subjects.

Areas covered include:

- Safety issues, low voltage versus high voltage,
- electroms, current flow, voltage, impedance and power,
- Ohm's law, Kirchhoff's laws,
- series and parallel resistive circuits, RC and LC networks,
- sinusoidal waveform, root mean square (RMS) values of current & voltage, half & full wave rectification,
- transistor as a switch and an amplifier, NPN and PNP types,
- time delay circuits (TDC) using capacitors, inductors and transistors,
- application and construction of electronic circuits using discrete components for design problems.

Text To be advised

References To be advised
ASTK245 FOOD TECHNOLOGY II 10cp
Department Applied Science & Technology
Lecturers To be advised
Prerequisite ASTK140 Applied Science I
Corequisite ASTK240 Applied Science II
Offered Full Year
Assessment Examinations, practical work, assignments

Content
This subject is designed to provide an introduction to food technology through a study of the scientific and technical principles underlying the processing of food in Australia. It is the foundation subject for a study of the Food Technology strand.

On satisfactory completion of this subject the student will be able to:
- describe the contribution of food technology to Australian society
- use objective and subjective measurements to describe the attributes of foods
- use technology to produce quality consumer food products
- demonstrate a practical and theoretical understanding of the physico-chemical and organoleptic properties of carbohydrates, lipids and micronutrients in food systems
- describe the science and technology involved in processing selected commodities into consumer food products.

References
ASTK140 Applied Science I
ASTK240 Applied Science II
ASTK247 INDUSTRIAL TECHNOLOGY II 10cp
Department Applied Science & Technology
Lecturers To be advised
Prerequisite ASTK140
Corequisite Nil
Offered Full Year
Assessment Progressive assessment and projects

Content
The purpose of this subject is to provide students with a broad range of skills and knowledge utilised in manufacturing industries. Examples will be drawn from the local region.

As a result of completing this subject students should be able to:
- confront technological problems in an analytical and organised way
- demonstrate competence in a range of processes used in manufacturing
- design and construct projects that meet identified needs
- effectively communicate technological information related to the projects
- utilise a range of machinery in the production of projects
- develop safe working habits and attitudes

References
ASTK249 TEXTILE TECHNOLOGY II 10cp
Department Applied Science & Technology
Lecturers To be advised
Prerequisite ASTK140 Applied Science I OR ASTK141 Computing I
Corequisite Nil
Offered Full Year
Assessment Progressive assessment and examinations

Content
This subject introduces students to the ways in which spoken and written language, pictures and sounds convey meaning. It covers both the analysis and the production of media texts and looks at the way form and style affect the meaning of text.

References
ASTK240 APPLIED SCIENCE II 10cp
Department Applied Science and Technology
Lecturers To be advised
Prerequisite Applied Science I
Corequisite Nil
Offered Full Year
Assessment One two hour examination at the end of each semester plus progressive assessment

Content
Physical, physiochemical, mechanical and electrical, electronic properties of materials and systems. Principles and practices of physical testing. Introduction to communications systems.

References
MAQM240 MATHEMATICS FOR TECHNOLOGY 10cp
Department Mathematics
Lecturers To be advised
Prerequisite Nil, but 2 Unit Mathematics at HSC or equivalent is strongly recommended
Corequisite Nil
Offered Full Year
Assessment One hour two hour paper in each semester plus progressive assessment.
Content
Revision of elementary algebra, geometry and trigonometry. Vector geometry, complex numbers, calculus, including applications of differentiation and integration.
Text Nil
References

ASTK341 COMPUTING STUDIES IIIA 10cp
Department Applied Science & Technology
Lecturers To be advised
Prerequisite ASTK241 Computing Studies II
Corequisite Nil
Offered Semester 1 or Full Year Newcastle only
Assessment Progressive
Content
This subject consolidates the skills and abilities of the design subjects developed in previous semesters. This subject continues to relate technology to the design process.
Students will be asked to select at least one technological specialisation that is a part of the Design and Technology curriculum and identify and apply these to projects. These projects will be developed in conjunction with design teaching staff. Projects will consist of a design brief, concept development, design proposals and specification. Concept development, design method, presentation skills, prototyping and project presentation are integral to this subject.
Text Nil

ASTK331 COMPUTING STUDIES IIIIB 20cp
Department Applied Science & Technology
Lecturers To be advised
Prerequisite ASTK240 Applied Science II
Corequisite Nil
Offered Full Year
Assessment One hour paper per semester plus two practical assignments.
Content
Introduction to the basic concepts of Analog and Digital Electronics with an Applied emphasis.
Text
References

ASTK343 ELECTRONICS IIA 10cp
Department Applied Science & Technology
Lecturers To be advised
Prerequisite ASTK240 Applied Science II
Corequisite Nil
Offered Full Year
Assessment Two 1 hour tests, weekly assignments and a final examination.
Content
Materials science, graphical concepts, crystal lattice structure, polymeric materials, ceramics and manufacturing processes.
Text
References Nil

ASTK345 FOOD INDUSTRY STUDIES III 10cp
Department Applied Science & Technology
Lecturers To be advised
Prerequisite ASTK240 Applied Science II
Corequisite Nil
Offered Full Year
Assessment Exam 40%, practical work 40%, assignments 20%.
Content
This subject is a study of the food science and technology involved in processing common food materials into food products. The subject begins with examining the chemical and physical properties of carbohydrates, lipids and proteins in food systems. The contribution of food components to the colour, texture and taste of food is studied.
Text
References
Porter, N.N. 1986, Food Science, 4th edn, AVI.

EDTD346 GRAPHICS IIIA 10cp
Department Curriculum and Teaching Studies
Lecturers To be advised
Prerequisite EDTD246 Graphics II
Corequisite Nil
Offered Full Year
Assessment A combination of assignments, tests and seminars.
This subject aims to investigate the role of graphical communication and develop the skills of graphical presentation. 3-D computer graphics will be introduced along with an understanding of technical illustration.

**References**
To be advised

**EDDT336**  **GRAPHICS IIIIB**  20cp

**Department**  Curriculum and Teaching Studies

**Lecturer/s**  To be advised

**Prerequisite**  EDDT246 Graphics II

**Corequisite**  EDDT346

**Offered**  Full Year

**Assessment**  A combination of assignments, tests and seminars

**Content**
This subject introduces students to the economic, political and social structures of the media and communication industries in Australia and internationally. It pays particular attention to theories of representation and subjectivity in relation to the media.

**Text**

**References**
To be advised

**EDDT346**  **GRAPHICS IV**

**Department**  Curriculum and Teaching Studies

**Lecturer/s**  Mr B. Ableson

**Prerequisite**  EDDT346 and EDDT336

**Corequisite**  Nil

**Offered**  Full Year

**Assessment**  A combination of assignments, tests and seminars

**Content**
This subject aims to investigate the geometric foundations of graphics. Students will experience the integration of graphical presentation methods by developing design projects in areas of student choice. Graphics will be used to develop product presentation packages of artifacts developed from design briefs after research into community needs.

**Text**
Ableson, B.W. 1990, *Descriptive Geometry*, Newcastle University.

**Reference**

**ASTK347**  **INDUSTRIAL TECHNOLOGY IIA**  10cp

**Subject description to be advised**

**ASTK337**  **INDUSTRIAL TECHNOLOGY IIB**  20cp

**Subject description to be advised**

**ASTK349**  **TEXTILE INDUSTRIES STUDY III**  10cp

**Subject description to be advised**

**ASTK369**  **TEXTILE TECHNOLOGY III**  20cp

**Subject description to be advised**

**ASTK341**  **COMPUTING STUDIES IV**  10cp

**Subject description to be advised**

**ASTK343**  **ELECTRONICS IV**  10cp

**Subject description to be advised**

**ASTK344**  **ENGINEERING STUDIES IV**  10cp

**Subject description to be advised**

**ASTK345**  **FOOD TECHNOLOGY IV**  10cp

**Subject description to be advised**

**ASTK347**  **INDUSTRIAL TECHNOLOGY IV**  10cp

**Subject description to be advised**

**BACHELOR OF EDUCATION (EARLY CHILDHOOD)**

**Course Director**  Ms M Davies

**Availability**  On Campus, Newcastle & Central Coast

**Duration**  4 years full-time

**Total Credit Points**  320

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

The aim of the course is to produce early childhood educators who are well prepared in both the theoretical and practical aspects of early childhood education and service provision for young children and their families.

**Subject description to be advised**

**CMNS348**  **MEDIA & COMMUNICATION IIIA**  10cp

**Department**  Communications and Media Arts

**Lecturer/s**  To be advised

**Prerequisite**  CMNS248

**Corequisite**  Nil

**Offered**  Full Year

**Assessment**  Progressive Assessment

**Content**
This subject explores the aesthetic, cultural and social impact of new technology on various media forms. Students select a medium (press, radio, television, photography or video) as the focus of a research project, the outcomes of which are presented in media form with a supporting essay.

**Text**
To be advised

**References**
To be advised

**CMNS438**  **MEDIA & COMMUNICATION IV**  10cp

**Department**  Communications and Media Arts

**Lecturer/s**  To be advised

**Prerequisite**  CMNS338

**Corequisite**  Nil

**Offered**  Semester 1

**Assessment**  Major project and essay

**Content**
In the light of contemporary cultural theories, students examine case studies of media and communication in Australian cultural life including the ways in which "Australia" is presented.

**Text**
To be advised

**References**
To be advised
In Years 1, 2, and 3 students undertake a block practicum, gaining experience in Years 1 and 2 with 0-5 year old children in two different early childhood services such as preschool, day care, family day care, mobile van, and in Year 3 with 5-8 year olds in a K–2 school classroom. In Year 4 students undertake an internship with an age group, and in an early childhood setting, of their choice. In Year 4 students also undertake an independent study in an academic area of their choice.

Students have the opportunity to complete the Bachelor of Education (Early Childhood) degree with Honours by undertaking an Honours Thesis in the final year of their course (refer to the policies in relation to Awards with Honours page of this Handbook).

### Course Outline

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<td>PEDAGOGY I (EARLY CHILDHOOD)</td>
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<tr>
<td>EDEC131</td>
<td>EC TEACHING STUDIES – ART/CRAFT I</td>
<td></td>
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</tr>
<tr>
<td>EDEC130</td>
<td>EARLY CHILDHOOD STUDIES I</td>
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</tr>
</tbody>
</table>

**EDEC121 PEDAGOGY I (EARLY CHILDHOOD)**  15cp

*Department* Curriculum & Teaching Studies

*Lecturers* Ms A Bowen, Mr R Owen, Ms L Pollnitz

*Prerequisite* Nil

*Corequisite* Nil

*Offered Full Year*

*Assessment* Items, timing, weightings: Two written assignments (20% each), Research report (15%), Health Safety Video reports (15%), Media critique (10%), and an Examination (20%). Relationship to subject purpose and objectives: Assessments will examine students' knowledge and understanding of major issues and topics.

*Marking procedures and standards* Predetermined criteria will be provided for students for assignments.

*Content* This subject provides an introduction to early childhood education. Topics include ecological theory of development, sociology of Australian families, children's service provision, the historical evolution of early childhood services within Australia, theoretical and philosophical underpinnings of early childhood curriculum, and health and safety issues in children's services.

*Text*

References


**EDEC131 EC TEACHING STUDIES – ART/CRAFT I**  10cp

*Department* Curriculum & Teaching Studies

*Lecturers* Subject coordinator David Corney, Ann Bowen, Part-time

*Prerequisite* Nil

*Corequisite* Nil

*Offered Full Year*

*Assessment* Progressive assessment of coursework 55% and assignments 45%. Art and Craft activity planning and practical skill acquisition. Participating lecturers assess units. Subject coordinator monitors standards.
Content

Through a study of the creative development of young children, students will be introduced to procedures for planning Art/Craft activities which cater for the needs of the individual child. Furthermore, the process–product debate will be examined in the evaluation of strategies for the presentation of Art/Craft activities in Early Childhood settings. In addition, students will develop personal and professional competencies in creative development, skill acquisition, knowledge of materials and equipment and management strategies.

Text

Mayesky, Neuman and Wlodkowski 1990, Creative Activities for Young Children, Delmar Publishers NY.

Sections Eight

EDEC133 EC TEACHING STUDIES – LANGUAGE I 10cp

Department Curriculum and Teaching Studies

Lecturer/s Ms Julie McLeod

Prerequisite Nil

Corequisite Nil

Offered Full Year

Assessment Semester 1: Major Essay 30%, Pense presentation 10%, Learning Log 10%

Semester 2: Research project 30%, Poetry presentation 10%, Learning Log 10%

Content

This subject will provide an introduction to significant theories and practices in the acquisition and development of language in Early Childhood. Relationships between play and language development will be examined and the importance of children’s literature in language development will be considered.

Text Book of readings available on enrolment.

References

Beatty, J.J. 1986, Observing the Development of the Young Child, Merrill, Columbus.


Year 2 Subject Descriptions

EDTE215 Education II See Section 9

EDTE205 Practicum II See Section 9

EDEC116 SPECIAL EDUCATION I 5cp

Department Special Education

Lecturer/s Mrs Anne Carruthers, Dr Judith Cowley

Prerequisite Nil

Corequisite Nil

Offered Semester 2

Assessment Items, timing, weightings: Observation report 25% Week 5; Case study report 25% Week 6; Written assignment 50% Final week.

Content

This subject focuses on curriculum and programming requirements of children with disabilities or special needs in early education settings. Topics include understanding disability, assessment and observation techniques, programming for individual needs, transdisciplinary approaches, and a family systems model of early intervention.

Text Nil

References


EDEC225 PEDAGOGY II – (0-5/5-8 YEARS) 10cp

Department Curriculum & Teaching Studies

Lecturer/s Lois Pollinitz

Prerequisite Pedagogy I

Corequisite Nil

Offered Full Year

Assessment Continuous Assessment

Content

This subject includes content for children aged from birth to eight years.

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; managing/communicating.

Professional Qualities: self-evaluation; peer evaluation; maintaining a journal: interpersonal relationships.

Text To be advised

References


Derman-Sparks, L. 1989, Anti bias curriculum: Tools for empowering young children, Washington, DC, National Association for the Education of Young Children.

Stonehouse, A. ed.) 1991, Opening the doors: Child care in a multicultural society, Canberra, ABEA.

EDEC250 EARLY CHILDHOOD STUDIES II 20cp

CC (CENTRAL COAST ONLY)

Department Education

Lecturer/s Ms Margaret Davies, Ms Glenda Foot

Prerequisite EDEC130

Corequisite Nil

Offered Full Year

Assessment Items, Timing, weightings: Developmental assessment (20%), Program planning (20%), Health/Safety Video reports (15%), Written assignments (25%), Reflective professional journal (20%).

Content

This subject examines connections between developmental and sociological theory and educational practice in early childhood contexts. It consolidates students understanding of children, their families and cultural background, the diverse experiences of children in contemporary Australian society, teaching/learning processes and the nature and importance of childrens interaction with the social and physical environment. The subject develops students knowledge and skills in planning appropriate and inclusive curriculum for young children.

Text To be advised

References


Derman-Sparks, L. 1989, Anti bias curriculum: Tools for empowering young children, Washington, DC, National Association for the Education of Young Children.

Stonehouse, A. ed.) 1991, Opening the doors: Child care in a multicultural society, Canberra, ABEA.
### Section Eight

#### Initial Teacher Education Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Subject</th>
<th>10cp</th>
<th>Format</th>
<th>Description</th>
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<tbody>
<tr>
<td>EDEC332</td>
<td>EC TEACHING STUDIES – MUSIC II</td>
<td>10cp</td>
<td></td>
<td>Department Curriculum and Teaching Studies Lecture/s Ms Carol Richards, Ms Neryl Joaunmet Prerequisite EDEC132 Corequisite Nil Offered Full Year Assessment Practical keyboard exam 20%, ln-class exercises 10%, Assignments 70%. Content Developing activities for 0–2, 3–5 and 6–8. Integrating music movement and drama into differing early childhood settings. Developing sequential music programmes for 3–5, and 6–8. Examination of Orff, Kodaly, and Dalcroze methodologies. Demonstration lessons. An examination of repertoire used in the Australian context in early childhood programmes. Continuation of keyboard skills.</td>
</tr>
<tr>
<td>MAQM147</td>
<td>MATHEMATICS I EARLY CHILDHOOD</td>
<td>10cp</td>
<td></td>
<td>Department Mathematics Department Lecture/s Mr W P Galvin, S. Boswell, M. Roberts, M. Williams Prerequisite Nil Corequisite Nil Offered Semester 1 Assessment Two written examinations each worth 30%. Tutorial Quizzes worth 40%. Content An introduction to elementary set theory leads naturally to the concepts of cardinal and ordinal numbers. Natural numbers, integers and rational numbers, including properties operations and algorithms. This study is extended to the real numbers, non-decimal systems and number patterns. A study of geometry includes the elements of network theory, symmetry, similarity, congruence, ruler and compasses constructions and solid geometry. Elementary measurement and data display are also studied.</td>
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<tr>
<td>EDEC325</td>
<td>PEDAGOGY II (5–YEARS)</td>
<td>10cp</td>
<td></td>
<td>Department Curriculum &amp; Teaching Studies Lecture/s Ms Lois Polliett Prerequisite Pedagogy II (EDEC212) Corequisite Nil Offered Full Year Assessment Continuous Assessment Content This subject focuses 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.</td>
</tr>
<tr>
<td>EDEC330</td>
<td>EARLY CHILDHOOD STUDIES III</td>
<td>10cp</td>
<td></td>
<td>Department Education Lecture/s Ms Margaret Davies, Ms Glenda Foot, Ms Karen Kearns Prerequisite EDEC230/EDEC250 Corequisite Nil</td>
</tr>
</tbody>
</table>
Derewianka, B. 1990, Exploring How Texts Work, Rozelle, PETA.

Reference

Book of readings available on enrolment.

**EDEC134 EC TEACHING STUDIES – PD/H/PE**

5cp

Department Curriculum and Teaching Studies

Lecturer/s Tracey Dennis

Prerequisite Nil

Corequisite Nil

Offered Semester 2

Assessment Peer Teaching Exercise 20%; Assignment 40%; Resource Folder 40%.

Content

- The nature of the learning environment.
- Health Promotion in Schools/Centres – formal and parallel curriculum, school/child/community interface.
- Health promoting classrooms – ethos, sensitive and movement classrooms.
- Physical growth and development.
- Interpersonal relationships.
- Personal health choices.
- Safe living.
- Fitness and lifestyle.
- Games + sport skills.
- Movement exploration.
- Dance

Text


References


South Australian Department of Education, *Daily Physical Education Levels 1-7*.


**EDEC137 EC TEACHING STUDIES – SCIENCE/TECHNOLOGY I**

5cp

Department Curriculum and Teaching Studies

Lecturer/s Subject Coordinator David Corney, David Palmer

Prerequisite Nil

Corequisite Nil

Offered Semester 2

Assessment Progressive evaluation of assignments 50%; coursework 50%.

Content

A developmentally based program of subject content drawn from the areas of Living things, Earth and its Surroundings, Physical Phenomena, Products and Services, Built Environments and Information and Communication will be used to build a platform of personal knowledge and professional competence in the delivery of Science and Technology experiences to young children.

Text

Nil

References


**EDEC138 EC TEACHING STUDIES – HUMAN SOCIETY AND ITS ENVIRONMENT**

5cp

Department Curriculum and Teaching Studies

Lecturer/s Staff to be appointed

Prerequisite Nil

Corequisite Nil

Offered Semester 1

Assessment Class tests 30%, One group presentation and paper 45%, One individual investigation of a community service 25%

Content

Essential knowledge to interpret the content of the K-6 syllabus for Human Society and its Environment.

Skills necessary to investigate social, historical, cultural and political issues which influence the development of contemporary Australian society.

Investigation of values and attitudes that will encourage social commitment while at the same time appreciating that values and attitudes can vary and still be acceptable in our pluralist society.

Text

Nil

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PRINCIPAL DATES 1995

Note: Semester dates for the Bachelor of Medicine and Bachelor of Laws/Diploma of Legal Practice courses differ from those below. Semester dates for these courses are set out in the Faculty Handbook for the Faculties concerned.

January
2 Monday New Year's Day Public Holiday.
13 Friday Last day for return of Re-enrolment Application Forms - Continuing Students.

February
13 Monday to Semester 1 begins.
21 Tuesday Commencing students enrol.
23 Thursday Last day for payment of General Service Charge (without late fee).

March
10 Friday Last day to pay HECS up-front.
30 Thursday Last day to change HECS option for Semester 1 to "DEFERRED".

April
14 Friday Good Friday - Easter Recess commences.
24 Monday Lectures resume.

June
9 Friday Semester 1 concludes.
12 Monday Queen's Birthday Public Holiday.
13 Tuesday Mid Year Examinations begin.
# Initial Teacher Education Courses

## Course Outline

<table>
<thead>
<tr>
<th>Subject Code</th>
<th>Subject Name</th>
<th>Semester of Offer</th>
<th>Credit Points</th>
<th>Prerequisite</th>
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<tr>
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<td></td>
<td></td>
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<tr>
<td>EDTE115</td>
<td>Education</td>
<td>F/Y</td>
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<td>EDSY125</td>
<td>Pedagogy I</td>
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<td>Essential Skills (Numeracy)</td>
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<td>EDTB043</td>
<td>Essential Skills (Computing)</td>
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<td>EDTE105</td>
<td>Practicum I</td>
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<td>ENGL102</td>
<td>The Age of Shakespeare</td>
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<td>XXXX1XX</td>
<td>KLA related discipline elective</td>
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<td>EDTE215</td>
<td>Education II</td>
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<td>Special Education</td>
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<td>EDEN239</td>
<td>English Teaching Studies II</td>
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<td>EDTE315</td>
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<td>EDTE315</td>
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<td>EDSY325</td>
<td>Pedagogy III</td>
<td>F/Y</td>
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<td>EDEN339</td>
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<td>Practicum III</td>
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<td>10</td>
<td>of English at 200 level</td>
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<tr>
<td>ENGL3XX</td>
<td>English 300 level elective</td>
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<td>10</td>
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<td><strong>Year 4</strong></td>
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</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>EDTE419</td>
<td>Special Education IV</td>
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<td>EDTE216</td>
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</table>

**General Information**
30 Friday Closing date for applications for selection to the Bachelor of Medicine and Bachelor of Science (Aviation) courses in 1996.

July 11 Friday Last day to pay HECS up-front for Semester 2.
17 Monday Semester 2 begins.

August 30 Wednesday Last day to change HECS option to "DEFERRED".

September 31 Thursday HECS Census Date.

October 2 Monday Labour Day Public Holiday.
9 Monday Lectures resume.

November 3 Friday Semester 2 concludes.
6 Monday End of Year Examinations begin.
24 Friday End of Year Examinations end.

PROVISIONAL DATES 1996

March 4 Monday Semester 1 begins.

April 5 Friday Easter recess commences.
15 Monday Semester 1 resumes.

June 15 Friday Semester 1 concludes.

17 Monday Mid-year examinations begin.
July 5 Friday Mid-year examinations conclude.
22 Monday Semester 2 begins.

September 30 Monday Semester 2 recess commences.

October 13 Monday Semester 2 resumes.

November 8 Friday Semester 2 concludes.
11 Monday End of year Examinations begin.
29 Friday End of year Examinations end.

ADVICE AND INFORMATION

Students may obtain advice and information on a range of admission, enrolment and course-related matters from the following sources:

- Faculty Offices (listed below)
- Student Enquiry Counter
- The Chancellery
- Callaghan Campus (049) 21 5333
- Student Administration and Services Counter, Central Coast Campus (043) 48 4030

FACULTY OFFICES

The Faculty Office is the main reference point for students with enquiries concerning contact for enrolment processes. It provides advice on Faculty Rules and Policies and course requirements. If academic advice is required the Faculty Office can, where necessary, direct inquiries to the Dean, Assistant Dean, Course Co-ordinator or Head of Department as appropriate.

The locations of Faculty Offices are set out below:

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Office Location</th>
<th>Telephone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Architecture</td>
<td>Architecture Building</td>
<td>Room A1-06N</td>
</tr>
<tr>
<td>Art and Design</td>
<td>Bowman Building</td>
<td>Room BB1-10</td>
</tr>
<tr>
<td>Arts and Social Science</td>
<td>Computing and Information Sciences Building</td>
<td>Room GT221</td>
</tr>
<tr>
<td>Economics and Commerce</td>
<td>Social Sciences Building</td>
<td>Room S18</td>
</tr>
<tr>
<td>Education</td>
<td>Bowman Building</td>
<td>Room BB1-41</td>
</tr>
</tbody>
</table>

| Engineering Administration Building, Room EA206 | 216065 |
| Social Sciences Building, Room S18 | 215984 |
| Medical Sciences Building, Room MS607 | 215676 |
| Conservatorium Building, Room ConL04 | 294133 |
| Richard Wing, Hunter Building, Room R110 | 216523 |
| Science Building, Room SB210 | 215562 |

CALLAGHAN CAMPUS - STUDENT ENQUIRY COUNTER

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

The telephone number for the Student Enquiry Counter is (049) 215333.

CENTRAL COAST CAMPUS - STUDENT ADMINISTRATION AND SERVICES COUNTER

The Student Administration and Services Counter is the point of contact for all students at the Central Coast Campus with respect to enrolment, course administration, student card and travel concessions, the administration of the Higher Education Contribution Scheme (HECS), the issue and receipt of Variations of Program, Change of Address/Name, Special Consideration, Statement of Academic Record request forms, examinations and student welfare and service matters including accommodation, careers and employment, chaplaincy, counselling, loans and financial advice.

The telephone number for the Student Administration and Services Counter at the Central Coast Campus is (043) 484030.

ENROLMENT PROCEDURE FOR NEW AND RE-ADMITTED UNDERGRADUATE STUDENTS

Applicants who have accepted an offer of enrolment at the Callaghan Campus are required to attend an enrolment session in mid-February 1995 at the Great Hall. Applicants who have accepted an offer of enrolment at the Central Coast Campus are required to attend an enrolment session in mid-February 1995 at the Central Coast Campus. Detailed instructions concerning the exact date, time and venue for these enrolment sessions are provided in the Enrolment Guide sent out with the Universities Admissions Centre (UAC) offer. A Fees and Charges Notice will be sent to the applicant's correspondence address in mid-February 1995. All Fees and Charges should be paid by 23 February 1995 at a branch of the Commonwealth Bank, unless otherwise instructed. Payments made after 23 February 1995 will incur a $50 late fee. If Fees and Charges remain unpaid after 31 March 1995 enrolment will be automatically cancelled. All Fees and Charges listed on the Notice must be paid in full. The Commonwealth Bank cannot accept partial payments.

Scholarship Holders and Sponsored Students

Students holding scholarships or receiving other forms of financial assistance are required to lodge with the Cashier their Fees and Charges Notice together with a warrant or other written evidence that charges will be paid by the sponsors. Sponsors must provide a separate voucher warrant or letter for each student sponsored.

RE-ENROLMENT PROCEDURE FOR ALL UNDERGRADUATE AND POSTGRADUATE (COURSEWORK AND RESEARCH) STUDENTS

All continuing undergraduate and postgraduate students are sent a re-enrolment kit in December. A re-enrolment kit contains:

- The student's Re-enrolment Application form
- A 1995 Class Timetable (where applicable)
- A 1995 Re-enrolment Guide
- A Booklet, "HECS: Your Questions Answered 1995"

Students must:

(i) Return their completed, signed and dated Re-enrolment Application form, either in person or by mail, to the Student Enquiry Counter, Callaghan Campus, or the Student Administration and Services Counter, Central Coast Campus by 31 March 1995.

(ii) Lodge a new completed, signed and dated HECS Payment Options form, if the previous year's option was for one year only, is HECS exempt and Up-Front payment students, if applicable.

(iii) Clear all outstanding debts (loans and fines) in order to receive their Fees and Charges Notice in late January 1995.
(iv) Pay their Fees and Charges by the 23 February 1995 at any branch of the Commonwealth Bank, unless otherwise instructed. Payments made after 23 February 1995 will incur a $50 late fee. The enrolments of students whose fees remain unpaid after 31 March, 1995 will be cancelled. All Fees and Charges listed on the Notice must be paid in full. The Commonwealth Bank will not accept part payment.

ENROLLMENT/RE-ENROLLMENT APPROVAL

In early February 1995 all re-enrolling students will receive either a Program Approval letter with a student identification card attached or a Student Enquiry/Administration and Services Counters on the Callaghan and Central Coast Campuses (see p. v) as well as from:

- The Universities Admissions Centre Locked Bag 500 Lidcombe NSW 2141
- all other UAC participating universities.

FAILURE TO PAY DEBTS

Any student who is indebted to the University by reason of non-payment of any fee or charge, non-payment of any fine imposed, or who has failed to pay any overdue debts shall (until such debts are paid) be permitted to:

- enrol in a following semester or year as the case may be;
- receive a Statement of Academic Record;
- graduate or receive any other award; or
- receive a replacement student identification card.

Students are requested to pay any debts incurred without delay.

STUDENT IDENTIFICATION CARD

All students should carry their student identification card when at the University. The card’s machine readable lettering enables the University Library staff to verify a student’s identity and library status when borrowing material. The identification card also has a temporary password for initial access to the University’s computing facilities. Lost or damaged identification cards can be replaced at a cost of $5 at the Student Enquiry/Administration and Services Counters at the Callaghan and Central Coast Campuses (see p. v)

Please note that the student identification card is not evidence of enrolment or re-enrolment. To be enrolled students must also have paid their fees and charges, fulfilled the HECS requirements and, where applicable, paid all tuition fees.

CHANGE OF ADDRESS

The University records correspondence and home addresses for all students. Students are responsible for notifying the University in writing of any change in their addresses. A Change of Address form should be used. These are available from Faculty Offices, as well as the Student Enquiry/Administration and Services Counters at the Callaghan and Central Coast Campuses (see p. v)

Failure to notify the University of any change to a correspondence address could result in important correspondence and/or course information not being received.

CHANGE OF NAME

Students who change their name(s) should complete a Notification of Change of Name form. Please note that it may be necessary to provide supporting documents such as Birth Certificate, Marriage Certificate, Court Documentation Evidencing Dissolution of Marriage, Statutory Declaration, Deed Poll, and/or Instrument Evidencing Change of Name. Forms are available from the Student Enquiry/Administration and Services Counters at the Callaghan and Central Coast Campuses and Faculty Offices.

VARYING ACADEMIC PROGRAM

Students must ensure that all details on their approved programs are correct including semester and campus information. If the approved program is correct students should retain the form for their records and possible variation at a later date. An Application to Vary Academic Program is printed on the reverse side of the Program Approval form.

If the approved program is not correct the student must insert the appropriate corrections on the Application to Vary Academic Program and return it to the appropriate Faculty Officer, the Student Enquiry/Administration and Services Counters at the Callaghan and Central Coast Campuses.

Failure to change an incorrect program could result in a student:

(i) incurring a HECS liability and receiving a Fail grade for the subject(s) concerned even if the student did not attend classes.

(ii) not being awarded a grade for the subject(s) concerned even if the student attempted all the assessments.

Students must also ensure that they withdraw from all Semester 2 subjects if failures have been incurred in the prerequisite Semester 1 subjects.

WITHDRAWAL DATES 1995

A student may withdraw from a subject without academic penalty on or before the following dates:

Semester 1 Subjects 31 March 1995
Semester 2 or Full Year Subjects 31 August 1995

A student who withdraws from a subject after the above dates will be awarded the grade of "Fail" in the subject unless the Dean of the appropriate Faculty approves the withdrawal without failure.

A student who withdraws from a subject on or before the above dates will not incur HECS liability for that subject in the semester concerned.

ADDITION OF SUBJECTS

Addition of subjects to a student’s program will not be permitted after the following dates:

Semester 1 or Full Year Subjects 31 March 1995
Semester 2 31 August 1995

In exceptional cases, the Dean of the appropriate Faculty may approve the addition of a subject after the above dates.

STATEMENT OF ACADEMIC RECORD

A statement of Academic Record may be obtained by completing the appropriate application form and lodging it either in person or by mail, together with a fee of $10, with the University Cashier. The statement will be mailed to the nominated address as soon as it becomes available. Normally statements will be mailed within a week. Statements involving pre-1979 records may take a little longer as these are manually produced. Students wishing to pay the fees are set out in

Instructions on how to pay the fees are set out in the Notice must be paid in full. The late fee. The

Failure to notify the University of any change to a correspondence address could result in important correspondence and/or course information not being received.

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If the approved program is not correct the student must insert the appropriate corrections on the Application to Vary Academic Program and return it to the appropriate Faculty Officer, the Student Enquiry/Administration and Services Counters at the Callaghan and Central Coast Campuses.

LEAVE OF ABSENCE

Undergraduate Awards

Generally, a student 'in good academic standing' (i.e. eligible to re-enrol) may take Leave of Absence from his/her course for one year, or with the permission of the Dean, for two consecutive years, without prejudicing any right to re-enrol in the course.

However, as some courses have special requirements concerning Leave of Absence, students should contact their Faculty Office for advice. To re-enrol in a course after a period of leave of absence, students must re-apply through the Universities Admissions Centre by 30 September.

Postgraduate Coursework Awards

Leaf of Absence may not be available for some courses. Students should seek information from the relevant Faculty Offices regarding any requirement to lodge a formal application for leave.

Research Higher Degrees

Leaf of Absence is not automatically granted, and candidates are required to lodge a written application for Leave of Absence prior to the end of the semester preceding the intended absence with the Graduate Studies and Scholarships Office for approval by the Graduate Studies Committee. Research students may wish to refer to the Masters and Doctorate Degree Rules for further information.
Scholarship Recipients
Scholarship holders, both undergraduate and postgraduate, who wish to take Leave of Absence from their courses, or who do not intend to take full-time programs in any semester, are required to lodge written applications for suspension of their scholarships prior to the end of the semester preceding the intended absence. Applications for suspension should be lodged with the Graduate Studies and Scholarships Office for approval by the Scholarships Committee. Scholarship holders should refer to the conditions of their scholarships.

ATTENDANCE AT CLASSES
Where a student's attendance or progress has not been satisfactory, action may be taken under the Rules Governing Unsatisfactory Progress (see p. xiii).

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

All applications for exemption from attendance at classes must be made in writing to the Head of the Department offering the subject. Where assessments have been missed, this fact should be noted in the application.

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

GENERAL CONDUCT
In accepting membership of the University, students undertake to observe the By-law and other requirements of the University.

All students are expected to conduct themselves at all times in a seemly fashion. Smoking is not permitted during classes, in examination rooms or in the University libraries.

NOTICES
Members of the academic staff of the University, senior administrative officers, and other persons authorised for the purpose have authority to report on disorderly or improper conduct occurring in the University or in relation to University activities away from the University.

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

In order to establish that a student has achieved certain learning milestones, every subject has assessment tasks which must be completed.

Students at the Central Coast Campus should refer to the Student Administration and Services noticeboard.

The Hunter Building Concourse is used for the specific purpose of displaying examination timetables and other notices about examinations and final results.

EXAMINATION PROGRESS RULES AND PROCEDURES
In order to establish that a student has achieved certain learning milestones, every subject has assessment tasks which must be completed. In the assessment of a student's progress in a course, consideration may be given to laboratory work, tutorials, assignments, projects, tests and any other work prescribed for the subject. The results of such assessments and class work may be incorporated with those of formal written examinations.

EXAMINATION SESSIONS
Formal written examination sessions take place on prescribed dates within the periods given below and may include Saturdays and evenings.

Mid Year: 13 to 30 June 1995
End of Year: 6 to 24 November 1995

Timetables showing the date and time at which individual examinations will be held will be displayed in the Hunter Building Concourse, on specific Departmental noticeboards and other prominent locations within the University. Students should consult the final timetable in advance to find out the date and time of their examinations. Misreading of the timetable will not under any circumstances be accepted as an excuse for failure to attend an examination.

SPECIAL ARRANGEMENTS DUE TO RELIGIOUS CONVICTIONS OR OTHER CONSCIENTIOUS OBJECTIONS
Special arrangements may be made for students who have religious or other conscientious objections preventing them from attending an examination timetabled on a certain day.

Students should contact the Student Enquiry/ Administration and Services counter at the Callaghan (049) 216490 or Central Coast (043) 484030 Campuses for further advice.

STUDENTS WITH A DISABILITY
A special examination facility is available, for students who, for physical or psychological reasons, are unable to sit their examinations in the normal fashion. Further information with respect to this facility may be obtained from: Callaghan Campus - Disability Co-ordinator (049) 216467, Central Coast Campus - Student Services Officer (043) 484034.

LOCATION OF EXAMINATIONS
Seat allocation lists for examinations will be displayed about two weeks before the commencement of the examination period on the Departmental noticeboards and on a noticeboard outside the examination room on the day of the examination. Candidates should allow themselves plenty of time to get to the examination room so that they can take advantage of the 10 minutes reading time that is allowed before the examination commences. Normally, entry into the examination room will be permitted from 15 minutes before the actual commencement of the examination writing time. This allows the candidate time to locate the allocated seat and complete the necessary attendance slip and any related necessary registration details before the commencement of reading time. A list of materials which may be taken into each examination will also be displayed outside the examination room.

PERMITTED AIDS
Students may take into an examination room any writing or drawing instrument or eraser. Logarithmic tables are not permitted. These will be provided by the supervisor if required.

Calculators may not be taken into an examination room. For examinations where calculators are necessary the University will provide calculators for use by students. Further details of these calculators will be provided to students during 1995.

UNLISTED CANDIDATES
Students expecting to sit for an examination and whose names do not appear on the displayed seat allocation listings may not be formally recorded as being enrolled and eligible to sit and receive a result. In these circumstances students should contact the Student Enquiry Counter at the Callaghan Campus and the Student Administration and Services Counter at Central Coast Campus to identify the problem. If an enrolment problem is confirmed the student may also need to discuss the matter with the relevant Deputy Dean and the Student Administration and Services Counter.

SPECIAL CONSIDERATION REQUESTS
The Examination Rules provide for students whose preparation for an examination, or attendance or performance in an examination has been affected by illness, disability or other serious cause to apply for special consideration.

All applications for special consideration should be made on the Application for Special Consideration form obtainable from Faculty Offices, the Student Enquiry Counter, Callaghan Campus, the University Health Service, the Counselling Service and the Student Administration and Services Counter, Central Coast Campus.

The granting of Special Consideration could involve a further examination or other form of assessment held shortly after the formal examination. Any further examination or assessment will be administered by the Department that offered the subject. Consequently students must check with the Department that offered the subject to ascertain that Department's requirements. Students should also check the Department's noticeboard for further advice concerning Special Consideration. The rules dealing with special consideration are mentioned in Part 3 of the Examination Rules. For details see page xii.

FINAL EXAMINATION RESULTS
End of year examination results will be mailed out by late December. Examination results for Semester 1 subjects will be mailed out the week preceding the commencement of Semester 2.

Final examination results are also displayed in the Hunter Building Concourse and Student Administration and Services Building, Central Coast Campus as soon as they become available. No results will be given by telephone.

REVIEW OF FINAL RESULT
After the release of both Semester 1 and Semester 2 end of year final examination results students may apply to have results reviewed. Part 3 of the University's Examination Rules specifies procedures relating to the review of results. For details see page xiii and the necessary application form.

You should read the instructions on the application form before applying for a Review. There is a charge per subject, which is refundable in the event of an error being discovered. However, it should be noted that examination results are released only after careful assessment of students' performances and that, amongst other things, marginal failures are reviewed before results are released.

EXAMINATION RULES
Part 1 - Preliminary

Application of Rules
1. These Rules shall apply to all examinations of the University with the exception of the examination of a thesis submitted by a candidate for a degree of Master or the degree of Doctor of Philosophy. The examination of theses for these degrees or the assessment of published works submitted for Higher Doctoral Degrees shall be conducted in accordance with the requirements for the degrees.

Interpretation
2. 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;
“Department” means the department assigned responsibility for a particular subject and includes any other body so responsible;

“Departmental Examinations Committee” means the Departmental Examinations Committee of the Department constituted in accordance with the Rules Governing Departments;

“examination” includes any form of examination, assignment, test or any other work by which the final grade of a candidate in a subject is assessed;

“external examiner for a candidate” means an examiner, not being a member of the staff of the University, appointed to assist in the examination of an extended essay, project or similar work submitted by a candidate;

“external examiner for the Department” means an examiner, not being a member of the staff of the University, appointed to assist in the examining process of a Department;

“Faculty Board” means the Faculty Board of the Faculty responsible for the course in which a candidate is enrolled and includes a Board of Studies where given powers relevant to this Rule;

“formal written examination” means an examination conducted under Part 4 of these Rules;

“subject” means any part of a course of study for an award for which a result may be recorded;

“supervisor” means the supervisor for an examination appointed, in the case of a formal written examination, by the Academic Registrar and, in the case of any other examination, by the Head of Department.

“supplementary examination” means an examination administered to a candidate in respect of whom any doubt exists as to the judgement to be recorded in an examination return.

Part 2 - General
Examinations other than in single department
3. (1) Where a Faculty is not composed of Departments, the functions and responsibilities of the Head of a Department and the Departmental Examinations Committee in respect of that subject shall be decided by the Faculty Board concerned or, where Departments from more than one Faculty are involved, by the Academic Senate.

Determination of nature and extent of examining
4. Each Faculty Board shall determine the nature and extent of examining in the subjects in the awards for which the Faculty is responsible and such examination may be written, oral, clinical or practical or any combination of these.

Publication of requirements
5. The Head of Department shall ensure the publication of the Department’s examination requirements in each subject by the end of the second week of the semester in which the subject commences including the weight and timing of each task comprising the total assessment to be applied in determining the final grade.

Penalties
6. An infringement of any of the rules set out in Rule 16(1), other than pursuant to Rule 16(2), or the instructions referred to in Rule 19 shall constitute an offence against discipline.

Part 3 - Procedures
External Examiners
7. (1) The Academic Senate may, on the recommendation of a Faculty Board made on the recommendation of a Head of Department appoint one or more external examiners for the Department. Such appointment shall be for a term of one year and, except with the approval of the Academic Senate, no external examiner for the Department shall be reappointed for more than four consecutive terms of office.

(2) Where the appointment of an external examiner for a candidate is prescribed by the Rules for an award, or where the Faculty Board considers it appropriate that an external examiner for a candidate by appointed, such appointment shall be made by the Faculty Board or as otherwise prescribed in the Rules for that award.

Examing
8. The Head of each Department shall arrange for the member or members of the academic staff responsible for each of the subjects offered by the Department:

(a) to prepare the examination papers in the subjects;

(b) in consultation with any other members of staff involved in the tuition or supervision of the candidates, to assess the scripts and other work submitted by candidates and, if required, prescribe a further or supplementary examination for any candidate; and

(c) to record in an examination return a judgement in respect of each candidate for submission to the Departmental Examination Committee.

Departmental recommendations of results
9. The Departmental Examinations Committee shall consider the judgements recorded for candidates and shall make recommendations to the Faculty Board as to the result in the subject to be recorded for each candidate.

Determination of results in subjects
10. (1) The recommendations of the Departmental Examinations Committee shall be presented to the Faculty Board by the Head of the Department or the representative of that Head, who shall be entitled to vary any recommended result if of the view that it is appropriate to do so on the request of the Faculty Board.

(2) The Dean shall ensure that in making its recommendations the Departmental Examinations Committee has considered any request for special consideration made by a candidate pursuant to Rule 13.

(3) Each Faculty Board shall consider the recommendations of the Departmental Examinations Committee and, taking into account any change to a recommendation under sub-rules (1) or (2), shall either:

(a) confirm the results; or

(b) defer the decision pending the outcome of any special consideration.

Grading of results in subjects
11. The result awarded in a subject to a candidate shall be one of those in the list of approved results determined by the Academic Senate from time to time.

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

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

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

(a) that all required parts of the assessment have been included in the final determination of the result;

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

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

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

Special Consideration
13. (1) A candidate who claims that:

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

(b) attendance at or performance in an examination has been affected by illness, disability or other serious cause, may report the circumstances in writing, supported by medical or other appropriate evidence to the University Secretary and Registrar and request that they be taken into account in the assessment of the examination results of that candidate.

Such request shall be made on the prescribed form.

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

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

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

(5) The University Secretary and Registrar may call for such other evidence in respect of the candidate’s
(6) A candidate who is granted special consideration may be required to attend a further examination or to undergo further assessment to determine a result.

Part 4 - Formal Written Examinations

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

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

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

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

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

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

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

(c) a candidate shall not bring into the examinations room any bag, paper, book, written material, device or aid whatsoever, other than such as may be specified for the particular examination;

(d) a candidate shall not by any means obtain or endeavour to obtain improper assistance, give or endeavour to give assistance to any other candidate, or commit any breach of good order;

(e) a candidate shall not take from the examination room any examination answer book, any examination paper so marked, graph paper, drawing paper or other material issued for use during the examination;

(f) no candidate may smoke in the examination room;

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

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

(i) no candidate shall re-enter the examination room after leaving it unless during the full period of absence that candidate has been under approved supervision.

(2) The provision of sub-rule (1) may be relaxed:

(a) by the University Secretary and Registrar; and

(b) in respect of paragraphs (g) and (h) by the supervisor upon the direction of the University Secretary and Registrar or at the discretion of the supervisor, provided that the circumstances of any case in which discretion has been exercised shall be reported in writing to the University Secretary and Registrar immediately following the conclusion of the examination.

Part 5 - Other Examinations

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

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

(2) Notwithstanding the provisions of Rule 18(1), where the Head of Department considers it justified on religious, conscientious or other grounds, special arrangements may be made to allow a candidate to attend a prescribed examination for a subject at a time and place different from that published in the examination timetable.

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

UNSATISFACTORY PROGRESS

A student’s enrolment in a subject or course may be terminated because of unsatisfactory progress in the subject or course. To regulate such matters the University has adopted Rules Governing Unsatisfactory Progress as set out below. Students who become liable for action under these Rules will be informed accordingly by mail. Progress requirements for subjects and courses are set out elsewhere in this volume.

RULES GOVERNING UNSATISFACTORY PROGRESS

Application of Rules
1. These Rules shall apply to all students of the University except those who are candidates for a research higher degree.

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

"the Committee" means the Student Progress Sub-Committee as constituted by the Academic Senate from time to time.

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

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

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.

Termination of Enrolment by Head of Department
3. (1) A student’s enrolment in a subject may be terminated by the Head of the Department offering that subject if that student does not maintain a rate of progress considered satisfactory by the Head of the Department. In determining whether a student is failing to maintain satisfactory progress the Head of Department may take into consideration such factors as unsatisfactory attendance or tendency or failure to complete a satisfactory standard academic or professional components specified for the subject.

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

(3) A student whose enrolment in a subject is terminated under clause 3(1) may appeal to the Faculty Board which shall determine the matter.

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

Review of Performance by Board
4. (1) The Faculty Board may review the academic performance of a student who does not maintain a rate of progress considered satisfactory by the Faculty Board and may determine:

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

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

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

(i) in the course; or

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

(iii) in the Faculty.

(2) Before a decision is made under clause 4(1), the student shall be given an opportunity to make representations to the Faculty Board with respect to the matter either in person or in writing or both.
(3) A student who has made representations to the Faculty Board may appeal against any decision made under clause 4(1)(B) or (c) to the Committee which shall determine the matter.

(4) Where the progress of a student enrolled in a combined degree program is considered to be unsatisfactory by the Faculty Board responsible for one of the degrees comprising the combined degree program, that Faculty Board shall advise the Faculty Board responsible for the second degree of any action it has taken with respect to the student in question.

Hearing of Appeals by Committee

5. (1) An appeal made by a student to the Committee pursuant to clause 4(3) or clause 7 shall be in such form as may be prescribed by the Committee, and shall be made within fourteen (14) days from the date of posting to the student of the notification of the decision or such further period as the Committee may accept.

(2) In hearing an appeal the Committee may take into consideration any circumstances whatsoever, including matters not previously raised, and may seek such information as it thinks fit concerning the academic record of the appellant and the making of the determination by the Board.

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

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

Re-enrolment

6. (1) A student who has been excluded from further enrolment in a Faculty may enrol in a course in another Faculty within a period of exclusion only with the permission of the Board of the Faculty Board of the Faculty responsible for the course in which the student is seeking to enrol and on such conditions as it may determine.

(2) A student who has been excluded from further enrolment in any course or Faculty under these Rules may apply for permission to enrol thereafter again, provided that in no case shall such re-enrolment commence before the expiration of the period of exclusion. A decision on such application shall be made by the Faculty Board of the Faculty responsible for the course in which the student is seeking to enrol.

Appeal Against Rejection of Re-enrolment Application

7. (1) A student whose application to enrol pursuant to clause 6 is rejected by a Faculty Board may appeal to the Committee.

FEES, CHARGES AND HECS

LOCATION OF CASHIER'S OFFICES

Cashier - Callaghan Campus
The Cashier’s Office is located on the First Floor, Chancellery Building. The telephone number is (049) 215122. Credit card facilities are not available.

Hours of Opening
(a) During Semester 10.00am - 4.00pm (Open during lunch break)
(b) Vacation Period 10.00am - 12.30pm 2.00pm - 4.00pm

Cashier - Central Coast Campus
The Cashier’s Office at the Central Coast Campus is located in the Finance and Estates Building. Hours of opening will be publicised throughout the campus early in 1995. The telephone number is (043)108 1000.

GENERAL SERVICE CHARGE

There are separate General Service Charges for External, Non-Award and Award students. In 1995 Fees and Charges notices will be sent in late January to continuing students and in mid-February to commencing students.

Students are expected to pay these charges at any branch of the Commonwealth Bank by 23 February, 1995. Payments made after this date will incur a $50 late fee. The final date for payment of charges with the Commonwealth Bank is 31 March 1995.

All other payments such as fines should be made directly to the University by cheque, or in person to the Cashier at either the Callaghan or Central Coast Campuses.

General Service Charge Per Annum

(a) Students Enrolled in courses leading to academic awards proceeding to a Degree or Diploma $275
(b) Plus Students joining Newcastle University Union for the first time $35
(c) Non-Award Students (excluding Neustep and Foundation Certificates) $30

Newcastle University Union Charge $35
(c) External Students $37

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

LATE CHARGES

Where the Fees and Charges Notice is lodged after the 24 February 1995

ADMINISTRATIVE CHARGES

(a) Examination under special supervision (per assessment item) $15
(b) Replacement of Student Identification Card $5
(c) Replacement of lost or damaged Testamur $30
(d) Statement of Academic Record
(i) First copy $10
(ii) Additional copies No charge
(iii) Each additional copy $1

Note:
(i) Graduands will be provided with two copies of their Statements of Academic Record free at the time of issue of their testamurs.
(ii) Transcripts will be issued on request free of charge to other institutions or prospective employers nominated by the student.

Indebtedness

Persons with debts outstanding to the University cannot complete enrolment/re-enrolment, graduate or be issued with statements of their Academic Records. Part payment of the total amount due will not be accepted.

HIGHER EDUCATION CONTRIBUTION SCHEME (HECS)

Students are required under the Higher Education Contribution Scheme (HECS) to contribute towards the cost of their higher education. On the census date of each semester a student’s HECS liability is calculated according to their Student Load (i.e. subjects in which a student is enrolled at the time). For 1995 the liability for a standard full time student load of 80 credit points is $2409.

The census dates are:

- Semester 1 - 31 March
- Semester 2 - 31 August

Further information on HECS can be obtained from the booklet, "HECS: Your Questions Answered 1995" included with enrolment kits. Copies of this booklet are also available from the Student Enquiry Administration and Services Counter at the Callaghan and Central Coast Campuses.

TUITION FEES

Tuition fees are charged for fee-paying international students, specific categories of Non-Award enrolment (Extraneous Subject and Miscellaneous/Vocational) and a range of award courses.

REFUND OF CHARGES

The following policy applies with respect to refunds of the General Service Charge (GSC):

(i) A student shall be eligible for a refund of the GSC if he/she has not enrolled in any course offered by the University by 23 February, 1995.

(ii) If, in terms of the above, no "student load" exists for both semesters in the year, the student would be entitled to receive a full refund of the GSC paid, including the Union joining fee, if applicable.

(iii) If a student has a "student load" for only one semester in any one year he/she will be eligible for a refund of 50% of the GSC paid excluding the Union joining fee.

(iv) Those students who enrolled in a course only offered in second semester and who have only paid 50% of GSC and who have no "student load" in the semester will be entitled to a refund of 100% of the GSC paid.

In exceptional circumstances the Director, Student Administration may vary these provisions in the case of individual students.

A refund cheque will be mailed to a student or will be sent in late January to continuing students and in mid-February to commencing students.

UNIVERSITY FACILITIES

COMPUTING AND COMMUNICATIONS FACILITIES

The University has extensive computing and communication facilities available for use by students.

Set out below are the terms governing the use of these facilities. The University may at any time revise these terms. These terms apply to all users (students, staff and others).

Use by you of any such facilities indicates your understanding and acceptance of these terms. If you are unsure of the meaning of any of these terms, you should seek advice from the Computing Services Help Desk.

The locations and telephone numbers of the Help Desks are as follows:
1 General
Computing and communications facilities are provided by the University for the use of staff and students. Access may be given to standalone or networked microcomputers, to multiuser computers or to other computers accessible via the University’s computer network.

These facilities are provided free of charge except where specific charges are levied. 90 days’ notice will be given of any change in such charges.

Student access is for use in association with university studies and activities related to the University.

Staff are given access for use associated with their duties.

Arrangements for computer use for external work such as consulting must be negotiated and will usually be on a ‘payment for use’ basis.

It is expected that all users will make use of University computing and communications facilities in a manner which is ethical, lawful, effective, efficient and not to the detriment of others.

Failure to abide by the following terms will be treated as misconduct and may result in disciplinary action including denial of access to the facilities concerned. In particular, if, in the opinion of the Director, Computing Services, you have failed to abide by these terms, you may be denied access to computing facilities or to the University’s communications network. You may also be fined and required to pay at up to the full commercial rates for any use you have made.

Where these terms incorporate legal restrictions, violation may constitute a legal offence.

2 Disclaimer
The University makes available to users, both internal and external, computing and network facilities consisting of hardware and software. The University accepts no warranty, express or implied regarding the computing services offered, or their fitness for any particular purpose.

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

The University’s liability in the event of any loss or damage shall be limited to the fees and charges paid to the University for the use of the computing facilities which resulted in the loss or damage.

3 Conditions
1 You may use only those facilities which have been authorised for your use. If access is protected by a password, you are not to make this password available to others. You may not use any account set up for another user, nor may you attempt to find out the password of another user. This applies both to facilities within the University and to any accessible using the University’s network.

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

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

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

5 You may not attempt to interfere with the operation of the University’s computers or any other facilities accessed by use of the University’s computers or network.

6 You may not attempt to subvert the security of any of the University’s computing facilities or any other facilities accessible by use of the University’s facilities.

7 You may not use the University’s computing facilities to send obscene, offensive, bogus, harassing or illegal messages.

8 You may grant access to your own files by other users by setting appropriate protection.

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

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

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

12 You must abide by any relevant instructions given by the Director or the Director’s delegated officer.

Instructions may be issued by notice displayed in the vicinity of computing facilities, by letter, by electronic communication, in person or otherwise.

4 Copyright
The Copyright Act proceeds on the basis of bringing a computer program within the scope of the expression ‘literary work’ as used in the Copyright Act. ‘Computer program’ is defined as meaning:

‘An expression, in any language code or notation, of a set of instructions (whether with or without related information) intended, either directly or indirectly or after either or both of the following: (a) conversion to another language, code or notation; (b) reproduction in a different material form, to cause a device having digital information processing capabilities to perform a particular function.’

Subject to what is said below in relation to backup copies, the reproduction of a computer program (as defined) constitutes a breach of the Copyright Act which may result in civil and/or criminal action against the offender.

The Act also prohibits what is termed an ‘adaptation’ of a computer program - an adaptation being one of the exclusive rights given to the owner of the copyright of a literary work. In relation to computer program an adaptation is defined as:

‘a version of the work (whether or not in the language, code or notation in which the work was originally expressed) not being a reproduction of the work.’

This definition is intended to prevent persons purchasing a computer program in one language and converting it to another language without the consent of the copyright owner.

The purchase or lease of computer software normally provides a licence to use the software, together with a copy of the software and associated documentation. The title to the software remains with the copyright owner, who is entitled, subject to the Copyright Act, to place conditions upon the use of the software.

Members of the University are personally responsible for complying with the Commonwealth Copyright Act relating to the copying of computer software and to the terms and conditions of the particular contract or software licence relating to leased or purchased software.

The Copyright Act makes specific provision for the making of a backup copy of either or both the original or an adaptation of a computer program. Thus the University can only make backup copies of programs for which it has purchased a licence. If a program is on loan or has been hired, the right to make copies will have to be expressly authorised by the copyright owner.

In addition, the reproduction may only be made for the purpose of being used in lieu of the original copy in the event that the original copy is lost, destroyed or rendered unusable.

Such a backup copy cannot be made from an infringing copy of the computer program or where the owner of the copyright in the program has given an express direction to the contrary.

7 Copying of computer software to hard disk should only occur if:

(a) the computer software licence specifically allows it for other than normal backup purposes. The hard disk copy must not be used by more than one person at a time unless the agreement states otherwise; or

(b) in the absence of an agreement, it is used on the hard disk by no more than one person at a time.

8 Hard disk copies of software used in a network environment to allow simultaneous access by more than one user can only be provided if:

(a) specially permitted in the contract or software licence; or

(b) a copy of the software has been purchased for every simultaneous user of the hard disk copy.

9 Copying of software for classroom use is not permitted unless specifically permitted under the contract or software licence for the leased or purchased product.

UNIVERSITY LIBRARY SERVICES
As members of the University of Newcastle, students are entitled to use the Auchmuty, Huxley, Conservatorium and Central Coast Libraries as well as the libraries of the teaching hospitals. The University’s library collections are accessible through the computerised catalogue NEWCAT.

Auchmuty Library
Located adjacent to the Shortland Union, the Auchmuty Library is the main library on the Callaghan campus. It supports the teaching and research requirements of the Faculties of Architecture, Arts and Social Science, Economics and Commerce, Education, Engineering, Law, Medicine and Health Sciences and Science and Mathematics. It holds an extensive range of books, serials, government publications, microforms, audiovisual media, archival materials and a Rare Book Collection. Specialist services are provided in Biomedicine, Law, and audiovisual media.
Other services include: Reference Services providing access to CD-ROM and on-line databases, Inter-Library Services and Archives.

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

The Biomedical Library houses books, serials, pamphlets and reference material in Biological Sciences and Medicine. It also includes a special area, the Medical Reserve, which holds a variety of resources and equipment supporting the innovative and highly resource-dependent curriculum of the Bachelor of Medicine course.

Collections of resources are also maintained in ten country centre hospitals for the use of students in clinical learning stages: Taree, Tamworth, Gosford, Maitland, Lismore, Dubbo and Port Macquarie.

The Law Library houses books, serials and primary law materials including law reports, acts, bills and regulations. It also includes a Law Reserve section which houses major texts and looedale services. The Rankin and Nathan Database Room allows access to a wide range of electronic legal information. The Law Library uses a specialist classification scheme - the MOYS Classification Scheme for Legal Materials. This is an alphanumeric scheme with all call numbers beginning with the letter K.

The Media section has a wide range of videos, kits, laserdiscs and computer-based multimedia. Course-related videos and selected lecture tapes are housed here.

Central Coast Campus Library
The Library has a rapidly developing collection of books, serials and audiovisual media which supports teaching programs in Arts, Business, Social Sciences, Education, Applied Science and Nursing. Reference Services providing access to CD-ROM and on-line databases are available.

Further information can be obtained by ringing (049) 484020.

Gardiner Library Service
There are three separate libraries within the service: the John Hunter Hospital Branch, the Royal Newcastle Hospital Branch and the Mater Hospital Branch. The specific opening hours for these libraries will be published through NEWMAT and the appropriate library guides.

Further information can be obtained by ringing (049) 213779.

Borrowing Rights
Borrowing/Student Identification Cards
Students need a student identification card to borrow. Please remember to carry your card with you at all times if you wish to borrow or use library facilities. If books are borrowed on your card by anyone else, you are responsible for them. Report any lost card to the Loans Desk staff immediately to prevent unauthorised use. Replacement cards are available for $5.00 from the Student Enquiry Counter, Collinglan Campus or the Student Administration and Services Counter, Central Coast Campus.

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

Books may be returned to any branch of the University Libraries. A fine of $2.00 per item is levied when material is more than two days overdue. The fine will increase by 50 cents per day per item until the material is returned. Borrowing rights are also withdrawn. If library material is lost or damaged, the replacement cost, plus a processing fee, will be charged.

Photocopying
Photocopying facilities are available in all University Libraries. The machines are operated by magnetic-strip cards which can be purchased in the Library. Credit for the photocopiers can be added to these cards from a dispenser as many times as needed. Users must observe the relevant Copyright Act provisions which are on display near the photocopiers. Central Coast Campus Library uses $2.00 and $5.00 disposable cards.

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

People With a Disability
All libraries provide access for students and staff with a disability. Both Auchmuty and Huxley Libraries provide special services for students with a disability. Contact librarians in each Library will help with information about the library, parking, lift keys and other facilities such as the Braille Library, OCR machines which read aloud from English printed text and access to large-print NEWCAT, the University Libraries’ online catalogue. Please phone (049) 217046 for further information.

Hours of Opening

AUCHMUTY LIBRARY
During Semester:
Monday to Thursday: 8.30am - 10.00pm
Friday: 8.30am - 7.00pm
Saturday & Sunday: 1.00pm - 5.00pm

During Semester Vacations:
Monday to Friday: 8.30am - 7.00pm
Saturday & Sunday: 1.00pm - 5.00pm

During Long Vacation:
Monday to Friday: 8.30am - 5.00pm
Library Closed: Australia Day, Easter except Easter Monday, Christmas to New Year University Holidays

HUXLEY LIBRARY
During Semester:
Monday to Thursday: 8.30am - 9.00pm
Friday: 8.30am - 5.00pm
Saturday & Sunday: 1.00pm - 5.00pm

During Semester Vacations:
Wednesday: 9.00am - 6.00pm
Other Days: 9.00am - 5.00pm
During Long Vacation:
Monday to Friday: 9.00am - 5.00pm
Library Closed: Australia Day, Easter except Easter Monday, Christmas to New Year Public Holidays

CONSERVATORIUM LIBRARY
During Semester:
Monday to Friday: 9.00am - 6.00pm
During Vacations:
Monday to Friday: 9.00am - 1.00pm
Saturday: 2.00pm - 5.00pm

CENTRAL COAST CAMPUS LIBRARY
During Semester:
Monday to Thursday: 9.00am - 8.00pm
Friday: 9.00am - 4.00pm
Saturday: 10.00am - 3.00pm
During Semester Vacations and Examination Periods:
Monday to Thursday: 9.00am - 6.00pm
Friday: 9.00am - 4.00pm
Saturday: 10.00am - 3.00pm
During Long Vacation:
Monday to Thursday: 10.00am - 4.00pm
Friday: 10.00am - 2.00pm
Saturday & Sunday: CLOSED

CAMPUS TRAFFIC AND PARKING
Vehicle traffic and parking on the University's campuses is regulated by the Traffic and Parking Rules. These Rules have been introduced to ensure the safe and orderly movement and parking of vehicles for the benefit of students, staff and visitors, and to protect the University's physical environment and landscape.

Essentially the Rules require that persons who seek to bring a motor vehicle, including motorbikes, onto campus apply for a vehicle parking permit. In so doing, the applicant undertakes to abide by the Traffic and Parking Rules and are automatically subject to prescribed penalties for infringements. It is important to realise that the granting of a parking permit does not carry with it an automatic right to park on campus. The University has a serious under supply of car parking spaces and frequently it will not be possible to park on campus. The issue of a parking permit only entitles a member of the University to park in a properly designated and marked out car park space to the extent
that such a space is available. It is essential that, for the
protection of the University’s landscape and for the safety
of students, staff and visitors, vehicles are not parked on
grassed areas and footpaths.

The scale of penalties for traffic and parking infringements
as contained in the Rules are as follows:

(a) exceeding the speed limit on
University roads $30
(b) failing to stop when signalled to do so
by a Security Officer $30
(c) refusal to provide information requested
by a Security Officer $30
(d) failing to obey instructions given by a
Security Officer $30
(e) illegal parking:
   (i) parking on University roadways $15
   (ii) parking on footpaths $15
   (iii) parking on areas marked by sign $50
   (iv) parking in a way that may risk
       injury to others $50
   (v) not displaying parking permit $30
   (vi) parking in a restricted area $15
(f) any other breach of the Traffic and
Parking Rules $50

The penalty will be imposed:

(a) on the spot by an infringement notice being
put on the vehicle; or
(b) where applicable, within 28 days of
notification that any objection has been
rejected by the Senior Facilities Officer.

Any enquiries in relation to traffic and parking matters at
the Callaghan Campus should be referred to the Manager,
Security Services, located in the foyer of the Great Hall
and at the Central Coast Campus to the Property and
Estates Officer, Finance and Estates Building. Application
forms to bring a vehicle on to the campus are also available
from these offices.

The Traffic and Parking Rules apply to all University
campus locations.

PUBLIC TRANSPORT

The State Transit Authority provides a comprehensive
bus service to and from locations throughout Newcastle.
Private bus companies also provide services to Maitland,
Wallisend, Toronto and Raymond Terrace. Bus Timetables
are available from the Student Enquiry Counter, Callaghan
Campus and the Students Association Office, in the
Shortland Union.

Bus timetables for services between the Central Coast
Campus and Gosford and Wyong are available from the
Student Administration and Services Counter, Central
Coast Campus.

Subject Code  Subject Name                Semester  Credit  Prerequisites
             (Offer                   of Offer  Points
EDEN435    English Teaching Studies IV  1         10     EDEN339
EDTE445    Independent Study           2         20       EDTE315
EDTE405    Internship                  2         20
ENGLXXX   English (100–300) elective  1         10
XXXI100    Key Learning Area            1         10
related discipline elective

Key Learning Area related discipline elective

Prerequisites:

EDEN339
EDTE315
Dip.Teach.Equiv.
Prerequisite
relevant to choice

Prerequisite
relevant to choice
to choice
Assessment
This subject is designed to work in tandem with students' concentration class situation.

Prerequisite
Key Learning Area related discipline elective see relevant Faculty Handbook.

EDEN135 ENGLISH 20cp
Prerequisite Curriculum and Teaching Studies
Lecturer/s Dr D.G. Matthews, Dr D.J. Absalom
Corequisite Nil
Offered Full Year

Assessment Examinations in each semester (20% each); one essay in each semester (20% each); three workshop performances (Shakespeare) (20%).

Content
This subject is designed to work in tandem with students' English I discipline studies. In the first semester the major component of the NSW Syllabus and discipline skill studies undertaken in the Department of English.

Text
Cormier, Robert 1990, Other Bells for Us to Ring, Lion.
French, Simon 1987, All We Know, Angus and Robertson.
Southall, Ivan 1976, Fly West, Angus and Robertson.
Josh, 1971, Angus and Robertson.
Thwaite, Anthony 1987, Six Centuries of Verse, Thames Methuen.

References

ENGL102 THE AGE OF SHAKESPEARE 10cp
Department English
Lecturer/s Assoc Prof D.H. Craig, Dr P.J. Holbrook, Dr C. Bright
Corequisite Nil
Offered Semester 1
Assessment Progressive assessment and final test

Content
This course will examine plays and short poems from sixteenth and seventeenth century England. The works are chosen from areas exceptionally well represented in the period: tragedy, history, comedy and romance in the drama, and the love lyric and devotional verse in poetry. Shakespeare will be the principal author studied, but some other important writers, such as Marlowe, Jonson and Donne, will also be included.

Text
Note: The Complete Signet Shakespeare, Harcourt, Brace would be acceptable in place of Individual Signet Classics.

TRAGEDY
Shakespeare, Hamlet, Signet.
Shakespeare, King Lear, Signet.

HISTORIES
Marlowe, Edward II, New Mermaids.
Shakespeare, Henry IV Part 1, Signet.
Shakespeare, Henry IV Part 2, Signet.

Comedy and Romance
Shakespeare, Twelfth Night, Signet.
Jonson, Volpone, New Mermaids.
Shakespeare, Winter’s Tale, Signet.

Love Lyrics and Devotional Verse

ENGL104 AUSTRALIAN LITERATURE NARRATIVES OF IDENTITY 10cp
Department
Lecturer/s Dr D.O. Matthews, Dr I.L. Salusinszky
Corequisite Nil
Offered Semester 2
Assessment Progressive assessment and final test

Content
An introduction to Cultural Studies through a study of twelve Australian texts from the 1950s to the present day, each of which either constructs or critiques myths of national identity.

Text
The course will consist of twelve texts chosen from:

Novels
Garner, Monkey Grip, Penguin.
Greville, Lilian’s Story, Allen & Unwin.
Drews, Our Sunshine, Picador.

Plays
Marlowe, Edward II, New Mermaids.
Shakespeare, Henry IV Part 1, Signet.
Shakespeare, Henry IV Part 2, Signet.

SECONDARY READING
Hobsbawm, Subculture: The Meaning of Style; Turner, National Fictions; Schaffer.

ENGL105 THE MODERN NOVEL 10cp
Department
Lecturer/s Dr R.P. Jolly, Dr N.E. Wright
Corequisite Nil
Offered Semester 2
Assessment Progressive assessment and final test

Content
The novel originated in Europe but is now a dominant literary form throughout the world. The course will examine the relationship between key novels by European authors and fictions by post-colonial and immigrant writers. We will look at ways that post-colonial and immigrant writers read and revise their precursors and how cultural contexts affect questions of genre and narration. The film My Beautiful Laundrette will extend our consideration to the media of contemporary fiction.

Text
Bronte, C. Jane Eyre, Penguin.
Rhy’s, The Wide Sargasso Sea, Penguin.
Naipaul, A Bend in the River, Penguin.
Forster, A Passage to India, Penguin.

ENGL106 FILM AND THE LITERARY TRADITION 10cp
Department
Lecturer/s Assoc Prof D.V. Boyd, Dr C.J. Hanna
Corequisite Nil
Offered Semester 2
Assessment Progressive assessment and final test

Content
A study of change and continuity in the literary and film traditions, through an examination of film adaptations and transformations of two classic novel and two Shakespearean plays.
Films
Shakespeare, 
Bronte, 
Welles, 
Allen,

Year
Department
Assessment
Kurosawa, 
Hitchcock,

Prerequisite 
EDEN239 ENGLISH TEACHING STUDIES III
EDEN126 Syllabus/Methods II

Faculty of Arts and Social Sciences Handbook.

EDEN339 ENGLISH TEACHING STUDIES III
EDEN226 Syllabus/Methods II

Key Learning Area related discipline elective see relevant 
Faculty Handbook.

EDEN435 ENGLISH TEACHING STUDIES IV

Department Curriculum and Teaching Studies

Lecturers Dr D. Matthews, Dr D. Absalom

Assessment

References

EXTRACTION COMPLETE

Australian Literature since 1945 and Language Analysis.
The subject will examine related materials, perspectives and 
methods of presentation of the selected literature texts 
within the contexts of Secondary School environments and 
curriculum guidelines.

Text

References

References

The associated professional development for teaching, 
including Education, Teaching Skills, and practical 
experience.

Modern Standard Chinese (Mandarin) to a level of 
fluency in both oral and written forms.

Teaching English as a second/foreign language

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

Text

Bronte, C. Jane Eyre, Penguin.
Shakespeare, Macbeth, Signet.
Shakespeare, A Midsummer Night’s Dream, Signet.
Welles, Citizen Kane.
Hitchcock, Rebecca.
Polanski, Macbeth.
Kurosawa, Throne of Blood.
Reinhardt, A Midsummer Night’s Dream.
Cukor, The Philadelphia Story.
Bergman, Smiles of a Summer Night.
Allen, The Purple Rose of Cairo.

Text

Bronte, C. Jane Eyre, Penguin.
Shakespeare, Macbeth, Signet.
Shakespeare, A Midsummer Night’s Dream, Signet.

Films

Welles, Citizen Kane.
Hitchcock, Rebecca.
Polanski, Macbeth.
Kurosawa, Throne of Blood.
Reinhardt, A Midsummer Night’s Dream.
Cukor, The Philadelphia Story.
Bergman, Smiles of a Summer Night.
Allen, The Purple Rose of Cairo.

References

Will vary according to literary texts chosen.

Year 3
EDTE315 Education III
EDSO325 Pedagogy III
EDTE305 Practicum III

English 300 level electives see English Subject Descriptions in the Faculty of Arts and Social Sciences Handbook.

EDEN226 Syllabus/Methods II

TBA

Offered Semester 2

Assessment

Text

Citations

Will vary according to literary texts chosen.

Year 4
EDTE411 Applied Education IV
EDTE418 Education Elective
EDTE419 Special Education IV
EDTE445 Independent Study
EDTE405 Internship
EDTE410 Applied Education IVH (Honours)
EDTE440 Honours Research Thesis

References

Penguin.

Signet.

Will vary according to literary texts chosen.

Text

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

References

Will vary according to literary texts chosen.

Year 2
EDTE215 Education II
EDTE216 Special Education
EDSO225 Pedagogy II
EDTE205 Practicum II

English 200 level electives see English Subject Descriptions Faculty of Arts and Social Sciences Handbook.

EDEN126 Syllabus/Methods I

TBA

EDEN239 ENGLISH TEACHING STUDIES II

10cp

Department Curriculum and Teaching Studies

Lecturers Dr D. Matthews, Dr D. Absalom

Prerequisite EDEN135 English I

Corequisite Nil

Offered Semester 2

Assessment

Text

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

References

Will vary according to literary texts chosen.

Year 3
EDTE315 Education III
EDSO325 Pedagogy III
EDTE305 Practicum III

English 300 level electives see English Subject Descriptions in the Faculty of Arts and Social Sciences Handbook.

EDEN226 Syllabus/Methods II

TBA

Offered Semester 2

Assessment

Text

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

References

Will vary according to literary texts chosen.

Year 4
EDTE411 Applied Education IV
EDTE418 Education Elective
EDTE419 Special Education IV
EDTE445 Independent Study
EDTE405 Internship
EDTE410 Applied Education IVH (Honours)
EDTE440 Honours Research Thesis

References

Penguin.

Signet.

Will vary according to literary texts chosen.

Text

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

References

Will vary according to literary texts chosen.

Year 2
EDTE215 Education II
EDTE216 Special Education
EDSO225 Pedagogy II
EDTE205 Practicum II

English 200 level electives see English Subject Descriptions Faculty of Arts and Social Sciences Handbook.

EDEN126 Syllabus/Methods I

TBA

EDEN239 ENGLISH TEACHING STUDIES II

10cp

Department Curriculum and Teaching Studies

Lecturers Dr D. Matthews, Dr D. Absalom

Prerequisite EDEN135 English I

Corequisite Nil

Offered Semester 2

Assessment

Text

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

References

Will vary according to literary texts chosen.

Year 3
EDTE315 Education III
EDSO325 Pedagogy III
EDTE305 Practicum III

English 300 level electives see English Subject Descriptions in the Faculty of Arts and Social Sciences Handbook.

EDEN226 Syllabus/Methods II

TBA

Offered Semester 2

Assessment

Text

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

References

Will vary according to literary texts chosen.

Year 4
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EDTE418 Education Elective
EDTE419 Special Education IV
EDTE445 Independent Study
EDTE405 Internship
EDTE410 Applied Education IVH (Honours)
EDTE440 Honours Research Thesis

References

Penguin.

Signet.

Will vary according to literary texts chosen.

Text

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

### Year 1

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<th>Credit</th>
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<td>Computers in Schools</td>
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<th>Prerequisite</th>
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<tbody>
<tr>
<td>CHN110</td>
<td>Elementary Chinese</td>
<td>F/Y</td>
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</tr>
<tr>
<td>CHN130</td>
<td>Post-HSC Chinese</td>
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### Year 2

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<tbody>
<tr>
<td>EDTE215</td>
<td>Education II</td>
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<td>EDTE115</td>
</tr>
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<td>EDTE216</td>
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<tr>
<td>EDSY125</td>
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<td>EDLA152</td>
<td>EFL/ESL Teaching Studies I</td>
<td></td>
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<tr>
<td>EDTE205</td>
<td>Practicum II</td>
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<td>EDTE105</td>
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### Year 3

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<tr>
<td>EDTE316</td>
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<td>EDTE215</td>
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<tr>
<td>EDSY325</td>
<td>Pedagogy III</td>
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<td>EDLA251</td>
<td>Chinese Teaching Studies II</td>
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<td>EDLA128</td>
<td>EFL/ESL Teaching Method I</td>
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<td>EDLA137</td>
<td>Chinese Society &amp; Culture I</td>
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<td>EDLA351</td>
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### Year 4

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<tr>
<td>EDTE411</td>
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<td>EDTE419</td>
<td>Special Education IV</td>
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<td>EDTE216</td>
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<tr>
<td>EDLA226</td>
<td>Syllabus/Methods II</td>
<td></td>
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<td>EDTE445</td>
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<td>CHN310</td>
<td>Advanced Chinese</td>
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### Subject Descriptions

#### Year 1

<table>
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<td>EDSY125</td>
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<td>EDTE041</td>
<td>Essential Skills (Literacy)</td>
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<td>EDTE042</td>
<td>Essential Skills (Numeracy)</td>
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<td>EDTE043</td>
<td>Essential Skills (Computing)</td>
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<td>EDTE105</td>
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**EDLA126 SYLLABUS/METHODS I**

**Department** Curriculum and Teaching Studies

**Lecturers** To be advised

**Prerequisite** Nil

**Corequisite** EDLA226

**Offered** Full Year

**Assessment** Four major assignments

**Content**

An analysis of the theories of first and second language acquisition and their impact upon approaches and methodologies relevant to language teaching and acquisition. The various needs of different learner groups are considered especially regarding the appropriateness of the choice of language syllabi which may be used for instruction. A range of teaching methodologies are examined, both mainstream and innovative. Teaching strategies applicable to primary, secondary and tertiary language programmes are presented along with the principles, goals, objectives and strategies included in the Australian Language Levels Guidelines.

**References**

Modern Chinese Beginner Course Book I – Beijing Language Institute, and other texts as prescribed.

### Year 2

<table>
<thead>
<tr>
<th>Subject Code</th>
<th>Subject Name</th>
<th>Semester</th>
<th>Credit</th>
<th>Prerequisite</th>
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<td>EDTE115</td>
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<td>EDTE042</td>
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<td>EDTE105</td>
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**EDLA126 SYLLABUS/METHODS I**

**Department** Curriculum and Teaching Studies

**Lecturers** To be advised

**Prerequisite** Nil

**Corequisite** EDLA226

**Offered** Full Year

**Assessment** Four major assignments

**Content**

A comprehensive language course designed to give beginners a basic level of communicative competence in Modern Standard Chinese (MSC – also known as Mandarin or Putonghua). This includes a firm pronunciation basis in MSC, a knowledge of a range of basic structures of the language and the ability to use approximately 250 high frequency Chinese characters and associated compounds in their simplified forms.

**References**

Modern Chinese Beginner Course Book I – Beijing Language Institute, and other texts as prescribed.

### Year 3

<table>
<thead>
<tr>
<th>Subject Code</th>
<th>Subject Name</th>
<th>Semester</th>
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<td>EDSY125</td>
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<td>EDTE105</td>
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**EDLA126 SYLLABUS/METHODS I**

**Department** Curriculum and Teaching Studies

**Lecturers** To be advised

**Prerequisite** Nil

**Corequisite** EDLA226

**Offered** Full Year

**Assessment** Four major assignments

**Content**

A comprehensive language course designed for students who have studied Chinese as a foreign/second language in Australia or overseas including speakers of Chinese dialects. It places emphasis on consolidation as well as extension of the various needs of different learner groups.

**References**

Modern Chinese Beginner Course Book I – Beijing Language Institute, and other texts as prescribed.

### Year 4

<table>
<thead>
<tr>
<th>Subject Code</th>
<th>Subject Name</th>
<th>Semester</th>
<th>Credit</th>
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<td>EDTE105</td>
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**EDTE135 COMPUTERS IN SCHOOLS**

**Department** Education

**Lecturers** Mr D. Condon

**Prerequisite** Nil

**Corequisite** Nil

**Offered** Semester 1 or 2

**Assessment** Written assignments and seminars

**Content**

This subject examines the role of computers as an information processing tool for teachers. It includes an evaluation of the use of databases, spreadsheets and word processors in the Early Childhood and Primary setting. It also looks at the place of authoring packages in the preparation of educationally sound learning activities for children.

**References** To be advised

### Year 1

<table>
<thead>
<tr>
<th>Subject Code</th>
<th>Subject Name</th>
<th>Semester</th>
<th>Credit</th>
<th>Prerequisite</th>
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<td>CHN130</td>
<td>POST-HSC CHINESE</td>
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**References**

Modern Chinese Beginner Course Book I – Beijing Language Institute, and other texts as prescribed.
EDLA151 CHINESE TEACHING STUDIES I 15cp
Department Curriculum and Teaching Studies
Lecturers Dr S. Chen, Ms F. Huang
Prerequisites Nil
Corequisites EDLA251/EDLA351
Offered Full Year
Assessment Classroom participation and performance 20%, Weekly oral and written assignments 20%, Regular revision tests 20%, End of semester test (oral) 20%, End of semester test (written) 20%
Content
A wide range of primary teaching materials will be studied and analyzed. Systematic knowledge about Chinese phonetics and vocabulary for language teaching will be taught in order to prepare a rolling practice in primary schools in the following year.

Text

References

Year 2

EDTE215 Education II See Section 9
EDTE216 Special Education See Section 9
EDSY225 Pedagogy II See Section 9
EDTE205 Practicum II See Section 9

CHN210 INTERMEDIATE CHINESE 30cp
Department Modern Languages
Lecturer(s) Nil
Prerequisites CHN110 or equivalent with formal placement test
Corequisites Nil
Offered Full Year
Assessment Progressive assessment with an end of semester examination
Content
A comprehensive language course designed for students with a basic knowledge of Chinese. It places emphasis on the further development of oral expression, character recognition, intensive and extensive reading, as well as writing skills in MSC.

Text
*Chinese Beginner's Course Book II – Beijing Language Institute*, and other texts as prescribed.

EDLA152 EFL/ESL TEACHING STUDIES I 20cp
Department Curriculum and Teaching Studies
Lecturers A/Prof J Caldwell, Dr D. Absalom, Ms K. Tiedeman
Prerequisites Nil
Corequisites Nil
Offered Full Year
Assessment Assignments 80% Examination 20%
Content
Students will study aspects of linguistic theory that facilitate the teaching of English as a Foreign or Second Language. Students will be introduced to the nature of human language through topics such as, the nature of grammar, linguistic creativity and language universals. The major focus of this subject, however, will examine the kinds of linguistic knowledge that language learners require, through the study of the grammatical aspects of language such as, sounds and sound patterns (phonetics and phonology), words and word formation (morphology), sentence structure (syntax), and meaning (semantics).

Text

References

Year 3

EDSY325 Pedagogy III See Section 9
EDTE305 Practicum III See Section 9

EDLA251 CHINESE TEACHING STUDIES II 10cp
Department Curriculum and Teaching Studies
Lecturers Dr S. Chen, Ms F. Huang
Prerequisites EDLA151
Corequisites CHN210
Offered Semester 1
Assessment Classroom participation and performance 20%, Weekly oral and written assignments 20%, Regular revision tests 20%, End of semester test (oral) 20%, End of semester test (written) 20%

Content
A wide range of secondary teaching materials will be studied and analyzed. The study will cover the teaching contents from Stage 1 to Stage 4 required by the National Curriculum Guidelines for Chinese in Secondary level. The analysis will focus on "Hanyu" which are currently the most popular Chinese textbooks used in Australian schools. Comparison will be made with other secondary textbooks in order to provide students with wider reference in relation to their teaching specialization. To achieve a high level of teaching competence required as secondary teachers, students will also learn some special materials which provide systematic knowledge about Chinese grammar and Chinese character/word formation.

Text
*China Central Television*, 1990, Ni Hao, Beijing, China Broadcast and Television Press.

References

Year 3

EDSY325 Pedagogy III See Section 9
EDTE305 Practicum III See Section 9

EDTE316 EDUCATION III (SOCIAL, CULTURAL AND CURRICULUM THEORY IN EDUCATION) 10cp
Department Education
Lecturers Mr J. A. Doyle, Dr J. G. Ladwig, Dr E. Sedumary, Mr M. Furtado
Prerequisite EDTE215
Corequisites Nil
Offered Semester 1
Assessment To be advised

Content
This subject is concerned with how education is situated in and shaped by social and cultural conditions. It aims generally to examine different facets of the relationship between educational institutions and society. More specifically, this subject will analyze the connections between curriculum practices and social divisions in contemporary Australian life.

Text To be advised.

References To be advised.

EDLA252 EFL/ESL TEACHING STUDIES II 10cp
Department Curriculum and Teaching Studies
Lecturers A/Prof J Caldwell, Dr D. Absalom, Ms K. Tiedeman
Prerequisites EDLA138 EFL/ESL Teaching Studies
Corequisites Nil
Offered Semester 1
Assessment Assignments 60%, Examination 20%, Classroom Presentation 20%

Content
Students will study all aspects of linguistic theory that facilitate the teaching of English as a foreign or second language. This subject will explore, at greater depth, the grammatical aspects of language, such as phonetics and phonology, morphology, syntax, and semantics, studied in EFL/ESL Teaching Studies I. The major focus however, will examine the social and biological aspects of language. Topics to be covered will include the sociolinguistic areas of language variation and language change and the biological areas of first and second language acquisition and language processing.

Text
EDLA128  EPI/ESL TEACHING METHOD I  10cp  
Department  Curriculum and Teaching Studies  
Lecturers   Dr P H. Caldwell, Dr D. Absalom, Ma K. Tiedeman  
Prerequisite  Nil  
Corequisite  Nil  
Offered  Semester 2  
Assessment  Classroom presentation 20%, Assignments 60%, Examination 20%  

The major focus of this subject is on teaching methodology and techniques of presentation. Students will examine recent research in second language acquisition as a background to teaching English as a foreign or second language. The background knowledge of teaching English as a foreign language will be provided in order to achieve a successful teaching practice in a foreign environment.

Text  

References  
Ellis, R. 1985, Understanding Second Language Acquisition, Oxford University Press.  
TESOL Quarterly.

EDLA351  CHINESE TEACHING STUDIES III  10cp  
Department  Curriculum and Teaching Studies  
Lecturers  Staff in the Central University for Nationalities, Beijing  
Prerequisite  EDLA251  
Corequisite  CHN210  
Offered  Semester 2 Newcastle  
Assessment  The subject will be assessed by the host University in China. The host university will follow the Guidelines on assessment delineated in the Examination Rules provided by the University of Newcastle to ensure the assessment is in line with certification at The University of Newcastle.

Content  
This subject concentrates on aspects of life likely to be encountered in China. The subject will cover a variety of content used in senior high schools, as well as the fundamental communicative components that one requires to survive whilst living in China. During the three-month in-country experience, the host university in China will organise an intensive short training course consisting of 40 lessons with a total of 160 teaching hours. The 40 lessons will cover 15 cultural topics such as sports, art, tourism, customs, food, education etc. Reading and understanding the ancient and modern aspects of China will also be a focus.

Text  
China Central Television, 1990, Ni Hao, China, China Broadcast and Television Press.

References  
A New English-Chinese Dictionary, 1975, Joint publishing Company, Hong Kong.  
A Modern Chinese-English Dictionary, Beijing, Foreign Language Teaching and Research, Beijing.

Year 4  
EDTE411  Applied Education IV  
EDTE418  Education Elective  
EDTE419  Special Education IV  
EDTE445  Independent Study  
EDTE405  Internship  
EDTE410  Applied Education IV (Honours)  
EDTE440  Honours Research Thesis  
CHN310  ADVANCED CHINESE I  20cp  
Department  Modern Languages  
Lecturers  Dr S Chen  
Prerequisite  CHN210 or equivalent with formal placement test  

Corequisite  Nil  
Offered  Semester 1  
Assessment  Progress assessment with an end of semester examination  

Content  
A comprehensive language course designed for students who have progressed through the CHN110 and CHR210 sequence. It places emphasis on the further development of oral expression, intensive and extensive reading and writing skills in MCM. Teaching materials include Chinese films on video.

Text  
Modern Chinese Beginner's Course Book III and Reading and Comprehension - Beijing Language Institute, and other texts as prescribed.

References  
EDLA226  SYLLABUS/METHODS II  10cp  
Department  Curriculum and Teaching Studies  
Lecturers  Dr S Chen  
Prerequisite  EDLA126  
Corequisite  Nil  
Offered  Semester 1  
Assessment  Four major assignments  

Content  
This strand will provide an overview of current and past methodologies and an outline of the linguistic social 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 focused upon. Analysis and interpretation of the syllabuses as well as the organisation of knowledge in relation to the syllabus objectives, will be examined.

Text  To be advised  
References  To be advised

References  

References  
TESOL Quarterly.
Subject Descriptions

Year 1
EDTE115  Education I  See Section 9
EDSY125  Pedagogy I  See Section 9
EDTE041  Essential Skills (Literacy)  See Section 9
EDTE042  Essential Skills (Numeracy)  See Section 9
EDTE043  Essential Skills (Computing)  See Section 9
EDTE115  Practicum I  See Section 9

EDMA126  SYLLABUS/METHODS I  10cp
Department  Curriculum and Teaching Studies
Lecturer/s  To be advised
Prerequisite  EDSY125
Corequisite  Nil
Offered  Full Year
Assessment  Assignments and examinations

Content
Junior Mathematics Syllabuses: 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

References  To be advised

MAQM136  MATHEMATICS IB  20cp
Department  Mathematics
Lecturer/s  Mr J. MacDougall
Prerequisite  Nil
Corequisite  Nil
Offered  Full Year
Assessment  Class tests and examinations

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

Text

MAQM235  MATHEMATICS IIA  20cp
Department  Mathematics Department
Lecturer/s  Dr M Roberts, Mr S Sciffer
Prerequisite  MAQM135
Corequisite  Nil
Offered  Full Year
Assessment  Class Tests, Assignments, Semester Examination

Content
Calculus of several variables, vector calculus. Taylor and Fourier series. An analysis of real numbers, sequences, series and functions.

Text  To be advised

References  To be advised

MAQM236  MATHEMATICS IIB  10cp
Department  Mathematics Department
Lecturer/s  Dr M Roberts, Mr S Sciffer
Prerequisite  Mathematics IB
Corequisite  Nil
Offered  Full Year
Assessment  Class Tests, Assignments, Semester Examinations

Content
Vector spaces, linear dependence and independence. Linear mappings, kernel and image, matrices. Frequency distribution and graphs, measures of central tendency and measures of dispersion, interpretation of scores, the Normal distribution, correlation and regression.

Text  To be advised

References  To be advised

MAQM237  MATHEMATICS IIC  10cp
Department  Mathematics Department
Lecturer/s  Dr M Roberts, Mr M Williams
Prerequisite  Mathematics IB
Corequisite  Nil
Offered  Full Year
Assessment  Class Tests, Assignments, Semester Examinations

Content
A study of spherical trigonometry and its application to navigation, together with the celestial sphere, sidereal time and solar time. The development of problem solving skills and structured programming concepts associated with the implementation of computer based solutions to mathematical problems.

Text  To be advised

References  To be advised
BACHELOR OF EDUCATION (MUSIC)

Course Director: Ms D. Paterson

Availability: On Campus Newcastle

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

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

Theoretical preparation includes historical studies and the techniques of composition from early styles to the present day, with exercises in writing skills, orchestration and arranging. These are integrated with the development of aural perception and keyboard 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.

MAQM336 MATHEMATICS IIIB 15cp

Department: Mathematics Department

Lecturers: Dr S Boswell, Dr M Roberts and Dr G Couper

Prerequisite: MAQM335

Corequisite: Nil

Offered: Full Year

Assessment: Class Tests, Assignments, Semester Examination

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.

Text: To be advised

References: To be advised

MAQM337 MATHEMATICS IIIC 15cp

Department: Mathematics Department

Lecturers: Mr W Galvin, Mr M Williams and Dr M Roberts

Prerequisite: MAQM336

Corequisite: Nil

Offered: Full Year

Assessment: Class Tests, Assignments, Semester Examination

Content:

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.

Text: To be advised

References: To be advised

Section Eight

Initial Teacher Education Courses
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**Subject Descriptions**

**Year 1**

- **EDTE115** Education I | See Section 9
- **EDSY125** Pedagogy I | See Section 9
- **EDTE041** Essential Skills (Literacy) | See Section 9
- **EDTE042** Essential Skills (Numeracy) | See Section 9
- **EDTE043** Essential Skills (Computing) | See Section 9

**EDTE105** Practicum I | See Section 9

**EDMUI30** PERFORMANCE IA | 10cp
- Department: Faculty of Music
- Lecturers: To be advised
- Prerequisite: Nil
- Offered: Full Year
- Assessment: To be advised

**Content**

This subject has two components — the Principal Study and Concert Attendance. During the four years of the course, students will undertake the study of one instrument to a high standard. The principal study will develop a student's level of performance and interpretative skills, aural skills, a wide listening repertoire embracing diverse styles; sound musicological knowledge; and a knowledge of repertoire suitable for teaching at various levels. Individual lessons are conducted each week with a teacher who is expert in the chosen instrument. The Concert Attendance component aims to encourage student to develop an understanding of, and an ability to critically analyse, performed music and to introduce students to the functions of music criticism.

**References**

- To be advised

**MUSI134** PERFORMANCE IB | 15cp
- Department: Faculty of Music
- Lecturers: To be advised
- Prerequisite: Nil
- Offered: Full Year
- Assessment: To be advised

**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 instrument selected as principal study. Group keyboard study is provided for all students for the first three years of the course — this subject 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.

**References**

- To be advised

**MUSI135** MUSICOLOGY I | 10cp
- Department: Faculty of Music
- Lecturers: To be advised
- Prerequisite: Nil
- Offered: Full Year
- Assessment: To be advised

**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 rudimental harmonic and contrapuntal procedures, and to extend this ability to cover chromaticism, extensive modulator techniques and accurate style-imitation. The topics include basic music theory and notation, harmonisation in four-part vocal style, analysis and imitation of late 18th and 19th Century styles, modulator techniques and chorale harmonisation. The basic object of aural training is to help students to develop set patterns of response to auditory and visual stimuli.

**References**

- To be advised
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
styles aim to provide students with a sound
understanding of the body of musicological knowledge,
musicians 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.

Text To be advised

References

EDMU125 SYLLABUS METHODS I 10cp
Department Curriculum and Teaching Studies
Lecturer/s Ms D. Paterson
Prerequisite Nil
Corequisite Nil
Offered Full Year Newcastle Assessment In-school experience – 40%, Written assignments – and practical assessments 60%

Content
This subject is designed to provide an understanding of special methodologies which can be employed when teaching music in a junior secondary school.
An examination of appropriate repertoire will be included for use in teaching years 7-10.

Text Nil
References To be advised

EDMU226 SYLLABUS METHODS II 10cp
Department Curriculum and Teaching Studies
Lecturer/s Ms N. Jeanneret
Prerequisite EDMU125
Corequisite Nil
Offered Full Year Newcastle Assessment In-school experience – 40%, Written assignments – and practical assessments 60%

Content
This subject is designed to provide an understanding of special methodologies which can be employed when teaching music in a junior secondary school.
An examination of appropriate repertoire will be included for use in teaching years 7-10.

Text Nil
References To be advised

EDMU326 SYLLABUS METHODS III 10cp
Department Curriculum and Teaching Studies
Lecturer/s Ms N. Jeanneret
Prerequisite EDMU125
Corequisite Nil
Offered Full Year Newcastle Assessment In-school experience – 40%, Written assignments – and practical assessments 60%

Content
This subject is designed to provide an understanding of special methodologies which can be employed when teaching music in a junior secondary school.
An examination of appropriate repertoire will be included for use in teaching years 7-10.

Text Nil
References To be advised

Board of Studies NSW 1994, Stage 6 Syllabus: Music 2/3 Unit
North Sydney, Board of Studies.

References

It will be necessary for students to have access to a range of
documents and policies distributed by the NSW Board of Studies. Lecturer will assist in the supply of essential curriculum documents.
EDMU432 MUSIC CURRICULAR STUDIES 5cp
Department Curriculum and Teaching Studies
Lecturer/s To be advised
Prerequisite EDMU125
Offered Semester 1
Assessment To be advised

Content
Music activities within total curriculum : formation of choral/instrumental groups. Repertoire selection for sequential
development. Teaching and Learning. Contemporary Australian and other

Text
References To be advised

BACHELOR OF EDUCATION (PHYSICAL AND HEALTH EDUCATION)

Course Director Mr K. Thompson
Availability On Campus Newcastle
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 Yrs 7-10 and 20Unit 11–12 Personal Development/Health

and Physical Education course 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

A strong science base is also developed during the first 3 years of the integrated degree. Areas covered include anatomy & physiology, exercise physiology, sports biomechanics and sports medicine.

A corequisite of this degree requires that by completion of the 4 years of study students will have attained accreditation in areas essential to the teaching of PD/Health and Physical Education. Qualifications in emergency care and CPR make up the essential skills for Personal Development/Health and Physical Education.

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**Course Outline**

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<th>Subject Name</th>
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ALSC137 SPORTS SCIENCES I 15cp
Department Discipline of Human Physiology
Lecturer/s Dr R Gallister and Dr P McGrath
Prerequisite Nil
Corequisite Nil
Offered Full Year
Assessment Six (15 questions) tests 20%, Two exams 80%
Content
An introduction to the structural and functional organisation of the human body. An analysis will be made of the basic anatomy, cell physiology, histology as well as an appreciation of the functions of different body systems and their interactions.
Text
Tortora and Anagnostakos, Principles of Anatomy and Physiology.
References

EDPH134 HEALTH EDUCATION I 10cp
Department Curriculum and Teaching Studies
Lecturer/s Ms M. Williams
Prerequisite Nil
Corequisite Nil
Offered Full Year
Assessment Essay, research report, oral presentation, examination
Content
This subject develops a holistic concept of health, an appreciation of the factors which determine health status, and an understanding of how those factors can be used in promoting health and preventing disease. The course 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. It aims to encourage critical thinking and active learning by students. Units within this subject area are: Experiences of health, Determinants of health, Health Promotion and Illness prevention.
Text
Booklet of readings.
References To be advised.

EDPH135 PHYSICAL EDUCATION: THEORY I 10cp
Department Curriculum and Teaching Studies
Lecturer/s To be advised
Prerequisite Nil
Corequisite Nil
Offered 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
References

EDPH136 PHYSICAL ACTIVITIES I 15cp
Department Curriculum and Teaching Studies
Lecturer/s Ms A. McCormack, Mr K. Thompson
Prerequisite Nil
Corequisite Nil
Offered Full Year
Assessment Class presentation, assignments, examinations.
Content
The subject will focus on introducing the student to specific practical content which is incorporated in the K–10 syllabus. Students will better appreciate the nature of physical performance across the specific performance areas: Dance, Basic Motor Movement, Aquatics, Basketball, Volleyball and Softball.
Text
To be advised
References To be advised

Year 2
EDTE215 Education II See Section 9
EDTE216 Special Education See Section 9
EDSY225 Pedagogy II See Section 9
EDTE205 Practicum II See Section 9
ALSC336 SPORTS SCIENCE II 5cp
Department Discipline of Human Physiology
Lecturer/s To be advised
Prerequisite ALSC137
Corequisite Nil
Offered Semester 1
Assessment Two (15 questions) tests 20% and one exam 80%
Content
Principles of physiology as applied to exercise will be studied. In particular, energy systems of the body during exercise will be examined as well as important cardiovascular, respiratory and musculoskeletal parameters in exercise.
Text
References

EDPH126 SYLLABUS/METHODS I 10cp
Department Curriculum and Teaching Studies
Lecturer Ms K Thomas
Prerequisite Nil
Corequisite Nil
Offered Full Year Newcastle
Assessment Assignments, seminar presentations and examination.
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 special topics will be presented as well as highlighting the need for teachers to employ safe teaching strategies particularly in the practical domain.
Text
NSW Department of School Education (91) 7–10 PD/Health/PE Syllabus and Support Document.
References
EDPH344  HEALTH EDUCATION II  10cp
Department  Curriculum and Teaching Studies
Lecturers  Ms M. Williams
Prerequisites  EDPH134 Health Education I
Corequisite  Nil
Offered  Full Year
Assessment  Combination of assignments, seminars and theoretical examination.
Content  This subject builds on Foundations of Health with reference to the Health Promoting School concept. The social/cultural, biological and ecological forces that help shape individual choices in behaviours relating to nutrition, environmental health, consumerism and sexuality will be critically analysed.
Text  To be advised
References  To be advised.

EDPH236  PHYSICAL ACTIVITIES II  20cp
Department  Curriculum and Teaching Studies
Lecturers  Ms A. McCormack, Ms K. Thomas, Mr K. Thompson,
Prerequisites  EDPH136 Physical Activities I
Corequisites  Nil
Offered  Full Year
Assessment  Class presentations, assignments, examinations
Content  Four major game applications—Netball, Soccer, Hockey and Cricket will be available for analysis with attention given to suitable skill practices, tactical strategies, fitness regimes and lead up (modified) games suitable for the secondary school. Track and Field techniques will be studied together with the relevant competitive rules. Students will examine movement patterns incorporated in Dance and Gymnastics.
Texts and References  To be advised.

Year 3
EDTE315  Education III  See Section 9
EDYS323  Pedagogy III  See Section 9
EDTE305  Practicum III  See Section 9
ALSC337  SPORTS SCIENCE III  5cp
Department  Discipline of Human Physiology
Lecturers  Dr R. Callister and Dr J. Sage
Prerequisite  ALSC236 or ALSC237
Corequisite  Nil
Offered  Semester 1
Assessment  Assignments x 2 (50%), Final exam (50%)
Content  A detailed analysis of physiological factors limiting human performance will be undertaken. A study of common injuries in sport will be outlined.
Text  To be advised

EDPH334  HEALTH EDUCATION III  5cp
Department  Curriculum and Teaching Studies
Lecturers  Ms M. Williams
Prerequisite  EDPH234 Health Education II Corequisite  Nil
Offered  Semester 2
Assessment  Learning activities, assignment
Content  This subject combines Personal Development areas such as communication and decision-making with the notion of risk. Consequences of personal choices and actions for both the individual and the community will be examined in relation to drug use and safety.
Text  To be advised
References  To be advised.

EDPH235  PHYSICAL EDUCATION THEORY II  10cp
Department  Curriculum and Teaching Studies
Lecturers  Ms A. McCormack, Ms K. Thomas
Prerequisite  EDPH135 Physical Education Theory I
Corequisite  Nil
Offered  Full Year
Assessment  Assignments, seminar presentations, examinations
Content  Four strands exist within this subject. The subject will examine the nature and scope of Adapted Physical Education programs for special populations and 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.
Text  To be advised
References  To be advised.

EDPH336  PHYSICAL ACTIVITIES III  20cp
Department  Curriculum and Teaching Studies
Lecturers  Ms A. McCormack, Ms K. Thomas, Mr K. Thompson
Prerequisite  EDPH236 Physical Activities II Corequisite  Nil
Offered  Full Year
Assessment  Class presentations, assignments, examinations
Content  This subject aims to develop practical and theoretical content in the areas of Gymnastics, Aquatics, Dance, Outdoor Recreation Activities, Raquet sports and the major Football codes (Rugby League, Union, Australian Rules and Touch Football).
Text  To be advised
References  To be advised.

Year 4
EDTE411  Applied Education IV  See Section 9
EDTE418  Education Elective  See Section 9
EDTE419  Special Education IV  See Section 9
EDTE445  Independent Study  See Section 9
EDTE405  Internship  See Section 9
EDTE410  Applied Education IVH (Honours)  See Section 9
EDTE440  Honours Research Thesis  See Section 9

EDPH226  SYLLABUS/METHODS II  10cp
Department  Curriculum and Teaching Studies
Lecturers  Ms A. McCormack
Prerequisite  EDPH126 Syllabas/Methods I
Corequisite  Nil
Offered  Semester 1
Assessment  Assignments, seminar, examinations.
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 in each course. Specific administration associated with Faculty functioning and School Sports programs will be thoroughly investigated with particular attention given to the current Departmental policy guidelines, computer applications and legal aspects of teaching PD/HE.
Text  2 unit PD/Health/PE Syllabus and Support Document

EDPH335  PHYSICAL EDUCATION THEORY III  10cp
Department  Curriculum and Teaching Studies
Lecturers  Ms A McCormack
Prerequisite  EDPH235 Physical Education Theory II
Corequisite  Nil
Offered  Semester 1
Assessment  Examination 50%, Practical/Assignment 50%
Content  A choice of four elective strands will be offered in this subject. The strands are Sociology of Sport, Recreation, Contemporary Issues in Physical Education and Sport, and Psychology of Sport. Students will be required to choose two of these elective strands.
BACHELOR OF EDUCATION (PRIMARY)

Course Director: Mr. F.G. Bishop
Availability: On Campus Newcastle

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

Course Description:
The course is designed as a four-year full-time program to provide professional preparation for primary (K-6) teaching. It is expected that applicants will have a commitment to primary teaching. To prepare for this professional role, students will undertake a range of studies focusing on educational theories, issues and applications as well as general pedagogy and subject-syllabus and methods studies. Special emphasis of the study of the Key Learning Areas incorporated in the wider K-6 curriculum will be given in the course. Opportunities will be provided for practical interpretations of theoretical foundations through simulations, demonstrations and a range of 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 a study which will permit students to relate an area of academic interest to classroom practice.

EDPH336 PHYSICAL ACTIVITIES IV

Department: Curriculum and Teaching Studies
Lecturers: Mr. K. Thompson
Prerequisite: EDPH336
Corequisite: Nil
Offered: Semester 1
Assessment: Assignments 30%, Examinations 40%, Practical 30%

This subject focuses on co-educational recreational activities which are common to school physical education and sports programs together with experience in games not previously covered.

Text: To be advised
References: Sports specific coaching manuals and role books will be nominated for reference.

EDPH045 ESSENTIAL SKILLS: PROFESSIONAL ACCREDITATIONS

Department: Curriculum and Teaching Studies
Lecturers: To be advised
Prerequisite: Nil
Corequisite: Nil
Offered: To be completed as a requisite for graduation
Assessment: Satisfy the prescribed theoretical and practical assessment component as stipulated

Content: Completion of an approved CPR certificated course and an Emergency Care course – in accordance with Department of School Education requirements.

Text: As prescribed by the course presenters
References: As prescribed by the course presenters

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EDPR125 CURRICULUM & TEACHING STUDIES: PEDAGOGY I (INSTRUCTIONAL DESIGN AND DELIVERY) 10cp

**Lecturers** T Fullerton, D Palmer

**Prerequisite** Nil

**Corequisite** Nil

**Offered** Full Year

**Assessment** Mastery Tests; Teaching and Planning Performance; Coded Analyses of Personal Videotape.

**Content**

1. Components of Instructional Design
   - Instructional organisation; Objectives; Subject Matter; Teaching Procedures; Assessment.

2. Types of Learning
   - Associations; Facts; Concepts; Propositions; Procedures; Strategies, Evaluations.

3. Instructional Delivery
   - Use of Time; Review; Soliciting; Responding; Feedback and Corrections; Practice and Application; Control of Discourse; Emphasis; Body Language; Verbal and Visual Representations; Explaining and Demonstrating.

4. Motivation to Learn
   - Preconditions: Maintaining Expectations of Success; Supplying Extrinsic Incentives; Capitalising on Intrinsic Motivation; Stimulating Motivation to Learn.

**Texts**


**References**


Kaschak, D.P. & Eggen, P.D. 1989, Learning and Teaching: Research-Based Methods, Sydney, Allyn and Bacon.

Tunney, C. 1983, Sydney Microskills Redeveloped (Series I and II), Sydney, Sydney University Press.

**EDPR135 EXPRESSIVE ARTS I** 15cp

**Department** Curriculum and Teaching Studies

**Lecturer/s** Dr D Matthews, Ms D. Paterson, Mr R. Owen

**Prerequisite** Nil

**Corequisite** Nil

**Offered** Full Year

**Assessment** Three written examinations each worth 20%. Tutorial quizzes worth 40%.

**Content**

An introduction to elementary set theory leads naturally to the concept of cardinal and ordinal number; then to natural numbers, integers and rational numbers, including properties, operations and algorithms. This study is extended to the real numbers, non-decimal systems and number patterns. A study of geometry includes the elements of network theory, symmetry, similarity, congruence, ruler and compasses constructions and solid geometry. Elementary measurement, data display, probability, logic, graphical representation, finite arithmetics and problem solving are also studied.

**Text**


**References**

To be advised

**EDTE135 COMPUTERS IN SCHOOLS** 5cp

**Department** Curriculum and Teaching Studies

**Lecturer/s** Mr D Gondon

**Prerequisite** Nil

**Corequisite** Nil

**Offered** Semester 1 or 2

**Assessment** Written assignments and seminars

**Content**

This subject examines the role of computers as an information processing tool for teachers. It includes an evaluation of the use of databases, spreadsheets and word processors in the Early Childhood and Primary setting. It also looks at the place of authoring packages in the preparation of educationally sound learning activities for children.

**Text**

To be advised.

**References**

To be advised.

**MAQM146 FOUNDATION STUDIES IN ELEMENTARY MATHEMATICS** 15cp

**Department** Mathematics Department

**Lecturer/s** Mr W. Galvina, Dr S. Bowell, Mr M. Roberts, Mr M. Williams

**Prerequisite** Nil

**Corequisite** Nil

**Offered** Full Year

**Assessment** Three written examinations each worth 20%. Tutorial quizzes worth 40%.

**Content**

An introduction to elementary set theory leads naturally to the concept of cardinal and ordinal number; then to natural numbers, integers and rational numbers, including properties, operations and algorithms. This study is extended to the real numbers, non-decimal systems and number patterns. A study of geometry includes the elements of network theory, symmetry, similarity, congruence, ruler and compasses constructions and solid geometry. Elementary measurement, data display, probability, logic, graphical representation, finite arithmetics and problem solving are also studied.

**Text**


**References**

To be advised.
EDPR224 MATHEMATICS METHOD 15cp
Department Curriculum and Teaching Studies
Lecturer/s Mr F. Bishop
Prerequisite MAQM146 Foundation Studies in Mathematics
Corequisite Nil
Offered Full Year
Assessment 2 Major Examinations + Practical Skills Test
Content
This unit will focus on the study of the Mathematics K-6 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 the Space, Measurement and Number Strands of the syllabus. Where required, emphasis of the concrete representation of mathematical concepts, problem solving and investigating approaches and the development of children's mathematical verbalisation skills will be made to support the syllabus's focus towards the dynamic process-oriented nature of Mathematics.

Text

References


EDPR225 PEDAGOGY III
Department Curriculum and Teaching Studies
Lecturer/s Mr B. James, Mr D. Palmer, Ms C. Weckert
Prerequisite EDP225 – Pedagogy II
Corequisite Nil
Offered Full Year
Assessment Set assessment tasks throughout the 2 semesters.

Content
This subject will require students to:
- Use a range of resources and strategies to assess pupil needs in English and Maths.
- Develop student empathy of the difficulties non-English speaking students have in our classrooms through the elementary study of a foreign language.
- Examine government, the political issues, multicultural pressures and contemporary social problems within Australian Society.
- Examine the historical and geographic perspectives and their influence upon Australian society.

Text Nil

References Nil

EDPR228 HUMAN SOCIETY AND ITS ENVIRONMENT METHOD 10cp
Department Curriculum and Teaching Studies
Lecturer/s Mr R. Reynolds
Prerequisite EDP225 Primary Teaching Studies – K-6 Science and Technology
Corequisite Nil
Offered Full Year
Assessment Progressive Evaluation of Assignments and Coursework

Content
A knowledge based study of content which will provide an overview of physical and environmental sciences, technology and related issues and fundamental health studies.

Text
There is no single text appropriate to this subject.

References List supplied on enrolment.

EDTE315 Education III
See Section 9

EDTE305 Practicum III
See Section 9
EDPR235  EXPRESSIVE ARTS IIA  10cp
Department  Curriculum and Teaching Studies
Lecturer/s  Ms D. Paterson
Prerequisite  EDPR135 Expressive Arts I
Corequisite  Nil
Offered  Full Year
Assessment  To be advised
Content
Further development of the knowledge base with specific attention to improving creativity in aural and performance skills will be fostered.
Text
References  To be advised
EDPR236  EXPRESSIVE ARTS IIB  20cp
Department  Curriculum and Teaching Studies
Lecturer/s  Ms C. Weckert, Ms K. Grushka, Mr R. Owen
Prerequisite  EDPR135 Expressive Arts I
Corequisite  Nil
Offered  Full Year
Assessment  Progressive assessment
Content
Further development of student understanding and awareness of historical concepts, principles and processes linking aesthetics of Arts and Crafts and Children’s Literature will be extended by more exacting and demanding experiences in application, analysis and evaluation.
Text  Book of readings available on enrolment
References  To be advised
EDPR425  CURRICULUM & TEACHING STUDIES: PEDAGOGY IV  10cp
Lecturer/s  R. Reynolds, T. Fullerton
Prerequisite  EDPR325 – Pedagogy III
Corequisite  Nil
Offered  Semester 1
Assessment  Program of Work; Test Appraisals; Test Construction; Outcome Assessment; Video Analysis and Professional Development Plan.
Content
1 Programming and Planning
   Levels (State, School, Class)
   Types (Subject-centred, Experienced-centred, Integrated)
2 Student Assessment
   Standardised Tests; Teacher-made Tests; Alternative Approaches to Assessment; Profiles and Outcomes; Grading and Reporting Student Progress
3 Teacher Assessment and Development
   Interview; Curriculum Vitae; Desirable Attributes of Beginning Teachers; National Framework for Teaching Competence; Essential Skills of Teaching Competence; Quality Assurance; Support Agencies for Beginning Teachers; Professional Development Plans.
Texts
References
EDPR327  CREATIVE AND PRACTICAL ARTS METHOD  10cp
Department  Curriculum and Teaching Studies
Lecturer/s  Various
Prerequisite  EDPR236 Expressive Arts IIB
Corequisite  Nil
Offered  Semester 1
Assessment  Progressive Evaluation
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.
Section Eight
Initial Teacher Education Courses
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### Subject Descriptions

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</tr>
<tr>
<td>CHEM171</td>
<td>CHEMISTRY IE</td>
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</tbody>
</table>

Students who have not studied Chemistry previously are strongly advised to read the first six chapters in the main text (Brown and LeMay) before commencement of the academic year.

### Department Chemistry

**Lecturer/s** Mr E Wilks, Dr R Burns

**Prerequisite** Nil

**Corequisite** Nil

**Offered Semester 1**

**Assessment** One 3 hour paper

**Content**

The nature of Chemistry as a science will be considered. Basic skills will be reviewed in relation to equations and stoichiometry.

Introduction to atomic and molecular concepts. Simple ionic and covalent bonding models. Organic Chemistry: the shapes, structures and names or organic compounds; reactions of common functional groups; synthesis, differentiation and structural elucidation of organic compounds.

Applications of organic chemistry.

#### Text


or


### Department Physics

**Lecturer/s** To be advised

**Prerequisite** Nil

<table>
<thead>
<tr>
<th>Subject Code</th>
<th>Subject Name</th>
<th>Credit Points</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS171</td>
<td>PHYSICS IE</td>
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</table>

#### Department Physics

**Lecturer/s** To be advised

**Prerequisite** Nil
Corequisite Nil
Offered Full Year Newcastle
Assessment Examination, Laboratory Reports, Tutorials

Content


Text
Serway, Raymond and Faughn, Terry 1992, College Physics, 3rd edn, Saunders.

References

Section Eight
Initial Teacher Education Courses
Text Nil
References Senior Science Syllabus(es)

CHEM371 CHEMISTRY IIIE 30cp
Department Chemistry
Lecturer/s To be advised
Prerequisite ASC331 Chemistry IIIE
Corequisite Nil
Offered Full Year
Assessment One 3 hour paper at the end of each semester.

Content
Section A deals with Chemical Kinetics where consideration will be given to influence of concentration and temperature on reaction rate, reaction mechanisms and catalysis. The Organic Chemistry topic deals with inductive and mesomeric effects, electrophiles, nucleophiles, optical activity, condensation and elimination reactions, polymerisation, benzenoid and electrophilic aromatic substitution, diazonium salts.

Section B deals with Coordination Chemistry principally of the transition metals. Chelates, nomenclature, isomerism, magnetism and crystal-field theory will be studied. Polymers involves a study of addition, condensation, carbohydrate, protein polymers together with their properties and uses.

Text

BIOI471 BIOLOGY IVE 20cp
Department Biology
Lecturer/s To be advised
Prerequisite BIOI371
Corequisite Nil
Offered Assessment
Year 4
EDTE411 Applied Education IV Section 9
EDTE418 Education Electives Section 9
EDTE419 Special Education IV Section 9
EDTE445 Independent Study Section 9
EDTE405 Internship Section 9

CHEM471 CHEMISTRY IVE 20cp
Department Chemistry
Lecturer/s To be advised
Prerequisite ASC331 Chemistry IIIE
Corequisite Nil
Offered Semester I
Assessment One 3 hour paper at the end of Semester 1

Content
Section A deals with Biochemistry involving the study of carbohydrates, lipids, proteins, natural products such as cholesterol, Krebs cycle, Embed–Meyerhof pathways, and enzymes.

Section B – Physical Methods involves the study of U.V. – Visible spectroscopy, I.R. spectroscopy, Chromatography, atomic absorption/emission spectroscopy, mass spectroscopy, N.M.R. spectroscopy.

Section C deals with Environmental chemistry involving contemporary issues in water pollution and purification/treatment, air pollution and solid waste disposal.

Text Various texts and journal articles as prescribed throughout the course.

References
BIOI471 BIOLOGY IVE 20cp
Department Biology
Lecturer/s To be advised
Prerequisite BIOI371
Corequisite Nil
Offered Assessment
Content
Section A will deal with methods of ecosystem analysis, and include a treatment of standard field techniques for terrestrial and aquatic studies. Case-studies in the investigation of environmental problems such as fish death in lakes, and die-back in eucalypts will be undertaken. The role of relevant government agencies such as the National Parks and Wildlife Service, and the State Pollution Control Commission will be explored.

Section B will involve a study of the environmental impact assessment phenomenon, its rationale and methodology, and implications for society. Similarly, various controversial issues of modern times such as euthanasia, birth control, abortion, organ transplants, cloning of organisms, and genetic engineering will be investigated from a biological viewpoint, with consideration given to their impact upon society.

Both sections of the subject will compare and contrast the reductionist and holistic approaches characteristic of modern scientific debate.

Text
BACHELOR OF EDUCATION (SOCIAL SCIENCES)
Course Director: Mr Ron Lewis
Availability: On Campus Newcastle
Duration: 4 Years full-time
Total Credit Points: 320

Course Description
Social Science education deals with the field of human behaviour and plays a major role in influencing the beliefs and attitudes of each upcoming generation of Australian children. The rich and diverse number of Human Society and its Environment curricula available to secondary students provides a challenge to the Social Science educator to develop knowledge and skills to be able to make a professional contribution to a wide selection of the Social Sciences courses. To this end the Social Science Secondary course enables the student to choose a major strand to facilitate deep understanding in one discipline while the study of a minor strand and the Specialist Teaching Studies will provide the breadth for teaching in such areas as Aboriginal Studies, Legal Studies, Business Studies and Computer Studies related to Social Science. Pedagogical Studies and Syllabus Methods are centred on special social science skills and strategies to enable the future social science educator to effectively communicate the specialist studies in a school environment.

Course Outline

<table>
<thead>
<tr>
<th>Subject Code</th>
<th>Subject Name</th>
<th>Semester of offer</th>
<th>Credit Points</th>
<th>Prerequisites</th>
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<td>Introduction to Physical Geography</td>
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<td>GEOG102</td>
<td>Introduction to Human Geography</td>
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<td>10</td>
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<td>or</td>
<td></td>
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<tr>
<td>HIST101</td>
<td>Foundations of Australian Society</td>
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<tr>
<td>HIST102</td>
<td>Australia in the 20th Century</td>
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<td>or</td>
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<tr>
<td>ECON110</td>
<td>Microeconomics I</td>
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<td>ECON111</td>
<td>Macroeconomics I</td>
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<td>EDTE216</td>
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<tr>
<td>GEOG202</td>
<td>Methods in Human Geography</td>
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<tr>
<td>GEOG203</td>
<td>Biogeography &amp; Climatology</td>
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<tr>
<td>GEOG208</td>
<td>Cities and Regions</td>
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<td>or</td>
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<tr>
<td>HIST233</td>
<td>The French Revolution</td>
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<td>HIST235</td>
<td>European Socialism</td>
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<tr>
<td>ECON208</td>
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<td>Subject Code</td>
<td>Subject Name</td>
<td>Semester of Offer</td>
<td>Credit Points</td>
<td>Prerequisites</td>
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<td>Political Economics</td>
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<tr>
<td>ECON216</td>
<td>Industry Economics</td>
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</table>

NB. Major subject choices depend on availability at the time of enrolment.

Minor discipline study elective choose 10cp from

100–200 level subjects viz:–

- Geography, History, Economics
- Commerce, Legal Studies,
- Religious Studies, Business
- Studies, Aboriginal Studies (as approved)

<table>
<thead>
<tr>
<th>Subject Code</th>
<th>Subject Name</th>
<th>Semester of Offer</th>
<th>Credit Points</th>
<th>Prerequisites</th>
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<tbody>
<tr>
<td>EDSS231</td>
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<td>P/Y</td>
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<td>See</td>
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<tr>
<td>EDTE205</td>
<td>Practicum II</td>
<td>P/Y</td>
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**Year 3**

<table>
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<tbody>
<tr>
<td>EDTE315</td>
<td>Education III</td>
<td>P/Y</td>
<td>10</td>
<td>EDTE215</td>
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<tr>
<td>EDY325</td>
<td>Pedagogy III</td>
<td>P/Y</td>
<td>10</td>
<td>EDYS225</td>
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<tr>
<td>EDY126</td>
<td>Syllabus/Methods I</td>
<td>P/Y</td>
<td>10</td>
<td>Nil</td>
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</table>

Major discipline study elective choose 20cp from

GEOG301 Advanced Methods in Physical Geography

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<th>Subject Code</th>
<th>Subject Name</th>
<th>Semester of Offer</th>
<th>Credit Points</th>
<th>Prerequisites</th>
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</thead>
<tbody>
<tr>
<td>GEOG304</td>
<td>The Biosphere and Conservation</td>
<td>1</td>
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<td>See</td>
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</tbody>
</table>

or other 300 level Geography subject (as approved)

or

HIST337 American History

HIST340 China and Europe

or other 300 level History subject (as approved)

or

ECON306 International Economics

ECON309 Urban Economics

or other 300 level Economics subject (as approved)

NB. Major subject choices depend on availability at the time of enrolment.

<table>
<thead>
<tr>
<th>Subject Code</th>
<th>Subject Name</th>
<th>Semester of Offer</th>
<th>Credit Points</th>
<th>Prerequisites</th>
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<tbody>
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<td>Social Science Teaching Studies III</td>
<td>P/Y</td>
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<td>EDTE306</td>
<td>Practicum III</td>
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**Year 4**

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<td>EDTE411</td>
<td>Applied Education IV</td>
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or

EDTE419 Special Education IV

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<th>Subject Code</th>
<th>Subject Name</th>
<th>Semester of Offer</th>
<th>Credit Points</th>
<th>Prerequisites</th>
</tr>
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<tr>
<td>EDY226</td>
<td>Syllabus/Methods II</td>
<td>P/Y</td>
<td>10</td>
<td>EDY126</td>
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</table>

Major discipline study elective choose 20cp from

GEOG306 Geography of Australia

GEOG315 Production, Work & Territory

or other 300 level Geography subject (as approved)

or

HIST351 Aust. Social Welfare History

or other 300 level History subject (as approved)

or

ECON310 Regional Economics

ECON315 Public Finance

or other 300 level Economics subject (as approved)

NB. Major subject choices depend on availability at the time of enrolment.

<table>
<thead>
<tr>
<th>Subject Code</th>
<th>Subject Name</th>
<th>Semester of Offer</th>
<th>Credit Points</th>
<th>Prerequisites</th>
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<tbody>
<tr>
<td>EDTE446</td>
<td>Action Research Study</td>
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<td>15</td>
<td>EDTE315</td>
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<td>EDTE405</td>
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</table>

NB. Major subject choices depend on availability at the time of enrolment.

Note: Full details of major and minor discipline study elective choices will be available at 1995 B Ed (Social Sciences) orientation session/s.
### Subject Descriptions

Students should consult the relevant Faculty Handbook for details on elective subject choices.

#### Year 1 Subject Descriptions

<table>
<thead>
<tr>
<th>Subject Code</th>
<th>Subject Description</th>
<th>See Section</th>
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</thead>
<tbody>
<tr>
<td>EDTE115</td>
<td>Education I</td>
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<td>EDSY125</td>
<td>Pedagogy I</td>
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<tr>
<td>EDTE041</td>
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<tr>
<td>EDTE042</td>
<td>Essential Skills (Numeracy)</td>
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<td>EDTE043</td>
<td>Essential Skills (Computing)</td>
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<td>EDTO105</td>
<td>Practicum I</td>
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</table>

**EDSS131 SOCIAL SCIENCE TEACHING STUDIES I**

*Department: Curriculum and Teaching Studies*

*Offered: Full Year*

**Assessment:**
- Class exercises 10%
- Major assignment 30%
- Final exam 60%

**Content:**
Content will be selected from the Core Human Society and Its Environment Syllabuses that is not included in the Discipline Studies. Secondary syllabuses will be analysed to identify knowledge and skills that is not part of the knowledge base of subjects selected in the Specialist Studies strand of the course structure.

**Text:**
NSW Department of School Education – Human Society and Its Environment Syllabuses.

**References:** To be advised

#### Year 2 Subject Descriptions

<table>
<thead>
<tr>
<th>Subject Code</th>
<th>Subject Description</th>
<th>See Section</th>
</tr>
</thead>
<tbody>
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<td>EDTE215</td>
<td>Education II</td>
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<tr>
<td>EDTE216</td>
<td>Special Education</td>
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<td>EDSY225</td>
<td>Pedagogy II</td>
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<td>EDTE205</td>
<td>Practicum II</td>
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</table>

**EDSS331 SOCIAL SCIENCE TEACHING STUDIES II**

*Department: Curriculum and Teaching Studies*

*Offered: Full Year*

**Assessment:**
- Class exercises 10%
- Major assignment 30%
- Final exam 60%

**Content:**
This subject identifies specific areas of content required by teachers of the KLA4 syllabuses and the National Curriculum that have not been treated in the mainstream Arts and Science subjects. Programs are devised to instruct students in the knowledge and skills necessary to teach effectively in these content areas.

**Text:**
To be advised

**References:** To be advised

#### Year 3 Subject Descriptions

<table>
<thead>
<tr>
<th>Subject Code</th>
<th>Subject Description</th>
<th>See Section</th>
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<tbody>
<tr>
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**EDSS331 SOCIAL SCIENCE TEACHING STUDIES III**

*Department: Curriculum and Teaching Studies*

*Offered: Semester 2*

**Assessment:**
- Assignment 20%
- Classwork 20%
- Final exam 60%

**Content:**
This subject identifies specific areas of content required by teachers of the KLA4 syllabuses and the National Curriculum that have not been treated in the mainstream Arts and Science subjects. Programs are devised to instruct students in the knowledge and skills necessary to teach effectively in these content areas. The Course Committee will determine the appropriate content for Specialist Teaching Studies.

**Text:**
To be advised

**References:** To be advised

#### Year 4 Subject Descriptions

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<tr>
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<th>Subject Description</th>
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<td>EDTE418</td>
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<td>EDTE419</td>
<td>Special Education IV</td>
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<td>EDTE446</td>
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**BACHELOR OF EDUCATION (SPECIALISATION/SPECIAL EDUCATION)**

*Course Director: Dr R.N.F. Conway*

*Availability:* On Campus Newcastle (Full-time & Part-time), Central Coast (Part-time) only

*Duration:* 1 year full-time or 2 years part-time

*Total Credit Points:* 80

**Course Description:**
This is a fourth year specialisation in Special Education which enables graduates to qualify with a double specialisation. The course is designed to prepare teachers to provide for the needs of students with intellectual, physical, learning or behavioural problems in special classes or integrated settings. This course is recognised for employment as a Special Education Teacher.
### Course Outline

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

#### Year IV (Full time) Newcastle

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<td>EDSE427</td>
<td>Interpersonal Skills</td>
<td>F/Y</td>
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<tr>
<td>EDSE435</td>
<td>Developmental Disabilities</td>
<td>F/Y</td>
<td>10</td>
</tr>
<tr>
<td>EDSE428</td>
<td>Behaviour Problems</td>
<td>F/Y</td>
<td>10</td>
</tr>
<tr>
<td>EDSE424</td>
<td>Instructional Design</td>
<td>F/Y</td>
<td>10</td>
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<td>EDSE445</td>
<td>Independent Study</td>
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<td>EDSE406</td>
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#### Year 2 Newcastle

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<th>Subject Name</th>
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<td>Interpersonal Skills</td>
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#### Part-Time Newcastle

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<td></td>
<td>EDSE428</td>
<td>Behaviour Problems</td>
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<td>Independent Study</td>
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<td>EDSE424</td>
<td>Instructional Design</td>
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<td></td>
<td>EDSE427</td>
<td>Interpersonal Skills</td>
<td>F/Y</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>EDSE445</td>
<td>Independent Study</td>
<td>F/Y</td>
<td>15</td>
</tr>
</tbody>
</table>

#### Part-Time Central Coast

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Subject Code</th>
<th>Subject Name</th>
<th>Semester of Offer</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>EDSE415</td>
<td>Learning Difficulties</td>
<td>F/Y</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>EDSE424</td>
<td>Instructional Design</td>
<td>F/Y</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>EDSE427</td>
<td>Interpersonal Skills</td>
<td>F/Y</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>EDSE406</td>
<td>Internship</td>
<td>F/Y</td>
<td>20</td>
</tr>
</tbody>
</table>

#### Year 2 Central Coast

<table>
<thead>
<tr>
<th>Subject Code</th>
<th>Subject Name</th>
<th>Semester of Offer</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDSE435</td>
<td>Developmental Disabilities</td>
<td>F/Y</td>
<td>10</td>
</tr>
<tr>
<td>EDSE428</td>
<td>Behaviour Problems</td>
<td>F/Y</td>
<td>10</td>
</tr>
<tr>
<td>EDSE406</td>
<td>Internship</td>
<td>F/Y</td>
<td>20</td>
</tr>
</tbody>
</table>

---

### Subject Descriptions

**EDSE415 LEARNING DIFFICULTIES 10cp**

**Department** Special Education  
**Lecturers** Greg Robinson, Ms Anne Carruthers  
**Prerequisite** Nil  
**Corequisite** Nil  
**Offered** Full Year Newcastle/Central Coast  
**Assessment** Assignments and Workshops  
**Content**  
This subject aims to provide students with the knowledge and skills required to identify and assist children with specific learning difficulties who are in the regular classroom. It includes an overview of visual, auditory and language processing problems as well as an analysis of specific reading skill deficits likely to be caused by such problems and methods of providing assistance. In addition, information will be provided concerning spelling and mathematics difficulties and methods of assistance. The subject also examines service delivery for students with learning difficulties including support teacher (LD) programs.  
**Text** Nil  
**References**  

**EDSE427 INTERPERSONAL SKILLS 5cp**

**Department** Special Education  
**Lecturers** Dr Greg Robinson, Ms Anne Carruthers  
**Prerequisite** Nil  
**Corequisite** Nil  
**Offered** Full Year Newcastle/Central Coast  
**Assessment** Written and Practical Assignments  
**Content**  
This subject aims to develop a 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, listening and assertion skills, collaborative problem solving, consulting with parents, children teachers and professionals and change agencies.  
**Text** Nil  
**References**  

**EDSE428 BEHAVIOUR PROBLEMS 10cp**

**Department** Special Education  
**Lecturers** Dr R Conway, Mr M Arthur, Ms S Spedding  
**Prerequisite** Nil  
**Corequisite** Nil  
**Offered** Full Year Newcastle/Central Coast  
**Assessment** 1 Essay; 1 Review; 1 Case Study; 8 Problem Solving Tasks
Content

Students will develop knowledge and understanding of appropriate programs for students with behaviour problems. Topics include identification, assessment and classification of behaviour problems, welfare and discipline, behaviour management and social skills training.

Text


References

Alberto, P.A. & Troutman, A.C. 1990, Applied Behaviour Analysis for Teachers, 3rd edn, Columbus, Merrill. (Short Term Loans).


Evans, D., Myhill, M., & Izard, J. (eds.) 1993, Student behaviour problems: Positive initiatives and new frontiers, Melbourne, ACER.


EDSE424 INSTRUCTIONAL DESIGN 10cp

Department Special Education

Lecturer/s Dr. R. Conway, Ms S Spedding, Mr M Arthur

Prerequisite Nil

Corequisite Nil

Offered Full Year Newcastle/Central Coast

Assessment Progressive Assessment

Content

Students will analyse research based instructional design principles and practices relevant to special education and the prevention of learning failure. Topics include effective instruction and mastery learning, planning instructional programs, performance based instruction and learning strategies and programming for generalisation.

Text No set text

References


EDSE445 INDEPENDENT STUDY (SPECIAL EDUCATION) 15cp

Department Special Education

Lecturer/s A/Prof P. J. Foreman and others

Prerequisite Nil

Corequisite Nil

Offered Full Year Newcastle/Central Coast

Assessment Written report 10,000 – 20,000 words

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 advisers and are expected to formulate a research question, gather relevant data or information and analyse and present their results in a formal report.

Text Nil

References Nil

EDSE405 PRACTICUM 20cp

EDSE406 INTERNSHIP 20cp

Department Special Education

Lecturer/s Various

Prerequisite Nil

Corequisite Nil

Offered Full Year

Assessment Ongoing supervision

Content

The practicum for full-time students consists of three placements, totalling 96 half-days. For part-time students the placement may be in the student’s own school or in an alternative setting, and must include a two week full-time placement in a special education setting other than the student’s own school. All students are required to undertake a series of teaching and programming tasks following a model of assessment, planning implementation and evaluation.

Students may work with children, adolescents or adults with learning difficulties, behaviour problems and/or developmental disabilities.


References Nil

EDSE440 HONOURS THESIS (SPECIAL EDUCATION) 20cp

Department Special Education

Lecturer/s Various

Prerequisite Nil

Corequisite Enrolment in Yr IV Honours Program

Offered Full Year Newcastle

Assessment Dissertation approximately 15,000 – 20,000 words

Content

Candidates are required to complete a thesis reporting a historical, descriptive or experimental research project in the area of special education. An individual supervisor will be appointed and the thesis will be externally examined.

Text Nil

References Nil

EDSE436 DEVELOPMENTAL DISABILITIES (HONOURS LEVEL) 5cp

Department Special Education

Lecturer/s Various

Prerequisite Nil

Corequisite Enrolment in Honours Thesis EDSE440

Offered Full Year Newcastle/Central Coast

Assessment Assignments

Content

The purpose of this subject is to promote an awareness of the intellectual, communicative, physical, emotional and social needs of individuals with developmental disabilities as well as implications for services to facilitate their participation in Schools and the broader community.

Text Nil

References

Falvey, M.A. 1989, Community-based curriculum: Instructional strategies for students with severe handicaps, Baltimore, Paul H Brookes.


Bachelor of Education with Honours

Same program as Bachelor of Education except for Education IV and Independent Study which are replaced by:

EDTE440 Honours Thesis 20cp
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.

<table>
<thead>
<tr>
<th>Method</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>2/9 of a degree in English</td>
</tr>
<tr>
<td>History</td>
<td>2/9 of a degree in History and/or classical civilization</td>
</tr>
<tr>
<td>Modern Languages</td>
<td>2/9 of a degree in at least one modern language.</td>
</tr>
<tr>
<td>Mathematics</td>
<td>2/9 of a degree in mathematics or a discipline, eg 1/9 degree in English, for English as a second teaching method.</td>
</tr>
<tr>
<td>Science</td>
<td>2/9 of a degree in one science and 1/9 of a degree in another approved subject, excluding 6(ii) and at least 1/9 of a degree in another approved subject.</td>
</tr>
<tr>
<td>Social Science</td>
<td>2/9 of a degree in either Economics or Geography plus 1/9 of a degree in another approved subject, such as Accounting, Economics, Economic History, History, Geography, Industrial Relations, Legal Studies, Sociology, and Religious Studies.</td>
</tr>
<tr>
<td>Art</td>
<td>A degree specialising in Art</td>
</tr>
<tr>
<td>Drama</td>
<td>2/9 of a degree in Drama</td>
</tr>
<tr>
<td>Music</td>
<td>A degree specialising in Music</td>
</tr>
</tbody>
</table>

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 than 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 20cp – 30cp

(Credit point ratings are provided as a guide)

Course Structure Information

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.

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, Practice 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 may 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 the subjects EDDE447 Primary Art and Craft and EDDE448 Primary Music and Health. They therefore do not have elective choice. Students enrolled in Secondary Art must take the subject EDDE444 Further Curriculum Studies Art A and hence have only one elective. Students enrolled in Secondary Music must take the subjects EDDE442 Further Curriculum Studies Music A and EDDE443 Further Curriculum Studies Music B.
Further Curriculum Studies

<table>
<thead>
<tr>
<th>Subject Code</th>
<th>Subject Name</th>
<th>Semester</th>
<th>Credit Points</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDDE430</td>
<td>Aboriginal Studies</td>
<td>F/Y</td>
<td>10</td>
<td>Nil</td>
</tr>
<tr>
<td>EDDE431</td>
<td>Adolescents</td>
<td>F/Y</td>
<td>10</td>
<td>Nil</td>
</tr>
<tr>
<td>EDDE432</td>
<td>Aspects of Media</td>
<td>F/Y</td>
<td>10</td>
<td>Nil</td>
</tr>
<tr>
<td>EDDE433</td>
<td>A Community Project</td>
<td>F/Y</td>
<td>10</td>
<td>Nil</td>
</tr>
<tr>
<td>EDDE434</td>
<td>Computers in Schools</td>
<td>F/Y</td>
<td>10</td>
<td>Nil</td>
</tr>
<tr>
<td>EDDE435</td>
<td>Environmental Education</td>
<td>F/Y</td>
<td>10</td>
<td>Nil</td>
</tr>
<tr>
<td>EDDE447</td>
<td>Primary Art and Craft (Primary)</td>
<td>F/Y</td>
<td>10</td>
<td>Nil</td>
</tr>
<tr>
<td>EDDE448</td>
<td>Primary Music and Health Method Only</td>
<td>F/Y</td>
<td>10</td>
<td>Nil</td>
</tr>
<tr>
<td>EDDE449</td>
<td>Reading in the Secondary School</td>
<td>F/Y</td>
<td>10</td>
<td>Nil</td>
</tr>
<tr>
<td>EDDE450</td>
<td>Teaching English as a Second or</td>
<td>F/Y</td>
<td>10</td>
<td>Nil</td>
</tr>
<tr>
<td></td>
<td>Foreign Language</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDDE444</td>
<td>Further Curriculum Studies Art A</td>
<td>F/Y</td>
<td>10</td>
<td>UG Art</td>
</tr>
<tr>
<td></td>
<td>(Art method only)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDDE442</td>
<td>Further Curriculum Studies Music A</td>
<td>F/Y</td>
<td>10</td>
<td>UG Music</td>
</tr>
<tr>
<td></td>
<td>(Music method only)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDDE443</td>
<td>Further Curriculum Studies Music B</td>
<td>F/Y</td>
<td>10</td>
<td>UG Music</td>
</tr>
<tr>
<td></td>
<td>(Music method only)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(d) Students taking a second method will be required to choose only one Further Curriculum Studies subject (ie a second method subject will be contained within the 80cp for the Diploma).

(e) With the permission of the Dean and the Head of a Department offering a subject inside or outside the Faculty, students may apply to enrol in subjects extraneous to the Award. Reasons for this may include the need for students to complete extraneous subjects as a condition for acceptance into a chosen Diploma in Education method or eligible students may wish to apply to do an optional second method extraneously.

Note: Students will not normally be granted permission to take 300 level subjects.

Note: Upfront payment is required for extraneous enrolment. Extraneous (non-award) enrolment is managed by the HECS Office in The Chancellery.

Note: Those who do a second method either as a part of their course or extraneously must have the 1/9th degree pre-requisite and would enrol in the Teaching Practices subject apropos the second method (10 credit points only).

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Strands and Subjects 1995

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 Practices

Three hours per week, University-based except during Practicum. Students specialise in either Primary or, in one of the Secondary areas listed below.

The subjects and codes are as follows:

<table>
<thead>
<tr>
<th>Subject Code</th>
<th>Subject Name</th>
<th>Semester</th>
<th>Credit Points</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td>EDDE402 Teaching Practices – Primary</td>
<td>F/Y</td>
<td>10</td>
<td>Nil</td>
</tr>
<tr>
<td>Secondary</td>
<td>EDDE421 English</td>
<td>F/Y</td>
<td>10</td>
<td>Nil</td>
</tr>
<tr>
<td></td>
<td>EDDE422 History</td>
<td>F/Y</td>
<td>10</td>
<td>Nil</td>
</tr>
<tr>
<td></td>
<td>EDDE428 Social Science (Human Society and Its Environment)</td>
<td>F/Y</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EDDE423 Mathematics</td>
<td>F/Y</td>
<td>10</td>
<td>Nil</td>
</tr>
<tr>
<td></td>
<td>EDDE427 Science</td>
<td>F/Y</td>
<td>10</td>
<td>Nil</td>
</tr>
<tr>
<td></td>
<td>EDDE424 Modern Languages (eg French, German, Japanese)</td>
<td>F/Y</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EDDE426 Drama</td>
<td>F/Y</td>
<td>10</td>
<td>Nil</td>
</tr>
<tr>
<td></td>
<td>EDDE420 Art</td>
<td>F/Y</td>
<td>10</td>
<td>Nil</td>
</tr>
<tr>
<td></td>
<td>EDDE425 Music</td>
<td>F/Y</td>
<td>10</td>
<td>Nil</td>
</tr>
</tbody>
</table>

2. Problems in Teaching

2 hours per week; principally school-based except during practicum.

Students specialise in either Primary or the Secondary area in which they are studying Teaching Practices. The subjects and codes are as follows:

<table>
<thead>
<tr>
<th>Subject Code</th>
<th>Subject Name</th>
<th>Semester</th>
<th>Credit Points</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td>EDDE446 Primary</td>
<td>F/Y</td>
<td>10</td>
<td>Nil</td>
</tr>
<tr>
<td></td>
<td>EDDE461 English</td>
<td>F/Y</td>
<td>10</td>
<td>Nil</td>
</tr>
<tr>
<td></td>
<td>EDDE462 History</td>
<td>F/Y</td>
<td>10</td>
<td>Nil</td>
</tr>
<tr>
<td></td>
<td>EDDE468 Social Science</td>
<td>F/Y</td>
<td>10</td>
<td>Nil</td>
</tr>
<tr>
<td></td>
<td>EDDE463 Mathematics</td>
<td>F/Y</td>
<td>10</td>
<td>Nil</td>
</tr>
<tr>
<td></td>
<td>EDDE467 Science</td>
<td>F/Y</td>
<td>10</td>
<td>Nil</td>
</tr>
<tr>
<td></td>
<td>EDDE464 Modern Languages</td>
<td>F/Y</td>
<td>10</td>
<td>Nil</td>
</tr>
<tr>
<td></td>
<td>EDDE466 Drama</td>
<td>F/Y</td>
<td>10</td>
<td>Nil</td>
</tr>
<tr>
<td></td>
<td>EDDE460 Art</td>
<td>F/Y</td>
<td>10</td>
<td>Nil</td>
</tr>
<tr>
<td></td>
<td>EDDE465 Music</td>
<td>F/Y</td>
<td>10</td>
<td>Nil</td>
</tr>
</tbody>
</table>

3. EDDE419 Learning and Teaching

1  5 Nil

2 hours per week for one Semester University-based, except during practicum.

4. EDDE416 Special Education

(Students with Special Needs)

2  5

2 hours per week for one Semester University-based, except during practicum.
<table>
<thead>
<tr>
<th>Subject Code</th>
<th>Subject Name</th>
<th>Semester</th>
<th>Credit Points</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. EDDE415</td>
<td>School and Society</td>
<td>F/Y</td>
<td>10</td>
<td>Nil</td>
</tr>
<tr>
<td>6. Further Curriculum Studies</td>
<td>(See list of subjects and codes under 5c)</td>
<td>F/Y</td>
<td>20</td>
<td>Nil</td>
</tr>
<tr>
<td>7. EDDE401 Practicum</td>
<td>2 x 4 weeks block teaching practice; school-based.</td>
<td>F/Y</td>
<td>20</td>
<td>Nil</td>
</tr>
</tbody>
</table>

**Subject Descriptions**

**EDDE402 TEACHING PRACTICES – PRIMARY**  
10cp

**Department**

Lecturer/s English Strand – Ms C. Weckert, Maths Strand – F.G. Bishop Science & Technology Strand – J. Green

**Prerequisite** Nil

**Corequisite** Nil

**Offered** Full Year Newcastle

**Hours** 3 hours per week, University-based (except during Practicum)

**Assessment** Continuous Assessment, 3 major Examinations, Assignments

**Content**

This subject will entail the study of three discrete strands.

**English Strand:**

will present current understandings about language concepts, problem solving and investigative approaches and the development of children’s maths verbalisation skills will be given to support the syllabus’s focus towards the dynamic process-oriented nature of mathematics.

**Maths Strand:**

will focus on the study of special methods appropriate for the teaching of the Mathematics K–6 Syllabus. Emphasis of the concrete representation of maths concepts, problem solving and investigative approaches and the development of children’s maths verbalisation skills will be given to support the syllabus’s focus towards the dynamic process-oriented nature of mathematics.

**Science and Technology Strand:**

The learning processes of investigating, designing and making, using technology, will be applied to the content strands of built environments, information and communications, living things, physical phenomena, products and services. Emphasis will be on hands-on experiences and student-centred learning. Skills in curriculum development, assessment and evaluation will be addressed in light of the needs of particular learner groups.

**Text**

NSW Board of Studies 1993, English K–6 Syllabus.  

**References**

Students will be provided with reading lists with course outline statements.

**TEACHING PRACTICES – SECONDARY**  
10cp

**Department** Curriculum and Teaching Studies

**Lecturer/s** Various staff

**Prerequisite** See postgraduate Diploma in Education  
**Corequisite** Nil

**Offered** Newcastle Campus

**Hours** 3 hours/week University-based (except during Practicum)

**Assessment** To be advised

**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.

**Text**

To be advised

**References** To be advised

**PROBLEMS IN TEACHING**  
10cp

**Department** Curriculum and Teaching Studies

**Lecturer/s** Various staff

**Prerequisite** Nil

**Corequisite** Nil

**Offered** Newcastle

**Hours** 2 hours/week primarily school-based (except during Practicum)

**Assessment** To be advised

**Content**

Problems in Teaching is conducted in one of the following secondary areas:

**EDDE446 PRIMARY**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDDE4416 English</td>
<td>10cp</td>
</tr>
<tr>
<td>EDDE4421 History</td>
<td>Nil</td>
</tr>
<tr>
<td>EDDE4422 Social Science</td>
<td>Nil</td>
</tr>
<tr>
<td>EDDE4423 Mathematics</td>
<td>Nil</td>
</tr>
<tr>
<td>EDDE4424 Science</td>
<td>Nil</td>
</tr>
<tr>
<td>EDDE4425 Modern Languages</td>
<td>Nil</td>
</tr>
<tr>
<td>EDDE4426 Drama</td>
<td>Nil</td>
</tr>
<tr>
<td>EDDE4427 Art</td>
<td>Nil</td>
</tr>
<tr>
<td>EDDE4428 Music</td>
<td>Nil</td>
</tr>
</tbody>
</table>

**References** To be advised

**EDDE447 SPECIAL EDUCATION**  
5cp

**Department** Special Education

**Lecturer/s** To be advised

**Prerequisite** Nil

**Corequisite** Nil

**Offered** Semester 2

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

**Assessment** Formal examination, written assignments + seven hours presentation

**Content**

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.

**Student objectives**

At the completion of this subject, students will be able to:

- recognise and discuss the needs of primary or secondary age students with behaviour problems, learning difficulties or disabilities in regular or special educational settings;
- evaluate current trends, policies and support services associated with the education of students with special needs;
• demonstrate a basic understanding of a range of instructional strategies designed to be used with students who have special needs.

Text Nil

References

EDDE419 LEARNING AND TEACHING 5cp
Department Education
Lecturer/s Various
Prerequisite Nil
Corequisite Nil
Offered Semester 1
Hours 2 hours/week
Assessment Assignments/Seminars
Content
This lecture/seminar subject examines aspects of educational psychology, and measurement as they pertain to teaching and the classroom. Emphasis is placed on the way in which people learn and develop in the affective and cognitive domains.
Text To be advised
References To be advised.

EDDE430 ABORIGINAL STUDIES 10cp
Department Education
Lecturers D. Heitmeyer
Prerequisite Nil
Corequisite Nil
Offered Full Year
Hours 2 hours/week
Assessment Combination of assignments and reports
Content
This elective provides students with an understanding on the ways to approach teaching Aboriginal Studies and to develop Aboriginal perspectives within their field of teaching. The course looks at Aboriginal societies pre 1788 up to the present day; National and State Aboriginal education policies; the role of the Aboriginal community at all levels of education; race relations in the classroom years 7–12 Aboriginal Studies syllabus.
Students will also be required to participate in a field trip to inspect Aboriginal sites in the Wollumbi area.
Text Nil
References
National Aboriginal & Torres Strait Islander Education Policy, 1999.

EDDE431 ADOLESCENTS 10cp
Department Education
Lecturer/s Mr Pran Chopra
Prerequisite Nil
Corequisite Nil
Offered Semester 1 and Semester 2
Hours 2 hours/week
Assessment An ungraded unit. Presentation of a major seminar. Suitable annotated media scrapbook.
Content
A seminar/workshop course with a few introductory lectures. Topics to be covered will include some/most/all of the following, depending on student numbers and interests:
Topics
- The Family; School; Peer Group; Generation Gap; Self Esteem; Sexuality; Identity; Religion; Gender Roles; Sport; Drugs (legal); Drugs (illegal); Unemployment; Suicide.
The list is not exhaustive. Student interests may result in the addition of further topics.
Text Nil
References None specified

EDDE432 ASPECTS OF MEDIA 10cp
Department Education
Lecturer/s Mr J. Hill
Prerequisite Nil
Corequisite Nil
Offered Full year
Hours 2 hours/week
Assessment Two assignments during the year
Content
This elective is designed for students who have little or no previous knowledge in computer usage as well as those who would like to further their knowledge in the use of computers in education. Although it is recognized that some students may have considerable experience and/or expertise in the use of microcomputers, this elective does not assume such knowledge.
The major aim of this course is to provide students with knowledge and experience in the use of computers in schools. This would entail an overview of the various ways that computers might be used in schools to support student learning. In particular, strong emphasis would be placed upon hands-on experience with a number of common educational software such as word processing, Logo programming, CAI software, databases etc.
Text Nil. Reading lists will be provided during lectures
References To be advised

EDDE433 A COMMUNITY PROJECT 10cp
Department Education
Lecturer/s Mr Pran Chopra
Prerequisite Nil
Corequisite Nil
Offered Full Year
Hours A notionl 30 hours for the year
Assessment Preparation and submission of a report
Content
The student is required to complete an approved project which is community based and which extends the definition of education to include any worthwhile learning/teaching activity with an individual or community group.
The requirement is that the student will devise a program of activities and spend about 30 hours with the target individual or group, implementing it. The student is required to write and submit a report on the project.
Text Nil
References Nil

EDDE434 COMPUTERS IN SCHOOLS 10cp
Department Education
Lecturer/s Wing Au/Greg Preston
Prerequisite Nil
Corequisite Nil
Offered Full Year – Newcastle
Hours 2 hours/week
Assessment One major assignment, one seminar presentation, one participatory project
Content
The aim of this unit is to help the practitioner develop both an appropriate philosophical position regarding environmental education and a useful collection of strategies and skills.
Environmental education is considered in the context of contemporary social values, schooling and personal world views. Documents produced by international, national and state authorities are also studied. The practical component includes both an overview of teaching resources and strategies, and classroom practice.
Text Nil
## EDDE442 FURTHER CURRICULUM STUDIES MUSIC A

**Department:** Curriculum and Teaching Studies  
**Lecturers:** Ms F. Chadwick and Ms M. Lloyd  
**Prerequisite:** Nil  
**Corequisite:** Nil  
**Offered:** Full Year  
**Hours:** 2 hours/week  
**Assessment:** Practical Assessment 70%, Written Assignments 30%  
**Content:**  
Music activities within total curriculum: formation of choral/instrumental groups, repertoire selection for sequential skill development. Rehearsal and production techniques. In-school developmental choral program with primary choral groups.  
**Text:** Rao, D. 1993, We will sing! Choral music experience for classroom choirs, Boosey and Hawkes.

**References:**  
Nil

## EDDE443 FURTHER CURRICULUM STUDIES MUSIC B

**Department:** Curriculum and Teaching Studies  
**Lecturers:** Various  
**Prerequisite:** Nil  
**Corequisite:** Nil  
**Offered:** Full Year Newcastle  
**Assessment:** Assessment by Assignments  
**Content:**  
Senior Syllabus topics and content of senior music syllabi: programming and lesson planning for senior students; setting up research models for students; aural development and assessment; creativity, preparing and grading a viva voce; participating in and evaluating the Australian Opera’s OperaAction program; philosophical foundations of music education; developing appropriate repertoire for senior classes and preparing students for external examinations.  
**Text:** Board of Studies NSW 1994), Stage 6 Syllabus Music 2 Unit Course 1, North Sydney, Board of Studies.

**References:**  
Nil

## EDDE444 FURTHER CURRICULUM STUDIES ART A

**Department:** Curriculum and Teaching Studies  
**Lecturers:** Ms L. Beasley  
**Prerequisite:** Nil  
**Corequisite:** Nil  
**Offered:** Full Year  
**Hours:** 4 hours/week  
**Assessment:** Progressive assessment; Assignments, Presentations, Group Work.  
**Content:**  
Students will study Visual Arts, Education, Theory and Practice. This subject will provide students with a knowledge base of the Primary and Secondary Arts Syllabus. Students will be involved in the planning and development of curriculum designs and the evaluation of same for 7–12 Visual Arts. Students will gain experience and develop skills in designing assessment models to meet outcomes of the Visual Arts Syllabus.  
**Text:** Nil  
**References:**  
Nil

## EDDE446 PROBLEMS IN TEACHING – PRIMARY

**Department:** Curriculum and Teaching Studies  
**Lecturers:** Trevor Fullerton  
**Prerequisite:** Nil  
**Corequisite:** Nil  
**Offered:** Full Year  
**Hours:**  
**Assessment:** Teaching Tasks 60%; Planning and Evaluation Tasks 40%; Planning and Evaluation Tasks (a & c).  
**Content:**  
1. Instructional Design  
2. Instructional Delivery  
3. Management Strategies  
4. Alternative Teaching Strategies  
5. Adapting Instruction to Groups and Individuals  
6. Student Assessment  
7. Progress of Work  
8. Grading and Reporting  
**Texts:**  
**References:**  
Kauczak, D. P. & Egggen, P.D. 1989, Learning and Teaching: Research-Based Methods, Sydney, Allyn and Bacon.  
Turney, C. 1983, Sydney Microskills Redeveloped (Series 1 and 2), Sydney, Sydney University Press.
EDDE447 PRIMARY ART & CRAFT 10cp
Department Curriculum and Teaching Studies
Lecturers Various
Prerequisite Nil
Corequisite Nil
Offered Full Year
Hours 2 hours/week
Assessment Progressive Evaluation
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 and craft 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.

Text Nil
References Nil

Section nine
Subject Descriptions —Common to Bachelor of Education

Subject Descriptions of Subjects Common to Bachelor of Education Specialisations
This section contains descriptions of subjects common to specialisations offered within the Bachelor of Education award and should be read in conjunction with Section 8, in particular Bachelor of Education programs. Subject descriptions here are presented under four broad headings:

- Educational Studies
- Professional Preparation (Pedagogy)
- Independent Study (Including Essential Skills)
- Vocational Experience (Practice Teaching, Internship, Industrial Field Experience)

Educational Studies Subject Descriptions
EDTE115 EDUCATION I 5cp
Department Education
Lecturers Ms L. Flanagan, Dr M. Monfries, Ms J. Scevak, Ms S. Sirach
Prerequisite Nil
Corequisite Nil
Offered Full Year
Assessment 3 Minor Assignments, 1 Major Assignment, 5 Class Tests, 1 End of Year Exam
Content
An integrated introduction to relevant developmental and learning theories within the educational foundational disciplines of psychology, sociology and philosophy.

Text

References
Sprinthal, R. Understanding Educational Research, Prentice Hall.
EDTE215 TEACHING AND LEARNING 5cp

Department Education

Lecturers Dr J. Archer, Dr K. Schofield, Dr J. Rees, Mr R. Cantwell

Prerequisite EDTE115

Corequisite Nil

Offered Semester 2

Assessment Seminar 15 marks, In-Class Test 15 marks, Assignment 30 marks, Examination 40 marks

Content

This subject focuses on a cognitive approach to teaching and learning, and builds on the information processing model introduced to students in EDTE115. Topics include the work of Ausubel, the information processing model, metacognition, forming attitudes, motivation, intelligence, and the psychological effects of assessment and evaluation.

Text


References To be advised

EDTE216 SPECIAL EDUCATION II 5cp

Department Special Education

Lecturers To be advised

Prerequisite Nil

Corequisite Nil

Offered Semester 1

Assessment Assignments + Examination

Content

This subject is designed to enable students to recognise the needs of students with disabilities or learning difficulties in regular educational settings. Current trends, policies and support services associated with the education of children with special needs will be discussed. Students will gain an understanding of instructional strategies which can be used with children who have special needs.

(Compulsory subject satisfies the New South Wales government requirement that a person seeking employment as a teacher in the New South Wales public education system must have completed a course containing special education content equivalent to a thirteen week unit of Special Education.

Text To be advised.

References To be advised.

EDTE315 SOCIAL, CULTURAL AND CURRICULUM THEORY IN EDUCATION 10cp

Department Education

Lecturers Ms J.A. Doyle, Dr J.G. Ladwig, Dr E. Sedunary, Mr M. Furtado

Prerequisite EDTE215 Education II

Corequisite Nil

Offered Full Year

Assessment To be advised

Content

This subject focuses on how education is situated in and shaped by cultural conditions. It aims generally to examine different facets of the relationship between educational institutions and society. More specifically, this subject will analyse the connections between curriculum practices and social divisions in contemporary Australian life.

Text To be advised

References To be advised

EDTE411 APPLIED EDUCATION IV/VH 10cp

Department Education

Lecturers To be advised

Prerequisite EDTE315 Education III or EDTE316 Education III LA

Corequisite Nil

Offered Semester 1

Assessment Written assignments and class tests

Content

A two-section subject made up of two requisite strands covering educational policy and societal issues. The Educational Policy Strand aims to help students understand the social construction of contemporary society issues.

Text To be advised

References To be advised

EDTE418 EDUCATION ELECTIVE 5cp

Department Education

Lecturers To be advised

Prerequisite EDTE315 Education III or EDTE316 Education III LA

Corequisite EDTE411 Education IV

Offered Semester I

Assessment To be advised

Content

A range of electives are reviewed annually and offered on the basis of staff availability and student interest.

Text To be advised

References To be advised

EDSY125 PEDAGOGY I 10cp

Department Curriculum and Teaching Studies

Lecturers To be advised

Prerequisite EDSY125 Pedagogy I

Corequisite Nil

Offered Full Year

Assessment Model tests, Seminars, Essays, Group and Individual tasks

Content

Secondary Management Strategies: Preventative and supportive strategies, Models. The Safe Schools Report; Dreikuss; Berne; Ginsett, Kaurin; Glasser; Neoskinnerian; Carter.

Secondary Student-Centred Teaching Strategies: Discussions, small groups, co-operative learning, problem solving, performance activities.

Text


References

Fullerton, T.J. 1994 Instructional Design for Beginning Teachers, The University of Newcastle.
EDTE445 INDEPENDENT STUDY 15cp
Department Education
Lecturers To be advised
Prerequisite EDTE315 Education III
Corequisite EDTE415
Offered Semester 2
Assessment To be advised
Content
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 present in a format outlined in
the course.
All requirements are described in a handbook distributed to
all enrolled students.
Text
References

EDTE041 ESSENTIAL SKILLS (LITERACY) 6cp
Department Curriculum and Teaching Studies
Lecturer Mr J. McLeod
Offered Semester 1
Content
Students are required to undertake an examination in order
to demonstrate literacy skills - spelling and written expression.

EDTE042 ESSENTIAL SKILLS (NUMERACY) 6cp
Department Curriculum and Teaching Studies
Lecturer Mr W. Galvin

EDTE043 ESSENTIAL SKILLS (COMPUTING) 6cp
Department Curriculum and Teaching Studies
Lecturer Mr W. Galvin

EDTE044 ESSENTIAL SKILLS (RESEARCH) 6cp
Department Curriculum and Teaching Studies
Lecturer Mr W. Galvin

EDTE045 ESSENTIAL SKILLS (TECHNOLOGY) 6cp
Department Curriculum and Teaching Studies
Lecturer Mr W. Galvin

EDTE205 PRACTICUM I 5cp
Department Curriculum and Teaching Studies
Lecturers To be advised
Prerequisite Nil
Corequisite Nil
Offered Full Year
Assessment To be advised
Content
This course will provide an induction into teaching as a profession. Specialisations will have various options:
1. 2 week block outside the 28 week academic year
2. Inschool visits, demonstrations and team and solo teaching in schools
3. Incorporate into Pedagogy I as school based experiences
The emphasis in these options will be on observation, participation and evaluating effective teaching behaviours.
Text To be advised
References To be advised

EDTE305 PRACTICUM III 10cp
Department Curriculum and Teaching Studies
Lecturers To be advised
Prerequisite EDTE205 PRACTICUM I
Corequisite Nil
Offered Full Year
Assessment To be advised
Content
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.
Text Nil
References To be advised
Corequisite Nil

Offered Semester 2

Assessment To be advised

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.

Text Nil

References

Internships Handbook issued by Field Experience Office.
Ms Julie McLeod Internship Professional Development.

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section ten

Post Initial and Professional Development Courses

UNDERGRADUATE —

BACHELOR OF EDUCATION - NON SPECIALISED YEAR IV PROGRAM

Course Director Mr R. Cantwell

Availability Internal (with a possibility of External)

Duration Equivalent of 1 year full-time

Total Credit Points 80

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 must select at least 15cp of Educational Studies, at least 10cp of Pedagogical/Professional Studies, at least 15cp of Independent Studies and up to 40cp in Specialist Studies. All candidates are required to discuss their programs with Mr Robert Cantwell the Course Director and have them 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 Mr B. Ableson

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 Key Learning Area of Technological and Applied Studies in the School curriculum. Particular objectives of the course include that all students will be able to:

• establish the educational and professional bases of the competent and informed design and technology educator;
• develop the foundations of knowledge and related skills and methodologies required for the range of teaching in design and technology;
• further develop planning, teaching, management and evaluation skills;
• establish an attitudinal orientation towards continued professional, personal and academic growth;
• establish positive attitudes towards the supportive role of the 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 Diploma in Teaching in the specialisation of Industrial Arts or Home Economics or equivalent is required.

### Course Outline

#### Year 1

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester</th>
<th>Credit Points</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDDT425</td>
<td>Pedagogy IV</td>
<td>F/Y</td>
<td>10</td>
<td>300 level Pedagogy</td>
</tr>
<tr>
<td>DESN137</td>
<td>Design IX</td>
<td>F/Y</td>
<td>15</td>
<td>300 level Pedagogy</td>
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<tr>
<td>ASTK130</td>
<td>Technology Elective IX</td>
<td>F/Y</td>
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<td>Nil</td>
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#### Year 2

<table>
<thead>
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<th>Course Code</th>
<th>Course Title</th>
<th>Semester</th>
<th>Credit Points</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDTE446</td>
<td>Independent Study Part A</td>
<td>F/Y</td>
<td>10</td>
<td>300 level Education</td>
</tr>
<tr>
<td>EDTE416</td>
<td>Applied Education IV</td>
<td>F/Y</td>
<td>15</td>
<td>300 level Education</td>
</tr>
<tr>
<td>EDDT426</td>
<td>Specialist Methods IV</td>
<td>F/Y</td>
<td>15</td>
<td>300 level Specialist Methods</td>
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</tbody>
</table>

#### Year 3

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester</th>
<th>Credit Points</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDTE447</td>
<td>Independent Study Part B</td>
<td>F/Y</td>
<td>10</td>
<td>EDTE446</td>
</tr>
<tr>
<td>DESN339</td>
<td>Design III</td>
<td>F/Y</td>
<td>10</td>
<td>DESN137</td>
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<tr>
<td>Select two from:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DESN437</td>
<td>Design IV</td>
<td>F/Y</td>
<td>10</td>
<td>Nil</td>
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<tr>
<td>EDTK430</td>
<td>Drawing and Design III</td>
<td>F/Y</td>
<td>10</td>
<td>200 level Technology</td>
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<tr>
<td>ASTK430</td>
<td>Technology IV</td>
<td>F/Y</td>
<td>10</td>
<td>300 level related subject</td>
</tr>
</tbody>
</table>

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Bachelor of Education (D. & T.) Conversion with Honours - same program as Pass degree except for Independent Study (Part A and B) which is replaced by EDTE440 Honours Thesis 20cp.

### Subject Descriptions

#### EDDT425  PEDAGOGY IV

**Department:** Curriculum and Teaching Studies  
**Lecturer/s:** Various  
**Prerequisite:** 300 level Pedagogy  
**Corequisite:**  
**Offered:** Full Year externally + on-campus school  
**Assessment:** A combination of assignments, seminars and examinations  
**Content:** This subject is designed for practicing teachers to enable them to investigate teaching styles most applicable to subjects. The management and adaptation of classroom and school resources and systems to provide an ideal environment for the study of technology will also be investigated as part of this subject.

**Text:** To be advised. See Distance Education Course Handbook.  
**References:** To be advised. See Distance Education Course Handbook.

#### DESN137  DESIGN IX

- **Department:** Design  
- **Lecturer/s:** To be advised  
- **Prerequisite:** A Technology based subject at 300 level  
- **Corequisite:**  
- **Offered:** Full Year externally + on-campus school  
- **Assessment:** A combination of assignments and design projects.  
- **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, model making, graphics, prototype evaluation are examples of the topics to be covered. Students will design and evaluate a potentially marketable product as part of this course.  
- **Text:** To be advised.  
- **References:** To be advised.

#### ASTK130  TECHNOLOGY ELECTIVE IX

- **Department:**  
- **Lecturer/s:** See each elective
Prerequisites

Content

This subject will examine the relationship between people and the built environment: 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 built environment.

MATERIALS TECHNOLOGY 5cp

Assessment A combination of assignments and project design and construction

Content

This subject is an introduction to the broad range of materials used in technology. The opportunity for multi-skilling through practical experience in the use of technological materials and the production of appropriate outcomes will form the foundation for this area of study.

APPLIED TECHNOLOGY 5cp

Assessment A combination of assignments and project design and development

Content

Applied Technology focuses on the basic and generic principles, concepts and terminology of technology as they are applied to solving real problems in society. The understanding of Applied Technology will evolve from research, investigation, report writing, practical experience, comparisons, calculations and the compilation of data.

TECHNOLOGY MANAGEMENT 5cp

Assessment A combination of assignments and practical reports

Content

This is a modular learning package based on notes, case studies and video presentations. The package looks at technology management with emphasis on the management of the design process for development of technological products and subsequent industry based mass production. The work is illustrated using a range of products. Each module includes theoretical and practical exercises.

The course covers the design process as a pro-active entrepreneurial management strategy; the social dimensions of technology; management principles applied to product design and marketing; social and ethical issues; marketing research, designing and managing production processes, packaging and distributing consumer and industrial goods; environmental issues; communication and promotional strategies; quality management; legislative issues including business and consumer laws, trade marks and patents.

NEW FOOD PRODUCT DEVELOPMENT 5cp

Assessment Nil

Content

This subject involves application of the design process to the development of new food products. The subject uses commercial case studies to illustrate the relation between design and technology of new food products.

ELECTRONICS TECHNOLOGY 5cp

Assessment Nil

Content

This subject is an introduction to the materials and processes of electronics as a technology. The practical orientation will enable the student to become able and confident in the use of electronic components and circuits.

Elective Subject Texts and References

To be advised.

Independent Study

Section Ten

Post Initial and Professional Development Courses

EDTE446 INDEPENDENT STUDY PART A 10cp

Department Education

Lecturers To be advised

Prerequisites Nil

Assessment A combination of assignments and practical reports

Content

This subject is an introduction to the materials and processes of electronics as a technology. The practical orientation will enable the student to become able and confident in the use of electronic components and circuits.

Select Three from the following electives:

- Computer Studies
- Colour Technology
- Building Technology and Environment
- Materials Technology
- Applied Technology
- Technology Management
- New Food Product Development
- Electronics Technology
- COMPUTER STUDIES 5cp

EDTE447 INDEPENDENT STUDY PART B 10cp

Department Education

Lecturers Students will have advisers

Prerequisites Independent Study Part A

Assessment A combination of assignments and practical reports

Content

This subject is an introduction to the materials and processes of electronics as a technology. The practical orientation will enable the student to become able and confident in the use of electronic components and circuits.

SELECTED RESOURCES

- EDTE415 EDUCATION IV 15cp
  - Department Education
  - Lecturers To be advised
  - Prerequisites Nil
  - Assessment A combination of assignments and practical reports
  - Content
  - References To be advised.

- EDDT426 SPECIALIST METHOD IV 15cp
  - Department Curriculum and Teaching Studies
  - Lecturers To be advised
  - Prerequisites Specialist Method III or equivalent
  - Corequisite: Offered Full Year externally + on-campus school
  - Assessment A combination of assignments and practical reports
  - Content
  - References To be advised.

- EDTE446 INDEPENDENT STUDY PART A 10cp
  - Department Education
  - Lecturers To be advised
  - Prerequisites Nil
  - Assessment A combination of assignments and practical reports
  - Content
  - References To be advised.

- EDTE447 INDEPENDENT STUDY PART B 10cp
  - Department Education
  - Lecturers Students will have advisers
  - Prerequisites Independent Study Part A
  - Assessment A combination of assignments and practical reports
  - Content
  - References To be advised.
The student will identify an industry using a type of technology and report on its structure. Fixed guidelines are to be used for the report. The student will then study this major research project. Corequisite: The purpose of this subject is to provide extension of previous studies in technology education. Students will be required to choose two subjects from the following electives: Marketing and Technology, Engineering Technology, Food and Biotechnology, Materials Technology, Textile Technology, Product Testing and Evaluation, Computing.

**Marketing and Technology** 5cp

**Engineering Technology** 5cp

**Textile Technology** 5cp

This subject is designed to broaden experiences in pictorial and presentation drawing techniques as well as developing design procedures. Graphics as a communication tool in a problem-solving process is the focus.

Text: To be advised.

References: To be advised.

**ASTK430 Technology IV** 10cp

Department: Applied Science and Technology

Lecturers: To be advised

Prerequisite: 300 level related subject

Corequisite: offered Full Year externally + on-campus school

Assessment: To be advised

Content: This subject is designed to allow students an opportunity to build on their computer applications experience and also an opportunity to specialise in an area of their choosing. It consists of a compulsory strand and several elective strands.
such as computer graphics, desktop publishing, computer assisted design, computer assisted machining and multimedia.

Elective Subject Texts and References

To be advised.

BACHELOR OF EDUCATION (EARLY CHILDHOOD)

Year IV Program

Course Director Ms M Davies

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 or 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 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/group responsibility in schools at primary, infant and pre-school level, and in private and community pre-school and Child Care centres. Experience as Child Development Officer in Family Day Care will also be considered.

Experience as Child Development Officer in Family Day Care is defined as:

Same class may be seen as the equivalent of 15 days block continuous.

- 5 days per week x 3 weeks continuous on the same class is equivalent to 15 days block continuous.

- 4 days per week x 5 weeks continuous is equivalent to 15 days block continuous.

- 3 days per week x 6 weeks continuous is equivalent to 15 days block continuous.

- 2 days per week x 8 weeks continuous is equivalent to 15 days block continuous.

- 1 day per week x 12 weeks continuous is equivalent to 15 days block continuous.

- 1 day per week x 16 weeks continuous is equivalent to 15 days block continuous.

- 1 day per week x 20 weeks continuous is equivalent to 15 days block continuous.

- 1 day per week x 24 weeks continuous is equivalent to 15 days block continuous.

- 1 day per week x 30 weeks continuous is equivalent to 15 days block continuous.

- 1 day per week x 36 weeks continuous is equivalent to 15 days block continuous.

- 1 day per week x 40 weeks continuous is equivalent to 15 days block continuous.

- 1 day per week x 44 weeks continuous is equivalent to 15 days block continuous.

- 1 day per week x 48 weeks continuous is equivalent to 15 days block continuous.

- 1 day per week x 52 weeks continuous is equivalent to 15 days block continuous.

- 1 day per week x 56 weeks continuous is equivalent to 15 days block continuous.

- 1 day per week x 60 weeks continuous is equivalent to 15 days block continuous.

- 1 day per week x 64 weeks continuous is equivalent to 15 days block continuous.

- 1 day per week x 68 weeks continuous is equivalent to 15 days block continuous.

- 1 day per week x 72 weeks continuous is equivalent to 15 days block continuous.

- 1 day per week x 76 weeks continuous is equivalent to 15 days block continuous.

- 1 day per week x 80 weeks continuous is equivalent to 15 days block continuous.

- 1 day per week x 84 weeks continuous is equivalent to 15 days block continuous.

- 1 day per week x 88 weeks continuous is equivalent to 15 days block continuous.

- 1 day per week x 92 weeks continuous is equivalent to 15 days block continuous.

- 1 day per week x 96 weeks continuous is equivalent to 15 days block continuous.

- 1 day per week x 100 weeks continuous is equivalent to 15 days block continuous.

- 1 day per week x 104 weeks continuous is equivalent to 15 days block continuous.

- 1 day per week x 108 weeks continuous is equivalent to 15 days block continuous.

- 1 day per week x 112 weeks continuous is equivalent to 15 days block continuous.

- 1 day per week x 116 weeks continuous is equivalent to 15 days block continuous.

- 1 day per week x 120 weeks continuous is equivalent to 15 days block continuous.

- 1 day per week x 124 weeks continuous is equivalent to 15 days block continuous.

- 1 day per week x 128 weeks continuous is equivalent to 15 days block continuous.

- 1 day per week x 132 weeks continuous is equivalent to 15 days block continuous.

- 1 day per week x 136 weeks continuous is equivalent to 15 days block continuous.

- 1 day per week x 140 weeks continuous is equivalent to 15 days block continuous.

- 1 day per week x 144 weeks continuous is equivalent to 15 days block continuous.

- 1 day per week x 148 weeks continuous is equivalent to 15 days block continuous.

- 1 day per week x 152 weeks continuous is equivalent to 15 days block continuous.

- 1 day per week x 156 weeks continuous is equivalent to 15 days block continuous.

- 1 day per week x 160 weeks continuous is equivalent to 15 days block continuous.

- 1 day per week x 164 weeks continuous is equivalent to 15 days block continuous.

- 1 day per week x 168 weeks continuous is equivalent to 15 days block continuous.

- 1 day per week x 172 weeks continuous is equivalent to 15 days block continuous.

- 1 day per week x 176 weeks continuous is equivalent to 15 days block continuous.

- 1 day per week x 180 weeks continuous is equivalent to 15 days block continuous.

- 1 day per week x 184 weeks continuous is equivalent to 15 days block continuous.

- 1 day per week x 188 weeks continuous is equivalent to 15 days block continuous.

- 1 day per week x 192 weeks continuous is equivalent to 15 days block continuous.

- 1 day per week x 196 weeks continuous is equivalent to 15 days block continuous.

- 1 day per week x 200 weeks continuous is equivalent to 15 days block continuous.

- 1 day per week x 204 weeks continuous is equivalent to 15 days block continuous.

- 1 day per week x 208 weeks continuous is equivalent to 15 days block continuous.

- 1 day per week x 212 weeks continuous is equivalent to 15 days block continuous.

- 1 day per week x 216 weeks continuous is equivalent to 15 days block continuous.

- 1 day per week x 220 weeks continuous is equivalent to 15 days block continuous.

- 1 day per week x 224 weeks continuous is equivalent to 15 days block continuous.
EDEC431 EARLY CHILDHOOD STUDIES IV 20cp
Department Education
Lecturers Ms M Larkings
Prerequisite Nil
Corequisite Nil
Offered Full Year External
Assessment Assignments
Content
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, techniques, curriculum changes and special services for students with moderate and severe behaviour problems.
Text Nil
References

EDGN232 CHILDREN’S LITERATURE II 10cp
Department Curriculum and Teaching Studies
Lecturers Dr D. Matthews
Prerequisite Dip. Teaching (Primary)
Corequisite Nil
Offered Full Year External
Assessment Progressive Assessment - 3 of 4 assignments. Assignment 3 is compulsory.
Content
This subject involves a strong theoretical insight into the processes of reading; a sound knowledge of the current professional literature and the issues involved.
Text Nil
References
Comprehensive reading lists will be issued with course outlines.

EDGN233 CRAFT IN SOCIETY 10cp
Department Curriculum and Teaching Studies
Lecturers Mr R. Owen
Prerequisite Nil
Corequisite Nil
Offered Full Year External
Assessment Progressive Evaluation - 4 major assignments
Content
This subject is aimed at expanding the student’s knowledge of craft in contemporary society and its role as an educational, recreational and vocational pursuit. Students will be required to compile a detailed report based on an investigation of factors such as: the impact of technology on craft, through the development of materials and equipment; cottage industry; craft and the self-employed craftsman; display, presentation and marketing of crafts; crafts which have contributed to the cultural heritage of the local and national community; and multi-cultural crafts—an investigation of crafts which have had their origins in other countries and the assimilation of these crafts into Australian society. Practical activities associated with the topic will also be included in the subject.
Text Nil
References
As listed in course outline

EDGN234 ISSUES IN SPECIAL EDUCATION 10cp
Department Special Education
Lecturers Ms S. Spedding
Prerequisite Nil
Corequisite Nil
Offered Full Year External
Assessment Progressive assessment
Content
This subject provides an introduction to key issues that affect the provision of services in special education. This includes the 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 and associated issues are also examined.
Text To be advised
References To be advised

EDGN235 RELIGIOUS EDUCATION II 10cp
Department Education
Lecturers A/Prof T. Lovat
Prerequisite Nil
Corequisite Nil
Offered Full Year External
Assessment Series of minor tasks, one major assignment
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 preservice courses should enrol.
Text

References
BACHELOR OF EDUCATION (PRIMARY)
YEAR IV PROGRAM
Course Director Mr F.G. 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 practising teachers wishing to upgrade their initial teaching qualification to degree level. Students entering the fourth year program will be required to attend a compulsory on-campus school of no more than 4 days.
Admission Requirements
An applicant for admission to candidature shall:
(i) have gained the award of Diploma in Teaching (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 Faculty 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 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.

<table>
<thead>
<tr>
<th>Subject Code</th>
<th>Subject Name</th>
<th>Semester of Offer</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDTE416</td>
<td>Applied Education IV</td>
<td>FY</td>
<td>15</td>
</tr>
<tr>
<td>EDPR429</td>
<td>Professional Preparation IVA</td>
<td>FY</td>
<td>10</td>
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<tr>
<td>EDPR428</td>
<td>Professional Preparation IVB</td>
<td>FY</td>
<td>10</td>
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<tr>
<td>EDPR432</td>
<td>Literacy IV</td>
<td>FY</td>
<td>10</td>
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<td>EDPR433</td>
<td>Expressive Arts IV</td>
<td>FY</td>
<td>10</td>
</tr>
<tr>
<td>EDTE445</td>
<td>Independent Study</td>
<td>FY</td>
<td>15</td>
</tr>
<tr>
<td>EDTE400</td>
<td>Teaching Experience</td>
<td>FY</td>
<td>0</td>
</tr>
</tbody>
</table>

**Elective Study**

Either

- EDPR422  Teaching Reading Option  FY  10

Or one of the following subjects

- EDGN232  Children's Literature II  FY  10
- EDGN233  Craft in Society  FY  10
- EDGN231  Behaviour and Discipline  FY  10
- EDGN235  Religious Education II  FY  10
- EDGN234  Issues in Special Education  FY  10

**Subject Descriptions**

**EDTE416**  
Applied Education IV  See Section 9

**EDTE445**  
Independent Study  See Section 9

**EDPR429**  
PROFESSIONAL PREPARATION IVB  10cp

Department: Special Education

Lecturer/s: Dr G. Robinson

Prerequisite: Nil

Corequisite: Nil

Offered: Full Year External

Assessment: Written assignments

Content: This subject aims to provide an overview of the nature of problems experienced by children in learning the basic academic skills. It includes an analysis of word attack skills, spelling problems and difficulties with mathematics, as well as methods of assessment. Common intervention techniques in each of the above areas will also be discussed.

Text


References

EDPR432 LITERACY IV 10cp
Department Curriculum and Teaching Studies
Lecturer/s Dr D. Absalom
Prerequisite Dip. Teaching (Primary)
Corequisite Nil
Offered Full Year External
Assessment Three written assignments

This module examines the wider implications for the changing role of literacy in a community where rapid change has become normal. Broad theoretical issues, involving description, definition and functions of literacy, are approached from practical viewpoints through an analysis of social belief and social practice. Students are encouraged to examine specific literacy requirements in their own surroundings and to seek justifications for their own practices in relation to broader social expectations.

Text Nil
References NLLIA Newsletter Australian Language Matters.

EDPR433 EXPRESSIVE ARTS IV 10cp
Department Curriculum and Teaching Studies
Lecturer/s Mr Ross Owen
Prerequisite Dip. Teaching (Primary)
Corequisite Nil
Offered Full Year External
Assessment Progressive Evaluation – 4 major assignments

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 techniques, curriculum changes and special services for students with moderate and severe behaviour problems.

Text Nil
References A comprehensive reading list for each assignment will be provided with course outlines.

EDGN232 CHILDREN'S LITERATURE II 10cp
Department Curriculum and Teaching Studies
Lecturer/s Dr D. Matthews
Prerequisite Dip. Teaching (Primary)
Corequisite Nil
Offered Full Year External
Assessment Progressive Assessment – 3 of 4 assignments. Assignment 3 is compulsory

Content
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 techniques, curriculum changes and special services for students with moderate and severe behaviour problems.

Text Nil
References A comprehensive reading list for each assignment will be provided with course outlines.

EDGN233 CRAFT IN SOCIETY 10cp
Department Curriculum and Teaching Studies
Lecturer/s Mr R. Owen
Prerequisite Nil
Corequisite Nil
Offered Full Year External
Assessment Progressive Evaluation – 4 major assignments

This subject is aimed at expanding the student’s knowledge of craft in contemporary society and its role as an educational, recreational and vocational pursuit. Students will be required to compile a detailed report based on an investigation of factors such as: the impact of technology on craft, through the development of materials and equipment; cottage industry craft and the self-employed craftsman; display; presentation and marketing of crafts; crafts which have contributed to the cultural heritage of the local and national community; and multi-cultural crafts: an investigation of crafts which have had their origins in other countries and the assimilation of these crafts into Australian society. Practical activities associated with the topic will also be included in the subject.

Text Nil
References As listed in course outline

EDGN234 ISSUES IN SPECIAL EDUCATION 10cp
Department Special Education
Lecturer/s Ms S. Spedding
Prerequisite Dip. Teaching (Primary)
Corequisite Nil
Offered Full Year External
Assessment Progressive assessment

Content
This module examines the wider implications for the changing role of literacy in a community where rapid change has become normal. Broad theoretical issues, involving description, definition and functions of literacy, are approached from practical viewpoints through an analysis of social belief and social practice. Students are encouraged to examine specific literacy requirements in their own surroundings and to seek justifications for their own practices in relation to broader social expectations.

Text Nil
References NLLIA Newsletter Australian Language Matters.
POSTGRADUATE —
GRADUATE CERTIFICATE IN EDUCATIONAL STUDIES
(D ESIGN & TECHNOLOGY)
Course Director Mr B. Ableson
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 the Key Learning Area of Technological and Applied Studies 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.
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 materialise from projects requiring research, investigation and computer applications. Students will use computers to applications. Development

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 Applied Technology into school programs will be explored.

Materiels 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 utilising computer technology to complement presentation. Gender neutral strategies designed to incorporate Applied Technology into school programs will be explored.

Technology Management — This is a modular learning package based on notes, case studies and video presentations. The package looks at technology management with emphasis on the management of the design process for development of technological products and subsequent industry based mass production. The work is illustrated using a range of products.

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.

Course Outlines

Year 1

<table>
<thead>
<tr>
<th>Subject Code</th>
<th>Subject Name</th>
<th>Semester Offer</th>
<th>Credit Points</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDCE411</td>
<td>Computer Education I</td>
<td>F/Y</td>
<td>10</td>
<td>Nil</td>
</tr>
<tr>
<td>EDCE421</td>
<td>Computer Applications</td>
<td>F/Y</td>
<td>10</td>
<td>Nil</td>
</tr>
<tr>
<td>EDCE431</td>
<td>Computers: Society and Technology</td>
<td>F/Y</td>
<td>10</td>
<td>Nil</td>
</tr>
<tr>
<td>EDCE432</td>
<td>Practical Computing in Education</td>
<td>F/Y</td>
<td>10</td>
<td>Nil</td>
</tr>
</tbody>
</table>

Year 2

<table>
<thead>
<tr>
<th>Subject Code</th>
<th>Subject Name</th>
<th>Semester Offer</th>
<th>Credit Points</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDCE412</td>
<td>Computer Education II</td>
<td>F/Y</td>
<td>10</td>
<td>EDCE411</td>
</tr>
<tr>
<td>EDCE422</td>
<td>Computers in The Classroom</td>
<td>F/Y</td>
<td>10</td>
<td>Nil</td>
</tr>
<tr>
<td>EDCE451</td>
<td>Project in Computer Education</td>
<td>F/Y</td>
<td>20</td>
<td>Nil</td>
</tr>
</tbody>
</table>

Subject Descriptions

EDCE411 COMPUTER EDUCATION I 10cp

Department Education
Lecturer/s To be advised
Prerequisite Nil
Corequisite Nil
Offered Full Year
Hours 1 hour/week
Assessment Written assignments and seminars

Content

This subject provides a general introduction to the use of computers in education. It also explores the various theoretical underpinnings of applications of computers in education.

Text To be advised
References To be advised

EDCE431 COMPUTERS, SOCIETY AND TECHNOLOGY 10cp

Department Education
Lecturer/s Mr G. Preston
Prerequisite Nil
Corequisite Nil
Offered Full Year
Hours 1 hour/week
Assessment Written assignments and seminars

Content

This subject explores the social context of computer based technology. The social consequences of technological change are addressed in relation to a wide variety of human activity. Specifically, the impact of technology on individuals, societal structures and society itself is considered through a range of case studies.

Text To be advised
References To be advised

EDCE432 PRACTICAL COMPUTING 10cp

Department Education
Lecturer/s Mr D. Condon
Prerequisite Nil

Processing, database and spreadsheet section. Colour graphics with full colour animated movie clips with synchronised sound are explored by way of a state-of-the-art authoring package for use in lesson preparation and design.

Text To be advised
References To be advised
EDCE412 COMPUTER EDUCATION II

Department: Education
Lecturers: To be advised
Prerequisite: Computer Education I
Corequisite: Nil
Offered: Full Year
Hours: 1 hour/week
Assessment: Written assignments and seminars

Content
This subject provides an overview of a range of computer applications in education. It also examines the applications of computer technologies across the various curricular areas of both primary and secondary education.

Text: To be advised
References: To be advised

EDCE451 PROJECT IN COMPUTER EDUCATION

Department: Education
Lecturers: Dr W. Au, Mr R. Cantwell, Mr G. Preston
Prerequisite: Nil
Corequisite: Nil
Offered: Full Year
Hours: 1 hour/week
Assessment: Written assignments, seminars, research report

Content
Project in Computer Education is a minor dissertation which reports a research study in the area of educational computing. In the context of this subject, students may investigate the use of computers in their own classrooms, schools, or subject area. For example, a Project in Computer Education may entail the examination of the effectiveness of certain educational intervention using computers, the survey of the attitudes of staff and students towards the use of computers, an investigation of gender differences in the use of computers in education etc.

Text: To be advised
References: To be advised

GRADUATE DIPLOMA IN EDUCATIONAL STUDIES (SPECIAL EDUCATION)

Course Director: Dr R.N.F. Conway
Availability: On Campus Newcastle, Central Coast Part-time only
Duration: 1 year full-time or 2 years part-time
Total Credit Points: 80

Course Description
This is a generalist course which prepares qualified teachers to work in special education teaching positions ranging from special schools and classes for children with physical or intellectual disability or behaviour disorders to working with children with learning difficulties or behaviour problems in regular schools. This course is recognised for employment as a Special Education Teacher.
### Post Initial and Professional Development Courses

#### Year IV (Full time) Newcastle

<table>
<thead>
<tr>
<th>Subject Code</th>
<th>Subject Name</th>
<th>Semester of Offer</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDSE415</td>
<td>Learning Difficulties</td>
<td>F/Y</td>
<td>10</td>
</tr>
<tr>
<td>EDSE427</td>
<td>Interpersonal Skills</td>
<td>F/Y</td>
<td>5</td>
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<tr>
<td>EDSE435</td>
<td>Developmental Disabilities</td>
<td>F/Y</td>
<td>10</td>
</tr>
<tr>
<td>EDSE428</td>
<td>Behaviour Problems</td>
<td>F/Y</td>
<td>10</td>
</tr>
<tr>
<td>EDSE424</td>
<td>Instructional Design</td>
<td>F/Y</td>
<td>10</td>
</tr>
<tr>
<td>EDSE445</td>
<td>Independent Study</td>
<td>F/Y</td>
<td>15</td>
</tr>
<tr>
<td>EDSE405</td>
<td>Practicum</td>
<td>F/Y</td>
<td>20</td>
</tr>
</tbody>
</table>

#### Part-Time Newcastle

**Year 1**
- EDSE435 Developmental Disabilities  
- EDSE428 Behaviour Problems  
- EDSE445 Independent Study  
- EDSE427 Interpersonal Skills

**Year 2**
- EDSE416 Learning Difficulties  
- EDSE424 Instructional Design  
- EDSE405 Practicum

**Part-Time Central Coast**

**Year 1**
- EDSE415 Learning Difficulties  
- EDSE424 Instructional Design  
- EDSE427 Interpersonal Skills  
- EDSE445 Independent Study

**Year 2**
- EDSE435 Developmental Disabilities  
- EDSE428 Behaviour Problems  
- EDSE405 Practicum

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### GRADUATE DIPLOMA IN EDUCATIONAL STUDIES (CURRICULUM)

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

**Course Description**

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

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

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Subject Descriptions as outlined in BEd (Specialisation/Special Education)
### Course Outline

#### Year 1

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Semester of Offer</th>
<th>Credit Points</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDGD521</td>
<td>Teaching and Curriculum</td>
<td>FY</td>
<td>10</td>
<td>Nil</td>
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<tr>
<td>EDGD521</td>
<td>Design of Learning</td>
<td>FY</td>
<td>10</td>
<td>Nil</td>
</tr>
<tr>
<td>EDGD511</td>
<td>Curriculum and Special Needs</td>
<td>FY</td>
<td>10</td>
<td>Nil</td>
</tr>
<tr>
<td>EDGD411</td>
<td>Aims and Values of Education</td>
<td>FY</td>
<td>10</td>
<td>Nil</td>
</tr>
</tbody>
</table>

#### Optional Mode

It is possible to replace the above Year 1 subjects with specialist subjects and so complete this award with a specialist curriculum focus.

#### Year 2

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Semester of Offer</th>
<th>Credit Points</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDGD412</td>
<td>Curriculum Theory and Development</td>
<td>FY</td>
<td>10</td>
<td>Nil</td>
</tr>
<tr>
<td>EDGD432</td>
<td>Managing the Curriculum</td>
<td>FY</td>
<td>10</td>
<td>Nil</td>
</tr>
<tr>
<td>EDGD532</td>
<td>Curriculum Evaluation</td>
<td>FY</td>
<td>10</td>
<td>Nil</td>
</tr>
<tr>
<td>EDGD512</td>
<td>Culture, Change and the School</td>
<td>FY</td>
<td>10</td>
<td>Nil</td>
</tr>
</tbody>
</table>

Students will have the option of taking out the Graduate Certificate in Educational Studies (Curriculum) after passing a program of study as prescribed by the Faculty Board totalling 40 credit points.

#### Optional Mode

### Subject Descriptions

**EDGD521 Teaching and Curriculum 10cp**

**Department** Curriculum and Teaching Studies

**Lecturers** To be advised

**Prerequisite** Nil

**Corequisite** To be advised

**Offered** Offered

**Assessment** 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**


**EDGD421 Design of Learning 10cp**

**Department** Education

**Lecturers** To be advised

**Assessment** Content

Students will review evidence on the processes and the development of learning. They will relate educational objectives to the selection and organisation of learning experiences and evaluate the effects of some experiences on their pupils.

**Text**


**EDGD511 Curriculum and Special Needs 10cp**

**Department** Special Education

**Lecturers** To be advised

**Prerequisite** Nil

**Offered** Full year

**Assessment** To be advised

The subject allows students to examine different types of clientele in the school situation and make curriculum decisions in light of their needs. These decisions may be of the school curriculum as a whole or within the boundaries of a specific subject area.

**Text**


**EDGD411 Aims and Values of Education 10cp**

**Department** Education

**Lecturers** To be advised

**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**


**EDGD412 Curriculum Theory and Development 10cp**

**Department** Education

**Lecturers** To be advised

**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**

EDGD532 CURRICULUM EVALUATION 10cp

**Department** Education  
**Lecturer/s** To be advised  

**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**  

EDGD512 CULTURE, CHANGE AND THE SCHOOL 10cp

**Department** Education  
**Lecturer/s** To be advised  

**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**  

**NOTE:** Course Subjects for a Graduate Certificate in Educational Studies (Curriculum) "Optional Mode" are those offered for the Graduate Certificate in Educational Studies (Design and Technology). See information on that course for Subject Descriptions.

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

**Course Director** Dr J. Cowley  
**Availability** On Campus Newcastle  
**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 social/cultural 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.

**Subject Descriptions**

<table>
<thead>
<tr>
<th>Subject Code</th>
<th>Subject Name</th>
<th>Semester of Offer</th>
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<tbody>
<tr>
<td>EDSL411</td>
<td>LANGUAGE AND LEARNING</td>
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<td>15</td>
</tr>
<tr>
<td>EDSL425</td>
<td>Interpersonal Skills</td>
<td>F/Y</td>
<td>10</td>
</tr>
<tr>
<td>EDSL421</td>
<td>Language &amp; Expressive Arts</td>
<td>F/Y</td>
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EDSL425 INTERPERSONAL SKILLS 10cp

**Department** Special Education  
**Lecturer/s** Ms S. Spedding & Mr M. Arthur  
**Prerequisite** Nil  
**Corequisite** Nil  
**Offered** Full Year  
**Assessment** Written assignments and workshops  

**Content**  
This subject aims to develop a 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, listening and assertion skills, collaborative problem solving, consulting with parents, children, teachers and professionals and change agencies. Administration, basic education, consultancy services, outreach programs, labour market programs, tutor programs, vocational training and continuing education are discussed.  

**Text** To be advised  
**References** To be advised
This subject deals with 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.

**Corequisite**
EDSL431 LINGUISTICS AND LEARNING 15cp

**Course**
BACHELOR OF EDUCATIONAL STUDIES

**Prerequisites/Corequisites**: Candidates may complete a Minor Thesis as part of their course program. The Minor Thesis is a prereqsite for admission to candidature for research higher degrees (MEd, EdD and PhD). Students intending to enrol in the Minor Thesis should refer to the subject description for Minor Thesis on page * and follow the procedures as specified.

**Prerequisites/Corequisites**: In planning their course program, students should note that not all subjects in the Schedule of Approved Subjects will necessarily be offered every year. The number and topic of subjects to be offered will depend on student numbers and staff availability. Refer to the Schedule of Approved Subjects for information regarding when the subject will be available. Further, most 600-level subjects have specified prerequisites or corequisites. Corequisites in the BEdStud refer to subjects which the candidate must either pass before enrolment or be taking concurrently with the 600-level subject in question. Refer to subject descriptions for details.

**Masters of Educational Studies**

**Course Director**: A/Prof Lorna Chan

**Duration**: 1 year Full-time or 2 years Part-time

**Course Outline**

The Master of Educational Studies (MEdStud) course is intended for students who wish to pursue postgraduate studies in education at the masters degree level by coursework. Normal entry requirements for MEdStud is a four-year Bachelor of Education, or a three-year Bachelor’s degree plus a postgraduate Diploma of Education, or an equivalent qualification. Some applicants may be required to take the course leading to the degree of Bachelor of Educational Studies to qualify for admission to candidature for the MEdStud.

**Prerequisites/Corequisites**: In planning their course program, students should note that not all subjects in the Schedule of Approved Subjects will necessarily be offered every year. The number and topic of subjects to be offered will depend on student numbers and staff availability. Refer to the Schedule of Approved Subjects for information regarding when the subject will be available. Further, most 600-level subjects have specified prerequisites or corequisites. Corequisites in the MEdStud refer to subjects which the candidate must either pass before enrolment or be taking concurrently with the 600-level subject in question. Refer to subject descriptions for details.
## SCHEDULE OF APPROVED SUBJECTS FOR THE MASTER AND BACHELOR OF EDUCATIONAL STUDIES (Newcastle Campus)

<table>
<thead>
<tr>
<th>Code</th>
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<td>CONTEMPORARY ISSUES IN SOCIOLOGY OF EDUCATION</td>
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### Post Initial and Professional Development Courses

#### Subject Descriptions

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<td>10</td>
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*Note. Not all subjects listed will be offered, or will they necessarily be offered in the semester and year listed. The number and topic of subjects to be offered will depend on student numbers and staff availability.

### EDGS501 EDUCATIONAL PSYCHOLOGY 10cp

**Department:** Education  
**Lecturers:** Dr R.W. Howard  
**Prerequisite:** Nil  
**Corequisite:** Nil  
**Offered:** Semester 1  
**Hours:** 2 hours per week  
**Assessment:** Two short assignments and a seminar presentation  
**Content:**  
This course is a survey of some major topics in educational psychology and their applications in teaching. It first outlines the goals of the field and then focuses on learning and memory, human development and intelligence, and ability. The course includes some practical experience with major tests of intelligence and cognitive and learning styles.  
**Text:** To be advised  
**References:** To be advised

### EDGS502 EDUCATIONAL PSYCHOLOGY: THEORY & PRACTICE 10cp

**Department:** Education  
**Lecturers:** Dr R.W. Howard  
**Prerequisite:** Nil  
**Corequisite:** Nil  
**Offered:** Semester 2  
**Hours:** 2 hours per week  
**Assessment:** Two short assignments & a seminar presentation  
**Content:**  
This course is an indepth coverage of some important topics in educational psychology and their application to teaching. Topics include motivation, concept learning and teaching, psychological and educational testing (with practical experience at using and interpreting various tests), evaluation, and behaviour disorders.  
**Text:** To be advised  
**References:** To be advised

### EDGS511 INTRODUCTION TO SOCIOLOGY OF EDUCATION 10cp

**Department:** Education  
**Lecturers:** Dr P. Nilan  
**Prerequisite:** Nil  
**Corequisite:** Nil  
**Offered:** Semester 3  
**Hours:** 2 hours per week  
**Assessment:** Written assignments & seminar presentations  
**Content:**  
This study provides an introduction to some important questions of social justice in contemporary education. We will be considering differential educational participation and achievement according to divisions of social class, gender, ethnicity and race. During the course students will be invited to consider the extent to which the structure of educational institutions, curricula and pedagogy affect the academic achievements of students from a range of socio-cultural backgrounds. As a component of the assignments students will have the opportunity to undertake a comparative study of schooling in another country.  
**References:** To be advised

### EDGS513 CONTEMPORARY ISSUES IN THE SOCIOLOGY OF EDUCATION 10cp

**Department:** Education  
**Lecturers:** Dr J.M. Gore  
**Prerequisite:** Nil  
**Corequisite:** Nil  
**Offered:** Semester 2  
**Hours:** 2 hours per week for 1 semester  
**Assessment:** Written assignments & seminar presentations  
**Content:**  
This study provides an indepth coverage of some important topics in the Sociology of Education, including: new perspectives on the functioning of power in schools and classrooms, contemporary theoretical and methodological concerns, the relationship between individuals and social groups, particularly in relation to economic class, gender, ethnicity and race.  
**References:** To be advised
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<tr>
<th>Course Code</th>
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<th>Department</th>
<th>Lecturer/s</th>
<th>Prerequisite</th>
<th>Corequisite</th>
<th>Offered Semester</th>
<th>Hours 2 hours per week</th>
<th>Assessment</th>
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<td></td>
<td>Dr D Mahoney</td>
<td>Nil</td>
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<td>Nil</td>
<td>10cp</td>
<td></td>
<td>This subject continues from the quantitative strand of EDUC525. The research proposal presented in EDUC521 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.</td>
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<td>EDGS521</td>
<td>QUANTITATIVE RESEARCH METHODS</td>
<td></td>
<td>Dr. A. Holbrook</td>
<td>Nil</td>
<td>Nil</td>
<td>2</td>
<td>10cp</td>
<td></td>
<td>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. Students will also be introduced to the NUDIST software for qualitative data analysis.</td>
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<td>EDGS525</td>
<td>INTRODUCTION TO RESEARCH METHODOLOGY</td>
<td></td>
<td>Dr. A. Holbrook</td>
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<td>10cp</td>
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<td>This subject provides an introduction to research methodology in education, both qualitative and quantitative. It must be taken in conjunction with either EDGS521 or EDGS522. 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.</td>
</tr>
</tbody>
</table>

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

Assignments
To be advised

Offered Semester 2

EDGS14 FOUNDATIONS OF ENVIRONMENTAL EDUCATION 10cp
EDGS521 QUANTITATIVE RESEARCH METHODS 10cp
EDGS525 INTRODUCTION TO RESEARCH METHODOLOGY 10cp
EDGS531 PHILOSOPHY OF EDUCATION 10cp
EDGS542 CURRICULUM INQUIRY: POLITICS & PRACTICE 10cp

Department: Education
Lecturer(s): Dr E.P. Sedunary
Prerequisite: EDGS541 desirable but not essential
Corequisite: Nil
Offered: Semester 2

Assessment: 2 hours per week
Seminar presentation & a major written assignment

Content: This subject critically examines the contextual conditions and practical implications for teachers of major trends in curriculum reform in Australia in recent times. Broad developments are considered to include: the radical education movement, the introduction of national curriculum and profiles, and the push for core skills or competencies. Particular dimensions for further consideration will include: the gender inclusive curriculum, multiculturalism and curriculum, and information technology and curriculum. Students will be encouraged to explore the significance and impact of these trends with particular reference to their everyday work.

Text: To be advised
References: To be advised

EDGS551 INTRODUCTION TO EDUCATIONAL ADMINISTRATION 10cp

Department: Education
Lecturer(s): Dr D.T. Gamage and Dr. J. Schiller
Prerequisite: Nil
Corequisite: Nil
Offered: Semester 1

Assessment: 2 hours per week
Seminar presentation & a major written assignment

Content: This subject 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, topics such as: theoretical foundations of educational administration, organizational climate and culture, bureaucracy and the school, professionals in educational organizations, motivation and job satisfaction, politics in education, participatory decision-making, organisational communications, educational leadership, resolution and management of conflict will be considered.

Text: To be advised
References: To be advised

EDGS651 HISTORY OF EDUCATION IN THE WESTERN WORLD 10cp

Department: Education
Lecturer(s): Dr A.P. Holbrook & Dr G. Rodwell
Prerequisite: Nil
Corequisite: Nil
Offered: Semester 1

Assessment: 2 hours per week
Seminar presentation & a major written assignment

Content: This subject is designed to introduce students to the basic concepts in educational administration. It will provide the students with a basis for understanding the emergence of educational administration as a field of study and a broad overview of the field from the perspectives of micro and macro analysis. Students will also be introduced to topics such as: the evolution of educational administration as a field of study, school as a socio-political system, organisational characteristics of a school, administrative tasks and responsibilities, the concept that everyone is a manager, school leadership, managing meetings, decision making, securing and allocating resources and current trends.

Text: To be advised
References: To be advised

EDGS652 EDUCATIONAL ADMINISTRATION: THEORY AND PRACTICE 10cp

Department: Education
Lecturer(s): Dr D.T. Gamage and Dr. J. Schiller
Prerequisite: Nil
Corequisite: Nil
Offered: Semester 2

Assessment: 2 hours per week
Seminar presentation & a major written assignment

Content: This subject 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, topics such as: theoretical foundations of educational administration, organizational climate and culture, bureaucracy and the school, professionals in educational organizations, motivation and job satisfaction, politics in education, participatory decision-making, organisational communications, educational leadership, resolution and management of conflict will be considered.

Text: To be advised
References: To be advised

EDGS657 POLITICAL SCIENCE AND ADMINISTRATION 10cp

Department: Education
Lecturer(s): Dr A.P. Holbrook & Dr G. Rodwell
Prerequisite: Nil
Corequisite: Nil
Offered: Semester 1

Assessment: 2 hours per week
Seminar presentation & a major written assignment

Content: This subject is designed to introduce students to the basic concepts in educational administration. It will provide the students with a basis for understanding the emergence of educational administration as a field of study and a broad overview of the field from the perspectives of micro and macro analysis. Students will also be introduced to topics such as: the evolution of educational administration as a field of study, school as a socio-political system, organisational characteristics of a school, administrative tasks and responsibilities, the concept that everyone is a manager, school leadership, managing meetings, decision making, securing and allocating resources and current trends.

Text: To be advised
References: To be advised
EDG573 AUSTRALIAN TWENTIETH-CENTURY EDUCATIONAL ADMINISTRATION: HISTORICAL STUDIES 10cp

Department: Education
Lecturers: Dr. A. Holbrook, Dr. G. Rodwell
Prerequisite: Nil
Corequisite: Nil
Offered: One Semester
Assessment: 1. These will comprise a tutorial paper based on library research (35%), due in the sixth week (3000–2500 words).

2. A research assignment based on the collection and analysis of historical sources and the literature (55%), due at the end of semester (5000 words).

3. A mark for contribution to discussion and completion of set exercises (10%), based on the combined scores given by both lecturers.

Content:
This subject will be particularly useful for students interested in Educational Administration and Policy, providing a contextual framework for the other units they take in such fields, and allowing students to grasp the elements of continuity and change in the structures and organization of public education, and to contribute to a deeper understanding of changes in the theoretical and conceptual frameworks underpinning more current administrative practice. The unit is designed to identify and explain current practices in educational administration, preschool to secondary, through their historical antecedents; develop a knowledge of major trends and periods of change; develop a knowledge of the major socio-cultural, economic and political factors underpinning the history of educational administration; and examine historical explanations of forms of administrative practice including the impact of overseas developments on the Australian system. The period studied will range from 1900–1980s although ample opportunity will be offered for students to examine more current practices in education, and indeed their own experience of education systems, from an historical perspective. Students will have the chance to explore the latter in the major research assignment. Major theoretical developments in historiography pertinent to the evaluation of administration, eg revisionist arguments, will also be examined as well as the usefulness of different historical sources to the indepth historical analysis of administrative practice, including oral testimony, autobiography, parliamentary debates, departmental and archival literature.

Text

References

EDG581 INTRODUCTION TO EDUCATIONAL COMPUTING 10cp

Department: Education
Lecturers: Dr. W. Au, Mr. G. Preston
Prerequisite: Nil
Corequisite: Nil
Offered: Semester 1
Assessment: Written assignments & seminars

Content:
This subject provides an introduction to the main usage of computers in education. It is designed for students who have little or no previous knowledge in the use of computers.

The main aim of the subject is to introduce students to the various types of computers, and examine the ways in which computers can be used to support and extend student learning. Apart from an emphasis on "hand-on" experience with a number of educational software, attention is also given to the integration of theory and practice, in particular, the application of research findings to computer usage in education.

Text To be advised

References To be advised

EDG582 APPLICATIONS OF COMPUTERS IN EDUCATION 10cp

Lecturers: Dr. W. Au, Mr. G. Preston
Prerequisite: Nil
Corequisite: Nil
Offered: Semester 2
Assessment: Written assignments & seminars

Content:
The major focus of this subject is to examine the use of computers as a tool for learning and the integration of computers into the existing curriculum. In this context, students will explore the educational applications of various software such as word processing, desktop publishing, database management, spreadsheet, adventure games, telecommunication etc. They will also learn to evaluate educational software. Apart from an emphasis on "hand-on" experience with a number of educational software, attention is also given to the integration of theory and practice, in particular, the application of research findings to computer usage in education.

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

Text To be advised

References To be advised

EDG586 PSYCHOLOGY OF STUDYING 10 cp

Department: Education
Lecturers: Associate Professor P. Moore
Prerequisite: One 500 level subject in Educational Psychology and/or substantial experience in reading instruction
Corequisite: One 500 level subject in Educational Psychology and/or substantial experience in reading instruction
Offered: Semester 2, 1996
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 indepth investigation of at least one of the areas.

Text Nil

References

EDG587 MOTIVATION IN EDUCATIONAL CONTEXTS 10cp

Department: Education
Lecturers: Dr. Jennifer Archer
Prerequisite: One 500 level subject
Corequisite: One 500-level subject
Offered: Semester 2, 1995

2 hours per week

Assessment: Seminar, two assignments

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 on 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.

Structure: Classes will consist of brief lectures, presentations by students and seminar discussions. Students will be expected to have read prescribed texts before they come to pass. Preparation will result in more stimulating discussion during class. A detailed schedule for seminars and the prescribed reading will be distributed at the beginning of the semester.


References: To be advised

EDGS608 TEACHING AND PROGRAMMING MODELS IN THE EDUCATION OF GIFTED STUDENTS 10cp

Department: Education

Lecturer/s: Associate Professor L. Chan

Prerequisite: One 500-level subject

Corequisite: One 500-level subject

Offered: Semester 2, 1996

2 hours per week

Assessment: Two papers and associated seminar presentations – details to be provided in class

Content: This subject provides an in-depth study of theory and research on promoting active, strategic, independent, self-directed or self-regulatory learning in students. Regardless of the term that is used, these concepts are all concerned with teaching students how to think, how to learn and to take personal control over their own learning. In this subject particular focus will be given to Borkowski’s theory on metacognitive development and the role of motivation in energizing the executive processes; Bandura and Zimmerman’s theory of self-regulated learning; DeBaker’s strategies instructional approach, and Ellis’ integrative strategy instruction model. Further, the implications of theory and research for classroom practice and implementation guidelines will be examined in detail.

Text: Nil

References: Articles from Journal of Educational Psychology, Contemporary Educational Psychology, and Review of Educational Research and others to be advised.

EDGS613 ISSUES AND RESEARCH IN ENVIRONMENTAL EDUCATION 10cp

Department: Education

Lecturer/s: Dr. D. Mahony

Prerequisite: EDGS514 Foundations of Environmental Education

Corequisite: Nil

Offered: Semester 2

2 hours per week

Assessment: One seminar presentation and one major assignment

Content: This subject is concerned with two related dilemmas. This first is contemporary society’s perplexity about the human-environment relationship in general, and the ecocrisis in particular. The second is how to resolve the apparently conflicting responsibilities of the environmental education practitioner. The implications of recent research findings derived from positive Interpretivist and Critical Paradigm will be discussed. Student consideration of these is expected to be informed by reading, discussion and reflection of their own experience.


References: To be advised

EDGS614 THE SOCIAL PRODUCTION OF EDUCATIONAL INEQUALITY 10cp

Department: Education

Lecturer/s: Dr. J. Ludwig

Prerequisite: EDGS511 Sociology of Education or EDGS513 Contemporary Issues in Sociology of Education

Corequisite: Nil

Offered: Semester 1, 1995

2 hours per week

Assessment: Written assignments and seminar presentations

Content: The most strikingly obvious sociological fact about educational systems, in every industrialised society, is that they result in significantly unequal rewards for different social groups. This subject examines: 1) how sociologists of education have traditionally analysed this phenomenon, 2) the theoretical and methodological issues raised in the social analysis of educational inequality, 3) contemporary studies of this area, and 4) the educational practices found to be related to the production of educational inequality.

Texts: To be advised

References: To be advised

EDGS615 ENVIRONMENTAL EDUCATION: POLICIES AND PRACTICE 10cp

Department: Education

Lecturer/s: Dr. D Mahoney

Prerequisite: Nil

Corequisite: Nil

Offered: One Semester

2 hours per week

Assessment: A written assignment and a seminar presentation

Content:

1. The Nature and Scope of Environmental Education
   (a) The Development of Environmental Awareness in the Community.
   (b) Environmental Issues, Polarization and Attempts at Resolution.
   (c) The Environmental Approach as a System of Thought.
   (d) The Educational Response: The Legitimacy of a discrete environmental education and its relationship to the traditional disciplines.

2. Environmental Education Policies and Their Implementation
   (a) International: The Belgrade Charter and its Aftermath.
   (b) Federal: National Conservation Strategy.
   (c) State: Comparative approaches and the range of NSW formal policies.

3. The Delivery of Environmental Education
   (a) Overview of Environmental Education Practice in Australia.
   (b) Field Centres and Outdoor Education.
   (c) School and Classroom Initiatives.

Text: To be advised

References: To be advised

EDGS621 THE MEASUREMENT OF ATTITUDE 10cp

Department: Education

Lecturer/s: Professor S. P. Bourke

Prerequisite: EDGS525 Introduction to Research Methodology

Corequisite: Nil

Offered: One Semester

2 hours per week

Assessment: Written assignment and seminar presentations

Content: This subject is concerned with two related dilemmas. This first is contemporary society's perplexity about the human-environment relationship in general, and the ecocrisis in particular. The second is how to resolve the apparently conflicting responsibilities of the environmental education practitioner. The implications of recent research findings derived from positive Interpretivist and Critical Paradigm will be discussed. Student consideration of these is expected to be informed by reading, discussion and reflection of their own experience.

Texts: To be advised

References: To be advised
EDGS523 EDUCATIONAL ASSESSMENT DESIGN & DEVELOPMENT 10cp
Department Education
Lecturer/s Professor S. Bourke
Prerequisite Any two 500 level subjects
Corequisite Nil
Offered Semester 2, 1995
Hours 2 hours per week
Assessment 'Two assignments of equal weight, one due midway through the semester, the other at the end of the semester.'
Content
This subject consists of an examination of the theory and practice of educational assessment. Different reasons for assessing student achievement and a corresponding variety in approaches to assessment, particularly normative and criterion referenced assessments and student profiles are discussed. The planning, trialing, administration, analysis, evaluation and reporting of practical, oral and performance assessments are considered in addition to standard paper and pencil assessments.

EDGS633 HEALTH EDUCATION AND THE ENVIRONMENT 10cp
Department Education
Lecturer/s Professor B. Laura
Prerequisite EDGS531 Philosophy of Education OR
Corequisite EDGS531 Philosophy of Education
Offered Semester 2, 1996
Hours 2 hours per week
Assessment 'Essay and seminar.'
Content
The objective of the subject is twofold: first to consider the conceptual framework underpinning conventional medicine and the theory of health education which has fostered, and second to propose an alternative framework for the reinterpretation of health issues in holistic and environmental terms. Particular attention will be paid to the following topics: what is health and can it be understood satisfactorily as the absence of disease? what is the nature of the interaction between the mind and the body in respect of health and healing? - do we make ourselves sick?; do we choose our own illnesses? to what extent are disease and health ultimately ecological concepts? How do we educate for health?

What is the Paradox of Progress and how does it impact upon the philosophy of health and ecology?

Text To be advised.

EDUC632 EDUCATION AND BUREAUCRACY 10cp
Department Education
Lecturer/s Associate Prof W.G. Warren
Prerequisite EDGS531 Philosophy of Education
Corequisite Nil
Offered Semester 2
Hours 2 hours per week
Assessment 'Progressive assessment.'
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.

Text Nil
References To be advised

EDGS644 CURRICULUM RESEARCH AND DEVELOPMENT 10cp
Department Education
Lecturer/s Dr J. Ladwig
Prerequisite or concurrent enrolment in EDGS541 Introducing the Curriculum or EDGS542 Curriculum Enquiry
Offered Semester 2
Hours 2 hours per week
Assessment 'Seminars and major report.'
Content
The purpose of this subject is to examine and help students develop school-based research projects where the primary focus is curriculum development. Topics to be considered include: current curricular reforms; the design and evaluation of...
of school-based research; understanding the general relationship between research and practice; and the roles and functions of curriculum research with a specific consideration of collaborative research processes.

**Text** To be advised

**References** To be advised

**EDGS645 THEORETICAL BASES FOR CONTEMPORARY MATHEMATICS EDUCATION** 10cp

**Department** Curriculum and Teaching Studies

**Lecturer/s** Prof M.A. Clements

**Prerequisite** At least one 500 level subject

**Corequisite** Nil

**Offered Semester 1**

**Assessment Essay** (3500 words) 50%, submission of solutions to problems, plus commentaries on thought processes used to obtain solutions 50%.

**Content**

**Note.** For this subject it will not be assumed that students have advanced knowledge of mathematics. The approach would suit teachers at all levels (K–12, TAFE).

1. Review of education literatures (philosophical, historical, psychological, sociological, and mathematical) indicating that schools should develop mathematics programs based on problem-posing and problem-solving approaches.

2. Examination of current school mathematics syllabuses and textbooks, for the purpose of devising ways in which they might become bases for school programs which encourage problem-posing and problem-solving approaches.

3. Each participant will become actively in mathematical problem posing and problem solving, and maintain a diary in which the main focus is on reflections on the problem-solving processes used by that individual.

**Text**


**References**

**EDGS647 CONCEPTUAL PROBLEMS IN SCIENCE EDUCATION** 10cp

**Department** Curriculum and Teaching Studies

**Lecturer/s** Dr D. Palmer

**Prerequisite** Completion of any one 500 level subject

**Corequisite** Nil

**Offered Semester II**

**Assessment Seminar presentation (40%), major paper at end of semester (60%) which will be descriptions of students’ conceptions and educational implications. Criteria for assessment are presentation, clarity, coherence, and quality of analysis.**

**Content**

*Students’ conceptions in different branches of science – physics, chemistry, earth science, biology. Educational implications of misconceptions.*

**Techniques of conceptual change.**

**Text** Nil

**References**

A list will be provided at the beginning of the semester, e.g., Driver, R. 1989, *Students’ conceptions and the learning of science*, International Journal of Science Education, 11(5), 481–490.

**EDGS651 EDUCATIONAL ORGANISATION AND ADMINISTRATION** 10cp

**Lecturer/s** Dr D.T. Gamage

**Prerequisite** EDGS551 or EDGS552

**Offered Semester 1**

**Hours** 2 hours per week

**Assessment** Will be based on a class presentation followed by a comprehensive seminar paper, a major written assignment, and overall participation in group discussions.

**Content**

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

**Texts**


The Journal of Educational Administration, Practising Administrator

Educational Management & Administration, Public Administration Review

Educational Administration Quarterly, Comparative Education

Educational Leadership, Perspectives in Education

Journal of Educational Planning & Administration

Journal of Educational Administration & History

Phi Delta Kappan and

Unicorn

**References**

A comprehensive list of recommended reading will be issued on the first day in class. Students are also strongly advised to read the journals in educational administration/management listed under course unit.

**EDGS654 LEADERSHIP FOR EFFECTIVE SCHOOLS IN THE 1990s** 10cp

**Department** Education

**Lecturer/s** Dr D.T. Gamage

**Prerequisite** Successful completion of a subject in Educational Administration

**Corequisite**
Offered: Semester 2

Hours: 2 hours per week

Assessment: A class presentation leading to the submission of a paper of 2000–2500 words, a major assignment of 3500–4000 words and overall participation in the course subject.

Content:
The overall aim of this subject is to provide students with a sound understanding of the current issues, changes and the relevant theoretical perspectives to enable them to be more alerted to the changing role of school leadership in making the schools more effective and efficient.

The subject is offered under five main themes such as:
1. Creating an effective school
2. Policy formulation and curriculum planning
3. Managing organisation
4. Global national trends and reforms in national trends, planning, institutionalisation of change respectively.
5. Educational planning and managing change.

Each theme has two sub-themes, such as: Leadership and decision making; Human resources management; Policy formulation; Curriculum planning; Organisational theory and behaviour; Organisational communications; Global and national trends, Scott and Garrick Reports and Educational planning, institutionalisation of change respectively.

Text:
Carrick 1989, Report on NSW Schools.

References:
The Journal of Educational Administration
Journal of Educational Planning and Administration

EDGS655 INTERPRETING EDUCATION POLICY

Department: Education
Lecturer(s): Dr E.P. Sedunary
Prerequisite: One 500 Level subject
Corequisite: Nil
Offered: Semester 1, 1995

Hours: 2 hours per week

Assessment:
Seminar presentation & a major written assignment

Content:
What do we make of the significant changes in education policy in Australia at present. How do they reflect or respond to dramatic changes in Australian society, economy and culture? In this subject, contemporary trends in education policy at both the Commonwealth and State levels will be critically examined, combining recent historical, social theoretical and practical experience perspectives, with some comparative reference to developments overseas. Examples considered would include: approaches to equity, the competencies movement, and national profiles. Students will be encouraged to develop particular insights into the character and consequences of current education policies affecting their everyday work.

Text:
To be advised, but a preliminary reading of Marginson, S. 1993, Education and Public Policy in Australia. Cambridge University Press, would be useful.

References:
To be advised

EDGS666 DIFFICULTIES IN LEARNING: DIAGNOSIS & INTERVENTION

Department: Education
Lecturer(s): Assoc. Prof. Lorna K.S. Chan
Prerequisite: One 500 level subject
Corequisite: One 500 level subject
Offered: Semester 1, 1995

Hours: 2 hours per week

Assessment:
Literature review paper and one case study

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

Texts:

References:
To be advised

EDGS671 WOMEN IN EDUCATION: HISTORICAL PERSPECTIVES

Department: Education
Lecturer(s): Dr. A. Holbrook
Prerequisite: Nil
Corequisite: Nil
Offered: Semester 1, 1996

Hours: 2 hours per week

Assessment:
Seminars, paper, Major Essay, Class Exercises

Content:
The subject will explore gender in education and in particular will provide perspectives on the provision made for the education and training of females in Australia during the 19th and 20th centuries from the primary through to tertiary levels of education. Students will be asked to look at current gender issues in education from an historical perspective including the co-education debate, the disintegration of home economics in the secondary curriculum and the special 'girls curriculum'. A special section will look at women teachers, their training and work experiences in the past. 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.

Texts:
To be advised

References:
Kyle, N. 1986, Her Natural Destiny, The Education Women in NSW, NSWWUP.

EDGS673 APPLICATION OF FUTURES STUDIES IN EDUCATION

Department: Education
Lecturer(s): Dr. A. Holbrook
Prerequisite: One 500 level subject
Corequisite: Nil
Offered: Semester 1, 1995

Hours: 2 hours per week

Assessment:
Seminars, Presentation, Assignment and class exercises.

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 formulation, critical thinking, simple forecasting, delphi technique, cross impact analysis, scenario building and even speculative fiction.

Text: To be advised

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

EDGS674 FUTURES POLICY AND PLANNING IN AUSTRALIAN EDUCATION 10cp

Department: Education
Lecturers: Dr. A. Holbrook
Prerequisite: Nil
Corequisite: Nil
Offered: Semester 2, 1996
Hours: 2 hours per week
Assessment: Seminar Presentation, Major Assignment, Class Exercises

Content
How Futures Oriented is current policy and planning in Education? Do educators and administrators have vision? How can vision be realised? This subject falls under the heading of Futures Studies, which is a multi-disciplinary field that concentrates on issues of importance to the future and includes a wide range of methods to assist in forecasting and projection as well as planning. The focus is on the types of plans that are being made in education and in depth analysis of the key policy blueprints for the future. These are discussed and evaluated in the light of the assumptions on which they are based, adequacy of construction, their degree of futures orientation and their appropriateness in relation to trends and projections that could have relevance for education. Students will be introduced to the futures field, learn to use the critical futures thinking approach and employ scenario building method.

Text

References

EDGS684 MULTIMEDIA IN EDUCATIONAL COMPUTING 10cp

Department: Education
Lecturers: Mr. G.D. Preston
Prerequisite: EDGS581 Introduction to Educational Computing or EDGS 582 Application of Computers in Education
Corequisite: Nil
Offered: Semester 2, 1995
Hours: 2 Hours per week
Assessment: Assignments and Seminar Presentations

Content
This subject provides an in-depth study of the use computer based Multimedia in classroom situations. Students will examine the role of multimedia in a range of educational contexts and will be introduced to relevant multimedia tools and presentation systems. The practical and theoretical implications of the classroom use of computing multimedia systems such as Hypercard and Linkway will be explored. Emphasis will be placed on the development and evaluation of educational resources across a range of curriculum areas.

Text: To be advised

References: To be advised

EDGS686 INFORMATION TECHNOLOGY AND EDUCATIONAL LEADERSHIP 10cp

Department: Education
Lecturers: Dr. W. Au, Dr. J. Schiller, Mr. G Preston
Prerequisite: One 500-level subject in Educational Computing, or equivalent
Corequisite: Nil
Offered: Semester 1
Hours: 2 hours per week
Assessment: Two written assignments, one seminar presentation.

Content
This subject provides an in-depth study of theories and research on using computers in learning. In this context, particular focus will be given to the various theoretical and research perspectives in using computers in learning. Emphasis will be placed on the examination of various problems and issues when computers are used in learning, eg, the affective, social, cognitive and metacognitive development of learners within a computer environment, the instructionism vs constructionism debate, individual differences, research methodology, and assessment. Further, the implications of theory and research for classroom practice and implementation will be examined in some details.

Text: To be advised

References: To be advised

EDG694-696 MINOR THESIS A,B,C 10cp

Prerequisite: Completion of two coursework semester subjects
Offered: Both Semester 1 and 2
Requirements for the Minor Thesis

Students who have passed at least two coursework semester subjects (20 credit points) in their postgraduate degree programme may enrol in a Minor Thesis which is the equivalent of three semester subjects (30 credit points). Completion of a Minor Thesis is normally required of those intending to apply for candidature for research higher degrees in Education.

1. Supervisor
A student wishing to enrol in the Minor Thesis is to discuss the matter with members of staff interested in the proposed field of study, and/or where necessary with the Chair of the Postgraduate Educational Studies Course Committee, at present Assoc. Prof. Lorna Chan.

2. Submission of proposal
In consultation with the proposed supervisor, the student is required to prepare a proposal including an outline of the intended content and work programme, and a working title. A standard proposal form is available from the Faculty Secretary. The completed form should be submitted to the Faculty Secretary for consideration by the Course Committee within two weeks of the first semester of enrolment in the Minor Thesis. If the proposed research involves human intervention, application should be made to the Education Research Ethics Committee and the Research in Schools Committee, if the project involves school access, for approval. The appropriate application form is available from the Course Director or the Faculty Secretary.

3. Topic and Treatment
The thesis can take the form of a critical review of the literature, an historical or philosophical investigation, an analysis of a practical educational situation or issue, a synthesis of the candidate’s ideas and theories around a specified theme, or an empirical research project. The treatment of the topic should be well supported by documented evidence and logical argument. As is the case with any Master’s degree thesis, a minor thesis calls for a high level of scholarship and superior standards of literacy and presentation are required. While a full Master’s research thesis involves a substantial research project, a minor thesis involves a considerably less rigorous research project and the nature of the work will not differ significantly from the nature of the course work subject being offered.

4. Length
The length of the thesis should be worked out in consultation with the supervisor. Adequate length will vary according to the methodology and nature of the topic. The usual length of theses submitted is about 15,000 words (approximately 60 pages of A4 size paper plus references and appendices). Students are cautioned that it is the quality of the thesis, rather than the quantity, that matters.

5. Language
The thesis must normally be written in formal English. Any application for variation of this rule will be considered by the Course Committee after consultation with the supervisor.

6. Style
No specific style is prescribed but candidates should consult their supervisor and with him/her choose one of the recognised styles in the field from a style manual and apply it consistently. References on style are available for consultation in the University’s Curriculum Resources and Research Centre.

7. Format
The thesis must be typewritten, double spaced on A4 size paper with minimum margins of 4cms. (left), 1cm (right), 3cms. (top) and 2cms. (bottom). There should be a title sheet indicating the thesis title, the author’s name, the words “Minor Thesis” presented in partial fulfilment of the requirements for the degree of Master/Bachelor (as appropriate) of Educational Studies. The University of Newcastle and the date of submission. After the title page, an abstract of no more than 250 words should be included. Copies of previous Minor Theses are kept in the Curriculum Resources and Research Centre and students are advised to consult them.

8. Number of copies
Two copies must be submitted to the Faculty Secretary for examination. Students should not bind these copies until after examination. Thereafter, students must have two copies of the thesis bound and resubmitted to the Faculty Secretary for further research degree programmes at the Master of Education or Doctorate level, and as such, the assessment of merit is based on the extent to which the candidate’s research potential can be demonstrated. As a general indication at least a pass is necessary for consideration for admission to the research M.Ed. programme. Graduates with an outstanding award (at least a Credit) for the Minor Thesis may seek consideration for direct entry to doctoral candidature.

10. Timing and enrolment
Normally students may enrol in the Minor Thesis once they have passed two semester subjects (20 credit points) although students are required to discuss potential enrolment with the Course Director. The initial enrolment in the Minor Thesis may be effected in either the first or second semester each year. It is expected that students complete the Minor Thesis within three semesters and applications for extension must be made in writing to the Faculty Secretary.

The thesis should be submitted for examination before the last day of the vacation after the third semester of enrolment in the minor thesis, unless prior approval for extension has been granted.

11. Examiner’s report
After the work has been assessed, a student will receive copies of the Examiners’ Reports.

ED—697 A DIRECTED STUDY

Pruerce 10cp

Requirements of a Directed Study

1. A Directed Study is offered as a semester subject. Students may not include more than one Directed Study subject in their degree programme.

2. A Directed Study is to be conducted in a “reading and conference” format under the close supervision of a member of staff. It is not a very efficient way of using staff resources and hence the question of staffing will need to be considered in approving enrolment in a Directed Study.

Students are normally required to have completed at least two semester subjects and obtained the consent of both the lecturer to be involved and the Course Director before seeking to enrol in a Directed Study.

4. Approval for enrolment in A Directed Study will normally be granted only if:

(a) the student has to include some ‘teaching method/practice’ component in his/her degree programme in order to obtain teaching qualifications; or

(b) the student can demonstrate the need for studies in a specialised topic which is quite unrelated to any other coursework subject being offered.

Once consent for enrolment in A Directed Study is obtained, a detailed proposal must be submitted for approval by the Postgraduate Educational Studies Course Committee by the end of the first week of the semester of enrolment in the subject. The proposal must be written in conjunction with the lecturer concerned and signed by both. It should provide information on the following topics:

(a) name of student;
(b) name of supervisor;
(c) semester and year of enrolment (e.g., Semester 1, 1995);
(d) title;
(e) objectives (or aims);
(f) content (an outline of the topics to be covered);
(g) major sources of recent references;
(h) assignments required (one minor and one major assignment is expected, totalling about 5000 to 6000 words);
(i) proposed frequency of meetings between supervisor and student.

Masters of Early Childhood Education

Course Director Dr. J. Cowley

Availability On Campus or Off Campus

Duration 1-1/2 years full time or 3 years part-time

Total Credit Points 120

Course Description

The program consists of coursework subjects and a minor research thesis. Students study nine subjects (90 credit points) plus a minor thesis worth 30 credit points.

The common core of subjects covers research and experimental design, curriculum planning and current trends and issues.

The course is intended for persons who possess a degree in the field of Early Childhood (or a related area, such as Primary Teaching, Behavioural Sciences, Applied Sciences) and two years experience or equivalent-in the practice of
early childhood education as a teacher, consultant and/or advisor.

<table>
<thead>
<tr>
<th>Approved Subjects</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDGS525  Introduction to Research Methodology</td>
<td>10</td>
</tr>
<tr>
<td>EDEC512  Research Issues in Early Childhood</td>
<td>20</td>
</tr>
<tr>
<td>EDEC521  Curriculum Planning for Early Childhood</td>
<td>20</td>
</tr>
<tr>
<td>EDEC531  Current Trends and Issues in Early Childhood</td>
<td>20</td>
</tr>
</tbody>
</table>

One Master of Educational Studies Subject

Either

| EDGS521  Quantitative Research Methods                                            | 10            |
| EDGS522  Qualitative Research Methods                                             | 10            |

Minor Thesis (A, B and C) 30cp

Subject Descriptions

Approved Subjects

| EDGS525  Introduction to Research Methodology | Refer to descriptions under Master of Educational Studies Course. |
| EDGS521  Quantitative Research Methods       |                       |
| EDGS522  Qualitative Research Methods        |                       |

EDGS525  Introduction to Research Methodology

Department Education
Lecturer(s) Dr J.A. Cowley
Prerequisite EDGS525
Offered Full Year
Hours 2 hours per week or equivalent
Assessment Written assignments & seminar presentations
Content
This subject addresses current major research issues in early childhood, adopting where appropriate, a multidisciplinary approach to issues/areas studied. Students will be given opportunities to explore, in some depth, areas of relevant personal interest.

Text Nil
References To be advised

EDEC521  CURRICULUM PLANNING FOR EARLY CHILDHOOD 20cp

Department Education
Lecturer(s) Dr J. Gore, Dr J. Ladwig
Prerequisite Nil
Corequisite Nil
Offered Full Year
Hours 2 hours/week or equivalent
Assessment Written assignments and seminar presentations
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.

Text To be advised
References To be advised

EDEC531  CURRENT TRENDS & ISSUES IN EARLY CHILDHOOD 20cp

Department Education
Lecturer(s) Dr J. Cowley
Prerequisite Nil
Corequisite Nil

Offered Full Year

Requirements for the Minor Thesis

A Bachelor of Education (Design & Technology)
A Bachelor of Education (Industrial Arts Technology)
A Bachelor of Education (Industrial Arts)

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

(1) One of the following qualifications:

- Bachelor of Education (Design & Technology)
- Bachelor of Education (Industrial Arts Technology)
- Bachelor of Education (Industrial Arts)
Bachelor of Education (Technical & Further Education)
Graduate Diploma in Education (Industrial Arts)
Graduate Diploma in Education (Technical & Further Education)
Graduate Diploma in Educational Studies (Industrial Arts)
ASTC (Manual Arts)

or

Certain postgraduate or undergraduate awards in teaching with a major appropriate to industrial education or equivalent.

and

(2) Two years experience in the practice of industrial education as a teacher of primary craft, secondary industrial arts, TAFE trade or technical courses, industrial training or equivalent including consultants/advisors.

or

other ability as demonstrated to an Admissions Committee to be equivalent.

<table>
<thead>
<tr>
<th>Course Outline</th>
<th>Subject Code</th>
<th>Subject Name</th>
<th>Semester of Offer</th>
<th>Credit Points</th>
<th>Prerequisite</th>
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<tbody>
<tr>
<td>Full-time Year 1</td>
<td>EDIE333</td>
<td>Curriculum Planning &amp; Evaluation in Industrial Education and Training</td>
<td>F/Y</td>
<td>20</td>
<td>Nil</td>
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<tr>
<td></td>
<td>EDGS525</td>
<td>Introduction to Research Methodology</td>
<td>F/Y</td>
<td>10</td>
<td>Nil</td>
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<td>Select one from:</td>
<td>EDGS521</td>
<td>Quantitative Research Method</td>
<td>1</td>
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<td></td>
<td>EDGS522</td>
<td>Qualitative Research Method</td>
<td>1</td>
<td>10</td>
<td>Nil</td>
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<tr>
<td>Select 40cp from:</td>
<td>EDIE331</td>
<td>Computers in Industrial Education and Training</td>
<td>1</td>
<td>10</td>
<td>Nil</td>
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<tr>
<td></td>
<td>EDIE332</td>
<td>Current Trends in Industrial Education and Training</td>
<td>1</td>
<td>10</td>
<td>Nil</td>
</tr>
<tr>
<td></td>
<td>EDIE334</td>
<td>Industry Study</td>
<td>F/Y</td>
<td>20</td>
<td>Nil</td>
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<tr>
<td></td>
<td>EDIE335</td>
<td>Problem Based Industrial Education and Training</td>
<td>1</td>
<td>10</td>
<td>Nil</td>
</tr>
<tr>
<td></td>
<td>EDIE336</td>
<td>Teaching Strategies for Industrial Education and Training</td>
<td>F/Y</td>
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<td>EDGS521</td>
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<td>EDGS522</td>
<td>Qualitative Research Method</td>
<td>2</td>
<td>10</td>
<td>Nil</td>
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<td>Year 2</td>
<td>ED-694</td>
<td>Minor Thesis A</td>
<td>1</td>
<td>10</td>
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<td></td>
<td>ED-695</td>
<td>Minor Thesis B</td>
<td>1</td>
<td>10</td>
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<tr>
<td></td>
<td>ED-696</td>
<td>Minor Thesis C</td>
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<td>10</td>
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<td>EDIE331</td>
<td>Computers in Industrial Education and Training</td>
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<td>Nil</td>
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<tr>
<td></td>
<td>EDIE332</td>
<td>Current Trends in Industrial Education and Training</td>
<td>1</td>
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<td>Nil</td>
</tr>
<tr>
<td></td>
<td>EDIE335</td>
<td>Problem Based Industrial Education and Training</td>
<td>1</td>
<td>10</td>
<td>Nil</td>
</tr>
<tr>
<td></td>
<td>EDGS521</td>
<td>Quantitative Research Method</td>
<td>1</td>
<td>10</td>
<td>Nil</td>
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<tr>
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<td>EDGS522</td>
<td>Qualitative Research Method</td>
<td>1</td>
<td>10</td>
<td>Nil</td>
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<tr>
<td>Part Time Year 1</td>
<td>EDIE333</td>
<td>Curriculum Planning &amp; Evaluation in Industrial Education and Training</td>
<td>F/Y</td>
<td>20</td>
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</tbody>
</table>
EDSS521 Quantitative Research Method
Year 2
Select 1 or 2 from:
EDSS521 Quantitative Research Method
or
EDSS522 Qualitative Research Method

Select 40cp from:
EDIE534 Industry Study
EDIE531 Computers in Industrial Education and Training
EDIE536 Teaching Strategies for Industrial Education and Training
EDIE535 Problem-Based Industrial Education and Training
EDIE532 Current Trends in Industrial Education and Training

EDSS521 Quantitative Research Method
EDSS522 Qualitative Research Method

EDIE532 CURRICULUM PLANNING AND EVALUATION IN INDUSTRIAL EDUCATION AND TRAINING 20cp

Department Curriculum and Teaching Studies
Lecturer Dr R Killen
Prerequisite Nil
Corequisite Nil
Offered Full Year External

Assessment Four major assignments

Content
The factors, both theoretical and practical, that influence curriculum planning and evaluation are examined in the various contexts of industrial education and training. Major topics include: foundations of curriculum theory; practical issues in curriculum planning and evaluation; prominent trends in curriculum planning and evaluation; and, strategies for planning and evaluating specialist curricula.

Text and References

EDIE533 CURRICULUM PLANNING AND EVALUATION IN INDUSTRIAL EDUCATION AND TRAINING 20cp

Department Curriculum and Teaching Studies
Lecturer Dr R Killen
Prerequisite Nil
Corequisite Nil
Offered Full Year External

Assessment Four major assignments

Content
The factors, both theoretical and practical, that influence curriculum planning and evaluation are examined in the various contexts of industrial education and training. Major topics include: foundations of curriculum theory; practical issues in curriculum planning and evaluation; prominent trends in curriculum planning and evaluation; and, strategies for planning and evaluating specialist curricula.

Text and References

EDIE535 Problem-Based Industrial Education and Training

Department Curriculum and Teaching Studies
Lecturer Dr R Killen
Prerequisite Nil
Corequisite Nil
Offered Full Year External

Assessment Four major assignments

Content
The factors, both theoretical and practical, that influence curriculum planning and evaluation are examined in the various contexts of industrial education and training. Major topics include: foundations of curriculum theory; practical issues in curriculum planning and evaluation; prominent trends in curriculum planning and evaluation; and, strategies for planning and evaluating specialist curricula.

Text and References

EDIE536 Teaching Strategies for Industrial Education and Training

Department Curriculum and Teaching Studies
Lecturer Dr R Killen
Prerequisite Nil
Corequisite Nil
Offered Full Year External

Assessment Four major assignments

Content
The factors, both theoretical and practical, that influence curriculum planning and evaluation are examined in the various contexts of industrial education and training. Major topics include: foundations of curriculum theory; practical issues in curriculum planning and evaluation; prominent trends in curriculum planning and evaluation; and, strategies for planning and evaluating specialist curricula.

Text and References

EDIE531 Computers in Industrial Education and Training

Department Curriculum and Teaching Studies
Lecturer Dr R Killen
Prerequisite Nil
Corequisite Nil
Offered Full Year External

Assessment Four major assignments

Content
The factors, both theoretical and practical, that influence curriculum planning and evaluation are examined in the various contexts of industrial education and training. Major topics include: foundations of curriculum theory; practical issues in curriculum planning and evaluation; prominent trends in curriculum planning and evaluation; and, strategies for planning and evaluating specialist curricula.

Text and References

EDIE532 Current Trends in Industrial Education and Training

Department Curriculum and Teaching Studies
Lecturer Dr R Killen
Prerequisite Nil
Corequisite Nil
Offered Full Year External

Assessment Four major assignments

Content
The factors, both theoretical and practical, that influence curriculum planning and evaluation are examined in the various contexts of industrial education and training. Major topics include: foundations of curriculum theory; practical issues in curriculum planning and evaluation; prominent trends in curriculum planning and evaluation; and, strategies for planning and evaluating specialist curricula.

Text and References

EDIE536 Teaching Strategies for Industrial Education and Training

Department Curriculum and Teaching Studies
Lecturer Dr R Killen
Prerequisite Nil
Corequisite Nil
Offered Full Year External

Assessment Four major assignments

Content
The factors, both theoretical and practical, that influence curriculum planning and evaluation are examined in the various contexts of industrial education and training. Major topics include: foundations of curriculum theory; practical issues in curriculum planning and evaluation; prominent trends in curriculum planning and evaluation; and, strategies for planning and evaluating specialist curricula.

Text and References

EDIE532 Current Trends in Industrial Education and Training

Department Curriculum and Teaching Studies
Lecturer Dr R Killen
Prerequisite Nil
Corequisite Nil
Offered Full Year External

Assessment Four major assignments

Content
The factors, both theoretical and practical, that influence curriculum planning and evaluation are examined in the various contexts of industrial education and training. Major topics include: foundations of curriculum theory; practical issues in curriculum planning and evaluation; prominent trends in curriculum planning and evaluation; and, strategies for planning and evaluating specialist curricula.

Text and References

EDIE537 Teaching Strategies for Industrial Education and Training

Department Curriculum and Teaching Studies
Lecturer Dr R Killen
Prerequisite Nil
Corequisite Nil
Offered Full Year External

Assessment Four major assignments

Content
The factors, both theoretical and practical, that influence curriculum planning and evaluation are examined in the various contexts of industrial education and training. Major topics include: foundations of curriculum theory; practical issues in curriculum planning and evaluation; prominent trends in curriculum planning and evaluation; and, strategies for planning and evaluating specialist curricula.

Text and References

EDIE533 CURRICULUM PLANNING AND EVALUATION IN INDUSTRIAL EDUCATION AND TRAINING 20cp

Department Curriculum and Teaching Studies
Lecturer Dr R Killen
Prerequisite Nil
Corequisite Nil
Offered Full Year External

Assessment Four major assignments

Content
The factors, both theoretical and practical, that influence curriculum planning and evaluation are examined in the various contexts of industrial education and training. Major topics include: foundations of curriculum theory; practical issues in curriculum planning and evaluation; prominent trends in curriculum planning and evaluation; and, strategies for planning and evaluating specialist curricula.

Text and References

EDSS521 QUANTITATIVE RESEARCH METHODS 10cp

Department Education
Lecturer Dr. Allison Hallbrook
Prerequisite EDSS525
Corequisite Nil
Offered Semester 2

Hours Two hours per week
Assessment Assignments and set exercises

Content
This subject continues from the qualitative strand of EDSS525 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.

Text
Text


References  A detailed reference list will be supplied.

ED--694-6 MINOR THESIS A,B,C  30cp

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

Content

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.

Requirements for the Minor Thesis

As for Master of Educational Studies award.

MASTER OF SPECIAL EDUCATION

Course Director Dr R.N.F. Conway

Availability On Campus Newcastle (Full-time/Part-time) and Central Coast (Part-time)

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 practising teachers and others with relevant experience to gain postgraduate professional qualifications in special education and to acquire or 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 a range of theory-based subjects, a practicum or practicum project, and a minor thesis. Students select subjects from a range of strands including:

• Learning Difficulties
• Behaviour Problems
• Developmental Disabilities
• Instructional Design
• Professional Skills
• Sensory Disabilities
• Adults with Special Needs
• Practicum Skills
Admission to the Master of Special Education degree is open to applicants who have satisfactorily completed a recognised degree course in a University with major studies in Education or Psychology or an approved alternate field, or who have four years of tertiary education. Applicants must have at least two years of relevant teaching experience, or professional experience related to education or an approved alternate field.

This course is recognised for employment as a Special Education Teacher provided that a particular pattern of professional experience related to education or learning is completed.

Course offered in 1995 entry. A complete list of Master of Special Education subjects is available from the Course Director.

Course Outline

**Mandatory Subjects**
- **EDGS25** Introduction to Research
- **EDGS21** Quantitative Research Methodology OR Qualitative Research Methodology
- **ED**—694 Minor Thesis A
- **ED**—695 Minor Thesis B
- **ED**—696 Minor Thesis C

**Optional Subjects**
- **EDGS61** Education of students with learning difficulties (Newcastle)
- **EDGS65** Specific disabilities underlying learning difficulties (Central Coast)

**Developmental Disabilities strand**
- **EDGS63** Education of students with developmental disabilities (Newcastle & Central Coast)

**Behaviour Problems strand**
- **EDGS62** Education of students with behaviour problems (Newcastle & Central Coast)

**Early Intervention strand**
- **EDGC51** Early intervention (Newcastle)

**Instructional Design strand**
- **EDGS64** Teaching methods and techniques in special education (Newcastle & Central Coast)
- **EDGS65** Instructional strategies in special education (Newcastle and Central Coast)

**Professional Skills Strand**
- **EDGS691** Practicum (10 credit points) (Newcastle & Central Coast)
- **EDGS692** Practicum II (Newcastle & Central Coast)
- **EDGS693** Practicum project (Newcastle & Central Coast)
- **EDGS634** Policy and administration in Special Education (Newcastle)
- **EDGS697** A directed study (Newcastle)

**Sensory Disabilities strand**
- **EDGS639** Education of students with sensory disabilities (Newcastle)
- **ED**—subject offered in the Master of Special Education (Sensory Disabilities)

**Professional Issues strand**
- **EDGS651** Current issues in special education (Newcastle)

**Subject Descriptions**
- **EDGS25** Introduction to Research
- **EDGS21** Quantitative Research Methodology
- **EDGS22** Qualitative Research Methodology
- **ED**—694/695/696 MINOR THESIS A/B/C 30cp

**Developmental Disabilities strand**
- **EDGS63** Education of students with developmental disabilities
- **EDGS65** Specific disabilities underlying learning difficulties
- **ED**—subject offered in the Master of Special Education

**Behaviour Problems strand**
- **EDGS62** Education of students with behaviour problems
- **EDGS662** Education of students with behaviour problems

**Early Intervention strand**
- **EDGC51** Early intervention

**Instructional Design strand**
- **EDGS64** Teaching methods and techniques
- **EDGS65** Instructional strategies

**Professional Skills Strand**
- **EDGS651** Current issues in special education

**EDGS661** EDUCATION OF STUDENTS WITH LEARNING DIFFICULTIES 10cp

**Department** Special Education

**Lecturers** G Robinson, S Speading

**Prerequisite** Nil

**Corequisite** Nil

**Offered** Semester 1 or 2, Newcastle and Central Coast

**Hours** 2 hours per week

**Assessment** Written Assignments and Seminar Presentation

**Content**

This unit primarily focuses on learning difficulties in the basic academic areas of reading, spelling, mathematics and study skills. The nature of skill deficits in each area will be discussed as well as the most common forms of intervention and methods of assessment. The course is both skills and research oriented with emphasis on ways of meeting individual student needs in a regular class context.

**Text** Nil

**References**


**EDGS662** EDUCATION OF STUDENTS WITH BEHAVIOUR PROBLEMS 10cp

**Department** Special Education

**Lecturers** Dr R Conway

**Prerequisite** Nil

**Corequisite** Nil

**Offered** Semester 1 or 2, Newcastle and Central Coast

**Hours** 2 hours per week

**Assessment** Essay, Reviews, Seminar Presentation

**Content**

This subject examines theory and research on the continuum of behaviour problems from minor disturbing behaviours to emotional disturbance. The content will cover the range of settings in which behaviour problems can occur including the regular classroom and specialist settings. Topics include definition, identification, diagnosis and service delivery approaches. Specific behaviour disorders will be examined with emphasis on the relationship between research and practice.

**Text** Nil

**References**


EDCS11 EARLY INTERVENTION 10cp
Department Special Education
Lecturer/s Ms A Carruthers
Prerequisite Nil
Corequisite Nil
Offered Full Year, Semester 1 or 2 Internal
Hours 2 hours per week
Assessment Progressive Assessment
Content
This subject provides an introduction to the range of instructional strategies available to educators working with students with special needs. Issues considered include the translation of research into practice, the relationship of emerging approaches to integration and inclusion, individualized, small and large group instruction, and the contribution of efficacy studies to the field. The concepts and skills introduced in this subject will be useful in their own right, and will also serve as an effective introduction to the follow-up subject, EDGS665.

Text Nil

References

EDGS665 INSTRUCTIONAL STRATEGIES IN SPECIAL EDUCATION 10cp
Department Special Education
Lecturer/s Mr M Arthur, Dr R Conway
Prerequisite Nil
Corequisite Nil
Offered Semester 1 or 2, Newcastle and Central Coast
Hours 2 hours per week
Assessment Progression Assessment
Content
This subject provides an in-depth analysis of the range of instructional strategies available to educators working with students with special needs. Emphasis is placed on the critical discussion of strategies, applications and issues in the delivery of effective instruction in the field. Topics covered: data-based instruction, mastery learning, stimulus control, contingency management, cognitive and metacognitive instruction, peer tutoring, cooperative learning and computer-assisted instruction. Assessment includes the opportunity for students to implement and thoroughly evaluate an instructional program with an individual or group of students.

Text Nil

References
Kameenui, E.J. & Simmons, D.C. 1990, Designing instructional strategies: The prevention of academic learning problems, Columbus, Merrill.

EDSE692 SPECIAL EDUCATION PRACTICUM II 10cp
Department Special Education
Lecturer/s Dr R Conway
Prerequisite EDSE691 Special Education
Corequisite Practicum
Offered One Semester, Newcastle and Central Coast
Assessment Ongoing Assessment. A final report will be written by students.

Content
Students will be involved in an intervention within the framework of the Special Education Centre’s service delivery program. In meeting the requirements for the practicum, students will design, implement and monitor several educational programs for children, adolescents and/or adults with special needs.
Text Nil

References


EDSE693  PRACTICUM PROJECT IN SPECIAL EDUCATION 10cp

Department Special Education

Lecturers Dr R Conway Co-ordinator

Prerequisite Nil

Corequisite Nil

Offered Semester 1 or 2, Newcastle and Central Coast

Hours To be negotiated with supervisor

Assessment Report

Content

This practicum subject aims to allow students to develop skills of organization and consultancy, based on sound knowledge of special education theory and practice. It involves the planning, implementation, evaluation and reporting of 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.

Text Nil

References Nil

EDGS634  POLICY AND ADMINISTRATION IN SPECIAL EDUCATION 10cp

Department Special Education

Lecturers Dr R Conway Co-ordinator

Prerequisite Nil

Corequisite Nil

Offered Semester 1 or 2 Newcastle

Hours 2 hours per week

Assessment Essay, Reviews, Seminar Presentation

Content

This subject will examine policy and administration in special education including the development and implementation of policy and procedures, leadership skills, resource management, curriculum development, and program and financial management. Interpersonal skills and the ability to negotiate positive outcomes both for students with special needs and teachers will be examined in the context of special educators as potential change agents in the school.

Text Nil

References


Brown, B. 1989, A handbook for teaching communication skills, London, ILEA.


EDSE697  A DIRECTED STUDY 10cp

Department Special Education

Lecturers Various, Dr R Conway Co-ordinator

Prerequisite Completion of at least 4 Units

Corequisite Nil

Offered Semester 1 or 2, Newcastle and Central Coast

Hours 2 hours per week

Assessment 1 Minor Essay, 1 Major Essay

Content

This subject may be taken by a student interested in developing a specialist topic with the close direction of a staff member. The consent of both the staff member to be involved and the Course Director is required. Intending students must consult with the Course Director before enrolling. A detailed proposal must be supplied to the Course Director on the Directed Study form proforma by the end of the second week of the semester. The proposal must be written in conjunction with the staff member concerned.

Text Nil

References Nil

EDGS659  EDUCATION OF STUDENTS WITH SENSORY DISABILITIES 10cp

Department Special Education

Lecturers Dr J Cowley

Prerequisite Nil

Corequisite Nil

Offered Semester 1 or 2 Newcastle and Central Coast

Hours 2 hours per week

Assessment Progressive Assessment

Content

This subject introduces the student to the broad field of visual and sensory impairment and considers the impact that a sensory impairment has on a child's development. The subject is intended to develop the students' awareness of the etiology of sensory disabilities, knowledge of the visual and hearing systems and difficulties associated with impairment of vision and hearing. It will also include an introduction to both formal and informal assessment procedures and the most commonly used aids and appliances. The subject will also provide an overview of current educational placement and resource options for children with sensory disabilities.

Text Nil

References


EDGS651  CURRENT ISSUES IN SPECIAL EDUCATION 10cp

Department Special Education

Lecturers Ms S Spedding

Prerequisite Nil

Corequisite Nil

Offered Semester 1 or 2 Newcastle and Central Coast

Hours 2 hours per week

Assessment Seminar presentation and written assignments

Content

This subject aims to examine current issues pertinent to the education of students with special needs. Topics include definition and classification issues, attitude issues, integration, early intervention, transition education and service delivery issues. Students will be given the opportunity to explore these issues and analyse related debates and conflicts. Students will be expected to be involved in an in-depth investigation of at least one of these issues.

Text To be advised

References To be advised

EDGS652  PHILOSOPHICAL ISSUES IN SPECIAL EDUCATION 10cp

Department Special Education

Lecturers Prof R S Laura

Prerequisite Nil

Corequisite Nil

Offered Semester 1 or 2 Newcastle and Central Coast

Hours 2 hours per week

Assessment Progressive Assessment

Content

This subject aims to acquaint students with the ethical and philosophical dimensions of Special Education. Topics include an examination of the rights of people with disability and the obligations which society might have to them. Right to life issues will be considered in the context of current developments in reproductive medicine and genetic engineering.

Text Nil

References


MASTER OF SPECIAL EDUCATION (SENSORY DISABILITY)

Course Director Mr G.R. Leigh

Availability On Campus, Renwick College, North Rocks, Sydney

Duration 1.5 years full-time, 3 years part-time

Total Credit Points 120

Course Outline

The Master of Special Education (Sensory Disability) degree is intended for practising teachers and others with relevant experience to gain postgraduate professional qualifications in the education of children with sensory disabilities and/or for practising teachers in this field to update their expertise. The approach used in the course blends theory and practice, with an emphasis on applying research findings to best teaching practices. The course includes a range of theory-based subjects a practicum or practicum project, and a minor thesis. Students select subjects from one of two strands.

- Hearing Impairment and Deafness
- Vision Impairment
- Multiple Disability (including a sensory disability)
Admission to the Master of Special Education (Sensory Disability) degree is open to applicants who have satisfactorily completed a recognised degree course in a University with major studies in Education or Psychology or an approved alternate field, or who have four years or tertiary studies in education. Applicants must have at least two years of relevant teaching experience, or professional experience related to education or an approved alternate field. The course is recognised for employment as a Special Education Teacher provided that particular pattern of subjects is completed. The course is available in part-time (evening) and full-time (day/evening) modes of delivery.

The course is a combination of mandatory and optional subjects. Students wishing to undertake the course as a basis for professional qualification in one of the three areas of specialisation should consult the Course Director for advice about the approved programs of study. Below are the subjects to be offered in 1992. A complete list of Master of Special Education (Sensory Disability) subjects is available from the Course Director.

Mandatory subjects:

Credit Points

EDSD513 Research methods for sensory disabilities 10
EDSD601 Practicum in sensory disability 10
or
EDSD602 Practicum research project 10
ED—694 Minor thesis A 10
ED—695 Minor thesis B 10
ED—696 Minor thesis C 10

Optional Subjects

EDSD501 Issues in sensory disability 10
EDSD503 Curriculum and practice (sensory disability) 10

Hearing Impairment and Deafness strand:

EDSD611 Educational audiological, speech and auditory development 10
EDSD612 Language and communication development for students with hearing impairments 10
EDSD613 Social, language and cultural studies in deafness 10
EDSD615 Curriculum studies: spoken language 10
EDSD616 Language and literacy in deafness and hearing impairment 10

EDSD622 Curriculum studies: signed language 10
EDSD691 Seminar in Sensory Disability A 10

Vision Impairment strand:

EDSD631 Sensory systems, perception and child development 10
EDSD632 Orientation and mobility for students with visual impairment 10
EDSD633 Specialised curriculum for students with visual impairments 10
EDSD634 Applications for technology in the instruction of students with visual impairments 10
EDSD635 Teaching literacy to visually impaired and blind students 10
EDSD651 Orientation and mobility for students with visual impairment 2 10

Multiple Disability strand:

EDSD641 Studies in multiple disability 10
EDSD643 Communication options for students with multiple disability 10
EDSD644 Techniques and principles of instruction for students with multiple disability 10

Subject Descriptions

EDSD501 Issues in Sensory Disability 10cp

Lecturers: Mr G Leigh
Prerequisite Nil
Corequisite Nil
Offered Semester 2 (Renwick College)
Hours 2 hours per week
Assessment Progression assessment through assignments, workshops and tests

Content

This subject addresses issues related to programming and practice in the education of students with sensory disabilities. Candidates will consider the range of theoretical models and public policy issues that may influence special educational practice and the location of delivery of educational services. Other topics included the role of itinerant teachers/consultants and other support staff including interpreters and aides. Various models of teacher consultancies and student support are considered along with the literature on the efficacy of different approaches personal communication skills and approaches in the context of the models and practices reviewed. This subject also addresses the principles involved in selecting and effectively using a range of assessment procedures and the reporting and receiving assessment information in a transdisciplinary approach.

Text Nil

References

Gag, L.R. 1987, Educational research, 3rd edn, Columbus, OH: Merrill.

EDSD601 Practicum (Sensory Disability) 10cp

Lecturers To be advised
Prerequisite Completion of, or current enrolment in, at least two 10cp subjects in the Master of Special Education (Sensory Disability) and approval of the Course Director
Offered Full Year (Renwick College)
Hours 240 hours ongoing supervised experience
Assessment Progression assessment

Content

Candidates will undertake a series of practical experiences in settings in which children with sensory disabilities are being educated. Skills in planning, implementing, managing and evaluation programs will be assessed. There will generally...
be three placements. These may be block placements of three weeks (15 days) or 10 hours per week for eight weeks.

*Candidates specializing in the area of hearing impairment and deafness will be required to demonstrate a level of proficiency in the use of signed English commensurate with requirements determined in conjunction with the RSW Department of School Education prior to undertaking a practicum placement in a school or support unit employing that mode of communication.

Text Nil
References Nil

EDSD602 PRACTICUM RESEARCH PROJECT (SENSORY DISABILITY) 10cp

Lecturers To be advised
Prerequisite Completion of supervised practicum in sensory disability in previous award
Corequisite Nil
Offered Full Year (Renwick College)

Hours To be negotiated with supervisor

Assessment Project report

Content
Candidates will demonstrate skills in planning, implementing, managing and evaluating programs for students with sensory disability, generally within their normal employment setting. Candidates will design and implement a program involving colleagues or other staff which will use organisational and consultative skills, and which will lead to an evaluation report. A supervisor will be appointed to consult with the candidate.

Text Nil
References Nil

EDSD611 EDUCATIONAL AUDIOLGY, SPEECH AND AUDITORY DEVELOPMENT 10cp

Lecturers To be advised
Prerequisite Nil
Corequisite Nil
Offered Semester 1 (Renwick College)

Hours 3 hours per week plus 1 hour tutorial

Assessment Progress assessment through assignments and tests.

Content
This subject introduces candidates to the anatomy and physiology of hearing and speech as a basis for understanding the mechanisms underlying auditory perception and speech production. Topics covered include hearing aids, assistive and prosthetic devices, procedures for fitting and evaluating hearing aids, acoustic and articulatory phonetics, and planning for speech and auditory skill development. Practical strategies are introduced for the assessment of speech intelligibility as well as phonetic, phonological and suprasegmental performance. Tutorial sessions provide opportunities for candidates to have practical experience in analysing speech perception and speech production assessment results and consider programming strategies.

Text Nil
References Borden, G.J. & Harris, K.S. 1986, Speech science primer, 2nd edn, Williams and Wilkins, Baltimore, M.D.

EDSD612 LANGUAGE AND COMMUNICATION DEVELOPMENT FOR STUDENTS WITH IMPAIRMENTS 10cp

Lecturers Mr G. Leigh
Prerequisite Nil
Corequisite Nil
Offered Semester 2 (Renwick College)

Hours 3 hours per week

Assessment Practically based assignment and examination.

Content
This subject introduces candidates to the anatomy and physiology of hearing and speech as a basis for understanding the mechanisms underlying auditory perception and speech production. Topics covered include hearing aids, assistive and prosthetic devices, procedures for fitting and evaluating hearing aids, acoustic and articulatory phonetics, and planning for speech and auditory skill development. Practical strategies are introduced for the assessment of speech intelligibility as well as phonetic, phonological and suprasegmental performance. Tutorial sessions provide opportunities for candidates to have practical experience in analysing speech perception and speech production assessment results and consider programming strategies.

Text Nil
References Borden, G.J. & Harris, K.S. 1986, Speech science primer, 2nd edn, Williams and Wilkins, Baltimore, M.D.

EDSD613 EDUCATIONAL AUDIOLGY, SPEECH AND AUDITORY DEVELOPMENT 10cp

Lecturers To be advised
Prerequisite Nil
Corequisite Nil
Offered Semester 1 (Renwick College)

Hours 3 hours per week plus 1 hour tutorial

Assessment Progress assessment through assignments and tests.

Content
This subject introduces candidates to the anatomy and physiology of hearing and speech as a basis for understanding the mechanisms underlying auditory perception and speech production. Topics covered include hearing aids, assistive and prosthetic devices, procedures for fitting and evaluating hearing aids, acoustic and articulatory phonetics, and planning for speech and auditory skill development. Practical strategies are introduced for the assessment of speech intelligibility as well as phonetic, phonological and suprasegmental performance. Tutorial sessions provide opportunities for candidates to have practical experience in analysing speech perception and speech production assessment results and consider programming strategies.

Text Nil
References Borden, G.J. & Harris, K.S. 1986, Speech science primer, 2nd edn, Williams and Wilkins, Baltimore, M.D.

EDSD614 CURRICULUM STUDIES: SPOKEN LANGUAGE 10cp

Lecturers To be advised
Prerequisite EDS612 Language and communication development for students with hearing impairments
Corequisite Nil
Offered Semester 1 (Renwick College)

Hours 3 hours per week

Assessment Assignments, tests and practicum

Content
This subject introduces candidates to the anatomy and physiology of hearing and speech as a basis for understanding the mechanisms underlying auditory perception and speech production. Topics covered include hearing aids, assistive and prosthetic devices, procedures for fitting and evaluating hearing aids, acoustic and articulatory phonetics, and planning for speech and auditory skill development. Practical strategies are introduced for the assessment of speech intelligibility as well as phonetic, phonological and suprasegmental performance. Tutorial sessions provide opportunities for candidates to have practical experience in analysing speech perception and speech production assessment results and consider programming strategies.

Text Nil
References Borden, G.J. & Harris, K.S. 1986, Speech science primer, 2nd edn, Williams and Wilkins, Baltimore, M.D.

EDSD615 CURRICULUM STUDIES: SPOKEN LANGUAGE 10cp

Lecturers To be advised
Prerequisite EDS612 Language and communication development for students with hearing impairments
Corequisite Nil
Offered Semester 1 (Renwick College)

Hours 3 hours per week

Assessment Assignments, tests and practicum

Content
This subject introduces candidates to the anatomy and physiology of hearing and speech as a basis for understanding the mechanisms underlying auditory perception and speech production. Topics covered include hearing aids, assistive and prosthetic devices, procedures for fitting and evaluating hearing aids, acoustic and articulatory phonetics, and planning for speech and auditory skill development. Practical strategies are introduced for the assessment of speech intelligibility as well as phonetic, phonological and suprasegmental performance. Tutorial sessions provide opportunities for candidates to have practical experience in analysing speech perception and speech production assessment results and consider programming strategies.

Text Nil
References Borden, G.J. & Harris, K.S. 1986, Speech science primer, 2nd edn, Williams and Wilkins, Baltimore, M.D.
EDSD631 SENSORY SYSTEMS, PERCEPTION AND CHILD DEVELOPMENT

Lecturer/s Dr P Kelley
Prerequisite Nil
Corequisite Nil
Offered Semester 1 (Renwick College)
Hours 2 hours per week plus 1 hour tutorial
Assessment 3 class tests, critical reading, research paper
Content This subject provides candidates with a knowledge of the functional anatomy of the brain and neural networks; the processes involved in sensory analysis and the effect of lesions involving components of the sensory and motor systems; the roles of right and left hemispheres in function; neural plasticity; general knowledge of the structures of the visual and auditory systems, including normal physiology, techniques for assessment, the relationship between anatomical damage and physiological dysfunction, and functional aspects of common impairments within those systems; the mechanics of gross and fine motor development, particularly those involving hand function and locomotion, and their related pattern variations.


EDSD632 ORIENTATION AND MOBILITY FOR STUDENTS WITH VISUAL IMPAIRMENTS 1

Lecturer/s Dr P Kelley
Prerequisite Nil
Corequisite Nil
Offered Semester 1 (Renwick College)
Hours 2 hours per week plus 3 hour practical
Assessment Critical reading research paper skills checklist
Content This subject is designed to introduce candidates to orientation and mobility for students with vision impairments. Topics will include history and development of O&M as a profession, basic principles of O&M, function vision assessment, concept development, teaching of O&M skills and adaptations for children with multiple impairments. Skills to be addressed include indoor travel with sighted guides and the use of canes.


EDSD633 SPECIALISED CURRICULUM FOR STUDENTS WITH VISUAL IMPAIRMENT

Lecturer/s Dr P Kelley
Prerequisite Nil
Corequisite Nil
Offered Semester 1 (Renwick College)
Hours 2 hours per week
Assessment Research Paper, Critical Reading
Content This subject will focus on applying theory to practice. Topics will include learning theories, concept development, motor development and movement skills, use of all senses, spatial orientation listening skills, daily living skills, communication, vocational and career skills.


EDSD634 APPLICATIONS OF TECHNOLOGY FOR STUDENTS WITH VISUAL IMPAIRMENT

Lecturer/s Dr P Kelley
Prerequisite Nil
Corequisite Nil
Offered Semester 2 (Renwick College)

Assessment Critical reading, research paper, evaluation project
Content

References

E-mail: info@Mycrosoft.com

For Students with Severe Disabilities

Offered Semester 2 (Renwick College)

Assessment Progressive assessment – assignments and class tests

Content

References


EDSD644 TECHNOQUES AND PRINCIPLES OF INSTRUCTION FOR STUDENTS WITH MULTIPLE DISABILITIES 10cp

Lecturers' To be advised
Prerequisite Nil
Corequisite Nil
Offered Semester 1 (Renwick College)
Assessment Hours 2 hours per week (plus 1 – 2 hours tutorial)
Content A curriculum model for the development of functional, chronologically-appropriate and future-oriented programs for students with severe disabilities is introduced and critically analysed. The following topics are covered:
• assessment techniques and devices
• goal development including the management of transdisciplinary and parental input
• program design including the development of specific objectives and the use of specific techniques
• the scheduling and implementation of programs
• data-based evaluation of program effectiveness

Text Nil
References
Fulvey, M.A. 1989, Community-based curriculum: Instructional strategies for students with severe handicaps, Baltimore, Brookes.
Small, M. (ed.) 1987, Systematic instruction for the moderately and severely handicapped, Columbus, Merrill.

EDSD651 ORIENTATION & MOBILITY FOR STUDENTS WITH VISUAL IMPAIRMENTS II 10cp

Lecturers' Dr P. Kelley
Prerequisite EDS652 Orientation and Mobility for students with Visual Impairment I
Corequisite Nil
Offered Semester 2 (Renwick College)
Assessment Critical readings, functional abilities assessment, research project
Content This subject is designed to broaden candidates' knowledge and understanding of the concepts and skills associated with orientation and mobility for students with visual impairment. Topics will include assessment and use of functional vision for orientation and mobility, concept development, spatial orientation, environmental assessment and modification, assessment of mobility skills, physical education and leisure activity adaptation, and adaptations and modifications of skills and tools for students with multiple disabilities. Candidates will also address communication skills, ethics, counselling and interviewing techniques.

Text

References

EDSD613 SOCIAL, LANGUAGE AND CULTURAL STUDIES IN DEAFNESS 10cp

Lecturers' To be advised
Prerequisite Nil
Corequisite Nil
Offered Semester 1 (Renwick College)
Assessment Progressive assessment through assignments and workshops
Content This subject introduces the socio-cultural perspective on deafness. Characteristics of the culture of deaf people are considered as is the development of social structures and community resources. Topics include the role and significance of Auslan, community empowerment, bilingualism, the contrast between the socio-cultural and deficit model of deafness (including community reaction to medical interventions), the role of technology in the lives of deaf people, and the socio-emotional issues confronting families with a deaf child. Field experience components will encourage interaction between candidates and members of the Deaf Community.

Text Nil
References
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 Graduate Studies Committee.

For admission to the degree, a thesis is required, embodying the results of a major study. Students are also required to complete a unit of coursework or a directed study appropriate to the research work being undertaken. For each candidate there will be appointed a supervisor who will give guidance in relation to the course work unit and the writing of the thesis.

The Course is available to full-time and part-time students; it may be completed in a minimum of one year of full-time study or up to four years of part-time study. Intending students are invited to consult the relevant Head of the Department before submitting their application forms to the University Secretary and Registrar.

**DOCTOR OF EDUCATION**

Course Director Associate Professor Phil Moore

Course Description

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.

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

The course normally takes 3 to 5 years to complete. At the present 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.

**MINOR THESIS A, B, C**

30cp

Prerequisite Completion of at least four coursework subjects.

Offered Semester 1 or 2

**Coursework in Special Education**

Each aspect of the course leads to the selection of candidates who wish to pursue their studies in the areas of special education or have previously completed a postgraduate award in special education at this or another university.

**EDGS051 LEADERSHIP AND MANAGEMENT IN EDUCATION**

20cp

Department Education

Lecturer/s Dr D. Gamage and Dr J. Schiller

Prerequisite Nil

Corequisite Nil

Offered Full Year

Hours 2 hours per week

Assessment Group Project, Major and Minor Assignments

Content

This unit will focus on current issues arising from major organisational and directional changes in education, particularly as they affect leadership and management. Four major areas to be covered are: school leadership in action; centralisation vs decentralisation in Education and collaborative management through school councils; judgement and decision making; and elite decision makers and school reform.

Text Nil

References Nil

**EDGS052 CURRICULUM AND POLICY CHANGE: RESEARCH PERSPECTIVES**

20cp

Department Education

Lecturer/s Assoc. Prof. T.J. Lovat, Dr. A.P. Hollbrook & Prof. S.P. Bourke

Prerequisite Nil

Corequisite Nil

Offered Full Year

Hours 2 hours per week

Assessment Assignment, seminars and a research project
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 specialized 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 relevant Head of the Department in the Faculty of Education before submitting their application forms.

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.

Section Eleven

Research Interests of Staff

B.W. Ableson
Technology education - current and history
History of the Industrial Arts Department

D.J. Absalom
Second language acquisition; Linguistics; Aboriginal Languages; Language in Education

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

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

M.D. Arthur
Developmental Disabilities
Biobehavioural states
Communication processes in people with severe disabilities
Classroom Management; behaviour management
Instructional design
Collaborative processes in educational change

W.K. Au
Computer applications in education
Instructional design
Computer assisted instruction
Metacognition and problem solving
Single-sex education

F.G. Bishop
Pedagogical content knowledge (K-6 Mathematics)
Problem solving
Mathematics for talented children
S.F. Bourke
Quality of school life
Problem solving in mathematics
Classroom contexts and teaching practices. Instructional development
Development of quantitative research methodologies
A. Bowen
Early childhood
Early intervention
Language development
Discourse analysis
Parent involvement
N. Cairns
Link between decision-making in the workplace and teaching methodology for Design & Technology in the TAS ELA

J.A.W. Caldwell
Language teaching methodology
Language planning
Child language - early childhood years
Minority language provision
R. Cantwell
Educational Psychology
Flexibility and learning strategies
P.A. Carruthers
Special education; early childhood education
Autistic disorders
F. Chadwick
Gifted and Talented - program differentiation
Music Education - classroom based performances and composition programs
Educational Administration - supervision - program evaluation
L.K.S. Chau
The education of students with special needs including those with intellectual, behavioural or learning disabilities as well as the gifted and talented
Teaching method and strategies in special education
Cognitive strategy instruction and metacognitive instruction
Effective teaching
The teaching of reading and reading comprehension
Causal attributions
S. Chen
Culture in foreign language education
Cross-cultural communication
Computer assisted language learning
Chinese language teaching methodology
Methodology of teaching Chinese Language and Culture
Computer assisted language learning in teacher education

Modern China's political and economic relationships to the West
P.N. Chopra
Punishment phenomena
Methodology of teaching
Behaviourism and schooling
Teaching and pupil feedback
M.A. Clements
Language factors in Mathematics Learning
History of the curriculum
R.A. Coldwell
Industrial education
Computerisation of industry
Computer Crime
Computer aided learning for intellectually handicapped children
D.J. Condon
Computer Education
R.N. Conway
Cognitive strategy training
Integration of students with special needs
Behaviour problems and classroom management
D.R. Conroy
Pedagogical content knowledge: (K-6 science and technology)
Pedagogical content knowledge (creative and practical arts)
Curriculum development
Curriculum integration through problem solving
Staff development
J. Cowley
Language development and implications for learning
Communication disorders
Use of expressive arts with children and adults with special needs
Early childhood education
M.M. Davies
Early childhood education
Preschool play
I.J. Dempsey
Community service provision for people with a developmental disability
Parent-school collaboration in special schools and support classes
Parental Empowerment
J. Doyle
Sociology of education
Education Policy
Survey research
Social class and education

E.E. Everingham
Pedagogical content knowledge (Design and Technology)
Teacher effectiveness
Problem solving
Higher order thinking
Curriculum development
Practicum
M.F. Fitzgerald
Pedagogical content knowledge (Science)
Classroom Management and discipline
Curriculum knowledge (science and technology)
Environmental education
Practicum
Internship
C.G. Flanagan
Girls' attitudes to achievement and aspiration in Maths and Science
Primary education
Personal development, and Family studies
P.J. Foreman
Developmental disabilities
Special education services
T.J. Fullerton
Teacher effectiveness and evaluation
Classroom processes
Alternative teaching strategies (tertiary teaching)
Practicum, Internship and Teacher Induction
M.L. Furtado
Critical Theory
Social Justice & Equity
Peace Education
Human Rights in Education
Ethnicity
Catholic Education
D.T. Gamage
Educational administration and policy studies
Higher education
Comparative education
Asian studies
Institutional amalgamations
School based management
J.M. Gore
Poststructuralist theory
Feminist theories
Pedagogy and regulation
Critical and feminist pedagogy
Discourse analysis
Power-knowledge ethics
Michel Foucault
Teacher education curricula and practice
Teacher socialisation action research
K. Grushka
Art Education: Imaging technologies/mixed and multimedia applications
Teaching effectiveness/cognitive style
W. Hawthorne
Early Childhood Education
Mathematics Education
Professional Development of Teachers
A.P. Holbrook
The history of Australian education 1890 - 1950s
Youth training programs
Youth unemployment
Futures in education
Student assessment
The English skills of tertiary students
F. Huang
Language teaching methodology (Suggestopedia)
B.L. James
Primary education
Teacher effectiveness
Practicum and Internship
Curriculum development, K-6 Pedagogy
M. Jeanneret
Music education
Teacher education
Semiotics
Language arts
Film music
Music in the late 20th century
K. Kearns
Early Childhood Education
Preschool Management
L.R. Kilcoyne
Teacher effectiveness
Teaching strategies
Student assessment
Tertiary teaching/learning
Technical and further education
J. Ladwig
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
Curriculum development in KLA 4 – Human Society and Its Environment
Computer education and generative learning strategies

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

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
English education
Studies in Children’s literature
Comparative Final Year (Matriculation) Studies
Shakespeare in Performance and in the Classroom

A. McCormack
Dance Education
Classroom Management:
Beginning teachers/Teacher induction
Teacher effectiveness

J. McLeod
Pedagogical content knowledge (English)
Critical pedagogy
Early literacy
Whole language
Curriculum development
Early childhood language and literacy development
Oracy/Literacy links
Parent/teacher collaboration

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

M. Mensies
Social skills
Sociometry and social cognition
Interpersonal Relationships

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
Primary/Early Childhood craft education

A.J. Pateman
Pedagogical content knowledge (Design and Technology)
Resource development
Teacher effectiveness
Management and discipline
Curriculum development

D. Palmer
Science Education

D. Paterson
Curriculum implementation
Teacher attitudes
Teaching music education
Teacher preparation in music

L. Peacock
Critical Theory and Curriculum
Design and Technology Education
Feminist Theory

L. Pollnitz
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

R. Reynolds
Pedagogical content knowledge (Social Science K-6)
Social Science Curriculum Development (K-12)
Human Society and its Environment K-6

C. Richards
Teacher education
Field experience
Beliefs
Development of Pedagogical skills

G.L. Robinson
Visual perceptual processing deficiency and learning disability
The emotional-social implications of learning disability
Methods of using parents as supportive agents for reading and writing problems

G. Redwell
History of Education
Eugenics movement in Education
Primary Science and Technology Curriculum

J. Scovak
Cognition
Maps in text
Study skills
Reading comprehension

J.M. Schiller
Implementation of change
Management of change
Instructional school leadership
Use of alternative modes of course delivery

N.J. Schofield
Cognition
Map reading
Learning style preferences
Welfare and discipline systems in schools
Gifted education
Values education

E.P. Sedunary
Cognition
Map reading
Interpreting educational change
Constructions of post-compulsory schooling
Recent social theory and education

S. Sirszach
Child development
Development of tertiary courses
Motivation to teach
Use of computers in the educational setting
Gifted and talented education

S. Spedding
Learning difficulties
Developmental Disabilities
Special education
Metacognition and reading

A.O. Taylor
Technology education - philosophy, curriculum, standards, innovation, gender issues
Teacher education - philosophy, modes of preparation, standards, administration, the practicum, issues

M.K. Thomas
Children’s sport
Games teaching and coaching
Teaching physical education
Teacher preparation in sport and physical education

K.W. Thompson
Curriculum Evaluation and Development in the disciplines:
Physical and Health Education
Community Sports Pedagogy Courses
Pre Service/In Service training of teachers in Physical and Health Education
Curriculum in physical education/health
Sports coaching
Skill development of primary aged pupils

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

C. Weckert
Language and literacy learning
ESL

M. Wepple
Teacher attitude and assessment
Student motivation
Advanced Skills Teachers

M.M. Williams
Health Promoting Schools
Community health education promotion initiatives
A. Woodcock
Fitness training/Physical Education programs in primary and secondary schools
Exercise and sport psychology
Fitness education
Physical education programs in primary and secondary schools

N.H. Wright
Primary education
Child development
Learning
Adolescence