The Calendar was first published in 1949.

The following is an extract from the document granting Arms to the College, dated 2nd June, 1977:

```
Vert a base composed of Rocks proper a broken Chain in fess throughout Argent over all a Torch erect Or enflamed proper.
```

The principal elements incorporated in the arms of the College depict the myth of the Greek demigod Prometheus; the Rock to which Prometheus was bound, the broken Chains from which he was freed and the enflamed Torch representing Prometheus' gift of fire and skills to mankind. Hence the elements in the arms signify the gift of the power of knowledge, freeing and inspiring mankind to build "Towards a Better World".

<table>
<thead>
<tr>
<th>Contents of Calendar</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>4</td>
</tr>
<tr>
<td>Calendar of Dates</td>
<td>6</td>
</tr>
<tr>
<td>Officers of the College</td>
<td>12</td>
</tr>
<tr>
<td>Academic Structure</td>
<td>20</td>
</tr>
<tr>
<td>The School of Education</td>
<td>25</td>
</tr>
<tr>
<td>The School of Paramedical and Community Welfare Studies</td>
<td>67</td>
</tr>
<tr>
<td>The School of Visual and Performing Arts</td>
<td>73</td>
</tr>
<tr>
<td>Module Descriptions</td>
<td>81</td>
</tr>
<tr>
<td>Services for Students</td>
<td>132</td>
</tr>
<tr>
<td>General Information</td>
<td>134</td>
</tr>
<tr>
<td>Statutes, By-laws and Rules</td>
<td>139</td>
</tr>
<tr>
<td>(The Colleges of Advanced Education Act, 1975 is printed in its entirety in the 1979 edition of the College Calendar which is available in the College Library.)</td>
<td></td>
</tr>
<tr>
<td>College Requirements and Procedures</td>
<td>153</td>
</tr>
<tr>
<td>Degrees and Diplomas Conferred in 1979</td>
<td>161</td>
</tr>
</tbody>
</table>
Newcastle College of Advanced Education is being developed as a multi-disciplinary tertiary institution to cater for the demands for higher education in the Newcastle and Hunter Valley Region. The College was declared a corporate college of advanced education by the Minister for Education on 1st October, 1974 and was established under the Colleges of Advanced Education Act (1975) of New South Wales. The College achieved full corporate status upon the gazettal of the By-law on 25th February, 1977 and the reconstitution of its Council from 1st April, 1977.

Newcastle, with an urban population of 280,000, situated 160 kilometres north of Sydney, is the second city of New South Wales. It is a major Australian seaport, a centre of heavy industry and serves the rich Hunter Valley region (total population 430,000), a noted wine producing area. The city, a noted wine producing area. The city is magnificently designed and equipped for exemplary training, research and clinical activities and provides excellent opportunities for the teaching of special education courses, particularly where clinical conditions are appropriate. It includes two major intervention classrooms; four smaller observation/clinical rooms; as well as four diagnostic/clinical rooms, a conference room; staff office wing, staff lounge, computer and curriculum resource reference room, director's suite, audio-visual control room, and extensive observation and intervention classrooms; four smaller observation/clinical rooms; as well as four diagnostic/clinical rooms, a conference room; staff office wing, staff lounge, computer and curriculum resource reference room, director's suite, audio-visual control room, and extensive observation and intervention rooms. The Library consists of a single floor reading room, including study rooms, offices, typing rooms, stacks and catalogues; and a second lower floor which includes an audio-visual teaching aids resources centre, library, teaching rooms, video recording rooms, visual education rooms, a language laboratory, two lecture rooms, and extensive storage space for films, cassettes and records. The Art courts are offered in the premises of the former teachers college at Union Street, Newcastle West, as a temporary arrangement while construction of Stage I of a new Art building on the Waratah West site is completed in 1979-1980.

A major capital building development completed in 1976 was the construction of the Special Education Centre to facilitate the consolidation and development of the College's courses and research in the field of special education, especially the provision of courses for the preparation of educational assistants and teachers of educationally handicapped children. The Centre is magnificently designed and equipped for exemplary training, research and clinical activities and provides excellent opportunities for the teaching of special education courses, particularly where clinical conditions are appropriate. It includes two major intervention classrooms; four smaller observation/clinical rooms; as well as four diagnostic/clinical rooms, a conference room; staff office wing, staff lounge, computer and curriculum resource reference room, director's suite, audio-visual control room, and extensive observation and intervention rooms.

In 1979, the College had a student enrolment of 2,700, an academic staff of 208 located in 14 departments; and a non-teaching staff establishment of 195. The academic structure of the College has been reorganised from the beginning of the 1973-1974 academic year. The College's vocational courses are now offered through three Schools: a School of Education, which has two divisions, the Division of Primary and Secondary Schools and the Division of Preparatory Courses; a School of Performing Arts; and a School of Performing Arts. The College is entirely responsible for the funding and management of its funds, which are approved and recurrently granted under the Australian Tertiary Education Assistance legislation of the Commonwealth Parliament.
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 Fri</td>
<td>Last day for lodgement of request for review of 1979 Special Examination results</td>
</tr>
<tr>
<td>9 Sat</td>
<td></td>
</tr>
<tr>
<td>10 Sun</td>
<td></td>
</tr>
<tr>
<td>11 Mon</td>
<td></td>
</tr>
<tr>
<td>12 Tues</td>
<td></td>
</tr>
<tr>
<td>13 Wed</td>
<td></td>
</tr>
<tr>
<td>14 Thur</td>
<td></td>
</tr>
<tr>
<td>15 Fri</td>
<td></td>
</tr>
<tr>
<td>16 Sat</td>
<td></td>
</tr>
<tr>
<td>17 Sun</td>
<td></td>
</tr>
<tr>
<td>18 Mon</td>
<td>Orientation Week commences First Semester begins — continuing students</td>
</tr>
<tr>
<td>19 Tues</td>
<td></td>
</tr>
<tr>
<td>20 Wed</td>
<td></td>
</tr>
<tr>
<td>21 Thur</td>
<td></td>
</tr>
<tr>
<td>22 Fri</td>
<td>Newcastle Show Day</td>
</tr>
<tr>
<td>23 Sat</td>
<td></td>
</tr>
<tr>
<td>24 Sun</td>
<td></td>
</tr>
<tr>
<td>25 Mon</td>
<td>First Semester begins — commencing students</td>
</tr>
<tr>
<td>26 Tues</td>
<td></td>
</tr>
<tr>
<td>27 Wed</td>
<td></td>
</tr>
<tr>
<td>28 Thur</td>
<td></td>
</tr>
<tr>
<td>29 Fri</td>
<td></td>
</tr>
<tr>
<td>30 Sat</td>
<td></td>
</tr>
<tr>
<td>31 Sun</td>
<td></td>
</tr>
<tr>
<td>31 Mon</td>
<td></td>
</tr>
<tr>
<td>1 Tues</td>
<td></td>
</tr>
<tr>
<td>2 Wed</td>
<td>Last day for withdrawal without failure from a semester one module/course — continuing students</td>
</tr>
<tr>
<td>3 Thur</td>
<td></td>
</tr>
<tr>
<td>4 Fri</td>
<td>Last day for enrolment in a full year subject — commencing students Public Holiday — Good Friday</td>
</tr>
<tr>
<td>5 Sat</td>
<td></td>
</tr>
<tr>
<td>6 Sun</td>
<td></td>
</tr>
<tr>
<td>7 Mon</td>
<td>Public Holiday — Easter Monday</td>
</tr>
<tr>
<td>8 Tues</td>
<td>Last day of Easter Recess</td>
</tr>
<tr>
<td>9 Wed</td>
<td></td>
</tr>
<tr>
<td>10 Thur</td>
<td></td>
</tr>
<tr>
<td>11 Fri</td>
<td></td>
</tr>
<tr>
<td>12 Sat</td>
<td></td>
</tr>
<tr>
<td>13 Sun</td>
<td></td>
</tr>
<tr>
<td>14 Mon</td>
<td></td>
</tr>
<tr>
<td>15 Tues</td>
<td></td>
</tr>
<tr>
<td>16 Wed</td>
<td>Last day for withdrawal without failure from a semester one module/course — commencing students</td>
</tr>
<tr>
<td>17 Thur</td>
<td></td>
</tr>
<tr>
<td>18 Fri</td>
<td></td>
</tr>
<tr>
<td>19 Sat</td>
<td></td>
</tr>
<tr>
<td>20 Sun</td>
<td></td>
</tr>
<tr>
<td>21 Mon</td>
<td></td>
</tr>
<tr>
<td>22 Tues</td>
<td></td>
</tr>
<tr>
<td>23 Wed</td>
<td></td>
</tr>
<tr>
<td>24 Thur</td>
<td></td>
</tr>
<tr>
<td>25 Fri</td>
<td>Public Holiday — Anzac Day</td>
</tr>
<tr>
<td>26 Sat</td>
<td></td>
</tr>
<tr>
<td>27 Sun</td>
<td></td>
</tr>
<tr>
<td>28 Mon</td>
<td></td>
</tr>
<tr>
<td>29 Tues</td>
<td></td>
</tr>
<tr>
<td>30 Wed</td>
<td></td>
</tr>
<tr>
<td>30 Mon</td>
<td></td>
</tr>
<tr>
<td>2 FRI</td>
<td>Graduation Day</td>
</tr>
<tr>
<td>3 Sat</td>
<td></td>
</tr>
<tr>
<td>4 Sun</td>
<td></td>
</tr>
<tr>
<td>5 Mon</td>
<td>First Semester Break begins</td>
</tr>
<tr>
<td>6 Tues</td>
<td></td>
</tr>
<tr>
<td>7 Wed</td>
<td></td>
</tr>
<tr>
<td>8 Thur</td>
<td></td>
</tr>
<tr>
<td>9 Fri</td>
<td></td>
</tr>
<tr>
<td>10 Sat</td>
<td></td>
</tr>
<tr>
<td>11 Sun</td>
<td></td>
</tr>
<tr>
<td>12 Mon</td>
<td></td>
</tr>
<tr>
<td>13 Tues</td>
<td></td>
</tr>
<tr>
<td>14 Wed</td>
<td></td>
</tr>
<tr>
<td>15 Thur</td>
<td></td>
</tr>
<tr>
<td>16 Fri</td>
<td>First Semester Break ends</td>
</tr>
<tr>
<td>17 Sat</td>
<td></td>
</tr>
<tr>
<td>18 Sun</td>
<td></td>
</tr>
<tr>
<td>19 Mon</td>
<td></td>
</tr>
<tr>
<td>20 Tues</td>
<td></td>
</tr>
<tr>
<td>21 Wed</td>
<td></td>
</tr>
<tr>
<td>22 Thur</td>
<td></td>
</tr>
<tr>
<td>23 Fri</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Day</td>
</tr>
<tr>
<td>------</td>
<td>-----</td>
</tr>
<tr>
<td>24</td>
<td>Sat</td>
</tr>
<tr>
<td>25</td>
<td>Sun</td>
</tr>
<tr>
<td>26</td>
<td>Mon</td>
</tr>
<tr>
<td>27</td>
<td>Tues</td>
</tr>
<tr>
<td>28</td>
<td>Wed</td>
</tr>
<tr>
<td>29</td>
<td>Thur</td>
</tr>
<tr>
<td>30</td>
<td>Fri</td>
</tr>
<tr>
<td>31</td>
<td>Sat</td>
</tr>
<tr>
<td><strong>JUNE</strong></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Sun</td>
</tr>
<tr>
<td>2</td>
<td>Mon</td>
</tr>
<tr>
<td>3</td>
<td>Tues</td>
</tr>
<tr>
<td>4</td>
<td>Wed</td>
</tr>
<tr>
<td>5</td>
<td>Thur</td>
</tr>
<tr>
<td>6</td>
<td>Fri</td>
</tr>
<tr>
<td>7</td>
<td>Sat</td>
</tr>
<tr>
<td>8</td>
<td>Sun</td>
</tr>
<tr>
<td>9</td>
<td>Mon</td>
</tr>
<tr>
<td>10</td>
<td>Tues</td>
</tr>
<tr>
<td>11</td>
<td>Wed</td>
</tr>
<tr>
<td>12</td>
<td>Thur</td>
</tr>
<tr>
<td>13</td>
<td>Fri</td>
</tr>
<tr>
<td>14</td>
<td>Sat</td>
</tr>
<tr>
<td>15</td>
<td>Sun</td>
</tr>
<tr>
<td>16</td>
<td>Mon</td>
</tr>
<tr>
<td>17</td>
<td>Tues</td>
</tr>
<tr>
<td>18</td>
<td>Wed</td>
</tr>
<tr>
<td>19</td>
<td>Thur</td>
</tr>
<tr>
<td>20</td>
<td>Fri</td>
</tr>
<tr>
<td>21</td>
<td>Sat</td>
</tr>
<tr>
<td>22</td>
<td>Sun</td>
</tr>
<tr>
<td>23</td>
<td>Mon</td>
</tr>
<tr>
<td>24</td>
<td>Tues</td>
</tr>
<tr>
<td>25</td>
<td>Wed</td>
</tr>
<tr>
<td>26</td>
<td>Thur</td>
</tr>
<tr>
<td>27</td>
<td>Fri</td>
</tr>
<tr>
<td>28</td>
<td>Sat</td>
</tr>
<tr>
<td>29</td>
<td>Sun</td>
</tr>
<tr>
<td>30</td>
<td>Mon</td>
</tr>
<tr>
<td><strong>JULY</strong></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Tues</td>
</tr>
<tr>
<td>2</td>
<td>Wed</td>
</tr>
<tr>
<td>3</td>
<td>Thur</td>
</tr>
<tr>
<td>4</td>
<td>Fri</td>
</tr>
<tr>
<td>5</td>
<td>Sat</td>
</tr>
<tr>
<td>6</td>
<td>Sun</td>
</tr>
<tr>
<td>7</td>
<td>Mon</td>
</tr>
<tr>
<td>8</td>
<td>Tues</td>
</tr>
<tr>
<td>9</td>
<td>Wed</td>
</tr>
<tr>
<td>10</td>
<td>Thur</td>
</tr>
<tr>
<td>11</td>
<td>Fri</td>
</tr>
<tr>
<td>12</td>
<td>Sat</td>
</tr>
<tr>
<td>13</td>
<td>Sun</td>
</tr>
<tr>
<td>14</td>
<td>Mon</td>
</tr>
<tr>
<td>15</td>
<td>Tues</td>
</tr>
<tr>
<td>16</td>
<td>Wed</td>
</tr>
<tr>
<td>17</td>
<td>Thur</td>
</tr>
<tr>
<td>18</td>
<td>Fri</td>
</tr>
<tr>
<td>19</td>
<td>Sat</td>
</tr>
<tr>
<td>20</td>
<td>Sun</td>
</tr>
<tr>
<td>21</td>
<td>Mon</td>
</tr>
<tr>
<td>22</td>
<td>Tues</td>
</tr>
<tr>
<td>23</td>
<td>Wed</td>
</tr>
<tr>
<td>24</td>
<td>Thur</td>
</tr>
<tr>
<td>25</td>
<td>Fri</td>
</tr>
<tr>
<td>26</td>
<td>Sat</td>
</tr>
<tr>
<td>27</td>
<td>Sun</td>
</tr>
<tr>
<td>28</td>
<td>Mon</td>
</tr>
<tr>
<td>29</td>
<td>Tues</td>
</tr>
<tr>
<td>30</td>
<td>Wed</td>
</tr>
<tr>
<td>31</td>
<td>Thur</td>
</tr>
<tr>
<td><strong>AUGUST</strong></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Fri</td>
</tr>
<tr>
<td>2</td>
<td>Sat</td>
</tr>
<tr>
<td>3</td>
<td>Sun</td>
</tr>
<tr>
<td>4</td>
<td>Mon</td>
</tr>
<tr>
<td>5</td>
<td>Tues</td>
</tr>
<tr>
<td>6</td>
<td>Wed</td>
</tr>
<tr>
<td>7</td>
<td>Thur</td>
</tr>
<tr>
<td>8</td>
<td>Fri</td>
</tr>
<tr>
<td>9</td>
<td>Sat</td>
</tr>
<tr>
<td>10</td>
<td>Sun</td>
</tr>
<tr>
<td>11</td>
<td>Mon</td>
</tr>
<tr>
<td>12</td>
<td>Tues</td>
</tr>
<tr>
<td>13</td>
<td>Wed</td>
</tr>
<tr>
<td>14</td>
<td>Thur</td>
</tr>
<tr>
<td>15</td>
<td>Fri</td>
</tr>
<tr>
<td>16</td>
<td>Sat</td>
</tr>
<tr>
<td>17</td>
<td>Sun</td>
</tr>
<tr>
<td>18</td>
<td>Mon</td>
</tr>
<tr>
<td>19</td>
<td>Tues</td>
</tr>
<tr>
<td>20</td>
<td>Wed</td>
</tr>
<tr>
<td>21</td>
<td>Thur</td>
</tr>
<tr>
<td>22</td>
<td>Fri</td>
</tr>
<tr>
<td>23</td>
<td>Sat</td>
</tr>
<tr>
<td>24</td>
<td>Sun</td>
</tr>
<tr>
<td>25</td>
<td>Mon</td>
</tr>
<tr>
<td>26</td>
<td>Tues</td>
</tr>
<tr>
<td>27</td>
<td>Wed</td>
</tr>
<tr>
<td>28</td>
<td>Thur</td>
</tr>
<tr>
<td>29</td>
<td>Fri</td>
</tr>
<tr>
<td>30</td>
<td>Sat</td>
</tr>
<tr>
<td>31</td>
<td>Sun</td>
</tr>
<tr>
<td><strong>OCTOBER</strong></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Wed</td>
</tr>
<tr>
<td>2</td>
<td>Thur</td>
</tr>
<tr>
<td>3</td>
<td>Fri</td>
</tr>
<tr>
<td>4</td>
<td>Sat</td>
</tr>
<tr>
<td>5</td>
<td>Sun</td>
</tr>
<tr>
<td>6</td>
<td>Mon</td>
</tr>
<tr>
<td>7</td>
<td>Tues</td>
</tr>
<tr>
<td>8</td>
<td>Wed</td>
</tr>
<tr>
<td>9</td>
<td>Thur</td>
</tr>
<tr>
<td>10</td>
<td>Fri</td>
</tr>
<tr>
<td>11</td>
<td>Sat</td>
</tr>
<tr>
<td>12</td>
<td>Sun</td>
</tr>
<tr>
<td>13</td>
<td>Mon</td>
</tr>
<tr>
<td>14</td>
<td>Tues</td>
</tr>
<tr>
<td>15</td>
<td>Wed</td>
</tr>
<tr>
<td>16</td>
<td>Thur</td>
</tr>
<tr>
<td>17</td>
<td>Fri</td>
</tr>
<tr>
<td>18</td>
<td>Sat</td>
</tr>
<tr>
<td>19</td>
<td>Sun</td>
</tr>
<tr>
<td>20</td>
<td>Mon</td>
</tr>
<tr>
<td>21</td>
<td>Tues</td>
</tr>
<tr>
<td>22</td>
<td>Wed</td>
</tr>
<tr>
<td>23</td>
<td>Thur</td>
</tr>
<tr>
<td>24</td>
<td>Fri</td>
</tr>
<tr>
<td>25</td>
<td>Sat</td>
</tr>
<tr>
<td>26</td>
<td>Sun</td>
</tr>
<tr>
<td>27</td>
<td>Mon</td>
</tr>
<tr>
<td>28</td>
<td>Tues</td>
</tr>
<tr>
<td>29</td>
<td>Wed</td>
</tr>
<tr>
<td>30</td>
<td>Thur</td>
</tr>
<tr>
<td>31</td>
<td>Fri</td>
</tr>
<tr>
<td><strong>SEPTEMBER</strong></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Mon</td>
</tr>
<tr>
<td>2</td>
<td>Tues</td>
</tr>
<tr>
<td>3</td>
<td>Wed</td>
</tr>
<tr>
<td>4</td>
<td>Thur</td>
</tr>
<tr>
<td>5</td>
<td>Fri</td>
</tr>
<tr>
<td>6</td>
<td>Sat</td>
</tr>
<tr>
<td>7</td>
<td>Sun</td>
</tr>
<tr>
<td>8</td>
<td>Mon</td>
</tr>
<tr>
<td>9</td>
<td>Tues</td>
</tr>
<tr>
<td>10</td>
<td>Wed</td>
</tr>
<tr>
<td>11</td>
<td>Thurs</td>
</tr>
<tr>
<td>12</td>
<td>Fri</td>
</tr>
<tr>
<td>13</td>
<td>Sat</td>
</tr>
<tr>
<td>14</td>
<td>Sun</td>
</tr>
<tr>
<td>15</td>
<td>Mon</td>
</tr>
<tr>
<td>16</td>
<td>Tues</td>
</tr>
<tr>
<td>17</td>
<td>Wed</td>
</tr>
<tr>
<td>18</td>
<td>Thur</td>
</tr>
<tr>
<td>19</td>
<td>Fri</td>
</tr>
<tr>
<td>20</td>
<td>Sat</td>
</tr>
<tr>
<td>21</td>
<td>Sun</td>
</tr>
<tr>
<td>22</td>
<td>Mon</td>
</tr>
<tr>
<td>23</td>
<td>Tues</td>
</tr>
<tr>
<td>24</td>
<td>Wed</td>
</tr>
<tr>
<td>25</td>
<td>Thur</td>
</tr>
<tr>
<td>26</td>
<td>Fri</td>
</tr>
<tr>
<td>27</td>
<td>Sat</td>
</tr>
<tr>
<td>28</td>
<td>Sun</td>
</tr>
<tr>
<td>29</td>
<td>Mon</td>
</tr>
<tr>
<td>30</td>
<td>Tues</td>
</tr>
<tr>
<td>31</td>
<td>Wed</td>
</tr>
</tbody>
</table>
Principal Dates 1981

JANUARY

9 Fri  Last day for lodgement of request for review of 1980 Annual and Second Semester Examination results

12 Mon  Special Examinations begin

16 Fri  Special Examinations end

FEBRUARY

13 Fri  Last day for lodgement of request for review of 1980 Special Examination results

MARCH

2 Mon  First Semester begins
Officers of the College

(at 25 September 1979 unless otherwise stated)

Officers of the College
(Including Principal, Assistant Principal, Heads of Schools, Heads of Divisions, Registrar)

Page

13

14

14

15

The Council
Committees of the Council

The Academic Board
Committees of the Academic Board

Academic Staff
Art
Art Education
Education
English and Languages
Home Science/Textiles
Industrial Arts
Mathematics
Music
Physical Education
Professional Studies
Science
Social Sciences
Social Welfare
Special Education

Administrative Staff

Library Staff

Counsellor

Education Research Officer

Honorary Fellow of the College

Honorary Associates of the College

Page

13

14

14

15

16

16

16

16

16

16

16

17

17

17

17

17

17

17

18

18

18

18

18

13

13

13

13

13
Council Committees

Academic Board

Standing Committees of Academic Board

Chairman:
Dr. L. Richardson

Vice Chairman:
Dr. D. R. Husley

Heads of Schools:
Mr. W. G. Gaskins
Dr. J. Lynch

Heads of Divisions:
Mr. J. J. Grady
Dr. H. B. Lindsay

Heads of Departments:
Mr. J. W. Camp
Miss J. J. Macdonald
Mr. T. J. Fullerton
Dr. G. J. Gilchrist
Dr. J. Miles
Dr. P. D. O'Connor
Dr. R. T. Papperson
Mr. T. J. Sheedey
Dr. N. R. Skaue
Mrs. E. A. Smith
Mr. G. Stickland
Mr. A. G. Taylor
Mr. R. J. Whitbread
Mr. L. G. Young

Member Appointed by N.S.W. State Conservatorium of Music (Newcastle Branch):
Mr. J. Whitmer

Members Elected by Service Centres:
Miss J. Blairford

Members Elected by Academic Staff:
Mr. A. W. Curry
Mr. J. M. Graham
Mr. W. M. Hodgins
Mr. W. R. Maley
Miss J. R. Melville
Mrs. H. M. Vaile

Members Elected by the Student Body:
Miss A. M. Harris
Miss J. S. Lang
Miss F. Penny
Mr. S. Rowland
Miss K. Thomas
Mr. G. Yates

Admissions Committee:
Dr. H. B. Lindsay, (Chairman)
Mr. J. W. Cramp
Mr. W. G. Gaskins
Dr. G. J. Gilchrist
Mr. W. R. Maley
Mr. W. G. Stickland
Mr. R. J. Whitbread

Staff Development Programmes Committee:
Dr. D. R. Huxley, (Chairman)
Mr. A. W. Curry
Mr. J. J. Grady
Miss J. E. Poole
Mrs. H. M. Vaile

Community Programmes Committee:
The Director of External Studies, (Chairman)
Dr. J. A. W. Caldwell
Mr. J. Robson
Mr. W. G. Stickland

Enrolment Committee:
Mr. J. M. Graham, (Chairman)
Mr. G. L. Parkinson
Mr. J. M. Schiller
Mr. P. W. Singleton
Mrs. F. H. E. Teint
Mr. R. Weir
Mr. H. E. White

Research Committee:
Dr. J. Miles, (Chairman)
Mr. S. J. Beveridge
Dr. J. A. W. Caldwell
Dr. M. F. Judd
Dr. P. D. O'Connor

Legislative Committee:
Mr. J. J. Grady
Mr. R. L. Hodgins
Mrs. E. A. Smith
Mr. G. Stickland
Mr. A. G. Taylor
Mr. R. J. Whitbread
Mr. L. G. Young

By previous decision of the Council, the President and the Principal are ex officio members of all Council sub-committees.

Academic Committee:
Professor C. D. Elyett, (Chairman)
Mr. K. R. Adamthwaite
Mr. R. B. Bonsoy
Mr. R. L. Hodgins
Dr. D. R. Husley
Miss M. Marks

Finance, Management & Personnel Committee:
The Rt. Revd. A. C. Simms
Professor A. J. Carmichael
Professor A. J. Carmichael
Mrs. S. R. Finn
Mr. J. J. Grady
Professor C. R. Renwick
Mr. C. M. Willoughby

Properties & Grounds Committee:
Mrs. K. P. Stewart, (Chairman)
Mr. A. J. Ferguson
Mr. R. J. Harden
Mr. G. J. Parkinson
Mr. J. A. Roseveo
Professor A. D. Tweedie
Mr. J. L. White

Legislative Committee:
Mr. J. A. Roseveo, (Chairman)
Mr. T. H. Dunn
Mr. R. L. Hodgins
Dr. D. R. Husley
Mr. J. L. White

Planning & Development Committee:
Professor A. J. Carmichael, (Chairman)
Mr. R. L. Hodgins
The Rt. Revd. A. C. Holland
Dr. D. R. Husley
Professor C. C. Renwick

Standing Committee:
President
Vice President
Principal
Chairman of sub-Committees:
Academic
Finance, Management & Personnel
Legislative
Properties & Grounds
or their nominees

Enrolment Committee:
Mr. J. M. Graham, (Chairman)
Mr. G. L. Parkinson
Mr. J. M. Schiller
Mr. P. W. Singleton
Mrs. F. H. E. Teint
Mr. R. Weir
Mr. H. E. White

Community Programmes Committee:
The Director of External Studies, (Chairman)
Dr. J. A. W. Caldwell
Mr. J. Robson
Mr. W. G. Stickland

Research Committee:
Dr. J. Miles, (Chairman)
Mr. S. J. Beveridge
Dr. J. A. W. Caldwell
Dr. M. F. Judd
Dr. P. D. O'Connor

Legislative Committee:
Mr. J. J. Grady
Mr. R. L. Hodgins
Mrs. E. A. Smith
Mr. G. Stickland
Mr. A. G. Taylor
Mr. R. J. Whitbread
Mr. L. G. Young

Member Appointed by N.S.W. State Conservatorium of Music (Newcastle Branch):
Mr. J. Whitmer

Members Elected by Service Centres:
Miss J. Blairford

Members Elected by Academic Staff:
Mr. A. W. Curry
Mr. J. M. Graham
Mr. W. M. Hodgins
Mr. W. R. Maley
Miss J. R. Melville
Mrs. H. M. Vaile

Members Elected by the Student Body:
Miss A. M. Harris
Miss J. S. Lang
Miss F. Penny
Mr. S. Rowland
Miss K. Thomas
Mr. G. Yates

Admissions Committee:
Dr. H. B. Lindsay, (Chairman)
Mr. J. W. Cramp
Mr. W. G. Gaskins
Dr. G. J. Gilchrist
Mr. W. R. Maley
Mr. W. G. Stickland
Mr. R. J. Whitbread

Staff Development Programmes Committee:
Dr. D. R. Huxley, (Chairman)
Mr. A. W. Curry
Mr. J. J. Grady
Miss J. E. Poole
Mrs. H. M. Vaile

External Studies Committee:
The Director of External Studies, (Chairman)
Dr. W. L. Cook
Mr. J. M. Graham
Mr. R. E. Haines
Mr. R. D. Hotten
Mr. D. W. Koks
Mr. R. A. Lalley
Mr. R. R. Nyman
Dr. B. R. Smith
Mr. A. O. Taylor
Miss R. M. Williamson

Honorary Degrees and Awards Committee:
Assistant Principal, (Chairman)
Mr. J. M. Graham
Mr. R. L. Hodgins
Dr. P. D. O'Connor
Mr. R. Weir

Timetable Advisory Committee:
Timetable Officer, (Chairman)
Mr. D. E. Coney
Mr. J. Gill
Mr. R. L. Hodgins
Mr. A. C. Murphy
Mr. J. Williams
Mr. N. H. Wright

Open Day Committee:
Mr. J. J. Mclvor, (Chairman)
Mr. A. W. Curry
Mr. W. P. Galvin
Mr. K. McDonald
Mr. P. J. Vaile
Mr. R. Ward
Miss R. M. Williamson

College Academic Dress Committee:
Mr. J. R. Nyman, (Chairman)
Mrs. M. L. Manning
Mrs. A. O'Brien
Mr. L. W. J. Pennington
One student member of Academic Board or nominee

By previous decision of the Council, the President and the Principal are ex officio members of all Council sub-committees.
DEPARTMENT OF ART

Head of Department and Principal Lecturer: G. J. O'Meara, ATC, Dip(ArtEd) (Sydney), MACE

Senior Lecturers: A. J. Bailey, BSc(Ne w South Wales), BA(Ne w South Wales), MA(Macquarie); J. N. Cox, BSc(Ne w South Wales), BA(Ne w South Wales), MA(Macquarie);

Lecturers: D. J. Baines, BA(Ne w South Wales), DipArtEd, MACE; L. E. G. Brown, BA(Ne w South Wales), BA(Ne w South Wales), MA(Macquarie);

DEPARTMENT OF ART EDUCATION

Head of Department and Principal Lecturer: G. J. Cramp, DipArtEd(Ne w South Wales), GradDipArtEd(Ne w South Wales)

Senior Lecturer: D. L. Yorke, ICAC, NDS(Wallace College at An), ARCA (RCA Lond.), FBD, FBD

Lecturers: N. J. Berghold, DipArtEd, BEd(Studies)(Ne w South Wales); J. Biskett, BA(Degree), ATC(London); S. G. Cellan, ATC, DipComSc(Com); R. V. Cornish, FRMIT, ARMIT, STSC;

D. W. Kocks, ITAC, ITAC; G. I. Sangster, BA, DiplArt(Sydney); K. G. Wilkinson, ATC, DipArtEd

DEPARTMENT OF ENGLISH AND LANGUAGES

Acting Head of Department and Principal Lecturer: E. Agnes Smith, BA(Sydney), MACE

Senior Lecturers: J. A. W. Caldwell, BA, DipArt(Ne w South Wales), MA(Ne w South Wales), BA(Ne w South Wales), MA(Macquarie);

Lecturers: D. J. J. Haywood, BA(Ne w South Wales), MA(Ne w South Wales), MACE; M. M. Beale, BA(Ne w South Wales), MA(Ne w South Wales), MACE; M. J. Allen, DipTeachPrim(Murray);

DEPARTMENT OF HOME SCIENCE/TEXTILES

Head of Department and Principal Lecturer: Norma R. Sklar, BSc(Ne w South Wales), MA(Macquarie),-be0, MA(Macquarie), PhD(Texas), Voc Cert OCHE(Ne w Dakota)

Lecturers: D. J. Jones, BA(Ne w South Wales), MA(Ne w South Wales), MACE; F. G. Griffith, BA(Ne w South Wales), MA(Ne w South Wales), MACE; C. M. Kelly, MA(Ne w South Wales), MA(Ne w South Wales), MACE; E. J. Manley, MA(Ne w South Wales), MA(Ne w South Wales), MACE.

DEPARTMENT OF INDUSTRIAL ARTS

Head of Department and Principal Lecturer: A. O. Taylor, BA, ASTC(Manars), MEngSc(Ne w South Wales), Ph.D.

Senior Lecturers: W. D. Cook, BA(Ne w South Wales), MSc(PhD), Ne w South Wales, (PhD), ASTC(Manars), MACE; T. J. Nicholls, BA(Ne w South Wales), ASTC(Manars), MACE.

Lecturers: B. A. McPherson, ASTC(Manars), MAIA;

DEPARTMENT OF PHYSICAL EDUCATION

Head of Department and Principal Lecturer: D. R. Parsons, DipPhysEd(Teach), BPED, (BPE), (BPE), (BPE), MACE

Senior Lecturers: K. A. Laffey, DipPhysEd(Teach), BA(Ne w South Wales), MACE

Lecturers: Kathleen McBeth, DipPhysEd(Teach), BA(Ne w South Wales), MACE

DEPARTMENT OF PROFESSIONAL STUDIES

Head of Department and Principal Lecturer: T. J. Fultonton, BA(Ne w South Wales)

Senior Lecturer: J. Gill, BA(Ne w South Wales)

Lecturers: Pamela A. Allen, Fashion Teach Cert, BA(Ne w South Wales); Margaret S. Carlow, DipTeachEd(TAFE), MACE

DEPARTMENT OF SCIENCE

Head of Department and Principal Lecturer: T. J. Sheedy, BA(Ne w South Wales), MACE, MA(Chem), MA(Chem)

Senior Lecturers: R. L. Hodgins, BSc(Ne w South Wales), ASTC, RED Studies(Ne w South Wales), MACE

Lecturers: Sally M. Anderson, RN, RM, DNE, FCN(Ne w South Wales), BA(Ne w South Wales), MA(Macquarie).

DEPARTMENT OF SCIENCE

Head of Department and Principal Lecturer: John R. Thomas, BSc(Ne w South Wales), MACE, MAPS

Senior Lecturers: R. S. Leitch, BSc(Ne w South Wales), MA(Macquarie), MA(Macquarie), MAPS

Lecturers: J. J. O'Brien, BSc(Ne w South Wales), MACE, MAPS.
DEPARTMENT OF SOCIAL SCIENCES

Head of Department and Principal Lecturer:
L. G. Young, MA(Sydney), DipRE(Melbourne Coll of Divinity)

Senior Lecturers:
J. M. Graham, BA(Sydney), LitB(New England), MA(Newcastle)
N. D. Pyde, BA(Newcastle), MEd(Sydney), MA, MACE

Lecturers:
W. G. Bruce, BA, DipEd(Sydney), MEd(Newcastle), MACE
H. J. C. Green, BA, DipEd(New England), MA(Newcastle)
R. Lewis, BA, MEd(Newcastle)
Lesley A. Murray, BSc(London)
R. J. Nyman, BA(Sydney), MA, BLitt(Oxon), DipEd(New England)
K. Scott, BA, LitB(New England), BEdStudies(Newcastle)
J. F. Stoklos, BA(New England), DipBusStudies(Newcastle)
Helen M. Vale, MA, DipEd(Sydney)
P. J. Vaile, BA(New England), MACE

DEPARTMENT OF SOCIAL WELFARE

Acting Head of Department and Senior Lecturer:
W. G. Stickland, BA, BSW, MSW(British Columbia), AIWO, AASW

Lecturers:
R. I. Brown, BA(Newcastle)
G. G. Miles, HND/NE London Polytechnic, MA(Essen), MAW
Jeanette M. Waish, BSc(SocSc(Sydney)

DEPARTMENT OF SPECIAL EDUCATION

Head of Department and Principal Lecturer:
P. D. O'Connor, BA, MEd(Sydney), PhD(Oregon), MACE

Senior Lecturer:
J. J. Michlov, BA, LitB(New England), MEd(Sydney), MA(SPE

Lecturers:
Judith Cowley, MA(Macquarie), LSDA, MAATD
P. J. Foreman, BA, LitB, MEd(New England), MACE
A. M. Nicholas, MA(SPE(Macquarie), BSc(Applied Psych) (New South Wales), MA(SPE
P. J. Ogilvy, DipTeach(Elem Ed), BSc(Elem Ed), MA(SPE(Macquarie), BSc(Applied Psych) (New South Wales), MA(SPE
G. L. W. Robinson, BA, DipEd(Sydney), MEd(Newcastle), MA(SPE

Teachers:
Pamela A. Carruthers, Teachers Cert, DipSpecEd
Basha Rozenberg, Dip Teach

Administrative Staff

Registrar:
J. D. Todd, BCom(Newcastle), AASA

Deputy Registrar (Administration):
P. R. Weisn, AASA

Bursar:
C. F. S. FitzGerald, BCom(Tasmania), AASA, AFAIM, FAMI

Deputy Registrar (Academic):
R. Weir, BA(Newcastle)

Assistant Registrar (Academic):
G. L. Parkinson, BA(Auckland)

College Planner:
W. G. Collins, BArch(Sydney), FRAIA, RIBA

Internal Auditor:
Appointment pending

Administrative Officer (Staffing Services):
J. Gainer, BCom(New South Wales)

Systems Analysis/Programmer:
B. G. Regan, BSc, DipEd(Sydney), DipCompSc(Newcastle)

Amenities Officer:
D. G. Trent, BA(Simon Fraser)

Administrative Assistants:
Secretariat:
Carolyn J. Fardon, BA, DipEd(Sydney)
Jeanne M. LaBrooy, BA, DipEd(Sydney)
Alicen A. Pearson, BA, DipEd(Newcastle)

Examinations:
Violet M. Roberts

Curriculum Development Officer:
Georgette L. Whitton, BA(Australian National University), DipEd(New South Wales)

Publications:
Eleanore Walker

College Accountant:
G. A. Seatsles, AASA

Staffing Services:
Helen R. Parry

Finance:
T. G. Jones, MIAA

Salaries:
R. J. Soffer

Properties:
V. G. King, AAIM, MISTSO

Purchasing and Supply:
K. J. Morrissey

Instructional Media Unit:
Senior Visual Aids Officer
R. K. Davey

Maintenance Supervisor:
F. J. McKenzie

Resident Caretaker:
I. Acid

Acting Senior Gardener:
T. Coombes

Library Staff

College Librarian:
Joan Batchford, BCom(Sydney), DipEd, AALG

Technical Services:
Senior Librarian:
Robyn M. Emanuel, BA(New South Wales), ALAA

Vivienne D. Finkin, BA(Newcastle), DipLib(New South Wales), ALAA

Michael A. Carr, BA(Newcastle), DipLib, ALAA

Ann Grumpe

Reference Services:
Senior Librarian:
Jennifer M. Scoble, BA, DipEd(Sydney), ALAA

Jane E. Scott, BA(New England), DipEd(Sydney), ALAA

Helen J. Lloyd

Martyn Whastg

Evening Opening:
Joan Weber, ALAA

Non-Book Services:
Margaret E. Stewart, BA(New South Wales), DipEd(Newcastle), ALAA

Adrian Forsdon

Honorary Fellow of the College

1975: Grattisl Hammond Duncan, OBE, MA(Sydney), BEd (Melbourne), FACE

Honorary Associates of the College

1976: Edward Albury Crago, BSc(Sydney)

1976: Gordon Charles Elliott, BA, DipEd(Sydney), MA(NEW South Wales), ASPS, MAPS, MACE

Counsellor

Senior Student Counsellor:
A. J. Kavanagh, MA(Sydney), MA(SPE

Education Research Officer

H. Margaret Clark, MSc(Newcastle)
### Academic Structure

The College's Academic Structure is established in four dimensions:

- **Academic Administration:** the College Council, the Principal/Assistant Principal, and the Academic Board.
- **Schools:** with School Boards under the chairmanship of a Head of School. Each School Board is responsible for the administration of courses and progression of students within a course.
- **Academic Departments:** under the leadership of a Head of Department. The Departments are responsible for the academic content of modules/subjects and for their teaching as a service to the Schools.
- **Service Centres:** established to service both Departments and Schools (and possibly the community) with expertise, specialist equipment, and facilities.

### Government of Schools

Each School is administered by a School Board comprised of:

- the Head of School (chairman);
- Heads of Divisions within the School if applicable;
- Chairman of Boards of Studies within the School;
- one elected representative for each appropriate academic department;
- one representative from each appropriate service centre;
- student members in accordance with the Rule governing student membership on School Boards.

### Function of School Boards

Function of School Boards is comprised of:

- (a) the Head of Division (chairman) if applicable;
- (b) the Head of School (ex officio), chairman in the absence of a Head of Division;
- (c) the appropriate Programme Co-ordinators;
- (d) one elected representative for each academic department not already represented by a Programme Co-ordinator;
- (e) student members in accordance with the Rule governing student membership on School Boards.

### Function of Boards of Studies

Each Board of Studies, where established separately from the School Board, is comprised of:

- (a) the Programme Co-ordinator (chairman);
- (b) the Head of School and Head of Division (ex officio);
- (c) members of relevant specialist academic staff elected to the Course Committee under a policy determined by the School Board;
- (d) other members of the academic staff elected to the Course Committee under a policy determined by the School Board;
- (e) up to three external specialists in the vocation as determined under a policy of the School Board;
- (f) student members in accordance with the Rule governing student membership on Course Committees.

### Function of Course Committees

Function of Course Committees is comprised of:

- (a) one representative from each appropriate academic department;
- (b) one representative from each appropriate service centre;
- (c) student members in accordance with the Rule governing student membership on School Boards.

### Note

In the case of small schools offering one or two courses, it is found to be more efficient for the School Board to adopt a dual role e.g. the School Board and Board of Studies in Visual and Performing Arts.

Each Board of Studies, where established separately from the School Board, is comprised of:

- Chairmen of Boards of Studies.
- Heads of Divisions within the School (if applicable).
- Members of relevant specialist academic staff elected to the Course Committee under a policy determined by the School Board.
- Student members in accordance with the Rule governing student membership on School Boards.
Function of School Boards

The School Board:

(i) establishes Boards of Studies and specifies the courses for which they are responsible;
(ii) specifies general School requirements within the broad course requirements set by the Academic Board;
(iii) determines policies concerning admission, enrolment and progression in courses of study within the School;
(iv) submits to the Academic Board cases where students have fulfilled requirements for graduation or where exclusion from the College is recommended;
(v) refers to the Academic Board recommendations for changes to the academic structure within the School;
(vi) refers to the Academic Board recommendations on any matter affecting the School;
(vii) deals with any matter referred to it by the Academic Board;
(viii) deals with any matter referred to it by any of the Boards of Studies in the School;
(ix) exercises such other duties and powers as may from time to time be delegated to it by the School Board.

Function of Course Committees

Course Committees are established as committees of advice to Boards of Studies. In this capacity Course Committees:

(i) recommend to the Board of Studies specific requirements to be met by students for graduation in a particular course;
(ii) prepare the draft for new course submissions for consideration by the Board of Studies, School Board and Academic Board;
(iii) prepare the draft for revision of courses for consideration by the Board of Studies, School Board and Academic Board;
(iv) exercise such other duties and powers related to course development as may from time to time be delegated to it by the Board of Studies.

Function of Boards of Studies

Each Board of Studies:

(i) assists in the supervision of courses and encourages and promotes studies in its area of responsibility;
(ii) establishes a Course Committee in each academic area associated with the responsibility of the Board;
(iii) after consideration of recommendations from Course Committees, determines, within the general requirements set by the School Board, the details of courses within its charter;
(iv) deals with any matter referred to it by the School Board.
## Courses of Study

### Diploma in Teaching

<table>
<thead>
<tr>
<th>Course</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Course Requirements</td>
<td>27</td>
</tr>
<tr>
<td>Early Childhood Education</td>
<td>28</td>
</tr>
<tr>
<td>Primary Education</td>
<td>31</td>
</tr>
</tbody>
</table>

### Diploma in Teaching

<table>
<thead>
<tr>
<th>Specialisation</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>English/History</td>
<td>34</td>
</tr>
<tr>
<td>Home Science/Textiles</td>
<td>34</td>
</tr>
<tr>
<td>Industrial Arts</td>
<td>37</td>
</tr>
<tr>
<td>Mathematics</td>
<td>39</td>
</tr>
<tr>
<td>Physical Education</td>
<td>40</td>
</tr>
<tr>
<td>Science</td>
<td>42</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>44</td>
</tr>
</tbody>
</table>

### Diploma in Teaching

<table>
<thead>
<tr>
<th>Course</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technical and Further Education</td>
<td>46</td>
</tr>
</tbody>
</table>

### Diploma in Teacher Librarianship

<table>
<thead>
<tr>
<th>Course</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diploma in Teacher Librarianship</td>
<td>48</td>
</tr>
</tbody>
</table>

### Diploma in Music Education

<table>
<thead>
<tr>
<th>Course</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diploma in Music Education</td>
<td>48</td>
</tr>
</tbody>
</table>

### Bachelor of Education

<table>
<thead>
<tr>
<th>Course</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>49</td>
</tr>
<tr>
<td>Home Science/Textiles</td>
<td>54</td>
</tr>
<tr>
<td>Industrial Arts</td>
<td>56</td>
</tr>
</tbody>
</table>

### Diploma in Education

<table>
<thead>
<tr>
<th>Course</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td>58</td>
</tr>
<tr>
<td>Secondary</td>
<td>58</td>
</tr>
<tr>
<td>Technical and Further Education</td>
<td>60</td>
</tr>
</tbody>
</table>

### Postgraduate Diploma in Educational Studies

<table>
<thead>
<tr>
<th>Course</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum Development</td>
<td>60</td>
</tr>
<tr>
<td>Mathematics</td>
<td>61</td>
</tr>
<tr>
<td>Science</td>
<td>62</td>
</tr>
<tr>
<td>Special Education</td>
<td>65</td>
</tr>
</tbody>
</table>
The School of Education

The Diploma in Music Education course is offered jointly by the College of Education and the School of Music at the University of the South West. The course is designed to produce teachers of Music for Secondary schools. The Music Education is divided into two semesters. Candidates are expected to undertake modules in the following areas:

1. Theory of Teaching
2. Research and Development
3. Curriculum Development
4. Pedagogical Procedures
5. Classroom Management
6. Assessment and Evaluation
7. Special Education
8. Teaching Methodology
9. Music Technology
10. Music Appreciation

The Diploma in Teaching is offered jointly by the College of Education and the School of Teacher Librarianship. The course is designed to produce teachers of Music for Secondary schools. The Music Education is divided into two semesters. Candidates are expected to undertake modules in the following areas:

1. Theory of Teaching
2. Research and Development
3. Curriculum Development
4. Pedagogical Procedures
5. Classroom Management
6. Assessment and Evaluation
7. Special Education
8. Teaching Methodology
9. Music Technology
10. Music Appreciation

Requirements for the Award of the Diploma in Music Education in Secondary, Primary and Early Childhood Education

The Diploma in Music Education in Secondary, Primary and Early Childhood Education candidates are expected to attend lectures and seminars, participate in practical work, and complete a portfolio of work. The diploma is awarded on the basis of a combination of coursework, practical work, and a final examination. The programme is divided into the following modules:

1. Theory of Teaching
2. Research and Development
3. Curriculum Development
4. Pedagogical Procedures
5. Classroom Management
6. Assessment and Evaluation
7. Special Education
8. Teaching Methodology
9. Music Technology
10. Music Appreciation

Diploma in Teaching

The courses of study leading to the award of the Diploma in Teaching are designed to provide general and vocational preparation for prospective teachers. Candidates will be expected to undertake modules drawn from:

1. Education - in which Education is studied as the within General Preparation
2. Education - in which Education is studied as the above Technical and Further Education
3. Education - in which Education is studied as the within Education
4. Education - in which Education is studied as the within General Preparation and Education
5. Education - in which Education is studied as the within General Preparation and Education
6. Education - in which Education is studied as the within General Preparation and Education
7. Education - in which Education is studied as the within General Preparation and Education
8. Education - in which Education is studied as the within General Preparation and Education
9. Education - in which Education is studied as the within General Preparation and Education
10. Education - in which Education is studied as the within General Preparation and Education

Candidates for the Diploma in Teaching in Secondary, Primary and Early Childhood Education are required to complete a minimum of 36 credit points in Part A - General Preparation and a minimum of 36 credit points in Part B - Vocational Preparation. Candidates may be permitted to transfer up to 9 credit points from B) Theory Specific to a Subject within Part B - Vocational Preparation, to A) Subject Content Studies (General Preparation) in Part A - General Preparation. Should approval for the transfer of the 9 credit points be given:

(i) The number of credit points required in Part B - Vocational Preparation is 24 of which at least 10 must be gained in Special Theory (including at least 6 credit points in B(j) General Theory of Teaching) and 6 in Practical Experience.

Candidates for the Diploma in Teaching in Primary Education are required to complete a minimum of 36 credit points in Part A - General Preparation and a minimum of 36 credit points in Part B - Vocational Preparation.

PART A - GENERAL PREPARATION

Of the 72 credit points in Part A - General Preparation 42 credit points must be gained in modules recommended by the Board of Studies and Course Committee in Primary Education from at least four of the following subject areas of the Primary school: Art, Craft, English, Modern Languages, Mathematics, Music, Physical Education, Science and Social Studies. From the 12 credit points candidates are required to:

1. Complete 9 credit points to the three compulsory Educational Studies modules: MA101 - The Teaching of Elementary Mathematics MA102 - The Teaching of Elementary Reading MA116 - Teaching English Language to Children
2. Complete 9 credit points in the following subject areas of the course structure which allows for:
   a) A Special Emphasis in one of the teaching areas of the Primary school: Art, Craft, English, Modern Languages, Mathematics, Music, Physical Education, Science or Social Studies, in which a special emphasis must be the four modules designated as compulsory for candidates undertaking that subject (the remaining 18 credit points within the Special Emphasis must be chosen from the Part A modules deemed appropriate by the subject department, or alternative)
   b) An Emphasis in Ethics in one of the teaching areas of the Primary school: English, Modern Languages, Mathematics, Music, Physical Education, Science or Social Studies, in which a special emphasis must be the 18 credit points within the Special Emphasis.

For students enrolled in the Diploma in teaching in the following teaching areas:
   a) Subject Content Studies (General)
   b) Subject Content Studies (Special)
   c) Subject Content Studies (Special or General)
   d) Subject Content Studies (Special or General)

For students enrolled in the Diploma in teaching in the following teaching areas:
   a) Subject Content Studies (General)
   b) Subject Content Studies (Special)
   c) Subject Content Studies (Special or General)
   d) Subject Content Studies (Special or General)

Candidates for the Diploma in Teaching in Secondary, Primary and Early Childhood Education are required to complete a minimum of 36 credit points in Part A - General Preparation and a minimum of 36 credit points in Part B - Vocational Preparation. Candidates may be permitted to transfer up to 9 credit points from B) Theory Specific to a Subject within Part B - Vocational Preparation, to A) Subject Content Studies (General Preparation) in Part A - General Preparation. Should approval for the transfer of the 9 credit points be given:

(i) 3 of the 9 credit points must be gained at 300 level;
(ii) the minimum number of credit points required in Part B - Vocational Preparation is 24 of which at least 10 must be gained in Special Theory (including at least 6 credit points in B(j) General Theory of Teaching) and 6 in Practical Experience.

Candidates for the Diploma in Teaching in Primary Education are required to complete a minimum of 36 credit points in Part A - General Preparation and a minimum of 36 credit points in Part B - Vocational Preparation.
The Diploma in Teaching in Early Childhood Education

Early Childhood Education is a relatively new area of study at the College. The aim is to provide specialists for employment in preschools, kindergartens and infant schools, as well as day care centres and other programmes catering for children from birth to eight years of age. Students may focus their attention on teaching children up to 5 years of age or from 5-8 years, depending upon interest and aptitude.

In studies the course include the areas of child development, theories of education, including issues and trends in Early Childhood Education, and curriculum development. Emphasis is placed on community involvement and parent education programmes, and field experience is gained in hospitals, schools, child care centres, nursery schools, special education centres, playgroups and government agencies.

Advanced Standing

Provision exists for teachers with suitable years recognition training to complete course requirements by part-time studies.

In order to qualify for the award of the Diploma in Teaching in Early Childhood Education candidates must gain 103 credit points distributed as follows:

- **PART A: GENERAL PREPARATION (72 credit points)**

**EDUCATION**

- 15 credit points minimum
- of which 3 must be at 300 level

One module must be in the area of Child Development

One module must be in the area of Curriculum

One module must be in the area of Sociology

**SUBJECT CONTENT (SPECIFIC)**

| 42 credit points minimum | of which 9 must be at 300 level |

- i) **EDUCATIONAL STUDIES** 9 credit points
  - MA151 - Teaching of Elementary Mathematics
  - EN110 - Reading for the Teaching of English

- ii) **EARLY CHILDHOOD CORE** 18 credit points
  - including at least 6 at 300 level

- iii) **OTHER EARLY CHILDHOOD MODULES** 15 credit points
  - Modules identified as being appropriate for Early Childhood Education including at least one module from the following curriculum areas: Art, Craft, English, Mathematics, Modern Languages, Music, Physical Education, Science and Social Studies.

**FOUNDAATION PROGRAMME**

Candidates for the award of the Diploma in Teaching in Early Childhood Education will be required to enrol in the following Foundation Programme as follows:

- Elements of Education (K Year 2)

**PRACICAL TEACHING EXPERIENCE**

Three block practice teaching experiences, at least one of which must be in a Primary School and one of which must be in a Primary School (K Year 2)

**PART B: VOCATIONAL PREPARATION (36 credit points)**

- Principles & Practices of Teaching — five modules (one module per semester for five semesters — 2 credit points per module)

**THEORY OF TEACHING SPECIFIC TO SUBJECT**

20 credit points

- Ten modules (2 credit points per module) in the following curriculum areas: Art, Craft, English (double module), Modern Languages, Mathematics, Music, Physical Education, Science and Social Studies.

**EDUCATIONAL LE String**

- Candidates must choose one of the following five modules:
  - LA109 - Teaching Ethnic Minorities in the Primary School
  - LA110 - Teaching Ethnic/Foreign Languages in the Primary School

**EDUCATIONAL LE String**

Any other module which can be conveniently time-tabled: 3 credit points

Any other module which can be conveniently time-tabled: 3 credit points

**EDUCATIONAL LE String**

  - MA251 - Teaching English Language to Children

**EDUCATIONAL LE String**

- PT100 - Principles and Practices of Teaching: 2 c.p.

**EDUCATIONAL LE String**

- OR

**EDUCATIONAL LE String**


**EDUCATIONAL LE String**

- OR

**EDUCATIONAL LE String**

- LA110 - Teaching Ethnic/Foreign Languages: 2 c.p.

**EDUCATIONAL LE String**

- OR

**EDUCATIONAL LE String**

- LA110 - Teaching Ethnic/Foreign Languages: 2 c.p.

**EDUCATIONAL LE String**

- OR

**EDUCATIONAL LE String**

- LA110 - Teaching Ethnic/Foreign Languages: 2 c.p.

**EDUCATIONAL LE String**

- OR

**EDUCATIONAL LE String**

- LA110 - Teaching Ethnic/Foreign Languages: 2 c.p.

**EDUCATIONAL LE String**

- OR

**EDUCATIONAL LE String**

- LA110 - Teaching Ethnic/Foreign Languages: 2 c.p.

**EDUCATIONAL LE String**

- OR

**EDUCATIONAL LE String**

- LA110 - Teaching Ethnic/Foreign Languages: 2 c.p.

**EDUCATIONAL LE String**

- OR

**EDUCATIONAL LE String**

- LA110 - Teaching Ethnic/Foreign Languages: 2 c.p.

**EDUCATIONAL LE String**

- OR

**EDUCATIONAL LE String**

- LA110 - Teaching Ethnic/Foreign Languages: 2 c.p.

**EDUCATIONAL LE String**

- OR

**EDUCATIONAL LE String**

- LA110 - Teaching Ethnic/Foreign Languages: 2 c.p.

**EDUCATIONAL LE String**

- OR

**EDUCATIONAL LE String**

- LA110 - Teaching Ethnic/Foreign Languages: 2 c.p.
Diploma in Teaching in Primary Education

This three year full-time course is intended to prepare candidates for teaching in Primary schools. The overall plan for the course reflects the division between those studies deemed necessary for the effective general and vocational preparation of Primary school teachers. Studies allow a student to create a Special Emphasis in one of the following areas:

- Ethnic Studies
- A Primary Curriculum Area
- Special Education

In order to qualify for the award of the Diploma in Teaching in Primary Education, candidates must gain 108 credit points distributed as follows:

**PART A: GENERAL PREPARATION (72 credit points)**

**EDUCATION**

15 credit points minimum of which 3 must be at 300 level

- One module must be in the area of Child Development
- One module must be in the area of Curriculum
- One module must be in the area of Sociology

**SUBJECT CONTENT**

- **EDUCATIONAL STUDIES** 9 credit points
  - MA151 - The Teaching of Elementary Mathematics
  - EN110 - The Teaching of Elementary Reading
  - EN216 - Teaching English Language to Children
  - Special Emphasis Study 18 credit points
  - Must embrace at least 3 of the following study areas:
  - Special Emphasis Study in Primary school teaching area
  - OR
  - Must embrace at least 3 of the following study areas:
  - Special Emphasis Study in Primary school teaching area

**SUBJECT CONTENT (SPECIFIC)**

42 credit points minimum of which 9 must be at 300 level

- **EDUCATIONAL STUDIES**
  - MA151 - The Teaching of Elementary Mathematics
  - EN110 - The Teaching of Elementary Reading
  - EN216 - Teaching English Language to Children
  - Special Emphasis Study
  - **MODULES IN PRIMARY SCHOOL TEACHING AREAS**
    - **EDUCATIONAL STUDIES**
      - Must embrace at least 3 of the following study areas:
      - Special Emphasis Study in Primary school teaching area
  - OR
  - Must embrace at least 3 of the following study areas:
  - Special Emphasis Study in Primary school teaching area

**TOTAL 72 credit points**

**PART B: VOCATIONAL PREPARATION (36 credit points)**

**THEORY OF TEACHING SPECIFIC TO SUBJECT**

20 credit points

Ten methodology modules in the following areas of the Primary school:
- Art, Craft, English (two modules), Modern Languages, Mathematics, Music, Physical Education, Science and Social Studies.

**PRACTICAL TEACHING EXPERIENCE**

6 credit points

Three block practice teaching experiences mid-year.

**TOTAL 36 credit points**
Foundational Programmes

Candidates for the award of the Diploma in Teaching in Primary Education will be required to enrol in the following Foundation Programmes. The Foundation Programme has been designed so that the candidates will have an adequate base upon which to build their courses in subsequent semesters involving exposure to the subject areas from which modules of study can be selected.

Semester I

(i) ED101 - Child Development (Middle Childhood): 3 c.p.
(ii) EN110 - The Teaching of Elementary Reading: 3 c.p.
(iii) MA151 - The Teaching of Elementary Mathematics: 3 c.p.
(v) PP100 - Principles and Practices of Teaching: 2 c.p.
(vi) Candidates will be streamed into either one or other of the following groups of Curriculum Studies:

Group A
IS206 - Science Method: 2 c.p.
SS110 - Social Studies Method: 2 c.p.

Group B
PE110 - Physical Education Method: 2 c.p.

OR
LA110 - Teaching Ethnic/Foreign Languages: 2 c.p.

Intermediate Period

PT101 - Practical Teaching Experience: 2 c.p.

Core and Elective Modules recommended for a Special Emphasis Study in Art

Core Modules:
AE102 - Art Media for the Infants/Primary School
AE103 - Practical Experiences Related to the Primary Visual Arts Curriculum
AE203 - The Environment and Stimulus and Resource for Art Education Experiences
AE381 - Environmental Influences and Child Art

Elective Modules:
(i) Modules emphasizing children, schools and teaching
(ii) Modules catering for personal Art development

Core and Elective Modules recommended for a Special Emphasis Study in Craft

Core Modules:
IA101 - The Handwork in Child Development
IA202 - Crafts in Primary Education
IA308 - Curriculum Integration through Craft
IA325 - Innovative Craft

Elective Modules:
IA117 - Basic Woodwork
IA132 - Crafts in the Community
IA137 - Leatherwork
IA237 - Leather

Core Modules recommended for a Special Study Emphasis in English

Core Modules:
EN107 - Literature for Children
EN204 - Studies in Reading
EN301 - Trends in Popular Culture
EN316 - Curriculum and Research in Reading and Language

Core and Elective Modules recommended for a Special Emphasis Study in Mathematics

Core Modules:
MA066 - Making a Mathematics I
MA067 - Making a Mathematics II
MA251 - Mathematics Education Part II: Mathematics and the Primary Child
MA351 - Mathematics Education Part III: Comparative Curriculum Studies in Mathematics

Elective Modules:
Any modules in Mathematics for which the student has the appropriate prerequisites.

Core and Elective Modules recommended for a Special Emphasis Study in Modern Languages

Core Modules:
LA103 - French 1B: Beginning French 1
LA210 - Bilingualism in the School
LA213 - French 2N: Beginning French 2

Additional Modules:
L2008 - Languages 3A: Fundamental Issues in Foreign Language Learning
Elective Modules:
L201: French 1H: French Language and Civilisation
L202: German 1A: Introduction to German Literature
L203: French 2S: French Language and Civilisation
L204: German 2L: Modern Film and Drama
L205: French 3L: French Reading and Literature
L206: German 3L: Language and Society
L207: French 4L: French Literature
L209: German 4L: Twentieth Century German Literature
L210: French 5L: Twentieth Century French Literature
L212: German 5L: Language and Society

Core and Elective Modules recommended for a Special Emphasis Study in Music

Core Modules:
MU102 - Music and the Listener
MU157 - Listening Skills
MU201 - Understanding Music
MU301: Modern Approaches to Classroom Music-Orff and Kodaly Skills

Elective Modules:
MU08 - Making an Introduction
MU18 - Vocal Performance
MU19: Recorder and Renaissance Wind Instruments
MU202: One Composer and his World: From Formality to Freedom C1700-C1820
MU203: The Composer and his World: From Formality to Freedom C1760-C1820
MU205: Vocal Performance II
MU206: Recorder and Renaissance Wind Instruments II
MU302: Bartók/Stavinsky as Liberating Forces
MU303: The Composer and his World: The Romantic Imagination of the Nineteenth Century
MU304: The Composer and his World: The Many Faces of Music in the Twentieth Century
MU305: Music in Early Childhood II
MU306: Music Making
MU307: Learning Guitar
MU308: Learning Guitar
MU312: Recorder and Renaissance Wind Instruments III

Core and Elective Modules recommended for a Special Emphasis Study in Physical Education

Core Modules:
PE112: An Introduction to Physical Education
PE113: Elementary Gymnastics
PE201: Basic General Education and Strategies
PE202: Building and Dilements of Health
PE203: Coaching of Sport, Dance, Gymnastics I
PE204: Coaching of Sport, Dance, Gymnastics II
PE210: Movement Orientation
PE212: Musical and Community Health
PE213: Physical Education Research Paper

Additional Modules:
SC001: Environmental Influences and Child Art
SC002: Practical English
SC003: Mathematics and the School
SC004: Man and Environment IIIA
SC005: Man and Environment IIIB

Core and Elective Modules recommended for a Special Emphasis Study in Social Studies

Core Modules:
SS110: Inquiries in Social Studies Education
SS201: Community Recreation and Resource for Infants/Primary School
SS300: Education in the Multicultural Classroom
SS502: The Immigrant in Australia
SS201: Australian Religion
SS300 - Introductory Studies A
SS301 - Aboriginal Studies B
LA210 - Bilingualism in the School
EV101 - Designing and Implementing Curricula for Disadvantaged Groups
EN316 - Teaching English as a Second Language
LA206 - Learning a Second Language

Core and Elective Modules recommended for a Special Emphasis Study in Special Education

Core Modules:
SE101 - Introduction to Special Education
SE200 - Learning Problems in the School: Recognition and Rehabilitation
SE301 - Learning Problems in the School: Intellectual Disabilities
SE303 - Assessment, Diagnosis and Remediation of Children with Learning Problems

Elective Modules:
SE202: Learning Problems in the School: Emotional Factors
SE203 - Learning Problems in the School: Physical Handicaps
SE204: Classroom Management of Children with Learning Problems
SE305: The Gifted Child
SE302: Programming for Children with Learning Problems: Methods and Materials
SE303: Inclusive Education
SE304: Early Diagnosis and Assistance for Children with Learning Problems
SE305: Education of High Risk Infant and Preschool Children

Additional Modules:
SC001: Educational Psychology
SC002: Negotiating with Children with Moderate and Severe Developmental Disabilities

Course Descriptions

Modules of description may be found on pages 81-131, Where appropriate, a particular Special Emphasis study's elective modules reference should be made to the modules described on pages 81-131, where appropriate modules are listed.
Diploma in Teaching in Secondary Education

ENGLISH/HISTORY SPECIALISATION

The course of study for the Diploma in Teaching in Secondary Education—English/History specialisation is designed to qualify candidates to teach English and History in Secondary Schools. In order to qualify for the award candidates are required to follow a course of study of three years duration and gain a minimum of 108 credit points. Modules relevant to the course on pages 81-131. Candidates will find descriptions of the English and History modules in some instances.

FOUNDA TION SEMESTER

(i) Education
   - Subject Content Studies
     * EN101 - Creative Arts A - Writing: 3 c.p.
     * SS174 - Migration in History: 3 c.p.
   (ii) Special Theory (General)
   - PS105 - Principles and Practices of Teaching: 2 c.p.
   - Special Theory (Specific to Subject)
   SS122 - Teaching History I: 3 c.p.

TOTAL 17 credit points

* Departments may find it necessary to offer alternative modules in some instances.

In other semesters candidates have a choice in the selection of modules although this is limited by the dictates of the course structure which require candidates to gain:

PART A: GENERAL PREPARATION

15 credit points in EDUCATION including 3 or more credit points at 300 level
46 credit points in ENGLISH and HISTORY
   - 16 credit points in modules in English (at 100 level), 200 level and 300 level
   - 18 credit points in modules in History (at 100 level), 200 level and 300 level
   - 12 credit points in modules in English and/or History

15 credit points in modules in ANY SUBJECT AREA (including English and History)

PART B: VOCATIONAL PREPARATION

30 credit points in VOCATIONAL PREPARATION
   - 6 credit points in modules relating to the general theory of teaching
   - 18 credit points in modules relating to the teaching of English and History
   - 6 credit points in practical teaching experience

108 credit points in total.

Course Modules

Candidates will find descriptions of the English and History modules relevant to the course on pages 81-131. It will be apparent that some modules lead on logically to others, and that some are necessary at each of the 100, 200 and 300 levels. It is possible nevertheless, to take in later semesters modules which could have been taken earlier in the course, e.g. in the sixth semester of the course it is still possible to undertake modules at the 100 or 200 levels.

Diploma in Teaching in Secondary Education

HOME SCIENCE/TEXTILES SPECIALISATION

The award of the Diploma in Teaching in Secondary Education—Home Science/Textiles specialisation requires a minimum of 108 credit points comprised of:

PART A: GENERAL PREPARATION (44 credit points)

(i) Education (to include 3 credit points at 300 level)
   - 15 c.p.
   (ii) Subject Content Studies: 63 c.p.
      (a) Special (Home Science/Textiles): 54 c.p.
         100 level: 24 c.p.
         200 level: 18 c.p.
         300 level: 12 c.p.
      (b) General: 15 c.p.
      To include:
      SS390 - Aboriginal Studies A: Traditional Society and History
      SS391 - Aboriginal Studies B: Contempontary Society and History
      SS382 - Contemporary Australian Society A and History
      SS383 - Contemporary Australian Society B
      — the remainder being elected at any level from modules offered in: Education, Special Subject Content, Home Science/Textiles, or General Subject Content.

PART B: VOCATIONAL PREPARATION (24 credit points)

(i) Special Theory: 18 c.p.
   (b) Specific to Home Science/Textiles: 12 c.p.
      Principles and Practices of Teaching
      100 level: 4 c.p.
      200 level: 4 c.p.
      300 level: 4 c.p.
   (ii) Practical Experience: 6 credit points

In the first two semesters of their course candidates will be required to undertake the foundation programme listed below:

FOUNDATION PROGRAMME

Semester I

(i) Education
   - ED105 - Basic Issues in Education: 3 c.p.
(ii) Subject Content
   - HT103 - Family & Culture: 3 c.p.
   - HT104 - Food in History: 3 c.p.
   - HT105 - Home Science: 3 c.p.
(iii) Special Theory (General)
   - Principles and Practices of Teaching Adjunct: 0 c.p.

Total 17 credit points

Semester II

(i) Education
(ii) Subject Content
   - HT102 - Food Science: 3 c.p.
   - HT107 - Textile Arts: 3 c.p.
(iii) Special Theory (General)
   - Principles and Practices of Teaching Adjunct: 0 c.p.

Total 17 credit points

With the addition of 2 c.p. from Block Practice, students will gain 36 c.p. by end of Year I.

Course Structure

<table>
<thead>
<tr>
<th>A: General Preparation</th>
<th>B: Special Subject Content</th>
<th>C: Home Science/Textiles</th>
<th>D: Special Subject Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>(i) Education</td>
<td>Subject Content</td>
<td>Subject Content</td>
<td>Subject Content</td>
</tr>
<tr>
<td>(ii) Basic Issues in</td>
<td>(a) Special (Home Science</td>
<td>(a) Special (Home Science</td>
<td>(a) Special (Home Science</td>
</tr>
<tr>
<td>Education</td>
<td>Textiles)</td>
<td>Textiles)</td>
<td>Textiles)</td>
</tr>
<tr>
<td></td>
<td>(b) General</td>
<td>(b) General</td>
<td>(b) General</td>
</tr>
<tr>
<td></td>
<td>(c) Specific</td>
<td>(c) Specific</td>
<td>(c) Specific</td>
</tr>
<tr>
<td></td>
<td>to Home Science/Textiles</td>
<td>to Home Science/Textiles</td>
<td>to Home Science/Textiles</td>
</tr>
<tr>
<td></td>
<td>(d) Practical Experience</td>
<td>(d) Practical Experience</td>
<td>(d) Practical Experience</td>
</tr>
</tbody>
</table>

9 c.p. may be elected at any level from Modules offered in Education, Special Subject Content, Home Science/Textiles.

Subject Content (Home Science/Textiles)
### Diploma in Teaching in Secondary Education

#### INDUSTRIAL ARTS SPECIALISATION

To qualify for the award of the Diploma in Teaching in Secondary Education—Industrial Arts specialisation, candidates require a minimum of 108 credit points distributed as follows:

**PART A: GENERAL PREPARATION (81 credit points)**

- **(i)** Education — 15 credit points to include 3 credit points at 300 level
- **(ii)** Educational Studies — elective
- **(iii)** Subject Content Studies — 66 credit points
  - **(a)** Special Subject Content (Industrial Arts) — 51 credit points including 6 credit points transferred from Part B, Vocational Preparation.
  - **100 LEVEL:** (15 credit points)
    - IA115 - Descriptive Geometry
    - IA116 - Functional Design in Technology
    - IA117 - Engineering Science
    - IA118 - Metal Forming
    - IA119 - Timber Fabrication and Basic Wood Turning
  - **200 LEVEL:** (21 credit points)
    - IA210 - Introduction to Industrial Arts Education
    - IA211 - Teaching Technical Drawing
    - IA212 - Teaching Engineering Science
    - IA213 - Materials Science A
    - IA214 - Teaching Mechanics
    - IA215 - Metal Techniques
    - IA216 - Design in Metal
    - IA217 - Cabinet Making and Free Form Woodworking
    - IA218 - Building Construction and Wood Machining
  - **300 LEVEL:** (6 credit points)
    - Minimum of 6 credit points from IA310, 311, 312, 313, 314, 315, 316, 317, 318, 321, 332
    - **100-300 LEVEL (6 credit points)** Minimum of 6 credit points from IA111, 120, 121, 122, 123, 132, 133, 136, 211, 221, 222, 223, 224, 225, 232, 233, 234, 235, 310, 311, 312, 313, 314, 315, 316, 317, 318, 321, 332
  - **(b)** General Subject Content — 15 credit points
    - To include at least:
      - 3 credit points in English, and
      - 3 credit points in Social Sciences
    - The remainder being elected at any level from modules offered in:
      - Educational Studies
      - Educational Studies, Special Subject Content (Industrial Arts), General Subject Content

**PART B: VOCATIONAL PREPARATION (27 credit points)**

- **(i)** Special Theory — 21 credit points
  - **(a)** General Theory of Teaching (6 credit points)
    - PS115 - Theory and Practice of Teaching: 2 c.p.
  - **(b)** Theory Specific to Subject (15 credit points)
    - IA150 - Introduction to Industrial Arts Education
    - IA151 - Teaching Technical Drawing
    - IA152 - Teaching Engineering Science
    - IA153 - Teaching Techniques — Metal lobes
    - IA154 - Teaching Techniques — Wood lobes
  - **(ii)** Practical Experience — 6 credit points (2 credit points each year)

### Foundation Semester

All candidates will undertake the following fixed programme in their first semester of study:

- **ED102** - Child Development (Adolescence)
  - or
- **ED105** - Basic Issues in Education
- **PS115** - Theory and Practice of Teaching
- **IA112** - Functional Design in Technology
- **IA150** - Introduction to Industrial Arts Education
- **IA151** - Teaching Technical Drawing
- **IA153** - Teaching Techniques — Metal lobes
- **IA154** - Teaching Techniques — Wood lobes

**Course Modules**

Descriptions of modules may be found on pages 81-131.
Diploma in Teaching in Secondary Education

In order to qualify for the award of the Diploma in Teaching in Secondary Education—Mathematics specialisation, a candidate must gain at least 108 credit points. Candidates are required to gain 54 credit points in Theoretical Studies in Mathematics and 24 credit points in Professional Preparation.

The 54 points will be distributed in the manner indicated below.

PART A: GENERAL PREPARATION
(a) Compulsory modules
MA101 - Algebra I
MA103 - Calculus IA
MA104 - Calculus IB
MA105 - Geometry I
MA202 - Applied Mathematics: Mechanics
MA204 - Computer Studies
MA210 - Matrices and Elementary Vector Spaces
MA211 - Theory of Numbers and Related Topics
MA212 - Real Analysis
Total: 27 credit points
(b) Elective modules
5 modules of mathematics at the 300 level
4 modules of mathematics at the 200 or 300 level
Total: 27 credit points

H.B. Students enrolled in the Diploma in Teaching Secondary Mathematics are excluded from
(i) MA106 - Making a Mathematics I
(ii) MA206 - Making a Mathematics II
(iii) MA213 - Social Mathematics

PART B: VOCATIONAL PREPARATION
The 24 points in Professional Preparation are distributed as indicated below:
(a) Compulsory modules
Practice Teaching: 6 c.p.
PS121 - Principles and Practices of Teaching: 2 c.p.
MA204 - Mathematics Education: Junior Secondary Curriculum Studies II: 3 c.p.
Total: 21 credit points
(b) Elective modules
One of:
MA364 - Mathematics Education: The Slow Learner
Total: 3 credit points

Students are required to gain a minimum of 15 credit points in Education in the Theoretical Studies segment of their course.

The remaining 15 credit points necessary for the award of a Diploma may be gained by taking modules, inside or outside the discipline of Mathematics, for which the appropriate prerequisites are held.

SUGGESTED COURSE STRUCTURE FOR THE DIPLOMA IN TEACHING IN SECONDARY EDUCATION AND THE SPECIALISATION IN MATHEMATICS

FOUNDATION SEMESTER
In their first year, candidates are required to study the following modules in Semester I:
MA101 - Algebra I
MA103 - Calculus IA
MA105 - Geometry I
MA153 - Mathematics Education: Junior Secondary Curriculum Studies I
PS120 - Principles and Practices of Teaching
An Education module.
ED102 - Child Development (Adolescence)
or
ED105 - Basic Issues in Education

Course Modules
Descriptions of modules may be found on pages 81-131.
Diploma in Teaching in Secondary Education

PHYSICAL EDUCATION SPECIALISATION

To qualify for the award of the Diploma in Teaching in Secondary Education—Physical Education specialisation, a candidate must gain 108 credit points as follows:

COURSE COMPONENTS

PART A: GENERAL PREPARATION (75 credit points)

(i) Educational Studies
(ii) Subject Content Studies
(a) Special (includes 9 credit points at 300 level)
(b) General: 24 credit points. See Note 3.

PART B: VOCATIONAL PREPARATION

(i) Special Theory: 33 credit points
(a) General: 6 credit points. See Note 4.
(b) Specific to Subject: 21 credit points. See Note 6.

(ii) Practical Experiences: 6 credit points. See Note 9.

Simulation
Practice in Field

NOTES IN EXPLANATION

NOTE 1. EDUCATION 15 credit points

A minimum of fifteen (15) credit points of study in Education is required, including three (3) credit points at 300 level. Modules of study in Education selected must include one (1) from the following areas:

1. Child Development (ED101)
2. Curriculum (ED206 or ED207)
3. Sociology (ED225 or ED226)

NOTE 2. SUBJECT CONTENT STUDIES

1. The following MODULES OF STUDY ARE REQUIRED:

   PE100 - Foundations of Physical Education: 3 c.p.
   PE200 - Education Processes in the School and Society: 3 c.p.

2. Fifteen (15) credit points must be selected from Science and Physical Education.

   SC140 - Biomechanics I: 3 c.p.
   SC141 - Physiology of Exercise: 3 c.p.
Diploma in Teaching in Secondary Education

FOUNOATION SEMESTER
Candidates will be required to undertake the following fixed programme in their first semester.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED102</td>
<td>Child Development (Adolescence)</td>
</tr>
<tr>
<td>SC110</td>
<td>Basic Biology</td>
</tr>
<tr>
<td>SC112</td>
<td>Basic Chemistry</td>
</tr>
<tr>
<td>SC114</td>
<td>Geology IA</td>
</tr>
<tr>
<td>SC116</td>
<td>Mechanics I</td>
</tr>
<tr>
<td>PS135</td>
<td>Principles and Practices of Teaching</td>
</tr>
</tbody>
</table>

Course Modules
Descriptions of modules may be found on pages 81-131.

FOUNOATION SEMESTER
Candidates for the award of the Diploma in Teaching in Secondary Education—Physical Education specialisation are required to enrol in a fixed first semester programme. It is hoped that candidates, by sampling in their first semester a variety of the modules available, will be able to structure knowledgeably their course from the second semester of enrolment.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED101</td>
<td>Child Development (Middle Childhood)</td>
</tr>
<tr>
<td>SC140</td>
<td>Biomechanics I or SC141</td>
</tr>
<tr>
<td>PE161</td>
<td>Teaching Basic Motor Movement/Physical Fitness</td>
</tr>
<tr>
<td>PE162</td>
<td>Teaching of Dance</td>
</tr>
<tr>
<td>PS130</td>
<td>Principles and Practices of Teaching</td>
</tr>
</tbody>
</table>

Course Modules
Descriptions of modules may be found on pages 81-131.

FOUNOATION SEMESTER
Candidates for the award of the Diploma in Teaching in Secondary Education—Science specialisation, a candidate must gain at least 160 credit points in the first semester.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED102</td>
<td>Child Development (Adolescence)</td>
</tr>
<tr>
<td>ED105</td>
<td>Basic Issues in Education</td>
</tr>
<tr>
<td>SC110</td>
<td>Basic Biology</td>
</tr>
<tr>
<td>SC112</td>
<td>Basic Chemistry</td>
</tr>
<tr>
<td>SC114</td>
<td>Geology IA</td>
</tr>
<tr>
<td>SC116</td>
<td>Mechanics I</td>
</tr>
<tr>
<td>PS135</td>
<td>Principles and Practices of Teaching: Preparation for Practice Teaching</td>
</tr>
</tbody>
</table>

Course Modules
Descriptions of modules may be found on pages 81-131.
### Modules Offered by the Social Sciences/Department in the Fields of Social Science, Asian Studies, Economics and Geography

<table>
<thead>
<tr>
<th>Subject</th>
<th>100 Level</th>
<th>200 Level</th>
<th>300 Level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Social Science/Asian Studies</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SS140 Asian and S.W. Pacific Studies</td>
<td>East Asia</td>
<td>SS240 Asian and S.W. Pacific Studies: South Asia</td>
<td>SS160 Physical Geography I</td>
</tr>
<tr>
<td>SS180 Understanding Society A</td>
<td></td>
<td>SS280 Black Studies A (Black Society in Africa)</td>
<td>SS161 The Skills of the Geographer</td>
</tr>
<tr>
<td>SS181 Understanding Society B</td>
<td></td>
<td>SS281 Black Studies B (U.S.A)</td>
<td>SS162 Urban Geography Problems and Possibilities</td>
</tr>
<tr>
<td><strong>Geography</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SS260 Physical Geography I</td>
<td></td>
<td>SS340 Asian and S.W. Pacific Studies: South-East Asia</td>
<td>SS360 Geography and Decision Making in Asia</td>
</tr>
<tr>
<td>SS261 Principles of Regional Geography</td>
<td></td>
<td>SS390 Aboriginal Studies A</td>
<td>SS361 Regional Geography of South-West Pacific</td>
</tr>
<tr>
<td>SS262 Urban Geography I - Patterns and Processes</td>
<td></td>
<td>SS391 Aboriginal Studies B</td>
<td>SS362 Complex Patterns on the Land</td>
</tr>
<tr>
<td><strong>Economics/Commerce</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SS150 Economics in Society</td>
<td></td>
<td>SS250 Labour Economics</td>
<td>SS350 Economics of Social Issues</td>
</tr>
<tr>
<td>SS151 Consumerism and Society</td>
<td></td>
<td>SS251 The Economics of Income and Employment</td>
<td>SS351 Economics and the Environment</td>
</tr>
<tr>
<td>SS152 Comparative Economic Systems</td>
<td></td>
<td>SS252 Financial Studies A</td>
<td>SS372 Economic History of Britain</td>
</tr>
<tr>
<td><strong>Professional Studies</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PS141 Principles and Practices of Teaching</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SS120 Social Science Education</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SS121 Geography Education</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SS123 Economics and Commerce Education</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Notes and Prerequisites
- **Mandatory Subjects:**
  - 18 credit points over six semesters
  - 18 credit points for the Social Sciences specialisation
- **Vocational Preparation Credits:** 300 credit points
- **General Theory Credits:** 300 credit points
- **Total Credits:** 900 credit points
- **Specialization Requirement:** Social Sciences-Asian Students must gain at least 15 credit points within the Social Sciences modules.

**Prerequisites Entry:** H.S.C. or Equivalent

---

Note: Not all the above modules are available in any one year.
Planning Special Students and Processes of Special Evaluation

Students and Education teaching in post-secondary technical and part-time course of study for 2 to 5 years and gain a total contribute to their general and professional development as recognised specialist technical qualifications as a basis. (Technical and Further Education) candidates must studies in Education and who are concurrently completing the requirements for a

108 credit points practice of teaching and practical teaching experience.

Candidates undertaking the Pre-service pattern are those completed over two years of part-time study.

All candidates are required to undertake a Core Programme

TOTAL Practical Experience Special Studies

The remaining 48-52 credit points necessary to qualify for the award of Diploma in Teaching (TAFE) will

wholly or more approved institutions, formal studies and formal project or thesis Content Studies programme must

in Further Education candidates should possess recognised specialist technical qualifications as a basis for teaching in post-secondary technical and further education. Candidates acquire their General Preparation through studies in Education and Subject Content Studies and their Professional Preparation through studies in the theory and practice of teaching and practical teaching experience.

Core Programme

All candidates are required to undertake a Core Programme in one of the following patterns. Either pattern may be completed over two years of part-time study. In general, candidates undertaking the Pre-service pattern are those who are concurrently completing the requirements for a basic specialist technical qualification and who are therefore, not in full-time teaching employment. The In-service pattern is undertaken by those candidates who are concurrently employed as full-time teachers.

Pre-service

Subject Content Studies

The remaining 48-52 credit points necessary to qualify for the award must be gained in Subject Content Studies which:

(i) will be related to the candidate's field of teaching,
(ii) be wholly formal studies to be undertaken in one or more approved institutions, OR

(iii) individual study programmes which combine formal studies and formal project or thesis work.

Each Subject Content Studies programme must adhere to such guidelines as the Board of Studies in Further Education may prescribe for the relevant field of teaching and be submitted for the approval of the Board.

Criteria for Determining Subject Content Studies Requirements

1. Criteria to be used will include a preference for some sequential studies, undertaken at an approved institution over at least two years and a strand of studies consistent with the Core Programme, that is, the total programme of Subject Content Studies taken by each candidate shall be of a sufficiently advanced, relevant and substantiated nature as to significantly complement and broaden the candidate's knowledge and skills within his/her field of specialisation to a level beyond that at which he/she is required to teach.

2. Subject Content Studies shall be undertaken at degree, diploma or certificate levels and/or by means of special projects.
Diploma in Teacher Librarianship

The Diploma in Teacher Librarianship is a part-time (evening) course offered over four semesters. The course is available to experienced teachers with at least two years' training. The following subjects are required elements of the course but the order in which they are offered is subject to availability of staff and student acceptance.

Subject Hours per week for one year:
TL401 - Cataloguing and Classification (1981) 2
TL403 - Advanced Reference and Research (1981) 2
TL404 - Resource Technology (1981) 2
TL405 - Curriculum Development, Design and Research (1980) 2
TL406 - Collection Building and Reading (1981) 2
ED350 - Educational Administration (1980) 2
ED351 - Sociology of Education (1980) 2

Observation and experience may be included in each year.

Course Modules

Descriptions of modules may be found on pages 81-131.

Diploma in Music Education

The Diploma in Music Education is an award presented jointly by Newcastle College of Advanced Education and the New South Wales State Conservatorium of Music (Newcastle Branch).

The following course outlines relate ONLY to components conducted by this College for specialist preparation studies in Music. Students should consult publications of the Newcastle Branch of the New South Wales State Conservatorium of Music.

Course Outline

Year I

Education
ED102 - Child Development (Adolescence)
ED105 - Basic Issues in Education
Music Education
includes Principles and Practices of Teaching - PS25
MU120 - Music Education in the Primary School
MU121 - Introduction to Music Education in the Secondary School Years 7-10
PT100 - Teaching Experience

Year II

Education
ED200 - The Teaching/Learning Process (Adolescence)
ED207 - Issues and Patterns in Curriculum Development
Music Education
includes Principles and Practices of Teaching - PS225
MU220 - Music Education in the Secondary School - Non-Elective Classes A
MU221 - Music Education in the Secondary School - Non-Elective Classes B

English General Studies
Any two modules for which students have the prerequisites
Recommended modules are:
EN112 - Language and Reading across the Curriculum
EN114 - Effective Communication
PT200 - Teaching Experience

Year III

Music Education
includes Principles and Practices of Teaching
MU320 - Music Education in the Secondary School - Elective Classes A
MU321 - Music Education in the Secondary School - Elective Classes B

Social Sciences General Studies
SS262 - Contemporary Australian Society A
SS263 - Contemporary Australian Society B
PT300 - Teaching Experience

Year IV

Education
ED301 - The School and Society
One of:
ED302 - Sociology of the School
ED304 - History of Education in New South Wales
ED306 - Innovations in Secondary Education
ED309 - Measurement and Evaluation in the Classroom
ED310 - Personality Development and Mental Health

Music Education
MU480 - Music Education IV

Elective (General Study)
Any two modules available to candidates for the Diploma in Teaching in Secondary Education for which students hold the prerequisites.
PS427 - Principles and Practices of Teaching IV
PT400 - Teaching Experience IV

Course Modules

Descriptions of modules may be found on pages 81-131.

Bachelor of Education (Art)

The course of study leading to the award of the degree of Bachelor of Education in Art is designed to provide general and vocational preparation for prospective art teachers. The aim of the course is to prepare for entry into the teaching service candidates who, with experience, should become skilled teaching practitioners with a sound understanding of educational principles and procedure, and who will possess expert knowledge in the specialist field of Art Education.

The overall plan for the course structure contains two major sections:

PART A: GENERAL PREPARATION in which candidates undertake:
(i) Studies in the academic discipline of Education;
(ii) Educational Studies in which aspects of educational theory and research are related to the subject content taught in schools;
(iii) Specialist subject content studies in Art;
(iv) General Studies outside the candidates area of speciality.

PART B: VOCATIONAL PREPARATION in which candidates undertake:
(i) Studies in the Special Theory of teaching in terms of:
(a) the General theory of teaching; and
(b) the theory of teaching Specific to the Subject of specialisation;
(ii) Practical Experience which includes:
(a) simulation approaches; and
(b) practice in the field.

In order to qualify for the award, candidates must undertake a full-time course of study over a minimum of eight semesters and gain a minimum of 144 credit points as outlined below including:
(i) a minimum of 114 credit points in Part A General Preparation;
(ii) a maximum of 30 credit points in Part B Vocational Preparation;
(iii) a minimum of 18 credit points in Education of which at least 6 must be at 300 level;
(iv) 30 credit points at 400 level of which at least 9 must be gained in Educational Studies, 12 in Subject Content Studies and 3 in a Project;
(v) a minimum of 9 credit points in a recognised specialist area at 300 level;
(vi) at least 12 credit points in Art History: 3 at 100 level; 3 at 200 level; 3 at 300 level; 3 at 400 level.

No candidate will be permitted to gain more than 42 credit points at 100 level within Part A General Preparation.

* All candidates will be expected to undertake four weeks of continuous teaching practice at the end of Semester I in each year. Such teaching practice will be allocated a total of 6 credit points over the entire programme and will be classified as Practice in the Field.

* Requirements under review.
### BACHELOR OF EDUCATION (ART) 
Course Content and Requirements 
Four years full-time study

<table>
<thead>
<tr>
<th>Study Area</th>
<th>Credit Points</th>
<th>Modules</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>PART A: GENERAL PREPARATION</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(i) Education</td>
<td>18</td>
<td></td>
<td>Gain 6 credit points in Education at 100 level</td>
</tr>
<tr>
<td>(ii) Educational Studies</td>
<td>9</td>
<td></td>
<td>Gain 9 credit points in Educational Studies at 400 level</td>
</tr>
<tr>
<td>(iii) Subject Content Studies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Major Study</td>
<td>27</td>
<td>Painting, Sculpture, Printmaking</td>
<td>Select two modules for 100 level study. Select one of the chosen 100 level modules for in-depth study to 400 level gaining 6 credit points at 200 level 6 credit points at 300 level 9 credit points at 400 level</td>
</tr>
<tr>
<td>- Support Study</td>
<td>12</td>
<td>Drawing, Design, Photography, Media Study, Jewellery, Ceramics, Pottery, Textiles &amp; Fibre Arts</td>
<td>Select 3 modules at 100 level</td>
</tr>
<tr>
<td>- Theoretical Study</td>
<td>12</td>
<td>Art History</td>
<td>3 credit points at 100, 200, 300 and 400 levels</td>
</tr>
<tr>
<td>(b) General Studies</td>
<td>12</td>
<td></td>
<td>Select 2 modules for study at 100 level gaining 6 credit points at 200 level 6 credit points at 300 level 9 credit points at 400 level, then either study one through to 300 level or both to 250 level</td>
</tr>
<tr>
<td>Project</td>
<td>9</td>
<td></td>
<td>9 credit points at 400 level (see Project requirements)</td>
</tr>
<tr>
<td>Any subject at any level</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL CREDIT POINTS (A)</td>
<td></td>
<td></td>
<td>114</td>
</tr>
</tbody>
</table>

PART B: VOCATIONAL PREPARATION

| (i) Special Theory | 6 | 2 credit points to be gained at 100, 200 and 300 levels |
| (a) General (Theory & Practice of Teaching) | | 7 credit points at 100 level |
| (b) Specific to Subject | 18 | 7 credit points at 100 level; 4 credit points at 200 level |
| (ii) Practical Experience | 6 | 2 credit points at 100, 200 and 300 levels |
| (a) Stimulation | | |
| (b) Practice in Field | | |
| TOTAL CREDIT POINTS (B) | 30 | |
| TOTAL CREDITS A + B | 144 | |

### BACHELOR OF EDUCATION (ART) 
PROGRAMME FOR FIRST YEAR STUDENTS 1980

| PART A: GENERAL PREPARATION 100 Level | | |
| (ii) Education | Semester I: | ED102 - Child Development (Adolescence) Three hours per week for one semester (3 credit points) |
| Semester II: | ED105 - Basic Issues in Education Three hours per week for one semester (3 credit points) |
| (iii) Subject Content Studies | (a) Special Semester I: | |
| - ART STUDY | Select one of the following: | |
| - AT112 - Painting | or |
| - AT132 - Sculpture | or |
| - AT142 - Printmaking | Four hours per week for one semester (3 credit points) |
| SUPPORT STUDY | Select two of the following: | |
| - AT116 - Drawing | Four hours per week for one semester (3 credit points) |
| - AT112 - Design | or |
| - AT117 - History of Art | or |
| - AT122 - Theory & Practice of Teaching Art | or |
| - AT133 - Creative Arts A - Writing | or |
| - AT132 - Creative Arts B - Performing | |
| - AT117 - Drawing | or |
| - AT113 - History of Art | or |
| - AT132 - Creative Arts A - Writing | or |
| - AT132 - Creative Arts B - Performing | |

### PART B: VOCATIONAL PREPARATION 100 Level

| (i) Special Theory | 6 | 2 credit points |
| (a) General Semester I: | PS100 - Theory and Practice of Teaching Art Three hours per week for one semester (3 credit points) |
| Semester II: | AE156 - Concept Development and Techniques in the Teaching of Two Dimensional Art Forms Three hours per week for one semester (3 credit points) |
| (b) Specific to Subject Semester I: | AE156 - Concept Development and Techniques in the Teaching of Two Dimensional Art Forms Three hours per week for one semester (3 credit points) |
| | AE158 - Printmaking Techniques in Relation to Teaching Various Processes and Ideas as Art Media in the School Situation Three hours per week for one semester (2 credit points) |
| Semester II: | | |
| | Select alternative module from one completed in Semester I: |
| | AE156 - Concept Development and Techniques in the Teaching of Two Dimensional Art Forms Three hours per week for one semester (3 credit points) |
| | AE158 - Printmaking Techniques in Relation to Teaching Various Processes and Ideas as Art Media in the School Situation Three hours per week for one semester (2 credit points) |

### Course Modules

Descriptions of modules may be found on pages 81-131.
AT117 - Textiles
AT127 - Fibre Arts
SUPPORT STUDY
AT117 or AT216 Drawing
AT113 or AT212 or AT214 Design
or
AT172 or AT137 Photography
or
IA127 - Wood, Plastics, Paint and Fibre Technology
or
IA128 - Metal and Electronic Technology

THEORETICAL
AT201 - History of Art (P.R. AT101)
Three hours per week for one semester
(3 credit points)

(b) General — One module to be selected in either Semester I or Semester II from the following:
AE152 - Film and Videograp I
EN101 - Creative Arts A — Writing
EN102 - Creative Arts B — Performing
EN201 - Drama — Practical Theatrecraft
PE140 - Dance for Art I
MU102 - Music and the Listener
MU107 - Learning Guitar
S1170 - Ancient Civilisation

Three hours per week for one semester
(3 credit points)

PART A: GENERAL PREPARATION
(1) Education
ED203 - The Teaching/Learning Process (Adolescence)
Three hours per week for one semester
(3 credit points)
Prerequisite — 3 credit points at 100 level in Education

Semester I:
ED207 - Issues and Patterns in Curriculum Development
Three hours per week for one semester
(3 credit points)
Prerequisite — 3 credit points at 100 level in Education

Subject Content Studies
(i) Special Study
Semester I:
ART STUDY
Preliminary — 3 credit points at 100 level in appropriate module.
Select one of the following for indepth study to 400 level.
EITHER
AT222 - Painting (P.R. AT123)
AT232 - Sculpture (P.R. AT133)
AT242 - Printmaking (P.R. AT143)

SUPPORT STUDY
Select one of the following:
AT117 - Drawing (P.R. AT116)
AT113 - Design (P.R. AT112)
AT172 - Photography
IA127 - Wood, Plastics, Paint and Fibre Technology
IA128 - Metal and Electronic Technology

Four hours per week for one semester
(3 credit points)

APPLIED ART STUDY
Select one of the following:
AT162 - Ceramics or Glass or Textiles
AT152 - Ceramics or Glass or Textiles
HT127 - Fibre Arts
Four hours per week for one semester
(3 credit points)

Semester II:
ART STUDY
Select one of the following:
AT223 - Painting
Prerequisite — Painting AT222
AT233 - Sculpture
Prerequisite — Sculpture AT232
AT243 - Printmaking
Prerequisite — Printmaking AT242

Four hours per week for one semester
(3 credit points)

APPLIED ART STUDY
Select another Applied Art study from:
AT117 - Jewellery
AT152 - Ceramics

AE259 - Methods of Teaching Art History: A Rational Approach — 5 credit points
Three hours per week for one semester
(5 credit points)

(ii) Practical Experience
P1200 - Practical Teaching Experience — 2 credit points
Candidates are asked to note that segments of the course are currently under review. Candidates will be notified at the time of enrolment if changes have been made to the course requirements.

Course Modules
Descriptions of modules may be found on pages 81-131.

BACHELOR OF EDUCATION (ART) 300 LEVEL

PROGRAMME FOR 1980
PART A: GENERAL PREPARATION
(1) Special Study
Semester I and Semester II:
Select two of the following Education modules:
Study one in Semester I and the other in Semester II.
ED301 - The School and Society
ED303 - Technology of Education
ED304 - History of Education in N.S.W.
ED305 - Foundations in Secondary Education
ED309 - Measurement and Evaluation in the Classroom
(Total 12 credit points, 3 hours per week for one semester)
ED310 - Personality Development and Mental Health
(3 credit points)

Students may be allowed to select Education Studies for their concentration. Study in this area must be selected in Semester II.

AE381 - Environmental Influences and Child Art
AE384 - Growth Development and Research in Art
AE383 - Art Therapy
AE382 - Visual Education

(ii) Subject Content Studies
(i) Special Study
Semester I:
ART STUDY
EITHER
AT322 - Painting (P.R. AT223) + AT333
AT332 - Sculpture (P.R. AT233) + AT333
AT342 - Printmaking (P.R. AT243) + AT343

Four hours per week for one semester
(3 credit points)
Three hours per week for one semester
(3 credit points)

Semester II and Semester IV Art Education:
Select one of the following for Semester I and one for Semester II:
AE357 - Concept Development and Techniques in Teaching Applied 3D Art Forms
AE358 - The Art Therapist — Professional Responsibilities and Practice
AE359 - Advanced Methods of Teaching Art History

Module outlines will be on display in Art Education Department.
Candidates are asked to notify the Head of the Department of Art Education if changes have been made to the course requirements.

Course Modules
Descriptions of modules may be found on pages 81-131.

Project Requirements
Graduate examination project
A project involving an investigation into an aspect of secondary school education through the arts.
Students are expected to nominate a specific area of investigation. A topic and programme will be determined in consultation with the teaching staff under the direction of the Head of the Department of Art Education and the Head of the Department of Art Education.

Nominations will be made early in Semester I and the final project presented for assessment by an examen panel at a date to be announced in Semester II.
THE MODULAR STRUCTURE FOR THE DIPLOMA IN TEACHING (SECONDARY EDUCATION) — HOME SCIENCE/TEXTILES AND THE BACHELOR OF EDUCATION (HOME SCIENCE/TEXTILES)

Semesters I & II
All modules compulsory

HT101 Nutrition
HT102 Food Science
HT103 Family & Culture
HT104 Food in History
HT105 Fibre Science
HT106 Textiles & Society
HT107 Textile Arts
HT108 Fashion Design

Both modules compulsory
ED102 Child Development
ED103 Basic Issues in Education

Semesters III & IV
Six modules from:

HT201 Nutrition
HT202 Food Science
HT203 Family & Culture
HT204 Food in History
HT205 Fibre Science
HT206 Textiles & Society
HT207 Textile Arts
HT208 Fashion Design

Two modules from:
ED202 Issues & Systems in Curriculum Development
ED206 Procedures in Curriculum Development
ED203 The Teaching/Learning Process
ED204 Classroom Processes

Semesters V & VI
Four modules from:

HT301 Nutrition
HT302 Food Science
HT303 The Contemporary Family
HT304 Food in Contemporary Society
HT314 Food in Contemporary Society
HT315 Dying & Finishing
HT316 Dying & Finishing
HT317 Textiles & Society
HT318 Textiles & Society
HT319 Textile Arts
HT328 Fashion Design
HT318 Fashion Design

ED301 The School & Society
*Educational Studies Elective (400)

Two modules from:
SS390 Aboriginal Studies A
SS282 Contemporary Australian Society A
SS391 Aboriginal Studies B
SS283 Contemporary Australian Society B

Three Elective Modules

Semesters VII & VIII

1. Six modules from:

HT401 Nutrition
HT402 Food Science
HT403 The Family as a Consumer
HT404 Consumer Education for the Family
HT405 Textile Technology
HT407 Textile Arts

Any 200 or 300 level subject modules (H.Sc./fast.) not previously studied

PROJECT
The Educational Studies Electives (400)

VOCATIONAL PREPARATION

P5110 Principles & Practices of Teaching (PPT)
P5110 PPT
PT100 Block Practice
PT100 Block Practice

P5111 Principles & Practices of Teaching (PPT)
P5210 PPT
PT200 Block Practice
P5211 PPT

P5310 PPT
PT300 Block Practice
P5311 PPT
PT400 Block Practice

* Degree candidates only
† Four modules must be at 400 level
Bachelor of Education (Industrial Arts)

All candidates for the award of the Bachelor of Education (Industrial Arts) must enrol in the first instance in the course of study for the Diploma in Teaching in Secondary Education — Industrial Arts. The initial selection of candidates for the degree course will be based on academic merit and will take place at the end of the sixth semester. A further selection may be made, depending on merit, at the end of the seventh semester.

To qualify for the award of Bachelor of Education (Industrial Arts) candidates require a minimum of 144 credit points distributed as follows:

**PART A: GENERAL PREPARATION (114 credit points)**

1. Education — 15 credit points to include 6 credit points at 300 level.
2. Educational Studies — 9 credit points at 400 level.
3. Project — 9 credit points, IA420 Project in Industrial Arts.
4. Subject Content Studies — 81 credit points.
   - a) Special Subject Content (Industrial Arts) — 63 credit points including 6 credit points transferred from Part B, Vocational Preparation
   - b) General Subject Content — 18 credit points
      - 3 credit points in English,
      - 3 credit points in Modern Language,
      - 6 credit points in Mathematics and/or Science
      - The remainder being elected from any module offered in the College.

**PART B: VOCATIONAL PREPARATION (30 credit points)**

1. Theory Specific to Subject (15 credit points)
   - IA150 — Introduction to Industrial Arts Education
   - IA151 — Teaching Technical Drawing
   - IA152 — Teaching Engineering Science
   - IA153 — Teaching Techniques — metal lobs
   - IA154 — Teaching Techniques — wood lobs
2. Practical Experience — 9 credit points
   - Four weeks block practice (2 credit points) in each of years 1, 2, and 3.
   - Four weeks in-school experience with return from student in year 4 (3 credit points)
   - Practising teachers are required to substitute 3 credit points in General subject content in lieu of the year 4 practical experience.

**Course Modules**

Candidates should refer to pages 81-131 for descriptions of course modules available at the 100-300 levels. A schedule of 400 level Industrial Arts modules available to degree candidates may be found on page 94. The descriptions of the 400 level Educational Studies modules available to all candidates for the degree of Bachelor of Education may be found on page 94.
Diploma in Education (Primary Education)

The one-year full-time Diploma in Education in Primary Education is available to persons who have been admitted to a relevant degree at a recognised tertiary institution or who hold a three-year diploma in a field other than teacher education from a recognised tertiary institution.

<table>
<thead>
<tr>
<th>Code</th>
<th>Subject of Study</th>
<th>Duration</th>
<th>Hours per Week</th>
<th>Semester of Study</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED411</td>
<td>Education IV (Primary)</td>
<td>2 semesters</td>
<td>6</td>
<td>Semesters I &amp; II</td>
<td>10</td>
</tr>
<tr>
<td>PP400</td>
<td>Principles &amp; Practices of Teaching</td>
<td>1 semester</td>
<td></td>
<td>Semester I</td>
<td>2</td>
</tr>
<tr>
<td>AE591</td>
<td>Art IVP</td>
<td>1 semester</td>
<td>2</td>
<td>Semester II</td>
<td>2</td>
</tr>
<tr>
<td>IA435</td>
<td>Craft Method, Dip.Ed.</td>
<td>1 semester</td>
<td>2</td>
<td>Semester II</td>
<td>2</td>
</tr>
<tr>
<td>EE421</td>
<td>English &amp; Reading IVP</td>
<td>2 semesters</td>
<td>2</td>
<td>Semesters I &amp; II</td>
<td>4</td>
</tr>
<tr>
<td>MA453</td>
<td>Mathematics IVP</td>
<td>2 semesters</td>
<td>2</td>
<td>Semesters I &amp; II</td>
<td>4</td>
</tr>
<tr>
<td>MU414</td>
<td>Music Education in the Primary Schools</td>
<td>1 semester</td>
<td>2</td>
<td>Semester I</td>
<td>2</td>
</tr>
<tr>
<td>SC430</td>
<td>Natural Science IVP</td>
<td>1 semester</td>
<td>2</td>
<td>Semester II</td>
<td>2</td>
</tr>
<tr>
<td>PE414</td>
<td>Health and Physical Education IVP</td>
<td>1 semester</td>
<td>2</td>
<td>Semester II</td>
<td>2</td>
</tr>
<tr>
<td>SS410</td>
<td>Social Studies IVP</td>
<td>1 semester</td>
<td>2</td>
<td>Semester I</td>
<td>2</td>
</tr>
<tr>
<td>ED413</td>
<td>Essay</td>
<td>—</td>
<td>—</td>
<td>Semesters I &amp; II</td>
<td>—</td>
</tr>
<tr>
<td>PT400</td>
<td>Practice Teaching</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>—</td>
</tr>
</tbody>
</table>

A substantial essay is required of all candidates for the Diploma in Education (Primary Education). The topic chosen must relate to the field of Education. The essay topic must be approved by the Head of the Department of Education and the essay must be submitted to him prior to the end of lectures in third term.

Course Modules
Descriptions of modules may be found on pages 81-131.

Diploma in Education (Secondary Education)

<table>
<thead>
<tr>
<th>Code</th>
<th>Subject of Study</th>
<th>Duration</th>
<th>Hours per Week</th>
<th>Semester of Study</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED412</td>
<td>Education IV (Secondary)</td>
<td>2 semesters</td>
<td>6</td>
<td>Semesters I &amp; II</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Principles and Practice of Teaching</td>
<td>1 semester</td>
<td>3</td>
<td>Semester I</td>
<td>2</td>
</tr>
<tr>
<td>PE401</td>
<td>Health and Physical Education IVP</td>
<td>2 semesters</td>
<td>2</td>
<td>Semesters I &amp; II</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Two of the following:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>AEP53</td>
<td>Art IVA</td>
<td>2 semesters</td>
<td>4</td>
<td>Semesters I &amp; II</td>
</tr>
<tr>
<td></td>
<td>AEP54</td>
<td>Art IVB</td>
<td>2 semesters</td>
<td>3</td>
<td>Semesters I &amp; II</td>
</tr>
<tr>
<td></td>
<td>EE401</td>
<td>English IVA</td>
<td>2 semesters</td>
<td>3</td>
<td>Semesters I &amp; II</td>
</tr>
<tr>
<td></td>
<td>EE402</td>
<td>English IVB</td>
<td>2 semesters</td>
<td>3</td>
<td>Semesters I &amp; II</td>
</tr>
<tr>
<td></td>
<td>EE403</td>
<td>English IVC</td>
<td>2 semesters</td>
<td>3</td>
<td>Semesters I &amp; II</td>
</tr>
</tbody>
</table>


Course Modules
Descriptions of modules may be found on pages 81-131.

LA411 French IV                                    2 semesters | 3 semesters I & II | (8) |
LA421 German IV                                   2 semesters | 3 semesters I & II | (8) |
LA431 Greek IV                                    3 semesters | 3 semesters I & II | (8) |
SS422 History IV                                  2 semesters | 4 semesters I & II | (8) |
HT450 Home Science/Textiles IVA                   2 semesters | 4 semesters I & II | (8) |
HT460 Home Science/Textiles IVB                   2 semesters | 4 semesters I & II | (8) |
IA450 # Industrial Arts IVA                       2 semesters | 4 semesters I & II | (8) |
LA441 Latin IV                                    2 semesters | 4 semesters I & II | (8) |
MA451 Mathematics Education                      2 semesters | 4 semesters I & II | (8) |
MA452 Mathematics Education                      2 semesters | 4 semesters I & II | (8) |
MU423 Music Education in the Secondary School     2 semesters | 4 semesters I & II | (8) |
MU424 Music Education in the Secondary School     2 semesters | 4 semesters I & II | (8) |
PE450 Physical Education IVA                      2 semesters | 3 semesters I & II | (8) |
PE451 Physical Education IVB                      2 semesters | 3 semesters I & II | (8) |
SC421 # Science IVA                               2 semesters | 3 semesters I & II | (8) |
SC422 # Science IVB                               2 semesters | 3 semesters I & II | (8) |
SS420 Social Sciences IVA                         2 semesters | 3 semesters I & II | (8) |
SS421 Social Sciences IVB                         2 semesters | 3 semesters I & II | (8) |
EE404 Teacher Librarianship IVA                   2 semesters | 3 semesters I & II | (8) |
EE405 Teacher Librarianship IVC                   2 semesters | 3 semesters I & II | (8) |
EE406 Teacher Librarianship IVC                   2 semesters | 3 semesters I & II | (8) |
PT400 Practice Teaching                           2 semesters | 3 semesters I & II | (8) |

Candidates will normally be required to undertake the two A & B modules nominated in the particular Method in which they intend to specialise e.g. candidates wishing to specialise in Art Method should undertake AE493 and AE494.

Candidates who wish to undertake studies in more than one Method e.g. English and History, History and Languages, should consult Heads of Departments for advice before selecting modules.

Candidates wishing to undertake English and another Method should enrol in EE403 as their English Method module.

Candidates wishing to undertake Teacher Librarianship and another Method should enrol in EE405 as their Teacher Librarianship Method module.

Candidates will be required to undertake four weeks of continuous Practice Teaching and two other weeks as can be most conveniently arranged.

The Essay topic must relate to either the field of specialisation or Education and must be approved by the Principal Lecturer in Education. Exemption from the Essay may be granted if an additional qualifying subject is being undertaken.

Total Credit Points 36

Candidates should consult with the Head of the Science Department.
Diploma in Education in Technical and Further Education

Postgraduate Diploma in Educational Studies (Curriculum Development)

Candidates for the Diploma in Education in Technical and Further Education should have a university degree in a subject related to the field of education, and appropriate professional experience in teaching or educational administration. Successful completion of an entrance examination is also required. The course is designed to provide opportunities for career development in technical and further education.
MA408 Probability
MA407 Probability and Statistics II
MA409 Sets
MA410 Theories of Integration
MA411 Vector Analysis

(i) Electives available at
MA410 Theories of Integration
MA451 Aspects in the Teaching of Mathematics in the Secondary School
MA452 Issues in the Teaching of Mathematics in the Secondary School

(ii) Electives available at
MA408 Probability
MA407 Probability and Statistics II
MA409 Sets
MA410 Theories of Integration
MA411 Vector Analysis

Elective Study
(i) Electives available at 400 level:
Any 400 level module described in this Calendar and not selected to contribute to the 33 credit points comprising the remainder of the course may be selected as the elective module.
(ii) Electives available at 200 and 300 level:
Any other module offered within the College for which the candidate holds the prerequisites may be taken as the elective module.

Course Modules
Descriptions of modules may be found on pages 81-131.

Postgraduate Diploma in Educational Studies (Science)

The course of study leading to the award of the Postgraduate Diploma in Educational Studies in Science is offered on a part-time basis over four semesters. It is anticipated that the majority of candidates for the course will be employed as teachers and that, particularly in view of the increased demand for school-based curriculum development, the course will serve to enhance their professional contribution to teaching.

In order to qualify for the Diploma candidates must gain a total of 36 credit points consisting of:
- 24 credit points in a Major Strand
- 6 credit points in Minor Studies
- 6 credit points in Education

The course is structured in the following way:

<table>
<thead>
<tr>
<th>Major Strand</th>
<th>Sem. I</th>
<th>Sem. II</th>
<th>Sem. III</th>
<th>Sem. IV</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 cp</td>
<td>6 cp</td>
<td>6 cp</td>
<td>6 cp</td>
<td></td>
</tr>
<tr>
<td>9 cp</td>
<td>9 cp</td>
<td>9 cp</td>
<td>9 cp</td>
<td></td>
</tr>
</tbody>
</table>

Minor Studies
Education
3 cp
9 cp

9 cp
6 cp

TYPICAL PROGRAMMES OF STUDIES

Candidates study a major strand (24 cp) in one of the subject disciplines biology, chemistry, or physics and undertake minor studies (6 cp) in one or more of the disciplines biology, chemistry, geology or physics. Modules and credit points for each semester are listed below.

There are four modules in each of the major strands each generally of one semester's duration and each worth 6 credit points. Minor study modules are generally of one semester's duration and are worth 3 credit points. However, in chemistry and physics, the first two modules are distributed over the first two semesters, to allow students access to these as minor studies.

For example, a student studying biology as a major strand may choose the following modules:

<table>
<thead>
<tr>
<th>Sem. I</th>
<th>Sem. II</th>
<th>Sem. III</th>
<th>Sem. IV</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied Ecology</td>
<td>Man and Environment</td>
<td>Angiosperm Biology</td>
<td>Comparative Anatomy and Physiology</td>
</tr>
<tr>
<td>6 cp</td>
<td>6 cp</td>
<td>6 cp</td>
<td>6 cp</td>
</tr>
<tr>
<td>Physiological Chemistry</td>
<td>Science</td>
<td>Curriculum Analysis</td>
<td></td>
</tr>
<tr>
<td>3 cp</td>
<td>3 cp</td>
<td>3 cp</td>
<td>3 cp</td>
</tr>
</tbody>
</table>

Alternatively, a student studying biology as a major strand may choose the following modules:

<table>
<thead>
<tr>
<th>Sem. I</th>
<th>Sem. II</th>
<th>Sem. III</th>
<th>Sem. IV</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied Ecology</td>
<td>Man and Environment</td>
<td>Angiosperm Biology</td>
<td>Comparative Anatomy and Physiology</td>
</tr>
<tr>
<td>6 cp</td>
<td>6 cp</td>
<td>6 cp</td>
<td>6 cp</td>
</tr>
<tr>
<td>Inorganic Chemistry of Biology Processes</td>
<td>Carbohydrate Leadership Chemistry</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 cp</td>
<td>3 cp</td>
<td>3 cp</td>
<td>3 cp</td>
</tr>
</tbody>
</table>

A student studying chemistry as a major strand may decide to study electronics as a minor. The course pattern would be:

<table>
<thead>
<tr>
<th>Sem. I</th>
<th>Sem. II</th>
<th>Sem. III</th>
<th>Sem. IV</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physiological Chemistry</td>
<td>Spectroscopy</td>
<td>Environmental Science</td>
<td>Assessment Procedures</td>
</tr>
<tr>
<td>3 cp</td>
<td>3 cp</td>
<td>3 cp</td>
<td>3 cp</td>
</tr>
</tbody>
</table>

Availability of Modules
Modules will be available on the basis of student choice, except in cases where staffing would not be economically justifiable.

Course Modules
Descriptions of modules may be found on pages 81-131.
*Postgraduate Diploma in Educational Studies (Special Education)*

The Postgraduate Diploma in Educational Studies (Special Education) has been designed to prepare experienced teachers professionally to work as a resource/consultant teacher in the primary or secondary school, to teach in special class situations, or to teach young developmentally disabled children.

Two-year trained teachers complete a variation of this course as a Diploma in Special Education.

**Course Outline:**

**A: Core Modules**

- **SE401 - Assessment, Diagnosis and Remediation I and II**
- **SE402 - Instructional Programming**
- **SE403 - Issues in Special Education**
- **SE408 - Developmental Disabilities**
- **SE410 - Behaviour Management**
- **SE411 - Interdisciplinary Seminar**
- **SE412 - Seminar in Learning Disabilities**

**B: Electives**

(i) **Primary Resource/O.A. Teachers**

- **SE307 - Curriculum Resources in Special Education**
- **SE333 - Parent Training Workshop**
- **SE330 - Communication Disorders**
- **ED301 - The School and Society**
- **MA354 - Mathematics Education: The Slow Learner**
- **PE308 - Implementing Special Physical Education Programmes**
- **EN316 - Teaching English as a Second Language**
- **ED204 - Studies in Reading**
- **SE208 - Craft for Special Education**
- **MU301 - Modern Approaches to Classroom Music**

(ii) **Secondary Resource/O.A. Teachers**

- **SE307 - Curriculum Resources in Special Education**
- **SE326 - Remediation in the Secondary School**
- **MA354 - Mathematics Education: The Slow Learner**
- **EN316 - Teaching English as a Second Language**
- **ED201 - The School and Society**
- **EN204 - Studies in Reading**

(iii) **Teachers of Young Developmentally Disabled Children**

- **SE330 - Communication Disorders**
- **SE333 - Parent Training Workshop**
- **SE337 - Education of High Risk Infant and Preschool Children**
- **ED301 - The School and Society**
- **PE308 - Implementing Special Physical Education Programmes**
- **AE500 - Art Therapy**
- **MU301 - Modern Approaches to Classroom Music**

**C: Clinical & School Practicum**

Each trainee completes three ten-week practicum rotations in a variety of situations, with at least one at the Special Education Centre and one in a regular school as a resource teacher or special-class situation.

*This course is currently undergoing minor revision. Any variations will be available to prospective students upon application to the Special Education Centre.*

Course Modules

Descriptions of modules may be found on pages 81-131.
The School of Paramedical and Community Welfare Studies
<table>
<thead>
<tr>
<th>Courses of Study</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate Diploma in Diagnostic Medical Radiography</td>
<td>69</td>
</tr>
<tr>
<td>Associate Diploma in Nursing Education</td>
<td>70</td>
</tr>
<tr>
<td>Associate Diploma in Social Welfare</td>
<td>71</td>
</tr>
</tbody>
</table>
School of Paramedical and Community Welfare Studies

The School of Paramedical and Community Welfare Studies offers courses leading to the following undergraduate awards:

- Associate Diploma in Diagnostic Medical Radiography
- Associate Diploma in Nursing Education
- Associate Diploma in Social Welfare

The course of study for the Associate Diploma in Diagnostic Medical Radiography is designed to produce a radiographer who has an adequate knowledge of his patient, both psychologically and anatomically; the equipment required by the profession and its use and maintenance; the nature of the radiation used; the hazards involved and relevant safety requirements; the basics of patient handling and care; and complimentary, diagnostic techniques.

The overall plan for the course structure contains two major sections: general theoretical preparation and professional preparation. The attendance pattern of the course is one year full-time attendance followed by two years part-time attendance. Students will be required to attend College full-time for the first two semesters of the course. This will include one day per week of the subject Techniques and Surface Anatomy. Between these two semesters all students will attend a practicum involving attendance at a hospital or clinic to observe radiographic techniques in practice.

In Semester 3, all students must be employed in the field with some release for lectures at College and for techniques and surface anatomy at Royal Newcastle Hospital.

The Associate Diploma in Nursing Education course is a three year course covering the theoretical and practical aspects of training for the profession. Candidates undertake a one year of full-time study followed by two years of part-time study during which they must be employed as trainee radiographers.

In their first year of studies candidates must enrol in the following programme:

### Associate Diploma in Diagnostic Medical Radiography

The Associate Diploma in Diagnostic Medical Radiography is a three year course covering the theoretical and practical aspects of training for the profession. Candidates undertake one year of full-time study followed by two years of part-time study during which they must be employed as trained radiographers.

In their second year of studies candidates must enrol in:

<table>
<thead>
<tr>
<th>Semester I</th>
<th>Hours per Week</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>SR201</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>SR202</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>SR205</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>SR214</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

Candidates undertake practicums between semesters during the year some lectures on medical legal aspects will be included.

In their third year of studies candidates must enrol in:

<table>
<thead>
<tr>
<th>Semester II</th>
<th>Hours per Week</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>SR211</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>SR212</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>SR213</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>SR214</td>
<td>5</td>
<td>5</td>
</tr>
</tbody>
</table>

All candidates will be expected to undertake clinical practice in their third year of studies.

### Course Modules

Descriptions of modules may be found on pages 81-131.

#### Semester I

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Hours per Week</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>SR101</td>
<td>Physics for Radiographers</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>SR102</td>
<td>Living Anatomy and Physiology</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>SR111</td>
<td>Radiographic Anatomy A</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>SR104</td>
<td>Equipment A</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>SR106</td>
<td>Patient Care</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>SR113</td>
<td>Techniques and Surface Anatomy A</td>
<td>5</td>
<td>4</td>
</tr>
</tbody>
</table>

#### Semester II

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Hours per Week</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>SR201</td>
<td>Radiation Physics</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>SR203</td>
<td>Living Anatomy and Physiology</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>SR112</td>
<td>Radiographic Anatomy B</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>SR105</td>
<td>Equipment B</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>ER101</td>
<td>Psychology - Understanding Human Behaviour</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>SR114</td>
<td>Techniques and Surface Anatomy A</td>
<td>5</td>
<td>4</td>
</tr>
</tbody>
</table>

### Course Structure

The Associate Diploma in Social Welfare is aimed at creating an experienced based welfare education which allows students to relate its theoretical component to their own practical experience in the field. Within the course structure students undertake studies in social welfare studies which has the general aim of providing a broad coverage of general social welfare studies and a more concentrated coverage of a specialised area of social welfare; field experience which is intended to provide students with educational experiences designed to develop general and specialist practice skills; vocational forum, which has the aim of providing an opportunity for students to integrate field practice with the theoretical components taken in social welfare studies.

The course may be completed in two years of full-time study or longer for part-time study.

Course modules offered within the School may be of one semester's duration or two semester's duration. Those modules over one semester generally carry a credit point rating of three, although some may have a credit point rating of two or four. The modules are placed at levels ranging from 100 to 300 in the undergraduate programmes to indicate relative levels of difficulty.

### Associate Diploma in Social Welfare

The course of study for the Associate Diploma in Social Welfare is a one year of full-time study and is a part-time study during which they must be employed as trainee radiographers.

In their first year of studies candidates must enrol in the following programme:

<table>
<thead>
<tr>
<th>Semester I</th>
<th>Hours per Week</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>SR222</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>SR223</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>SR204</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>SR215</td>
<td>5</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester II</th>
<th>Hours per Week</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>SR234</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>SR205</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>SR216</td>
<td>5</td>
<td>4</td>
</tr>
</tbody>
</table>

All candidates will be expected to undertake clinical practice in their third year of studies.

### Course Modules

Descriptions of modules may be found on pages 81-131.

#### Semester I

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Hours per Week</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>SR101</td>
<td>Physics for Radiographers</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>SR102</td>
<td>Living Anatomy and Physiology</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>SR111</td>
<td>Radiographic Anatomy A</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>SR104</td>
<td>Equipment A</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>SR106</td>
<td>Patient Care</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>SR113</td>
<td>Techniques and Surface Anatomy A</td>
<td>5</td>
<td>4</td>
</tr>
</tbody>
</table>

#### Semester II

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Hours per Week</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>SR201</td>
<td>Radiation Physics</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>SR203</td>
<td>Living Anatomy and Physiology</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>SR112</td>
<td>Radiographic Anatomy B</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>SR105</td>
<td>Equipment B</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>ER101</td>
<td>Psychology - Understanding Human Behaviour</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>SR114</td>
<td>Techniques and Surface Anatomy A</td>
<td>5</td>
<td>4</td>
</tr>
</tbody>
</table>

In their second year of studies candidates must enrol in:

<table>
<thead>
<tr>
<th>Semester I</th>
<th>Hours per Week</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>SR211</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>SR212</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>SR203</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>SR214</td>
<td>5</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester II</th>
<th>Hours per Week</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>SR221</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>SR212</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>SR203</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>SR214</td>
<td>5</td>
<td>4</td>
</tr>
</tbody>
</table>

All candidates will be expected to undertake clinical practice in their second year of studies.
### Associate Diploma in Nursing Education

The Associate Diploma in Nursing Education is a post-registration course of training for experienced registered nurses who wish to become Nurse Educators in their respective fields. In order to qualify for the award of the Associate Diploma candidates are expected to gain a total of 36 credit points over 2 semesters full-time or 4-5 semesters of part-time study. The following table indicates the various components available. Availability of modules in either Semester I or Semester II is indicated by 'X' in the 'SI' or 'SII' column. Candidates are asked to note that a new course structure may be introduced in 1983.

<table>
<thead>
<tr>
<th>Code</th>
<th>Module Name</th>
<th>Hours per week</th>
<th>Pattern for 1980 Intake</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>NS101</td>
<td>Professional Development: Nursing Studies I</td>
<td>2 2 X X</td>
<td>Full-time</td>
<td>3 3</td>
</tr>
<tr>
<td>NS102</td>
<td>Professional Development: Nursing Studies II</td>
<td>2 2 X X</td>
<td>Full-time</td>
<td>3 3</td>
</tr>
<tr>
<td>NS201</td>
<td>Professional Development: Nursing Studies III</td>
<td>2 3 X X</td>
<td>Full-time</td>
<td>3 3</td>
</tr>
<tr>
<td>NS202</td>
<td>Professional Development: Nursing Studies IV</td>
<td>3 3 X</td>
<td>Full-time</td>
<td>3 3</td>
</tr>
<tr>
<td>NS203</td>
<td>Professional Development: Nursing Studies V</td>
<td>3 4 X</td>
<td>Full-time</td>
<td>3 3</td>
</tr>
<tr>
<td>NS104</td>
<td>Life Span Development</td>
<td>3 3 X X</td>
<td>Full-time</td>
<td>3 3</td>
</tr>
<tr>
<td>NS105</td>
<td>Motivation &amp; Morale</td>
<td>2 2 X X</td>
<td>Full-time</td>
<td>3 3</td>
</tr>
<tr>
<td>NS204</td>
<td>Sociology: Society, Group Learning &amp; the Health Worker</td>
<td>3 3 X</td>
<td>Full-time</td>
<td>3 3</td>
</tr>
<tr>
<td>EN115</td>
<td>Effective Communication</td>
<td>2 2 X X</td>
<td>Full-time</td>
<td>3 3</td>
</tr>
<tr>
<td>SC180</td>
<td>Biological Sciences I</td>
<td>3 3 X</td>
<td>Full-time</td>
<td>3 3</td>
</tr>
<tr>
<td>SC280</td>
<td>Biological Sciences II</td>
<td>2 2 X</td>
<td>Full-time</td>
<td>3 3</td>
</tr>
<tr>
<td>SC380</td>
<td>Biological Sciences III</td>
<td>3 3 X</td>
<td>Full-time</td>
<td>3 3</td>
</tr>
<tr>
<td>NS107</td>
<td>Professional Preparation I</td>
<td>2 3 X X</td>
<td>Full-time</td>
<td>3 3</td>
</tr>
<tr>
<td>NS108</td>
<td>Professional Preparation II</td>
<td>2 3 X X</td>
<td>Full-time</td>
<td>3 3</td>
</tr>
<tr>
<td>NS208</td>
<td>Professional Preparation III</td>
<td>2 2 X</td>
<td>Full-time</td>
<td>3 3</td>
</tr>
<tr>
<td>Project related to Nursing Practice</td>
<td>—  — X</td>
<td>Full-time</td>
<td>3 3</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td>36</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

On-going practice teaching is conducted throughout the course. An inter-semester Block Practice is held in June-July each year. The practical teaching experience programme is a component of the Professional Preparation modules. The course requirements for the Associate Diploma in Nursing Education are currently under review. It is possible for instance that changes may be made to the hourly weighing of some subjects and to the allocation of credit points to those subjects. Candidates will be notified at the time of enrolment of any changes to the course requirements.

### Associate Diploma in Social Welfare

The Associate Diploma in Social Welfare is a course of vocational study and training lasting two years full-time, or longer part-time. Emphasis is placed on the integration of practical skills with theoretical knowledge. The course comprises three main strands of study: social welfare studies, field experience and vocational forum. The total social welfare programme is made up of the following modules:

<table>
<thead>
<tr>
<th>Semester I</th>
<th>Hours per week</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>SW101</td>
<td>Welfare Practice (Introduction to Welfare)</td>
<td>3 3</td>
</tr>
<tr>
<td>SW102</td>
<td>Social Welfare Administration</td>
<td>3 3</td>
</tr>
<tr>
<td>EW101</td>
<td>Psychology I</td>
<td>3 3</td>
</tr>
<tr>
<td>SS180</td>
<td>Sociology</td>
<td>3 3</td>
</tr>
<tr>
<td>SW103</td>
<td>Social Biology</td>
<td>3 3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester II</th>
<th>Hours per week</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>SW104</td>
<td>Welfare Practice II (Casework)</td>
<td>3 3</td>
</tr>
<tr>
<td>SS185</td>
<td>Multicultural Studies</td>
<td>3 3</td>
</tr>
<tr>
<td>EW102</td>
<td>Psychology II</td>
<td>3 3</td>
</tr>
<tr>
<td>SW105</td>
<td>Vocational Forum I</td>
<td>3 3</td>
</tr>
<tr>
<td>SW106</td>
<td>Field Practice I (168 hours per semester)</td>
<td>3 3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester III</th>
<th>Hours per week</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>SW201</td>
<td>Welfare Practice III (Community Work)</td>
<td>3 3</td>
</tr>
<tr>
<td>SW202</td>
<td>The Human Life Cycle</td>
<td>3 3</td>
</tr>
<tr>
<td>SW203</td>
<td>Community Support Services I</td>
<td>3 3</td>
</tr>
<tr>
<td>SW204</td>
<td>Vocational Forum II</td>
<td>3 3</td>
</tr>
<tr>
<td>SW205</td>
<td>Field Practice II (168 hours per semester)</td>
<td>3 3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester IV</th>
<th>Hours per week</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>SW206</td>
<td>The Law and Welfare</td>
<td>3 3</td>
</tr>
<tr>
<td>SW207</td>
<td>Speciality Studies</td>
<td>3 3</td>
</tr>
<tr>
<td>SW208</td>
<td>Community Support Services II</td>
<td>3 3</td>
</tr>
<tr>
<td>SW209</td>
<td>Vocational Forum III</td>
<td>3 3</td>
</tr>
<tr>
<td>SW210</td>
<td>Field Practice III (168 hours per semester)</td>
<td>3 3</td>
</tr>
</tbody>
</table>

Modules may be offered during the day or during the evening in conjunction with part-time studies.

### Field Practice

Field Practice is intended to provide students with educational experiences designed to develop practice skills through working in more than one social welfare setting. Some field observation visits take place during the first semester. Field placements begin during the second semester when students spend one day per week or equivalent working in a social welfare setting under the supervision of agency staff. During the third semester field experience accounts for 168 hours. This is usually made up of two days per week but is subject to variation. A similar period is planned for the fourth semester.

### Vocational Forum

Vocational Forum is taken in conjunction with field practice and has the chief aim of providing an opportunity for students to integrate field practice with other social welfare modules.

### Part-time Studies

The part-time course is designed to take place during the evening over eight semesters. As a general rule, students take either two modules or three modules depending on the semesters. Part-time students may take additional modules during the day.

### Course Modules

Descriptions of modules may be found on pages 81-131.
The School of Visual and Performing Arts
The School of Visual and Performing Arts

<table>
<thead>
<tr>
<th>Courses of Study</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate Diploma in Art-Craft</td>
<td>75</td>
</tr>
<tr>
<td>Diploma in Art</td>
<td>77</td>
</tr>
<tr>
<td>Postgraduate Diploma in Painting</td>
<td>79</td>
</tr>
<tr>
<td>Postgraduate Diploma in Printmaking</td>
<td>79</td>
</tr>
<tr>
<td>Postgraduate Diploma in Sculpture</td>
<td>79</td>
</tr>
</tbody>
</table>
Facilities are available at both the Waratah campus and the Union Street city annexe. The new Visual Arts building is expected to be completed during 1980 at the Waratah campus, providing extensive study areas, workshops and studios for painting, sculpture and printmaking. It is anticipated that facilities for the other subjects offered will be extended and improved at the same time.

The School of Visual and Performing Arts is actively developing a wide range of study opportunities in the creative, expressive and communicative arts. Parallel with the expansion of course offerings, attention is also being directed towards the improvement of study resources; apart from the updating of existing facilities, a major improvement in the concepts of expression and communication and the provision of an on-going opportunity for the Individual to examine, identify and if necessary restructure personal needs in terms of creative expression and its effects upon the development of the inner self. The concept of re-evaluation of personal aspirations and objectives is considered an important factor in a constantly changing society.

It is now generally accepted that young persons need to express themselves; the School accepts that creative expression should be available to all sectors of society, of all ages. Courses currently available provide opportunities for study across a range of entry levels (from Associate Diploma through to Postgraduate Diploma) and in a variety of subject disciplines.

While personal creative development is considered an essential aspect in the education of an artist, it is also important that the graduate be well equipped to cope with the problems arising from the application of artistic ability to the needs of society. The School, therefore, lays stress upon questions concerning the vocational employment of graduates.

It is an objective of the School that students of Visual and Performing Arts should be able to use their knowledge and creative ability in order to practice as individual professional artists or to work collectively in one of the many creative art, design, media, or performance professions upon graduation. The School is primarily concerned with providing courses which have a particular significance for Newcastle, the Hunter Valley and Northern New South Wales. Future plans include an extension of studies to include more design, dance, theatre, music and media subjects; new courses in Art History (Postgraduate Diploma), Wild Life Illustration (Postgraduate Diploma), Arts Administration (Associate Diploma) and Art and Design (B.A. Degree) are in planning stages.

Courses available in 1980 lead to the following awards:

- Diploma in Art: 3 years full-time
- Associate Diploma in Art-Craft: 4 years part-time
- Postgraduate Diploma in Painting: 1 year full-time
- Postgraduate Diploma in Sculpture: 1 year full-time
- Postgraduate Diploma in Printmaking: 1 year full-time
- Postgraduate Diploma Courses will be offered subject to final approval by the NSW Higher Education Board.

Art Studies are also provided for candidates of the Bachelor of Education (Art).
Diploma in Art

The course of study for the Diploma in Art is designed to prepare candidates for careers as professional artists or in art-related fields. In order to provide an informed background in art experience, the course programme is therefore structured around the following study categories:

(i) Liberal Studies
These are mainly theoretical, introducing aspects of theory and scholarship relevant to past and present studio art practice;
(ii) Support Studies
These studies introduce fundamental concepts and working processes which underlie or are relevant to most areas of art practice;
(iii) Professional Studies
These form the major portion of the programme and allow students to select studies from a wide range of established and emerging areas of art practice.

2. THE MODULAR STRUCTURE OF THE PROGRAMME

Studies are offered and administered as semester modules. The weekly hour involvement varies from module to module, as does credit point weighing. Consult the module prescriptions for details of such variation.

To complete the Diploma in Art programme a minimum of 118 credit points must be earned in Diploma in Art modules. For details see "MINIMUM PROGRAMME REQUIREMENTS".

3. TOTAL WEEKLY INVOLVEMENT

Students wishing to complete the course within three years are normally expected to enrol each semester in modules yielding a total of 18 credit points. These modules would require a weekly involvement on campus of 24 hours, over 4 days, minimum. Depending on the nature of the studies, the lecture(s) may require a further weekly studio involvement. Students wishing to undertake modules in a given semester which yield a total of more than 21 credit points (i.e. a weekly involvement of more than 28 hours) must obtain the approval of the School Board before enrolling in additional modules.

Part-time students must select in each semester a total of no more than 9 credit points (i.e. a weekly involvement of no more than 12 hours). Depending on the nature of the studies the lecturer(s) may require a further weekly studio involvement.

4. DIPLOMA IN ART MODULES

The chart on page 80 shows the overall organisation of existing and proposed modules, indicating the three study categories the levels at which they are offered and the module prerequisites (disputed as connected modules). Note that in Professional Studies and in most Support Studies students must undertake both A and B modules of a given level in consecutive semesters. For example, a student wishing to enrol in 200 level Sculpture must select AT301 in semester one and AT303 in semester two. Consult "MINIMUM PROGRAMME REQUIREMENTS" for further details and note that this requirement is shown on the chart by way of paired modules.

5. MODULES NOT AVAILABLE IN 1980

The following modules will NOT be available in 1980:
- JEWELLERY AND SILVERSMITHING - AT385, AT386
- GLASS - AT380, AT381
- HISTORY OF ART - AT395, AT396
- ILLUSTRATION - AT390, AT391

All modules in which there are insufficient students enrolled.

6. ORIENTATION PERIOD

To assist students enrolling in the first year of the programme in finalising their study selections, a period of four weeks is set aside for orientation. During this time students will be introduced to the various studies available, the teaching philosophy, the studio and workshop facilities and examples of work produced.

7. MINIMUM PROGRAMME REQUIREMENTS

The table on page 79 sets out the Diploma in Art programme semester by semester. Students enrolling in the first year of the programme will note that of the three Professional Studies undertaken in semesters one and two, one must be the Specialist Study. The Specialist Study is the Professional Study taken to 300 level. Students must gain a total of 42 credit points in the Specialist Study with the exception of those students who commenced the course prior to 1976 who must gain 29 credit points in the Specialist Study.

Since the Specialist Study requirements demand careful selection of the three first year Professional Studies, new students are advised to use the Orientation Period wisely.

8. PROFESSIONAL PRACTICE

In each year of the course students must satisfactorily complete a four week period of Professional Practice. The nature of the Professional Practice varies from student to student, depending on the Specialist Study and the interests of the student. Wherever possible, students are encouraged to undertake Professional Practice outside the College such, for example, in association with industry, commerce and community groups.

Professional Practice normally occurs in the mid-year semester break. Professional Practice is a required component of the Diploma in Art programme. Students will not be eligible to graduate unless three Professional Practice sessions have been satisfactorily completed.

9. INDEPENDENT STUDIO PRACTICE

Throughout the course students are expected to extend their experience in continuous studio practice. Limited studio space is available for this purpose and students are allocated space according to need. It is expected that as students progress in the course they increase their independent studio practice in the specialist studies.

10. ASSESSMENT

Students are formally assessed in all modules of study. The requirements of a specific module, as determined by the lecturer(s), must be met.

Extensions of time for specific assignments and projects may be granted by the Head of the Art Department. Students must apply in writing for such extensions, outlining the reasons for the appreciation.

All assessments are graded, the grades awarded being:
- High Distinction (HD) Distinction (DIST)
- Credit (C), Pass (P)
- Terminal Pass (PT), Failure (FF)

The Terminal Pass is awarded to indicate that the student is prepared for proceeding further in that study. To proceed in that study the student must report the module and reach a standard higher than the Terminal Pass.
11. REVIEWS
Certain studies require students to present works in progress and/or completed works to review panels during each semester. The reviews are not assessments but they do indicate student progress in meeting the requirements of specific modules. Review details are provided by lecturers.

12. ILLUSTRATION COREQUISITES
Students selecting 100 level Illustration are advised that they must also undertake or have undertaken Photography. In addition, they must undertake or have undertaken one of the following: Painting, Printmaking, Graphic Communication.

13. APPROVED SUPPORT STUDY
This study module enables students to select a module from other courses in the College. For example, Industrial Arts modules may support a Sculpture or Jewellery Specialist study; or, English modules may assist students undertaking Graphic Communication. Students must, however, obtain the approval of the Head of the Art Department before enrolling. Students undertaking this study will receive a grade for AT200, not the specific module studied.

14. APPROVED PROFESSIONAL STUDY
The Approved Professional Study is made available for those students who feel a 100 level Professional Study would not enrich the Specialist Study to the same degree as a self-planned study. Students wishing to undertake this study are advised to enrol in AT398 and AT399 or are advised to enrol in AT398 and AT399 but are reminded that they must submit an outline of the proposed study to the Head of the Art Department.

The outline should state the Specialist Study being undertaken, 100 level Professional Studies already completed and a description of the proposed study. The description is to include a statement of intention, the working process to be used and possible assessment methods to be used by the Department of Art.

The outline must be submitted by FRIDAY 14 MARCH, 1980. All unsuccessful submissions will require a change of enrolment.

15. CHANGE OF ENROLMENT
All students should note that no changes of enrolment may be made after Friday 14 MARCH, 1980. All students, and especially new students should note that module selections are binding after this date. Careful attention should therefore be given to selections made on the Enrolment Form, and a personal copy kept for reference.

ENDORSEMENT OF COURSES
The following Postgraduate Diploma courses have yet to receive the final endorsement of the New South Wales Higher Education Board. Candidates will be notified at the time of enrolment of the various programme requirements.

Postgraduate Diploma in Painting: (one year full-time)
Postgraduate Diploma in Sculpture: (one year full-time)
Postgraduate Diploma in Printmaking: (one year full-time)

<table>
<thead>
<tr>
<th>MINIMUM COURSE REQUIREMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester</td>
</tr>
<tr>
<td>I</td>
</tr>
<tr>
<td>II</td>
</tr>
<tr>
<td>III</td>
</tr>
<tr>
<td>IV</td>
</tr>
<tr>
<td>V</td>
</tr>
<tr>
<td>VI</td>
</tr>
</tbody>
</table>

Course Modules
Descriptions of modules may be found on pages 81-131.
<table>
<thead>
<tr>
<th>Module Descriptions</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC     Art·Craft</td>
<td>83</td>
</tr>
<tr>
<td>AE     Art Education</td>
<td>84</td>
</tr>
<tr>
<td>AT     Art</td>
<td>86</td>
</tr>
<tr>
<td>ED     Education</td>
<td>92</td>
</tr>
<tr>
<td>EE     English Education</td>
<td>94</td>
</tr>
<tr>
<td>EH     English/History Education</td>
<td>95</td>
</tr>
<tr>
<td>EN     English</td>
<td>95</td>
</tr>
<tr>
<td>ER     Education - Radiography</td>
<td>97</td>
</tr>
<tr>
<td>ES     Ethnic Studies</td>
<td>97</td>
</tr>
<tr>
<td>ET     Education - T.A.F.E.</td>
<td>98</td>
</tr>
<tr>
<td>EW     Education - Welfare</td>
<td>98</td>
</tr>
<tr>
<td>Ey     Educational Studies</td>
<td>99</td>
</tr>
<tr>
<td>HT     Home Science/Textiles Education</td>
<td>99</td>
</tr>
<tr>
<td>IA     Industrial Arts Education</td>
<td>102</td>
</tr>
<tr>
<td>ID     Interdisciplinary</td>
<td>105</td>
</tr>
<tr>
<td>IA     Languages</td>
<td>106</td>
</tr>
<tr>
<td>MA     Mathematics Education</td>
<td>107</td>
</tr>
<tr>
<td>MU     Music Education</td>
<td>110</td>
</tr>
<tr>
<td>NS     Nurse Education</td>
<td>112</td>
</tr>
<tr>
<td>PD     Personal Development</td>
<td>113</td>
</tr>
<tr>
<td>PE     Physical Education</td>
<td>113</td>
</tr>
<tr>
<td>PP     Professional Studies Programme - Primary</td>
<td>115</td>
</tr>
<tr>
<td>PR     Professional Studies Programme - T.A.F.E.</td>
<td>115</td>
</tr>
<tr>
<td>PS     Professional Studies Programme - Secondary</td>
<td>116</td>
</tr>
<tr>
<td>SC     Science Education</td>
<td>118</td>
</tr>
<tr>
<td>SE     Special Education</td>
<td>124</td>
</tr>
<tr>
<td>SP     Science - Radiography</td>
<td>124</td>
</tr>
<tr>
<td>SS     Social Sciences Education</td>
<td>126</td>
</tr>
<tr>
<td>SW     Social Welfare</td>
<td>130</td>
</tr>
<tr>
<td>TL     Teacher Librarianship</td>
<td>131</td>
</tr>
</tbody>
</table>
**Module Descriptions**

**Information**

The information contained herein is correct as at 25th August, 1979 however some changes may be effected after this date.

**Coding of Modules**

The modules are given a letter code to indicate the subject of study along with a number code indicating the level of study and the official module number as shown:

- **AE/16**: ED309
- **AE - Art Education**: Et - English Education
- **2 - Level 200**: 3 - Level 300
- **16 - Official Number**: 09 - Official Number

**Nature and Availability of Modules**

Modules are coded with the following information:

- **E**: before brackets indicates Early Childhood
- **G**: before brackets indicates Generally available
- **P**: before brackets indicates Primary
- **S**: before brackets indicates Secondary
- **T**: before brackets indicates TAFE (Technical and Further Education)

**NA**: indicates that the module is not available in 1980

- **(3-9)**: indicates 3 hours per week in Semester I
- **(9-3)**: indicates 9 hours per week in Semester II
- **(3-3)**: indicates 3 hours per week in Semester I or II
- **(3-9)**: indicates 3 hours per week in either Semester I or II

A prerequisite code indicates Equivalent studies following the prerequisite indicates Recommended study. An introduction to basic materials, processes and properties, hand shaping and machining and finishing.

An introduction to basic skills and techniques of relief printing media, including lino cuts, wood cuts, collographs and collage techniques.

The exploration of basic concepts of the historical development of art-craft, aesthetics and analysis.

The exploration of the relationships of art-craft to society and social change, emphasising recent ideas and trends appropriate to contemporary art-craft activity.

The study of elements basic to design, visual expression and communication in two dimensional situations. Aspects considered include area division and relationships within the 2D field, surfaces and materials, spatial forces and visual dynamics, color and pictorial depth.

The consideration and application of three dimensional design concepts relevant to scale, volume, form, surface and materials, and human factors.

The development of basic perceptual and manipulative skills in using graphic media in order to gain a broad view of drawing approaches and of the environment itself. The development of a creative and liberal attitude to drawing through experimentation with a variety of graphic media and graph paper experience.

**Art-Craft**

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC112</td>
<td><strong>CERAMICS</strong></td>
</tr>
<tr>
<td>(3-0)</td>
<td>3 cps</td>
</tr>
<tr>
<td>S</td>
<td>Preventive AC111</td>
</tr>
<tr>
<td>S</td>
<td>Preventive AC116</td>
</tr>
</tbody>
</table>

The development of alternative approaches to ceramic media and techniques as practised by contemporary ceramic craftsmen.

| AC116     | **TEXTILES A**                                                             |
| (3-0, 3-0)| 3 cps per module                                                          |
| S, S, I   | Preventive AC116 for AC117                                                 |

The development of an understanding of essential qualities of fibres and their preparation, decoration and dyeing and applied print techniques.

| AC118     | **TEXTILES A**                                                             |
| (0-3)     | 3 cps                                                                      |
| S         | Preventive AC117                                                            |

An individual module of study with no face-to-face lecture commitments. Students electing this study are responsible to the teaching staff of AC116 and AC117 for advice and studio direction.

| AC122     | **GRAPHIC DESIGN**                                                        |
| (3-0, 3-0)| 3 cps per module                                                          |
| S, S, I   | Preventive AC122 for AC123                                                 |

The study of basic concepts of imagery and their application to visual communication including presentation and layout, composition and spatial control.

| AC128     | **JEWELLERY**                                                             |
| (3-0, 3-0)| 3 cps per module                                                          |
| S, S, I   | Preventive AC128 for AC129                                                 |

The establishment of a basic working knowledge of jewellery media and techniques, including surface decoration, surface and relief methods and bending techniques.

| AC140     | **LEATHERWORK**                                                           |
| (3-0, 3-0)| 3 cps per module                                                          |
| S, S, I   | Preventive AC140 for AC141                                                 |

The development of manipulative skills in using traditional and contemporary methods of working with leather, including tanning and leather preparation techniques.

| AC145     | **METALWORK**                                                             |
| (3-0, 3-0)| 3 cps per module                                                          |
| S, S, I   | Preventive AC145 for AC147                                                 |

The establishment of a foundation of elementary skills and knowledge in metalcraft design, including metals and their properties, hand shaping and machining and metal finishing.

| AC152     | **PAINTING**                                                              |
| (3-0, 3-0)| 3 cps per module                                                          |
| S, S, I   | Preventive AC152 for AC153                                                 |

The development of basic skills in photography and knowledge of photographic equipment, facilities, media and techniques.

| AC164     | **PRINTMAKING**                                                           |
| (3-0, 3-0)| 3 cps per module                                                          |
| S, S, I   | Preventive AC164 for AC165                                                 |

An introduction to basic skills and techniques of relief printing media, including intaglio, wood cut, collagraphs and collage block working.

| AC170     | **SCULPTURE**                                                             |
| (3-0, 3-0)| 3 cps per module                                                          |
| S, S, I   | Preventive AC170 for AC171                                                 |

An introduction to sculptural techniques and their use, emphasising hand tool techniques, industrial and machine techniques and related working drawing skills.
Art Education

AE101 ART EDUCATION: ART AND PRESCHOOL ACTIVITIES
P(3:0)3 Introductory module for students of limited experience in Art, Encompasses the practical values of art in early childhood. Students are responsible to the lecturing staff of AC210 for advice and studio/workshop direction.

AE102 ART MEDIA FOR THE INFANTS/PRIMARY SCHOOL
P(3:3)3 Application of the above to basic skills of fibre preparation, weaving and traditional dye techniques relative to the study of African textiles. Students select AC211 are responsible to the lecturing staff of AC210 for advice and studio/workshop direction.

AE103 PRACTICAL EXPERIENCES RELATED TO THE FINE ARTS CURRICULUM
P(0:3)3 Students consider some of the practical approaches to the implementation of the current curriculum to ensure that pupils become visually aware of and sensitive to their environment, gain confidence in the use of visual media and develop emotional and aesthetic responses.

AE104 TWO DIMENSIONAL ART
P(3:0)3 Opportunity to develop personal art ability through a range of 2D arts experiences which might include drawing, painting, design and graphics (including basic photography).

AE105 THREE DIMENSIONAL ART
P(3:0)3 Opportunity to develop personal artistic ability through a range of 3D arts experiences which might include sculptural processes in a variety of media, jewellery making and fibre construction.

AE110 ART METHOD
P(2:3)2 A compulsory module providing a basic foundation for teaching art at the elementary level. Contains units of work in 2D and 3D areas relevant to the child's developmental level, Class management and organisation.

AE111 CHILD DEVELOPMENT AND ART EXPRESSION
P(3:0)3 To examine the visual characteristics of child art at relevant stages of development. To indicate the evidence of changing relationships that exist in the child's development of the written and oral language, and in developing relationships with his environment.

AE152 FILM AND VIDEOTAPES I
S(3:3)3 The planning, production and presentation of videolocated and filmed material using basic techniques.

AE153 STRUCTURED ART EXPERIENCES FOR PROGRESSIVE DEVELOPMENT
S(0:3)3 A comparative analysis of art curricula and the needs and requirements for planning lessons and organising progressive programmes of art activities suitable for the needs of children.

AE154 CONCEPT DEVELOPMENT AND TECHNIQUES
IN THE TEACHING OF TWO DIMENSIONAL ART FORMS
S(3:3)3 The study of art methodology as a means of presenting subject content to children with varying levels of skill and intellectual development. Students will be assisted to: (i) identify and analyse the difficulties of individuals in both conceptual and practical experience in art so that subsequent development may be designed to overcome these difficulties; (ii) develop a comprehensive curriculum and concepts related to art experience to that appropriate materials, methods and practices can be applied at the child's level of experience; (iii) develop a language of vision to enable children to express their personal experiences; (iv) develop creative and critical approaches to art production including an awareness of environmental and social aspects of the community in relation to their artistic development.

AE155 PRACTICAL EXPERIENCES IN RELATION TO TEACHING VARIOUS PROCESSES AND IDEAS AS ART MEDIA IN THE SCHOOL SITUATION
S(3:3)3 The encouragement of the use of printmaking as creative art media in schools. Various techniques and materials suitable for schools and different age groups to be explored.

AE156 PRINTMAKING TECHNIQUES IN RELATION TO TEACHING VARIOUS PROCESSES AND IDEAS AS ART MEDIA IN THE SCHOOL SITUATION
S(3:3)3 The encouragement of the use of printmaking as creative art media in schools. Various techniques and materials suitable for schools and different age groups to be explored.

AE205 EARLY CHILDHOOD ART CONCEPTS AND EXPERIENCES
P(3:0)3 To investigate further development of an understanding of children's views of art and traditional dye techniques including the investigation of step-development programmes for teaching art at the elementary level. Contains units of work in 2D and 3D areas relevant to the child's developmental level, Class management and organisation.

AE206 TWO DIMENSIONAL ART
P(3:3)3 Procedures necessary to initiate and develop students' capacity to be able to foster in their pupils the ability to conceive, develop and produce their own three dimensional art forms including an awareness of environmental, social and aesthetic for film, both viewed and produced, should be established or developed by philosophical and practical investigation of the teaching processes and conceptual considerations appropriate to these processes.

AE207 THREE DIMENSIONAL ART
P(3:3)3 Procedures necessary to initiate and develop students' capacity to be able to foster in their pupils the ability to conceive, develop and produce their own three dimensional art forms including an awareness of environmental, social and aesthetic for film, both viewed and produced, should be established or developed by philosophical and practical investigation of the teaching processes and conceptual considerations appropriate to these processes.

AE209 CONCEPT DEVELOPMENT AND TECHNIQUES IN RELATION TO TEACHING VARIOUS PROCESSES AND IDEAS AS ART MEDIA IN THE SCHOOL SITUATION
S(3:3)3 The encouragement of the use of printmaking as creative art media in schools. Various techniques and materials suitable for schools and different age groups to be explored.

AE252 FILM AND VIDEOTAPES II
S(3:3)3 Experiments in the nature of filmmaking, following specific limitations, will enable the student to respond effectively to the moving image created at an individual level. Consideration of cinema and television as expressions of art and communications media as an understanding of the relationship between perception and the meaning of the cinematic style of the message media.

AE257 TEACHING METHODOLOGY RELATIVE TO PHOTOGRAPHY AND FILM-MAKING
S(3:3)3 Experiences designed to make future art educators aware of photography used as an art media. Basically it will deal with the effects of the camera on an individual's view of a scene and its potential for a creative communication. Various techniques and materials suitable for schools and different age groups to be explored.

AE352 THE ART EDUCATOR: PROFESSIONAL RESPONSIBILITIES AND PRACTICE
S(3:3)2 To increase the awareness of the role of the art teacher in the school, and the need for appropriate and relevant training. To develop a language of vision to enable children to express their personal experiences; (iv) develop creative and critical approaches to art production including an awareness of environmental and social aspects of the community in relation to their artistic development.

AE355 THE ART EDUCATOR: PROFESSIONAL RESPONSIBILITIES AND PRACTICE
S(3:3)2 To increase the awareness of the role of the art teacher in the school, and the need for appropriate and relevant training. To develop a language of vision to enable children to express their personal experiences; (iv) develop creative and critical approaches to art production including an awareness of environmental and social aspects of the community in relation to their artistic development.

AE358 THE ART EDUCATOR: PROFESSIONAL RESPONSIBILITIES AND PRACTICE
S(3:3)2 To increase the awareness of the role of the art teacher in the school, and the need for appropriate and relevant training. To develop a language of vision to enable children to express their personal experiences; (iv) develop creative and critical approaches to art production including an awareness of environmental and social aspects of the community in relation to their artistic development.

AE359 ADVANCED METHODS OF TEACHING ART HISTORY
S(3:3)2 To assist students to develop their capacity to advise and implement their improved understanding of the role of Art History to a variety of philosophical approaches to the content of Art History at Secondary School level.
To identify significant differences in communications, analyse the media employed and focus in (4-0) 3 cps per module

S I, S II

Prerequisite AT110 for AT111

These modules are designed to develop perceptive and manipulative skills in both technical and experimental approaches to drawing media.

AT112 BASIC DESIGN

S I

Prerequisite AT112

A.B. Ed (Art) module, the content for which is similar to that for AT109.

AT113 BASIC DESIGN

S I

Prerequisite A B. Ed (Art) module, the content for which is similar to that for AT109.

AT117 DRAWING

S I

Prerequisite AT116

A.B. Ed (Art) module, the content for which is similar to that for AT111.

AT120, AT121 PAINTING

S I, S II

Prerequisite AT110 for AT121

These modules are designed to develop perceptive and manipulative skills in the examination of form, space, concepts and techniques resulting from painting innovations.

AT122, AT123 PAINTING

S I, S II

Prerequisite AT120 for AT122

These are B. Ed (Art) modules, the content for which is similar to that for AT120 and AT121.

AT130, AT131 SCULPTURE

S I, S II

Prerequisite AT110 for AT131

A basic investigation of major sculptural areas and their related concepts. The investigations include historical and contemporary study of techniques and processes. Safety and care of equipment is emphasised.

AT132, AT133 SCULPTURE

S I, S II

Prerequisite AT132 for AT133

These are B. Ed (Art) modules, the content for which is similar to that for AT130 and AT131.

AT140, AT141 PRINTMAKING

S I, S II

Prerequisite AT141 for AT141

An exploration of the basic possibilities of various techniques related to printmaking: relief printing, intaglio, lithography, screen printing, stained glass, book production, design and print surface preparation. Printing procedures and presentation of prints.

AT142, AT143 PRINTMAKING

S I, S II

Prerequisite AT142 for AT143

These are B. Ed (Art) modules, the content for which is similar to that for AT140 and AT141.

AT146 PRINTMAKING

S I

NA to Dip. Art students

An introduction to printmaking as a medium, its unique characteristics and possibilities.

AT147 PRINTMAKING

S I

Prerequisite AT146 for AT147

The continued investigation of printmaking media, with the opportunity to study diverse techniques and materials.

AT150, AT151 CERAMICS

S I, S II

3 cps per module

Prerequisite AT150 for AT151

These modules seek to develop a creative approach to the ceramic arts and investigate major areas of ceramics by project, including hand-building, throwing and kiln design.

AT152 CERAMICS

S I, S II

Prerequisite AT151.

A basic introduction to studio ceramics, emphasising the acquisition of skills in hand-building and glazing.

AT154 CERAMICS

S I

Prerequisite AT153.

The further study of basic studio skills, introducing fundamentals of design, construction and decoration relevant to hand-building.

AT155, AT156 TEXTILES

S I

3 cps per module

Prerequisite AT155 for AT156

The exploration of basic design and skills relevant to textile media, including properties of traditional and contemporary media and equipment.

AT157 TEXTILES

S I

3 cps

Prerequisite AT156 for AT157

A.B. Ed (Art) module, the content for which is similar to that for AT155.

AT160, AT161 ILLUSTRATION

S I

3 cps per module

Prerequisite AT160 for AT161

Corequisite Photography and one of: Painting, Printmaking, Graphic Communication.

Students will be expected to develop basic skills within illustration and to develop an understanding of print and wild life environments. Topics will include media and techniques in illustration, taxonomy, ecology, taxidermy and typography. Field work is an important aspect of these modules.

AT165, AT166 GRAPHIC COMMUNICATION

S I

3 cps per module

Prerequisite AT165 for AT166

Exploration of the basic creative possibilities of media communication through concepts and imagery, psychology of the mass media, typography and text systems and applications.

AT170, AT171 PHOTOGRAPHY

S I

3 cps per module

Prerequisite AT170 for AT171

These modules examine expressive and communicative aspects of photography through selected focus techniques, selected themes, experiments, and the study of Australian and international photographers.
AT12 PHOTOGRAPHY
(4-0) 3 cps
A.B. Ed (Art) module, the content for which is similar to that for
AT17.

AT173 PHOTOGRAPHY
(4-0) 3 cps
S I, S II
Prerequisite: AT12

AT180, AT181 FILM MEDIA
(4-0), (4-0) 3 cps per module
S I, S II
Prerequisite: AT118 or for AT181

The exploration of relationships of technique, concept, and imagery and visual and documentation
procedures in film, photographic, and video arts.

AT185, AT186 JEWELLERY AND SILVERSMITHING
(4-0), (4-0) 3 cps per module
S I, S II
Prerequisite: AT185 or for AT186

An introduction to the development and execution of design concepts in the form of jewellery and hollow ware using
a range of basic techniques and materials.

AT187 JEWELLERY AND SILVERSMITHING
(4-0) 3 cps
S I, S II
A.B. Ed (Art)module, the content for which is similar to that for
AT185.

AT190, AT191 GLASS
(4-0), (4-0) 3 cps per module
S I, S II
Prerequisite: AT190 or for AT191

An introductory study of glass media and techniques.

AT195, AT196 HISTORY OF ART
The availability and content of these modules will be known at enrolment.

AT200 APPROVED SUPPORT STUDY
(3-1) 3 cps
S II
Prerequisite Any 200 level Support Study

This module enables students to select a semester study from those offered by other departments of the College.
Before enrolling in any such study the student must obtain the approval of the Board of Studies in Art.
Assessment: the student will receive a grade for AT200, not the specific module studied.

AT201 HISTORY OF ART
(3-1) 3 cps
S II
Prerequisite AT100, AT101

This module examines developments in painting, sculpture and architecture evident in Europe and the U.S.A.
since World War II.

AT202 HISTORY OF ART
(3-1) 3 cps
S II
Prerequisite: AT100, AT101

An examination of the development of Australian Art in its broadest context, including contemporary issues.

AT203 MUSEOLOGY
(3-1) 3 cps
S II
Prerequisite: AT100, AT101

To introduce the students to a basic understanding of the principles and practice of museology in relation to
art galleries.

AT204 PHILOSOPHY (WESTERN)
(3-1) 3 cps
S II
Prerequisite: AT101

This module traces the origins of Twentieth Century thought through the major western philosophical traditions, emphasising
those aspects most relevant to the practice of art.
These modules enable Bachelor of Education (Art) students to develop a professional level of competence in sculpture. Both modules may be undertaken simultaneously; however, AT433, an independent studio module, is not compulsory, as confirmed by the B. Ed. (Art) course programme requirements.

AT430, AT431 PRINTMAKING
(4-0), (4-0) 3 cps per module
S I, S II
Prequisite AT342
A. Ed. (Art) module, the content for which is similar to that for AT341.

These modules enable Bachelor of Education (Art) students to develop a professional level of competence in sculpture. Both modules may be undertaken simultaneously; however, AT433, an independent studio module, is not compulsory, as confirmed by the B. Ed. (Art) course programme requirements.

AT434 PRINTMAKING
(4-0) 3 cps
S
Prequisite AT342
A. Ed. (Art) module, the content for which is similar to that for AT341.

The development of a professional attitude towards a specialist area of studio, industrial or sculptural ceramics. Kiln-building, packing and firing is a required component of this programme. Historical aspects of ceramics are further explored.

AT507, AT510 PHOTOGRAPHY
(8-8), (8-8) 12 cps per module
S I, S II
Prerequisite AT370
Equipped with the research area(s) and methods. AT507 is a face-to-face module while AT510 is an independent studio module.

AT436, AT437 FILM MEDIA
(8-8), (8-8) 12 cps per module
S I, S II
Prerequisite AT281 for AT436
Equipped with the research area(s) and methods. AT436 is a face-to-face module while AT437 is an independent studio module.

AT334 SCULPTURE
(4-0) 3 cps
S
Prequisite AT332

The exploration of imaginative solutions to photographic problems in a professional context. Emphasis is placed on attaining professional competence through these exploratory experiences.

AT360, AT361 JEWELLERY AND SILVERSMITHING
(8-8), (8-8) 12 cps per module
S I, S II
Prerequisite AT290

AT358, AT359 APPROVED PROFESSIONAL STUDY
(4-0), (4-0) 3 cps per module
S I
Complementing two 300 level Professional Study modules yielding 12 cps each.

A student may submit to the Head of the Department of Art an outline of a proposed study which the student believes will supplement an appropriate area of study to a greater extent than any other module of 3 credit point status. This study may be undertaken only if and when approved by the Head of the Department of Art.

AT401 HISTORY OF ART
(3-3) 3 cps per module
S I

The extension of the creative potential of graphics within the fields of commercial and fine art application. In-depth study of contemporary approaches and techniques is emphasized.

AT350, AT351 CERAMICS
(8-8), (8-8) 12 cps per module
S I, S II
Prerequisite AT251 for AT350
AT351 for AT350
The development of a professional attitude towards a specialist area of studio, industrial or sculptural ceramics. Kiln-building, packing and firing is a required component of this programme. Historical aspects of ceramics are further explored.

AT500, AT501 CHILD DEVELOPMENT ( EARLY CHILDHOOD)
G(3:3)3 ED101 or ED102

The development of an attitude of openness and flexibility in probing the creative zones outside the categories of art.

AT305 INTER-REALM ART
(3-3) 3 cps per module
S II
Prequisite AT505 and any other 200 level Liberal Studies modules

The development of an attitude of openness and flexibility in probing the creative zones outside the categories of art.

AT306 ANTHROPOLOGY
(3-3) 3 cps per module
S I

This module enables Bachelor of Education (Art) students to develop a professional level of competence in painting. Emphasis is placed on attaining professional competence through these exploratory experiences.

AT332, AT333 SCULPTURE
(8-8), (8-8) 12 cps per module
S I, S II
Prerequisite AT313 for AT330
AT330 for AT330

These modules enable Bachelor of Education (Art) students to develop a professional level of competence in sculpture. Both modules may be undertaken simultaneously; however, AT333, an independent studio module, is not compulsory, as confirmed by the B. Ed. (Art) course programme requirements.

AT324, AT325 PAINTING
(4-0), (4-0) 3 cps per module
S II
Prequisite AT232
Corequisite AT232 for AT325

These modules enable Bachelor of Education (Art) students to develop a professional level of competence in painting. Both modules may be undertaken simultaneously; however, AT325, an independent studio module, is not compulsory, as confirmed by the B. Ed. (Art) course programme requirements.

AT324 PAINTING
(4-0) 3 cps
S II
Prerequisite AT322
AT322 Ed. (Art) module, the content for which is similar to that for AT321.

The development of a professional attitude towards a specialist area of studio, industrial or sculptural ceramics. Kiln-building, packing and firing is a required component of this programme. Historical aspects of ceramics are further explored.

AT355, AT356 TEXTILES
(8-8), (8-8) 12 cps per module
S I, S II
Prequisite AT256 for AT355
AT355 for AT355
The development of a professional level of competence in textiles, emphasising a working knowledge of media and equipment.

AT365, AT366 GRAPHIC COMMUNICATION
(8-8), (8-8) 12 cps per module
S I, S II
Prequisite AT365 for AT366
AT366 for AT366

The extension of the creative potential of graphics within the fields of commercial and fine art application. In-depth study of contemporary approaches and techniques is emphasized.

AT325, AT326 PAINTING
(4-0) 3 cps per module
S I
Prequisite AT324 for AT325
Corequisite AT324 for AT325

These modules enable Bachelor of Education (Art) students to develop a professional level of competence in painting. Both modules may be undertaken simultaneously; however, AT326, an independent studio module, is not compulsory, as confirmed by the B. Ed. (Art) course programme requirements.

AT322, AT323 PAINTING
(4-0), (4-0) 3 cps per module
S II
Prequisite AT232
Corequisite AT232 for AT323

These modules enable Bachelor of Education (Art) students to develop a professional level of competence in painting. Both modules may be undertaken simultaneously; however, AT233, an independent studio module, is not compulsory, as confirmed by the B. Ed. (Art) course programme requirements.

AT322 PAINTING
(4-0) 3 cps
S II
Prerequisite AT322

The development of a professional attitude towards a specialist area of studio, industrial or sculptural ceramics. Kiln-building, packing and firing is a required component of this programme. Historical aspects of ceramics are further explored.

AT332, AT333 SCULPTURE
(8-8), (8-8) 12 cps per module
S I, S II
Prerequisite AT313 for AT330
AT330 for AT330

These modules enable Bachelor of Education (Art) students to develop a professional level of competence in sculpture. Both modules may be undertaken simultaneously; however, AT333, an independent studio module, is not compulsory, as confirmed by the B. Ed. (Art) course programme requirements.

AT320, AT321 PAINTING
(8-8), (8-8) 12 cps per module
S I
Prerequisite AT230 for AT320
AT320 for AT320

These modules enable Bachelor of Education (Art) students to develop a professional level of competence in painting. Both modules may be undertaken simultaneously; however, AT321, an independent studio module, is not compulsory, as confirmed by the B. Ed. (Art) course programme requirements.
ED444 PREPARATION AND DISSERTATION 9 cps
Preparation and presentation of a dissertation. Students will work with a staff supervisor and acquire necessary skills as prescribed.

ED446 CURRICULUM EVALUATION 6G3-36
Core module for PG1. Explores the nature of curriculum evaluation. Students will initiate, develop and construct an evaluation of a curriculum provided by a local school or institution.

ED447 LEARNING AND THE DESIGNING OF LEARNING EXPERIENCES G3-03
Core module for PG1. Reviews evidence of processes and development of learning. Students will relate educational objectives to the selection and organisation of learning experiences and evaluate the process in a practical context.

ED448 CURRENT RESEARCH ON TEACHING AND CURRICULUM G3-39
Elective module. Explores current research on teaching and curriculum. Extensive use of ERIC will be made.

ED449 THE CURRICULUM AND GROUPS WITH SPECIAL NEEDS G3-33
Elective module. Looks at designing curriculum for less able, gifted, poor and reluctant readers, first and second phase migrant children and physically handicapped children. Students may opt to specialise.

ED450 AIMES AND VALUES OF AUSTRALIAN EDUCATION G3-33
Analysis of aims and values of Australian education. Students will assess currently emerging issues.

ED455 LEADERSHIP G3-03
Leadership Theory
- The Dimensions of Leadership
- Democratic Leadership
- Administrative Leadership
- Styles of Leadership
- Leadership and Social Power
- Leader - Follower Interactions

Decision-Making Process
- Administration as Decision-Making
- Practical Problems in Decision-Making
- Shared Decision-Making
- The "Team System" of Decision-Making

Style in Organisational Behaviour
- Leadership and Group Involvement
- Social Systems Theory and Organisational Climate
- Ways of Studying Climate in Organisations
- Organisational Morale

ED456 ADMINISTRATION - RESEARCH SEMINAR IN ADMINISTRATION S3-33
Introduction to Social Research - Methods and Theory.
Topics to be related from the following areas:
- Systems of administration in various institutions;
- The analysis of various roles of administration;
- Innovations in administrative procedures;
- Presentation of proposed research papers in seminar situation;
- Personal research topic;
- Report of findings in seminars and presentation of research paper.

ED457 ASSESSMENT PROCEDURES IN THE SECONDARY SCHOOL S3-33
Modern school assessment techniques are studied together with the rationale for testing. Emphasis is placed on the development of practical skills for students in all disciplines.

ED458 CURRICULUM DEVELOPMENT AND RESEARCH (3:33 15cpEID including 3cp3)
The basic principles and practices of curriculum theory and development are examined and then applied to the student's specific area of interest.

ED459 ORGANISATIONAL THEORY IN EDUCATION (3:33 15cpEID including 3cp3)
The potential educational administrator is made aware of and sensitive to the problems faced by administrators in schools. A theoretical background is provided to cope with the solution of the problems.

ED460 OBJECTIVES AND EVALUATION IN EDUCATION (3:33 15cpEID including 3cp3)
Skills are developed in the identification of valid reasons for the assessment of learning, the construction of appropriate tests and the interpretation and reporting of test results.

ED461 INTERPERSONAL RELATIONSHIPS AND COMMUNICATIONS SKILLS (3:33 15cpEID including 3cp3)
The student explores interpersonal relationships on both conceptual and experiential levels.

ED462 EDUCATIONAL ADMINISTRATION (3:33 15cpEID including 3cp3)
The educational administrative systems of New South Wales, England and the United States are compared and contrasted.

ED463 PHILOSOPHIES OF EDUCATION (3:33 15cpEID including 3cp3)
The theories of some great philosophers on education are examined. Their ideas are explored in terms of the influence on education practice.

ED464 COMPARATIVE EDUCATION (3:33 15cpEID including 3cp3)
Educational systems in various countries are examined. Educational philosophies, organisational structures, types of schools, methods of finance and control are compared with existing approaches in New South Wales.

ED465 PHYSICS OF EDUCATION (3:33 15cpEID including 3cp3)
The practice of gain in the physics of reading are examined. Their ideas are explored in terms of the influence on education practice.

ED466 PHILOSOPHY AND PRINCIPLES OF PROFESSIONAL EDUCATION (3:33 15cpEID including 3cp3)
Educational systems in various countries are examined. Educational philosophies, organisational structures, types of schools, methods of finance and control are compared with existing approaches in New South Wales.

English Education

EE401 ENGLISH IVA: THE TEACHING OF ENGLISH IN THE SECONDARY SCHOOL S3-38
Detailed, practical analysis of teaching approaches in literature, language and mass media. Resources that are available. The contribution of major theorists.

EE402 ENGLISH IVB: THE TEACHING OF ENGLISH IN THE SECONDARY SCHOOL S3-38
Close connection to EE401. Effective speech and listening. The place of reading in subject English and in the total curriculum of the school. Audio-visual recording equipment.

EE403 ENGLISH IVC S3-38
Teaching English in the secondary school — a course designed for students taking another method study such as History, Geography, Librarianship, Languages.

Students undertaking the Diploma in Education English subjects must demonstrate a satisfactory standard in written English (Including Spelling).

English/History Education

EH101 ENGLISH/HISTORY IA (INTEGRATED) AUSTRALIAN COLONIAL LIFE S3-30
Asurvey is made of Australian colonial life through historical appraisal and reviews of literature of the period, with emphasis on the multidisciplinary approach. Topics include The Colonial Frontier, Crime and Punishment and An Emerging Free Society.

EH102 ENGLISH/HISTORY IB (INTEGRATED) AUSTRALIA AND AUSTRALIANS S3-03 EH110
This study complements EH101, though it can be taken as an Independent unit.

The focus is on the social structures and lifestyles of Australia since Federation. A multidisciplinary approach involves historical appraisal and reviews of illustrative literature, supported by student seminars and supplementary sessions incorporating other subject-specialists. Areas considered include Australian and World History, Aboriginal and Torres Strait Islander studies.

EH110 THE TEACHING OF ELEMENTARY READING EP3-33
A core module for all primary/early childhood students exploring basic assumptions and approaches to the teaching of reading.

EN111 TWENTIETH CENTURY INLAND AUSTRALIA: PERSPECTIVES IN LITERATURE AND FILM S3-33
Perceptions of twentieth century inland Australian life as presented in literature and film.

EN112 LANGUAGE AND READING ACROSS THE CURRICULUM S3-33
An introduction to language processes relating to reading, written English and oral communication in the effort to determine "across the curriculum" policies on classroom language.

EN100 DICTATION AND SPELLING
A compulsory qualifying unit to assess competence of all primary/early childhood and all secondary students specialising in English. The unit attracts no credit points.

EN101 CREATIVE ARTS A: WRITING G3-33
Student competence over a wide range of practical and creative writing situations is promoted. Areas of development include poetry, prose, drama, film and TV scripting.

EN102 CREATIVE ARTS B: PERFORMING G3-33
Practical aspects of interpretation and presentation of drama and poetry together with formal and informal public speaking competencies are developed and extended.

EN103 THE ACQUISITION OF ENGLISH EP3-33
An introduction to linguistics through study of children's acquisition of language.

EN104 LANGUAGE AND READING EP3-33
An introduction to methods of determining and developing pupil competence in language and reading skills.

EN105 CONTEMPORARY AUSTRALIAN LITERATURE G3-33
The relationships of urban life and attitudes to literary productions and their critical analysis are explored.

EN106 CONTEMPORARY WORLD LITERATURE S3-33
The conflict of individual need with social and political pressures and techniques and modes of authorial presentation is explored in contemporary fiction, drama and poetry are examined.

EN107 LITERATURE FOR CHILDREN G3-03
Aspects of form and content, together with historical and critical perspectives on literature written for children are examined.

EN108 TEACHING ENGLISH IN THE SECONDARY SCHOOL: INTRODUCTORY S3-33
An introduction to methodologies and resources assisting the creative teaching of English.

EN110 THE TEACHING OF ELEMENTARY READING EP3-33
A core module for all primary/early childhood students exploring basic assumptions and approaches to the teaching of reading.

EN111 TWENTIETH CENTURY INLAND AUSTRALIA: PERSPECTIVES IN LITERATURE AND FILM S3-33
Perceptions of twentieth century inland Australian life as presented in literature and film.

EN112 LANGUAGE AND READING ACROSS THE CURRICULUM S3-33
An introduction to language processes relating to reading, written English and oral communication in the effort to determine "across the curriculum" policies on classroom language.
G(3;3)3 The skills involved in effective communication are explored within early childhood/primary groups. Available Experience of drama in its various forms as a mode of self expression. Drama in its various forms as a mode of self expression.

EN115 EFFECTIVE COMMUNICATION (NURSE EDUCATION AND T.A.F.E. ONLY)

G(3;3)3 EN115 A theoretical and practical module which aims to give students extended knowledge of and ability in the teaching of English in infant classes, and its integration with other subject fields. An in-depth study of modern theories of language development and the development of reading-related skills in children of 5 to 8 years.

EN305 NINETEENTH CENTURY LITERATURE S(3;3)3 EN103, EN104, EN110 or ED1 Currently practices in the teaching of English.

ED202 FILM APPRECIATION S(3;0)3 ED202 An exploration of various aspects of film-language, sociological and historical, with special reference to Australian film.

EN203 LINGUISTIC CONCEPTS G(3;3)3 EN101 - EN104 or EN114 Types of basic theoretical and evaluation procedures used in modern linguistics and their relevance to natural languages.

ED204 STUDIES IN READING G(3;3)3 EN103, EN104, EN110 or ED1 Current theories and practices in the teaching of reading.

EN205 NINETEENTH CENTURY AUSTRALIA IN LITERATURE S(3;3)3 Study of Australian writers both past and present whose inspiration derives from the ethos and events of nineteenth century Australia.

EN207 LITERATURE FOR ADOLESCENTS G(3;3)3 EN101, EN107, ED1 Major interest areas of adolescent literature explored for personal development and significance in the classroom.

EN208 STORIES IN POPULAR FICTION S(3;3)3 EN101, EN102, EN105, EN106 or EN107 A thematic and stylistic development within this period.

EN307 TEACHING LITERATURE TO YOUNG PEOPLE G(3;3)3 EN110 The significance of "literatures" at varying levels of development, modes of selection and presentation of young people's literature in classroom situations.

EN308 TWENTIETH CENTURY POETRY AND DRAMA S(3;3)3 EN202, EN205-EN209 The literary contribution of selected poets and playwrights.

ED209 THE CHILD AND ADOLESCENT IN LITERATURE: A THEMATIC APPROACH S(3;3)3 EN202, EN205-EN209 Works by children or adolescents as major characters studied for the insights provided into development from child to young adult.

EN310 LITERATURE IN EDUCATION NA The role of literature in human life and education and its inter-relation with the development of language skills and creative thinking.

EN311 STUDIES IN COMMONWEALTH LITERATURE G(3;3)3 EN2 or LA The emergence of "New Literatures" and literary techniques as aspects of national identity. Society and environment in the new literatures.

EN312 ADVANCED ENGLISH METHOD ED202 Method, research and controversy in curriculum development: the contribution of the English teacher to individual vocational and societal needs within and across school departments.

EN313 OVERCOMING FAILURE IN THE SECONDARY SCHOOL S(3;3)3 EN2 The problem of failure especially in relation to language communication: Comprehension teaching and the alleviation of learning difficulties.

EN315 CURRICULUM AND RESEARCH IN READING G(0;0)3 EN204 or ED1 A practical, school-based unit providing perspective and background in curriculum development and research. Emphasis varied to suit student requirements. (Early Childhood/Primary/Secondary).

EN316 TEACHING ENGLISH AS A SECOND LANGUAGE S(3;3)3 LA1, EN1 or ED1 Teaching English as a second language, with emphasis on two methods: The Australian Situation and the Functional National. Appropriate for Special Education.

EN317 WORLD FICTION S(3;0)3 Nineteenth and twentieth century marksmen in the short story and novel. Two consecutive semester semesters: 1 - Nineteenth and Early Twentieth Century. 2 - America and Europe. It includes consultation with the lecturer, each student works individually on his own course of reading and writing after his programme has been approved.

EN319 ADVANCED STUDIES IN READING I S(3;3)3 EN2, EN202 or ED1 A theoretical and practical module which aims to give students extended knowledge of, and ability in, the teaching of reading especially in the primary school but within the parameters of promoting growth in reading from pre-reading to the attainment of mature, sophisticated reading skills.

EN320 ADVANCED STUDIES IN READING II S(3;3)3 EN2, EN202 or ED1 An advanced theoretical and practical module which extends the work of Advanced Studies in Reading I by exploring more complex reading environments. It covers the classroom and issuer, materials, priorities and controversies associated with reading programmes. Full work includes six to eight sustained in-school sessions on a project negotiated by the lecturer, the student and the class teacher.

EN331 THE CREATIVE TEACHING OF ENGLISH IN THE PRIMARY SCHOOL (K-6) P(3+3)6 EN2 or ED1 This unit explores the possibilities for creative teaching provided by new approaches to language and reading syllabus design. Students will examine ways in which the uniqueness of the individual child can be fostered and developed through sound, relevant and experimental teaching methods.

EN333 LANGUAGE AND READING (EARLY CHILDHOOD) G(3;3)3 EN2 A theoretical and practical module which aims to give students with a particular interest in early childhood, theoretical and practical knowledge about the development of oracy and literacy skills in the young child.
HT103 FAMILY AND CULTURE (2x1+1.0)3
Scientific method as a tool of research; the hypothesis and research structure; the role of science in social research. Kinship and interpersonal relationships. Life styles of families through history culminating in the 18th Century.

HT104 FOOD IN HISTORY (2x1+2.0)3
The effects of culture orientation upon food choice, food preparation and dietary habits throughout history; the effects of historical geographical and sociological factors upon the emerge of staple foods.

HT105 FIBRE SCIENCE (2x1+2.0)3
Properties, composition, synthesis and structure of fibres and related polymers. Fibre identification and nomenclature.

HT106 TEXTILES AND SOCIETY (2x1+2.0)3
Unit 1: Attempts to equip the student to make a wise choice of manufactured products, considering the motivation and perception of the consumer.
Unit 2: Aims for an appreciation of the distinctive properties of hand-made textiles through a study of the theory of, and some practical experience with, traditional textile crafts.

HT107 TEXTILE ARTS (0.5+2)3
Aims to acquaint the student with the elements and principles of design and to develop critical facility in design. Both decorative and structural design are examined for purpose, historical development and application.

HT108 FASHION DESIGN (2x1+2.0)3
A study of the aesthetics of fashion and the basic concepts of design applied to fashion. The student will experimentally apply methods of manipulating design to create and construct fashion styles.

HT112 FOOD STUDIES FOR THE NON-SPECIALIST P1+1.0)3 (Diploma) NA for HT112E, HT112E.
The student is expected to understand human nutrient needs and to develop sound choices from poor food choices, to evaluate technological developments, advertising and consumer decision-making, and to be tolerant of differing cultural food patterns of Australians from a variety of ethnic origins.

HT117 TEXTILES FOR THE NON-SPECIALIST P1+1.0)3 NA for Degree/Diploma H.Sc.; T. students.
A basic understanding of fashion and textiles for modern living.

HT127 FIBRE ARTS (4.0)3 For B.Ed./BA/MA for Degree/Diploma H.Sc.; T. students.
Development of an appreciation and working knowledge of fibre and yarn characteristics, early loom and construction and dyeing through a systematic exploration of techniques since ancient times.

HT201 NUTRITION (2x1+2.0)3 HT101E
A basic understanding of the nutritional properties of lipids and carbohydrates with emphasis on malnutrition and its causes in developing societies; energy requirements and bioenergetics.

HT202 FOOD SCIENCE (2x1+2.0)3 HT101E
The physical and chemical composition of lipids and carbohydrate foods, and the changes which take place in these foods during processing, storage, preservation, preparation and presentation, with further study of colloidal systems. Topics covered include science include soaps, detergents, waxes, fabric stiffeners.

HT203 FAMILY AND CULTURE (2x1+1.13) HT103E
The Australian family in historical perspective and either the tribes or families of the Pacific Islands, or family organizational patterns from other cultures, e.g., Greeks, Iranians, Yugoslavs, Turks.

HT204 FOOD IN AUSTRALIAN HISTORY (2x1+2.0)3
Two hundred years of food preparation in Australia. A comparison of local ingredients with those of North America and Georgian England as an introduction to the adaptation of the party colonists and the development of a distinctive cultural heritage. The contributions of non-British cultures to Australian cuisine.

HT205 YARNS AND FABRICS (2x1+1.0)3 HT105E

HT206 TEXTILES AND SOCIETY (2x1+2.0)3 HT106E
Unit 1: Theoretical and experimental analysis of the perceptual processes exploited in the design of textiles and home furnishings.
Unit 2: Applied study of textile crafts originating in Asia and South Africa, and of their modern revival in Europe and Australia.

HT207 TEXTILES ARTS (2x1+2.0)3 HT107E
Methods employed in traditional textile embroidery, their historical development and cultural significance form the core of this unit.

HT208 FASHION DESIGN (1+3.0) HT108E
Development of an appreciation of the basic concepts of fashion design. The student will experimentally study the interpretation of design lines in relation to fibre, texture and weight, and applies the principles and techniques of order to the design of fashion and costume design.

HT301 NUTRITION (Diploma) (2x1+2.0)3 HT201E

HT312 FOOD SCIENCE (Degree) (0.8+3.3) HT202E
Food chemistry: food fads; enzymes in food preparation; proteins in physiological systems; muscle tissue and tenderness; off-odours and rancidity; coagulated and simulated proteins; hygiene in food handling and regulations governing food packaging and labelling.

HT313 THE CONTEMPORARY FAMILY (Degree) (1+2.0)3 HT203E
Contemporary family in its broadest sense in Britain, America and Australia. The effects of technology and life style changes on family structure and social practices. Family management, health standards, community aids.

HT314 FOOD IN CONTEMPORARY SOCIETY (Degree) (2+2) 3 HT204E
Development of the aspect of food as a means of communication and as a vehicle for celebrating, commemorating and relating to new cultures and the arts of demonstration and presentation of food; techniques in food handling, food labelling and packaging — government regulations.

HT315 DYEING AND FINISHING (Diploma) (2.0)3 HT207E
Study of textile dyeing and finishing. Applied science aspects within the household management skills in areas of finance, home purchase, social responsibilities incurred in parenthood and legal and social aid.

HT316 TEXTILES AND SOCIETY (Degree) (2+2) 3 HT206E
Unit 1: A study of the aesthetics and psychophysics of colour.
Unit 2: An applied study of the craft methods of making and dyeing textiles, including recent revivals and adaptations of ancient techniques.

HT317 TEXTILES ARTS (Degree) (2+2) 3 HT202F
Past and present sources of design inspiration; the means for translating a diversity of design material into textile fashion form; the kinds of social development that lead to distinct national design characteristics and growth of designers.

HT318 FASHION DESIGN (Degree) (2+2) 3 HT207F
An advanced study of the aesthetics and creative possibilities of textile design applied to fashion. The student should develop highly individual techniques in interpreting design, with particular applications in textile design and creative techniques.

HT401 NUTRITION (NA) (2+2.0) HT311E
An extension of the understanding of the effects of inherited, nutritional and environmental influences on health in relation to an overview of the interactions of the various nutrients in metabolism.

HT402 FOOD SCIENCE NA 2+2.0 HT312E
An extension of the student's knowledge and understanding of food preparation in Australia, with emphasis on microbial contamination of foods and the latest trends in food technology and waste disposal.

HT403 FAMILY AS A CONSUMER NA 1+1.2 HT313E
Consumer protection, consumer organisations, regulations and standards.

HT404 CONSUMER EDUCATION NA 1+1.23
Consumer education and family resources.

HT405 TEXTILE TESTING NA 2+2.0 HT315E
Putative applications and methods of textile testing. An overview of textile production.

HT407 TEXTILES ARTS NA 2+2.0 HT318E or HT312E
Putative applications and methods of textile testing. An overview of textile production.

HT419 HOME SCIENCE/TEXTILES IVA (Degree) (4.0)4
Aims to provide each student with an opportunity to acquire fundamental teaching behaviour and skills, including student planning and first instruction teaching and allowing them to adjust to the realities of the school situation.

HT450 HOME SCIENCE/TEXTILES IVA (Degree) (4.0)4
Students wishing to enrol in the Diploma in Education in Home Science/Textiles should consult with the Head of the Department regarding submission of an individual program. In general, students should refer to Year IV level subjects. Please refer to the B.Ed. programme for indication of specialty subjects available.

HT460 HOME SCIENCE/TEXTILES IVB (Degree) (4.0)4
Students wishing to enrol in the Diploma in Education in Home Science/Textiles should consult with the Head of the Department regarding submission of an individual program. In general, students should refer to Year IV level subjects. Please refer to the B.Ed. programme for indication of specialty subjects available.
This study is designed to broaden the students' knowledge of the broad spectrum of material and manufacturing technologies. It aims at examining the factors involved in the manufacture of a wide variety of articles. The student will be required to develop basic concepts of metalcraft design in its aesthetic, structural and industrial context. Through individual expression of design in jewellery, copperware and enamelling, it is intended to develop skill and confidence in applying this knowledge to practical achievement.

**IA101 HANDWORK IN CHILD DEVELOPMENT**

This subject aims to give the student an opportunity to gain experience in Descriptive Geometry in order to achieve the following objectives: to develop the further powers of visualization and the concept of spatial relationship.

**IA113 ENGINEERING SCIENCE**

This study is designed to broaden the students' knowledge of the broad spectrum of material and manufacturing technologies used in industry. The specific technical conditions of materials and manufacturing processes used for a range of commercial objects will be examined in order to determine their advantages and limitations. The manipulation of materials and the availability of materials. Company module for all I.A. students. Optimal elective for any other students.

**IA114 CONCEPTS OF MANUFACTURING**

This subject aims at examining the factors involved in the manufacture of a variety of articles. The student will be required to develop basic concepts of metalcraft design in its aesthetic, structural and industrial context. Through individual expression of design in jewellery, copperware and enamelling, it is intended to develop skill and confidence in applying this knowledge to practical achievement.

**IA110 DESCRIPTIVE GEOMETRY**

This course introduces the student to the fundamentals of engineering drawing. Basic concepts relating to projections are studied together with current Australian Drawing Standards. Students will develop practical skills through development of manual dexterity and be aware of proper use and care of drawing office techniques including tracings and reproducings. The aim is to give students an understanding of the methods and processes used for a range of commercial objects and an awareness of techniques involved in the manufacturing of skills in a number of crafts. The course will be emulated in the classroom situation and the student will be required to investigate current trends in craft activities and to recognize the social factors which influence these trends.

**IA126 INTEGRATED WORKSHOP PRACTICES**

This module has been designed specifically to provide a comprehensive range of basic skills and experiences in the areas of wood, metal and plastics. Handworking and machinery tool operations are both covered in a "practical oriented" course.

**IA127 WOOD, PLASTICS, PAINT AND FIBRE TECHNOLOGY**

This module is designed to suit students of the Art who wish to pursue studies in Art that require the use of basic skills in utilising wood, paint, polymers and reinforced plastics.

**IA131 EXPRESSIVE PAPER CRAFT**

The subject intends to provide an opportunity for students to examine the variety of commercial, educational and educational applications of two dimensional techniques in paper. The student will be required to investigate current trends in craft activities and to recognize the social factors which influence these trends.

**IA134 GRAPHIC ARTS**

Graphic Arts provides students with an awareness of graphic communication techniques through experience in a number of processes. Experience will be gained in line block, woodcuts, stencils and silk screen printing and the student will be required to produce a selection of posters without permission of head department.

**IA135 CERAMICS TECHNOLOGY**

The theory and development of ceramic technology will be studied to show the importance of ceramics within a technological society. Experiments with techniques used in shaping and moulding the clay body, together with an understanding of the changes in the physical and chemical properties of the clay as a result of drying, bisque firing, and heating. Opportunity will also be given to pursue the various methods of protecting and decorating the clay body.

**IA137 LEATHERWORK**

This module is intended to develop an appreciation of the aesthetic and functional qualities of leather, and will introduce students to the various processes involved in the construction of a variety of practical projects in leatherworking.

**IA150 INTRODUCTION TO INDUSTRIAL ARTS EDUCATION**

The aim is to give students an understanding of the methods of teaching technical drawing in schools. The objectives are to examine the theories of teaching related to the teaching of technical drawing and to relate Australian drawing standards to the classroom situation.

**IA152 TEACHING ENGINEERING SCIENCE**

The objectives of this subject are to analyse the senior high school syllabuses in Industrial Arts and determine the areas and procedures that need to be covered adequately in the required material in the classroom.

To provide examples of the variety of teaching techniques and strategies that are to be employed in the teaching of each area, and to plan programmes of an integrated nature in this field, taking into account the various factors that influence the task.

**IA153 TEACHING TECHNICS - METAL LOBES**

It is intended that this subject will be of the industrial arts in which the student will be aware of the educational significance of developing own skills in the basic areas of metalworking processes used in school, but also to recognize sound techniques for group or class instruction in these skills. The student should be able to develop practical techniques in the areas of safe working practices and care and maintenance of tools and equipment. He should also be able to consider alternatives in workshop organisation.

**IA154 TEACHING TECHNICS - WOOD LOBES**

Industrial Arts student teachers will develop knowledge of woodworking processes and an understanding of principles associated with all practical work attempted. Additionally, student teachers will acquire technical and practical skills and an awareness of techniques in imparting these skills to pupils in their charge.

**IA155 CRAFT METHOD**

This subject provides the intending Early Childhood, Infants, Primary or Special Education teacher with an insight into ways in which activities involving the modification of materials can be introduced into classroom processes and be used as a means of effectively teaching those teaching practices in which they will be involved. It will also be given to pursue the various methods of protecting and decorating the clay body.
This module aims to equip students with a fundamental knowledge of the scope and variety of this subject. It will cover the importance of studying the properties of materials, the concepts of engineering design, and the relationship between structure and properties. Compulsory module for all students.

This subject aims to provide specialist content in Engineering Mechanics so as to develop expertise in the solution of engineering problems based on the assumptions of nonlinear systems with constant acceleration. Specific objectives are:
- To broaden the student's knowledge of the fundamentals of Engineering Mechanics.
- To provide a sound base on which the analysis phase of the design process can be built.
- To provide a tool for the analysis of a variety of engineering systems through the study of elementary standards and computer programming.

This module is intended to give students experience in practical work involving the production of printed words, pictures, or machine and to realise how problems encountered in the design process can be solved in an integrated manner.

This subject aims to reinforce the concepts of Engineering Mechanics established in IA214 through laboratory experiments. The specific objectives are to develop skills in the use of graphical techniques, advanced mathematical techniques, and to develop the application of statistical synthesis to engineering applications. It will also emphasize the graphical representation and programming through its application to experimental analysis. Elective Module for IA students.

This module is specifically intended for Secondary IA students. Framed boat building techniques will be examined and students will construct a scale model of a modern pram to be achieved by applying knowledge of materials and processes. It will basically involve research and problem-solving. Emphasis is on instructional design, project planning, and student involvement. Students will be given the opportunity to select their own design for the pram to meet their individual needs.

This module is specifically intended for Secondary IA students. Students will construct a model of a modern pram to be achieved by applying knowledge of materials and processes. It will basically involve research and problem-solving. Emphasis is on instructional design, project planning, and student involvement. Students will be given the opportunity to select their own design for the pram to meet their individual needs.

This course will cover the student with an understanding of the role of plastics in industrial design. It will involve the investigation of the production of printed words, pictures, and graphs and maps through the process of drawing, printing, publishing, and presentation techniques. It will include basic principles of plastics technology, the use of plastics in various industries, and the development of new materials and processes. An elective module for IA students.

This subject aims to reinforce the concepts of Engineering Mechanics established in IA214 through laboratory experiments. The specific objectives are to develop skills in the use of graphical techniques, advanced mathematical techniques, and to develop the application of statistical synthesis to engineering applications. It will also emphasize the graphical representation and programming through its application to experimental analysis. Elective Module for IA students.

This module is intended to give students experience in practical work involving the production of printed words, pictures, or machine and to realise how problems encountered in the design process can be solved in an integrated manner. It will cover the importance of studying the properties of materials, the concepts of engineering design, and the relationship between structure and properties. Compulsory module for all students.

This subject aims to provide specialist content in Engineering Mechanics so as to develop expertise in the solution of engineering problems based on the assumptions of nonlinear systems with constant acceleration. Specific objectives are:
- To broaden the student's knowledge of the fundamentals of Engineering Mechanics.
- To provide a sound base on which the analysis phase of the design process can be built.
- To provide a tool for the analysis of a variety of engineering systems through the study of elementary standards and computer programming.

This module is intended to give students experience in practical work involving the production of printed words, pictures, or machine and to realise how problems encountered in the design process can be solved in an integrated manner. It will cover the importance of studying the properties of materials, the concepts of engineering design, and the relationship between structure and properties. Compulsory module for all students.


Interdisciplinary

ID023 HEALTH EDUCATION EP02-381
Assist the learner to evaluate his own goals, and personal needs, relative to himself as a primary school educator facing both social pressures and values. A longer term objective focuses attention on the formation of a professional/personal code of health behaviour.

ID005 SOCIAL AWARENESS EP02-381
An interdisciplinary module in which the student’s awareness of his/her own identity and the interaction and interdependence of people in relation to social institutions is developed.

Languages

LA101 FRENCH IS: FRENCH LANGUAGE AND CIVILISATION NA S.C.F.
Knowledge of modern French society and listening/speaking skills are extended through TV tapes, laboratory exercises and adult audio-visual programmes.

LA102 GERMAN II: INTRODUCTION TO GERMAN LITERATURE G03-33, H03-33, L03-33
Short stories, read and discussed (Andersch, Boll, Brecht, von Doderer, Durrenmeit, Kalke, Kastner).

LA103 FRENCH II: BEGINNING FRENCH I G03-33
Effective tourist-style spoken French through Ensemble TV programme tapes, basic conversational practice.

LA105 GERMAN II: BEGINNING GERMAN I G3-03
Basic conversational and writing practice.

LA109 TEACHING ETHNIC MINORITIES IN THE PRIMARY SCHOOL P02-06
Techniques and resources for multi-ethnic classes.

LA110 TEACHING ETHNIC FOREIGN LANGUAGES IN THE PRIMARY SCHOOL P02-33, S.C. or LAI
Basic teaching skills and resources for encouraging ethnic/foreign languages in primary pupils.

LA201 FRENCH 2S: FRENCH LANGUAGE AND CIVILISATION G03-33, LA101, LA0104 or LA213
Extension of speaking/listening, and insight into modern French society through TV, radio, film, slides and tapes.

LA202 GERMAN 2L: MODERN FILM AND DRAMA G03-33, LA202, LA106 or LA215
Introduction by film/drama to current social, philosophical and technical themes.

LA203 FRENCH 2L: FRENCH READING AND LITERATURE G03-33, LA101, LA0104 or LA213
A selection of literary works on major themes - Sarthe, le monastère, le costume, le vin, la maison.

LA204 GERMAN 2L: LANGUAGE AND SOCIETY G03-33, LA202, LA106 or LA215
Oral, written German in daily-life context, using Kontaktkurse.

LA206 LEARNING A SECOND LANGUAGE G03-31, EN1 or LA411 or ES201
Techniques for learning a second language including English.

LA210 BILINGUALISM IN THE SCHOOL G03-33, EDI or EN1 or LAI or ES1
Concepts and techniques in promoting bilingualism at secondary and early childhood stages.

LA213 FRENCH 2N: BEGINNING FRENCH 2 G03-33, LA103
Continuation of LA103, together with basic tourist reading.

LA215 GERMAN 2N: BEGINNING GERMAN 2 G03-33, LA103
Extension of LA105, together with basic reading.

LA201 FRENCH 3S: FRENCH LANGUAGE AND CIVILISATION G03-33, LA020, LA101
Continuation of French 2s approach.

LA202 GERMAN 3L: TWENTIETH CENTURY GERMAN LITERATURE G03-33, LA302 or LA104
Works of Kafka, Brecht, Mann, Hesse, Boll.

Mathematics Education

MA101 ALGEBRA I G03-33
This study is designed to supplement and augment the secondary algebra content and to introduce students to the techniques of differentiation and integration. No previous knowledge will be assumed.

MA105 CALCULUS IA G03-33
An introduction to differential and integral calculus which develops the concepts and techniques associated with both differentiation and integration.

MA106 MAKING A MATHEMATICS I G03-33
This study examines the sets of natural numbers, rational numbers and integers with detailed reference to various modes of representation and some interesting properties.

MA151 MATHEMATICS EDUCATION: THE TEACHING OF ELEMENTARY MATHEMATICS G03-33
This study provides the necessary background for the preparation, presentation and implementation of sub-secondary mathematics teaching programmes.

MA152 MATHEMATICS METHOD PD02-22
This study examines classroom approaches and materials which permit the meaningful treatment of sub-secondary mathematics teaching programmes.

MA201 APPLIED MATHEMATICS: MATHEMATICAL ASTRONOMY NAVIGATION AND SURVEYING G03-33 MA1
This study is weighted towards astronomy with an emphasis on the co-ordinate systems of the celestial sphere and their inter-relationships and conversion techniques. Distances between heavenly bodies, relative motions, relative mass and velocity, the light and solid structures of the solar system are studied. Descriptive astronomy cannot be avoided and the various astrological and observational instruments are discussed with reference to the more recent discoveries and theories. A descriptive assignment involving field work at the celestial sphere, star maps, refractor and Newtonian telescopes is an essential element of the module.

The position of problem leads to map making which in turn leads to a consideration of the techniques of coastal navigation as an example of navigation, and plane table surveying.

MA202 APPLIED MATHEMATICS: MECHANICS G03-33 MA103 or MA104
Introduction to areas requiring the application of fundamental laws and principles of mechanics.

MA203 CALCULUS II G03-33 or MA015
This study is an extension of the earlier calculus courses and involves solution and applications of first order differential equations, in addition to an introduction to differential and integral calculus of functions of several variables.

MA204 COMPUTER STUDIES G03-03 MA1
Introduction to computers - hardware, software, general features. Problem solving, flowcharting, computer applications. Logic, boolean algebra. Introductory machine language and assembly language programming. Sorting and searching algorithms, simulation.

MA205 GEOMETRY II G03-33
In this study the concept of geometry is developed, particularly in the application of vectors and matrices in the context of three-dimensional geometry.

MA206 MAKING A MATHEMATICS II G03-33, MA015
Some creative and geometrical aspects of mathematical structures, with particular emphasis on the patterns to be observed in environment and artistic pursuits.
MA207 FUNDAMENTAL MATHEMATICS
G3:33:3 MA1
This introduction to some topics from modern applied mathematics includes networks, linear programming and the solution of matrix games.

MA208 GEOMETRICAL TOPOLOGY
G3:33:3 MA1
From a brief comparative look at geometries the study centers on non-metric geometry and the associated Hilbertian and hyperbolic problems. Specific investigations include Tuler’s formula for polyhedra and networks, the parallel problem and the separation of simple closed curves. The study is designed to culminate in the “Fixed Point Theorem” and some of its applications.

MA209 INTRODUCTION TO THE HISTORY OF MATHEMATICS
G3:33:3 MA1
This is an introduction to the study of historical development of mathematics.

MA210 MATRICES AND ELEMENTARY VECTOR SPACES
G3:33:3 MA10
Linear spaces, linear dependence, the linear space homomorphism and applications.

MA211 THEORY OF NUMBER AND RELATED TOPICS
G3:33:3 MA10
An introduction to some classical discoveries in number theory and to areas of more recent development.

MA212 REAL ANALYSIS
G3:33:3 MA1
This module extends the student's knowledge of a range of basic concepts in analysis and introduces them to the methods of modern problem solving approaches.

MA213 SOCIAL MATHEMATICS
G3:33:3 MA1
The part played by mathematics in the development of modern society is extended to its current applications in a technological world.

MA251 MATHEMATICS EDUCATION PART IIA:
MATHEMATICS AND THE PRIMARY CHILD
P3:33:3 MA1
This module provides students with the necessary knowledge and skill for construction of structured primary mathematics teaching programmes.

MA252 MATHEMATICS EDUCATION PART IIB:
MATHEMATICS AND THE INFANT SCHOOL CHILD
Availability to be checked with Head of Department. P3:33:3 MA1
This course provides the opportunity for students to generate and assess ideas about the teaching of mathematical concepts in the infants school. Emphasis is given to the use of hierarchies which stress the psychological sequences of number development as the basis for programmatic instruction.

MA253 MATHEMATICS EDUCATION PART IIC:
MATHEMATICS AND THE REMEDIAL CHILD
P3:33:3 MA1
This study investigates the design and construction of mathematics programmes for the young child. It explores a variety of approaches to remediation in Mathematics togethe with the aids and aids available to reinforce these approaches.

MA254 MATHEMATICS EDUCATION: JUNIOR PSYCHOLOGICAL CURRICULUM STUDIES II
S3:33:3 MA153
This study extends the student's knowledge of a range of professional study of students and group and individual problem solving approaches.

MA255 MATHEMATICS EDUCATION: SENIOR SECONDARY CURRICULUM STUDIES I
S3:33:3 MA3
Methods of presentation of topics selected from the senior high school syllabus are associated with aspects of professional study of teaching Mathematics in the junior secondary school.

MA301 ANALYSIS OF METRIC SPACES
G3:33:3 MA12
The topology of metric spaces begins with the notion of an open ball and is extended to the construction of open balls in R^n under a variety of metrics. Concepts of compactness, connectedness and completeness are introduced at appropriate stages. The analysis centres around the convergence of sequences, the idea of a function, continuity and differentiability.

MA302 MODERN APPLIED MATHEMATICS
G3:33:3 MA2
This module is designed to provide an introductory overview of contemporary applied mathematics. Topics such as mathematical modelling, graph theory, linear programming, game theory and control theory are used to study problems in applications.

MA303 CALCULUS III
G3:33:3 MA203
This module extends the student's knowledge of a range of topics from Further Calculus as the basis for calculus of several variables. The course is designed to enable the student to apply calculus to situations in the physical and social sciences.

MA304 COMPLEX VARIABLES
G3:33:3 MA3
Complex numbers, functions of a complex variable, analytic functions, Cauchy's theorem, power series, residues, conformal mapping.

MA305 DIFFERENTIAL EQUATIONS
G3:33:3 MA203
This idea of a function, continuity and differentiability.

MA306 DIFFERENTIAL EQUATIONS
G3:33:3 MA203
This idea of a function, continuity and differentiability.

MA310 PROBABILITY AND STATISTICS I
G3:33:3 MA304

MA311 PROJECTIVE GEOMETRY
G3:33:3 MA205
This is a study of projective geometry introduced informally. The geometry of points and lines is developed to permit of the study of conics. Some emphasis is placed upon the working of examples.

MA351 MATHEMATICS EDUCATION IIIA: COMPARATIVE CURRICULUM STUDIES IN MATHEMATICS
P3:33:3 MA251 or MA252
This study extends the student's knowledge of sub-secondary mathematics teaching programmes in light of current mathematics education theories and trends.

MA352 MATHEMATICS EDUCATION IIIB: SPECIAL TOPICS IN MATHEMATICS
P3:33:3 MA2
This module examines the characteristics and needs of the child requiring special education in learning mathematics. Factors associated with the psychomotor, the cognitive and the emotional development of the less able high school pupil. Emphasis is placed upon the development of effective teaching strategies for the special education classroom. The study is designed to establish a theoretical basis and a clinical competency for the treatment of learning problems associated with retardation in mathematics.

MA353 MATHEMATICS EDUCATION IIC: MATHEMATICS AND THE PRESCHOOL CHILD
P3:33:3 MA252
This study of the parallel problem and the separation of simple closed curves. The course investigates ways of helping children of pre-school age to develop a knowledge of number and related mathematical concepts. The logic of the preschool child is studied in terms of the thinking skills available to the child. This analysis is then used as criteria for assessing the mathematical value of the everyday play experiences of the child.

MA354 MATHEMATICS EDUCATION: THE SLOW LEARNER
S3:33:3 MA254
The student is acquainted with a range of materials and a selected mathematics topics.

MA355 MATHEMATICS EDUCATION IIIB: SPECIAL TOPICS IN MATHEMATICS
P3:33:3 MA2
This study of the parallel problem and the separation of simple closed curves. The course investigates ways of helping children of pre-school age to develop a knowledge of number and related mathematical concepts. The logic of the preschool child is studied in terms of the thinking skills available to the child. This analysis is then used as criteria for assessing the mathematical value of the everyday play experiences of the child.

MA403 FOUNDATIONS OF GEOMETRY
S3:33:3 MA305 and MA311
In many quadrilaterals geometry is nowadays conceived as a completed structure which rests on axioms, topology and analysis. The study of foundations is concerned primarily with euclidean geometry and the modern axioms which can lead to a deductive explanation of its properties. Whilst the study itself will involve problem solving and construction work to fully appreciate its thrust the student will be required to engage in a major research assignment associated with the historical development of euclidean geometry.

MA404 GENERAL TOPOLOGY
S3:33:3 MA301
This study extends the concepts initiated in MA301 to a general non-metric consideration. The topology of metric spaces begins with the notion of an open ball and is extended to the construction of open balls in R^n under a variety of metrics. Concepts of compactness, connectedness and completeness are introduced at appropriate stages. The analysis centres around the convergence of sequences, the idea of a function, continuity and differentiability.

MA405 GROUPS, RINGS AND FIELDS
S3:33:3 MA306
This is a study of abstract algebras, axiomatically defined with particular reference to the properties of polynomials. Emphasis is placed on both structure of these systems and their important applications.

MA406 NUMBER THEORY
NA S EM3
The study of number theory is extended to its current applications in a technological world.

MA407 NUMERICAL ANALYSIS II
S3:33:3 MA305 or MA306
The solution of simultaneous linear equations by Gaussian elimination.

MA408 PROBABILITY AND STATISTICS II
NA S MA310
Joint density functions, marginal and conditional distributions. Some particular probability distributions. Further sampling and testing of hypotheses, non-parametric methods.

MA409 SETS
NA S MA301
The concept of sets, elementary logic, Boolean algebra, ordered sets, ordinal number, classes of sets, rings, algebras, o-rings, o-algebras, monoid classes, Borel sets on the real line, measurable and non-measurable sets, cardinal numbers, further Boolean algebra.

MA410 THEORIES OF INTEGRATION
NA S MA409
Riemann integration, Riemann-Stieljes integral, Lebesgue integral on R, Measurable sets and measurable functions, Lebesgue integral of functions defined in a measure space.

MA425 ADDITIONAL MATHEMATICS II
G3:33:3 MA205
Addition, Fourier series, some of its applications.


Music Education

MU102 MUSIC AND THE LISTENER
Psychology
Philosophy
Listening to music of many different types chosen from the period C1600 to the present. Social aspects which influence composers are examined.

MU106 MUSIC MAKING: AN INTRODUCTION
MA303
Experiments with sounds and creative music making techniques in simple stages through workshop activities. Both experimental and traditional ways of making music will be used, using instruments solely handled by beginners.

MU107 LEARNING GUITAR
Music
A practical introduction to playing the guitar which combines group instruction in basic rhythmic and melodic skills and simple ensemble playing. Caters for both the beginner and the student with some previous experience.

MU108 VOCAL PERFORMANCE
Music
The voice will be developed in conjunction with a wide variety of vocal techniques, both solo and ensemble singing, and group performance. Attention will also be given to singing material related to guitar repertoire.

MU109 RECORDINGS AND THE AGE OF THE BRILLIANT SOLOIST
Music
A practical introduction to playing recorders and renaissance wind instruments which will combine group instruction in basic technique and simple ensemble performance of music from Elizabethan times to the modern jazz era.

MU110 MUSIC FOR PHYSICAL EDUCATION
Primary School
The fundamentals of music which contribute to sport and physical performance. Includes group instruction in basic rhythmic and melodic skills.

MU111 MUSIC METHOD P(2:0)
Music
Approaching skills basic and vital to all facets of music education. Examination of teaching materials, development of performance. The emphasis will be on the use of materials, the role of the teacher, and the development of the student's knowledge of repertoire for classes of varied ability.

MU121 INTRODUCTION TO MUSIC EDUCATION IN THE SECONDARY SCHOOL YEARS 7-10
Secondary School
Further study of activities which develop the child's rhythmic, melodic, conative, creative, and performing skills. Traditional and non-traditional forms of notation.

MU201 UNDERSTANDING MUSIC P(3:3)
Music
Experiments in developing an awareness of rhythmic and harmonic structure, e.g. polyrhythm, binitality, polyodality.

MU202 THE COMPOSER AND HIS WORLD: THE TURBULENT YEARS C1660-C1760
Music
Listening to a wide variety of music which illustrates developments in vocal and instrumental styles in England, France, Germany and Italy from about 1650-1760. Music and its link with society will be discussed.

MU203 THE COMPOSER AND HIS WORLD: FROM FORMALITY TO FREEDOM C1760-C1820
Music
The contributions of C.P.E. Bach, Haydn, Mozart, Beethoven and their contemporaries in the context of the changing influence of patronage and the gradual breakdown of formal traditions.

MU204 MUSIC IN EARLY CHILDHOOD P(3:0)
Music
Experiments, materials and methods used in teaching music to very young children. Practical work illustrates educational principles and creative work is encouraged through preparation of music for class and individual group performances.

MU205 CREATIVITY MAKING
Music
Involves exploration of music making techniques through workshop activities, an extension of traditional and experimental approaches, in preparation for Music Making. Experimental work with tape recorders.

MU207 LEARNING GUITAR Q(3:3) Q(3:3)
Music
Continues to develop skills and basic performance techniques. A variety of folk accompaniment styles will be explored and work on technological repertoire will be extended.

MU208 VOCAL PERFORMANCE II NA MU109
Music
Continues to develop vocal skills, performance techniques and musicianship. Repertoire, particularly in ensemble singing will be extended.

MU209 RECORDINGS AND THE AGE OF THE BRILLIANT SOLOIST INSTRUMENTS I NA MU109
Music
Continues to develop basic techniques, performance skills and musicianship. Repertoire in both solo and ensemble playing will be extended.

MU210 MUSIC EDUCATION IN THE PRIMARY SCHOOL NA MU121
Music
Adaptation of the philosophies of Orff and Kodaly to junior secondary music education and the application of research into the effectiveness of teaching methods as well as selected listening works will be studied. Music and other arts.

MU211 MUSIC EDUCATION IN THE SECONDARY SCHOOL, NON-ELECTIVE CLASSES A
Music
Continues to develop technique and musicianship and further extend repertoire. A greater emphasis will be placed on individual instruction.

MU212 MUSIC EDUCATION IN THE SECONDARY SCHOOL, ELECTIVE CLASSES B
Music
Continues to develop basic techniques, performance skills and musicianship. Extension of skills and musicianship acquired in MU209.

MU301 MODERN APPROACHES TO CLASSROOM MUSIC ORFF AND KODALY SKILLS P(3:3)
Music
The study of music devices to heighten understanding and awareness of rhythmic groupings and intervals through a discussion of Orff and Kodaly materials. Group composition through speech and instrumental performance on ensemble.

MU302 BARTOK/STRAVINSKY AS LIBERATING FORCES NA MU202
Music
An examination of the influence of Bartok and Stravinsky with special reference to rhythmic and harmonic structure, e.g. polyrhythm, binitality, polyodality.

MU303 THE COMPOSER AND HIS WORLD: THE MAGNIFICENT ROMANTIC OF THE NINETEENTH CENTURY NA MU203
Music
Investigation of romantic and impressionistic styles of composition through listening and observation of musical scores. The changing position of the composer in society, the age of the brilliant soloist — e.g. Chopin, Liszt.
Nurse Education

NS101 PROFESSIONAL DEVELOPMENT: NURSING STUDIES
This module has been designed to allow the nurse teacher to explore and develop the theoretical and philosophical basis of nursing practice and curriculum development.

Physical Education

PE100 FOUNDATIONS OF PHYSICAL EDUCATION S3+03
To introduce theoretical issues related to Physical Education, both as an academic discipline and a professional area of expertise; to develop the student’s appreciation of Physical Education, and to examine and critically review the development of Physical Education in Australia.

PE101 PERSONAL HEALTH BEHAVIOUR S3+03
To develop the student’s knowledge and understanding in personal hygiene and human sexuality.

PE102 COMMUNITY RECREATION GB3
A theoretical consideration of the structure, functions and processes of leisure and recreation and the social context of leisure and recreation in Australia.

PE110 PHYSICAL EDUCATION METHOD S3+03
This course provides the student with a broad theoretical background for appreciation of physical education in the primary school.

PE111 BASIC GAMES SKILLS AND STRATEGIES P0+33
To develop the student’s own performance, knowledge and understanding of basic skills, minor and major games, and games strategies.

PE112 ELEMENTARY DANCE TECHNIQUES P0+33
Provides the student with practical experience in dance, and an appreciation of the contribution made by dance to contemporary life in Australia and other countries of the world.

Personal Development

PD100 THE PHYSICAL HUMAN G0+33
The structure and function of the human body, how it is kept and how it is influenced by drugs.

PD101 THE SOCIAL HUMAN G0+33
G0+33
Consists of the area of personal relations in respect to self and others.

PD200 HUMAN SEXUALITY G0+33
A development of knowledge and understanding of the human as a sexual being.

PD201 PERSONAL DEVELOPMENT CURRICULUM AND PROGRAMME 03+09 PD100 and PD101
The acquisition of knowledge concerning the resources available in N.S.W. schools for use in personal development courses.

PD202 PERSONAL DEVELOPMENT OVERVIEW C13+3
A composite eclectic consideration of the curriculum areas concerned with personal development structure and implementation of school personal development programme.

NS102 PROFESSIONAL DEVELOPMENT: NURSING STUDIES II
This module enables the nurse teacher to examine the administrative and legal aspects of health care by exploring the relationships among the Australian political system, health care system and legal system.

NS104 LIFE SPAN DEVELOPMENT
This module enables the nurse teacher to gain an understanding of the factors which interact throughout a person’s life. An examination is made of the implications of such interactions for health care and education.

NS105 MOTIVATION AND MORALE
The module is designed to foster an awareness of the role motivation plays in human behaviour with specific reference to its relevance in education. The relationship between motivation and morale is examined along with the factors influencing morale.

NS107 PROFESSIONAL PREPARATION I
This module introduces the nurse teacher to some of the professional and practical aspects of teaching and learning through an examination of selected curriculum principles, psychological bases of learning and to some practical skills associated with planning and implementing effective lessons.

NS109 PROFESSIONAL PREPARATION II
This module extends the examination of curriculum principles as selected to the practice of teaching and develops further micro-teaching skills necessary to teach effectively in both classroom and clinical settings. Prerequisite NS101.

NS201 PROFESSIONAL DEVELOPMENT: NURSING STUDIES III
The purpose of this module is to highlight the theoretical aspects of clinical teaching/learning with specific attention being given to the analysis of needs, opportunities and problems. Educational and curriculum principles are applied to the proposals arising from the analysis. NS101 is a co-prerequisite.

NS202 PROFESSIONAL DEVELOPMENT: NURSING STUDIES IV
This module is designed to enable the nurse teacher to identify the implications for nursing education of a problem solving model of nursing practice. Specific attention is paid to concept formation, the identification of principles and strategies and the implications of these for various performance skills. NS201 is a co-prerequisite.

NS203 PROFESSIONAL DEVELOPMENT: NURSING STUDIES V
The purpose of this module is to introduce the nurse teacher to the problems and process of the evaluation of clinical performance and to demonstrate the relationship between evaluation and the quality of patient care. Integrated with the evaluation module is an introduction to research.

NS204 SOCIOLOGY: SOCIETY, GROUP LEARNING AND THE HEALTH WORKER
This module introduces the nurse teacher to aspects of social theory and their implications for the health worker, their clients or patients, and for the student and teacher of nursing.

NS206 PROFESSIONAL PREPARATION III
Emphasis, in this module, is placed on interaction skills and small group management.

NS209 DEVELOPMENT: NURSING STUDIES
The establishment of basic rhythm skills through movement, speech and performance. The development of pitch perception, pitch control and aural awareness. A comparative study of the approaches of Carl Orff and Zoltan Kodaly.

NS210 DEVELOPMENT: NURSING STUDIES
The educational philosophies of Carl Orff and Zoltan Kodaly. The applicability of the Orff and Kodaly approaches in junior secondary school instrumental and vocal arrangements. Selected listening works. Programming with emphasis upon integrated aural development.

NS211 DEVELOPMENT: NURSING STUDIES
Development of musical creativity and knowledge through an integrated treatment of the following from C1300 to C1900: melody writing and harmonisation, aural perception, orchestration, techniques of composition, listening to a variety of recorded works, score reading and analysis.

NS212 DEVELOPMENT: NURSING STUDIES
A composite of folk, ballroom and creative dance, teaching methods and techniques.

NS213 DEVELOPMENT: NURSING STUDIES
An individualised approach to movement on floor and apparatus, teaching methods and techniques for educational and formal gymnastics.

NS214 DEVELOPMENT: NURSING STUDIES
Aquatics: Water safety, strokes, skills, entries, survival techniques, teaching methods and techniques in each of the following selections: A. Swimming; B. Water games; C. Aquatic relays; D. Aquatic relays and water games; E. Competitive swimming. A development of knowledge and appreciation of the participation made by aquatics to physical fitness.

NS215 DEVELOPMENT: NURSING STUDIES
The purpose of this module is to highlight the theoretical aspects of dance teaching/learning with specific attention being given to the analysis of needs, opportunities and problems. Educational and curriculum principles are applied to the proposals arising from the analysis. NS101 is a co-prerequisite.

NS216 DEVELOPMENT: NURSING STUDIES
This module introduces the nurse teacher to the problems and process of the evaluation of clinical performance and to demonstrate the relationship between evaluation and the quality of patient care. Integrated with the evaluation module is an introduction to research.

NS217 DEVELOPMENT: NURSING STUDIES
The establishment of basic rhythm skills through movement, speech and performance. The development of pitch perception, pitch control and aural awareness. A comparative study of the approaches of Carl Orff and Zoltan Kodaly.

NS218 DEVELOPMENT: NURSING STUDIES
Development of musical creativity and knowledge through an integrated treatment of the following from C1300 to C1900: melody writing and harmonisation, aural perception, orchestration, techniques of composition, listening to a variety of recorded works, score reading and analysis.

NS219 DEVELOPMENT: NURSING STUDIES
A composite of folk, ballroom and creative dance, teaching methods and techniques.

NS220 DEVELOPMENT: NURSING STUDIES
An individualised approach to movement on floor and apparatus, teaching methods and techniques for educational and formal gymnastics.

NS221 DEVELOPMENT: NURSING STUDIES
Aquatics: Water safety, strokes, skills, entries, survival techniques, teaching methods and techniques in each of the following selections: A. Swimming; B. Water games; C. Aquatic relays; D. Aquatic relays and water games; E. Competitive swimming. A development of knowledge and appreciation of the participation made by aquatics to physical fitness.

NS222 DEVELOPMENT: NURSING STUDIES
The purpose of this module is to highlight the theoretical aspects of dance teaching/learning with specific attention being given to the analysis of needs, opportunities and problems. Educational and curriculum principles are applied to the proposals arising from the analysis. NS101 is a co-prerequisite.

NS223 DEVELOPMENT: NURSING STUDIES
This module introduces the nurse teacher to the problems and process of the evaluation of clinical performance and to demonstrate the relationship between evaluation and the quality of patient care. Integrated with the evaluation module is an introduction to research.

NS224 SOCIOLOGY: SOCIETY, GROUP LEARNING AND THE HEALTH WORKER
This module introduces the nurse teacher to aspects of social theory and their implications for the health worker, their clients or patients, and for the student and teacher of nursing.

NS226 PROFESSIONAL PREPARATION III
Emphasis, in this module, is placed on interaction skills and small group management.

NS228 DEVELOPMENT: NURSING STUDIES
The establishment of basic rhythm skills through movement, speech and performance. The development of pitch perception, pitch control and aural awareness. A comparative study of the approaches of Carl Orff and Zoltan Kodaly.

NS229 DEVELOPMENT: NURSING STUDIES
Development of musical creativity and knowledge through an integrated treatment of the following from C1300 to C1900: melody writing and harmonisation, aural perception, orchestration, techniques of composition, listening to a variety of recorded works, score reading and analysis.

NS230 DEVELOPMENT: NURSING STUDIES
A composite of folk, ballroom and creative dance, teaching methods and techniques.

NS231 DEVELOPMENT: NURSING STUDIES
An individualised approach to movement on floor and apparatus, teaching methods and techniques for educational and formal gymnastics.

NS232 DEVELOPMENT: NURSING STUDIES
Aquatics: Water safety, strokes, skills, entries, survival techniques, teaching methods and techniques in each of the following selections: A. Swimming; B. Water games; C. Aquatic relays; D. Aquatic relays and water games; E. Competitive swimming. A development of knowledge and appreciation of the participation made by aquatics to physical fitness.

NS233 DEVELOPMENT: NURSING STUDIES
The purpose of this module is to highlight the theoretical aspects of dance teaching/learning with specific attention being given to the analysis of needs, opportunities and problems. Educational and curriculum principles are applied to the proposals arising from the analysis. NS101 is a co-prerequisite.
and teaching expertise in selected specialist areas of dance and gymnastics.

PE200 STRUCTURES IN PHYSICAL EDUCATION G0:03 PE100
To study and critically evaluate Physical Education, Health Education and Recreation curricula to examine the foundations of curriculum development as it relates to Physical Education.

PE201 BUILDERS AND DETRIMENTALS OF HEALTH P5:33 P01 or 012
To develop knowledge and understanding of Nutrition and Drug Education aimed at maintaining Physical Health.

PE202 RECREATION PLANNING G0:03 PE102
An introduction to the principles and practices of planning for community recreation in Australia.

PE205 TESTS AND MEASUREMENTS IN PHYSICAL EDUCATION G0:03 PE1
To investigate implications of testing in the motor domain, to develop knowledge and understanding in conducting of testing in physical fitness and sports.

PE206 INTRODUCTION TO SPECIAL PHYSICAL EDUCATION P5:33 PE1
Students will be introduced to the range of developmental disabilities emotionally disturbed, sensory and neurological handicaps.

PE207 COACHING OF SPORTS, DANCE, GYMNASTICS I G0:03 PE207
Advanced strategies of professional preparations in sports coaching for representative sports is the prime focus of attention here.

PE210 MOVEMENT ORIENTATION P5:33 PE1
This course provides students with the basic principles of movement expounded by Laban and the relationship between dance, gymnastics and games in Physical Education programmes.

PE211 STRUCTURES IN PHYSICAL EDUCATION: PRIMARY P5:33 P6P
A critical evaluation of Physical, Education, Health and Recreation programmes in the primary school.

PE224 SECONDARY SCHOOL SPORTS ADMINISTRATION G0:33 PE124
An investigation of sports administrative strategies and developments at secondary school level.

PE225 SCIENTIFIC FOUNDATIONS OF SPORTS MOVEMENTS G0:33 0P6 or 0G01
A composite course treating anatomy and physiology, analysis of sports movements in scientific terms of mechanics, kinesiology and physiology of exercise and ergonomics and their application to selected sports.

PROFESSIONAL STUDIES PROGRAMME — PRIMARY

PE276 HEALTHFUL LIVING G0:03 P1
To develop the student's knowledge and understanding in the areas of: Hygiene, Human Sexuality, Nutrition, Drugs, Mental Health, Community Health and first aid.

PE280 DANCE FOR ART II G0:03 PE140
A specialisation area selected from three of the following:

- (A) Folk
- (B) Social
- (C) Square
- (D) Modern Jazz Ballet
- (E) Primitive Jazz
- (F) Contemporary Dance

PE284 RECREATIONAL ACTIVITIES G0:03 12PE1
An introduction to basic skills and teaching methods to be selected from the following activities:

- Archery
- Aerobic activities
- Bowls
- Golf
- Outdoor pursuits
- Orienteering
- Squash

PE300 ADMINISTRATIVE PRACTICES IN PHYSICAL EDUCATION, HEALTH, RECREATION G0:03 12P
An investigation of organisational and administrative procedures in Health, Physical Education and Recreation within the secondary school curriculum.

PE301 MENTAL AND COMMUNITY HEALTH P0:03 12PE
An introduction to the student's knowledge and understanding in mental and community health.

PE302 RECREATIONAL MANAGEMENT G0:03 PE202 or PE300
An introduction to the principles and practices of management in organising and implementing community recreation programmes.

PE303 MOTOR LEARNING AND PHYSICAL PERFORMANCE P0:33 12ED
A critical appreciation of the theoretical and physical problems in motor skill acquisition and attendant research.

PE306 IMPLEMENTING SPECIAL PHYSICAL EDUCATION PROGRAMMES G0:33 6SE or 6SC or 6D
To acquaint the students with the organisation and administration of adapted Physical Education programmes to meet the needs of the handicapped.

PE312 PERSPECTIVES IN PHYSICAL EDUCATION P0:33 6CD
Consideration of historical and philosophical bases of primary school Physical Education and the relationships to current programmes and problem issues.

PE316 SPECIAL PHYSICAL EDUCATION FOR COMMUNITY LIVING NA P6P2
Syllabus available on request.

PE320 RESEARCH METHODS IN PHYSICAL EDUCATION, HEALTH, RECREATION S3:03 2AP(E)01 or PE205
An introduction to research methodology in Health, Physical Education and Recreation.

PE320 PHYSICAL EDUCATION RESEARCH PAPER S3:02 12PE
A project initiated and researched by the individual student related to the interests, capabilities and selected research technology of the student.

PE401 HEALTH AND PHYSICAL EDUCATION IVS S2+2 P1
An overview is made of secondary school sport and physical education: the personal and physical fitness of the secondary school child; the theory and practice in teaching motor skills; personal physical recreation activities employed in primary school sport and physical education.

PE405 PHYSICAL EDUCATION IV: ADMINISTRATION, PHYSICAL EDUCATION AND SPORT (SECONDARY) S3:02 12PE
A detailed study of theoretical issues relating to administration of physical education and sports recreation offered in the secondary school system.

PE451 PHYSICAL EDUCATION IVB: ADVANCED PHYSICAL EDUCATION TEACHING S3:38
A critical appreciation of theoretical and practical contributions in health education, physical education and recreation, related to secondary school.

PE455 HEALTH AND PHYSICAL EDUCATION S2+P1
Related to the theory and practice of teaching physical education in the secondary school system, this module affords the student opportunities for development of specific teaching skills and strategies.

PP100 PRINCIPLES AND PRACTICES OF TEACHING EP0:02
This module focuses on ways to increase the quality and quantity of student participation when teaching. Teaching skills include Basic Questioning, Explaining, Basic Questioning, Teacher Response and Higher Order Questioning.

PP101 PRINCIPLES AND PRACTICES OF TEACHING EP0:02
This module focuses on ways to increase the quality and quantity of student participation when teaching. Teaching skills include Basic Questioning, Explaining, Basic Questioning, Teacher Response and Higher Order Questioning.

PP200 PRINCIPLES AND PRACTICES OF TEACHING TP0:03 12PE or PP101
This module focuses on ways to increase the quality and quantity of student participation when teaching. Teaching skills include Basic Questioning, Explaining, Basic Questioning, Teacher Response and Higher Order Questioning.

PP205 PRINCIPLES AND PRACTICES OF TEACHING EP0:03 or PP101
This module focuses on ways to increase the quality and quantity of student participation when teaching. Teaching skills include Basic Questioning, Explaining, Basic Questioning, Teacher Response and Higher Order Questioning.

PP206 PRINCIPLES AND PRACTICES OF TEACHING EP0:03 or PP205 or PP206
This module focuses on ways to increase the quality and quantity of student participation when teaching. Teaching skills include Basic Questioning, Explaining, Basic Questioning, Teacher Response and Higher Order Questioning.

PP207 PRINCIPLES AND PRACTICES OF TEACHING EP0:03 or PP205 or PP206
This module focuses on ways to increase the quality and quantity of student participation when teaching. Teaching skills include Basic Questioning, Explaining, Basic Questioning, Teacher Response and Higher Order Questioning.

PP208 PRINCIPLES AND PRACTICES OF TEACHING EP0:03 or PP205 or PP206
This module focuses on ways to increase the quality and quantity of student participation when teaching. Teaching skills include Basic Questioning, Explaining, Basic Questioning, Teacher Response and Higher Order Questioning.

PP209 PRINCIPLES AND PRACTICES OF TEACHING EP0:03 or PP205 or PP206
This module focuses on ways to increase the quality and quantity of student participation when teaching. Teaching skills include Basic Questioning, Explaining, Basic Questioning, Teacher Response and Higher Order Questioning.

PP210 PRINCIPLES AND PRACTICES OF TEACHING EP0:03 or PP205 or PP206
This module focuses on ways to increase the quality and quantity of student participation when teaching. Teaching skills include Basic Questioning, Explaining, Basic Questioning, Teacher Response and Higher Order Questioning.

PP211 PRINCIPLES AND PRACTICES OF TEACHING EP0:03 or PP205 or PP206
This module focuses on ways to increase the quality and quantity of student participation when teaching. Teaching skills include Basic Questioning, Explaining, Basic Questioning, Teacher Response and Higher Order Questioning.

PP212 PRINCIPLES AND PRACTICES OF TEACHING EP0:03 or PP205 or PP206
This module focuses on ways to increase the quality and quantity of student participation when teaching. Teaching skills include Basic Questioning, Explaining, Basic Questioning, Teacher Response and Higher Order Questioning.

PP213 PRINCIPLES AND PRACTICES OF TEACHING EP0:03 or PP205 or PP206
This module focuses on ways to increase the quality and quantity of student participation when teaching. Teaching skills include Basic Questioning, Explaining, Basic Questioning, Teacher Response and Higher Order Questioning.

PP214 PRINCIPLES AND PRACTICES OF TEACHING EP0:03 or PP205 or PP206
This module focuses on ways to increase the quality and quantity of student participation when teaching. Teaching skills include Basic Questioning, Explaining, Basic Questioning, Teacher Response and Higher Order Questioning.

PP215 PRINCIPLES AND PRACTICES OF TEACHING EP0:03 or PP205 or PP206
This module focuses on ways to increase the quality and quantity of student participation when teaching. Teaching skills include Basic Questioning, Explaining, Basic Questioning, Teacher Response and Higher Order Questioning.

PP216 PRINCIPLES AND PRACTICES OF TEACHING EP0:03 or PP205 or PP206
This module focuses on ways to increase the quality and quantity of student participation when teaching. Teaching skills include Basic Questioning, Explaining, Basic Questioning, Teacher Response and Higher Order Questioning.

PP217 PRINCIPLES AND PRACTICES OF TEACHING EP0:03 or PP205 or PP206
This module focuses on ways to increase the quality and quantity of student participation when teaching. Teaching skills include Basic Questioning, Explaining, Basic Questioning, Teacher Response and Higher Order Questioning.
The objective of this module is to provide each student with an opportunity to identify and acquire specific teaching skills and behaviour. Students will be presented with an opportunity to practice these skills in the reality of a school situation.

This module offers a comprehensive and integrated series of practical experiences at school base to complement the theoretical courses in Industrial Arts. The purpose is to extend the professional expertise of the potential teacher.

The focus of this module is on several basic teaching skills and behaviour. Students will be presented with an opportunity to practice these skills in the reality of a school situation.

This module focuses on the affective aspects of the teaching experience, social class selection, ethnic selection, school children as clients. The programme includes: (a) Informational Role-Play/Dialogue drama; (b) Field Studies; (c) Programmed Instruction; (d) Case Studies.

The focus of this module is to promote participation in teaching experience in the secondary school. The programme encompasses treatment, teaching strategies and to relate these to teaching situations.

This module focuses on the affective aspects of the teaching experience, social class selection, ethnic selection, school children as clients. The programme includes: (a) Informational Role-Play/Dialogue drama; (b) Field Studies; (c) Programmed Instruction; (d) Case Studies.

This module offers a comprehensive and integrated series of practical experiences at school base to complement the theoretical courses in Industrial Arts. The purpose is to extend the professional expertise of the potential teacher.

The focus of this module is on several basic teaching skills and behaviour. Students will be presented with an opportunity to practice these skills in the reality of a school situation.

The focus of this module is on several basic teaching skills and behaviour. Students will be presented with an opportunity to practice these skills in the reality of a school situation.

The focus of this module is on several basic teaching skills and behaviour. Students will be presented with an opportunity to practice these skills in the reality of a school situation.

The focus of this module is on several basic teaching skills and behaviour. Students will be presented with an opportunity to practice these skills in the reality of a school situation.
Science Education

PS101 ENVIRONMENTAL PHYSICAL SCIENCE

SC102 PHYSICAL SCIENCE FOR NON-SCIENTS

SC103 HUMAN BIOLOGY
A study of selected fundamental scientific, technological and medical advances which are affecting all aspects of present-day human life; genetic and environmental perspectives; changing lifestyles; human development from a biological viewpoint.

SC104 SCIENCE AND SOCIETY A
Major themes: the importance to mankind of the study of the inter-relationships between science, technology and society; the ways in which science has influenced society and how science is perceived by society; the development of society. Contemporary issues will be examined by means of selected case-studies. Major strands: the history of science and technology; the nature of science; the work of scientists and technologists; the role of science in politics, economics, government, the law, religion, the science arts.

SC105 SCIENCE METHOD
Identification and evaluation of science process skills in elementary education. New programmes for science teaching such as Science 5/13, S/C and New Zealand Units. Practical aspects of making a curriculum — units and themes and integration of science with other subjects; use of learning resources. Learning nutrition and disease; environment and the development of teaching environments and teaching procedures.

SC110 BASIC BIOLOGY

SC111 HUMAN BIOLOGY
Man's place in the animal kingdom. Basic structure and function, specialised systems e.g. digestive, circulatory, respiratory, muscular, nervous. Specialised activities in the environment.

SC112 BASIC CHEMISTRY
Basic aspects of chemistry both from a theoretical and practical point of view. Concepts include: matter, energy; bonding and physical properties; equilibrium; energy changes; electron transfer processes.

SC113 CHEMISTRY OF LIFE
Aspects of chemistry which find particular application in biological systems. Topics include: introductory organic chemistry; functional groups; stereochemistry; carbohydrates; lipids and proteins; enzymes; buffer systems, nucleic acids, medicines in biological systems.

SC114 GEOLOGY IA
Basic principles of geography are applied to the composition of rocks and minerals using specimens and structural models. Study of the structure of the Earth leads to the concept of plate tectonics.

SC115 GEOLOGY IB
Surface alteration processes of the Earth are studied using regional and Australian examples. Stratigraphic principles are applied to the study of geologic time and the changing pattern of life on Earth.

SC116 MECHANICS I
Topics deal with linear and rotational kinematics, statics and dynamics of a particle and of extended systems. Topics include: energy and momentum, coefficients of restitution, examination of the value of application of principles, the mechanics to the study of the human body.

SC117 DIRECT CURRENT ELECTRICITY
This module will give an understanding of basic current electricity and magnetism with an introduction to electrostatics, semiconductor diodes and alternating current.

SC118 PHYSICS I
This module is designed to provide a foundation to the study of physics and to enable students to understand the principles of physics and their applications. Topics include: fundamental concepts of physics such as atomic structure, waves, electricity and magnetism, energy and momentum, coefficients of restitution, examination of the value of application of principles, the mechanics to the study of the human body.

SC201 ENVIRONMENTAL BIOLOGY
An analytic overview of man's place in the biosphere by means of an ecological approach to issues of population, energy, natural resources and environmental quality. A systematic treatment of natural ecosystems and the impact of a technological society upon these systems.

SC202 ENVIRONMENTAL GEOLOGY
In this module students will study the processes at work on the earth and the effects of these processes on the environment, the energy flows of the atmosphere and the lithosphere. In addition, a study of the deeper-seated earth processes will be made.

SC210 ECOLOGY AND FIELD BIOLOGY
This course covers the basic anatomy and physiology of the human body; genetic and environmental influences; the structure of the body; the role of the body in the environment; the role of the environment in the body; the role of the body in society.

SC211 CELL PHYSIOLOGY
This module focuses on the development of some basic skills of teaching with practical application to improve competence. Analysis of teacher pupil behaviour will allow teaching strategies to be appropriately modified.

SC212 ENERGY AND CHEMICAL REACTIONS
This module is designed to provide a foundation to the study of chemical reactions and the effect of different conditions and to develop an appreciation of the importance of energy considerations in chemical reactions and industrial importance.

SC213 CHEMICAL BONDING
This module is designed to provide a foundation to the study of chemical reactions and the effect of different conditions and to develop an appreciation of the importance of energy considerations in chemical reactions and industrial importance.
Elements of cryoturbation. Structure and composition of rock forma­tion, the processes and their optical properties in their section. Petrology of igneous rocks.

SC216 GEOL OGY IIB
G043 SC115
Economic minerals and fuels: their nature, origin and significance. An introduction to palaeontology. Geological history of New South Wales. Laboratory and field studies.

SC216 MECHANICS II
SA23 SC001
Topics include rotational dynamics, rotational kinetic energy and angular momentum, moment of inertia. Simple Harmonic Motion, the sinusoidal wave equation and its application to the study of Interference. Special relativity is dealt with in terms of the Lorentz transformation equations, time dilation, length contraction, relativistic addition of velocities and relativistic momentum.

SC217 OPTICS AND ASTRONOMY
SA23 SC001
Optical phenomena based on reflection, refractions, interference and polarisation will be studied including optical instrumentation, stage lighting and new forms of communications. A study of the universe as seen by the astronomer will be included, from Earth and the solar system out to the pulsars.

SC233 SCHOOL SCIENCE CURRICULUM EVALUATION
SA03 FS136
This module is concerned with the teaching of science to pupils in years 11 and 12 in Australian schools. Understanding the role of Science in the future. Food production and the biosphere. Trends in human population. Energy: resources, consumption, pollution. Air, water, solid pollution; radioactive pollutants, noise, social, legal and economic aspects of environmental degradation.

SC239 ENVIRONMENTAL SCIENCE III
S044 66SCC2
Ecosystems: Invertebrates and plants, unit of work to be completed by students. The cost is in the area of $30.

SC240 BIOCHEMISTRY II
S043 SC311
Introduction to organic reaction mechanisms. Relationship between chemistry and society. Topics: Cover Metabolism, Temperature control, Movement and Special senses.

SC241 BIOCHEMISTRY
S043 SC311
Incorporating the major systems of the human body, electrophoresis and uses of the force plate.

SC242 ANATOMY AND PHYSIOLOGY
SA36 SC001
The course involves a study of the major systems’ anatomy and physiology with orientation to Physical Education.

SC243 BIOCHEMISTRY
S043 SC311
This module is concerned with the teaching of science to pupils in years 11 and 12 in Australian schools. Understanding the role of Science in the future. Food production and the biosphere. Trends in human population. Energy: resources, consumption, pollution. Air, water, solid pollution; radioactive pollutants, noise, social, legal and economic aspects of environmental degradation.

SC244 ENVIRONMENTAL SCIENCE III
S044 66SCC2
Ecosystems: Invertebrates and plants, unit of work to be completed by students. The cost is in the area of $30.

SC246 MICROBIOLOGY
S043 SC311
Classification of microorganisms. The ubiquity of microorganisms: water, soil, air, industrial processes. The role of microorganisms in natural ecosystems and in agricultural systems. Microbiology, Micro-organisms and man.

SC250 BIOLOGICAL SCIENCE II FOR NURSE EDUCATORS
S043 SC418

SC251 CHEMISTRY FOR MATERIALS SCIENCE
S033 SC112
This module is designed to provide a useful and relevant background to the study of materials science. Topics covered include crystal structures, corrosion, electro­chemistry, polymers and aqueous solutions.

SC252 ELECTRONIC CONSTRUCTION TECHNIQUES
S033 SC117 or IA116, IA23
Students will draw plans to form cabinets from sheet metal and draw up layouts of electronic devices from published circuital diagrams. Students will then complete the construction of the devices and show that they work to specification. The students will be required to purchase components and materials for projects which, after assessment, become their property. The cost is in the area of $30.

SC253 MAN AND ENVIRONMENT IIA
G043 SC300

SC255 MAN AND ENVIRONMENT IIB
G033 SC304

SC256 REGULATION
S043 SC312
Energy: resources, consumption, pollution. Air, water, solid pollution; radioactive pollutants, noise, social, legal and economic aspects of environmental degradation.

SC257 CO-ORDINATION CHEMISTRY
S043 SC312

SC258 ENVIRONMENTAL SCIENCE
S044 66SCC2
Ecosystems: Invertebrates and plants, unit of work to be completed by students. The cost is in the area of $30.

SC259 ENVIRONMENTAL SCIENCE II
S044 66SCC2
Ecosystems: Invertebrates and plants, unit of work to be completed by students. The cost is in the area of $30.

SC260 BIOLOGICAL SCIENCE III FOR NURSE EDUCATORS
S043 SC316
This module is concerned with the teaching of science to pupils in years 11 and 12 in Australian schools. Understanding the role of Science in the future. Food production and the biosphere. Trends in human population. Energy: resources, consumption, pollution. Air, water, solid pollution; radioactive pollutants, noise, social, legal and economic aspects of environmental degradation.

SC262 ELECTRONIC CONSTRUCTION TECHNIQUES
S033 SC117 or IA116, IA23
Students will draw plans to form cabinets from sheet metal and draw up layouts of electronic devices from published circuital diagrams. Students will then complete the construction of the devices and show that they work to specification. The students will be required to purchase components and materials for projects which, after assessment, become their property. The cost is in the area of $30.

SC263 MAN AND ENVIRONMENT IIA
G043 SC300

SC265 MAN AND ENVIRONMENT IIB
G033 SC304

SC271 REGULATION
S043 SC312
Energy: resources, consumption, pollution. Air, water, solid pollution; radioactive pollutants, noise, social, legal and economic aspects of environmental degradation.

SC272 CO-ORDINATION CHEMISTRY
S043 SC312

SC273 ENVIRONMENTAL SCIENCE
S044 66SCC2
Ecosystems: Invertebrates and plants, unit of work to be completed by students. The cost is in the area of $30.

SC274 ENVIRONMENTAL SCIENCE II
S044 66SCC2
Ecosystems: Invertebrates and plants, unit of work to be completed by students. The cost is in the area of $30.

SC275 ENVIRONMENTAL SCIENCE III
S044 66SCC2
Ecosystems: Invertebrates and plants, unit of work to be completed by students. The cost is in the area of $30.

SC278 ENVIRONMENTAL SCIENCE
S044 66SCC2
Ecosystems: Invertebrates and plants, unit of work to be completed by students. The cost is in the area of $30.

SC280 BIOLOGICAL SCIENCE II FOR NURSE EDUCATORS
S043 SC316
This module is concerned with the teaching of science to pupils in years 11 and 12 in Australian schools. Understanding the role of Science in the future. Food production and the biosphere. Trends in human population. Energy: resources, consumption, pollution. Air, water, solid pollution; radioactive pollutants, noise, social, legal and economic aspects of environmental degradation.

SC281 CHEMISTRY FOR MATERIALS SCIENCE
S033 SC112
This module is designed to provide a useful and relevant background to the study of materials science. Topics covered include crystal structures, corrosion, electro­chemistry, polymers and aqueous solutions.
Special Education

SE101 INTRODUCTION TO SPECIAL EDUCATION
PS033 ED101 or ED105
Students will be introduced to the range of developmental disabilities in children, e.g. mental retardation, learning disabilities, emotionally disturbed, communication disorders, etc. Emphasis will be given to those disabilities commonly encountered in classrooms and current trends in special education to integrate children into the regular classroom where possible.

SE200 LEARNING PROBLEMS IN THE SCHOOL: RECOGNITION AND TREATMENT
PS032 ED1
This module provides a basic knowledge of children's learning problems. Strategies designed to help the regular classroom teacher to overcome these problems are discussed. These focus on regular classrooms and considering diagnostic teaching and organisation for special groups and individual children. Visits to observe remedial teaching strategies within regular classrooms will be a significant part of the course.

SE201 LEARNING PROBLEMS IN THE SCHOOL: INTELLECTUAL FACTORS
PS033 SE101 or SE200 or ED1
This module focuses upon children in regular classrooms who present with disabilities in thinking and intellectual behaviour. Emphasis will be on conceptual, perceptual, and language difficulties which have been identified and resulted in special educational needs. Emphasis will be given to emotional problems and relationship to learning problems in the regular classroom setting.

SE203 LEARNING PROBLEMS IN THE SCHOOL: PHYSICAL HANDICAPS
PS033 SE101 or SE200
This module focuses on children's physical and motor skills, sensory problems, and co-ordination problems and their relationship to learning problems. Students will be introduced to the range of problems commonly encountered in regular classrooms and ways the regular classroom teacher may identify, assist and or plan practical strategies for such problems. Emphasis will be placed on the integration of such children with other children in the classroom.

SE204 CLASSROOM MANAGEMENT OF CHILDREN WITH LEARNING PROBLEMS
PS035 ED or SE
This module will provide basic knowledge about methods which successful teachers use to manage and organise their classroom environment. Different teaching/learning strategies will be discussed. Planning content and procedure for a range of teaching lessons.

SE205 TEACHING THE GIFTED CHILD
PS033 ED or SE
An overview of the characteristics of giftedness and the various ways in which gifted children are identified and classified is presented. Principles of effective teaching methods are introduced.

SE206 EDUCATION OF CHILDREN WITH MODERATE AND SEVERE DEVELOPMENTAL DISABILITIES
PS033 ED or SE (incl. SE035)
The module will introduce students to effective instructional programmes for children with moderate and severe developmental disabilities. Emphasis will be placed on strategies that may enable them to deal with the special needs of such children. Emphasis will be placed on the integration of such children with other children in the classroom.

SE207 CURRICULUM RESOURCES IN SPECIAL EDUCATION
Elective for Graduate Diploma in Educational Studies
Designed to: (a) familiarise students with available commercial materials appropriate for children with developmental, behavioural and emotional problems; (b) foster design of teacher-made materials based on sound programming techniques; (c) train students in evaluation of materials; and (d) enable students to develop a resource kit.

SE223 PARENT TRAINING WORKSHOP
Elective for Graduate Diploma in Educational Studies
To introduce students to the identification and presenting parent training workshops in areas relevant to parental concerns with children's learning and behaviour problems.

SE302 PROGRAMMING FOR CHILDREN WITH LEARNING PROBLEMS: METHODS AND MATERIALS
PS035 ED or SE
This course provides materials and information necessary to identify children with learning problems, their characteristics and possible strategies for effective remedial assistance within the regular classroom. Diagnostic and assessment procedures are critically analysed and effective remedial techniques and programmes are discussed.

SE303 ISSUES IN SPECIAL EDUCATION
PS035 SE or SE
Critical, topical and controversial issues in special education are examined. These include criteria for classifying and labelling children, early intervention, IQ and psychological testing, legal aspects, special class placement, role of resource teacher, the handicapped, parent training, mainstreaming and other educational/social issues.

SE304 DIAGNOSIS AND ASSISTANCE FOR CHILDREN WITH LEARNING PROBLEMS: FOUR TO EIGHT YEARS
PS035 ED or SE
The student is provided with information and material to enable identification of learning problems with children in the 4-8 year range. Emphasis will be placed on the integration of such children in the regular classroom, and the provision of effective remedial assistance. Screening tests, observation checklists and diagnostic instruments are critically analysed and specific diagnostic-remedial techniques are discussed.

SE305 EDUCATION OF HIGH RISK INFANT AND PRE-SCHOOL CHILDREN
PS035 ED or SE
High risk children are those whose development is delayed, or who are at risk for such delay as a result of inter nal or environmental factors.

SE306 EDUCATION OF CHILDREN WITH MODERATE AND SEVERE DEVELOPMENTAL DISABILITIES
PS033 ED or SE (incl. SE035)
The module will focus on the identification and need for educational intervention and the organisation of programmes that are particularly relevant to the second school setting.

SE307 EDUCATION OF HIGH RISK INFANT AND PRESCHOOL CHILDREN
Elective for Graduate Diploma in Educational Studies
High risk children are those whose development is delayed, or who are at risk for such delay as a result of internal or environmental factors.

SE323 CRAFT FOR SPECIAL EDUCATION
Elective for Graduate Diploma in Educational Studies
This module introduces students to various craft processes designed to assist children with special needs. Emphasis will be placed on the integration of such children in the regular classroom through the modification of the physical environment, and the use of various materials such as cardboard, wood, and plastic materials, constructional processes using assorted materials and basic printing techniques on fabric paper.

SE330 COMMUNICATION DISORDERS
Elective for Graduate Diploma in Educational Studies
Emphasis will be placed on knowledge of the variety of communication disorders, training in early recognition and subsequent remediation, and the range of methods they employ, knowledge of materials and techniques for delivery assistance in the regular classroom. Disorders of language, reading, writing, and spelling, and associated disorders, developmental language delay and autistic behaviour.

SE401 ASSESSMENT, DIAGNOSIS AND REMEDIATION
PS033 MD or SE
This module is designed to provide students with an understanding of the relationships between assessment, diagnosis and remediation, and the roles of the special educator. Emphasis will be placed on the development of a critical overview of the literature related to the identification of learning and mathematics disorders, diagnostic and remedial education, and the roles of the special educator.

SE402 INSTRUCTIONAL PROGRAMMING
PS033 MD
This module provides students with the skills necessary to design instruction for children with special needs. It focuses on the design and implementation of instructional programmes for children with special needs in both regular and special education settings. Emphasis will be placed on the development of instructional strategies that are appropriate for different learning environments.

SE403 ISSUES IN SPECIAL EDUCATION
PS033 MD
This module examines the social, political, and legal issues that impact upon the provision of special education services. Emphasis is placed on the development of a critical overview of the literature related to the identification of special education needs, the role of the special educator, and the implementation of instructional programmes for children with special needs.

SE409 DEVELOPMENTAL DISABILITIES
PS033 MD
This module provides students with an understanding of the characteristics and needs of individuals with developmental disabilities. Emphasis is placed on the development of a critical overview of the literature related to the identification of developmental disabilities, the role of the special educator, and the implementation of instructional programmes for individuals with developmental disabilities.

SE410 BEHAVIOUR MANAGEMENT
PS033 MD
This module provides students with an understanding of the principles and practices of behaviour management. Emphasis is placed on the development of a critical overview of the literature related to the identification of behaviour management needs, the role of the special educator, and the implementation of instructional programmes for individuals with behaviour management difficulties.

SE411 INTERDISCIPLINARY SEMINAR
PS033 MD
This seminar is designed to provide students with an understanding of the interdisciplinary nature of special education. Emphasis is placed on the development of a critical overview of the literature related to the identification of interdisciplinary issues in special education, the role of the special educator, and the implementation of interdisciplinary programmes for individuals with special education needs.

SE412 SEMINAR IN LEARNING DISABILITIES
PS033 MD
This seminar is designed to provide students with an understanding of the principles and practices of learning disabilities. Emphasis is placed on the development of a critical overview of the literature related to the identification of learning disabilities, the role of the special educator, and the implementation of instructional programmes for individuals with learning disabilities.

SE413 SPECIAL EDUCATION WORKSHOP
Elective for Graduate Diploma in Educational Studies
This seminar is designed to provide students with an understanding of the principles and practices of special education. Emphasis is placed on the development of a critical overview of the literature related to the identification of special education needs, the role of the special educator, and the implementation of instructional programmes for individuals with special education needs.
SR102 LIVING ANATOMY AND PHYSIOLOGY A
A sequential treatment of the complete human anatomy and physiology as required by radiographers under general headings: Cell and Tissue Biology; Systems Anatomy and Physiology; Skeletal; Muscular Vascular; Vascular system; Gastrointestinal; lymphatic; Nervous and Ventricular; Special senses; eyes, ears and nose; Introducing cells, tissues, upper and lower respiratory system.

SR103 LIVING ANATOMY AND PHYSIOLOGY B
Introduces vertebral column, skull, neck: Overview of neuroanatomy and physiology.

SR104 EQUIPMENT A
Radiographic photography, film, screens, cassettes processors, sensitometers, densitometers, subtraction and copying.

SR105 EQUIPMENT B
The total radiographic equipment will be studied in sequence; X-Ray tube, transformers, safety devices, timers, Dosimeters, Protection, special procedures equipment.

SR106 PATIENT CARE
Basic hospital observations; relevant nursing procedures; Patient care; observation; measurement; procedure; First aid.

SR111 RADIODGRAPHIC ANATOMY A
Positions of patients will be integrated with the living anatomy relevant to that positioning.

SR112 RADIODGRAPHIC ANATOMY B
Positions of patients will be integrated with the living anatomy relevant to that positioning.

SR113 TECHNIQUES AND SURFACE ANATOMY A
The technical and surface anatomy of the various tracts, alimentary, Biliary, Genito-Urinary together with bronchography.

SR114 TECHNIQUES AND SURFACE ANATOMY B
The technique and surface anatomy of the jugular and saphenous systems. Operative procedures including Retrograde Pyelography. Operative Cholangiogram, orthopaedic procedures with and without image intensifications, exposed kidneys, etc.

SR115 TECHNOLOGY AND SURFACE ANATOMY E
This module will cover catheter preparation, immobilisation, angiography and special investigation techniques for examining veins, the spleen, liver and brain.

SR116 TECHNOLOGY AND SURFACE ANATOMY F
This module will cover radiography, dissection, tomography, cinematography, localisation of foreign bodies (methods etc.) and specialised procedures relating to soft tissues.

SR211 RADIOGRAPHIC ANATOMY D
Positions of patients will be integrated with the living anatomy relevant to that positioning.

SR212 RADIOGRAPHIC ANATOMY D
Positions of patients will be integrated with the living anatomy relevant to that positioning.

SR213 TECHNIQUES AND SURFACE ANATOMY C
The technique and surface anatomy of the visceral organs. Special procedures include imaging of foreign bodies, skin, pleura, peritoneal, rectal spaces, etc.

SR214 TECHNIQUES AND SURFACE ANATOMY C
The technique and surface anatomy of the visceral organs. Special procedures include imaging of foreign bodies, skin, pleura, peritoneal, rectal spaces, etc.

SR215 TECHNIQUES AND SURFACE ANATOMY C
The technique and surface anatomy of the visceral organs. Special procedures include imaging of foreign bodies, skin, pleura, peritoneal, rectal spaces, etc.

SR216 TECHNIQUES AND SURFACE ANATOMY C
The technique and surface anatomy of the visceral organs. Special procedures include imaging of foreign bodies, skin, pleura, peritoneal, rectal spaces, etc.

SR217 TEACHING HISTORY I
This module begins the preparation of students as History teachers. A confident understanding of the rationale of historical study leads to an examination of syllabuses and their structure. Basic methods of teaching used in History are presented and classroom techniques are examined.

SR218 TEACHING HISTORY II
Students are prepared to teach Geography in secondary schools by examination of curricula, organisation of religion and the study of methods and strategies. Other skills developed include field work, surveys and development of teaching skills.

SR219 INQUIRY SOCIAL STUDIES
Inquirers are on the principles underlying investigation-oriented strategies: the skills needed to apply investigation strategies in Social Studies; the role of young children (5-12) as social inquirers: considerations of survivals and conflict situations; basic inquiry strategies such as individual research, role play, simulation activities and field studies.

SR220 ANATOMY AND PHYSIOLOGY
This module covers the anatomy and physiology of the head and neck. This module will cover radiography, dissection, tomography, cinematography, localisation of foreign bodies (methods etc.) and specialised procedures relating to soft tissues.

SR221 PATHOLOGY A
This module covers inflammation, infection, trauma diseases of circulatory and respiratory diseases and effects of growth and development. Viral infection, parasitic diseases, allergies and ana­phylaxis. Neoplasms.

SR222 PATHOLOGY B
This module covers the physiology of the circulatory, alimentary, genito urinary, skeletal central nervous, endocrine, haemopoletic and reticuloendothelial systems. Together with the pathology of the tissue of the head and neck.

SR223 COMPLEMENTARY TECHNIQUES
This module investigates other imaging systems computerised axial Tomography, Ultrasound, electronicroadiography, electrophysiology and pathology as well as special imaging techniques.

SR224 RADIOGRAPHIC APPRECIATION
This module covers radiographs of various anatomical systems illustrating pathological abnormalities. Radiographic case studies will be examined.

Social Sciences Education

SS110 SOCIAL STUDIES METHOD
This is an introduction to the basic strategies used in the teaching of Social Studies to children at the 3-12 age level. Students also study the use of audio-visual and structured materials.

SS111 SOCIAL STUDIES METHOD
The unit is designed to develop an awareness of the issues and procedures of Secondary Social Science Education in the student school. Current trends are examined with particular reference to the N.S.W. Social Science Syllabus. Before describing Social Science, teaching strategies, such as teaching procedures, are studied, and curriculum-making skills, such as unit construction and programming, are developed.

SS112 GEOGRAPHY EDUCATION
Students are prepared to teach Geography in secondary schools by examination of curricula, organisation of religion and the study of methods and strategies. Other skills developed include field work, surveys and development of teaching skills.

SS113 SOCIOLOGY EDUCATION
The focus is on fundamental facts and concepts concerning the earth's inhabited surface features and the inter-relationships that exist between climate and the other elements of the natural environment are studied by means of lectures, reading and field observations.

SS116 PHYSICAL GEOGRAPHY I
This is an introduction to physical geography with an emphasis on the influence of geographical features on human activities and the impact of human activities on geographical features. The study of the physical environment and the interactions of the environment with human society is examined.

SS117 THE CLASSICAL BASES OF EUROPEAN CIVILISATION
A study is made on the three bases of our civilisation - the Hebrews, the Greeks and the Romans. In particular these aspects are emphasised: Religious ideas in relation to history; the development of civilisation, cities and political institutions; the impact of philosophy; imperialism, the advent of Christianity, the classical age.

SS118 THE MEDIEVAL BASIS OF MODERN CIVILISATION
Consideration is given to many aspects of European civilisation, focusing on the periods of the classical age. Special emphasis is given to the nature of teaching methods as an examination of civilization from the period of problem of living; the growth and nature of town life; the place of the Church; the universities; justice; parliament and democracy.

SS119 THE POWER OF IDEAS IN HISTORY NA
A study is made of selections from the following: Christianity as a factor in Western and Byantine civilisation; the ideas of 'class' from medieval times to Marxism; the Mother Tragedy and women in society; the place of the peasant; the place of the proletariat; pacifism.

SS120 SOCIAL SCIENCE EDUCATION
This is an introduction to the basic strategies used in the teaching of Social Studies to students at the 3-12 age level. The unit is designed to develop an awareness of the issues and procedures of Secondary Social Science Education in the student school. Current trends are examined with particular reference to the N.S.W. Social Science Syllabus. Before describing Social Science, teaching strategies, such as teaching procedures, are studied, and curriculum-making skills, such as unit construction and programming, are developed.

SS121 GEOGRAPHY EDUCATION
Students are prepared to teach Geography in secondary schools by examination of curricula, organisation of religion and the study of methods and strategies. Other skills developed include field work, surveys and development of teaching skills.

SS122 SOCIAL SCIENCE EDUCATION
This is an introduction to the basic strategies used in the teaching of Social Studies to students at the 3-12 age level. The unit is designed to develop an awareness of the issues and procedures of Secondary Social Science Education in the student school. Current trends are examined with particular reference to the N.S.W. Social Science Syllabus. Before describing Social Science, teaching strategies, such as teaching procedures, are studied, and curriculum-making skills, such as unit construction and programming, are developed.

SS123 SOCIAL SCIENCE EDUCATION
This is an introduction to the basic strategies used in the teaching of Social Studies to students at the 3-12 age level. The unit is designed to develop an awareness of the issues and procedures of Secondary Social Science Education in the student school. Current trends are examined with particular reference to the N.S.W. Social Science Syllabus. Before describing Social Science, teaching strategies, such as teaching procedures, are studied, and curriculum-making skills, such as unit construction and programming, are developed.

SS124 SOCIAL SCIENCE EDUCATION
This is an introduction to the basic strategies used in the teaching of Social Studies to students at the 3-12 age level. The unit is designed to develop an awareness of the issues and procedures of Secondary Social Science Education in the student school. Current trends are examined with particular reference to the N.S.W. Social Science Syllabus. Before describing Social Science, teaching strategies, such as teaching procedures, are studied, and curriculum-making skills, such as unit construction and programming, are developed.

Social Sciences Education

SS125 COMPARATIVE ECONOMIC SYSTEMS NA
The economic problem of scarcity is demonstrated as an introduction to the analysis of how economic systems are structured and the inter-relationships that exist between them. The analysis of economic systems and their structure is examined. The economic system of capitalism, socialism and command economies is developed.

SS126 PHYSICAL GEOGRAPHY I NA
The focus is on fundamental facts and concepts concerning the planet Earth. The Earth's origin, position in space, surface
SS240 ASIAN AND SOUTH-EAST PACIFIC DEVELOPMENT STUDIES: SOUTH ASIA
G03/33 SS1 E
This is a comparative study of the social, economic and cultural factors peculiar to the South Asian region. Particular attention is given to the processes of tradition and change, and the study includes examples of social change from the pre-colonial period to the present day. Students are encouraged to use a variety of methods to study the regions, including legal, economic, and political data.

SS274 THE RENAISSANCE AND THE REFORMATION
G03/33 SS1H
The aim is to create an awareness and understanding of the contribution of the Renaissance and the Reformation in art and later culture. Emphasis is thus on changes in thought, art, music and literature; and on the nature of the cultural landscape in this period.

SS275 THE IMMIGRANT IN AUSTRALIA
G03/33 SS1 or G03/21
A study of early Australian immigration, including the history of the immigration system, and the development of the economy in the 19th and early 20th centuries. Students are encouraged to use a variety of methods, including primary sources, such as letters and diaries.

SS280 BLACK STUDIES & BLACK SOCIETY IN AFRICA
NA SS1
This subject seeks to provide an overview of the significant parts of economic theory which are relevant to social issues. Students' experience, knowledge and interests will be considered in designing topics to be studied. Study areas could include work and leisure, minority groups, social systems, and political and economic structures. The consequences of urbanization for modern African nationalism are also examined.

SS290 ECONOMICS OF SOUTH EAST ASIA
G03/33 3cp
Contemporary Asian Society is studied from several points of view: its geographic and historical setting; its social and political structures; its economic development; its contribution of Renaissance thought and achievement to modern society. Emphasis is thus on changes in thought, art, and music; and on the nature of the cultural landscapes in this period.

SS300 ECONOMICS OF SOUTH-WEST PACIFIC
G03/33 3cp
Students are encouraged to use a variety of methods, including primary sources, such as letters and diaries.

SS310 HOMELAND STUDIES:
SOUTH-EAST ASIA
G03/33 3cp
Contemporary Asian Society is studied from several points of view: its geographic and historical setting; its social and political structures; its economic development; its contribution of Renaissance thought and achievement to modern society. Emphasis is thus on changes in thought, art, and music; and on the nature of the cultural landscapes in this period.

SS320 INTERDISCIPLINARY APPROACHES TO DEVELOPMENT STUDIES
G03/33 3cp
This module examines factors pertinent to the development of curricula based on the N.S.W. Asian Studies Curriculum. Attention is focused on themes such as the role of education in the political and economic structures of contemporary Asian societies, and the consequences of urbanization for modern African nationalism are also examined.

SS330 COMMUNITY INVESTIGATION STUDIES
G03/33 552
A theoretical segment assesses the community's value as a resource for research at the elementary level, using inquiry-based learning. The module also provides an introduction to research methods, including selection of topics for investigation.

SS331 AN INNOVATIVE CURRICULUM: THE INTEGRATED CURRICULUM IN THE PRIMARY SCHOOL
G03/33 3cp2
This subject seeks to provide an overview of the significant parts of economic theory which are relevant to social issues. Students' experience, knowledge and interests will be considered in designing topics to be studied. Study areas could include work and leisure, minority groups, social systems, and political and economic structures. The consequences of urbanization for modern African nationalism are also examined.

SS340 ASIAN AND SOUTH-WEST PACIFIC DEVELOPMENT STUDIES: SOUTH-EAST ASIA
G03/33 SS2
The emphasis is on contrasts in Mann's relationship in contemporary Asia and its effects on contemporary society. Surveys of economic and social development in Asia and Oceania, Asia and its neighbors, and the role of social, cultural, and political factors in modern society are included.

SS350 ECONOMICS OF SOCIAL ISSUES
G03/33 3cp2
This subject seeks to provide an overview of the significant parts of economic theory which are relevant to social issues. Students' experience, knowledge and interests will be considered in designing topics to be studied. Study areas could include work and leisure, minority groups, social systems, and political and economic structures. The consequences of urbanization for modern African nationalism are also examined.

SS360 ECONOMICS OF SOCIAL ISSUES
G03/33 3cp2
This subject seeks to provide an overview of the significant parts of economic theory which are relevant to social issues. Students' experience, knowledge and interests will be considered in designing topics to be studied. Study areas could include work and leisure, minority groups, social systems, and political and economic structures. The consequences of urbanization for modern African nationalism are also examined.

SS370 AUSTRALIA: PENAL COLONY TO NATION
G03/33 SS2
This subject seeks to provide an overview of the significant parts of economic theory which are relevant to social issues. Students' experience, knowledge and interests will be considered in designing topics to be studied. Study areas could include work and leisure, minority groups, social systems, and political and economic structures. The consequences of urbanization for modern African nationalism are also examined.

SS380 ECONOMICS OF SOCIAL ISSUES
G03/33 3cp2
This subject seeks to provide an overview of the significant parts of economic theory which are relevant to social issues. Students' experience, knowledge and interests will be considered in designing topics to be studied. Study areas could include work and leisure, minority groups, social systems, and political and economic structures. The consequences of urbanization for modern African nationalism are also examined.
Social Welfare

SW101 WELFARE PRACTICE I
This course has been designed as a basic introduction to Social Welfare. The historical developments, social division, service delivery methods, conceptual models, client values, means by which poverty and need have been measured, major intervention skills used by welfare workers will be briefly covered. Whenever possible, examples will be drawn from the Newcastle area.

SW102 SOCIAL WELFARE ADMINISTRATION
A variety of administrative structures exist within the social welfare field. An understanding of the role and functions of different forms of welfare organisation is developed. Some experience in administrative practice is offered.

SW103 SOCIAL BIOLOGY
This course is an introduction to the relationship between social biology and social policy. Many of the biologically related social problems such as: genetics, alcoholism, drug addiction, environmental pollution, sexuality and fertility will be considered. Special emphasis will be placed on practical skill development, using modern audio/visual aids. The interface with other social welfare methods will be emphasised.

SW104 VOTATIONAL FORUM I
This is concerned with discussing:
- how course theory relates to field practice
- any issues arising in field practice
- new and emerging topics in social work.

SW105 FIELD PRACTICE
This is concerned with understanding how a particular community agency associated with social work operates; and the ways of understanding how course subjects relate to practical experience.

SW201 WELFARE PRACTICE III: COMMUNITY WORK
The goal of this module is to provide students with knowledge and understanding about the various stages, practice levels and orientations of community work. It is also expected that students will acquire some basic skills in community work practice.

SW202 THE HUMAN LIFE CYCLE
In this module human development is conceived as involving progress through a number of stages and crises. Crisis may be both anticipated and unexpected. The need for welfare support at such times is considered.

SW203 COMMUNITY SUPPORT SERVICES I
A review of government and non-government services available to children, adolescents and families is provided. Criteria are used to identify the range of specific topics such as child abuse, juvenile delinquency, unemployment and marital separation.

SW204 VOTATIONAL FORUM II
See SW105 for module description.

SW205 FIELD PRACTICE II
To continue development as a welfare worker through practice in an agency under supervision from the agency and staff. The student should develop further casework skill.

SW206 LAW AND WELFARE
A selective presentation of existing law is provided emphasising those areas where client need is most likely to be greatest. The role of the legal profession, court officials and enforcement agencies is explained. Legal processes are outlined.

SW207 SPECIALITY STUDIES
The purpose of this module is to provide students with the opportunity to extend their knowledge in a social welfare area in which they have a special interest. Topics will be submitted for approval to staff advisers.

Teacher Librarianship

TL491 CATALOGUING AND CLASSIFICATION
NA Basic cataloguing and classification information needed to organise a school library. Selecting, ordering, processing, publicising and repelling material.

TL492 METHOD, ORGANISATION AND MANAGEMENT FOR THE SCHOOL LIBRARY
The librarian's organisational duties in relation to his wider professional responsibilities as a teacher.

TL493 ADVANCED REFERENCE AND RESEARCH
NA The provision of assistance in research. The range and scope of reference material and bibliographical aids.

TL494 RESOURCE TECHNOLOGY
NA The technology of education in relation to the process of education. The production of educational software.

TL495 CURRICULUM DEVELOPMENT, DESIGN AND RESEARCH
Basic principles and practices of curriculum theory and development. Application to the student's specific areas of interest.

TL496 COLLECTION BUILDING AND READING GUIDANCE
NA Library collection building with an emphasis on the characteristics of the library user which are reflected in demand for material in the various sections of the library.
Services for Students

Counselling Service 133
Student Accommodation Scheme 133
Student Employment Service 133
Careers Advice 133
College Loan Fund 133
Student Assistance Schemes 133
Information 133
Health Service 133

A new Student Services section has been set up to help students solve problems. The Student Services unit is an amalgamation of the Counselling Service, Amenities Service and Health Service. The College recognises that considerable time may be spent by students attempting to cope with personal and health problems as well as day to day contingencies such as employment, accommodation, legal matters, finance, grants and awards, information, etc. The service is designed to help the student by providing fast and confidential access to information from or liaison with any department or body in the College or the community. Since the Student Services section is intended to service students' needs, your suggestions or requirements will be put into effect where ever possible as soon as you make them known, by contacting either the Student Counsellor, room A198; the Amenities Officer, room A187; the Nursing Sister, room A191, or the Student Services Secretary, Student Services reception area, phone extension 224.

Counselling Service

The Counsellor is available to discuss any matters which students feel may be related to their adjustment, academic progress or personal development, e.g. personal problems, loneliness, doubts about personal worth, values, confused philosophy of life, failure to achieve academically, concern about sexual matters, vague or specific anxieties, study skills, etc. The Counselling Service is free and confidential. Most counselling is on an individual basis, however some counselling is conducted in groups. Groups are formed as the need arises. Students who have concerns or interests of a similar nature often derive benefit from mutual discussion of the relevant issues.

Groups may focus on, e.g.:
- any moved student - parent communication
- concern that group members have too little contact with others or that they are failing to get maximum benefit from College life
- underachievement.

Student Accommodation Scheme

The College's Amenities Office assists students in finding suitable accommodation in hostels, private homes, boarding houses, or flats, and houses in the Newcastle area and provides assistance in overcoming housing problems that may arise from time to time. Information on accommodation available may be obtained from the Amenities Office, room A187, extension 230 or 224.

Student Employment Service

In order to assist students to obtain employment on a part-time basis the College's Amenities Office provides an employment service to all full-time or part-time students. Students in need of part-time employment should contact the Amenities Officer, room A187, extension 230 or 224.

Careers Advice

Careers information is available from the Amenities Officer in teaching, the public service, the industrial and the private sectors. Personal advice is also available with regard to applications, suitability, approach, job demands, etc.

College Loan Fund

The College has limited funds available to provide financial assistance for needy students. These funds are used to provide assistance to students in the form of loans. The scheme supplements the Students Association's short-term loan arrangements and the type of credit extended by the College Bankers whereby final year students may obtain loans repayable after graduation. Assistance may be made available to needy students, both full-time and part-time, in accordance with the following guidelines:

(a) Funds will be allocated normally as loans.
(b) The maximum loan or grant to a student will normally not exceed £500.
(c) Loans will be interest free for a period of up to twelve (12) months from the end of the year in which the student completes or ceases his course.
(d) After this period of time the loan will be repayable in equal instalments over a period of not more than 4 years. The interest rate to be charged will be equal to the Bank of England's Base Rate of interest, in operation at the time of withdrawal, plus 1%.
(e) No charge is made for this service.

STUDENT ASSISTANCE SCHEMES

The Amenities office offers advice on T.E.A.S. grants and bursaries, overseas travel and scholarships other than Department of Education Scholarships.

INFORMATION

Information is readily available on request either at the Information Counter, or on a wide variety of subjects from the Amenities Office e.g., legal aid, tenancy information and rights, budget and money management, liaison between students and lecturers, departments, College administration, N.R.C. government and local authority, or any other field where students do not have the time to conduct their own enquiries or require a confidential approach.

HEALTH SERVICE

An experienced Nursing Sister is available to assist all staff and students of the College. She gives advice, help and treatment for accidents and sickness, and will be happy to discuss any personal health problems which a student or member of staff may have. All discussions are treated in the strictest confidence, and, if necessary, patients will be referred to an appropriate specialist. All accidents on campus should be reported to the Sister, so that possible danger spots may be dealt with.

The Sister is available during term time between the hours of 8.45 a.m. and 4.45 p.m. in room A191, next to that of the Counsellor. No charge is made for this service.
General Information

Austalian Army Reserve Unit 135
Banking Facilities 135
Bus Routes 135
Cashier's Office 135
Chaplaincy Service 135
Change of Name/Address 135
Charges for Use of College Facilities and Services 135
College Shops 136
Community Programmes 136
Examination Results 137
Griffith Duncan Theatre 137
Health Society for Trainee Teachers 137
Identity Cards 137
Library 137
Lost Property 137
Medical Certificates and Advice of Absence 137
Notice Boards 137
Postal Facilities 137
Teacher Education Advisory Office 137
Trainee Teachers Association 138
Transfer to other Colleges 138
Travel Concessions 138
Variation Application 138

General Information

AUSTRALIAN ARMY RESERVE UNIT

Students from Newcastle College of Advanced Education are eligible to enlist in the University of Newcastle Company, the Australian Army Reserve Unit affiliated with the University. Enlistment in the Company is voluntary and is open to all students 17 years of age or over. Inquiries regarding enlistment should be made at the Training Depot, King Street, Newcastle West.

BANKING FACILITIES

Banking facilities are provided in the College complex by the Bank of New South Wales. The College branch is open during semesters from:

- 10.00 a.m. - 12.30 p.m. (Monday to Thursday)
- 1.30 p.m. - 3.30 p.m. (Monday to Thursday)
- 10.00 a.m. - 12.30 p.m. (Friday)
- 1.30 p.m. - 4.00 p.m. (Friday)

The hours during vacation times vary and notices are displayed on the door prior to the vacations. Travel information is also available from the branch.

A Commonwealth Savings Bank agency is operated in the College branch of The University Co-operative Bookshop. Hours are 10.00 a.m. to 3.30 p.m. Monday to Friday.

BUS ROUTES

There are four different buses that students may catch to College:

- Bus Route 100 - Newcastle, Mayfield, Waratah West (Rankin Drive), Newcastle University, Jesmond, via Mainland Road direct.
- Bus Route 102 - Only a selection of 100's pass the College and these buses must display either Newcastle University or Jesmond as their destination.
- Bus Route 228 - Newcastle via Broadway to Waratah West (Rankin Drive), irregular service.
- Bus Route 233 - Newcastle via Jesmond to Stanret Street, All buses depart from Newcastle Hospital or Pacific Street.

Bus timetables are available from the Bus Depot in Denison Street, Hamilton and the Inquiry Counter.

CASHIER'S OFFICE

The Cashier's office is open Monday to Friday from 9 a.m. - 12.30 p.m. and 1.45 p.m. - 3.30 p.m. Vacation hours 1 p.m. - 3 p.m. Monday to Friday. The hours will be extended during enrolment and notices will be displayed on the Cashier's window prior to the enrolment period.

CHAPLAINCY SERVICE

A Chaplaincy Service is provided within the College by the Christian Churches of Newcastle for the benefit of students and members of staff. The service offers personal counselling and guidance, and also assistance in biblical and doctrinal studies. Opportunities for liturgical worship are also provided.
EXAMINATION RESULTS

Students will be advised by mail of their examination results. No examination result will be released over the telephone.

An examination result may be reviewed for a charge of $3.00 per subject, which is refunded if the result is altered.

Applications for review of an examination are only available from the Inquiry Counter, and must be submitted to the Registry, to be accompanied by the fee stated on the notification of examination results.

GRIFFITH DUNCAH TOANE

The Griffith Duncan Theatre is available for student activities. Bookings can be arranged by contacting the Assistant Properties Officer, Mr. J. Brazier.

HEALTH SOCIETY FOR TRAINEE TEACHERS

The New South Wales Teachers' Federation Health Society provides a reimbursement scheme for teacher trainees. Membership is restricted to students during training provided they are associate members of the N.S.W. Teachers Federation. The Trainee Teachers' Special Concession Scheme is divided into two separate segments (1. Ancillary Benefits, and 2. Hospital Benefits). Trainee teachers may contribute to either or both segments. Single rates are for the various tables range from $3.50 per annum provided that the sum of these rates will not exceed $30.00.

The management of replacement value of the article will be levied. A minimum charge of $2.00 will apply. Where repair is possible and economical, the direct cost of repairs will be charged to the borrower.

Dining Hall

Where the Dining Hall is used, with the approval of the Principal, for functions not associated with the College, a charge of $100.00 per occasion will be levied. Provided that a charge not exceeding $100.00 may be levied by the Principal in the light of relevant factors such as actual additional costs to the College, demand for facilities and benefit to the College.

Replacement/Repair of Materials and Equipment.

In respect of materials and equipment of the College misplaced or lost, a charge to the amount of replacement value of the article will be levied. A minimum charge of $2.00 will apply. Where repair is possible and economical, the direct cost of repairs will be charged to the borrower.

(notices)

All notices concerning examination timetables and procedural matters relating to examinations are displayed on these boards as necessary. Specific notices concerning examination timetables and procedural matters relating to examinations are displayed on these boards as well as notices concerning enrolment matters, scholarships, and travel concessions.

All students should consult the notice boards regularly.

POSTAL FACILITIES

A post box is situated on the road side at the rear of the carpark. This box is operated from 9.00 a.m. to 5.30 p.m. Monday to Friday. The Caretaker's Office is located on C level above the stairs adjacent to the Lecture Theatre B13.

MEDICAL CERTIFICATES AND ADVICE OF ABSENCE

Students who are absent from the College for any appreciable period of illness or for any other reason are advised to lodge a medical certificate or letter of explanation with the College within 24 hours of the period of absence as a matter of routine. Such absence may result in the student being barred from participation in any athletic team activities and may result in a student being barred from entering Gryphon Hall at any time.

NOTICE BOARDS

College notices are displayed on the official Notice Boards opposite the Administration Office. Students are expected to become acquainted with the contents of those notices which concern them.

Specific notices concerning examination timetables and procedural matters relating to examinations are displayed on these boards as well as notices concerning enrolment matters, scholarships, and travel concessions.

All students should consult the notice boards regularly.

COOP STORE

The University Co-operative Bookshop provides for the textbook and general book requirements of students and is located in room C201 on the first floor of the Co-operative Building. The shop provides at a reduced price, clothing, sporting goods and equipment, stationery, drawing equipment and art supplies, calculators, and many other goods. Payment may be made in the shop for club trips and intercollegiate events, also bookings for student shows, dances and concerts.

COMMUNITY PROGRAMMES

Since 1976, the College has been conducting programmes in Adult Education with the University of Newcastle Department of Community Programmes. Employment has been placed on political, creative and artistic fields such as Art, Music Making, Spinning and Weaving, Photography, Pottery, Ceramics, Theatre Arts, Jewellery and Exotic Cookery. In addition to evening courses throughout the year, a Summer School of the Arts is held in January in conjunction with the Newcastle Arts Council and the Newcastle Society of Artists. Another activity commenced in 1976 is the English Language programme conducted in association with the W.E.A. and the University of Newcastle. English in this context means the learning of modern languages such as French, German, Spanish, Indonesian, Japanese and Russian, according to demand. The courses are held in the evening to allow individual and commercial attendance.

$20.00 per semester plus direct additional costs and/or security costs if any.

Changes not exceeding those specified above, determined by the Principal in the light of relevant factors such as actual additional costs to the College, demand for facilities and benefit to the College.

Locker Key Deposit

A minimum is required to be returned on application for and return of the key with ring and tag intact by the last day of the month.
ATTENTION OF COURSE PATTERNS FOR TEACHING OR DIRECTLY TO SCHOLARSHIP MATTERS

Students enrolled in the College who are holders of a N.S.W. Department of Education Scholarship in Teacher Education are advised that, in the event of their sustaining an injury in the course of their studies, they should seek the advice of the Teacher Education Advisory Office.

TRAINEE TEACHERS' ASSOCIATION

The Trainee Teachers' Association is affiliated with the Teachers' Federation and provides a voice for students with the Department of Education and the Government. Students become eligible for discounts at various stores throughout the district upon becoming a member of the T.T.A.

Membership applications are available from the S.H.C. office.

TRANSFER TO OTHER COLLEGES

If a student wishes to study at another tertiary institution in order to gain an award of Newcastle College of Advanced Education, he should apply for admission to the other institution and at the same time submit details of his proposed course of study to the Admissions Committee of this College. The Admissions Committee may reject or endorse the proposed course of study, or insist that such requirements as the Committee may determine, must be complied with. If it is intended that the award of the other institution be undertaken, transferring students must advise the Student Administration Office of their intention to withdraw from this College.

TRAVEL CONCESSIONS

Railways of Australia-Student Identification Card

These are available from the Enquiry Counter. Generally, full-time students can travel at half rates anywhere in N.S.W. providing the journey is not less than 40 km. Further details are on the Students' Notice Board.

Airlines

Most internal airlines give students under 26 years of age discount travel in Australia. Students must purchase an airline card from the company concerned and have it authorised by the College.

Bus Concessions

Restricted bus passes are available free of charge to full-time students for travel to and from lectures only. These passes apply 3 hours before and after lectures but not during lectures.

Unrestricted passes for travel from Monday to Friday and on Saturday before 6:00 p.m. are available upon the payment of a fee.

Further information and application forms are available from the Inqury Counter.

VARIATION APPLICATION

Any action taken by a student which involves a variation to the information provided by him on his course or name or address must be documented. A "Variation Application" form is provided for this purpose and may be obtained at the general Inquiry Counter. A student must use this form to do any of the following:

Change of Name
Change of Address for Notification
Withdraw from a subject/module
Add a subject/module
Seek Leave of Absence
Substitute one or more subjects/modules for an other(s)
Change from Full-time to Part-time
Change from Part-time to Full-time
Change from one course to an other

Note: Substitution of a strand within a subject or module should not be sought on this form. Students should refer directly to the head of the department concerned to authorise such substitution.

Statutes, By-Laws and Rules

Newcastle College of Advanced Education

Chapter

I Preliminary
II Interpretation
III The Council
IV The President and Vice President of the Council
V Committees and Boards
VI Conduct of Meetings
VII The Common Seal
VIII The Principal and other Officers
IX Staff Matters
X Student Conduct and Discipline
XI Courses of Study, Awards and Enrolment of Students
XII Affiliation of Educational and Research Establishments and Residential Colleges
XIII Fees
XIV Academic Dress
XV Regulation of Traffic
XVI Convocation, Associations and Societies of the College
XVII Congregations
XVIII Rules
Schedule 1 Counting of Votes
Schedule 2 Temporary Provisions Applying to the Chairman and Deputy Chairman of the First Council

Rules made under the By-Law

IX/5/1 - Outside Earnings of Members of Staff
XI/3(b)/1 - Review of Examination Results
XV/1 - Traffic and Parking Rules
XVIII/2/1 - Making of Rules
XVIII/2/2 - Consultation in Formation of Rules
CHAPTER II
INTERPRETATION

1. In this By-Law and in a rule, except in so far as the context or subject-matter otherwise indicates or requires—
   (a) "Principal" means the person duly acting in that position in the College;
   (b) "Roll" means a roll of servants of the College;
   (c) "academic staff member" means a member of the staff of the College who is, at the time of the election to which this Division applies, a member of the academic staff of the College;
   (d) "the Act" means the Colleges of Advanced Education Act, 1975;
   (e) "leges" means Council of the College;
   (f) "non-academic staff member" means a member of the staff of the College who is, at the time of the election to which this Division applies, a member of the non-academic staff of the College;
   (g) "student member" means a student of the College;
   (h) "the present By-Law" means the Newcastle College of Advanced Education By-Law;
   (i) "the President" means President of the Council;
   (j) "the vacancy" means the vacancy in the office of student member which the By-Law refers to;
   (k) "the Act" means the Colleges of Advanced Education Act, 1975;
   (l) "the election" means an election to which this Division applies; and
   (m) "the Act" means the Colleges of Advanced Education Act, 1975.

2. Unless the context otherwise requires, a reference to a person shall be construed as a reference to that person as if the person were a member of the staff of the College, unless the context otherwise indicates a reference to a non-member of the College, or a reference to a person not resident at the College, unless the context otherwise indicates a reference to a person resident at the College.

3. Where a clause or rule confers a power or imposes a duty on a person acting in an office, the power or duty shall be exercised and the duty shall be performed by the person for whose benefit the power or duty is conferred except in so far as a contrary intention appears.

4. Where a clause or rule provides for the appointment of a person to an office, the person so appointed shall hold office in the same manner as that in which the person whose position is vacant was elected and the person so appointed shall hold office for the full term and during the period of tenure in excess of one year to which such person was elected unless the context otherwise indicates a reference to a person appointed to an office of a term of less than 2 years.

5. Except in so far as a contrary intention appears, the power may be exercised and the duty shall be performed by the person for the time being acting in the office.

6. Where a clause or rule provides for the appointment of a person to an office, the person so appointed shall hold office in the same manner as that in which the person whose position is vacant was elected and the person so appointed shall hold office for the full term and during the period of tenure in excess of one year to which such person was elected unless the context otherwise indicates a reference to a person appointed to an office of a term of less than 2 years.

7. Where a clause or rule provides for the appointment of a person to an office, the person so appointed shall hold office in the same manner as that in which the person whose position is vacant was elected and the person so appointed shall hold office for the full term and during the period of tenure in excess of one year to which such person was elected unless the context otherwise indicates a reference to a person appointed to an office of a term of less than 2 years.

8. Where a clause or rule provides for the appointment of a person to an office, the person so appointed shall hold office in the same manner as that in which the person whose position is vacant was elected and the person so appointed shall hold office for the full term and during the period of tenure in excess of one year to which such person was elected unless the context otherwise indicates a reference to a person appointed to an office of a term of less than 2 years.

9. Where a clause or rule provides for the appointment of a person to an office, the person so appointed shall hold office in the same manner as that in which the person whose position is vacant was elected and the person so appointed shall hold office for the full term and during the period of tenure in excess of one year to which such person was elected unless the context otherwise indicates a reference to a person appointed to an office of a term of less than 2 years.

10. Where a clause or rule provides for the appointment of a person to an office, the person so appointed shall hold office in the same manner as that in which the person whose position is vacant was elected and the person so appointed shall hold office for the full term and during the period of tenure in excess of one year to which such person was elected unless the context otherwise indicates a reference to a person appointed to an office of a term of less than 2 years.

11. Where a clause or rule provides for the appointment of a person to an office, the person so appointed shall hold office in the same manner as that in which the person whose position is vacant was elected and the person so appointed shall hold office for the full term and during the period of tenure in excess of one year to which such person was elected unless the context otherwise indicates a reference to a person appointed to an office of a term of less than 2 years.

12. Where a clause or rule provides for the appointment of a person to an office, the person so appointed shall hold office in the same manner as that in which the person whose position is vacant was elected and the person so appointed shall hold office for the full term and during the period of tenure in excess of one year to which such person was elected unless the context otherwise indicates a reference to a person appointed to an office of a term of less than 2 years.

13. Where a clause or rule provides for the appointment of a person to an office, the person so appointed shall hold office in the same manner as that in which the person whose position is vacant was elected and the person so appointed shall hold office for the full term and during the period of tenure in excess of one year to which such person was elected unless the context otherwise indicates a reference to a person appointed to an office of a term of less than 2 years.

14. Where a clause or rule provides for the appointment of a person to an office, the person so appointed shall hold office in the same manner as that in which the person whose position is vacant was elected and the person so appointed shall hold office for the full term and during the period of tenure in excess of one year to which such person was elected unless the context otherwise indicates a reference to a person appointed to an office of a term of less than 2 years.
15. When an election to this Division applies is to be held, the Secretary shall publish on such notice boards as the Council of the premises of the College and by such other means, if any, as he deems necessary, a notice—
(a) that an election to which this Division applies is to be held;
(b) the position or positions to be filled;
(c) the number of persons to be elected;
(d) the time and place of election and specify the form in which nominations must be made;
(e) the time and place at which voting slips must be posted;
(f) the date or dates on which, and the times during which, a poll will be conducted.

16. (1) A candidate who wishes to be considered for nomination for an election constitutes a notice of his intention to contest the election by completing and filing a “Ballot-paper” and the other addressed to the Secretary, and shall post it in the Rill for that election.
(2) An election shall not be invalid because a person who has been determined to be entitled to vote has not submitted the votes received by a ballot paper.

23. Where there is to be a ballot in an election in which this Division applies, on the day or any of the days specified in a notice referred to in clause 15(e), the Secretary shall cause a polling place or places to be set up where the Secretary or a presiding officer shall, upon being satisfied that a person applying to cast a ballot has satisfied the conditions specified in paragraph (a), shall issue to him a ballot paper and a notice setting out the manner in which the ballot paper is to be completed and stating that, at the close of nominations, a ballot paper must reach the Secretary.

24. (1) Where there is to be a ballot in an election in which this Division applies, each voter shall cast his vote on the ballot paper by placing his vote in “1” in the square opposite the name of the candidate to whom he desires to give his first preference vote and by placing corresponding figures (so far as it shall be in his power) in “2”), “3”, and “4” in the squares opposite the names of the remaining candidates, so as to indicate by numerical sequence the order of his preference for them.

(2) A voter completing a postal vote may enclose the completed ballot paper in an envelope marked “Ballot-paper” and enclose that envelope with supporting statements and declaration in the packet referred to in Schedule 1.

26. Forthwith after the date and time by which ballot papers are to be delivered or was to have been delivered, the Secretary may destroy it.

32. The Secretary shall make available to the Court a copy of any notice referred to in clause 15(e), so as to enable the Court to receive and consider any objections thereto.

33. (1) The Court may, if satisfied that the election of the President, or Vice President, or both, has been conducted in such a manner as not to render the ballot paper, shall be by secret ballot.

39. Where the result of the ballot to the Council, advice each candidate the result and publish the result of the ballot. The result of the ballot of the ballots shall be notified to the Secretary who shall cause the result to be declared.

44. A meeting of the Council may be adjourned to a later meeting of the Council shall be held at a meeting of the Council in the premises of the College, unless the Secretary has determined that a majority of the members present will vote for adjournment of the meeting.

52. A meeting of the Council may be adjourned to a later meeting of the Council shall be held at a meeting of the Council in the premises of the College, unless the Secretary has determined that a majority of the members present will vote for adjournment of the meeting.

58. The provisions of the following provisions shall have effect in respect of an election to the Council—

(a) if only one nomination is duly made and declared the Secretary shall declare the election to be invalid;
(b) if 2 or more nominations are duly made and declared or the Secretary has failed to vote at a secret ballot to determine which candidate or candidates shall be elected, the nomination shall be decided by a majority of the members present who shall vote for the election of the President shall be held as a meeting of the Council in the premises of the College, unless the Secretary has determined that a majority of the members present will vote for adjournment of the meeting.

62. A meeting of the Council shall be held at a meeting of the Council in the premises of the College, unless the Secretary has determined that a majority of the members present will vote for adjournment of the meeting.

68. The provisions of the following provisions shall have effect in respect of an election to the Council—

(a) if only one nomination is duly made and declared the Secretary shall declare the election to be invalid;
(b) if 2 or more nominations are duly made and declared or the Secretary has failed to vote at a secret ballot to determine which candidate or candidates shall be elected, the nomination shall be decided by a majority of the members present who shall vote for the election of the President shall be held as a meeting of the Council in the premises of the College, unless the Secretary has determined that a majority of the members present will vote for adjournment of the meeting.

74. The provisions of the following provisions shall have effect in respect of an election to the Council—

(a) if only one nomination is duly made and declared the Secretary shall declare the election to be invalid;
(b) if 2 or more nominations are duly made and declared or the Secretary has failed to vote at a secret ballot to determine which candidate or candidates shall be elected, the nomination shall be decided by a majority of the members present who shall vote for the election of the President shall be held as a meeting of the Council in the premises of the College, unless the Secretary has determined that a majority of the members present will vote for adjournment of the meeting.

80. The provisions of the following provisions shall have effect in respect of an election to the Council—

(a) if only one nomination is duly made and declared the Secretary shall declare the election to be invalid;
(b) if 2 or more nominations are duly made and declared or the Secretary has failed to vote at a secret ballot to determine which candidate or candidates shall be elected, the nomination shall be decided by a majority of the members present who shall vote for the election of the President shall be held as a meeting of the Council in the premises of the College, unless the Secretary has determined that a majority of the members present will vote for adjournment of the meeting.

86. The provisions of the following provisions shall have effect in respect of an election to the Council—

(a) if only one nomination is duly made and declared the Secretary shall declare the election to be invalid;
(b) if 2 or more nominations are duly made and declared or the Secretary has failed to vote at a secret ballot to determine which candidate or candidates shall be elected, the nomination shall be decided by a majority of the members present who shall vote for the election of the President shall be held as a meeting of the Council in the premises of the College, unless the Secretary has determined that a majority of the members present will vote for adjournment of the meeting.

92. The provisions of the following provisions shall have effect in respect of an election to the Council—

(a) if only one nomination is duly made and declared the Secretary shall declare the election to be invalid;
(b) if 2 or more nominations are duly made and declared or the Secretary has failed to vote at a secret ballot to determine which candidate or candidates shall be elected, the nomination shall be decided by a majority of the members present who shall vote for the election of the President shall be held as a meeting of the Council in the premises of the College, unless the Secretary has determined that a majority of the members present will vote for adjournment of the meeting.
(d) Each voter shall mark his vote on the ballot-paper in the manner prescribed in clause 24(1) of Chapter X, the President or, if the President shall be absent, the Vice-President of the Council at which he is present except where he elects not to do so.

8. (1) The President shall determine by a majority vote of all the members present whether or not the meeting shall proceed.

4. No question shall be decided at a meeting unless the quorum, appropriate to the meeting, is present.

1. The President may appoint such committees and boards as he thinks fit; (a) be responsible for the conduct of elections to the Senate; (b) be the secretary or nominate some other person to be the secretary to any committee or board constituted by or under this By-law or a rule; (c) keep registers and financial records of the College; (d) be responsible for the management and supervision of the examinations of the College and for the maintenance of proper academic records; and (e) be responsible for the conduct of elections to a committee or a board constituted by or under this By-law or a rule.

4. (3) The Council may make rules for or with respect to the staff of the College, or for the promotion or transfer of officers within the College, or for open advertisement as determined in any case by the Council.

2. The meetings of the Council shall be held at such times and places as the Council shall determine and may, if it so desires, adjourn to any other place within the College.

1. The President or the Vice-President of the Council at which he is present unless he elects not to do so.

3. (1) The Principal shall be appointed by the Council for such term as the Council shall determine with power to appoint an Acting Principal.

5. (1) The Council may appoint a person to the office of Assistant Principal of the College.
6. (1) Subject to the provisions of the Act, the conditions of subclause (4) fails to comply with the notice referred to in that subclause, the investigating committee shall convene.

(2) An officer in respect of whom a complaint is made—
(a) may be represented at an inquiry referred to in this Division by a person of his own choosing;
(b) shall be entitled to a record of the proceedings of any such inquiry.

7. (1) In this Division—
(a) the appropriate staff association means, where a complaint is made in respect of an officer who is a member of—
(i) the academic staff— the staff association or union, that in the opinion of the Council, represents the interests of the majority of the members of the non-academic staff;
(ii) any other officer— that staff association or union that in the opinion of the Council, represents the interests of the majority of the members of the non-academic staff;
(b) the academic staff means— the staff association or union that, in the opinion of the Council, represents the interests of the majority of the members of the non-academic staff;
(c) the investigating committee means— a committee constituted in accordance with subclause (3).

(2) Where the Council receives a complaint that it should, for good cause, appoint an officer, the Council may thereupon consider the complaint and—
(a) take no action on the complaint;
(b) refer the complaint to the Principal for a determination to be made in the matter contained in the complaint;
(c) determine that in the interests of the College, it is necessary to make further inquiries into the matter contained in the complaint, constitute a committee and refer the complaint to that committee.

(3) An investigating committee shall consist of—
(a) the Principal or the Vice Principal who shall be chairman;
(b) 2 members of the Council nominated by the Council; or
(c) not more than 2 persons nominated by the appropriate staff association.

(4) For the purposes of constituting an investigating committee the Council shall, as soon as practicable after the Council passes its resolution, constitute a committee in accordance with subclause (3), and where it is necessary to make further inquiries into the matter contained in the complaint, constitute an investigating committee and refer the complaint to that committee.

(5) An investigating committee shall be deemed to be duly constituted by the members specified in subclause (3)(a) and (b).

8. (1) A complaint shall be referred to the investigating committee if the Secretary is advised in writing of the names and addresses of the persons nominated referred to in subclause (4)(a) or, where the Secretary is not so notified within the time specified in that subclause, upon notice in writing to the Secretary, by the person of his own choosing, in accordance with subclause (4)(b), notifying the persons in respect of whom the complaint was made and the members of the investigating committee that it is his intention to refer the complaint to such committee.

(2) An investigating committee shall, as soon as practicable after the completion of its investigations, make a report referred to the Council.

(3) The Council may vary, confirm or quash the decision of the investigating committee.

9. An investigating committee shall, as soon as practicable after the completion of its investigations, make a report referred to the Council.

10. The Council, may, after considering a report made by an investigating committee that an officer is guilty of an offence against discipline, notify the officer in writing, that it is proposed to make further inquiries into the matter contained in the complaint in respect of which the complaint was made.

11. (1) Where in the opinion of the Principal the circumstances warrant, the Principal may suspend an officer pending an inquiry.

(2) Where the Principal suspends an officer under subclause (1) he shall forthwith report the matter to the Council.

(3) Where an officer suspended by the Principal under subclause (1) is subsequently restored to his normal duties he is to be relieved of any duty imposed on him by the suspension and all entitlements shall be restored to him.

12. The Council may determine whether an officer, because of permanent incapacity, is unable to perform the duties of his office or is likely to be of a permanent character, it may cause the officer to be retired from the service of the College, or, with the consent of the officer, transfer him to some other position in the service of the College.

13. The Council may make rules for or with respect to the procedures for and the time or times within which a complaint is required to be filed.

14. The Council may make rules for or with respect to the procedures for and the time or times within which a complaint is required to be filed.

15. A student aggrieved by a decision of the Discipline Committee shall be entitled to appeal to the Council against that decision.

Division 2 — The Conduct and Discipline of Officers

8. (1) There shall be a Discipline Committee of the College consisting of—
(a) the Principal, or in his absence a senior member of teaching staff nominated in writing by the President;
(b) 2 members of the Academic Board nominated by the Academic Board;
(c) 1 full-time member of the academic staff nominated by the Academic Board who has been elected annually by the full-time members of the academic staff and
(d) a student nominated in writing annually by the students of the College.

(2) The proceedings of the Democracy Committee shall be held in secret and no information shall be made public without the specific authority of the Discipline Committee.

(3) A student nominated under subclause (1)(d) shall be entitled to be heard by the Discipline Committee at its hearing on the matter in respect of which he has been nominated to serve as a member of the Committee.

(4) The Council may make rules for the conduct of the election referred to in subclause (1)(c).

11. Where the Discipline Committee has heard an appeal against a decision of the Assistant Principal referred to in subclause (10)(b) the Assistant Principal shall be entitled to be present but shall not participate in the decision of the Committee.

12. Where the Discipline Committee hears an appeal or deals with a matter referred to in subclause (10)(b), the student concerned—
(a) shall be notified in writing of the day of the hearing; and
(b) shall be entitled to be represented, either orally or in writing; and
(c) shall be entitled to call and cross-examine evidence; and
(d) shall have the sole discretion of the Committee be allowed legal or other representation.

13. When the Discipline Committee hears an appeal against a decision of the Assistant Principal referred to in clause (10)(b) it may vary, confirm or quash the Assistant Principal's decision and may in varying the decision increase or reduce any fine or period of exclusion or both.

14. The Discipline Committee in respect of any matter dealt with by it or an appeal heard by it under this Chapter impose any one or more of the following penalties—
(a) impose a fine not exceeding such amount as is specified in a rule made for the purpose of clause 3(1)(c);
(b) in the case of misconduct relating to an examination or other forms of assessment, the exclusion of a student from the College for the duration of the course of study to which the student is registered for, or the exclusion of a student at his address last known to the Assistant Principal;
(c) when in its opinion an officer is guilty of an offence against discipline, it may cause the officer to be retired from the service of the College and its precincts until the matter has been dealt with by the Discipline Committee.

15. Every person referred to in the Discipline Committee shall be entitled to be heard by the Committee in the matter referred to it, and the Procedure Committee of the College, dealt with by the Committee, shall be entitled to appeal against that decision.

16. The Council may make rules for or with respect to the procedures for and the time or times within which a complaint is required to be filed.

17. A student aggrieved by a decision of the Discipline Committee may appeal to the Council against that decision.

18. A complaint referred to the Council under subclause (1) shall be dealt with by way of a hearing.

19. The Council may confirm or quash the decision of the Discipline Committee.

20. The Council may make rules for or with respect to the manner referred to in clause 10(b) of the Procedure Committee of the College.

CHAPTER X

STUDENT CONDUCT AND DISCIPLINE

Division 1 — General Provision

1. In this Chapter "offence against discipline" means any misconduct, a breach of good order and non-compliance with the By-laws, a regulation, a rule or disobedience of any lawful order of the Principal or an officer.

2. Any action by a student which in the opinion of an officer constitutes an offence against discipline shall forthwith be reported by an officer to the Assistant Principal.

3. (1) The Assistant Principal, upon receiving a report from any person concerning an alleged violation of any of the By-laws, rules or regulations of the College, shall cause such inquiries to be made concerning the circumstances in which the violation is alleged to have occurred, and may—
(a) take no action in the matter;
(b) censure the student;
(c) impose a fine not exceeding such amount as is specified in a rule made for the purpose of this paragraph;
(d) exclude the student from the College for a period not exceeding 4 weeks;
(e) refer any matter relating to the conduct of the student to the Discipline Committee of the College.

(2) Where the Assistant Principal makes a decision under subclause (1), he shall forthwith report that decision to the College and its premises until the matter has been dealt with by the Discipline Committee of the College.

4. A student who has been held pursuant to clause 3(1)(c) or clause 3(1)(d) by the Assistant Principal may appeal to the Discipline Committee of the College.

5. The Council may make rules for or with respect to the procedures for and the time or times within which notice of an appeal made under subclause (4) may be given.

6. (1) In this clause, "area of the College" includes any place or places where a student is present under the auspices of the College.

(2) Any member of the academic staff, the College Librarian, the Deputy Librarian, the Secretary or any other officer authorised by the Principal may exclude a student from the area of the College unless that officer considers that exclusion is necessary to maintain discipline.

7. (1) The Council may make rules empowering the College Librarian to impose fines on students for failure to return any material borrowed from the Library by the due date.

(2) Any member of the academic staff, the College Librarian, the Deputy Librarian, the Secretary or any other officer authorised by the Principal may exclude a student from the area of the College unless that officer considers that exclusion is necessary to maintain discipline.

(3) The Student may vary, confirm or quash the decision of the Assistant Principal.

(4) When in its opinion an officer is guilty of an offence against discipline, it may cause the officer to be retired from the service of the College and its precincts until the matter has been dealt with by the Discipline Committee.

8. (1) There shall be a Discipline Committee of the College consisting of—
(a) the Principal, or in his absence a senior member of teaching staff nominated in writing by the President;
(b) 2 members of the Academic Board nominated by the Academic Board;
(c) 1 full-time member of the academic staff nominated by the Academic Board who has been elected annually by the full-time members of the academic staff and
(d) a student nominated in writing annually by the students of the College.

(2) The proceedings of the Discipline Committee shall be held in secret and no information shall be made public without the specific authority of the Discipline Committee.

9. A student aggrieved by a decision of the Discipline Committee shall be entitled to appeal to the Council against that decision.

10. The Council may make rules for or with respect to the procedures for and the time or times within which a complaint is required to be filed.

11. A student aggrieved by a decision of the Discipline Committee may appeal to the Council against that decision.

12. The Council may make rules for or with respect to the manner referred to in clause 10(b) of the Procedure Committee of the College.

13. Every person referred to in the Discipline Committee shall be entitled to be heard by the Committee in the matter referred to it, and the Procedure Committee of the College, dealt with by the Committee, shall be entitled to appeal against that decision.

14. The Council may make rules for or with respect to the procedures for and the time or times within which a complaint is required to be filed.
3. The Council on the recommendation of the Academic Board may make rules for or with respect to:
(a) requirements for awards and for the conferring of awards of the College;
(b) examinations for, and the conferring of, awards;
(c) examinations for, and the granting of, fellowships, scholarships, bursaries and prizes; and
(d) the recognition of studies undertaken in another educational institution.

4. The Council may limit the number of students in any faculty or course.

1. The Council may make rules for or with respect to:
(a) the amount of any fees to be paid for-
(i) tuition;
(ii) the use of facilities of the College including facilities associated with the College, or with its constituent faculties and societies;
(iii) examinations;
and
(iv) the granting of degrees, diplomas or certificates;
(b) the time at which such fees shall be due and payable;
(c) any discretionary action that may be taken for or with respect to the collection of fees.

2. Subject to the confining provisions of this By-law, the By-laws made under any rule made pursuant to clause 1 (c) of the Principle may:
(a) exclude from any examinations;
(b) exclude from any class or the use of any facilities of the College any person who shall not have satisfied the Council that he has complied with any condition prescribed in the rule; and
(c) withhold the result of any examination, test or other assessment.

3. The Council may impose any action, being a combination of any two or all of the actions specified in paragraph 2, against any student who has paid any fees due by him to the College.

1. The Council may make rules for or with respect to the nature of academic dress appropriate to-
(a) the President, Vice President and members of the Council;
(b) officers of the College;
(c) the holders of awards of the College; and
(d) students of the College.

1. The Council may make rules for regulating or providing for the regulation of traffic on any land under the control of the College or on any land in the vicinity of the College or on any land belonging or controlled by the College or on any land in which is involved in a breach of the By-laws referred to in subclause (1) -
(i) examinations; and
(ii) the granting of degrees, diplomas or certificates.

1. The Council may make rules for, or with respect to-
(a) the Constitution of Convocation;
(b) the time at which such fees shall be due and payable;
(c) the collection of fees.

1. The Secretary shall then count the ballot papers in the parcel of each continuing candidate and so ascertain the total number of votes cast for such candidate.

2. If no such candidate then has an absolute majority of votes he shall be declared elected, but if such candidate then has an absolute majority of votes the procedure shall be as provided in clause 3 (c), (d), (e) and (f) of this By-law.

3. No candidate who has received an absolute majority of votes shall be declared elected unless the Secretary has ascertained in accordance with clause 4 or on and from the first count that such candidate has received an absolute majority of votes, and that the candidate whose name is first drawn shall be excluded.

To be Deputy Chairman of the Council shall be as provided in clause 3 (c), (d), (e) and (f) of this By-law.

2. The person elected to be the Chairman of the Council and the person elected to be Deputy Chairman of the Council shall cease to hold office as such if the resigns as such or ceases to be a member of the Council.

1. The Secretary shall then count the ballot papers in the parcel of each continuing candidate and so ascertain the total number of votes cast for such candidate.

2. The Council may make rules prescribing any matter that is not provided for or regulated by these By-laws and so provided for or regulated by the By-laws made under any rule made pursuant to this clause.

3. The person elected to be the Chairman of the Council shall have full power to effect an order as specified in the rule made under this By-law.

4. The Secretary shall promulgate by the Secretary's affixing a copy of the rule to an official notice-board on the College.
1. Any member of the College or person employed on the campus (other than a person so employed temporarily or for a particular purpose) may sign or affix his name, address or a parking permit sticker. Application shall be made in the form prescribed duly completed and signed by the applicant.

2. There shall be a Register of Motor Vehicles Authorized to Park on Campus; a register of the makes, models and particulars of every vehicle in respect of which a parking permit sticker is issued; and the name, address and qualifying status of any applicant for such a sticker. A person to whom a parking permit sticker is issued shall be entitled to bear the same for 12 months from the date of issue.

3. A review of the date to be valid:
   (a) when the motor vehicle in respect of which it was issued is disposed of so that it ceases to be owned by the person to whom it was issued;
   (b) when the person to whom the parking permit sticker was issued ceases to possess a qualifying status by reason of which such a sticker or stickers of the same nature are paid for;
   (c) on the date of which the Principal orders that the sticker be cancelled;
   (d) on the date on which the Principal orders that all parking permit stickers or all parking permit stickers of the category in question be cancelled;
   (e) when the sticker no longer clearly legible;
   (f) whichever shall be earlier. When a parking permit sticker ceases to be valid, it shall be returned to the Principal.

4. Where a breach of these Rules is committed, notice specifying the breach alleged and the facts or circumstances the Principal may reasonably give in support thereof, shall be given by registered or certified post addressed to the name and address of the person to whom the parking permit sticker was issued.

5. Where a breach of these Rules is committed, a charge may be levied against the person who is liable for the breach of these Rules if:
   (a) stop his vehicle on any part of the campus when it is reasonably likely that unreasonable noise or inconvenience will be caused to others through the use of such vehicle;
   (b) cause or allow his vehicle to move on any part of the campus or other speed as may be indicated by an appropriate sign or if no such sign is present then 15 km/h or such other speed as may be indicated by an appropriate sign as the speed limit for the section of road or part of campus in question;
   (c) not drive a vehicle in such a manner or in such circum-

6. In the event of a breach of these Rules as well as the person actually in breach, the registered person responsible for the vehicle, if there is such a person, who is not recovered under the Motor Traffic Act 1909 (N.S.W.) as the owner of the vehicle, as the case may be, Notice of the breach shall be served directly (by personal service) or by registered or certified post addressed to the name and address of the person so employed temporarily or for a particular purpose who is said to be in breach of these Rules. The person to whom the parking permit sticker was issued shall be notified of such breach.

7. A person so employed temporarily or for a particular purpose who is said to be in breach of these Rules shall be given the date on which the Principal orders the parking permit sticker to be cancelled, and that unreasonable noise or inconvenience may reasonably give in support thereof, shall be given by registered or certified post addressed to the name and address of the person to whom the parking permit sticker was issued.

8. Notice of the Assistant Principal's decision shall be given to the person registered under the Motor Traffic Act 1909 (N.S.W.) as the owner of the vehicle, that unreasonable noise or inconvenience may reasonably give in support thereof, shall be given by registered or certified post addressed to the name and address of the person to whom the parking permit sticker was issued.

9. Any appeal from the decision of the Assistant Principal shall be made in writing addressed to the name and address of the Director of Student Services (Patrol).
Notice shall be deemed duly served on such person if it is served on him personally or if it is sent to him by ordinary post addressed to him at the address registered in respect of him in the Register of Motor Vehicles Authorised to be Parked on Campus or in the records of the N.S.W. Department of Motor Transport. Notice so posted shall be deemed to have been duly served on the third day following but not including the date of posting.

7. References and Appeals
7.1 From any decision of the Assistant Principal in respect of an alleged breach of these Rules there is a right of appeal to the Principal exercisable in writing within fourteen days after the date of service of the notice of the decision appealed from.
7.2.1 The Principal on a reference or an appeal to him under these Rules shall have all the powers of the Assistant Principal under these Rules and, in addition, the power to order that a parking permit sticker be cancelled, the power to prohibit a person from driving a particular vehicle or category of vehicle on the campus or on any specified part thereof, and to exercise all such other powers as belong to him by virtue of his office.

8. Exemptions
8.1 A particular person or vehicle or category of person or vehicle may be exempted from the application of any of the foregoing Rules for a particular time or purpose or in respect of a particular part of the campus and otherwise upon such conditions as may be specified. This power of exemption shall be exercisable by the Principal or the Assistant Principal or the Secretary and, in respect of maintenance staff, contractors and service authorities, also by the Planner.

XVIII/2/1 MAKING OF RULES
1.1 Notice of any proposed rule or amendment to an existing rule with the exception of rules made under clause 2 of Chapter VIII must be given to the Secretary in accordance with the provisions of clause 34(a) of Chapter III, and be included in the notice sent to each member of the Council as prescribed in clause 35(1) of that Chapter.
1.2 Any rule or amendment to a rule decided at a meeting of the Council shall be in abeyance and become effective only after confirmation by the Council at a subsequent meeting held not less than 28 days later.
1.3 Rules Made by the Principal.
1.3.1 Rules made by the Principal under clause 2 of Chapter VIII shall become effective immediately following publication on a notice-board on the premises of the College.
1.3.2 Such rules shall be tabled at the earliest available Council meeting.
1.3.3 The Council may disallow or amend any such rule.

XVIII/2/2 CONSULTATION IN FORMATION OF RULES
2.1 As a matter of general principle Council undertakes to seek the advice of appropriate groups within the College before determining rules which affect such groups.
2.2 In particular—
(a) it is expected that rules relating to academic matters will originate from or be referred to the Academic Board,
(b) where rules relate to conditions of service of staff they will, in general, be referred to appropriate associations of staff members; and
(c) where rules relate to students they will, in general, be referred to the Students Representative Council.
2.3 Notwithstanding the general statement of intent Council retains the right to proceed without such consultation or to seek advice from individuals or groups not specified in the examples given.
Admission as a Student

A person who has applied to undertake a course or subject at The College and the payment of such fees as may from time to time be determined, become an admitted student of The College and thereafter be entitled to the privileges and privileges of membership of The College.

Admission Based on the New South Wales Higher School Certificate

A candidate before being deemed eligible to be considered for admission to The College shall have satisfied the New South Wales Higher School Certificate. The requirement is to:

(a) offer at least 11 units in the N.S.W. Higher School Certificate presented from at least 4 approved subjects, one of which shall be English, and

(b) reach a standard accepted as satisfactory by the Approved Subjects.

Preferred: Mathematics, Art, Chinese, Geography, Classical Greek, Music, Hungarian, Russian, Wool Technology.

SCHOOL OF EDUCATION

2. Bachelor of Education.

(a) have qualified for an appropriate degree at an approved tertiary institution and be employed for a minimum of three years in an educational capacity;

(b) such degrees must be equivalent to or higher than the Bachelor of Education (Technical and Further Education) of the New South Wales Department of Technical and Further Education; or

(c) an Associate Diploma, Diploma or equivalent from an approved tertiary institution together with a minimum of three years' teaching experience as a secondary mathematics teacher.

2. Bachelor of Education.

(i) a 3 Unit course in Mathematics (not including Modular Mathematics A 2 Unit A course).

Social Studies. No specific prerequisites. Lectures will be based on the assumption that students have studied Economics or Geography at the Higher School Certificate level.

4. Diploma in Teaching (Technical and Further Education)

In general, candidates should possess recognised specialisation, in addition to the following specialisations and qualifications in the major study fields:

(a) have completed a three-year full-time technical course based on a School Certificate or Higher School Certificate, or

(b) have completed a concurrent three-year full-time technical course based on a School Certificate or Higher School Certificate.

A 3 Unit course in Food Technology

Music

Preferred: (i) a Grade in Music (B.S. or B.A.) at the H.S.C. level

(ii) hold a diploma in teaching from an approved tertiary institution together with a minimum of three years' teaching experience as a secondary mathematics teacher.

English

Science

Preferred: (i) hold a degree or equivalent qualification from a recognised tertiary institution together with an approved programme of pre-service teacher education;

(ii) hold a diploma in teaching from an approved tertiary institution.

(iii) at least 2 years' secondary teaching experience in science.

A prerequisite is a 3 Band or 4 in Science at the H.S.C.

5. Diploma in Teacher Librarianship

Candidates must be teachers having at least 2 years' teaching experience and a minimum of 2 years' teaching experience as a secondary mathematics teacher.

6. Graduate Diploma in Education (Primary and Secondary Education)

Candidates must be graduates of a recognised university or hold qualifications deemed equivalent. Diplomas of a recognised tertiary institution who hold a three-year diploma is eligible for admission in addition to the requirements described above, or

(b) have two years' post-registration experience in the area of specialisation.

NOTE: Candidates who have more than five years' teaching experience and a minimum of five years' teaching experience shall have met the above requirements in addition to the requirements described above.

11. Graduate Diploma in Educational Studies (Special Education)

Candidates for entry to this course are required to:

1. have completed either

(a) an appropriate degree from a recognised university or college of advanced education together with an approved programme of pre-service teacher education; or

(b) a UDG Diploma in the field of Teacher Education from an approved institution; or

(c) such other studies at approved tertiary institution.

2. have at least 2 years' successful teaching experience in science.

A prerequisite is a 3 Band or 4 in Science at the H.S.C.
requirements candidates for entry must have attained the following prerequisites:

Certificate:

Applicants are invited to contact the Admissions Committee of their College for further details.

2. Diploma in Art Nursing

This course is proposed for introduction in 1980. Intending applicants are invited to contact the College for further details.

3. Diploma in Health Administration (Nursing)

This course is proposed for introduction in 1980. Intending applicants are invited to contact the College for further details.

4. Associate Diploma in Social Welfare

It is proposed for admission to the Associate Diploma in Social Welfare who satisfy the General Admission Requirements (a) and (b) as stated above and are recommended by the College Admissions Committee of their College for suitability and interest in Social Welfare work. However, previous academic achievement cannot be considered as one criterion of suitability and applicants are encouraged from those who have not previously studied in this field. It is generally expected that the applicant will have been over the age of 19 years of age. Applicants may be asked to attend the College for an interview.

5. Associate Diploma in Diagnostic Medical Radiography

In order to satisfy the College's general admission requirements candidates for entry must have attained the following minimum grades at the N.S.W. Higher School Certificate.

<table>
<thead>
<tr>
<th>Subject</th>
<th>English</th>
<th>Mathematics</th>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prescribed</td>
<td>2 or 3 Unit</td>
<td>2 or 3 Unit</td>
<td>2 Unit</td>
</tr>
<tr>
<td>Percentile band</td>
<td>A or B</td>
<td>A or B</td>
<td>B or C</td>
</tr>
<tr>
<td>English</td>
<td>11-20 or better</td>
<td>11-20 or better</td>
<td>11-20 or better</td>
</tr>
<tr>
<td>Mathematics</td>
<td>A or B</td>
<td>A or B</td>
<td>C or D</td>
</tr>
<tr>
<td>Science</td>
<td>B or C</td>
<td>D or E</td>
<td>B or C</td>
</tr>
<tr>
<td>English</td>
<td>11-20 or better</td>
<td>11-20 or better</td>
<td>11-20 or better</td>
</tr>
</tbody>
</table>

6. Associate Diploma in Police Studies

This course is proposed for introduction in 1980. Intending applicants are invited to contact the College for further details.

7. Diploma in Religious Ministry

This course is proposed for introduction in 1980. Intending applicants are invited to contact the College for further details.

SCHOOL OF VISUAL AND PERFORMING ARTS

1. Diploma in Art

This course is proposed for introduction in 1980. Intending applicants are invited to contact the College for further details.

<table>
<thead>
<tr>
<th>Subject</th>
<th>English</th>
<th>Art</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prescribed</td>
<td>2 Unit A</td>
<td>At least A Unit</td>
</tr>
<tr>
<td>Percentile band</td>
<td>A or B</td>
<td>11-20 or better</td>
</tr>
</tbody>
</table>

Advanced Standing

The College may give credit for relevant tertiary studies completed elsewhere. Applications for advanced standing must be accompanied by official documentation of previously completed studies and any details that would assist in an individual basis by the Admissions Committee.

Closing Date for applications for admission to undergraduate courses are those courses are assessed by the Admissions Committee.

HOW TO APPLY

Undergraduate Courses

In 1980 the College will be participating with other Colleges and Universities in N.S.W. in a new system of applications for admission through the Universities and Colleges Admissions Centre (U.C.A.C.). The Universities and Colleges Admissions Centre will be the only body to consider applications for admission to undergraduate courses (i.e. those available to school leavers) must be made on the joint application form which may be obtained either at high schools throughout the State or from U.C.A.C. by writing to The Registrar, Newcastle College of Advanced Education, Box 277, Newcastle 2300. The closing date for applications for admission to undergraduate courses must be lodged at the Universities and Colleges Admissions Centre, P.O. Box 749, Sydney 2001.

The closing date for applications for admission in any course in 1980 is 20th October, 1979. Successful applicants will be advised by letter in early February, 1980. Notified students will be advised by letter in mid-February to attend the College in person in mid-February to have their enrolments approved and to pay fees. The Colleges will participate in the Universities and Colleges Admissions Centre. Provision is made for suitably qualified two year trained specialists to replace the numbers of students who satisfy the General Admission Requirements (a) and (b) above and who are recommended by the College Admissions Committee of their College.

The Universities and Colleges Admissions Centre, G.P.O. Box 168, Sydney N.S.W. 2001. Telephone: (02) 232 1689

The Universities and Colleges Admissions Centre, U.C.A.C., is the only body to consider applications for admission to undergraduate courses.

The College will be participating with other Colleges and Universities in N.S.W. in a new system of applications for admission through the Universities and Colleges Admissions Centre (U.C.A.C.). The Universities and Colleges Admissions Centre will be the only body to consider applications for admission to undergraduate courses. This new system of applications for admission is designed so that applications for admission to undergraduate courses are those courses are assessed by the Admissions Committee.

HOW TO APPLY

Undergraduate Courses

In 1980 the College will be participating with other Colleges and Universities in N.S.W. in a new system of applications for admission through the Universities and Colleges Admissions Centre (U.C.A.C.). The Universities and Colleges Admissions Centre will be the only body to consider applications for admission to undergraduate courses (i.e. those available to school leavers) must be made on the joint application form which may be obtained either at high schools throughout the State or from U.C.A.C. by writing to The Registrar, Newcastle College of Advanced Education, Box 277, Newcastle 2300. The closing date for applications for admission to undergraduate courses must be lodged at the Universities and Colleges Admissions Centre, P.O. Box 749, Sydney 2001.

The closing date for applications for admission in any course in 1980 is 20th October, 1979. Successful applicants will be advised by letter in early February, 1980. Notified students will be advised by letter in mid-February to attend the College in person in mid-February to have their enrolments approved and to pay fees. The Colleges will participate in the Universities and Colleges Admissions Centre. Provision is made for suitably qualified two year trained specialists to replace the numbers of students who satisfy the General Admission Requirements (a) and (b) above and who are recommended by the College Admissions Committee of their College.

The Universities and Colleges Admissions Centre, G.P.O. Box 168, Sydney N.S.W. 2001. Telephone: (02) 232 1689

The Universities and Colleges Admissions Centre, U.C.A.C., is the only body to consider applications for admission to undergraduate courses. This new system of applications for admission is designed so that applications for admission to undergraduate courses are those courses are assessed by the Admissions Committee.

HOW TO APPLY

Undergraduate Courses

In 1980 the College will be participating with other Colleges and Universities in N.S.W. in a new system of applications for admission through the Universities and Colleges Admissions Centre (U.C.A.C.). The Universities and Colleges Admissions Centre will be the only body to consider applications for admission to undergraduate courses (i.e. those available to school leavers) must be made on the joint application form which may be obtained either at high schools throughout the State or from U.C.A.C. by writing to The Registrar, Newcastle College of Advanced Education, Box 277, Newcastle 2300. The closing date for applications for admission to undergraduate courses must be lodged at the Universities and Colleges Admissions Centre, P.O. Box 749, Sydney 2001.

The closing date for applications for admission in any course in 1980 is 20th October, 1979. Successful applicants will be advised by letter in early February, 1980. Notified students will be advised by letter in mid-February to attend the College in person in mid-February to have their enrolments approved and to pay fees. The Colleges will participate in the Universities and Colleges Admissions Centre. Provision is made for suitably qualified two year trained specialists to replace the numbers of students who satisfy the General Admission Requirements (a) and (b) above and who are recommended by the College Admissions Committee of their College.

The Universities and Colleges Admissions Centre, G.P.O. Box 168, Sydney N.S.W. 2001. Telephone: (02) 232 1689

The Universities and Colleges Admissions Centre, U.C.A.C., is the only body to consider applications for admission to undergraduate courses. This new system of applications for admission is designed so that applications for admission to undergraduate courses are those courses are assessed by the Admissions Committee.

HOW TO APPLY

Undergraduate Courses

In 1980 the College will be participating with other Colleges and Universities in N.S.W. in a new system of applications for admission through the Universities and Colleges Admissions Centre (U.C.A.C.). The Universities and Colleges Admissions Centre will be the only body to consider applications for admission to undergraduate courses (i.e. those available to school leavers) must be made on the joint application form which may be obtained either at high schools throughout the State or from U.C.A.C. by writing to The Registrar, Newcastle College of Advanced Education, Box 277, Newcastle 2300. The closing date for applications for admission to undergraduate courses must be lodged at the Universities and Colleges Admissions Centre, P.O. Box 749, Sydney 2001.

The closing date for applications for admission in any course in 1980 is 20th October, 1979. Successful applicants will be advised by letter in early February, 1980. Notified students will be advised by letter in mid-February to attend the College in person in mid-February to have their enrolments approved and to pay fees. The Colleges will participate in the Universities and Colleges Admissions Centre. Provision is made for suitably qualified two year trained specialists to replace the numbers of students who satisfy the General Admission Requirements (a) and (b) above and who are recommended by the College Admissions Committee of their College.

The Universities and Colleges Admissions Centre, G.P.O. Box 168, Sydney N.S.W. 2001. Telephone: (02) 232 1689

The Universities and Colleges Admissions Centre, U.C.A.C., is the only body to consider applications for admission to undergraduate courses. This new system of applications for admission is designed so that applications for admission to undergraduate courses are those courses are assessed by the Admissions Committee.

HOW TO APPLY

Undergraduate Courses

In 1980 the College will be participating with other Colleges and Universities in N.S.W. in a new system of applications for admission through the Universities and Colleges Admissions Centre (U.C.A.C.). The Universities and Colleges Admissions Centre will be the only body to consider applications for admission to undergraduate courses (i.e. those available to school leavers) must be made on the joint application form which may be obtained either at high schools throughout the State or from U.C.A.C. by writing to The Registrar, Newcastle College of Advanced Education, Box 277, Newcastle 2300. The closing date for applications for admission to undergraduate courses must be lodged at the Universities and Colleges Admissions Centre, P.O. Box 749, Sydney 2001.

The closing date for applications for admission in any course in 1980 is 20th October, 1979. Successful applicants will be advised by letter in early February, 1980. Notified students will be advised by letter in mid-February to attend the College in person in mid-February to have their enrolments approved and to pay fees. The Colleges will participate in the Universities and Colleges Admissions Centre. Provision is made for suitably qualified two year trained specialists to replace the numbers of students who satisfy the General Admission Requirements (a) and (b) above and who are recommended by the College Admissions Committee of their College.
ENROLMENT

All registered students must pay a Library deposit fee of $10.00, regardless of the completion of their course. (Any outstanding Library fine or the value of books borrowed and not returned with the deposit refundable upon request at the completion of their course.)

The Academic Board, on the advice of the Admissions Committee, may require those students who fail to attend at an examination.

The Academic Board, on the advice of the Admissions Committee, may require those students who fail to attend at an examination.

SAFETY

1. The Academic Board, on the advice of the Admissions Committee, may require those students who fail to attend at an examination.

2. Withdrawal from Subjects/Modules

A student who withholds examination results may review the academic progress of any student who is absent from an examination or is excluded under section 1 of this requirement from any examination or recommendation to the Academic Board.

3. The Academic Board, in considering a referral under section 2 may determine:

(a) that the student be excluded from any further study in a subject or course; or

(b) that the student be permitted to continue his course subject to certain conditions which may be recommended to Academic Board by the Academic Progress Review Committee, as applicable.

4. The Academic Board may, on the recommendation of the appropriate Board of Study, exclude from the College any student whose academic record, in the opinion of the Academic Board, demonstrates the need to exclude him from any course or study.

A student who has successfully completed the equivalent of two semesters of the College programme may be excluded from the College at the discretion of the Academic Board even if the student has completed the equivalent of two semesters of the College programme.
RE-ADMISSION

Any student excluded from a course or from the College may apply after one academic year to the Admissions Committee for re-admission to any such course or to the College. If the Admissions Committee is satisfied that the condition or circumstances of the student have so changed that there is reasonable probability that he will make satisfactory progress in his studies, it may recommend to the Academic Board the re-admission of the student under such conditions as it may determine.

RULES FOR THE REGULATION OF SEMESTER PROGRAMMES

Students enrolling in courses in the College will be issued with Rules for the Regulation of Semester Programmes upon enrolment.

RELAXING CLAUSE

In order to provide for exceptional circumstances arising in particular cases, the Academic Board may relax any requirement.

DISCIPLINE

The provisions governing student conduct and discipline are contained in Chapter X of the College By-law. (Refer to page 146.)

TRAFFIC AND PARKING RULES

The Traffic and Parking requirements of the College are prescribed in Rule XVI. (Refer to page 150.)

Degrees and Diplomas Conferred in 1979

<table>
<thead>
<tr>
<th>Degree/Diploma</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Diploma in Education</td>
<td>162</td>
</tr>
<tr>
<td>Primary Education</td>
<td>162</td>
</tr>
<tr>
<td>Secondary Education</td>
<td>162</td>
</tr>
<tr>
<td>Technical and Further Education</td>
<td>162</td>
</tr>
<tr>
<td>Graduate Diploma in Educational Studies in Special Education</td>
<td>163</td>
</tr>
<tr>
<td>Bachelor of Education (Industrial Arts)</td>
<td>163</td>
</tr>
<tr>
<td>Diploma in Special Education</td>
<td>163</td>
</tr>
<tr>
<td>Diploma in Teacher Librarianship</td>
<td>163</td>
</tr>
<tr>
<td>Diploma in Art Education</td>
<td>164</td>
</tr>
<tr>
<td>Diploma in Music Education</td>
<td>164</td>
</tr>
<tr>
<td>Diploma in Teaching</td>
<td>164</td>
</tr>
<tr>
<td>Primary Education</td>
<td>164</td>
</tr>
<tr>
<td>Secondary Education</td>
<td>166</td>
</tr>
<tr>
<td>Technical and Further Education</td>
<td>168</td>
</tr>
<tr>
<td>Prizes</td>
<td>168</td>
</tr>
</tbody>
</table>
Graduate Diploma in Education (Primary Education)

AUSTRALIAN, Greg Stephen B.Com. (N.C.E.)
BASSETT, Diana Adele B.A. (N.C.E.)
BATHGATE, Anne Marie B.Com. (N.C.E.)
Bates, Susan Jane B.A. (N.C.E.)
BUSH, Kelvin Robert B.A. (N.C.E.)
BUTTERWORTH, Wendy June B.A. (N.C.E.)
CALDERWOOD, Pamela Ann B.A. (N.C.E.)
CAMPBELL, Janet Alice B.A. (N.C.E.)
CAVANAGH, Frances Louise B.A. (N.C.E.)
CHARLES, Deborah Lea B.A. (N.C.E.)
CREEL, Keriyan Irene B.A. (N.C.E.)
DINNEY, Jill Kathleen B.A. (N.C.E.)
HAMILTON, James Ian B.A. (N.C.E.)
JONES, Deborah Rosalyn B.A. (N.C.E.)
KIDD, Ian Keith B.A. (N.C.E.)
LAMBERTON, Christine Jane B.A. (N.C.E.)
McGee, Jane Ellen B.A. (N.C.E.)
MTY, Louise Mary B.A. (N.C.E.)
MURRAY, Joseph Francis B.A. (N.C.E.)
NOBLE, Susan Helen B.A. (N.C.E.)
NOONAN, Wendy B.A. (N.C.E.)
O'CONNOR, Terence James B.A. (N.C.E.)
PATTEY, Aranea B.Com. (N.C.E.)
POOLE, Suzanne B.Com. (N.C.E.)
QUINN, Marian Fredericka B.A. (N.C.E.)
ROSS, Denise Campbell B.A. (N.C.E.)
SCOWCROFT, Elizabeth Ann B.A. (N.C.E.)
SCULLY, Peter James B.Com. (N.C.E.)
SUNDIN, Neil Johnston B.A. (N.C.E.)
UNICOMB, William Thomas B.A. (N.C.E.)
WALLIS, Colin John B.A. (N.C.E.)
WARREN, Susan Jane B.A. (N.C.E.)
WILSON, Neil William B.A. (N.C.E.)

Graduate Diploma in Special Education

ANDERSON, Barbara Lea B.Math. (N.C.E.)
ANDREW, Carole Anne Dip.Art
BALLARD, Susan Marie B.A. (N.C.E.)
BEATTIE, Keith Richard B.A. (N.C.E.)
BEZLER, Stephen Bruce Dip.Art
BEFF, Francis Joseph B.A. (N.C.E.)
BIRD, Susan Dorothy B.A. (N.C.E.)
BLANCH, Vicki Karen B.A. (N.C.E.)
BRODIE, Rosaline Elizabeth B.Sc. (N.C.E.)
BROWN, Wincorne Biscombe Dip.Art
BUCKLEY, Elizabeth Anne B.Com. (N.C.E.)
BUDDEN, Carolyn Gale B.Sc. (N.C.E.)
BURGETT, Donald Earle B.Sc. (N.C.E.)
CALLAGHAN, Anthony John B.Sc. (N.C.E.)
CHAWNER, Alan Benjamin Dip.Art

Graduate Diploma in Education (Technical and Further Education)

BAILEY, John B.A. (N.C.E.)
BROWN, Frank Henry B.A. (N.C.E.)
CHRISTAIN, Kevin Martin Dip.Art
DEVILLE, Ralph Raphael Dip.Art
KILLEN, Lindsay Roy Dip.Art
MCLAUGHLIN, Raymond John Dip.Art
MULLARD, John Philip B.Sc. (N.C.E.)
PHILLIPS, Kenneth Owen Dip.Art
RUFFLE, Phillip Davis Dip.Art
TWIST, Grenville John Dip.Art

Graduate Diploma in Educational Studies in Special Education

ARNOSON, Susan Barbara Dip.Art
BEACH, John Raymond Dip.Art
BROADFORD, Wesley Stead Dip.Art
CHAMBERS, John Edward Dip.Art
DAY, Michael John Dip.Art
DOUGLAS, Mary Eleanor Dip.Art
HALLINAN, Susan Gay Dip.Art
HAWES, Darinde Grace Dip.Art
KAY, Alan William Dip.Art
KELLY, Darinda Jane Dip.Art
SMITH, Margaret Ann Dip.Art
STALLARD, Lorraine Patricia Dip.Art

Diploma in Teacher Librarianship

ASKY, Jean Fraser B.A. (N.C.E.)
BARTLET, John Richard B.A. (N.C.E.)
CALDREW, Ullian May B.A. (N.C.E.)
COX, Colin McGee Dip.Art
DEVOIS, Diana Nalda Dip.Art
FITZGERALD, Lesley Kay Dip.Art
HALPIN, Isabel Delmer Dip.Art
HAMMOND, Kristine Gay Dip.Art
McGUIRE, Vincent Virginia Dip.Art
McPHERSON, Laurel Mary Dip.Art
O'MAHONY, Mary Teresa Dip.Art
PAYNE, Glennda Jean Dip.Art
PERRY, Kay Deamer Dip.Art
PRICE, Julie Anne Dip.Art
SMITH, Graham Sydney Bennamin Dip.Art
STEWART, Neina Alice Dip.Art
WILLIAMS, Robin Dip.Art

Bachelor of Education (Industrial Arts)

ADDICK, Kim John Dip.Art
BATTERHAM, Peter Graham Dip.Art
CROW, Morris Hugh Dip.Art
CURR, Michael Joseph Dip.Art
FERNANCE, Wayne George Dip.Art
HAIN, Gregory Robert Dip.Art
JENNAR, Howard James Dip.Art
KELLY, David Dip.Art
MURRAY, Raymond Charles Dip.Art
RUMBEL, Barry William Dip.Art
SCOTT, Robert William Dip.Art
TOLLEY, Colin Robert Dip.Art
TOM, Bruce Maxwell Dip.Art
WARRELL, Ian James Dip.Art

Diploma in Art Education

ALLEN, Patricia Dip.Art
BARDEN, Peter Geoffrey Dip.Art
BENNET, James Steven Dip.Art
BOWICKER, John Dip.Art
BRESTMER, Melanie Paris Dip.Art
BRETRE, Jeanette Jaroslawa Dip.Art
CHESTNUT, Sue Amanda Dip.Art
COBBAK, Rick James Dip.Art
CONNOLY, Johanne Ruth Dip.Art
DAVEY, Sue Dip.Art
FLACK, David Dip.Art
GEMMELL, Elizabeth Margaret Dip.Art
GILL, Dianne May Dip.Art
HALLIDAY, Judith Corin Dip.Art
HOADE, Gill Dip.Art
HORDERN, Wendy Dip.Art
KAVANAGH, Martin Joseph Dip.Art
KEOGH, Deborah Anne Dip.Art
MCQUEEN, Joyce Dip.Art
MOORE, Rhonda Dip.Art
MORS, Karen Margaret Dip.Art
MURDOCH, Lesley Nola Dip.Art
MURPHY, Julie May Dip.Art
PAYNE, Sandra Helen Dip.Art
PETERS, Wendy Lorraine Dip.Art
STUIKOFF, Lyn Dip.Art
TOO, Anne Marie Dip.Art
WAKEMAN, Marcia Jane Dip.Art
WHEATELY, Jane Magdaline Dip.Art
WILLIAMS, Helen Margaret Dip.Art
WOLFENDEN, Brian William Dip.Art
WYPER, Christine Gayle Dip.Art

Graduate Diploma in Education (Secondary Education)

ANDERSON, Barbara Lea Dip.Art
ANDREW, Carole Anne Dip.Art
BALLARD, Susan Marie B.A. (N.C.E.)
BEATTIE, Keith Richard B.A. (N.C.E.)
BEZLER, Stephen Bruce Dip.Art
BEFF, Francis Joseph B.A. (N.C.E.)
BIRD, Susan Dorothy B.A. (N.C.E.)
BLANCH, Vicki Karen B.A. (N.C.E.)
BRODIE, Rosaline Elizabeth B.Sc. (N.C.E.)
BROWN, Wincorne Biscombe Dip.Art
BUCKLEY, Elizabeth Anne B.Com. (N.C.E.)
BUDDEN, Carolyn Gale B.Sc. (N.C.E.)
BURGETT, Donald Earle B.Sc. (N.C.E.)
CALLAGHAN, Anthony John B.Sc. (N.C.E.)
CHAWNER, Alan Benjamin Dip.Art
Diploma in Art
ALCORN, Scott Raymond
ANDREWS, Carole Anne
ANDERSON, Warwick Hugh
BROWN, Winsonine Elsie
BRUDERLIN, Christine
CARKIN, Gayne
CHISHOLM, Joanne Kay
COPPER, Gillian Elizabeth
COWLING, Jacqueline Anne
DAVIS, Bernice Joan
DUNN, Anthony John Bennett
FOOD, Trevor Edmund
HOWELL, Andrew John Angel
LINDHOUT, Simone Elizabeth
LONGLEY, Dianne Clare
MCCOULHLIN, Briona Eliza
MCKIMMING, Geoffrey Peter
MAKAROFF, Alexander
MCCAHON, Ian
KELLAWAY, Susanne Joy
HALCROW, Colin
COGGAN, Jann Maree
CHUTE, Elizabeth
KELLY, Margaret Mary
BROWN, Scott
ALCORN, Trevor Edmund

Diploma in Teaching (Primary Education)
ABBRA, Kathryn Edith
ADAM, Bruce Michael
ADAMS, Brian Alwyn
ALFRED, Linda Elaine
ALLAN, Robin John
ANDREWS, Ruth Mary
BAILEY, Dinah Irene
BAILEY, Steven John
BANCOFF, Dianne Janeenec
BARSNA, Deborah Anne
BARRY, Kathleen Mary
BEARD, Lorraine
BELL, Deborah Anne
BEWLEY, Alfredine
BIRREL, Brian Francis
BOWYER, Meredith Carol
BRACKEN, Rhonda Denise
BRANCH, Helen
BRANDON, Katherine Frances
BREWSTER, Paul Newton
BROCK, Irene Margaret
BRYANT, Geoffrey
BUDSWORTH, Angela
BURGESS, Alexandra
BURNS, Jenny Lynn
BURROWS, Susanne Lee
CADDIS, Rhonda Lorraine
CALLAGHAN, Philip Adrian
CALVERT, Sandra Joy
CAMBRIDGE, Rosemary Adele
CAREY, Kathryn Martin
CAROLAN, Margaret Mary
CARTER, Richard John
CASHMERE, Suzan Dawn
CHAMBERS, Jillian Margaret
CHAMBERLAIN, Belinda Ann
CHANNELLS, Michael Gregory
COLLYER, Ros William
COMLIN, Jennifer Ann
CONDRAN, Charmain Janice
CONNOLLY, Jennifer Margaret
CONNOR, Daniel Peter
COOK, Debra
COOMBS, Ross James
CORRIGAN, Peter Bruce
COUSINS, Diane
CREELMAN, Elizabeth Ann
CURLAN, Helen
CURLY, Jan Therese
CURRY, Lynda
CURTIS, Montagne Jan
DAVIDSON, Ava Therese
DAVIS, Lynn Elizabeth
DAVIES, Ruth Margaret
DAVIS, Jennifer Lynne
DYSTE, Jennifer
DOUGLAS, Lyn
DOUGLAS, Mark James
DOUGLAS, Paul Thomas
DRINKWATER, Jennifer Joy
DUNNE, Faye Margaret
DYBALL, Cheryl Anne
EAGLETON, Sally Lee
EDMOSIN, Kim Lynette
EDWARDS, Susan Maree
EGGELTON, Louise Kay
EGGINTON, Stephen Alan
ENGLE, Debra Anne
ERIKSSON, Sally Sue
FARDELL, Deborah Mary
FARR, Christine Jennifer
FEIGHAN, Carol Maree
FELTON, Roslyn June
FORSER, Carol Marjorie
FOSTER, Kathryn Mildred
FRAZER, Valerie Nesta
FROST, Philip Mary
GARDE, Isabel Grace
GRIFFY, Bovurn Mildred
GRIEHRL, Susan Therese
GROBSTER, Andre
HAGEMANN, Sharon Elaine
HAINING, Sue Ellen
HARPER, Cheryl Ann
HARRIS, Roslyn Jewel Ann
HART, Carol Anne
HARTH, Elizabeth Jean
HARVEY, Vicki Louise
HAWES, Amanda Joyce
HAWKINS, Sharon May
HAYDON, Janette
HEANLEY, Sue Marie
HEANEY, Margaret Carmel
HEILY, Lynette
HEINRICH, Julia Elizabeth
HESTETOW, Norma Joan
HENNY, Janis Elaine Joyce
HICKS, Geoffrey Austin
HILLER, Kathryn Rosina
HINNIS, Teresa Jean
HOBBIS, Janna Klara
HOLLAND, Ian Andrew John
HOLLIER, Patricia Ann
HOLMES, Elaine Jesse
HONZAK, Di Margaret
HOPWOOD, Beverly
HURL, Jennifer Anne
HURL, Denis James
HURL, Paul
HURRELL, Deborah Bernice
HURST, Dedra Gay
ILES, Margaret Gay
INGRAM, Dawn Irene
INNES, Margaret
IVES, Geoffrey Maurice
JACKSON, Elizabeth Anne
JACOBS, Jamie
JESSOP, Toni Theresa
JOHNSON, Jennifer Maree
JOHNSON, Patricia John
JOHNSON, Deborah Mary
JONES, David Iver
JONES, June Barbara
JORDAN, Steven Peter
JORD, Dianne Carol
KATEN, Deborah Ann
KEIRAN, Daniel Paul James
KELLY, Anne Maree
KELLY, Thomas Lance
KENDAL, Lynette Allison
KENDAL, Lynette Allison
KENT, Jodi
KNOTT, Jeannette Merie
KOURIL, Susan Jean
KULICHEWSKIJ Paul
LAI, Maureen Juliana
LAIRD, Carol Maree
LANDLANDS, Joanne Judith
LAVS, Dawn Margaret
LAVRE, Merran Rowena
LILLEY, Norman Alfred
LIG, Alana Jane
LORD, Joy
LORRIMAN, Christine Anne
LUCAS, Janice Margaret
LOVETT, Janet Evelyn
MACLEISH, Zelt Elizabeth
MCDONALD, Diane Maria
MCDONELL, Marie Therese
MACGREGOR, Stephen Andrew
MACGREGOR, Donna Gay
MACLENNIE, Lisa
MCLEAN, Merida Madge
MACLEAN, Julie Ann Marie
MAIDEN, Rosalie Dianne
MALEN, Caroline Ann
MANN, Jennifer
MARKOWNA, Deanna Maree
MARTELL, Karen Lyn
MURZIO, Jo-aine
MURRAY, Barry Colin Clarke
MAXWELL, Marilyn
MAY, Patricia
MERRICK, Joan Louise
MIDDLETON, Jennifer Ruth
MILLS, Malcolm Charles
MUNRO, Jeane Louise
MUNRO, Margaret Isabel
MORRIS, John Trevor
MORRISSEY, Susan Maree
MURRAY, Mark Anthony
MOXAY, Ruth Elayne
MOYLAN, Suzanne Frances
MULLEN, Peter Francis
MULLIGAN, Nancy Ruth
MUNRO, Keith Harold
MUSIE, Lynne Frances
MURRAY, Caire Kathleen
MURRAY, Stephen John
MURGROVE, Kristine Mary
NEWBIE, Anne Nora
NEWTON, Joyce
NICHOLS, Sharly Ann
NORRIS, Glennis Mary
NOTT, Judith Louise
O'BRIEN, Maureen Therese
O'BRIEN, Patricia Anne
OREILLY, Karyn Maree
OSGOOD, Dale Susan
O'GRADY, Jane
PAINO, Margaret Heathen
PATRILA, Richard Joseph
PEARLSON, Jo-Anne Kim
PEDDIE, Anne Elizabeth
PETRESEN, Fran Louise
PENNELL, Joanne Louise
PEPPER, Melissa Moriah
PERPOINT, Trudy Ann
POON, Marcilea Joyce
POON, Barbara
PROVOST, Gay

Diploma in Music Education
in association with the New South Wales State Conservatorium of Music.
ANDERSON, Maree Anita
CHUTE, Darryl Anthony
CHUTE, Elizabeth
COK, Ian Roy
DOUGAN, Jann Maree
FEENEY, Margaret Mary
FREEMAN, Susanne Joyce
GRANT, Paula Leslie
HALROW, Josephine Susan
HAMPSON, Margaret; Linda Ruth
HUEY, Dorothy Margaret
KELLAWAY, John Kenneth
KERSHAW, Ken
MCCABOH, Ian Frederick
NEALON, Margaret Lee
ORMAN, Monica Anne
PINKERTON, Gary Clive
PROBY-LEE, Evelyn Joyce
ROWLAND, Shane Ronald
ROZANSKI, Mary Ann
SAUNDERS, Elizabeth Rosemary
SNEDDON, Janet Pamela
Diploma in Teaching (Secondary Education)

ADAMS, Jenny
ALLAN, Howard Hall
ALLEN, Richard John
APANA, Kavet Pushpa
ARMSTRONG, Kay Alison
ASPINAL, Helen Louise
ATKINSON, Mary Matcolm
AUSTIN, Ann May
BAGLIN, Carol Lynette
BAKER, Laurence Edward
BAMBERG, Robert John
BARWICK, Dianne Kaye
BAYHAM, Raymond Paul
BEARD, Fredrick
BENNETT, Derek Anthony
BENNETT, Robert Evan
BEVAN, Robert John
BLACK, Vicki Gaye
BLANCH, Stephen Richard
BLAYDEN, Royden Henry
BOHME, Mark Robert
BOLLAND, Geoffrey William
BREWER, Douglas Carl
BRIDGE, Philip
BRIEN, Michael Robert
BROOK, Graeme
BROWN, Griselle David
BROWN, Julie Anne
BROWN, Roslyn Jeanne
BRUYN, Cherie Collette
BUCK, Michael
BUDDEN, Rick David
BULL, Lorraine
BUNN, Ngaire
BURGMANN, Philip Richard
BURRAS, Helen
CALLAGHAN, Angela Jayne
CAMPBELL, Peter James
CANAVALLE, Rosalba
CARRIGAN, Sally Anne
CECAY, People
CHAPMAN, Suzanne
CIZZO, Thea
CLAYTON, Kim Margaret
COTT, Janet Gail
COOPER, Kay Paul
COOPER, Margaret Jane
COOPER, Paul Michael
CORKER, Susan Margaret
COUTIER, Peter William
COX, Robert John
CRAG, Caroline
CROCKETT, Helen Jane
CROKER, Ian Russell
CURBIS, Pauline
CUMMINS, Darryl John
CUMMINS, Nick
DAN, Robert George
DANN, Nancy Elizabeth
DAVY, Mark
DEAK, Gregory Mark
DEBELLA, Jim
DEMBY, Jennifer June
DELANEY, Mark
DILORENZO, Franco Mark
DODDS, Jennifer Louise
DONEY, Aine
DUDEK, Alina Mary

DUGGAN, Kim Marie
DUGGAN, William John
DUGGAN, Anne Mona
DUGGAN, Barry William
DUDLEY, Barry James
DUDLEY, Andrew Edward
EDMANN, Trudi Jane
EDWARDS, Neville John
EDWARDS, Rodney James
ENDICOTT, Paul James
ENGSTED, Rodney
FARHAM, Krishna Kay
Faulkner, Therese
FAULK, Glenn Thomas
FENTON, Garry Raymond
FIELD, Greg
FISHER, Jennifer Kaye
FORD, John Lynette
FRANK, Malcolm Eric
GALLAUPH, Peter John
GAGLIO, John
GAMBRILL, Stephen Charles
GAMMON, Louise Maria
GARROCK, Stephen
GIBBON, Robert Dickson
GIBSON, Shane Michael
GILL, Pamella Fay
GILLET, Louise May
GODFREY, Debra Lee
GOLDING, Geoffrey Lawrence
GRAHAM, Paul
GRAY, Elaine Patricia
GREEN, Joanne Elizabeth
GREEN, Colin Philip
GRIP, Janet Louise
HALL, Rodney Francis
HARDY, Karen
HANDEL, Kay
HARROTH, John Lorraine
HARWOOD, Peter Michael
HARRIS, Roy Peter
HART, Vincent Edward
HASANIC, Karic Marc
HAWKIN, John Donald
HEFFERNAN, Peter John
HENRY, Glendon Bradley
HICK, Joseph
HILLERY, Michael Thomas
HINCH, Jennifer
HITCHCOCK, Sharon Maree
HOUGHTON, Stuart James
HOGAN, Peter Michael
HOGAN, Steven Rodney
HOLLAND, Paul
HOLLIER, Paul James
HORNE, Vernon John
HOWES, Gary Richard
HUNT, Paul Terence
JACOBSON, un
JACKSON, Paul Andrew
JONES, Ross Howard
KIDD, Debra Ann
KILLEN, Lorraine Gail
KILLEN, Richard
KING, Jim
KING, John
KING, Paul
KING, Paul
KIRKPATRICK, Paul
KIRKLEY, John
KUBEL, Lorraine
KUBER, Paul
KUGLER, Martin
KULLER, Caroline
KUMMER, Steve
KURTE, Fran
KUSCHE, Paul
KURTZ, Stephen
LADEN, Paul
LADD, Richard
LANNON, Paul
LAPSLEY, Lesley
LAPLANE, John
LARBERT, Michael
LAWRENCE, Jody
LAWSON, Peter
LAWSON-LINDSAY, Lesley
LE, Richard
LEEDS, John
LEEMAN, Allan
LEIN, Kevin
LENNON, Paul
LENNOX, Peter
LEV, Richard
LEVIE, Thomas
Lewin, Helen
LILLEY, Charles
LIMEY, Mark
LINDSAY, John
LISI, Richard
LJUBIC, Richard
LLOYD, Jane
LOFFL, Nick
LOCKETT, Julie Ann
LOM, Peter Thomas

LUCAS, Mark Stephen
LYNCH, Richard Thomas
LYONS, Nenda Ellen
MCMILLAND, Leslie
MCCOSKER, Timothy John
MEAN, Lorna Adele
MCINTYRE, Penelope Anne
MCLENNAHAN, Jennifer Lee
MCLUCKIE, Mark Andrew
MACPHERSON, John Gerard
MAHDELEA, Wayne Douglas
MAHER, Loreta Mary
MAHON, Terry Frank
MANN, Geoffrey Francis
MAPSONE, Stephen George
MARGERISON, Larry
MARKHAM, Michael Joseph
MARTIN, Wendy Margaret
MARTIN, John
MASON, Geoff
MATHIESON, Peter James
METCALFE, Peter Raymond
METH, Carolin Ann
MILGATE, Kenneth Ian
MILL, Paul
MOORCROFT, Ian John
NELSON, Jordell Elizabeth
NEVILLE, Linda Louise
NEVIN, David Wayne
NORTHAM, Jannette Nield
O'BRIEN, Mary-Ragna Therese
O'BRIEN, Michael Thomas
OWEIL, Gerard William
O'NEILLSHANNESY, Edward Brian
PEATIE, Christopher
PHILLIPS, Peter Noel
PICKTON, Robert Carl
PETERS-BLUNDELL, Peter Maxwell
POWELL, Bruce Stephen
PRIESTLEY, Neville John
PRIOR, David John
PULLEN, Gregory Charles
QUEALE, John Fenton
RANKEN, John Matthew
REELF, Janice Elizabeth
RICKERT, Pamela Joy
RIGG, Robert John
RILEY, Gregory William
RINGEVAL, Raymond Joseph
RIPPON, Stephen
ROBERTSON, Mandy Lee
ROBINSON, Wayne Gregory
RUDD, Anthony
RUMFORD, Glenn
RUNDLE, Alan Gordon
RUDER, Terry Lyne
SAGE, Jennifer Gail
SADZANOFF, Tommy
SCHMARR, Nolaire Frances
SCOTT, Stephen James
SECKOLD, John Gregory
SELLAR, Karen Patricia
SHEARD, Kim
SIPPLE, Peter John
SKINNER, Michael Alan
SKRYM, Kim Maroos
SMITH, Ian Russell
SMITH, Leon Wayne
STEVENSON, Laurence Elizabeth
STEWART, Robert John
STRACHAN, Neil Geoffrey
SUKER, Robert James
SWALEY, Philip Leslie
SWINTON, Judith Ann
TALBOT, Ronale
TAPE, Gregory Gordon
TAYLOR, Warren Bruce
TERRILL, Raymond William

166
Prizes

College Prize for Art Education: CONNOR, Johanne Ruth.

The New South Wales Department of Education Prize: GODBE, Debra Lee.

Infants Mistresses Association Prize: ROSE, Ellen Isabel.

Norah Doyle Prize for Final Year Psychology: MONEFF, Edward Alexander.

A. D. Remmer Prize for Year III Education (Age.): WOODFORD, Melodie Gal; ROZENBERG, Bashie.


J. W. Slaves Prize for Diploma in Education (Secondary): LOVE, Eileen Anne.

The Hugh Turner Prize for English: McLOUGHLIN, Jennifer Evelyn.

The George Hutchinson Memorial Prize for Final Year Drama: Not Awarded 1978.

D. Burton Prize for Home Science/Fabrics: KAY, Joanne Louise.

The Laela Wattle Prize for Textiles: MELICHAR, Edith Louise.

College Prize for Home Science/Fabrics: O'CONNOR, Claire.

Hunter Region Home Science and Textiles Teachers Association Prize: MELICHAR, Edith Louise.

The Frances Baker Prize for Home Science: KAY, Joanne Louise.

Institute of Industrial Arts Prize: B.Ed. Industrial Arts Course: TOLLEY, Colin Herbert.

Institute of Industrial Arts (Newcastle Branch) Prize: Industrial Arts Course Year II: HERFURTH, Gerhard William.

Institute of Industrial Arts (Newcastle Branch) Prize: Industrial Arts Course Year I (Age.): CROSS, Vincent Joseph; CUTCHER, Stuart James.

AIM - NCAE Prize in Materials Science: ADCOCK, Kim John.

The Colin C. Doyle Memorial Prize for Mathematics: SCHMARR, Nostere Francine.

College Prize for Music: KERSHAW, Kerrie Ant.

The Keith Npake Memorial Prize (Consortium of Music Prizes): GRANT, Paula Leslie.

Special Prize for Contribution to Music Within the College: Not Awarded 1978.

The H. W. Gillard Prize for Physical Education: CODY, Janet Gay.

College Prize for Science: VAN EMIDEN, Amanda Judith.

College Prize for Social Sciences: MCGILL, Timothy John.

New South Wales Bank Prize for Final Year Commerce: CROKER, Ian Russell.

New South Wales Bank Prize for Second Year Commerce: DODDS, Christine Hazel.

New South Wales Bank Prize for First Year Commerce: ASKEW, Prudence Ann.

The Newcastle Public Library Local History Award for Newcastle C.E. Students: WINSPEAR, Julie Maree.

The John Aviscombe Memorial Prize: McKEEWHAM, Geoffrey Peter.

The Hunter Region Sculpture Society Prize: HARRISON, Maureen Mary.

Fordel Prize: HERBERT, Joanne Helen.

Signor Aldo Rubbo Prize for Final Year Art: NOWLAN, Lorraine Anne.

Sydna Leslie Memorial Prize: ROZENBERG, Bashie.