The Calendar was first published in 1949.

The Arms

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

Vert a base composed of Rocks proper a broken Chain in less 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".

ISSN 0313 - 3389
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Contents of Calendar

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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 October 1, 1974 and is governed by a Council established under the Colleges of Advanced Education Act (1975) of New South Wales. The College achieved full corporate status upon the gazettal of its by-law on February 26, 1977 and the reconstitution of its Council from April 1, 1977.

Newcastle, with an urban population of 280,000, is the second city of New South Wales. It is a major Australian seaport, a centre of heavy industry and services the rich Hunter Valley region (total population 443,000), a noted wine producing area. The city and district is well endowed with beaches, lakes, tourist resorts and an attractive hinterland.

The College's primary emphasis is in the field of teacher education in which it provides a wide range of courses in a variety of specialist fields at degree, diploma and graduate diploma levels. The College's diversification of its academic programmes commenced in 1975 when it assumed responsibility for the Fine Arts diploma courses, formerly offered by the Department of Technical and Further Education at the Newcastle branch of the National Art School and full responsibility for the Diploma in Art (Education) courses formerly offered in association with that department.

The College has continued its diversification into many fields and a full list of courses is at the end of this Introduction.

The College occupies extensive, modern, well-appointed buildings in an attractive natural bushland setting of some 24 hectares at Waratah West, adjacent to the University of Newcastle and 11 kilometres from the city of Newcastle. Stage 1 of the complex was opened to the public in March, 1977 and Stage 2 in February, 1978. The College's Academic buildings are equipped for exemplary training, both capital and recurrent, granted under the Colleges of Advanced Education Act.

A corporate college of advanced education established under the Colleges of Advanced Education Act has perpetual succession, a common seal, may take legal proceedings and may be made subject to all the ordinary laws of the land and, in particular, that a body corporate, by law, may do to further the purposes for which it is established. The College is governed by a corporate body established to upgrade their qualifications.

- Proposed courses are subject to approval by the NSW Higher Education Board.

Bachelor of Education (Industrial Arts, Physical Education, Home Science/Textiles), for holders of an appropriate Diploma in Teaching.

Course proposals for introduction in 1981:

Bachelor of Education (Primary, Secondary, Early Childhood) for teachers with appropriate initial training.

Bachelor of Education (Industrial Arts, Physical Education, Home Science/Textiles), for holders of an appropriate Diploma in Teaching.
### JANUARY

<table>
<thead>
<tr>
<th>Date</th>
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<tbody>
<tr>
<td>1</td>
<td>Thur  Public Holiday - New Year's Day</td>
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<td>9</td>
<td>Fri   Last day for lodgement of request for review of 1980 Annual and First Semester Examination results. Last day for lodgement of re-enrolment forms.</td>
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<td>Mon   Special Examinations begin.</td>
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<td>16</td>
<td>Fri   Newcastle Show Day (to be confirmed).</td>
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<td>26</td>
<td>Mon   Public Holiday - Australia Day.</td>
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### FEBRUARY

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<td>9</td>
<td>Mon   Last day for lodgement for request for review of 1980 Special Examination results.</td>
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<td>Fri   Last day for lodgement for request for review of 1980 Special Examination results.</td>
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<td>27</td>
<td>Fri   Last day for withdrawal without failure from a Semester one module/course.</td>
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<tr>
<td>30</td>
<td>Mon   Good Friday.</td>
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<td>31</td>
<td>Tues  Easter Monday.</td>
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### MARCH

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<td>1</td>
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<td>2</td>
<td>Mon   First Semester begins. Last day for enrolment in a module. Last day for enrolment in a full year subject.</td>
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<td>Mon   Last day for payment of fees.</td>
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<td>11</td>
<td>Mon   First Semester Break begins.</td>
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**JUNE**

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- **First Semester Break ends.**
- **Public Holiday - Queen's Birthday (to be confirmed).**
- **First Semester Examinations begin.**
- **Practicum commences.**
- **Last day for withdrawal without failure from a full-time course or full year subject.**
- **Second Semester Break begins.**
- **Orientation Week commences.**

**AUGUST**

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- **Second Semester begins.**
- **Last day for enrolment in a module.**
- **Second Semester Break ends.**
- **Last day for withdrawal without failure from a Semester two module/course.**

**SEPTEMBER**

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- **Public Holiday - Eight Hour Day**
- **Last day for withdrawal without failure from a Semester two module/course.**
12 Mon
13 Tues
14 Wed
15 Thur
16 Fri
17 Sat
18 Sun

19 Mon
20 Tues
21 Wed
22 Thur
23 Fri
24 Sat
25 Sun

26 Mon
27 Tues
28 Wed
29 Thur
30 Fri
31 Sat

NOVEMBER

1 Sun
2 Mon
3 Tues
4 Wed
5 Thur
6 Fri
7 Sat
8 Sun

9 Mon
10 Tues
11 Wed
12 Thur
13 Fri
14 Sat
15 Sun

16 Mon
17 Tues
18 Wed

19 Thur
20 Fri
21 Sat
22 Sun

23 Mon Second Semester Examinations begin.
24 Tues
25 Wed
26 Thur
27 Fri
28 Sat
29 Sun

30 Mon

DECEMBER

1 Tues
2 Wed
3 Thur
4 Fri
5 Sat Second Semester Examinations end.
6 Sun

7 Mon
8 Tues
9 Wed
10 Thur
11 Fri
12 Sat
13 Sun

14 Mon
15 Tues
16 Wed
17 Thur
18 Fri
19 Sat
20 Sun

21 Mon
22 Tues
23 Wed
24 Thur
25 Fri Public Holiday - Christmas Day.
26 Sat
27 Sun

28 Mon Public Holiday - Boxing Day (to be confirmed).
29 Tues
30 Wed
31 Thur

Principal Dates 1982

JANUARY
8 Fri Last day for lodgement of request for review of 1981 Annual and Second Semester Examination results.
11 Mon Special Examinations begin.
15 Fri Special Examinations end.

FEBRUARY
12 Fri Last day for lodgement of request for review of 1981 Special Examination results.

MARCH
1 Mon First Semester begins.
Officers of the College
(at November 1, 1980 unless otherwise stated)

Officers of the College
(An including Principal, Assistant Principal, Heads of School, Heads of Division, Registrar)

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Honorary Fellow of the College 19

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Officers of the College

Principal:
Edward RICHARDSON, BSc, PhD, PCertEd(London)

Assistant Principal:
Douglas Rex HUXLEY, BA, LibB(New England), MA, PhD(Newcastle)

Head of School, Education:
Appointment pending

Acting Chairman of the School Board and Head,
Division of Primary and Special Education:
Harold Bruce LINDSAY, BA, ME6(Sydney), PhD(New England), MAC

Head, Division of Secondary and Further Education:
John James GRADY, BA(New South Wales)

Head of School, Visual and Performing Arts:
Appointment pending

Acting Chairman of the School Board:
Graham John GILCHRIST, AID, DipCSAD(Sculpture) BA(London)

Head of School, Paramedical and Community Welfare Studies:
Appointment pending

Acting Head of School:
Raymond Lewis HODGINS, BSc(New South Wales), ASTC, BEdStudies(Newcastle), MAC

Registrar:
John David TODD, BCom(Newcastle), AASA

Bursar:
Colin Fergus Stanley FITZGERALD, BSc(Tasmania), AASA, FAMI

Members Appointed by the Minister for Education:
Francis Bruce BENSLEY, BSc, DipEd(Sydney), MAC

Professor Alexander John CARMICHAEL, CBE, BE, PhD(New South Wales), ASTC, LEng, FIAust, FIMechE(London), MASCE(New York), MSESA(New York), FRS(A) and FRCSNZ(Auckland)

Members Appointed by Members of the Academic Staff:
Raymond Lewis HODGINS, BSc, ASTC, BEdStudies(Newcastle), MAC

Members Elected by Members of the Academic Staff:
John James GRADY, BA(New South Wales)

Member Elected by Members of the Non-academic Staff:
Graeme John PARKINSON

Members Elected by the Students of the College:
Sue HAE FINN

Secretary to the Council:
John David TODD, BCom(Newcastle), AASA

The Council

* The term of office of the appointed members and of all elected members of the Council expires on March 31, 1981.

President:
Leslie GIBBS, AM, BEM, FAMI

Vice President:
Professor Alexander John CARMICHAEL, CBE, BE, PhD(New South Wales), ASTC, LEng, FIAust, FIMechE(London), MASCE(New York), MSESA(New York), FRS(A) and FRCSNZ(Auckland)

Members Appointed by the Minister for Education:
Francis Bruce BENSLEY, BSc, DiplEd(Sydney), MAC

Professor Alexander John CARMICHAEL, CBE, BE, PhD(New South Wales), ASTC, LEng, FIAust, FIMechE(London), MASCE(New York), MSESA(New York), FRS(A) and FRCSNZ(Auckland)

Members Elected by Members of the Academic Staff:
Raymond Lewis HODGINS, BSc, ASTC, BEdStudies(Newcastle), MAC

Members Elected by Members of Council:
Margaret MARKS, DNE, DNCCollege of Nurses, FCN(New South Wales), FCNA

Professor Charles Cyril RENWICK, MEd(Sydney)

Assistant Principal:
Douglas Rex HUXLEY, BA, LibB(New England), MA, PhD(Newcastle)

The Rt. Revd. Alfred HOLLAND, BA, ThDip(Doxford)

James Alwyn REEVES, BSc, DiplEd(Sydney), DiplBusStudies(Newcastle)

The Rt. Revd. Paul SIMMS, DCL

Kathleen Prescot STEWART, BA(Queensland)
Council Committees

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. Ellyett, (Chairman)
Mr. K. R. Adamthwaite
Mr. F. B. Bjornstad
Mr. R. L. Hodgins
Dr. D. R. Huxley
Miss M. Marks
The Rt. Rev. Mgr. P. Simmons

Finance, Management & Personnel Committee:
Mr. J. R. Foster, (Chairman)
Professor A. J. Carmichael
Mr. T. H. Dunn
Miss J. J. Grady
The Rt. Revd. A. C. Holland
Professor C. C. Renwick
Mr. C. M. Willoughby

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

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

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

Standing Committee:
President
Vice President
Principal
Chairmen of sub-Committees:
Academic
Finance, Management & Personnel
Legislative
Properties & Grounds

Chairman: Dr. E. Richardson
Vice Chairman: Dr. D. R. Huxley
Head of School:
Vacant
Vacant

Head of Division:
Mr. J. J. Grady
Dr. D. R. Huxley

Heads of Department:
Mr. J. W. Cramp
Miss J. E. Ferguson
Mr. T. J. Fullerton
Mr. G. J. Glighrist
Dr. J. Miles
Dr. P. D. O'Connor
Dr. B. R. Parsons
Mr. T. J. Shandy
Mrs. E. A. Smith
Dr. A. O. Taylor
Mr. R. J. Whitbread
Mr. L. G. Young
Vacant
Vacant

Member appointed by N.S.W. State Conservatorium of Music (Newcastle Branch):
Mr. M. Duigan

College Librarian:
Miss J. Blatchford

Members Elected by Academic Staff:
Mr. J. J. McIvor, (Chairman)
Mr. A. W. Curry
Mr. J. M. Graham
Mr. R. L. Hodgins
Mr. W. R. Maley
Mrs. M. M. Vaile

Service Centre:
Instructional Media Unit:
Mr. K. Davey

Members Elected by the Student Body:
Ms. C. Anderson
Mr. L. S. C. Edmonds
Mr. R. H. Elliot
Mr. R. L. Hodgins
Mr. W. R. Maley
Mrs. H. M. Vaile

Members by Invitation:
Miss B. Anderson
Mr. J. Mactardy

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

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

Research Committee:
Dr. J. Miles, (Chairman)
Mr. S. J. Blevidge
Mr. A. L. Hodgins
Dr. D. O'Connor

Admissions Committee:
Dr. H. S. Lindsay, (Chairman)
Mr. J. W. Cramp
Mr. C. J. Glighrist
Mr. W. R. Maley
Mr. R. J. Whitbread
Vacant
Vacant

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

External Studies Committee:
The Director of External Studies, (Chairman)
Dr. W. I. Cook
Mr. J. M. Graham
Mr. R. E. Haines
Mr. R. D. Hainlen
Mr. K. A. Lahey
Mr. J. R. Nyman
Dr. B. R. Smith
Dr. 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. Weil

Timetable Advisory Committee:
Timetable Officer, (Chairman)
Mr. D. E. Corney
Mr. J. Gill
Mr. R. L. Hodgins
Mr. M. J. Williams
Mr. N. H. Wright

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

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

College Planner:
W. G. Collins, BA(Sydney), FRAMA, RIBA

Administrative Officer (Staffing Services):
R. Verdon

Public Relations Officer:
K. C. Powell

Systems Analyst/Programmer:
B. G. Regan, BSc, DipEd(Sydney), Dip CompSc(Newcastle)

Computer Programmer:
Miss. K. Ban, BSc(Johannesburg)

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

Administrative Assistants:
Secretariat:
Carolyn J. Fardon, BA, DipEd(Sydney)
Jeanne M. L. Brown, BA, DipEd(Sydney)
Allison A. Pearson, BA, DipEd(Newcastle)
Judith Wallom, BA(Newcastle), DipEd in Developing Countries

Examinations:
Violet M. Roberts

Executive Administrative Assistant:
Georgette L. Whitton, BA(Australian National University)
DipEd(New South Wales)

Publications:
Elaine Walker

College Accountant:
G. A. Searies, AASA

Staffing Services:
Helen R. Porr

Budget Officer:
Appointment Pending

Salaries:
R. J. Sailer

Properties:
V. G. King, AAIM, MISTO

Purchasing and Supply:
D. Heggart

Instructional Media Unit:
Senior Vocational Officer
R. K. Davey

Maintenance Supervisor:
F. J. McEnearnay

Resident Caretaker:
I. Auld

Gardener Tradesman:
T. Coonciles

Library Staff

College Librarian:
John Batchford, BA(Sydney), DipEd, ALAA

Technical Services:
Senior Librarian: Robyn M. Emanuel, BA(New South Wales), ALAA
Lynette F. Finken, BA(Newcastle), Dip Lib(North South Wales), ALAA
Marlene Edman, ALAA(Parliament)
Brian Evans, BA(Newcastle), Dip Lib(North South Wales), ALAA
Noeline King, ALAA(Parliament)
Robyn D. Masterson, ALAA

Reference Services:
Senior Librarian: Jennifer M. Scobie, BA, DipEd(Sydney), ALAA
Jane E. Scott, BA(New England), DipEd(Sydney), ALAA
Helen Lloyd
Marlyn Wrigstaff, ALAA

Evening Opening: Joan Weber, ALAA
Susan West, ALAA

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

Honorary Fellow of the College

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

Honorary Associates of the College

1976: Edward Albury Crago, BSc(Sydney)

Honorary Degree of the College

Bachelor of Education (Industrial Arts):
1986: Walter Eli Wilcox, MIA

Counsellor

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

Education Research Officer

H. Margaret Clark, MSc(Newcastle)
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.

**Function of Boards of Studies** - under the leadership of a Head of School, the Boards of Studies may be established by the School Board to administer a particular course or cluster of courses.

(i) Each School shall be administered by a School Board comprised of:
(a) the Head of School (chairman);
(b) Heads of Division within the School (if applicable);
(c) Course Directors (ex officio);
(d) one elected representative from each appropriate academic department;
(e) one representative from each appropriate service centre;
(f) student members in accordance with the Rules governing student membership on School boards.

(ii) Each School Board shall be given the authority of the College Council to determine the academic structure within its School, subject to ratification by the Academic Board and Council.

(iii) Divisions of a School shall be established by the School Board (with the assent of Academic Board and Council) where it is deemed to be necessary to subdivide the academic administration in a large school.

(iv) Boards of Studies may be established by the School Board to administer a particular course or cluster of courses.

**Government of Schools**

(i) Each School shall be administered by a School Board comprised of:
(a) the Head of School (chairman);
(b) Heads of Division within the School (if applicable);
(c) Course Directors (ex officio);
(d) one elected representative from each appropriate academic department;
(e) one representative from each appropriate service centre;
(f) student members in accordance with the Rules governing student membership on School boards.

(ii) Each School Board shall be given the authority of the College Council to determine the academic structure within its School, subject to ratification by the Academic Board and Council.

(iii) Divisions of a School shall be established by the School Board (with the assent of Academic Board and Council) where it is deemed to be necessary to subdivide the academic administration in a large school.

(iv) Boards of Studies may be established by the School Board to administer a particular course or cluster of courses.

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, shall be comprised of:
(a) the Head of Division (chairman) - (if applicable);
(b) the Head of School (ex officio), who shall be chairman in the absence of a Head of Division;
(c) the appropriate Course Directors;
(d) the appropriate Programme Co-ordinators;
(e) one elected representative for each academic department servicing the School and not already represented by a Course Director or Programme Co-ordinator;
(f) student members in accordance with the Rules governing student membership on Boards of Studies.

(v) Where a Board of Studies administers a cluster of courses. Course Committees shall be established in each academic area in which a College academic award is sought by students.

Each Course Committee where established separately from the Board of Studies shall be comprised of:
(a) the Course Director (chairman);
(b) the Head of School and Head of Division (ex officio);
(c) Programme Co-ordinators (ex officio);
(d) members of relevant specialist academic staff elected to the Course Committee under a policy determined by the School Board;
(e) other members of the academic staff elected to the Course Committee under a policy determined by the School Board;
(f) up to three external specialists in the vocation as determined under a policy of the School Board;
(g) student members in accordance with the Rules governing student membership on Course Committees.

(vi) Where a Board of Studies functions also as a Course Committee, the composition is:
(a) Chairman: Head of School or Head of Division where applicable.
(b) Ex officio: Course Directors; Programme Co-ordinators; Heads of School where applicable.
(c) Elected: Representatives of Departments providing at least one module compulsory for or peculiar to students in the course. Members of Academic Staff; Students.
(d) Up to three external specialists in the vocation unless otherwise determined by the School Board.

(vii) Where a Joint Board of Studies is established, its composition shall be:
(a) Chairman (acceptable to the co-operating institutions);
(b) an agreed number of members not fewer than three from each co-operating institution (NCAE membership must include any relevant Course Director and Programme Co-ordinator); and
(c) students.
Function of School Boards

The School Board shall:

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

Function of Boards of Studies

Each Board of Studies shall:

(i) assist in the supervision of courses and encourage and promote studies in its area of responsibility;
(ii) establish a Course Committee in each academic area associated with the responsibility of the Board leading to academic awards of the College;
(iii) after consideration of recommendations from Course Committees, determine, within the general requirements set by the School Board, the details of courses within its charter;
(iv) deal with any matter referred to it by the School Board;
(v) submit to the School Board at the end of each academic session, reports on each student's total academic performance and make recommendations relative to progression in the course;
(vi) deal with any matter referred to it by its Course Committee;
(vii) exercise such other duties and powers related to course development as may from time to time be delegated to it by the School Board.

Function of Course Committees

Course Committees shall be established as committees of advice to Boards of Studies, and shall:

(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.
# The School of Education

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**Diploma in Teaching**
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The School of Education

A number of undergraduate and postgraduate courses are offered by the College within the School of Education leading to the following awards:

Undergraduate courses:
- Diploma in Teaching (in Early Childhood Education)
- Diploma in Teaching (in Secondary Education)
- Diploma in Teaching (in Technical Further Education)
- Diploma in Teaching (in Physical Education)
- Diploma in Music Education
- Bachelor of Education
- Bachelor of Science
- Bachelor of Education (Early Childhood)
- Bachelor of Education (Secondary Education)
- Bachelor of Education (Technical and Further Education)

Postgraduate courses:
- Diploma in Teaching
- Master of Education
- Master of Arts in Education
- Master of Business Administration
- Master of Science in Education
- Master of Education in Special Education
- Master of Education in Music Education
- Master of Education in Curriculum Development
- Master of Education in Educational Leadership

Diploma in Teaching

The courses of study leading to the award of the Diploma in Teaching are expected to provide general and vocational preparation for prospective teachers. Candidates will be expected to complete at least 72 credit points.

A. GENERAL PREPARATION, which is divided into:
- Part A-General Preparation
- Part B-Vocational Preparation

B. VOCATIONAL PREPARATION, which is divided into:
- Subject Content Studies
- Subject Content Studies (Special)

The program in Special Education includes the following Special Areas of Study:
- Special Education (General)
- Special Education (Secondary)
- Special Education (Primary)
- Special Education (Early Childhood)

Requirements for the Award of the Diploma in Teaching in Secondary, Primary or Early Childhood Education

Students are required to undertake a prescribed number of credit points to gain an award. All courses are based on a teaching year divided into two semesters. Candidates are expected to achieve a satisfactory performance in the Diploma in Teaching in Early Childhood. Primary and Secondary Education are generally expected to undertake at least six semesters of full-time study, and candidates for the Bachelor of Education, eight semesters of full-time study.

Course modules may be of one semester's duration or two semesters of duration. Those modules offered over one semester generally carry a credit point rating of 3, although some may have a credit point rating of 2 or 4. Modules are placed at levels ranging from 100 through to 300 in the undergraduate program to indicate relative levels of difficulty. Modules which relate specifically to the Bachelor of Education programmes are generally classified as being at the 400 level.

The postgraduate programmes of the College are of two distinct types. The programmes leading to the award of the Diploma in Teaching, for instance, are designed to provide pre-service teacher training to graduates of appropriate institutions while the postgraduate programmes leading to the award of an additional subject taught in schools. These Diploma in Education programmes are intended to provide further expertise to trained and experienced teachers.

The course of study leading to the award of the Diploma in Education is a full-time programme of study in either Primary Education or in one of the Secondary Education areas mentioned above, including Languages and Teacher Librarianship. A four semester part-time programme is available to candidates who wish to qualify as teachers in Technical and Further Education.

Courses of study in Curriculum Development, Mathematics, Science, and Special Education are available to candidates who wish to qualify for the award of the Diploma in Education, for instance, are designed to meet the special requirements of moderately and severely developmentally disabled children and the problems of the ethnic communities in the schools or to develop expertise in the teaching of handicapped children.

Candidates undertaking the course of study for the Diploma in Teaching (Secondary Education) may specialise in one of the following Secondary teaching areas: English, History, Home Science, Textiles Education, Industrial Arts Education, Music Education, Physical Education, Science, Social Studies, Technology, and Conservation of Music. The course is designed as a modular system, to give candidates choice and flexibility in the structuring of their courses and to achieve some degree of integration in the student population.

Candidates are expected to achieve a prescribed number of credit points to gain an award. All courses are based on a teaching year divided into two semesters. Candidates are expected to achieve a satisfactory performance in the Diploma in Teaching in Early Childhood, Primary and Secondary Education are generally expected to undertake at least six semesters of full-time study, and candidates for the Bachelor of Education, eight semesters of full-time study. Course modules may be of one semester's duration or two semesters of duration. Those modules offered over one semester generally carry a credit point rating of 3, although some may have a credit point rating of 2 or 4. Modules are placed at levels ranging from 100 through to 300 in the undergraduate program to indicate relative levels of difficulty. Modules which relate specifically to the Bachelor of Education programmes are generally classified as being at the 400 level.

The postgraduate programmes of the College are of two distinct types. The programmes leading to the award of the Diploma in Teaching, for instance, are designed to provide pre-service teacher training to graduates of appropriate institutions while the postgraduate programmes leading to the award of the Diploma in Education programmes are intended to provide further expertise to trained and experienced teachers.

The course of study leading to the award of the Diploma in Education is a full-time programme of study in either Primary Education or in one of the Secondary Education areas mentioned above, including Languages and Teacher Librarianship. A four semester part-time programme is available to candidates who wish to qualify as teachers in Technical and Further Education.

Courses of study in Curriculum Development, Mathematics, Science, and Special Education are available to candidates who wish to qualify for the award of the Diploma in Education, for instance, are designed to meet the special requirements of moderately and severely developmentally disabled children and the problems of the ethnic communities in the schools or to develop expertise in the teaching of handicapped children.

Candidates undertaking the course of study for the Diploma in Teaching (Secondary Education) may specialise in one of the following Secondary teaching areas: English, History, Home Science, Textiles Education, Industrial Arts Education, Music Education, Physical Education, Science, Social Studies, Technology, and Conservation of Music. The course is designed as a modular system, to give candidates choice and flexibility in the structuring of their courses and to achieve some degree of integration in the student population.
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 prepare specialist teachers 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 special interest and aptitude.

Studies in 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 the importance of involvement and parent education programmes, and field experience is gained in hospitals, preschools, day care centres, nurseries, special education centres, playgroups and government agencies.

Advanced Standing

Provision exists for teachers with suitable two years recognised 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 108 credit points distributed as follows:

PART A: GENERAL PREPARATION (72 credit points)

EDUCATION

15 credit points at least

One module must be in the area of Child Development

One module must be in the area of Curriculum

SUBJECT CONTENT (SPECIFIC)

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

(i) EDUCATIONAL STUDIES 3 credit points

MA151 - The Teaching of Elementary Mathematics

EN110 - The Teaching of Elementary English

(ii) EARLY CHILDHOOD 15 credit points

Children identified as being core for Early Childhood Education, included in the 300 level modules must be from at least 6 at 300 level

Core and Elective modules as recommended for Early Childhood Education

(iii) EARLY CHILDHOOD MODULi 15 credit points

Modules identified as being core for Early Childhood Education, including at least 6 at 300 level

SUBJECT CONTENT (GENERAL)

15 credit points minimum

Modules chosen can be from any modules offered under the following modules with the exception that at least 3 credit points must be gained in one of the following modules:

ES201 - Introduction to Multicultural Studies

ED203 - Health Education

ED205 - Social Awareness

MA251 - Mathematics and the Primary/Infant Child

SE200 - Learning Problems in the School: Recognition and Treatment

TOTAL: 72 credit points

PART B: VOCATIONAL PREPARATION (36 credit points)

THeory oF TEACHING SPECIFIC TO SUBJECT

20 credit points

Ten modules (2 credit points per module) in the following groups:

Group A

Art Education, Art History

Group B

Music Method, Music History

Candidates must choose one of the three Language modules:

LA109 - Teaching Ethnic Languages in the Primary School

LA111 - Teaching Languages Across Cultures

LA110 - Teaching Ethnic/Foreign Languages in the Primary School

Note

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

TOTAL: 36 credit points

NOTE

This is proposed to introduce in 1981 a Bachelor of Education (Early Childhood) for enrolment students. The course is subject to final approval by the Higher Education Board, which had not been received at the time of publication of this Calendar. If approval has not been received from the Higher Education Board by the start of the academic year then enroling students will undertake the following programme.

FOUNdATION Programme

Candidates for the award of the Diploma in Teaching in Early Childhood Education will be required to enrol in the following Foundation Programme in 1981. The Foundation Programme has been designed so that candidates may 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) PE100 - Principles and Practices of Teaching: 2 c.p.

Candidates will be streamed into either one or other of the following groups of Curriculum Studies.

GROUP A


SS110 - Social Studies Method: 2 c.p.

GROUP B

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

Inter-Semester Period

(i) Practical Teaching Experience: 2 c.p.

Semester II

(i) One of the following Education modules:

ED105 - Basic Issues in Education: 3 c.p.


OR

Any other modules which can be conveniently timetabled: 3 c.p.

(iii) One of the following modules from the band of required elective modules:

ES201 - Introduction to Multicultural Studies: 3 c.p.

ID202 - Design and Practice: 3 c.p.

ED205 - Social Awareness: 3 c.p.


OR

Any other modules which can be conveniently timetabled: 3 c.p.


(v) OR


(vi) Candidates will be streamed into either one or other of the following groups of Curriculum Studies.

GROUP A


PE110 - Physical Education Method: 2 c.p.


OR

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

GROUP B


SS110 - Social Studies Method: 2 c.p.

TOTAL: 36 credit points

COURSe mODULes

Core and Elective Modules recommended for Early Childhood Education

Candidates must select modules to the value of 18 credit points from the core and elective modules (see Subject Content—Early Childhood)

Core Modules:

EC035 - Child Development (Early Childhood): 2 sem.

EC036 - Innovative Early Childhood Education: 3 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.

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 at least 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 of Education

VOCATIONAL PREPARATION

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

ARCHITECTURE STUDIES
9 credit points

EDUCATIONAL STUDIES
9 credit points

MODERN LANGUAGES
9 credit points

PRACTICAL TEACHING EXPERIENCE
6 credit points

TOTAL: 36 credit points

PART B: VOCATIONAL PREPARATION (36 credit points)

GENERAL THEORY OF TEACHING
10 credit points

Five modules in Principles & Practices of Teaching

TOTAL: 72 credit points

SUBJECT CONTENT (GENERAL) 15 credit points minimum

Modules can be chosen from any modules offered under the heading 'General Preparation' with the exception that at least 3 credit points must be gained in one of the following modules:

E201 - Introduction to Multicultural Studies
E203 - Health Education
E205 - Social Awareness
MA251 - Mathematics and the Primary/Infant Child
SE200 - Learning Problems in the School: Recognition and Treatment

(Candidates who undertake Special Emphasis studies in Multicultural Studies, Mathematics or Special Education must undertake an alternative module.)

SUBJECT CONTENT (SPECIFIC) 42 credit points

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

(i) EDUCATIONAL STUDIES
9 credit points

(ii) MODULS IN PRIMARY SCHOOL TEACHING AREAS
15 credit points

Must be at least four of the following areas of the Primary school.

(a) English
(b) Mathematics
(c) Science
(d) Economics
(e) Social Studies
(f) Physical Education

(iii) SPECIAL EMphasis STUDY
18 credit points including at least 6 at 300 level.

Must be in one of: Art, Craft, English, Modern Languages, Mathematics, Music, Physical Education, Science, Social Studies, Multicultural Studies or Specialist Education.

TOTAL: 72 credit points

THEORY OF TEACHING SPECIFIC TO SUBJECT

Ten methodology modules in the following areas of the Primary school:

Art, Craft, English (two modules), Modern Languages, Mathematics, Music, Physical Educational, Science and Social Studies.

Candidates must choose one of three Modern Languages modules:

LA101 - Teaching German
LA110 - Teaching Ethnic Foreign Languages in the Primary School
LA110 - Teaching Ethnic/Foreign Languages in the Primary School

TOTAL: 36 credit points

PRACTICAL TEACHING EXPERIENCE
6 credit points

Three block practice teaching experiences mid-year.

TOTAL: 36 credit points
NOTE
It is proposed to introduce in 1981 a Bachelor of Education (Primary) degree. The course is subject to final approval by the Higher Education Board, which had not been received at the time of publication of this Calendar. If approval has not been received from the Higher Education Board by the start of the academic year then enrolling students will undertake a Foundation Programme.

FOUNDATION Programme
Candidates for the award of the Diploma in Teaching in Primary Education will be required to enrol in the following Foundation Programme 1981. 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) E0101 - 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
PE110 - Physical Education Method: 2 c.p.
LA110 - Teaching Ethnic Foreign Languages: 2 c.p.

Group B
SS110 - Social Studies Method: 2 c.p.

 TOTAL CREDIT POINTS 37

Semester II
(i) One of the following Education modules:
E0106 - Basic Issues in Education: 3 c.p.
E0206 - Principles in Curriculum Development: 3 c.p.

Any other module which can be conveniently timetabled: 3 c.p.

(ii) One of the following modules from the bank of required elective modules:
ID203 - Health Education: 3 c.p.
ID205 - Social Awareness: 3 c.p.

Any other modules which can be conveniently timetabled: 3 c.p.

(iii) EN120 - English Method: 2 c.p.


Candidates will be streamed into either one or other of the following groups of Curriculum Studies.

Core and Elective Modules recommended for a Special Emphasis Study in Mathematics
Core Modules:
MA106 - Making a Mathematics I
MA206 - Making a Mathematics II
MA251 - Mathematics Education Part IIA: Mathematics and the Primary/Secondary Child
MA351 - Mathematics Education Part IIB: Comparative Approaches 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 IB: Beginning French I
LA213 - French II: Beginning French II
LA308 - Languages 3A: Fundamental Issues in the Field of Language Learning

Elective Modules:
LA101 - French IB: French Language and Civilization
LA102 - German I: Introduction to German Literature
LA105 - German IB: Beginning German I
LA201 - French 2S: French Language and Civilization
LA202 - German 2L: Modern Film and Drama
LA203 - French 2L: French Literature
LA204 - German 2L: German Language and Society
LA206 - Learning a Second Language
LA215 - Bilingualism in the School
LA250 - German IB: Beginning German 2
LA302 - German 3L: Twentieth Century German Literature
LA303 - Fundamental Issues in the Field of German Language Learning
LA304 - German 3S: Language and Society

Core and Elective Modules recommended for a Special Emphasis Study in Music
Core Modules:
MU102 - Music and the Listener
MU107 - Listening Guitar
MU205 - Understanding Music
MU301 - Modern Approaches to Classroom Music - Orff and Kodaly Skills

Elective Modules:
MU105 - Music Making and Introduction
MU108 - Vocal Performance I
MU109 - Recorder and Renaissance Wind Instruments I
MU206 - Vocal Performance II
MU302 - Recorder and Renaissance Wind Instruments II
MU303 - Baro/Storms as Lifting Forces
MU305 - The Composer and his World: The Imaginative Romanticism of the Nineteenth Century
MU306 - Music in Early Childhood II
MU306 - Creative Music Making
MU307 - Learning Guitar
MU312 - Learning Viola
MU311 - Vocal Performance III
MU312 - Recorder and Renaissance Wind Instruments III

Core and Elective Modules recommended for a Special Emphasis Study in Physical Education
Core Modules:
PE110 - Community Recreation

Elective Modules:
PE101 - Foundations of Health Education
PE102 - Community Recreation
PE111 - Basic Games and Skill Strategies
PE201 - Factors Influencing Health
PE202 - Recreation Planning
PE204 - Tests and Measurements in Physical Education
PE206 - Introduction to Special Physical Education
PE210 - Special Education
PE211 - Movement Orientation
PE301 - Mental and Community Health (Diploma)
PE302 - Rehabilitation (BSc)
PE303 - Motor Learning (Diploma)
PE306 - Adapted Physical Education (Diploma)
PE310 - Perspectives in Physical Education
PE390 - Physical Education Research Paper (Diploma)

Core and Elective Modules recommended for a Special Emphasis Study in Social Studies
Core Modules:
SC102 - Physical Science for Non-Scientists
SC103 - Human Biosciences
SC101 - Physical Science
SC304 - Man and Environment II

Elective Modules:
SC101 - Environmental Physical Science
SC104 - Science and Society A
SC202 - Environmental Geoscience
SC305 - Man and Environment B

Core and Elective Modules recommended for a Special Emphasis Study in Multicultural Studies
Core Modules:
ES221 - Introduction to Multicultural Studies
ES208 - Ethnic Minorities in the Community and School
ES220 - Families in Modern Australian Society
ES330 - Education in the Multicultural Classroom

Elective Modules:
ES227 - The Immigrant in Australia
ES221 - Australian Religion
SS390 - Aboriginal Studies A
SS210 - Australian Studies B
LA210 - Bilingualism in the School
EN312 - Designing and Implementing Curricula for Disadvantaged Groups
EN318 - 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

Elective Modules:
SE204 - Classroom Management of Children with Learning Problems
SE209 - Developmental Disabilities
SE305 - Identification of High Risk Infant and Preschool Children
**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 126 credit points in modules relevant to the general and the vocational preparation of the prospective teacher.

In Semester 1 all candidates are required to enrol in a fixed Foundation Semester embracing the following modules:

**FOUNDATION SEMESTER**

(i) Education
- *ED107 - Special Theory (General)*

**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.
- 48 credit points in ENGLISH and HISTORY
  - 18 credit points in modules in English (6 at 100 level, 6 at 200 level, 6 at 300 level)
  - 18 credit points in modules in History (6 at 100 level, 6 at 200 level, 6 at 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 87-144. It will be apparent that some modules lead 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

### Industrial Arts Specialisation

**Subject to final approval**

To qualify for the award of the Diploma in Teaching in Secondary Education—Industrial Arts specialisation, candidates require a minimum of 126 credit points distributed as follows:

**PART A: GENERAL PREPARATION** (84 credit points)

- Education—15 credit points to include 3 credit points at 300 level
- Educational Studies—elective
- Subject Content Studies—69 credit points

**PART B: VOCATIONAL PREPARATION** (42 c.p.)

- **Theory**—24 credit points
  - General Theory—6 credit points
  - Theory Specific to Subject—18 credit points
- **Practical Experience**—18 credit points

### SEMESTER ONE

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Points</th>
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<tr>
<td>ED0105</td>
<td>Basic Issues in Education</td>
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<tr>
<td>PS115</td>
<td>Theory and Practice of Teaching</td>
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</tr>
<tr>
<td>IA110</td>
<td>Descriptive Geometry</td>
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<tr>
<td>IA112</td>
<td>Functional Design in Technology</td>
<td>3</td>
</tr>
<tr>
<td>IA150</td>
<td>Introduction to Industrial Arts Education</td>
<td>3</td>
</tr>
<tr>
<td>IA153</td>
<td>Teaching Techniques—Metal Lobbies</td>
<td>3</td>
</tr>
<tr>
<td>IA154</td>
<td>Teaching Techniques—Wood Lobbies</td>
<td>3</td>
</tr>
</tbody>
</table>

**Theory Specific to Subject**

- IA110: Descriptive Geometry
- IA112: Functional Design in Technology
- IA150: Introduction to Industrial Arts Education
- IA153: Teaching Techniques—Metal Lobbies
- IA154: Teaching Techniques—Wood Lobbies

### SEMESTER TWO

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Points</th>
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<tbody>
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<td>ED0102</td>
<td>Child Development (Adolescence)</td>
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<tr>
<td>IA110</td>
<td>Descriptive Geometry</td>
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<td>IA112</td>
<td>Functional Design in Technology</td>
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<tr>
<td>IA113</td>
<td>Engineering Science</td>
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</tr>
<tr>
<td>IA114</td>
<td>Engineering Mechanics</td>
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</tr>
<tr>
<td>IA115</td>
<td>Metal Techniques</td>
<td>3</td>
</tr>
<tr>
<td>IA120</td>
<td>Engineering Drawing Design</td>
<td>3</td>
</tr>
<tr>
<td>IA116</td>
<td>Metal Forming</td>
<td>3</td>
</tr>
<tr>
<td>IA117</td>
<td>Timber Fabrication and Basic Wood Turning</td>
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<tr>
<td>IA210</td>
<td>Engineering Design Drawing</td>
<td>3</td>
</tr>
<tr>
<td>IA211</td>
<td>Materials Science A</td>
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<tr>
<td>IA212</td>
<td>Building Construction and Wood Machining</td>
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<td>IA213</td>
<td>Design in Metal</td>
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<tr>
<td>IA214</td>
<td>Cabinet Making and Free Form Woodworking</td>
<td>3</td>
</tr>
<tr>
<td>IA218</td>
<td>Building Construction and Wood Machining</td>
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</tr>
</tbody>
</table>

### TYPICAL FLOW THROUGH THE MODULAR STRUCTURE FOR THE DIPLOMA IN TEACHING (SECONDARY EDUCATION) - INDUSTRIAL ARTS

**FOUNDATION YEAR**

All candidates will undertake the following fixed programme in their first year of study.

<table>
<thead>
<tr>
<th>Course Code</th>
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<th>Credit Points</th>
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<tbody>
<tr>
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<td>Basic Issues in Education</td>
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<tr>
<td>IA154</td>
<td>Teaching Techniques—Wood Lobbies</td>
<td>3</td>
</tr>
</tbody>
</table>

**Course Modules**

Descriptions of modules may be found on pages 87-144.
Diploma in Teaching in Secondary Education

MATHEMATICS SPECIALISATION

In order to qualify for the award of the Diploma in Teaching in Secondary Education—Mathematics specialisation, a candidate must gain a minimum of 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
   - MA102 - Calculus I
   - MA104 - Calculus IB
   - MA105 - Geometry I
   - MA202 - Applied Mathematics: Mechanics
   - MA204 - Computer Studies
   - MA210 - Matrices and Elementary Vector Spaces
   - MA211 - Theory of Number and Related Topics
   - MA212 - Retail Analyses

   Total: 27 credit points

(b) Elective modules
   - 5 modules of mathematics at the level of 200 or 300 level
   - 4 modules of mathematics at the 200 or 300 level

   Total: 27 credit points

N.B. Students enrolled in the Diploma in Teaching Secondary Education are excluded

(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.
   - PS120 - Principles and Practices of Teaching 1 2 c.p.
   - PS121 - Principles and Practices of Teaching 2 2 c.p.

   Total: 21 credit points

(b) Elective modules
   - One of: MA364 - Mathematics Education: The Slow Learner
   - MA355 - Mathematics Education: Senior Secondary Curriculum Studies

   Total: 3 credit points

   Grand Total: 24 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, for which the appropriate prerequisites are held.

FOUNDATION SEMESTER

In their first year candidates are required to study the following modules in Semester I:

MA101 - Algebra I
MA102 - Calculus I
MA104 - Calculus IB
MA105 - Geometry I
MA153 - Mathematics Education: Junior Secondary Curriculum Studies I
PS120 - Principles and Practices of Teaching in Education module
ED102 - Child Development (Adolescence)
ED105 - Basic Issues in Education

Course Modules Descriptions of modules may be found on pages 87-144.

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:

COARSE COMPONENTS

PART A: GENERAL PREPARATION (25 credit points)

(i) Education: Includes 3 credit points at 200 level: 15 credit points. See Note 1.
(ii) Educational Studies
(iii) Subject Content Studies
   - Special: Includes 9 credit points in PE at 300 level: 45 credit points. See Note 2.
   - General: 15 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 5.
   - (c) Practical Experience: 6 credit points. See Note 6.
   - (d) Simulation
   - (e) Practice in Field

NOTES IN EXPLANATION

NOTE 1. EDUCATION 15 credit points

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

1. Child Development (ED102)
2. Curriculum (ED206)
3. Sociology of Education (ED101 or ED302)

NOTE 2. SUBJECT CONTENT 21 credit points

1. The following MODULES OF STUDY ARE REQUIRED:
   PE100 - Foundations of Physical Education: 3 c.p.
   PE390 - Physical Education Research Paper (Diploma)
   MU110 - Music for Physical Education: 3 c.p.

2. Subject Content: 15 credit points

   (a) General: 6 credit points. See Note 4.
   (b) Specific to Subject: 21 credit points. See Note 5.
   (c) Practical Experience: 6 credit points. See Note 6.

NOTE 3. SUBJECT CONTENT STUDIES

(i) General: 6 credit points
   - Principles and Practice of Teaching
   - One Module 1 at 100 level: PS120: 2 c.p.
   - One Module at 300 level: PS330: 2 c.p.

NOTE 4. VOCATIONAL PREPARATION

(i) General: 6 credit points
   - Principles and Practice of Teaching
   - One Module 1 at 100 level: PS120: 2 c.p.
   - One Module at 300 level: PS330: 2 c.p.

NOTE 5. VOCATIONAL PREPARATION

(ii) Specific to Subject: 21 credit points

A minimum of twenty-one (21) credit points must be taken over the total study period in modules of study related to the theory and practice of teaching physical education activities.

To be taken from:

- PE161 - Teaching Basic Motor Movement/Physical Fitness: 3 c.p.
- PE152 - Teaching of Dance: 3 c.p.
- PE165 - Teaching of Games I: 3 c.p.
- PE166 - Teaching of Games III: 3 c.p.
- PE261 - Teaching of Dance/Gymnastics II: 3 c.p.
- PE263 - Teaching of Games III: 3 c.p.
- PE264 - Teaching of Athletics: 3 c.p.
- PE265 - Teaching of Aquatics

In PE145 and PE168 students may not repeat a major sport.

NOTE 6: VOCATIONAL PREPARATION

(i) Each academic year a period of four weeks must be spent on practice teaching in the school situation. In the first year this period will normally be taken in the Infant and Primary school situation. In later years the period of practice will be taken in Secondary schools.

(ii) Students are required to gain a minimum of 15 credit points in practice teaching in the school situation. In the first year this period will normally be taken in the Infant and Primary school situation. In later years the period of practice will be taken in Secondary schools.
### Foundation 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, will be able to structure knowledgeably their course from the second semester onwards.

All candidates in their first semester of enrolment will be required to undertake:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Points</th>
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<tr>
<td>ED102</td>
<td>Child Development (Adolescence)</td>
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<td>SC140</td>
<td>Biomechanics I</td>
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<td>SC141</td>
<td>Biology for Physical Education</td>
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<td>PE161</td>
<td>Teaching Basic Motor Movement/Physical Education</td>
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<td>PE162</td>
<td>Teaching of Dance</td>
<td>2</td>
</tr>
<tr>
<td>PS310</td>
<td>Principles and Practices of Teaching</td>
<td>2</td>
</tr>
</tbody>
</table>

The following modules are currently being reviewed by the Higher Education Board and subject to their approval may be available from 1981 onwards for continuing students.

- PE581 - Teaching of Physical Education
- PE582 - Recreation Field Work Orientation
- PE585 - Outdoor Education in Australian Schools
- PE586 - The Performing Arts in Recreation, 1
- PE593 - The Performing Arts in Recreation, 2
- PE596 - The Creative Arts in Recreation, 1
- PE599 - The Creative Arts in Recreation, 2

### Course Modules

Descriptions of modules may be found on pages 87-144.

### Science Specialisation

The Science Diploma course is a three-year course designed to prepare students to teach integrated Science at the junior and senior level and at least one of the strands of Biology, Chemistry, Geology or Physics at the senior level. In order to qualify for the award of the Diploma in Teaching in Secondary Education—Science specialisation, a candidate must pass at least 108 credit points.

The course is composed, in general, of semester modules which are grouped into two categories:

**PART A: GENERAL PREPARATION (84 credit points)**

- 6 credit points in each of Chemistry and Physics
- 6 credit points in Biology and/or Geology

**100 LEVEL:** (12 credit points)
- 12 credit points to be gained from any selection of Science modules at this level.

**200 LEVEL:** (18 credit points)
- Elective modules (at least 5 in Education, Science, Mathematics or any other area)—15 credit points.

**PART B: VOCATIONAL PREPARATION (24 credit points)**

- Block Practice—4 weeks in each year
- Principles and Practices of Science Education—2 semester modules in each year. This component is based on school and is intended to relate educational theory to the realities of the classroom and laboratory.
- A 200 level module “School Science Curriculum Evaluation” which is intended to bring the student into contact with Science curriculum development and Science educational research.

**200 LEVEL:** (25 credit points)
- 25 credit points in Block Practice
- 4 credit points in Principles and Practices
- 200 LEVEL: (5 credit points)
- 2 credit points in Block Practice
- 2 credit points in Principles and Practices
- 2 credit points in Curriculum Study Module

**300 LEVEL:** (2 credit points)
- 2 credit points in Block Practice
- 4 credit points in Principles and Practices
- 3 credit points in Curriculum Study Module

### Course Modules

Descriptions of modules may be found on pages 87-144.

### Diplomas in Teaching in Secondary Education

<table>
<thead>
<tr>
<th>Foundation Semester</th>
<th>Science Specialisation</th>
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</table>
Diploma in Teaching in Secondary Education

SOCIAL SCIENCES SPECIALISATION

To qualify for the Diploma in Teaching in Secondary Education—Social Sciences specialisation a candidate must gain at least 108 credit points distributed as follows:

PART A: GENERAL PREPARATION
(i) Education—15 credit points with at least 3 at 300 level
(ii) Elected modules inside or outside Social Sciences—15 credit points
(iii) Subject Content Studies—48 credit points over six semesters

100 LEVEL: minimum of 18 credit points
   Commerce—6 credit points
   Geography—6 credit points
   Social Sciences—6 credit points

200 LEVEL: minimum
   Within Commerce/Geography
   Social Sciences—12 credit points

The other 9 credit points shall be obtained in Social Sciences modules.

PART B: VOCATIONAL PREPARATION
(i) Special Theory
   (a) General

   100 LEVEL: PS140 - Principles and Practices of Teaching: 3 c.p.
   100 LEVEL: PS141 - Principles and Practices of Teaching: 3 c.p.

   (b) Specific to Subject

   100 LEVEL: Social Science Education — 3 credit points
   Geography Education—3 credit points
   Economics and Commerce Education—3 credit points
   300 LEVEL Interdisciplinary Approaches to Asian Social Sciences — 3 credit points

(ii) Practical Experience
Block Practice: 6 credit points over six semesters

FOUNDATION SEMESTER

All candidates must undertake the following programme in their first semester of enrolment:

ED102 - Child Development (Adolescence) 3 c.p.
PS140 - Principles and Practices of Teaching: 3 c.p.
SS120 - Social Science Education: 3 c.p.
SS151 - Consumerism and Society: 3 c.p.
SS160 - Physical Geography I: 3 c.p.
SS180 - Understanding Society A Comparative Family Studies: 3 c.p.

18 credit points

Course Modules
Descriptions of modules may be found on pages 87-144.
**Diploma in Teaching in Technical and Further Education**

In order to qualify for the award of Diploma in Teaching (Technical and Further Education) candidates must follow a part-time course of study for 2 to 5 years and gain a total of 108 credit points in components of the course which will contribute to their general and professional development as teachers. In general, 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:

<table>
<thead>
<tr>
<th>Pre-service</th>
<th>In-service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education</td>
<td>18</td>
</tr>
<tr>
<td>Professional Preparation</td>
<td>18</td>
</tr>
<tr>
<td>General Studies</td>
<td>6</td>
</tr>
<tr>
<td>Practical Experience</td>
<td>6</td>
</tr>
<tr>
<td>Special Method</td>
<td>8</td>
</tr>
<tr>
<td>TOTAL CREDIT POINTS</td>
<td>56</td>
</tr>
</tbody>
</table>

### Subject Content Studies

The remaining 49-52 credit points necessary to qualify for the award must be gained in Subject Content Studies which:

1. will be related to the candidate's field of teaching;
2. will be
   - (a) wholly formal studies to be undertaken in one or more approved institutions or programs; or
   - (b) 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.

Note: The requirements for Subject Content Studies will be reviewed in 1981. A proposal for Fashion Content Studies is subject to Higher Education Board approval.

### 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 substantial 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.
3. Completion of an appropriate study plan.
Diploma in Teaching (TAFE)

CORE PROGRAMME (PRE-SERVICE)

STAGE I

<table>
<thead>
<tr>
<th>Semester/Modules</th>
<th>Credit Points</th>
<th>Hrs. Per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>ET112</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>ET114</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>PR129</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>SV104</td>
<td>3</td>
<td>3 Variable</td>
</tr>
</tbody>
</table>

Semester II Modules

| ET115            | 3             | 2             |
| ET116            | 3             | 2             |
| PR130            | 3             | 2             |
| SV106            | 3             | 3 Variable   |

Full Year Modules

| ET101            | 4             | 2             |
| PT102            | 6             | 1             |

Course Modules

Descriptions of modules may be found on pages 57-144.

Diploma in Librarianship

The Diploma in Librarianship is a part-time 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
TL402 - Method, Organisation and Management for the School Library 2
TL403 - Advanced Reference and Research (1981) 2
TL404 - Resource Technology (1981) 2
TL405 - Curriculum Development, Design and Research 2
TL406 - Collection Building and Reading Guidance (1981) 2
ED350 - Educational Administration 2
ED351 - Sociology of Education 2

Course Modules

Descriptions of modules may be found on pages 87-144.

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

<table>
<thead>
<tr>
<th>Education</th>
<th>ED102 - Child Development (Adolescence) 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ED103 - Basic Issues in Education</td>
</tr>
<tr>
<td></td>
<td>Music Education</td>
</tr>
<tr>
<td></td>
<td>includes Principles and Practices of Teaching - PS125</td>
</tr>
<tr>
<td></td>
<td>MU120 - Music Education in the Primary School</td>
</tr>
<tr>
<td></td>
<td>MU121 - Introduction to Music Education in the Secondary School Years 7-10</td>
</tr>
<tr>
<td></td>
<td>PT125 - Teaching Experience</td>
</tr>
<tr>
<td></td>
<td>Education</td>
</tr>
<tr>
<td></td>
<td>ED203 - The Teaching/Learning Process (Adolescence) 2</td>
</tr>
<tr>
<td></td>
<td>ED206 - Procedures in Curriculum Development</td>
</tr>
<tr>
<td></td>
<td>Music Education</td>
</tr>
<tr>
<td></td>
<td>includes Principles and Practices of Teaching - PS225</td>
</tr>
<tr>
<td></td>
<td>MU220 - Music Education in the Secondary School - Non-Elective Classes A</td>
</tr>
<tr>
<td></td>
<td>MU221 - Music Education in the Secondary School - Non-Elective Classes B</td>
</tr>
<tr>
<td></td>
<td>English General Studies</td>
</tr>
<tr>
<td></td>
<td>Any two modules for which students have the prerequisites</td>
</tr>
<tr>
<td></td>
<td>Recommended modules are</td>
</tr>
<tr>
<td></td>
<td>EN412 - Language and Reading across the Curriculum EN14 - Effective Communication</td>
</tr>
<tr>
<td></td>
<td>PT225 - Teaching Experience Year III</td>
</tr>
<tr>
<td></td>
<td>Music Education</td>
</tr>
<tr>
<td></td>
<td>includes Principles and Practices of Teaching</td>
</tr>
<tr>
<td></td>
<td>MU320 - Music Education in the Secondary School - Elective Classes A</td>
</tr>
<tr>
<td></td>
<td>MU321 - Music Education in the Secondary School - Elective Classes B</td>
</tr>
<tr>
<td></td>
<td>Social Sciences General Studies</td>
</tr>
<tr>
<td></td>
<td>SS528 - Contemporary Australian Society A</td>
</tr>
<tr>
<td></td>
<td>SS529 - Contemporary Australian Society B</td>
</tr>
<tr>
<td></td>
<td>PT225 - Teaching Experience Year IV</td>
</tr>
<tr>
<td></td>
<td>Education</td>
</tr>
<tr>
<td></td>
<td>ED301 - The School and Society</td>
</tr>
<tr>
<td></td>
<td>ED302 - Sociology of the School</td>
</tr>
<tr>
<td></td>
<td>ED308 - Critical Problems for the Classroom Teacher</td>
</tr>
<tr>
<td></td>
<td>Music Education</td>
</tr>
<tr>
<td></td>
<td>MU420 - Music Education in the Secondary School - Senior Classes A</td>
</tr>
<tr>
<td></td>
<td>MU421 - Music Education in the Secondary School - Senior Classes B</td>
</tr>
<tr>
<td></td>
<td>Elective (General Study)</td>
</tr>
<tr>
<td></td>
<td>Any two modules available to candidates for the Diploma in Teaching in Secondary Education for which students hold the prerequisites</td>
</tr>
<tr>
<td></td>
<td>PS225 - Principles and Practice of Teaching Music</td>
</tr>
<tr>
<td></td>
<td>PS226 - Principles and Practice of Teaching Music</td>
</tr>
<tr>
<td></td>
<td>PT425 - Teaching Experience IV</td>
</tr>
</tbody>
</table>

Course Modules

Descriptions of modules may be found on pages 87-144.
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>Painting, Sculpture, Printmaking, Ceramics</td>
<td>Gain 6 credit points in Education at 300 level</td>
</tr>
<tr>
<td>(ii) Educational Studies</td>
<td>9</td>
<td></td>
<td>Gain 9 credit points in Educational Studies at 300 level</td>
</tr>
<tr>
<td>(iii) Subject</td>
<td></td>
<td></td>
<td>Must include 3 credit points in each of the following three areas: Child Development, Curriculum, Sociology of Education.</td>
</tr>
<tr>
<td>(iv) Content Studies</td>
<td></td>
<td></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 and 9 credit points at 400 level.</td>
</tr>
<tr>
<td>(vi) Applied Art Study</td>
<td>9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(vii) Project</td>
<td>9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Any subject at any level</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL CREDIT POINTS</td>
<td></td>
<td></td>
<td>3 credit points at 100, 200, 300 and 400 levels</td>
</tr>
</tbody>
</table>

| TOTAL CREDIT POINTS | 144 | | |

PART B: VOCATIONAL PREPARATION

<table>
<thead>
<tr>
<th>Specialisation</th>
<th>Credit Points</th>
<th>Subjects available outside the student's area of speciality</th>
</tr>
</thead>
<tbody>
<tr>
<td>(i) General Theory</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>(a) Practice of Teaching</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(b) Subject</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>(ii) Specialisation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(a) Practical Experience</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>(b) Practice in Field</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL CREDIT POINTS</td>
<td>30</td>
<td>9 credit points at 400 level</td>
</tr>
</tbody>
</table>

No candidate will be permitted to gain more than 144 credit points over the entire programme and will be classified as Practice in the Field.

*All candidates will be expected to undertake four weeks of continuous teaching practice at the end of Semester 1 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.*

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 candidate's area of speciality.

**PART B: VOCATIONAL PREPARATION** in which candidates undertake:

(i) Courses 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 which must include 6 credit points in each of the following three areas: Child Development, Curriculum, Sociology of Education. At least 6 credit points must be gained at 200 level and 30 credit points at 400 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 9 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.
PART A: GENERAL PREPARATION 100 Level

(b) Education
Semester I:
ED102 - Child Development (Adolescence)
ED105 - Basic Issues in Education

Semester II:
ED112 - Design
ED113 - Sculpture
ED143 - Printmaking
ED152 - Ceramics

SUPPORT STUDY
Select one of the following:
AT116 - Drawing
AT119 - Design
AT172 - Photography

Semester II:
ART STUDY
Continue one of the following:
AT123 - Painting
AT129 - Sculpture
AT143 - Printmaking
AT153 - Ceramics

SUPPORT STUDY
Continue one of the following:
AT117 - Drawing
AT113 - Design
AT171 - Photography

THEORETICAL STUDY
AT101 - History of Art

(a) General
One module made available from the following and studied in Semester II:
AE152 - Film and Videotapes
EN101 - Creative Arts A - Writing
EN102 - Creative Arts B - Performing

Course Modules
Descriptions of modules may be found on pages 87-144.

PART A: VOCATIONAL PREPARATION 100 Level

(b) Special Theory
Semester I:
PS100 - Principles and Practices of Teaching: Art Education

Semester II:
AE156 - Concept Development and Techniques in the Teaching of Two Dimensional Art Forms
AE158 - Printmaking Techniques in Relation to Teaching Various Processes and Ideas as Art Media in the School Situation
AE153 - Structured Art Experiences for Progressive Development

(ii) Practical Experience
PT108 - Practical Teaching Experience

Course Modules
Descriptions of modules may be found on pages 87-144.

BACHELOR OF EDUCATION (ART) 200 LEVEL
PROGRAMME FOR 1981

PART A: GENERAL PREPARATION

(b) Education
Semester I:
ED203 - Teaching/Learning Process
ED207 - Issues and Patterns in Curriculum Development

Semester II:
AE257 - Concept Development and Techniques in Teaching Three Dimensional Art Forms
AE258 - Teaching Methodology Relative to Photography and Filmmaking

Course Modules
Descriptions of modules may be found on pages 87-144.

PART B: VOCATIONAL PREPARATION

(b) Special Theory
Semester I:
PS200 - Principles and Practices of Teaching: Art Education

Course Modules
Descriptions of modules may be found on pages 87-144.
BACHELOR OF EDUCATION (ART) 400 LEVEL PROGRAMME FOR 1981

Educational Studies
Semester I
Select two modules from the following:
AE485 - Visual Education
ED461 - Interpersonal Relationships and Communication Skills
SE409 - Developmental Disabilities
(ED408 is prerequisite for AE483 Art Therapy)

Semester II:
Select one module from the following:
AE483 - Art Therapy
AE486 - Growth Development and Research in Art Education

Subject Content Studies
ART STUDY
Select two modules for study in Semester I and one module for study in Semester II at 400 level from the following areas:
AT422, AT423, AT424 - Painting
AT432, AT433, AT434 - Sculpture
AT432, AT443, AT444 - Printmaking
Four hours per week per module for one semester

Theoretical Study
Semester I or Semester II:
AT401 - History of Art
Three hours per week per semester (3 credit points)

Project
 Semester I and Semester II:
9 credit points
A project involving an investigation into an aspect of secondary school education through the arts.

Practical Experience
PT408 - Teaching Experience: Art Education
(2 credit points)

Course Modules
Descriptions of modules may be found on pages 87-144.

Bachelor of Education (Home Science/Textiles)*

Stage 4 (1981) and Stage 4 (1982) students of the Bachelor of Education should refer to Page 55 for their course outline. All candidates for the award of the Bachelor of Education (Home Science/Textiles) must enrol in the first instance in the course of study for the Diploma in Teaching in Secondary Education—Home Science/Textiles. A selection of candidates may be made, depending on merit, at the end of the semester in order to qualify for the award of Bachelor of Education (Home Science/Textiles) candidates must gain a minimum of 168 credit points distributed as follows:

PART A: GENERAL THEORETICAL PREPARATION
(i) Education - 15 c.p. to include 9 c.p. at 300 level
(ii) Educational Studies - 9 c.p. at 400 level
(iii) Project - 6 c.p. (to include course work)
(iv) Subject Content Studies - 90 c.p.

(a) Special Subject Content (Home Science/Textiles)
- 72 c.p.
100 LEVEL (24 c.p.)
HT011 - Food and Fibre Science
HT012 - Science of Foods and Nutrition
HT013 - Family and Culture
HT014 - Foods
HT015 - Consumer Textiles
HT016 - Resource Management
HT017 - Textile Design
HT018 - Fashion Design - Clothing Construction
200 LEVEL (36 c.p.)
Six modules (at least one module from each of the areas of Foods, Family and Textiles) to be selected from:
HT021 - Nutrition
HT022 - Food Science
HT023 - Family and Culture
HT024 - Food in History and Culture
HT025 - Textile Technology
HT026 - Homes and Housing
HT027 - Yarns
HT028 - Fashion Design
300 LEVEL (12 c.p.)
Four modules to be selected from:
HT131 - Nutrition
HT132 - Food Science
HT133 - The Contemporary Family
HT134 - Food in Contemporary Society
HT135 - Textile Science
HT136 - The Family as a Consumer
HT137 - Weaving and Dyeing
HT138 - Fashion Design - Tailoring
400 LEVEL (12 c.p.)
HT141 - Nutrition
HT142 - Food Science
HT143 - Current Issues and the Family
HT145 - Textile Performance
HT146 - Consumer Education
HT147 - Design Research
200 - 400 LEVEL (8 c.p.)
Selected from:
Special Subject Content (Home Science/Textiles)
(a) General Subject Content - 18 c.p.
To include:
SS380 - Aboriginal Studies A and
SS381 - Aboriginal Studies B
(a) Contemporary Australian Society A
SS283 - Contemporary Australian Society B
3 c.p. from Special Subject Content or Special Education
Semesters I & II

All modules compulsory

- HT101 Food & Fibre Science
- HT102 Science of Food & Nutrition
- HT103 Family & Culture
- HT104 Foods
- HT105 Consumer Textiles
- HT106 Resource Management
- HT107 Textile Design
- HT108 Fashion Design - Clothing Construction

ED102 Child Development

One module from:
- ED105 Basic Issues in Education
- ED203 Teaching/Learning Process
- ED208 Critical Problems for the Classroom Teacher

Semesters III & IV

Six modules from:
- HT201 Nutrition
- HT202 Food Science
- HT203 The Contemporary Family
- HT204 Food in Contemporary Society
- HT205 Textile Technology
- HT206 Yarns
- HT207 Fashion Design

ED206 Procedures in Curriculum Development

One Elective Module

One 100 level module in English

*Degree level.

Semesters V & VI

Four modules from:
- HT301 Nutrition
- HT302 Food Science
- HT303 The Contemporary Family
- HT304 Food in Contemporary Society
- HT305 Textile Technology
- HT306 Fashion Design

ED301 The School & Society

One Elective Module

One 100 level module in English

Semesters VII & VIII

Six modules from:
- HT401 Nutrition
- HT402 Food Science
- HT403 The Contemporary Family
- HT404 Food in Contemporary Society
- HT405 Textile Technology
- HT406 Fashion Design

ED410 Research Project (6 c.p.)

Three Educational Studies Electives (400)

*Degree level.

Students may elect to undertake HT419 (6 c.p.) in lieu of:

HT409, and an elective module from subject content (Home Science/Textiles) or Special Education.

Course Modules

Descriptions of modules may be found on pages.
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 fourth semester of the programme. A further selection may be made, depending on merit, at the end of the sixth 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 (117 credit points)

(i) Education - at least 15 credit points which must include 3 credit points in each of the following areas: Child Development, Curriculum, Sociology of Education. Students must also gain 6 credit points at 300 level of the General Theory of Teaching with a minimum of 3 credit points in each of the areas of Education.

(ii) Educational Studies - 9 credit points at 400 level.

(iii) Project - 6 credit points, IA460 Research Project

PART B: VOCATIONAL PREPARATION (51 credit points)

(i) Special Theory - 27 credit points

(a) General Theory of Teaching (12 credit points)

PS115 - Theory and Practice of Teaching (3 credit points)

PS215 - Theory and Practice of Teaching (3 credit points)

PS315 - Theory and Practice of Teaching (3 credit points)

PS415 - Theory and Practice of Teaching (3 credit points)

(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) Practice Experience - 24 credit points

Four weeks block practice (6 credit points) in each of the years 1, 2 and 3.

Four weeks in-school experience with report from student in year 4 (6 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 87-144 for descriptions of course modules available at the 100-300 level. A schedule of 300-400 level modules appropriate to degree candidates may be found on page 57.

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 99.

300 AND 400 LEVEL MODULES APPROPRIATE TO THE BACHELOR OF EDUCATION (INDUSTRIAL ARTS) COURSE

Code Module Name

300 LEVEL

ED424 - Culture, Change

ED435 - Leadership

ED436 - The Evaluation of Educational Objectives

ED461 - Interpersonal Relations and Communication Skills

300 LEVEL (Not available with General Theory of Teaching)

ED464 - Comparative Education

ED465 - History of Education

ED458 - Curriculum Development and Research

ED463 - Philosophy of Education

ED466 - Educational Research

ED467 - Vocational Education

ED468 - Comparative Education

ED469 - Curriculum and Groups with Special Needs

ED471 - Teaching Technical Drawing

400 LEVEL

ED472 - Teaching Technical Drawing

ED473 - Teaching Technical Drawing

ED474 - Teaching Technical Drawing

PART B: VOCIATIONAL PREPARATION (33 credit points)

(i) Special Theory

(a) General - 6 credit points

(b) Specific to subject - 21 credit points

(ii) Practical experiences

(a) Simulation

(b) Practice in Field

- 6 credit points

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

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

PART A: GENERAL THEORETICAL PREPARATION (111 credit points)

(i) Education

(ii) Educational Studies

Minimum of 24 credit points must include 6 credit points at 300 level and minimum 8 credit points at 400 level

PART B: VOCATIONAL PREPARATION (33 credit points)

(i) Special Theory

(a) General - 33 credit points

(b) Specific to subject - 21 credit points

(ii) Practical experiences

56

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

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

PART A: GENERAL THEORETICAL PREPARATION (111 credit points)

(i) Education

(ii) Educational Studies

Minimum of 24 credit points must include 6 credit points at 300 level and minimum 8 credit points at 400 level

PART B: VOCATIONAL PREPARATION (33 credit points)

(i) Special Theory

(a) General - 6 credit points

(b) Specific to subject - 21 credit points

(ii) Practical experiences

(a) Simulation

(b) Practice in Field

- 6 credit points

Bachelor of Education (Physical Education)
Measurement and Evaluation in the Classroom (3 credit points)

ED310 - Personality Development and Mental Health (3 credit points)

400 LEVEL

ED458 - Curriculum Development and Research (3 credit points)

ED459 - The Application of Organizational Theory in Education (3 credit points)

ED460 - Objectives and Evaluation in Education (3 credit points)

ED461 - Interpersonal Relations and Communication Skills (3 credit points)

ED462 - Educational Administration (3 credit points)

ED463 - Philosophy of Education (3 credit points)

ED464 - Comparative Education (3 credit points)

SC242 - Human Anatomy and Physiology for Physical Education (3 credit points)

SC243 - Biochemistry I (3 credit points)

SC243 - Biochemistry II (3 credit points)

SC243 - Biochemistry III (3 credit points)

SC244 - Physiology of Exercise (3 credit points)

**SC345** - Sports Medicine (3 credit points)

**SC48** - Physics of Exercise (3 credit points)

**SC48** - Physiology of Exercise (3 credit points)

SUBJECT CONTENT STUDIES

(a) GENERAL

At least fifteen credit points must be chosen from these modules generally available to all candidates.

Descriptions of modules may be found on page 4.

GRADUATION PROJECT (3 credit points at 400 level)

The project shall operate under conditions similar to those which apply generally in universities where a thesis is required in partial fulfilment of the requirements of a bachelor's degree with honours. The topic for the project which is proposed by the student and is approved by a Project Committee, must have application for teaching or promoting Recreation Leadership in the school or community. Each candidate is supervised by a committee of at least two academics, normally one drawn from Education and one from the specialist subject area relevant to the investigation.

VOCATIONAL PREPARATION

SPECIAL THEORY

(a) GENERAL (6 credit points)

Principles and Practice of Teaching Physical Education

-PE100 - Foundations of Health Education (3 credit points)

-PE200 - Introduction to Physical Education (3 credit points)

-PE300 - Administrative Practices in Physical Education, Health, and Recreation (3 credit points)

-PE301 - Mental and Community Health (3 credit points)

-PE302 - Recreation Leadership (3 credit points)

-PE303 - Motor Learning (3 credit points)

-PE304 - Applied Physical Education (3 credit points)

-PE305 - Research Methods in Health Education, Physical Education and Recreation Education (3 credit points)

-PE300 - Comparative Physical Education (3 credit points)

-PE400 - Recreation Management (3 credit points)

-PE401 - Sports Technology (3 credit points)

-PE402 - Kinesiology (3 credit points)

-PE403 - Adapted Physical Education (3 credit points)

-PE404 - Contemporary Strategies in Health Instruction and Curriculum Construction (3 credit points)

-PE405 - Physical Education Research Paper (9 credit points)

-SC240 - Biomechanics I (3 credit points)

-SC241 - Anatomy and Physiology for Physical Education I (3 credit points)

NOTE

In each of the three academic years a period of four weeks must be allocated to practice teaching in the school situation, in the first year the period of practice will be taken in the infant and Primary School situation. In later years the period of practice will be taken in Secondary Schools. During the fourth year a close liaison with school or community situation is expected. A student who is recorded as having failed block practice will not be permitted to proceed to the next semester of his course; provided that a failure in block practice will only be recorded after a student who has been found unsatisfactory in block practice has been given the opportunity to attempt additional block practice and has subsequently again been found unsatisfactory and as a result of this had a failure in the additional block practice officially recorded.

Course Modules

Students should refer to pages 87-144 for descriptions of course modules available at 100-300 levels. A schedule of P.E. modules available to degree candidates follows.
Diploma in Education (Primary Education)

(Subject to minor variation which will be announced at the start of 1981.)

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 recognized tertiary institution or who hold a three-year diploma in a field other than teacher education from a recognized 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>
<th>Remarks</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>
<td>Candidates may be required to undertake a further component of Principles and Practices of Teaching in Semester II.</td>
</tr>
<tr>
<td>PP400</td>
<td>Principles &amp; Practices of Teaching</td>
<td>1 semester</td>
<td>3</td>
<td>Semester I</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>AE591</td>
<td>Art IVP</td>
<td>1 semester</td>
<td>2</td>
<td>Semester II</td>
<td>2</td>
<td></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>
<td></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>
<td></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>
<td></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>
<td></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>
<td></td>
</tr>
<tr>
<td>PE414</td>
<td>Health &amp; Physical Education IVP</td>
<td>1 semester</td>
<td>2</td>
<td>Semester II</td>
<td>2</td>
<td></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>
<td></td>
</tr>
<tr>
<td>ED413</td>
<td>Essay</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>2</td>
<td>Total credit points 36</td>
</tr>
<tr>
<td>PT407</td>
<td>Teaching Experience: Primary</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>2</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 Semester II.

Course Modules
Descriptions of modules may be found on pages 87-144.

Diploma in Education (Secondary Education)

(Subject to minor variation which will be announced at the start of 1981.)

<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>
<th>Remarks</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>
<td>Candidates may be required to undertake a further component of Principles and Practices of Teaching in Semester II.</td>
</tr>
<tr>
<td></td>
<td>Principles &amp; Practices of Teaching</td>
<td>1 semester</td>
<td>3</td>
<td>Semester I</td>
<td>2</td>
<td></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>
<td></td>
</tr>
</tbody>
</table>

Two of the following:

<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>AE593</td>
<td>Art IVA</td>
<td>2 semesters</td>
<td>4</td>
<td>Semesters I &amp; II</td>
<td>18</td>
</tr>
<tr>
<td>AE594</td>
<td>Art IVB</td>
<td>2 semesters</td>
<td>3</td>
<td>Semesters I &amp; II</td>
<td>(B)</td>
</tr>
<tr>
<td>EE401</td>
<td>English IVA</td>
<td>2 semesters</td>
<td>2</td>
<td>Semesters I &amp; II</td>
<td>(B)</td>
</tr>
<tr>
<td>EE402</td>
<td>English IVP</td>
<td>2 semesters</td>
<td>2</td>
<td>Semesters I &amp; II</td>
<td>(B)</td>
</tr>
<tr>
<td>EE403</td>
<td>English IVC</td>
<td>2 semesters</td>
<td>3</td>
<td>Semesters I &amp; II</td>
<td>(B)</td>
</tr>
</tbody>
</table>

Candidates will generally be required to undertake five weeks of continuous Practice Teaching between semesters and a further period of three weeks Practice Teaching in Semester II.

Course Modules
Descriptions of modules may be found on pages 87-144.
Diploma in Education in Technical and Further Education

Candidates for a Diploma in Education in Technical and Further Education should have a university degree or other appropriate tertiary qualification or hold a qualification deemed equivalent e.g., membership by examination of a professional association for which degree qualifications are a normal requirement, and be employed for concurrent teaching in technical and further education. Applicants who have completed all requirements for a degree or a diploma, save one course, may be admitted to candidature. Candidates admitted under this regulation are required to complete the course necessary to fulfill the requirements of their degree or diploma concurrently with their candidature for the Diploma in Education.

The subjects offered to candidates for the Diploma in Education in Technical and Further Education are generally those available to candidates for the Diploma in Teaching in Technical and Further Education since neither group of students is expected to have had previous extensive experience in education. Diploma in Education students, however, are expected to read more widely and to demonstrate a more critical evaluation of theories and research evidence. This distinction is implicit in all module approaches and assessments.

In order to qualify for the award of the Diploma in Education in Technical and Further Education candidates must follow a part-time course of study of two years duration and gain a total of 54 to 60 credit points in components of the course which contribute to their general and professional preparation as prospective teachers.

All candidates are required to gain over two years of study: 18 credit points in Education 6 credit points in Special Method 18 credit points in the Theory of Teaching relative to TAFE
6 credit points in Practice Experience (Practice is limited to brief block practices and micro-teaching or equivalent) OR
12 credit points in Practice Experience for candidates in full-time teaching and employment
6 credit points in Seminar Modules
For details of programs see Diploma in Teaching (TAFE)
Core Programme (In-Service) on page 46.
Note: This course may be offered by Block Release or by External Studies in a restructured format subject to approval by the Higher Education Board.

Course Modules

Descriptions of modules may be found on pages 87-144.

Postgraduate Diploma in Educational Studies (Curriculum Development)

The course of study leading to the award of the Postgraduate Diploma in Educational Studies in Curriculum Development is designed for people likely to be involved in curriculum development at either a regional level or within a specific institution. Such people are likely to include:

• practising teachers, subject masters, deputy principals, principals, advisors and inspectors in state and non-state schools, and teachers and lecturers in tertiary institutions;
• members of the community interested in curriculum development and implementation programmes.

The course aims:

• to increase the participant's awareness and understanding of the cultural context within which schools operate and curriculums are developed;
• to increase the professional expertise of persons engaged in developing curriculums at all levels of schooling and in various situations;
• to provide a basis for the ongoing processes of decision making related to curriculum evaluation, modification and innovation;
• to apply a knowledge of appropriate theory and research to the designing of a curriculum.

Students undertaking the course, depending on qualifications and previous experience, may be required to undertake some preliminary studies. These studies will be prescribed in terms of individual needs in consultation between students and staff.

In order to qualify for the award of the Diploma candidates are required to gain a total of 36 credit points in core and elective modules and a dissertation which is anticipated to demonstrate the candidate's approach to curriculum procedures in which the decision processes are associated with research as applied to a specific situation.

The Core Programme (33 credit points) consists of:

ED442 - Culture, Change and the School: 6 c.p.
ED443 - Modes of Inquiry: 3 c.p.
ED447 - Learning and the Designing of Learning Experiences: 3 c.p.
ED455 - Leadership: 3 c.p.

It will also be possible for students to take electives in specialist areas of the School curriculum related to recent curriculum developments. These electives should be developed in consultation with subject specialists on the staff.

A possible programme for a part-time student might be as follows:

<table>
<thead>
<tr>
<th>Code</th>
<th>Module</th>
<th>FIRST YEAR</th>
<th>SECOND YEAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED447</td>
<td>Learning and the Designing of Learning Experiences</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>ED449</td>
<td>The Curriculum and Groups with Special Needs</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>ED444</td>
<td>Curriculum Evaluation</td>
<td>9 hrs.</td>
<td>9 hrs.</td>
</tr>
<tr>
<td>ED441</td>
<td>Curriculum Theory and Development</td>
<td>9 hrs.</td>
<td>9 hrs.</td>
</tr>
</tbody>
</table>

Course Modules

Descriptions of modules may be found on pages 87-144.

Postgraduate Diploma in Educational Studies (Mathematics)

The course of study leading to the award of the Postgraduate Diploma in Educational Studies in Mathematics 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 the course will extend the initial training of the teacher by providing an understanding of the trends in mathematical studies, a realisation of the impact and influence of such studies and the development of knowledge enhancing the role of the teacher in guiding the affective development of the child.

In order to qualify for the Diploma candidates must gain a total of 36 credit points consisting of:

Elective Study: 3 c.p.

Education Studies

These are studies prepared by the College's Department of Education which are extensions of the Education component of the basic teaching diploma.

Modules in Education

ED447 - Learning and the Designing of Learning Experiences
ED457 - Assessment Processes in Secondary School
ED448 - Current Research on Teaching and Curriculum

Mathematics Studies and Mathematics Education Studies

The 27 credit points awarded to Mathematics studies may be earned through nine modules (3 credit points each) in Mathematics or eight modules in Mathematics and one module in Mathematics Education.

Summary of Studies in Mathematics/Mathematics Education

<table>
<thead>
<tr>
<th>Code</th>
<th>Module</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA401</td>
<td>An Introduction to Combinatorial Theory</td>
<td>3 credit points in Number Theory at 200 level and Group Theory at 300 level</td>
</tr>
<tr>
<td>MA403</td>
<td>Conveyals in Finite Dimensional Spaces</td>
<td>Sets</td>
</tr>
<tr>
<td>MA403</td>
<td>Foundations of Geometry</td>
<td>Plane Projective Geometry and Group Theory</td>
</tr>
<tr>
<td>MA404</td>
<td>General Topology</td>
<td>Metric Spaces or Equivalent Study</td>
</tr>
<tr>
<td>MA405</td>
<td>Groups, Rings and Fields</td>
<td>Group Theory</td>
</tr>
<tr>
<td>MA406</td>
<td>Number Theory</td>
<td>6 credit points in any two Mathematics modules at 300 level</td>
</tr>
</tbody>
</table>
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 and 6 credit points in Education. The course is structured in the following way:

### 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.

### Course Modules

Descriptions of modules may be found on pages 87-144.

### 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 87-144.
### 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 schools, to teach in special class situations, or 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

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SE406</td>
<td>Assessment, Diagnosis &amp; Remediation: 3 c.p.</td>
<td>6 c.p.</td>
</tr>
</tbody>
</table>

#### B: Core Electives

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>O.A./Resource Emphasis</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### C: Electives

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>EN204</td>
<td>Studies in Reading Education: 2 c.p.</td>
<td>6 c.p.</td>
</tr>
<tr>
<td></td>
<td>ES330</td>
<td>Education in the Multicultural Classroom: 2 c.p.</td>
<td>6 c.p.</td>
</tr>
</tbody>
</table>

#### D: Practical Experience

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Points</th>
</tr>
</thead>
</table>

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 87-144.
The School of Paramedical and Community Welfare Studies

<table>
<thead>
<tr>
<th>Courses of Study</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diploma in Teaching (Nursing)</td>
<td>71</td>
</tr>
<tr>
<td>Associate Diploma in Nursing Education</td>
<td>76</td>
</tr>
<tr>
<td>Associate Diploma in Diagnostic Medical Radiography</td>
<td>77</td>
</tr>
<tr>
<td>Associate Diploma in Social Welfare</td>
<td>78</td>
</tr>
</tbody>
</table>
The Diploma in Teaching (Nursing) is a UG2 course for experienced registered nurses who wish to become Nurse Educators in their respective fields. This course will be offered for the first time in 1981, and will replace the Associate Diploma in Nursing Education.

**Structure**

In order to qualify for the award of Diploma in Teaching (Nursing), a candidate must gain a total of 105 credit points.

The course is composed of modules which are grouped into six strands as follows:

- **Introductory modules** are designated ‘a’.
- **Core (Compulsory) modules** are designated ‘c’.
- **Elective modules** are designated ‘b’.

### NURSING STUDIES

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>NS111</td>
<td>Professional Adjustments and Ethics</td>
<td>2</td>
</tr>
<tr>
<td>NS112</td>
<td>Concepts and Strategies in Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>NS113</td>
<td>Philosophy of Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NS115</td>
<td>Health</td>
<td>3</td>
</tr>
<tr>
<td>NS153</td>
<td>Disease</td>
<td>6</td>
</tr>
<tr>
<td>NS210</td>
<td>Nursing Studies I</td>
<td>3</td>
</tr>
<tr>
<td>NS211</td>
<td>Nursing Studies II</td>
<td>3</td>
</tr>
<tr>
<td>NS212</td>
<td>Nursing Studies III</td>
<td>3</td>
</tr>
<tr>
<td>NS310</td>
<td>Nursing Studies IV</td>
<td>3</td>
</tr>
<tr>
<td>ED311</td>
<td>Introduction to Research and Measurement</td>
<td>3</td>
</tr>
</tbody>
</table>

### FIELD EXPERIENCE

Field experience is a core component of the course and will be based on supervised teaching and practice teaching and during ‘block’ practice periods.

Students will complete three units of field experience. Each unit comprises two modules; one from the student's major-strand and one from her/his minor-strand. Students may complete either a major or a minor in Classroom teaching, and may elect to specialise in Classroom, Clinical or Community teaching. The alternatives are:

1. Classroom Major and Clinical Minor
2. Classroom Major and Community Minor
3. Clinical Major and Classroom Minor
4. Community Major and Classroom Minor

Following are the module combinations for each unit of field experience.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>NS160</td>
<td>Experience 1 - Classroom Major OR Clinical Minor</td>
<td>1</td>
</tr>
<tr>
<td>NS171</td>
<td>Field Experience 1 - Classroom Major</td>
<td>1</td>
</tr>
<tr>
<td>NS181</td>
<td>Field Experience 1 - Community Minor</td>
<td>1</td>
</tr>
</tbody>
</table>

### PSYCHOSOCIAL ASPECTS

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>EY133</td>
<td>Human Behaviour - Man as an Individual</td>
<td>3</td>
</tr>
<tr>
<td>EY230</td>
<td>Life Span Development</td>
<td>3</td>
</tr>
<tr>
<td>EY261</td>
<td>Motivation and Morale</td>
<td>2</td>
</tr>
<tr>
<td>EY350</td>
<td>Social and Interpersonal Relationships</td>
<td>3</td>
</tr>
<tr>
<td>ED351</td>
<td>Counselling</td>
<td>3</td>
</tr>
</tbody>
</table>

### INTEGRATED BIO-MEDICAL SCIENCES

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>SC150</td>
<td>Biomedical Sciences</td>
<td>5</td>
</tr>
<tr>
<td>SC152</td>
<td>Nutrition</td>
<td>2</td>
</tr>
<tr>
<td>SC153</td>
<td>Microbiology and Introduction</td>
<td>2</td>
</tr>
<tr>
<td>SC251</td>
<td>Anatomy and Physiology</td>
<td>2</td>
</tr>
</tbody>
</table>

### SOCIETY AND ITS INSTITUTIONS

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>NS151</td>
<td>Sociology</td>
<td>3</td>
</tr>
<tr>
<td>NS250</td>
<td>Legal Studies</td>
<td>3</td>
</tr>
<tr>
<td>NS251</td>
<td>Political and Health Care Systems</td>
<td>3</td>
</tr>
</tbody>
</table>

### Field Experience 1

- **NS190 Teaching and Learning in Nursing I**
  - Introduction to Teaching Basics
  - Professional and Ethical Issues
  - Method and Nursing Knowledge
  - Verbal and Interpersonal Relationships

- **NS200 Teaching and Learning in Nursing II**
  - Clinical and Professional Issues
  - Method and Nursing Knowledge
  - Communication Skills

- **NS320 Teaching and Learning in Nursing III**
  - Communication Skills
  - Problem-Solving in Practice

- **En171 Effective Communication**

### Field Experience 2

- **NS120 Teaching and Learning in Nursing IA**
  - Introduction to Teaching Basics
  - Professional and Ethical Issues

- **NS121 Teaching and Learning in Nursing IB**
  - Clinical and Professional Issues
  - Method and Nursing Knowledge

- **NS221 Teaching and Learning in Nursing II B**
  - Communication Skills
  - Problem-Solving in Practice

- **NS322 Teaching and Learning in Nursing III B**
  - Professional and Ethical Issues
  - Communication Skills
  - Problem-Solving in Practice

- **En172 Effective Communication**

### Field Experience 3

- **NS120 Teaching and Learning in Nursing IA**
  - Introduction to Teaching Basics
  - Professional and Ethical Issues

- **NS121 Teaching and Learning in Nursing IB**
  - Clinical and Professional Issues
  - Method and Nursing Knowledge

- **NS221 Teaching and Learning in Nursing II B**
  - Communication Skills
  - Problem-Solving in Practice

- **NS322 Teaching and Learning in Nursing III B**
  - Professional and Ethical Issues
  - Communication Skills
  - Problem-Solving in Practice

- **En172 Effective Communication**
-course duration
Completion of the full course would require three years of full-time study or the equivalent. However, a candidate with 28 credit points advanced standing could complete the remaining requirements of the course in the following time:
2 years: 16 years full-time plus 3 year part-time
OR
3 years: 2 years part-time.

Programmes
The following charts outline recommended programmes for two-year and three-year students. Candidates who wish to complete the programme over a longer time are referred to the Chart of Prerequisites and Corequisites which indicates the key modules in the course structure.

Course Modules
Descriptions of modules may be found on pages 87-144.

Electives
Candidates may elect to take one, two or three modules from
those written specifically for this course or from any of the modules offered by the College, for which they hold the necessary prerequisites.
The elective, written specifically for this course are as follows:
NS310 Nursing Studies IV: Evaluation of Clinical Practice (This is a core module for students doing a Clinical Major)
NS325 Curriculum II
EY351 Counselling
NS350 Community Health: Issues and Services
SE290 Communication Disorders
Details of prerequisites may be found with module outlines and on the Chart of Prerequisites and Corequisites for the course.

Advanced Standing
Advanced standing is assessed on an individual basis, taking into consideration such factors as the level and scope of any previous tertiary studies and familiarity with current nursing theory and practice.
On this basis, currently practising registered nurses may be granted 28 credit points advanced standing in the introductory modules, and currently practising nurses who hold a UGC award in Nursing Education or Nursing Administration may be eligible for further advanced standing in up to 50% of the course requirements.
### Associate Diploma in Nursing Education

The Associate Diploma in Nursing Education is a UG3 course for experienced registered nurses who wish to become Nurse Educators in their respective fields. In 1981, this course will be offered to continuing students only as it is being replaced by the UG2-level Diploma in Teaching (Nursing) course.

In order to qualify for the award, candidates are required to gain 36 credit points in modules which cover such areas as Nursing Studies, Principles and Practices of Teaching, Biomedical Sciences and Psychosocial Studies. Field experience practice teaching is related to the Professional Preparation modules and is conducted on an ongoing basis throughout the programme. In addition, there will be an inter-semester block practice in June and July. Modules will be available in 1981 as follows:

#### Semester 1
- NS201 Nursing Studies III 2 cp
- NS204 Sociology 3 cp
- NS206 Professional Preparation III 2 cp
- EN115 Effective Communication 2 cp
- NS207 Block Practice II 2 cp

#### Semester 2
- NS202 Nursing Studies IV 3 cp
- NS203 Nursing Studies V 3 cp
- NS105 Motivation and Morale 2 cp
- NS209 Field Experience IV 2 cp

### Course Modules
Descriptions of modules may be found on pages 87-144.

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### 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 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>SR101 Physics for Radiographers</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>SR102 Living Anatomy and Physiology A</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>SR111 Radiographic Anatomy A</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>SR104 Equipment A</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>SR105 Patient Care</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>SR113 Techniques and Surface Anatomy A</td>
<td>5</td>
<td>4</td>
</tr>
</tbody>
</table>

#### Semester II

<table>
<thead>
<tr>
<th>Hours per Week</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>SR201 Radiation Physics</td>
<td>5</td>
</tr>
<tr>
<td>SR103 Living Anatomy and Physiology B</td>
<td>3</td>
</tr>
<tr>
<td>SR112 Radiographic Anatomy B</td>
<td>1</td>
</tr>
<tr>
<td>SR106 Equipment B</td>
<td>2</td>
</tr>
<tr>
<td>ER101 Psychology - Understanding Human Behaviour</td>
<td>3</td>
</tr>
<tr>
<td>SR114 Techniques and Surface Anatomy B</td>
<td>5</td>
</tr>
</tbody>
</table>

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

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>ER102 Interpersonal Behaviour</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>SR211 Radiographic Anatomy C</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>SR202 Living Anatomy and Physiology C</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>SR213 Techniques and Surface Anatomy C</td>
<td>5</td>
<td>4</td>
</tr>
</tbody>
</table>

#### Semester II

<table>
<thead>
<tr>
<th>Hours per Week</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>SR221 Pathology A</td>
<td>2</td>
</tr>
<tr>
<td>SR212 Radiographic Anatomy D</td>
<td>1</td>
</tr>
<tr>
<td>SR203 Living Anatomy and Physiology D</td>
<td>3</td>
</tr>
<tr>
<td>SR214 Techniques and Surface Anatomy D</td>
<td>5</td>
</tr>
</tbody>
</table>

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

In their third year of studies candidates must enrol in:
# 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.

## STRUCTURE

### Full-time Studies

The total full-time Social Welfare programme is made up of the following modules:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Hours per Week</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SW101</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>SW102</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>SS182</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>SW103</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td><strong>II</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SW104</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>SS183</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>EW102</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>SW105</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>SW106</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td><strong>III</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SW201</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>SW202</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>SW203</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>SW204</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>SW205</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td><strong>IV</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SW206</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>SW207</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>SW208</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>SW209</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>SW210</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

### Vocation 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 with the approval of the Head of Department. Field placements may take place during the day or during the evening.

### Course Modules

Descriptions of modules may be found on pages 87-144.

## Modules

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

### Social Welfare Academic Studies

Social Welfare Academic Studies is comprised of all course modules except those taken in field experience and vocational forum strands.
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 Creative Arts and Crafts</td>
<td>81</td>
</tr>
<tr>
<td>Diploma in Art</td>
<td>82</td>
</tr>
<tr>
<td>Postgraduate Diploma in Art (Painting)</td>
<td>85</td>
</tr>
<tr>
<td>Postgraduate Diploma in Art (Printmaking)</td>
<td>86</td>
</tr>
<tr>
<td>Postgraduate Diploma in Art (Sculpture)</td>
<td>86</td>
</tr>
</tbody>
</table>
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 being directed towards the improvement of study resources, apart from the up-grading of existing facilities, a major improvement being gained with the completion, during 1980, of a new Visual Arts building.

The philosophy of the School encompasses the notion that courses should not only enable the student to understand the concepts of expression and communication and the function of creative endeavour in our society, but should also provide an on-going opportunity for the individual to examine, identify and if necessary reappraise personal needs in terms of creative expression and its effects upon the development of the individual. 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 should be well equipped to cope with 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 the Visual and Performing Arts should be able to use their knowledge and creative ability in order to practise 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 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), Wildlife Illustration (Postgraduate Diploma), Arts Administration (Associate Diploma) and Art and Design (B.A. Degree) are in planning stages.

Courses available in 1981 lead to the following awards:

- Associate Diploma in Creative Arts and Crafts (3 years part-time)
- Associate Diploma in Creative Arts and Crafts (4 years part-time)
- Bachelor of Arts (Visual Arts)
- Postgraduate Diploma in Art (Plant and Wildlife Illustration)

Facilities are available at both the Waratah campus and the Union Street city annex. The new Visual Arts building, completed during 1980 at the Waratah campus, provides 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. The School’s current and projected subject offerings includes the following:

- Photography
- Film Media
- Jewellery and Silversmithing
- History of Art
- Leathercraft
- Woodcraft
- Industrial Design
- Graphic Design
- Expressive and Performance Art
- Environmental Art

Courses are designed to:

(i) encourage creative experimentation
(ii) develop an awareness of aesthetics and the social and artistic contexts of the medium
(iii) enhance the acquisition of creative skills, attitudes and abilities
(iv) expand knowledge of the creative application of the medium
(v) impart an understanding of the essential concepts involved in problem solving in art and design
(vi) assist the student in identifying with one or more aspects of the creative arts and crafts
(vii) provide a forum for the interaction of diverse groups and individuals in the region interested in the creative arts and crafts and thereby provide an initiative for continuing community activities
(viii) raise the understanding of the creative arts and crafts by imparting a deeper insight into the philosophy of their nature and place in the community
(ix) enhance the acquisition of business skills required of the arts and crafts practitioner
(x) prepare the student for a career as an arts worker or for continued study at the postgraduate level

The course is structured to enable the student to build upon previous knowledge and technical ability so that a large proportion of the available study time may be devoted to experimentation and exploration of the subject in terms of the creative potential. Each specialist subject unit includes the necessary supporting, contextual, historical and philosophical studies so that the student may gain a perspective of the possible creative applications which are identified as a result of the experimentation and imaginative approaches adopted.

The following subjects in the specialist area will be offered in 1981:

- Ceramics
- Painting and Drawing
- Textiles - applied decoration
- Theatre
- Television and Video
- Environmental Art

Each of the above subjects is available in four one-year units, one at basic level and three at advanced level. A student may study all four units of one subject or may elect to take the basic unit plus the first advanced unit in each of two subjects, or the basic unit of one subject plus the basic unit of a second one and follow that through by studying the next two units at advanced level, or take the basic units of three subjects and take only one of those to advanced level.

<table>
<thead>
<tr>
<th>BASIC</th>
<th>ADV. I</th>
<th>ADV. II</th>
<th>ADV. III</th>
</tr>
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<tbody>
<tr>
<td>A</td>
<td>B</td>
<td>A</td>
<td>B</td>
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<tr>
<td>B</td>
<td>A</td>
<td>B</td>
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<td>C</td>
<td>B</td>
<td>C</td>
<td>A</td>
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</tbody>
</table>

The Associate Diploma in Creative Arts and Crafts will be offered in 1981 as a four (4) year part-time course. Each year will consist of two (2) semesters of fifteen (15) weeks. Students are required to attend three (3) hours a night for two nights a week plus fifteen (15) hours per semester of "block" studies.

The course is intended as a community access course and a student will not necessarily have to complete the course in four (4) consecutive years, but may study over a longer period if he or she so wishes, taking time off in between units. The Associate Diploma will be awarded on completion of the total four (4) units of the course.

The aims of the course are designed to:

(i) encourage creative experimentation
(ii) develop an awareness of aesthetics and the social and artistic contexts of the medium
(iii) enhance the acquisition of creative skills, attitudes and abilities
(iv) expand knowledge of the creative application of the medium
(v) impart an understanding of the essential concepts involved in problem solving in art and design
(vi) assist the student in identifying with one or more aspects of the creative arts and crafts
(vii) provide a forum for the interaction of diverse groups and individuals in the region interested in the creative arts and crafts and thereby provide an initiative for continuing community activities
(viii) raise the understanding of the creative arts and crafts by imparting a deeper insight into the philosophy of their nature and place in the community
(ix) enhance the acquisition of business skills required of the arts and crafts practitioner
(x) prepare the student for a career as an arts worker or for continued study at the postgraduate level

The course is structured to enable the student to build upon previous knowledge and technical ability so that a large proportion of the available study time may be devoted to experimentation and exploration of the subject in terms of the creative potential. Each specialist subject unit includes the necessary supporting, contextual, historical and philosophical studies so that the student may gain a perspective of the possible creative applications which are identified as a result of the experimentation and imaginative approaches adopted.

The following subjects in the specialist area will be offered in 1981:

- Ceramics
- Painting and Drawing
- Textiles - applied decoration
- Theatre
- Television and Video
- Environmental Art

Each of the above subjects is available in four one-year units, one at basic level and three at advanced level. A student may study all four units of one subject or may elect to take the basic unit plus the first advanced unit in each of two subjects, or the basic unit of one subject plus the basic unit of a second one and follow that through by studying the next two units at advanced level, or take the basic units of three subjects and take only one of those to advanced level.

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<th>ADV. I</th>
<th>ADV. II</th>
<th>ADV. III</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>B</td>
<td>A</td>
<td>B</td>
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<tr>
<td>B</td>
<td>A</td>
<td>B</td>
<td>A</td>
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<tr>
<td>C</td>
<td>B</td>
<td>C</td>
<td>A</td>
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</tbody>
</table>

The course is structured to enable the student to build upon previous knowledge and technical ability so that a large proportion of the available study time may be devoted to experimentation and exploration of the subject in terms of the creative potential. Each specialist subject unit includes the necessary supporting, contextual, historical and philosophical studies so that the student may gain a perspective of the possible creative applications which are identified as a result of the experimentation and imaginative approaches adopted.

The following subjects in the specialist area will be offered in 1981:

- Ceramics
- Painting and Drawing
- Textiles - applied decoration
- Theatre
- Television and Video
- Environmental Art

Each of the above subjects is available in four one-year units, one at basic level and three at advanced level. A student may study all four units of one subject or may elect to take the basic unit plus the first advanced unit in each of two subjects, or the basic unit of one subject plus the basic unit of a second one and follow that through by studying the next two units at advanced level, or take the basic units of three subjects and take only one of those to advanced level.

<table>
<thead>
<tr>
<th>BASIC</th>
<th>ADV. I</th>
<th>ADV. II</th>
<th>ADV. III</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>B</td>
<td>A</td>
<td>B</td>
</tr>
<tr>
<td>B</td>
<td>A</td>
<td>B</td>
<td>A</td>
</tr>
<tr>
<td>C</td>
<td>B</td>
<td>C</td>
<td>A</td>
</tr>
</tbody>
</table>

The course is structured to enable the student to build upon previous knowledge and technical ability so that a large proportion of the available study time may be devoted to experimentation and exploration of the subject in terms of the creative potential. Each specialist subject unit includes the necessary supporting, contextual, historical and philosophical studies so that the student may gain a perspective of the possible creative applications which are identified as a result of the experimentation and imaginative approaches adopted.
Diploma in Art

The following modules will not be available in 1981:
JEWELLERY AND SILVERSITHING - AT185, AT186
AND all modules in which there are insufficient students enrolled.

5. MODULES NOT AVAILABLE IN 1981

6. ORIENTATION PERIOD

7. MINIMUM PROGRAMME REQUIREMENTS

The following table sets out the Diploma in Art programme by semester by semester.

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.

To assist students enrolling in the first year of the programme, 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 itself, 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.

8. PROFESSIONAL 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 students proceed in the course they increase their independent studio practice in the specialist studies.

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 students proceed 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 specific modules, as determined by the lecturer(s), must be met.

Extensions of time for specific assignments and projects may be granted by the lecturer(s). Extensions of time beyond a final assessment date may be granted by the Head of the Art Department. Students must apply in writing for such extensions, outlining the reasons for the application.

All assessments are graded. The grades awarded are:
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 prevented from proceeding further in that study. To proceed in the study the student must repeat the module and reach a standard higher than the Terminal Pass.

11. SUPPORT STUDIES

The chart on page 83 shows the overall organisation of existing and proposed modules, indicating the three study categories, the level at which they are offered and administered as semester modules. Part-time students must select modules. Full-time students must undertake BOTH modules of a given semester.

12. 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 16 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 lecturer(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 modules which yield a total of no more than 9 credit points (i.e. a weekly involvement of no more than 19 hours). Again, depending on the modules selected, the lecturer(s) may require a further weekly studio involvement.

4. DIPLOMA IN ART MODULES

The chart on page 83 shows the overall organisation of existing and proposed modules, indicating the three study categories, the level at which they are offered and the module prerequisites (depicted as connected modules). Note that in Professional Studies and in most Support Studies students must undertake BOTH modules of a given level in consecutive semesters. For example, a student wishing to enrol in 200 level Sculpture must select AT130 in semester one and AT131 in semester two. Consult "7. MINIMUM PROGRAMME REQUIREMENTS" for further details.

5. MODULES NOT AVAILABLE IN 1981

The following modules will not be available in 1981:
JEWELLERY AND SILVERSITHING - AT185, AT186
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 COREQUISETES
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 or two from 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 for this study module. Students undertaking this study module will receive a grade for the specific module studied.

MINIMUM COURSE REQUIREMENTS

<table>
<thead>
<tr>
<th>Semester</th>
<th>Liberal Studies Modules</th>
<th>Credit Points</th>
<th>Support Studies Modules</th>
<th>Professional Studies Modules</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>(AT100)</td>
<td>4</td>
<td>(AT108 + AT110)</td>
<td>(AT399)</td>
<td>2</td>
</tr>
<tr>
<td>I</td>
<td>(AT101)</td>
<td>4</td>
<td>(AT109 + AT111)</td>
<td>(AT399)</td>
<td>2</td>
</tr>
<tr>
<td>II</td>
<td>(AT200 level)</td>
<td>4</td>
<td>(both at 200 level)</td>
<td>(AT398)</td>
<td>3</td>
</tr>
<tr>
<td>IV</td>
<td>(AT200 level)</td>
<td>4</td>
<td>(both at 200 level)</td>
<td>(AT398)</td>
<td>3</td>
</tr>
<tr>
<td>V</td>
<td>(AT300 level)</td>
<td>4</td>
<td>(one at 300 level and AT398)</td>
<td>(AT398)</td>
<td>2</td>
</tr>
<tr>
<td>VI</td>
<td>(AT300 level)</td>
<td>4</td>
<td>(one at 300 level and AT398)</td>
<td>(AT398)</td>
<td>2</td>
</tr>
</tbody>
</table>

Course Modules
Descriptions of modules may be found on pages 87-144.

Postgraduate Diploma in Art (Painting)

The course is predominantly practical in nature, enabling the student to achieve levels of artistic competence far above that possible at undergraduate level. However, theoretical, historical and critical considerations are not neglected but are developed in parallel with the main practical thrust. Although a specialist, approach has been adopted this does not imply that all students follow an identical programme. Each is encouraged to develop a personal identity through an individual study programme. It is considered important that stress is also placed upon the development of powers of reasoning, conceptualisation and verbalisation, therefore, students are expected to identify and carry out forward planning of individual projects. An involvement with the community is encouraged and to this end, appropriate community research is to be expected and documented accordingly and where necessary results of projects critically evaluated. All work carried out during the course may be forward to the final assessment and cognisance is taken of the total concept approach.

Teaching strategies include an emphasis upon personal research, development, application and evaluation supported by "one-to-one" tutorial contact in the area of specialisation. In general, formal lecture and seminar situations, personal and peer group evaluation sessions are utilised. The major learning strategy is based upon the principle of self directed, creative exploratory project programmes proposed, documented and concluded by the student in consultation with specialist staff.

A general aim of this course is to enhance and nurture qualities of creative ability already present in the undergraduate. It is also the aim of the course to help bridge the gap between graduate life and a life as an artist and in this respect the graduate's College work experience is extended and integrated with experiences outside the institution whenever appropriate.

The graduate is encouraged to question the validity of making art and the modes of artistic practice, and to realise alternatives to these modes. The primary objectives of the course embrace firstly the attainment by the graduate of high professional practice in the execution of painting, through the freedom to pursue an individual direction supported and guided by the best professional advice available, and secondly the attainment by the graduate of adequate knowledge and information concerning the context within which the artist operates in society. Some form of evaluation of direction and determination of personal objectives may be made in a rational and informed manner. Throughout the course the graduate's prime personal objective is to achieve a high degree of professional competence as a practising artist. It is intended that this course will enable the student to extend undergraduate studies already completed in art field, in terms of both time and depth. In so doing, the student will be provided with the opportunity to examine the subject in the context of both individual needs and those of society. This will involve a study of relationship of Painting to personal creative development and professional artistic aspirations.

DURATION
The course is conducted over two semesters full-time, each of 15 weeks duration.

Average course hour distribution is as follows:

**Contextual Studies:**
- 2 hours per week (lecture or seminar)
- 90 course hours

**Major Professional Study:**
- 4 hours per week comprising of:
  - 3 hours group seminar
  - 1 hour personal tutorial
- Total 120 course hours

**Studio Practice:**
- 23 hours per week
- Total 560 course hours

Formal Student Time Commitment
Average 30 hours per week to include all individual tutorials, seminars, lectures and studio practice. (900 course hours)
It is intended that this course will enable the student to extend undergraduate studies already completed in an art field, in terms of both time and depth. In so doing, the student will be provided with the opportunity to examine the subject in the context of both individual needs and those of society. This will involve a study of the relationship of printmaking to personal creative development and professional artistic aspirations.

A general aim of this course is to enhance and nurture qualities of creative ability already apparent in the undergraduate. It is also an aim of the course to help bridge the gap between student life and a life as an artist and in this respect the student's College work experience is extended and integrated with experiences outside the institution whenever appropriate.

The graduate is encouraged to question the validity of making art and the modes of artistic practice, and to realise alternatives to these modes.

The primary objectives of the course embrace firstly, the attainment by the graduate of high professional standards in the execution of printmaking through the freedom to pursue an individual direction supported and guided by the best professional advice available and secondly the attainment by the student of adequate knowledge and information concerning the context within which the artist operates in society so that self evaluation of direction and determination of personal objectives may be made in a rational and informed manner. Throughout the course the student's prime personal objective is to achieve a high degree of professional competence as a practising artist. A special feature of this course is the provision of an on-going intensive programme of visiting experts to supplement the full-time staff.

Graduates will possess:

(i) the potential to extend their formal and visual awareness and to realise this through communicable visual and creative possibilities.

(ii) relevant knowledge and experience in order to assist their acceptance by the profession as artists as and when indicated by the maturity of their work.

(iii) an understanding of conceptual content related to processes and techniques.

(iv) skills of critical personal evaluation with respect to their own work.

(v) awareness of the role and function of art in society.

(vi) an understanding of the general context within which printmaking operates.

(vii) a consciousness of changes in both art aesthetics and public acceptance of art.

Teaching strategies include an emphasis upon personal research, development, application and evaluation supported by "one-to-one" tutorial contact in the area of specialisation. In general, formal lecture and seminar situations, personal and peer group evaluation sessions are utilised. The major learning strategy is based upon the principle of self devised, creative, exploratory project programmes, proposed, documented and concluded by the student in consultation with specialist staff. Community involvement is encouraged.

The course is conducted over two semesters full-time, each of 15 weeks duration. Approximately 6 hours face-to-face commitment each week.
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## Module Descriptions

### Nature and Availability of Modules

**Art Education**

Module descriptions are listed alphabetically then numerically. The following letter codes indicate subjects of study.

- **AC**: Arts and Crafts
- **A**: Art
- **E**: Early Childhood Education
- **ED**: Education
- **EE**: English Education
- **EH**: English/History Education
- **EN**: English
- **ER**: Education - Raftery
- **ES**: Multicultural Studies
- **ET**: Education - TAFE (Technical and Further Education)

### Arts and Crafts

**Code**

[(6-7-9)]

<table>
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<th>Code</th>
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<td>AC010</td>
<td>CERAMICS - BASIC (6-7-9) Heightsens students awareness of ceramics as a medium of creative expression. Involves the study of the history and development of ceramics. Prerequisite: AC019.</td>
</tr>
<tr>
<td>AC019</td>
<td>PAINTING AND DRAWING - BASIC (6-7-9) Principles of drawing and painting, including techniques and materials. Prerequisite: AC022.</td>
</tr>
<tr>
<td>AC020</td>
<td>PHOTOGRAPHY - BASIC (6-7-9) Provides an introduction to photography as a creative art form, focusing on basic concepts and equipment. Prerequisite: AC021.</td>
</tr>
<tr>
<td>AC021</td>
<td>PAINTING AND DRAWING - ADVANCED (6-7-9) Extends the principles of drawing and painting to advanced techniques and materials. Prerequisite: AC019.</td>
</tr>
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</table>

**Notes**

- [6-7-9] denotes 6 hrs face-to-face with 7-9 hrs studio practice per week.
- **E** before brackets indicates Early Childhood Education.
- **S** before brackets indicates Secondary.
- **P** before brackets indicates Primary.
- **y** before brackets indicates Year 11 or Year 12.
- **f** before brackets indicates Foundation.
- **C** before brackets indicates Corequisite.
- **R** before brackets indicates Recommended Reading.
- **E** before brackets indicates Essential Equipment.
- **F** before brackets indicates Further Information.

### Prerequisites

- **AC**: Arts and Crafts
- **AT**: Art
- **EC**: Early Childhood Education
- **ED**: Education
- **EE**: English Education
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**Module Code**

- **AC**: Arts and Crafts
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**Prerequisite**

- **AC**: Arts and Crafts
- **AT**: Art
- **EC**: Early Childhood Education
- **ED**: Education
- **EE**: English Education
- **EH**: English/History Education
- **EN**: English
- **ER**: Education - Raftery
- **ES**: Multicultural Studies
- **ET**: Education - TAFE (Technical and Further Education)

### Further Information

- The information contained herein is correct as at November 30, 1980. 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**: Art Education
- **ED**: English Education
- **MU**: Music Education
- **NS**: Nursing Education
- **PO**: Personal Development
- **PE**: Physical Education
- **PP**: Professional Studies Programme - Primary/Early Childhood
- **PR**: Professional Studies Programme - TAFE (Technical and Further Education)
- **PS**: Professional Studies Programme - Secondary
- **PT**: Teaching Experience
- **SC**: Science Education
- **SE**: Special Education
- **SR**: Science - Radiography
- **SS**: Social Sciences Education
- **SW**: Social Welfare
- **TI**: Teacher Librarianship

The information contained herein is correct as at November 30, 1980. However, some changes may be effected after this date.
Art Education

AE101 ART EDUCATION: ART AND PRESCHOOL ACTIVITIES

P3:30

Introduction module for students of limited experience in Art Education, focusing on the practical value of art in educating young children.

Appreciation of the visual arts and investigation of artistic ability and perception in children. Application of the above to Art and Craft activities.

AE102 ART MEDIA FOR THE INFANTS/PRIMARy SCHOOL

P3:30

Due to advances in technology, traditional art materials and techniques have been joined by a wide diversity of new media and contemporary techniques. Students experiment with these and evaluate their suitability for classroom use with pupils at different levels of experience and ability.

AE103 PRACTICAL EXPERIENCES RELATED TO THE PRIMARY VISUAL ARTS CURRICULUM

P3:33

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 and experience the use of a visual language and develop emotional and aesthetic responses.

AE104 TWO DIMENSIONAL ART P3:03

Opportunity to develop personal art ability through a range of 2D art experiences which might include drawing, painting, collage and printing.

AE105 THREE DIMENSIONAL ART P3:03

Opportunity to develop personal art ability through a range of 3D art experiences which might include sculptural processes in a variety of media, jewellery making and fibre construction.

AE110 ART METHOD

P2:03

A compulsory method 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. Classroom management and organisation.

AE111 CHILD DEVELOPMENT AND ART EXPRESSION P3:03

To examine the visual characteristics of child art at relevant stages of development. To indicate the presence of changing relationships that exist in the development of the child's cognitive and emotional and physical influences on his work.

To interpret the developing concepts and to consider the relevant teaching strategies.

AE112 FILM AND VIDETAPES I S3:33

The planning, production and presentation of videotaped and filmed material using basic techniques.

AE113 STRUCTURED ART EXPERIENCES FOR PROGRESSIVE DEVELOPMENT S3:32

A comparative analysis of art curricula and consideration of the needs and requirements of planned lessons and organising progressive programmes of art activities suitable for the needs of children.

AE156 CONCEPT DEVELOPMENT AND TECHNIQUES IN THE TEACHING OF TWO DIMENSIONAL ART FORMS S3:33

The study of art methodology as a means of presenting relevant content to children, with varying limits of skill and intellectual development. Students will be assisted to:

(i) Identify and analyse the difficulties of individuals in both conceptual and practical experiences in art so that step-development programmes of work can be planned to satisfy those needs.

(ii) Understand processes and concepts related to art experience so that appropriate materials, methods and practice can be applied at the child's level of experience.

(iii) Develop a language of vision to enable children to communicate and 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 developments.

AE158 PRINTMAKING TECHNIQUES IN RELATION TO TEACHING VARIOUS PROCESSES AND IDEAS AS ART MEDIA IN THE SCHOOL SITUATION S3:32

The encouragement of the use of printmaking as creative art in the school. Various techniques and materials suitable for schools and different age groups to be explored.

AE201 EARLY CHILDHOOD ART CONCEPTS AND EXPERIENCES P3:33 AE1

To investigate further art activities in relation to early childhood education for the child from three to eight. To extend students' knowledge of child development and art education and to develop confidence and ability in structuring art programmes suitable for early childhood experiences.

AE203 THE ENVIRONMENT AS STIMULUS AND RESOURCE FOR ART EDUCATION EXPERIENCES P3:33 AE1

A study of the effect of the environment as a stimulus for visual and tactile expression, the visual evidence of man's effect upon his environment and the ways in which materials of the environment may be used in a non-functional art context.

AE205 TWO DIMENSIONAL ART P3:33 AE104

To further develop some of the concepts and goals gained in the AE104 module and to encourage students to attempt some self-initiated lecturer approved projects.

AE207 THREE DIMENSIONAL ART P3:33 AE104

Students develop some of the 3D concepts and skills gained in the AE105 module and are encouraged to attempt some self-initiated lecturer approved projects.

AE252 FILM AND VIDETAPES II S3:33 AE157

Experiments in the nature of film-making, following specific limitations, will enable the student to respond expressively to the moving image created at an individual level.

Completion of cinema supervision as expressions of art and society will be incorporated and the students examine the means of establishing a perceptual awareness of the cinematic styles of the mass media.

AE257 CONCEPT DEVELOPMENT AND TECHNIQUES IN THREE DIMENSIONAL ART FORMS S4:43 AE51

Projects necessary to initiate and develop in students the capacity to be able to foster in their pupils the ability to conceive, clarify and produce their own three dimensional forms.

AE258 TEACHING METHODOLOGY RELATIVE TO PHOTOGRAPHY AND FILM-MAKING S3:32 S3:32 AE1

Experiences designed to make future art educators aware of photography as used as an art media. Basically it will deal with 35mm still photography (prints, slides and super 8 movie making).

Creative and innovative techniques will be employed in producing animated and animated objects. Educational films for use in visual communication and in general creative art productions.

AE259 METHODS OF TEACHING ART HISTORY S3:32 S3:32 AE1

Designers need to understand the variety of methods and approaches for teaching the history of art to children in the school.

AE306 TWO DIMENSIONAL ART G0:33 AE206

Students in this module are expected to plan and present for approval an individual programme of 2D work in their area of expertise. The first semester is devoted to the development of projects related to the approved themes.

AE307 THREE DIMENSIONAL ART G0:33 AE207

In this module, students are expected to plan and present for approval an individual programme of 3D work in their area of expertise. The development of projects will be related to the approved theme.

AE352 FILM AND VIDETAPES III S3:33 AE252

The structure of movie-making as a personal experiment will be explored, and individual preferences to the cinema and television will be examined in the light of current film theory. An assisted film will be shown and produced, and should be established or developed by philosophical and practical investigation of film form.

AE356 UTILISATION OF RESOURCES IN TEACHING ART S3:03 S3:03 AE

To stimulate creative and innovative procedures in the use of resources and materials for teaching art. The resources of creative use of environment, utilisation of natural materials, scrap materials, audio-visual equipment, photocopying and duplicating equipment will be considered in relation to the development of improved environment through art and environmental design will be studied.

AE357 CONCEPT DEVELOPMENT AND TECHNIQUES IN TEACHING APPLIED THREE DIMENSIONAL ART FORMS S3:33 AE

To initiate and develop in students the capacity to be able to foster in their pupils the ability to conceive, clarify and produce their own three dimensional forms.

AE389 ADVANCED METHODS OF TEACHING ART HISTORY S3:33 S3:33 AE2

Aspects to assist students develop the ability to devise and implement a conceptually framed approach to the teaching of Art History that is related to the work of particular educators and influences related to the content of Art History at Secondary level.

AE391 ENVIRONMENTAL INFLUENCES AND CHILD ART P3:33 S3:33 AE

Children are influenced by their parents, other adults, siblings, peers and the media as well as other facets of their culture. Much of this influence helps breed conformity. This module examines the effects of personal interaction and societal pressures upon the development of a child's art expression.

AE392 VISUAL EDUCATION (PRIMARy) P3:33 S3:33 AE

To examine aspects of the broad spectrum of visual communication: analyse the media employed and focus in particular on the evaluation of visual teaching aids and their use. Practical work includes the production of visuals.

AE482 PSYCHOLOGICAL AESTHETICS AND AESTHETIC PREFERENCE

NA

To familiarise the student with the subject matter of psychological aesthetics and to examine the specific problems of psychological aesthetics particularly in the area of aesthetic preference. Students will be assisted in critically evaluating research in psychological aesthetics and will be expected to carry out some small scale research to further their understanding in this area.

AE483 ART THERAPY (B.Ed.Art) S3:33 S3:409

To identify significant differences in children's art development between the products of a normal child, the exceptional child.

AE484 EDUCATIONAL STUDIES: EDUCATION AND THE INTERNATIONALISATION OF ART NA

Examination of certain problems facing art educators of today. Questions raised will include the responsibilities and influences involved in Art Education, the demands upon art educators, the impact of new art, aesthetics and art education in the light of present day attitudes and art productions and the basis for art appreciation and its validity.

AE485 VISUAL EDUCATION (B.Ed.Art) S3:33 S3:33 AE

To examine aspects of the broad spectrum of visual communication, analyse the media employed and focus in particular on the evaluation of visual teaching aids and their use. Practical work includes the production of visuals.

AE486 GROWTH AND DEVELOPMENT IN ART EDUCATION (B.Ed.Art) S3:33 S3:33 AE

A study of the growth and development of Art Education with specific attention to the English, European, American and Australian situations. Modules will be designed to form a foundation for the design of future practice and research in art education.

Students will study the work of particular educators and significant research in art education.
Man and Society  
(1-0) 1 cp  
SI  
Prerequisite (required study)  
This strand will introduce recent trends in psychology, anthropology and sociology which contribute to knowledge about the relationship of man to his environment.  

Perception  
(1-0) 1 cp  
SI  
Prerequisite (required study)  
To introduce students to an understanding of objects, qualities and relationships in our environment.

ART  
All first year modules are subject to student demand.  

Code  
(3-1) indicates that the module requires 3 hours per week of face-to-face lecture/tutorial commitments and at least 1 hour per week of independent study.  

(4-0) indicates that the module requires 4 hours per week of face-to-face lecture or tutorial commitments and no independent study commitments.  

(5-0) indicates that the module requires 5 hours per week of lecture or tutorial commitments and no independent study requirements.  

(6-0) indicates that the module requires 6 hours per week of independent study commitments.  

(6-1) indicates that the module requires 6 hours per week of face-to-face lecture or tutorial commitments and at least 1 hour per week of independent study commitments.

CPS  
S = Semester  
SII = Semester II  
NA = Not available

AT100 FOUNDATION THEORY  
This module comprises the following 3 strands:  
Art Concepts  
(1-1) 1 cp  
SI  
Prerequisite (required study)  
This strand is structured to encourage students to research the sources, contexts and nature of contemporary art and art issues, and to familiarise the range of possibilities available to the student and to enrich studio practice.
Art

Man and Society

Art first year modules are subject to student demand.

Code

(1-0) 1cp
S
(Required study)

This strand is designed to encourage students to research the sources, context and nature of contemporary art and art issues, and to familiarise students with the range of possibilities available to the student and to enrich studio practice.

Art Therapy

An introduction to the unique contribution art can offer in the education of children with special educational needs. Specific programmes to assist students with planning suitable art activities for them both conceptually and sensori-motorially will be examined. The concept of creativity will be considered within the framework of special needs. An analysis of art for special education will be made so that students will understand its relationship to other subject areas particularly reading and numeracy and to the child's social emotional growth, perceptual development and general educational progress.

Art Therapy

A basic introduction to the arts, materials, resources, thought processes and objectives of education through art. Students will gain an insight into the nature of child growth in relationship to the child's visual and tactile expression. The planning of appropriate activities designed to facilitate continued development in child art will be covered.

Art Therapy

Both of these modules must be undertaken together.

This provides preparation for teaching at High School level. Practical teaching experience and studies of school organisation is related particularly to the N.S.W. Secondary Schools system. A detailed study and evaluation of the specific tasks of the art educator in order to establish an effective professional orientation, increase confidence in teacher-pupil relationships and relate teaching skills and resources to an effective personal impact.

Art Therapy

All 1st year modules are subject to student demand.

Code

-AE550 ART THERAPY: ART IN SPECIAL EDUCATION

GD.39 Ed 1 or 6AE

An introduction to the unique contribution art can offer in the education of children with special educational needs. Specific programmes to assist students with planning suitable art activities for them both conceptually and sensori-motorially will be examined. The concept of creativity will be considered within the framework of special needs. An analysis of art for special education will be made so that students will understand its relationship to other subject areas particularly reading and numeracy and to the child's social emotional growth, perceptual development and general educational progress.

-AE551 ART THERAPY: ART CURRICULUM STUDIES

S5.33

A basic introduction to the arts, materials, resources, thought processes and objectives of education through art. Students will gain an insight into the nature of child growth in relationship to the child's visual and tactile expression. The planning of appropriate activities designed to facilitate continued development in child art will be covered.

-AE552 ART THERAPY: ART EDUCATION

S5.318

Preliminary to AE550, AE551 this module is designed to encourage students to research the sources, context and nature of contemporary art and art issues, and to familiarise students with the range of possibilities available to the student and to enrich studio practice.

-AE553 ART THERAPY: ART EDUCATION

S5.468

A basic introduction to the arts, materials, resources, thought processes and objectives of education through art. Students will gain an insight into the nature of child growth in relationship to the child's visual and tactile expression. The planning of appropriate activities designed to facilitate continued development in child art will be covered.

-AE554 ART THERAPY: ART EDUCATION

S5.468

Preliminary to AE550, AE551 this module is designed to encourage students to research the sources, context and nature of contemporary art and art issues, and to familiarise students with the range of possibilities available to the student and to enrich studio practice.

-AE555 ART THERAPY: ART IN SPECIAL EDUCATION

GD.39 Ed 1 or 6AE

An introduction to the unique contribution art can offer in the education of children with special educational needs. Specific programmes to assist students with planning suitable art activities for them both conceptually and sensori-motorially will be examined. The concept of creativity will be considered within the framework of special needs. An analysis of art for special education will be made so that students will understand its relationship to other subject areas particularly reading and numeracy and to the child's social emotional growth, perceptual development and general educational progress.

-AE556 ART THERAPY: ART CURRICULUM STUDIES

S5.33

A basic introduction to the arts, materials, resources, thought processes and objectives of education through art. Students will gain an insight into the nature of child growth in relationship to the child's visual and tactile expression. The planning of appropriate activities designed to facilitate continued development in child art will be covered.

-AE557 ART THERAPY: ART EDUCATION

S5.318

Preliminary to AE550, AE551 this module is designed to encourage students to research the sources, context and nature of contemporary art and art issues, and to familiarise students with the range of possibilities available to the student and to enrich studio practice.

-AE558 ART THERAPY: ART EDUCATION

S5.468

A basic introduction to the arts, materials, resources, thought processes and objectives of education through art. Students will gain an insight into the nature of child growth in relationship to the child's visual and tactile expression. The planning of appropriate activities designed to facilitate continued development in child art will be covered.

-AE559 ART THERAPY: ART IN SPECIAL EDUCATION

GD.39 Ed 1 or 6AE

An introduction to the unique contribution art can offer in the education of children with special educational needs. Specific programmes to assist students with planning suitable art activities for them both conceptually and sensori-motorially will be examined. The concept of creativity will be considered within the framework of special needs. An analysis of art for special education will be made so that students will understand its relationship to other subject areas particularly reading and numeracy and to the child's social emotional growth, perceptual development and general educational progress.
AT203 MUSEOLOGY (3-1) 3 cps
S1, S2
Prerequisite AT100, AT101
To introduce the students to a basic understanding of the principles and practice of museology in relation to art and museum fields.

AT204 PHILOSOPHY (WESTERN) (3-1) 3 cps
SI
Prerequisite AT100, 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.

AT205 INTER-REALM ART (3-1) 3 cps
S1, S2
Prerequisite AT100, AT101
The study of conceptual and physical areas of creative activity which do not fit the categories of art. Creative capacities of students are released and developed in an open working atmosphere.

AT206, AT209 2D DESIGN (4-0) 3 cps per module
S1, S2
Prerequisite AT109 for AT208
AT208 for AT209
The examination of 2D composition and its principles of form and colour. Emphasis is placed on the student developing a personal research programme.

AT210, AT211 DRAWING (4-0) 3 cps module
S1, S2
Prerequisite AT111 for AT210
AT210 for AT211
Development of the student's abilities in expressing specific concepts through drawing. Emphasis is placed on relating drawing to Conceptual Studies being undertaken.

AT212 2D DESIGN (4-0) 3 cps
S1, S2
Prerequisite AT113
A.Ed.(Art) module, the content for which is similar to that for AT208.

AT213 2D DESIGN (4-0) 3 cps
S1, S2
Prerequisite AT121
A.Ed.(Art) module, the content for which is similar to that for AT209.

AT214 3D DESIGN (4-0) 3 cps
S1, S2
Prerequisite AT113
A.Ed.(Art) module, the content for which is similar to that for AT218.

AT215 3D DESIGN (4-0) 3 cps
S1, S2
Prerequisite AT214
A.Ed.(Art) module, the content for which is similar to that for AT219.

AT216 DRAWING (4-0) 3 cps
S1, S2
Prerequisite AT117
A.Ed.(Art) module, the content for which is similar to that for AT210.

AT217 DRAWING (4-0) 3 cps
S1, S2
Prerequisite AT216
A.Ed.(Art) module, the content for which is similar to that for AT211.

AT218A, AT219 3D DESIGN (4-0) 3 cps per module
S1, S2
Prerequisite AT109 for AT218
AT218 for AT219
The investigation of the formal problems particular to 3D composition, the transition between the concept and its 3D realisation, colour and 3D form, and experiment and invention in relation to 3D composition.

AT220, AT221 PAINTING (4-0) 3 cps module
S1, S2
Prerequisite AT121 for AT220
AT220 for AT221
The establishment of the capacity to express a specific concept through painting by the development of individual concepts and relationships of visual and technical sources.

AT222, AT223 PAINTING (4-0) 3 cps per module
S1, S2
Prerequisite AT222 for AT223
AT222 for AT223
These are B.Ed.(Art) modules, the content for which is similar to that for AT220 and AT221.

AT230, AT231 SCULPTURE (4-0) 3 cps per module
S1, S2
Prerequisite AT131 for AT230
AT230 for AT231
These modules seek to provide an understanding of the visual, formal and technical aspects of sculpture encountered through construction, or modelling and carving, in a variety of materials.

AT232, AT233 SCULPTURE (4-0) 3 cps per module
S1, S2
Prerequisite AT32 for AT232
AT232 for AT233
These are B.Ed.(Art) modules, the content for which is similar to that for AT230 and AT231.

AT240, AT241 PRINTMAKING (4-0) 6 cps per module
S1, S2
Prerequisite AT141 for AT240
AT240 for AT241
An intensive study of the processes related to aspects of paper printing technology and the exploration of creative possibilities using one or more of the traditional and contemporary techniques: intaglio, planographic, relief printing.

AT242, AT243 PRINTMAKING (4-0) 3 cps per module
S1, S2
Prerequisite AT146 for AT242
AT242 for AT243
These are B.Ed.(Art) modules, the content for which is similar to that for AT240 and AT241.

AT246 PRINTMAKING (3-1) 3 cps
S1, S2
Prerequisite AT147, NA to Dip Art students
The investigation of block, intaglio, silk screen and linocut necessary in producing print editions.

AT247 PRINTMAKING (3-1) 3 cps
S1, S2
Prerequisite AT246, NA to Dip Art students
A programme of study is developed in one or more printmaking processes. The programme is determined in consultation with the lecturer(s).

AT250, AT251 CERAMICS (4-0) 6 cps per module
S1, S2
Prerequisite AT151 for AT250
AT250 for AT251
The development of ceramic techniques through studio, industrial and sculptural approaches. Kiln-building techniques and testing and historical aspects of ceramics are explored. Creative solutions to design problems are encouraged.

AT253 CERAMICS (3-1) 3 cps
S1, S2
Prerequisite AT154, NA to Dip Art students
The study of ideas and techniques relevant to wheel thrown forms and their decoration.

AT254 CERAMICS (3-1) 3 cps
S1, S2
Prerequisite AT253, NA to Dip Art students
A programme of in-depth study is developed in one or more aspects of studio ceramics. The programme is determined in consultation with the lecturer(s).

AT255, AT256 TEXTILES (4-0) 6 cps per module
S1, S2
Prerequisite AT156 for AT255
AT255 for AT256
These modules are designed for students to further gain competence and skill within current working practices and design in printmaking enabling movement into freelance or studio design, printing or basicloom work.

AT260, AT261 ILLUSTRATION (4-0) 3 cps per module
S1, S2
Prerequisite AT161 for AT260
AT260 for AT261
Corequisite of the following at 200 level:Photography, Painting, Printmaking, Graphic Communication.

AT265, AT266 GRAPHIC COMMUNICATION (4-0) 6 cps per module
S1, S2
Prerequisite AT65 for AT265
AT266 for AT266
These modules are designed to explore and establish relationships of techniques, concepts and imagery, and to investigate and experiment with media as definition and communication.

AT270, AT271 PHOTOGRAPHY (4-0) 6 cps per module
S1, S2
Prerequisite AT71 for AT270
AT270 for AT271
Exploration of imaginative, theoretical and practical aspects of photography through techniques of black-and-white, print distortion, multiple images, tone drop-outs and texture and grain manipulation.

AT272 PHOTOGRAPHY (4-0) 3 cps
S1, S2
Prerequisite AT73
A.Ed.(Art) module, the content for which is similar to that for AT271.

AT273 PHOTOGRAPHY (4-0) 3 cps
S1, S2
A.Ed.(Art) module, the content for which is similar to that for AT271.

AT280, AT281 FILM MEDIA (4-0) 6 cps per module
S1, S2
Prerequisite AT181 for AT280
AT280 for AT281
A programme that is creative and of significant value to the student using self selected themes and processes of working, with emphasis on creative visual experience, in black and white and colour film.

AT285, AT286 JEWELLERY AND SILVERSMITHING (4-0) 6 cps per module
S1, S2
Prerequisite AT285 for AT286
AT285 for AT286
The development of more complex projects requiring advanced technical technique and design.

AT301 HISTORY OF ART (3-1) 3 cps
S1
Prerequisite Any two 200 level Liberal Studies modules
This module provides the opportunity for specialisation of study in non-European Art History, including China and Japan, India and South East Asia, North and South America, Islamic, Eskimo and Oceanic cultures.

AT303 MUSEOLOGY (3-1) 3 cps
S1
Prerequisite AT103 and any other 200 level Liberal Studies module
This module provides for specialisation in the principles and practice of museology in relation to art galleries, museums and special collections.

AT304 PHILOSOPHY (EASTERN) (3-1) 3 cps
S1
Prerequisite Any two 200 level Liberal Studies modules
This module traces the developments in the major eastern philosophies, tracing those aspects most relevant to eastern art and those ideas most influential in western art.

AT305 INTER-REALM ART (3-1) 3 cps
S1
Prerequisite AT205 and any other 200 level Liberal Studies module
The development of an attitude of openness and flexibility in probing the creative zones outside the categories of art.

AT307 PROFESSIONAL PRACTICE THEORY (3-1) 3 cps
S1
Prerequisite Any two 200 level Liberal Studies modules
The study of those aspects of economics, law, grants, scholarships and further education prospects considered appropriate to the successful pursuit of art and art-related professions.

AT320, AT321 PAINTING (8-10) 12 cps per module
S1, S2
Prerequisite AT221, AT320
AT320 for AT321
These modules seek to provide a professional level of competence in painting. Emphasis is placed on developing an active awareness of contemporary issues in painting.

AT322, AT323 PAINTING (4-0) 6 cps per module
S1, S2
Prerequisite AT222
Carequisite AT322 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, AT323 an independent studio module, is NOT compulsory as confirmed by the B.Ed.(Art) course programme requirements.
S I, S II

These modules enable Bachelor of Education (Art) students to develop a professional level of competency in Scultpure. 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.

SII

These modules enable Bachelor of Education (Art) students to develop a professional level of competency in Scultpure. 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.

SII

These modules enable Bachelor of Education (Art) students to develop a professional level of competency in Scultpure. 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.

SII

These modules enable Bachelor of Education (Art) students to develop a professional level of competency in Scultpure. 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.

SII

These modules enable Bachelor of Education (Art) students to develop a professional level of competency in Scultpure. 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.

SII

These modules enable Bachelor of Education (Art) students to develop a professional level of competency in Scultpure. 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.

SII

These modules enable Bachelor of Education (Art) students to develop a professional level of competency in Scultpure. 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.
ED02 THE TEACHING-LEARNING PROCESS (MIDDLE CHILDHOOD) G0:30 EDI
Psychological and educational aspects of classroom learning for children in their middle years of schooling that will enable students to design effective learning experiences.

ED03 THE TEACHING-LEARNING PROCESS (ADOLESCENCE) SG:30 EDI
Psychological and educational principles which affect the efficiency of learning in the secondary years of schooling.

ED04 HISTORY OF EDUCATION IN NEW SOUTH WALES G0:33:34 PG:50 ESI
The history of education in New South Wales is explored, focusing on the significant historical forces which have shaped the current educational system.

ED06 INNOVATIONS IN PRIMARY/SECONDARY EDUCATION G0:33 EDZ
This module provides an understanding of the educational innovations that have occurred in primary and secondary education in recent years, enabling students to develop innovative approaches to teaching and learning.

ED07 INTRODUCTION TO RESEARCH AND MEASUREMENT (NURSE EDUCATION) NA
The purpose of this module is to introduce the nurse educator to research methods which will enable her/him to evaluate research reports and judge their worth to the practice of nursing and to the education of the nurse.

ED08 THE SCHOOL AND SOCIETY (EARY CHILDHOOD) PG:30 EDZ
An analysis of the sociological factors which influence the child's development and of the social forces which help shape the role of the teacher and of institution in the early childhood setting.

ED09 MEASUREMENT AND EVALUATION IN THE CLASSROOM G0:33 EDZ
This module provides students with an understanding of the measurement and evaluation processes used in educational settings, enabling them to design effective learning experiences.

ED10 PERSONALITY DEVELOPMENT AND MENTAL HEALTH G0:33 EDZ
An introduction to major approaches, methods and findings in the field of personality development, with an emphasis on the theoretical bases of personality psychology.

ED11 SOCIOLOGY OF EDUCATION (2):CPS
An examination of the sociological factors which influence the social structures and the social forces which help shape the role of teacher and of institutions.

ED12 EDUCATIONAL ADMINISTRATION (2):CPS
An analysis of the teacher and the pupil as individuals and as group members in the social system called school as it operates in the role of teacher and of institutions.

ED13 SOCIOLGY OF EDUCATION (2):CPS
An analysis of the teacher and the pupil as individuals and as groups in the social system called school as it operates in the role of teacher and of institutions.

ED14 EDUCATION AND SOCIETY (2):CPS
Elective module focusing on the social, political, and cultural factors that influence the education system, and the role of the teacher in society.

ED15 LEADERSHIP (2):CPS
A study of leadership theories and practices in education, with an emphasis on the role of the teacher in the school system.

ED16 CURRICULUM THEORY AND DEVELOPMENT G0:33:36
Core module for PG. Deals with theoretical and practical issues involved in curriculum making. Work is done in groups to contract various curriculum projects such as ASEP, SEMP, MACOZ, and they are examined, and their use and limitations explored.
English Education

EN401 ENGLISH IVA: THE TEACHING OF ENGLISH IN THE SECONDARY SCHOOL
Detailed, practical analysis of teaching approaches in literature, language and new media. Resources that are available. The contribution of major theorists.

EN402 ENGLISH IVB: THE TEACHING OF ENGLISH IN THE SECONDARY SCHOOL
Corequisite to EN401. Effective speech and listening. The place of reading in subject English and in the total curriculum of the school. Audio-visual recording equipment.

EN403 ENGLISH IVc
S3+3+3
Teaching English in the secondary school — a course design for students taking another method study such as History, Teacher Librarianship, Languages.

EN404 TEACHER LIBRARIANSHIP IVA
S3+3+3
Available to Diploma in Education students wishing to combine Teacher Librarianship with another method, e.g. English, History, Social Sciences, Languages.

EN405 TEACHER LIBRARIANSHIP IVB
S3+3+3
Skills are developed in the identification of valid reasons for the assessment of learning, the creation of appropriate tests and the interpretation and reporting of test results.

EN406 TEACHER LIBRARIANSHIP IVc
S3+3+3
The basic principles and practices of curriculum theory and development are examined and then applied to the student's specific area of interest.

EN407 OBJECTIVES AND EVALUATION IN EDUCATION
S3+3+3
15 cpED including 3 cp3
Skills are developed in the identification of valid reasons for the assessment of learning, the creation of appropriate tests and the interpretation and reporting of test results.

EN408 INTERPERSONAL RELATIONSHIPS AND COMMUNICATION SKILLS
S3+3+3
15 cpED including 3 cp3
The student explores interpersonal relationships on both conceptual and experiential levels.

EN409 EDUCATIONAL ADMINISTRATION
S3+3+3
15 cpED including 3 cp3
The administrative educational systems of New South Wales, England and the United States are compared and contrasted.

EN410 PHILOSOPHY OF EDUCATION
S3+3+3
15 cpED including 3 cp3
The theories of some great thinkers on education are examined. Their ideas are explored in terms of the influence on education practice.

EN411 COMPARATIVE EDUCATION
S3+3+3
15 cpED including 3 cp3
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/History Education

EH101 ENGLISH/HISTORY I A INTEGRATED: AUSTRALIAN COLONIAL LIFE
S3+3+3
A study of the Australian colonial life through historical appraisal and reviews of literature of the period, with emphasis on the multi-disciplinary approach. Topics include The Colonial Frontier, Crime and Punishment and An Emerging Free Society.

EH102 ENGLISH/HISTORY I B INTEGRATED: AUSTRALIA AND AUSTRALIANS
S3+3+3
EH101R
This study complements EH101, though it can be taken as an independent unit. The focus is on the social structures and life-styles of Australia since Federation. A multi-disciplinary approach involves historical appraisal and reviews of illustrative literature. Supported by student-seminars and supplement any sessions incorporating other subject-specialists. Areas considered include Nationalism and Young Australia, Australia Grows Up and Australia in the World.

English

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

EN101 CREATIVE ARTS A: WRITING
S3+3+3
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
S3+3+3
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
S3+3+3
A study of the development of synthesis and co-ordination of pupil competence in language and reading skills.

EN104 LANGUAGE AND READING
S3+3+3
An introduction to methods of determining and developing pupil competence in language and reading skills.

EN105 CONTEMPORARY AUSTRALIAN LITERATURE
S3+3+3
The relationships between urban life and attitudes to literary productions and their critical analysis are explored.

EN106 CONTEMPORARY WORLD LITERATURE
S3+3+3
The conflict of need with social and political pressures and techniques and modes of literary presentation of this conflict in contemporary fiction, drama and poetry are examined.

EN107 LITERATURE FOR CHILDREN
S3+3+3
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+3+3
An introduction to methodologies and resources assisting the creative teaching of English.

EN110 THE TEACHING OF ELEMENTARY READING
EP303
A core module for all primarily early childhood students exploring basic assumptions and approaches to teaching of reading.

EN111 TWENTIETH CENTURY INLAND AUSTRALIA: PERSPECTIVES IN LITERATURE AND FILM
S3+3+3
Perceptions of twelfth-century inland Australian life as presented in literature and film.

EN112 LANGUAGE AND READING ACROSS THE CURRICULUM
S3+3+3
An introduction to language processes relating to teaching, written English and oral communication in the effort to determine "across the curriculum" polities on classroom language.

EN113 DEVELOPMENTAL DRAMA
G2+3+3
Experience of drama in its various forms as a mode of self development and as a teaching medium.

EN114 EFFECTIVE COMMUNICATION
G2+3+3
The teacher's role in communication, the competencies and skills involved in effective communication are explored within a range of personal, social and professional situations.

EN115 EFFECTIVE COMMUNICATION (TAFE)
G2+3+3
An essentially practical unit covering all aspects of verbal and non-verbal communication with emphasis on personal development and vocational application.

EN117 EFFECTIVE COMMUNICATION (NURSE EDUCATION)
C2+3
This module enables the nurse teacher and health administrator to investigate the functions of oracy and literacy in nursing and develop, through creative work, effective presentation in social and professional situations.

EN120 ENGLISH METHOD
EP302
Corequisite core module devoted to methods of fostering and extending skills of oracy and literacy in pupils falling within early childhood/primary groups. Available 1981 intake.

EN121 ENGLISH METHOD
EP302
See corequisite core module EN120 for description. Available 1980 intake.
EN201 DRAMA PRACTICAL THEATRECRRAFT
G3:33
The development of drama as an art form. Practical involvement in directing, acting and production.

EN202 FILM APPRECIATION
NA 9
An exploration of various aspects of film—language, sociological and historical, with special reference to Australian film.

EN203 LINGUISTIC CONCEPTS
G3:33 EN101 - EN104 or EN114
Current theories and practices in the teaching of reading.

EN204 STUDIES IN READING
G3:33 EN103, EN104, EN110 or ED1
A study of the literary concerns and contribution of various nineteenth century authors.

EN205 NINETEENTH CENTURY LITERATURE
G3:33 EN101, EN102, EN105 or EN107 or ED1
The study of various texts.

EN206 NINETEENTH CENTURY AUSTRALIA, IN LITERATURE
S0:30
Study of Australian writers both past and present whose inspiration derives from the ethos and events of nineteenth century Australia.

EN207 LITERATURE FOR ADOLESCENTS
G3:33 EN101-EN107
Major interest areas of adolescent literature explored for teaching of language and critically analysed.

EN208 STUDIES IN POPULAR FICTION
S6:30 EN102, EN104, EN105, EN106 or EN107
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 reading of reading-related skills in children of 5 to 8 years.

EN209 STUDIES IN TWENTIETH CENTURY FICTION
S0:33 EN2
Thematic and stylistic developments within this period.

EN210 TEACHING LITERATURE TO YOUNG PEOPLE
G3:33 EN110
The significance of "literatures" at varying levels of development, modes of selection and presentation of young people's literature in classroom situations.

EN211 TEACHING THE SHORT STORY
EN202, EN205-EN206, EN305, EN212
A practical module on writing the short story, with emphasis on two perspectives-the Australian Situation and the Functional National Appropriately for Special Education.

EN212 WORLD FICTION
S3:03
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, and its integration with other subject fields, with an emphasis on the development of reading-related skills in children of 5 to 8 years.

EN213 LITERATURE FOR INFANT CLASSROOMS
S0:33 EN2
This course is a practical and theoretical unit which aims to give 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.

EN214 TEACHING ENGLISH AS A SECOND LANGUAGE
G3:33 EN330
A 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.

EN215 CURRICULUM AND RESEARCH IN TEACHING AND LANGUAGE
G3:33 EN9 or EN13
A practical, school-based unit providing perspective and background in curriculum development and research. Emphasis to suit student requirements. (Early Childhood/Primary/Secondary).

EN216 TEACHING ENGLISH AS A SECOND LANGUAGE
G3:33
A practical, school-based unit providing perspective and background in curriculum development and research. Emphasis to suit student requirements. (Early Childhood/Primary/Secondary).

EN217 TEACHING ENGLISH AS A SECOND LANGUAGE
G3:33
A practical, school-based unit providing perspective and background in curriculum development and research. Emphasis to suit student requirements. (Early Childhood/Primary/Secondary).

EN218 WORLD FICTION
S3:03
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, and its integration with other subject fields, with an emphasis on the development of reading-related skills in children of 5 to 8 years.

EN219 ADVANCED STUDIES IN READING
S3:33 EN218, EN219
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, and its integration with other subject fields, with an emphasis on the development of reading-related skills in children of 5 to 8 years.

EN220 ADVANCED STUDIES IN READING
S3:33 EN330
A practical module on writing the short story, with emphasis on two perspectives-the Australian Situation and the Functional National Appropriately for Special Education.

EN221 CHILDREN'S FICTION
S0:33
Thematic and stylistic developments within this period.

EN222 TEACHING LITERATURE TO YOUNG PEOPLE
G3:33 EN110
The significance of "literatures" at varying levels of development, modes of selection and presentation of young people's literature in classroom situations.

EN223 TEACHING THE SHORT STORY
EN202, EN205-EN206, EN305, EN212
A practical module on writing the short story, with emphasis on two perspectives-the Australian Situation and the Functional National Appropriately for Special Education.

EN224 TEACHING THE SHORT STORY
EN202, EN205-EN206, EN305, EN212
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, and its integration with other subject fields, with an emphasis on the development of reading-related skills in children of 5 to 8 years.

EN225 TEACHING THE SHORT STORY
EN202, EN205-EN206, EN305, EN212
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, and its integration with other subject fields, with an emphasis on the development of reading-related skills in children of 5 to 8 years.
ET110 PLANNING SKILLS S2:23
See ET211 for module description.

ET111 STUDENTS AND TEACHERS IN T.A.F.E. S0:23
See ET213 for module description.

ET112 EVALUATION SKILLS S2:23
See ET212 for module description.

ET113 ISSUES IN T.A.F.E. S0:23
See ET215 for module description.

ET114 PROCESSES OF LEARNING IN T.A.F.E. CONTEXTS S0:23
The applicability of appropriate explanations of the learning process will be explored having particular regard to the peculiar exigencies of T.A.F.E. teaching venues. The course will be complimentary to insights developed in ET115.

ET115 ISSUES IN T.A.F.E. S0:23
See ET215 for module description.

ET116 SOCIOLOGICAL FOUNDATIONS OF T.A.F.E. S0:23
This module provides awareness of the sociological factors which influence student performance and the social forces which help to shape the aims and operation of T.A.F.E. and the functional relationship between individuals in such organisations. It should provide a structure for a development of insights gained in ET215, ET214 and ET213.

ET200 SPECIAL METHOD I S2:24
Special Method Courses are conducted to meet the requirements of the individuals' subject specialisation.

ET205 SPECIAL METHOD 2 S1:14
See ET200 for module description.

ET211 PLANNING SKILLS S2:23
Students will develop competence in systematic procedures in curriculum design and will be expected to apply these procedures to their on-going planning function.

ET212 EVALUATION SKILLS S2:23
Students will confront the function of assessment within a T.A.F.E. curriculum and perform a critical examination of assessment as it affects the individual teacher's role within particular schools in the T.A.F.E. Students will also develop appropriate test instruments and coincide with implementation they will acquire proficiency in statistical methods employed in item test validation.

Education — Welfare

EW101 PSYCHOLOGY I This module aims to promote understanding of the individual's development and behaviour and to introduce the basic concepts and practice of psychology. Topics studied include personality, development, the biological bases of behaviour, motivation, human development, psychology and the psychosocial aspects of life.

EW102 PSYCHOLOGY II: INTERPERSONAL RELATIONS Self concept, development and awareness of dynamics in human relationships are the aims. The module treats content such as awareness and perception of self and others, communication, social context of behaviour, human and helping relationships, groups.

EW110 UNDERSTANDING HUMAN BEHAVIOUR GQ:30
The nature of social learning and the formation and assessment of attitudes and emotions at significant aspects of personality. Important personality disorders will be discussed.

EW111 BASIC PROCESSES IN HUMAN BEHAVIOUR GQ:30
The psychological and developmental factors in human behaviour, with particular emphasis upon perception, learning and motivation.

EW112 PLANNING AND PRODUCING AUDIO-VISUAL MATERIALS GQ:30
Planning and making audio tapes, slides, television productions, still pictures, graphics and other materials commonly used to assist learners.

EW113 PSYCHOSOCIAL ASPECTS OF ILLNESS (NURSE EDUCATION) (2 hwp for 1 sem)3
This module is designed to teach the nurse to consider the implications of illness and/or hospitalisation for the individual who is ill and for his/her family with respect to the psychosocial aspects of life. It is seen in the role of the health agencies and/or modes of support are examined.

EW114 HUMAN BEHAVIOUR-MAN AS AN INDIVIDUAL (NURSE EDUCATION) (2:0)3
This module provides an introduction to the study of human behaviour, provides a background of knowledge upon which further studies in behavioural science can be developed, and complements sociological and psychological units.

EW115 THE PHYSIOLOGICAL BASES OF BEHAVIOUR GQ:30
The physiological aspects involved in information processing and behaviour are explored. Study is made of response mechanisms and sensory processes along with the chemistry of behaviour.

EW116 ISSUES AND INQUIRY IN PSYCHOLOGY (GQ:30 or GQ:31) GQ:30
This module explores the origins and current nature of psychology. Traditional and contemporary viewpoints are examined.

EW120 LIFE SPAN DEVELOPMENT (NURSE EDUCATION) (2:0)3
Increasing understanding of development continuing throughout the life span is seen as contributing to understanding of the self. In this way the module will contribute to the development of a healthy self-concept and assist in the establishment of satisfying interpersonal relationships.

EW131 MOTIVATION AND MORALE (NURSE EDUCATION) (2:0)3
This module will examine the meaning of the concepts of motivation and morale, the determinants and complexity of human motivation and the application of these theories to theories of management. Special examination will be made of the questions of motivation and morale in the fields of nursing education, to nursing personnel, and to health administration.

EW211 INDIVIDUAL DIFFERENCES A GQ:30
Students are given an appreciation of the theoretical extent and importance of individual differences in four age groups from birth to adolescence.

EW212 INDIVIDUAL DIFFERENCES B GQ:30
Students are given practical appreciation of the influence of individual differences in four age groups from birth to adolescence.

EW213 PSYCHOLOGICAL STATISTICS GQ:30
This course will develop a capacity to employ appropriate statistics in the analysis of research data and in the interpretation of educational test scores. Emphasis is placed on procedures which can be applied in the school.

EW214 PERCEPTION GQ:30
This philosophy of the five senses, particularly sight and hearing are related to the psychology of the individual and the environment.

EW215 EDUCATION AND PSYCHOLOGICAL TESTS GQ:30
The bases of education and psychological tests are examined in a practical context. Students are able to develop practical skills in the administration of tests in a practical context.

EW216 ENVIRONMENTAL PSYCHOLOGY GQ:30
This module aims to develop a greater sensitivity to the impact of environment (natural and man-made) upon man. An examination is made of the principles upon which decisions regarding environment impacts should be based.

EW217 INTRODUCTION TO ORGANISATIONAL THEORY GQ:30
This course will introduce general organisational concepts. This provides a general introduction to the theories and practices of administration.

EW218 EDUCATION IN THE MULTICULTURAL CLASSROOM GQ:30
Deals with the multicultural classroom both as an Anglo Australian classrooms and those of Aboriginal and ethnic minorities. Core module for Multicultural Studies.

EW219 EDUCATION AND THE DISADVANTAGED GQ:30
Deals with problems of the socio-economically and culturally disadvantaged in the classroom. Considers resources and teaching methods appropriate to classroom situations as well as theoretical models.

EW220 DESIGNING AND IMPLEMENTING CURRICULA FOR DISADVANTAGED GROUPS GQ:30
Construction of curricula and resources for teaching aboriginal and migrant children at all levels of schooling.

EW221 SELF AWARENESS/INTERPERSONAL RELATIONS (NURSE EDUCATION) (NA)
The provision of an environment conducive to and supportive of learning is greatly dependent on maintaining meaningful interpersonal relationships. Such an environment is also essential to enable students to experience personal growth of the team members and facilitation of the aims of the organisation. This module is designed to foster a realistic image by providing experiences which enhance self awareness and provide self esteem; then to build on this awareness and develop effective interpersonal relationships in collaboration with others.
Home Science/Textiles Education

Code (x+y):z
- Indicates a first semester module presented as a lecture of x hours duration, and practical/ tutorial of y hours duration.
- HT - Home/Textiles
- FIT - Food/Textiles

HT015 FAMILY AND CULTURE (2x1+1:0)
Scientific method as a tool of research. Research structure as applicable to family and consumer studies. Kinship and interpersonal relationships. Societal influences on lifestyles of families through history culminating in the 19th century.

HT016 FOODS (2x1+2:0)
The application and management of specific Home Science skills and demonstration techniques. Through demonstrations and practical exercises the student develops expertise in food preparation involving the 6 nutrients.

HT017 CONSUMER TEXTILES (2x1+2:3)
A study of the structures and properties of fibres, yarns and fabrics.

HT018 FASHION DESIGN - CLOTHING CONSTRUCTION (1+3:0)
A study of the aesthetics of fashion and the basic concepts of design applied to fashion. The student will experiment with methods of manipulating design to create and construct fashion styles.

HT019 NUTRITION (2x1+2:3) HT201
Development of a basic understanding of the physiological, chemical, and functional aspects of foods. Introduction to the role of carbohydrates, proteins, and vitamins in human nutrition.

HT020 FOOD SCIENCE (2x1+2:3) HT202
The physical and chemical composition of the food nutrients and the changes which take place in these foods during processing, storage, preparation, and presentation, with further study of colloidal systems.

HT021 FAMILY AND CULTURE (2x1+1:3) HT203
The Australian family in historical perspective. A cross cultural comparison of either the tribal family as found in the Pacific islands or traditional family found in other cultures such as Greece, India, Yugoslavia, Turkey or Asia.

HT022 FOOD IN HISTORY AND CULTURE (2x1+2:3)
The consumption of six major food crops in pre-industrial societies, and the effect of these crops on different cultures and their development.

HT023 TEXTILE TECHNOLOGY (2x1+2:0) HT106
The design and production of fibres, yarns, fabrics and garments for mass consumption.

HT024 FOODS AND HOUSING (2x1+1:0) HT106
Emphasis is placed on energy conservation by efficient management of both material and human resources.

HT025 NUTRITION (2x1+2:3) HT107
A study of the needs of the dweller... and interior design. Emphasis is placed on energy conservation by efficient management of both material and human resources.

HT026 FOODS IN CONTEMPORARY SOCIETY (2x1+2:3) HT107

HT027 FASHION DESIGN (2x1+2:3) HT108
A practical approach to an appreciation of fashion and textiles for modern living.

HT028 NUTRITION (2x1+2:3) HT109
An appreciation of the basic concepts of food design. The student will experiment with... design techniques. A schematic exploration of techniques since ancient times.

HT029 NUTRITION (2x1+2:3) HT110
A study of the development of an appreciation and working knowledge of fibre and yarn characteristics, early looms and construction techniques, off-the-shelf construction and dyeing through an exploration of techniques since ancient times.

HT030 FOODS IN CONTEMPORARY SOCIETY (2x1+2:3) HT110

HT031 FOOD SCIENCE (2x1+2:3) HT111
Emphasis is placed on energy conservation by efficient management of both material and human resources. Diet, nutrition and obesity. The effect of food on the body. The role of food in the treatment of disease.

HT032 FOODS IN CONTEMPORARY SOCIETY (2x1+2:3) HT112
A study of the development of an appreciation and working knowledge of fibre and yarn characteristics, early looms and construction techniques, off-the-shelf construction and dyeing through an exploration of techniques since ancient times.

HT033 FOODS IN CONTEMPORARY SOCIETY (2x1+2:3) HT112
An appreciation of the basic concepts of food design. The student will experiment with... design techniques. A schematic exploration of techniques since ancient times.

HT034 FOODS IN CONTEMPORARY SOCIETY (2x1+2:3) HT113
A practical approach to an appreciation of fashion and textiles for modern living.

HT035 NUTRITION (2x1+2:3) HT114
An appreciation of the basic concepts of food design. The student will experiment with... design techniques. A schematic exploration of techniques since ancient times.

HT036 FOODS IN CONTEMPORARY SOCIETY (2x1+2:3) HT116
A practical approach to an appreciation of fashion and textiles for modern living.

HT037 NUTRITION (2x1+2:3) HT117
An appreciation of the basic concepts of food design. The student will experiment with... design techniques. A schematic exploration of techniques since ancient times.

HT038 NUTRITION (2x1+2:3) HT118
A practical approach to an appreciation of fashion and textiles for modern living.

HT039 NUTRITION (2x1+2:3) HT119
A practical approach to an appreciation of fashion and textiles for modern living.
Industrial Arts and Craft Education

**IA101 HANDWORK IN CHILD DEVELOPMENT**
(S0:33)
A module intended to introduce students to the range of skills, processes and materials which contribute to the development of creative young children. Students will become familiar with the principles and approaches of the craft process, and will be expected to develop a range of skills and techniques in areas such as painting, drawing, and constructing. The module is designed to provide a foundation for further study in the field of creative education.

**IA102 DEVELOPMENT OF TECHNOLOGY**
(G0:03)
This module aims to develop an understanding of the impact of technological change on society and its place within history. The module is designed to foster an awareness of the importance of social change and how the level of technological knowledge has influenced social structure.

**IA103 DESCRIPTIVE GEOMETRY**
(S2:33)
This study aims at giving the student an opportunity to gain experience in Descriptive Geometry in order to achieve the following objectives:

- Understanding the basic principles of geometric representation.
- Developing the ability to visualize and interpret geometric objects.
- Enhancing spatial thinking skills.

**IA111 TECHNICAL DRAWING**
(G0:03)
This course introduces students to the fundamentals of engineering drawing. Basic concepts relating to projections and line work are explained, and students are introduced to Drawing Standards and codes. The knowledge is then applied to drawing exercises which range from simple solids to more complex workshop drawings.

**IA112 FUNCTIONAL DESIGN IN TECHNOLOGY**
(G2:43)
Functional design is studied as it applies to a variety of materials and applied processes together with a study of the elements and principles of design and their inter-relation­ship. Students are expected to develop an understanding of design products by the physical properties of the materials involved. Experience in the construction of products from a variety of materials such as paper, cardboard, wood, metal, plastic and clay will be encouraged.

**IA113 ENGINEERING SCIENCE**
(G0:03)
This study is designed to broaden the students' knowledge of the basic spectrum of material and manufacturing techniques used in industry. The specific combinations of materials and manufacturing processes are studied, and students are expected to develop a range of commercial objects which contribute to the understanding of the effects of the materials and manufacturing processes on the physical and functional properties of the objects. The study will be designed in partnership with the Head of Department regarding submissions of an individual project.

**IA114 CONCEPTS OF MANUFACTURING**
(G0:03)
This subject aims at examining the factors involved in the manufacture of objects of commercial utility. The objective is to develop the ability to critically evaluate manufactured articles considering such diverse factors as aesthetic, technical, mechanical and psychological implications and to be better prepared for the role of a consumer by the application of skills gained in the selection of well-designed items of suitable materials.

**IA115 APPLIED METALS**
(G0:43)
Beginning with the knowledge of various metals and metalworking techniques appropriate to creative metalsmiths, students should develop basic concepts of metalcraft in its applications to the field of design. Students are expected to participate in metalwork projects which will involve the mastery of basic techniques and its application in constructing metal objects. Through individual expression of design in metal, students are expected to develop skills and confidence in applying this knowledge to practical achievement.

**IA116 METAL FORMING**
(S0:43)
The intention is to broaden concepts of metalcraft design whilst increasing knowledge and skill in the shaping, joining and finishing of metal objects. Practical experience will be gained in the use of tools, appliances and machines.

**IA117 BASIC WOODWORK**
(S2:43)
This introductory module aims to provide individuals with a fundamental knowledge of processes in working wood and allied materials. Students will develop practical skills through development of manual dexterity and be aware of proper use and care of hand and machine tools used in woodwork.

**IA118 TIMBER FIBER AND BASIC WOODTURNING**
(SD:43)
The module aims to develop an appreciation of creativity, especially in design and craftsmanship by experiencing the properties and uses of materials suitable for framed fabrication and turning on the wood lathe.

**IA119 FABRICATION OF MATERIALS**
(G0:43)
Marking, cutting, shaping and joining processes appropriate to woodwork as well as join and hollow sections. Selection of appropriate techniques and equipment. Some opportunity for skills development. For Art students, TAFE, others purpose.

**IA120 POWER TECHNOLOGY A**
(G4:03)
Through a study of fuels, power sources, developing units, transmission devices and applications, the student will develop a perspective of power technology in society. The study will embrace formal lectures, research assignments, group discussions and practical experience of simple items in both laboratory and community situations.

**IA126 INTEGRATED WORKSHOP PRACTICES**
(SI:49)
This module has been designed specifically to provide a comprehensive range of basic skills and experiences in the areas of wood, metal and plastics. Handwork and machine tool operations are both covered in a "practical orientation" course.

**IA127 WOOD, PLASTICS, PAINT AND FIBRE**
(S4:03)
This module is suited to students of Art who wish to pursue studies in Art that require the use of basic skills in utilizing wood, paint, polymers and reinforced plastics.

**IA131 EXPRESSION PAPER CRAFT**
(P4:03)
The subject intends to provide an opportunity for students to establish an understanding of the variety of commercial, recreational and educational applications of two dimensional techniques in paper.

**IA132 ARTS IN THE COMMUNITY**
(G4:40)
The specific crafts studied will vary from time to time, but could include, paper crafts, leatherwork, ceramics, printing, weaving and so on. Students will become aware of the techniques involved in the mastery of beginning skills in a number of crafts and to appreciate the recreational and educational applications of these craft within the community. The student will be required to investigate current trends in craft activities and to recognise the social factors which influence these trends.

**IA134 GRAPHIC ARTS**
(G4:40)
Graphic Arts provides students with an awareness of graphic communication techniques through experience in a number of introductory printing processes. Experience will be gained in the basic techniques of lettering, typography, line work and screen printing. Not available to Art or Art Education students without permission of head of department.
The history and development of ceramic technology will be studied to aim the student within a technological society. Experiments with techniques in shaping and moulding the clay body, together with an understanding of the processes of kiln and cold and physical properties of the clay as a result of wetting, drying, wedging and heating. Opportunities will be given in the various methods of protecting and decorating the clay body.

The objectives of this subject are: to analyse the senior high school curriculum, but also to recognise sound techniques for group or individual work attempted. Additionally, students will be given the opportunity to become more proficient in technical drawing and develop awareness of techniques in imparting these skills to others. The subject is intended that the student to design procedures and conceptual design; to allow the student to follow through a design to the prototype stage in either of the technologies.

This course will consider various mechanical testing procedures that are used to determine qualitative and empirical properties of materials. The objective is to examine closely the fundamental principles which control the behavior of wood, metal and plastic materials to produce projects using the most appropriate materials. Specifically it will enable students to develop an appreciation of creativity, quality of design and craftsmanship. Additionally it enables students to design and construct models using appropriate tools and materials, to familiarise themselves with the proper use and care of hand and machine tools to achieve worth while attitudes and appreciation of tools and materials.

To provide students to practical experience with the knowledge to present displays for maximum visual effect.
DEGREE LEVEL
S(4:0)3 IA210
This module aims to give students an insight into modern drafting techniques so as to ensure that students are well-grounded in the traditional drafting approach to orthographic and pictorial projection. To examine the handling of traditional drawings through computer graphics, and to consider possible future developments in technical drawings and graphic representation.

IA311 ADVANCED GRAPHICAL REPRESENTATION
S(2:2)3 IA210
This is the analytical component of the engineering design process. It covers the physical mechanical properties of materials, effects of loadings, stresses etc. and includes design of beams, shafting etc. It serves as an introduction to 400 level design.

IA312 ENGINEERING DRAWING
S(2:2)3 IA211
This course is designed for students terminating their study at diploma level. It aims to show the student the processes involved in analysis, leading to design of machine components, beams etc. A design project is undertaken in order to follow through design procedures.

IA315 ADVANCED METAL PROCESSING
DIPLOMA LEVEL
S(2:2)3
This module will provide opportunities for students to gain experience, on an individual basis, in design, planning and construction in the fields of boat-building and furniture construction. Related finishing processes will also be investigated. Students will study developments in both fields and be expected to achieve an appropriate level of expertise in the application of related knowledge and skills.

IA318 ADVANCED WOODMACHINING AND PATTERNMAKING
DIPLOMA LEVEL
S(0:4)3 IA217 or IA224
In order to provide an opportunity for a wide range of experiences using various media, tools and machines.

IA324 EXPERIMENTAL DESIGN
S(0:4)3 IA314
This module will enable students to gain an understanding of the role played by standard codes in the design of machine elements.
This module intends to develop an understanding of design for industry. The specific objective is to investigate the industrial process in order to provide experience in constructive design problem and laboratory techniques, with particular emphasis on developing skills in teaching practical subjects in secondary schools.

A module designed to provide students with a fundamental knowledge of metalworking and woodworking processes associated with technicians. Practical or laboratory work undertaken in the design of the module in order to provide experience in constructive design problem, development of the working or prototype and the principle upon which students will allow for the selection of materials, engineering techniques and drawing and design.

A module which provides additional skills and knowledge in the practical laboratory situation for students whose understanding of the context and background indicate weaknesses in subject content.

The project focuses on the design and development of the module in order to provide experience in constructive design problem, development of the working or prototype model and eventual satisfactory achievement of the design project.

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The evaluation of one's own skills and knowledge in the practical laboratory situation for students whose understanding of the context and background indicate weaknesses in subject content.

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MA102 APPLIED MATHEMATICS: ELEMENTARY STATISTICS AND COMPUTING
G0:333
An introduction to statistics, computing and the computer applications required to solve elementary statistical problems. No previous knowledge will be assumed.

MA103 CALCULUS IA
G0:333
This unit covers differential and integral calculus which develops the concepts and techniques associated with both differentiation and integration.

MA104 CALCULUS IB
G0:333
Introduction to differential and integral calculus which develops the concepts and techniques associated with both differentiation and integration.

MA105 GEOMETRY I
G0:333
This unit explores some of the various aspects of geometry and introduces those concepts, notation and principles that are basic to more mature studies in mathematics.

MA106 MAKING A MATHEMATICS I
G0:333
This study examines the world 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 PRIMARY MATHEMATICS
P2:345
This study provides the necessary background for the proper interpretation and application of sub-secondary mathematics teaching programmes.

MA152 MATHEMATICS METHOD
P2:345
This study displays classroom approaches and materials which permit the meaningful treatment of sub-secondary mathematics programmes.

MA153 MATHEMATICS EDUCATION: JUNIOR SECONDARY CURRICULUM STUDIES I
G0:333 P2:345 P3:20
In this module the curricula of the upper primary and junior secondary grades are examined and selected teaching methods in mathematics are investigated.

MA201 APPLIED MATHEMATICS: MATHEMATICAL ASTRONOMY, NAVIGATION AND SURVEYING
NA G MAI
This study is devoted to astronomy with an emphasis on the co-ordinate systems of the celestial sphere and their inter-relationships and conversion techniques. Distances of heavenly bodies, relative motions, relative masses and selected influences pertinent to the solar system are studied. Descriptive astronomy cannot be avoided and the various astronomical viewing and research instruments and devices will be described. Reference to the more recent developments and theory. A major descriptive assignment involving the use of the celestial sphere, star maps, refractor and Newtonian telescopes is an expected outcome of the module. The problem of position 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
NA G MAI P2:345 P3:20
Problem solving in areas requiring the application of fundamental laws and principles of mechanics.

MA203 CALCULUS II
G0:333 P2:345
This study is an extension of the earlier calculus courses and is intended for the applications of first order differential equations in addition to an introduction to differentiation and integral calculus of functions of several variables.

MA204 COMPUTER STUDIES
G0:333
This course introduces students to computers — hardware, software, general features. Problem solving, flowcharting, computer applications of logic, boolean algebra, introductory machine language and assembly language programming, sorting and searching algorithms, simulation.

MA205 GEOMETRY II
G0:333
In this study the concept of geometry is developed, particularly by application of vectors and matrices in the context of three-dimensional geometry.

MA206 MAKING A MATHEMATICS II
G0:333 P2:345 P3:20
Some creative and geometrical aspects of mathematical structures, with particular emphasis on the patterns to be observed in environmental and artistic pursuits.

MA207 FINITE MATHEMATICS
NA G MAI
This introduction to some topics from modern applied mathematics includes networks, linear programming and the study of matrix games.

MA208 GEOMETRICAL TOPOLOGY
NA G MAI
From a brief comparative look at geometries the study concentrates on non-dimensional spaces and their associated invariants. Specific investigations include Euler's formula for polyhedrons, the colour problem and the separation of simple closed curves in three-dimensional applications.

MA209 INTRODUCTION TO THE HISTORY OF MATHEMATICS
NA G MAI
The contribution to mathematics by pre-classical and classical civilisations: European mathematics up to the Middle Ages.

MA210 MATRICES AND ELEMENTARY VECTOR SPACES
G0:333 P2:345
Linear spaces, linear dependence, the linear space homomorphism and applications.

MA211 THEORY OF NUMBER AND RELATED TOPICS
NA G MAI P2:345
An introduction to some classical discoveries in number theory and to areas of more recent development.

MA212 RELATED ANALYSIS
G0:333 MA103
Concepts based on the Supremum Axiom are used to consider a variety of limit concepts, continuity, differentiability and integrability, culminating in the Fundamental Theorem of Calculus.

MA213 SOCIAL MATHEMATICS
G0:333
The part played by mathematics in the development of modern society is extended to its current applications in a technological world.

MA214 ANALYSIS
G0:333
Further topics in analysis are studied, in particular, the theory of real numbers and sequences of real numbers.

MA215 MATHEMATICS EDUCATION PART IIA: MATHEMATICS AND THE PRIMARY INFANT CHILD
P3:30 P2:345
This module provides stutdents with the necessary knowledge and skills to teach primary and infant school children mathematics, and to plan and implement enrichment activities in mathematics. The module also provides an introduction to the assessment of primary and junior children's mathematical achievement.

MA216 MATHEMATICS EDUCATION PART IIC: MATHEMATICS AND THE REMEDIAL CHILD
P3:30 P2:345
This module investigates the design and construction of remedial mathematics programmes for the young child. It introduces students to the role of enrichment activities in the remedial setting and to the planning and implementation of enrichment activities for children who are underachieving in mathematics.

MA217 MATHEMATICS EDUCATION: JUNIOR SECONDARY CURRICULUM STUDIES II
G0:333 MA153
This study involves the selection of teaching materials and teaching methods in junior secondary mathematics, in relation to the students' knowledge, ability and achievement.

MA218 MATHEMATICS EDUCATION: SENIOR SECONDARY CURRICULUM STUDIES III
G3:00 MA153
This study investigates the design and construction of enrichment activities in mathematics for the senior secondary school student, in relation to the students' knowledge, ability and achievement.

MA301 ANALYSIS OF METRIC SPACES
G0:333 MA212
This course is an introduction to the analysis of metric spaces, focusing on the concepts of continuity, uniform continuity, and convergence. It provides a foundation for further studies in real analysis and functional analysis.

MA302 MODERN APPLIED MATHEMATICS
G0:333 MA2
This study is designed to provide an introductory overview of advanced mathematical techniques, with a focus on modern applications. It covers topics such as partial differential equations, optimization, and numerical analysis.

MA303 CALCULUS III
G0:333 MA201
This course covers more advanced topics in calculus, including multivariable calculus, line integrals, and surface integrals. It builds on the concepts introduced in Calculus I and II.

MA304 COMPLEX VARIABLES
G0:333 MA200
This course focuses on the theory of functions of a complex variable, including complex differentiation, integration, and series.

MA305 DIFFERENTIAL EQUATIONS
G0:333 MA203
This course introduces students to the theory and methods of solving differential equations, with an emphasis on both analytical and numerical techniques.

MA306 LINEAR ALGEBRA
G0:333 MA210
This course covers the fundamental concepts of linear algebra, including vector spaces, linear transformations, and eigenvalues.

MA307 NUMERICAL ANALYSIS
G0:333 MA204
This course provides a foundation in numerical methods, with an emphasis on the development and analysis of algorithms for solving mathematical problems.

MA308 STATISTICS
G0:333 MA205
This course introduces students to the theory and methods of statistical inference, including probability theory, estimation, and hypothesis testing.

MA309 HISTORY OF MATHEMATICS II
NA G MAI
This study investigates the development of mathematics from the ancient civilizations to the modern world.

MA310 MATHEMATICS EDUCATION IIB: SPECIAL TOPICS IN MATHEMATICS
P2:345 MA2
This module examines the analysis of sub-secondary mathematics teaching programmes in light of current mathematics education theories and trends.

MA311 PROJECTIVE GEOMETRY
NA G MA205
Plane projective geometry is introduced informally. The geometric properties of conics and their applications are studied.

MA312 MATHEMATICS EDUCATION I: MATHEMATICS EDUCATION II: THE SLOW LEARNER
NA S MA254
This study examines the educational needs of children with specific learning difficulties in mathematics, with a focus on the slow learner.

MA313 MATHEMATICS EDUCATION IIA: MATHEMATICS EDUCATION AND THE PRESCHOOL CHILD
P3:03 MA251 or EC203 or EC204
This course investigates ways of helping children requiring special education in learning mathematics. It covers the development of pre-school children is considered in terms of their cognitive, affective, and social development.

MA314 MATHEMATICS EDUCATION IIB: MATHEMATICS EDUCATION AND THE PRIMARY SCHOOL
P3:03 MA251 or EC203 or EC204
This course focuses on mathematics education in the primary school, with an emphasis on the development of children's mathematical skills and understanding.

MA315 MATHEMATICS EDUCATION IIC: MATHEMATICS EDUCATION AND THE SECONDARY SCHOOL CHILD
P3:03 MA251 or EC203 or EC204
This course examines the educational needs of children with specific learning difficulties in mathematics, with a focus on the secondary school child.

MA316 MATHEMATICS EDUCATION IID: MATHEMATICS EDUCATION AND THE ADOLESCENT CHILD
P3:03 MA251 or EC203 or EC204
This course investigates ways of helping adolescents with specific learning difficulties in mathematics. It covers the educational needs of adolescents requiring special education in learning mathematics.

MA317 MATHEMATICS EDUCATION IIE: MATHEMATICS EDUCATION AND THE ADULT LEARNER
NA S MA254
This study examines the educational needs of adults with specific learning difficulties in mathematics, with a focus on the adult learner.

MA318 MATHEMATICS EDUCATION IIF: MATHEMATICS EDUCATION AND THE ELDERLY LEARNER
NA S MA254
This study examines the educational needs of elderly people with specific learning difficulties in mathematics, with a focus on the elderly learner.

MA319 MATHEMATICS EDUCATION IIG: MATHEMATICS EDUCATION AND THE DISABLED LEARNER
NA S MA254
This study examines the educational needs of disabled people with specific learning difficulties in mathematics, with a focus on the disabled learner.

MA320 MATHEMATICS EDUCATION IIH: MATHEMATICS EDUCATION AND THE SPECIAL NEEDS CHILD
P3:03 MA251 or EC203 or EC204
This course examines the educational needs of children with specific learning difficulties in mathematics, with a focus on the child with special needs.
MA255 MATHEMATICS EDUCATION: SENIOR SECONDARY CURRICULUM STUDIES II SG:33 MA255
As an extension of MA255 consideration is given to the teaching of topics selected from the senior high school syllabus. Some overseas developments are examined. Mathematics courses for the more able and the less able senior high school pupils are examined.

MA401 AN INTRODUCTION TO COMBINATORIAL THEORY SG:30 MA401
The structures of elementary combinatorial theory including block designs, finite geometries, difference sets, latin squares and Hadamard matrices are examined.

MA402 CONVEXITY IN FINITE DIMENSIONAL SPACES SG:30 MA402
Through a conventional study of convex sets and convex functions this module illustrates the growing significance of convexity in advanced analysis as well as its relevance to high school mathematics.

MA403 FOUNDATIONS OF GEOMETRY NA S MA305 and MA311
In many quarters geometry is nowadays conceived as a complicated structure which transcends the objects of algebra, topology and analysis. This module on 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 SG:33 MA404
This study extends the concepts initiated in MA304 to a general non-metric space. The topics will include identifying topological spaces, common topological properties, separation and compactness, connectedness, nets and convergence of nets. The approaches to convergence and continuity will be related to the procedures already considered in previous studies in order to strengthen the associated concepts.

MA405 GROUPS, RINGS AND FIELDS NA S MA306
This is a study of abstract algebra, axiomatically defined with particular reference to the properties of polynomials. Emphasis is placed on the structure of these systems and their important applications.

MA406 NUMBER THEORY SG:33 BM3
The well-ordering principle of integers. The division algorithm, the greatest common divisor and the fundamental theorem of arithmetic are examined using the integers and generalised to the set of Gaussian integers and applied to the solution of Diophantine Equations.

MA407 NUMERICAL ANALYSIS II SG:33/34 MA407
The solution of linear systems by Gaussian elimination, iterative methods and other convergence. The numerical solution of differential equations. Runge-Kutta methods for increasing accuracy in practical problems involving the equations of motion.

MA408 PROBABILITY AND STATISTICS II SG:33/34 MA408

MA409 SETS SG:30/33 MA409
The algebra of sets, elementary logic, Boolean algebra, ordered sets, ordinal number, classes of sets (rings, algebra, categories), operations, monoids, monoids classes. Borel sets on the real line, countable and non-countable sets, cardinal number, further Boolean algebra.

MA410 THEORIES OF INTEGRATION SG:33 MA410
Riemann integration, Riemann-Stieltjes integral, Lebesgue integral over R. Measure and sets and measurable functions, Lebesgue integral of functions defined in a measure space.

MA411 VECTOR ANALYSIS SG:33 MA411
This study extends the studies in calculus to vector differentiation, vector integration and selected applications of these techniques to the differentiation of geometry and traditional mechanics. The emphasis within the study is on application and students will find it necessary to supplement lecture content by their own research.

MA451 MATHEMATICS EDUCATION: ASPECTS OF TEACHING MATHEMATICS IN THE SECONDARY SCHOOL NA S MA305
In-depth studies of topics of common interest to teachers of secondary school mathematics. Areas of concern may range from learning theories, is teaching of particular ability groups, resources, teaching styles, and mathematical across the curriculum.

MA452 MATHEMATICS EDUCATION: ISSUES IN THE TEACHING OF MATHEMATICS IN THE SECONDARY SCHOOL SG:33 MA452
Issues related to the eduction of mathematics instruction to the needs of the individual are examined. Consideration is given to the preparation and exposure relating to numeracy and basic skills and to problems occurring in school/work interface. An opportunity exists for the student to engage in action research centred on the classroom.

MA453 MATHEMATICS NP PG:2/24
This module involves the study and discussion of methods of developing number and mathematical concepts in infant and primary grades. The classroom use of environmental and structured materials is examined in lectures supplemented by practical workshops.

MA454 MATHEMATICS WA SG:3/18
This band investigates the primary school background of Year 7 pupils and general principles of classroom procedures. In addition a detailed study of selected curriculum topics is undertaken.

MA455 MATHEMATICS NB SG:3/18
This band investigates the organisation of Mathematics courses for Years 11, 12 and the teaching of selected syllabus topics.

Music Education

MU102 MUSIC AND THE LISTENER SG:33 Music
Listening to music of many different types chosen from the period C1600 to the present. Social aspects which influenced composition of this music.

MU104 MUSIC IN EARLY CHILDHOOD I PG:2/2 Music

MU105 MUSIC IN EARLY CHILDHOOD II PG:2/3 Music

MU106 MUSIC MAKING: AN INTRODUCTION SG:33 Music
Experiments with sounds and creative music making techniques in simple stages through workshop activities. Both experimental and analytical ways of making music will be examined, using instruments easily handled by beginners.

MU107 LEARNING GUITAR SG:33 Music
A practical introduction to playing the guitar which combines group instruction in folk and classical styles and simple ensemble playing. Caters for both the beginner and the student with some previous experience.

MU108 VOCAL PERFORMANCE I SG:33 Music
The voice will be developed in conjunction with a wide variety of vocal repertoire associated with ensemble singing and group performance. Attention will also be given to singing material related to guitar repertoire.

MU109 RECORDER AND RENAISSANCE WIND INSTRUMENTS I SG:33 Music
Practical introduction to playing recorders and renaissance instruments with group instruction in basic technique and simple ensemble performance of music from Elizabethan times to the modern era.

MU110 MUSIC FOR PHYSICAL EDUCATION SG:33 Music
The fundamentals of music which contribute to sport and fitness and the development of individuals in these areas. Examination of music and dance and its role in fitness training. Music in athletics. Music in fitness training. The use of music in sports training. 

MU111 MUSIC METHOD PG:2/2 Music
Approaches and skills basic and vital to all facets of music education. Examination of teaching materials, development of musical skills: Music writing. Listening. Curriculum study and programming.

MU120 MUSIC EDUCATION IN THE PRIMARY SCHOOL SG:33 Music
Approaches to teaching which are designed to develop basic rhythmic and melodic skills in primary schools. These activities will include singing, movement, listening, and performance with recorders and tuned percussion instruments. Comparative music education.

MU121 INTRODUCTION TO MUSIC EDUCATION IN THE SECONDARY SCHOOL YEARS 7 - 10 SG:30/33 Music
Further study of activities which develop the child's rhythmic, melodic, creative, listening, and performing skills. Traditional and non-traditional systems of notation.

MU201 UNDERSTANDING MUSIC GG:33 Music
Basic knowledge and skills acquired through previous musical experience, and includes more advanced work in rhythm, melody writing and musical arrangement. The understanding of the immense scope available to the music listener.

MU203 MUSIC IN EARLY CHILDHOOD I G0:33 Any 100 level Music module
Examination and use of methods and materials used in teaching music to very young children. This work illustrates the importance of children's ideas about music and its place in society. This course is a general introduction to the study of music with children. 

MU205 MUSIC IN EARLY CHILDHOOD II G0:33 Music

MU206 CREATIVE MUSIC MAKING NA Music
Creating creative music, exploring techniques through workshop activities. An extension of traditional and experimental approaches in Music. Experimental work with pipe reeders.

MU207 LEARNING GUITAR G3:33 Music
Continues to develop skills and basic performance techniques. A variety of folk and classical guitar styles will be explored and work on a repertoire will be extended.

MU209 VOCAL PERFORMANCE II G0:33 Music
Continues to develop vocal skills, performance techniques and musicianship. Repertoire in both solo and ensemble playing will be extended.

MU209 RECORDERS AND RENAISSANCE WIND INSTRUMENTS II G0:33 Music
Continues to develop basic techniques, performance skills and musicianship. Repertoire in both solo and ensemble playing will be extended.

MU212 MUSIC AND THE LISTENER G0:33 Music
The development of the student's ability to listen and to appreciate the music and its culture. A study of music and other arts. 

MU215 MUSIC EDUCATION IN THE SECONDARY SCHOOL, NON-ELECTIVE CLASSES A SG:33/30 Music
Adaptation of the philosophies of Orff and Kodaly to junior secondary music education. Development of instrumental and vocal arrangements as well as selected listening activities will be studied.

MU216 MUSIC AND THE LISTENER G0:33 Music
The development of the student's ability to listen and to appreciate the music and its culture. A study of music and other arts.

MU219 MUSIC EDUCATION IN THE SECONDARY SCHOOL, NON-ELECTIVE CLASSES B SG:33/30 Music
Adaptation of the philosophies of Orff and Kodaly to junior secondary music education. Development of instrumental and vocal arrangements as well as selected listening activities will be studied.

MU219 MUSIC AND THE LISTENER G0:33 Music
The development of the student's ability to listen and to appreciate the music and its culture. A study of music and other arts.
Nurse Education

NS105 MOTIVATION AND MORALE
(0.20)
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 job morale.

NS110 HISTORICAL DEVELOPMENT OF NURSING
(2 h/w for 1 sem)
This module is designed to broaden the perspective of nurses by enabling them to consider present-day practice in the historical context and to examine the changing role of the nurse in society. The module will involve 3 lesson observations and 1 lesson in the student's first semester. (1 credit point)

NS111 PROFESSIONAL ADJUSTMENTS AND ETHICS
(2 h/w for 1 sem)
This module is designed to enable the nurse to explore the concept of health in today's society, the role of the nurse in the healthcare system, and the factors influencing practice and educational outcomes.

NS112 CONCEPTS AND STRATEGIES IN NURSING PRACTICE
(2 h/w for 1 sem)
This module is designed to enable the nurse to explore the concept of health in today's society, the role of the nurse in the healthcare system, and the factors influencing practice and educational outcomes.

NS113 PHILOSOPHY OF NURSING
(2 h/w for 1 sem)
This module is designed to enable the nurse to explore the concept of health in today's society, the role of the nurse in the healthcare system, and the factors influencing practice and educational outcomes.

NS119 INTRODUCTION TO TEACHING BASICS (2.02)
The purpose of this module is to present the nurse teacher to some of the professional and practical aspects of teaching and learning. This will be done through an examination of selected curricular and educational principles — the applied psychological and sociological aspects of learning, as well as the significance, and simple metodic improvisation.

NS120 METHOD AND NURSING KNOWLEDGE I
(2.02)
This module is designed to assist the nurse teacher to apply specific teaching techniques to a specific group with content and its organisation. This will be done through an analysis of specific teaching organisation in relation to teaching method and learning theories.

NS130 SOCIOLOGY
(3.03)
This module is designed to introduce the student to the study of sociology as a social science and to examine the impact of sociology on the understanding of social change and its implications for nursing practice, health services in general and education in society.

NS132 HEALTH
(2 h/w for 1 sem)
The module is designed to enable the nurse to explore the concept of health in today's society, identifying such characteristics as relativity and adaptability, and the factors which influence health status. It seeks to develop a more positive attitude to preventive and maintenance measures.

NS133 DISEASE
(2 h/w for 2 sem)
This module is designed to allow an analysis of the disease process, causal factors and the role of the nurse in respect of the care and curing processes.

NS180 FIELD EXPERIENCE I — CLASSROOM MAJOR
Corequisite: NS160
This module forms the major study component of Field Experience I for students electing to specialise in classroom teaching. It will involve 3 lesson observations and 1 lesson in the student's first semester. (1 credit point)

NS181 FIELD EXPERIENCE I — COMMUNITY MAJOR
Corequisite: NS180
Students doing a minor-study in community teaching will complete this module as part of Field Experience I. It will involve 3 lesson observations and 1 lesson in semester 1. (2 credit points)

NS170 FIELD EXPERIENCE I — CLINICAL MAJOR
Corequisite: NS160
This module forms the major-study component of Field Experience I for students specializing in clinical teaching. Students will be required to teach 3 lessons in their first semester. (1 credit point)

NS171 FIELD EXPERIENCE I — CLINICAL MINOR
Corequisite: NS160
Students doing a minor study in Clinical Teaching will complete this module as part of Field Experience I. It will involve 3 lesson observations and 1 lesson in semester 1. (2 credit points)

NS180 FIELD EXPERIENCE I — COMMUNITY MAJOR
Corequisite: NS180
This module forms the major-study component of Field Experience I for students specializing in community teaching. Students will be required to teach 3 lessons in their first semester. (1 credit point)

NS181 FIELD EXPERIENCE I — COMMUNITY MINOR
Corequisite: NS180
Students doing a minor-study in community teaching will complete this module as part of Field Experience I. It will involve 3 lesson observations and 1 lesson in semester 1. (2 credit points)
This module has been 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 identifying the influences exerted on the planning and delivery of care and nursing education by influential institutions. This is complementary to the module NS205 Legal Studies.

It is designed to illustrate curriculum principles and to reinforce learning from other modules e.g. Teaching and Learning in Nursing Studies.

This module is designed to assist the nurse teacher to the problems and process of clinical evaluation and, in so doing, to demonstrate the relationship between evaluation and the quality of patient care. Integrated within the evaluation module is an introduction to research.

This module introduces the nurse teacher to aspects of social theory and their implications for the health worker's clients or patients, and for the student and teacher of nursing.

This module is designed to assist the nurse teacher to the planning and implementation of clinical evaluation and to demonstrate the relationship between evaluation and the quality of patient care. Integrated within the evaluation module is an introduction to research.

NS204 SOCIOLOGY (3.0)

This module enables the nurse teacher to explore and develop those concepts which form the theoretical and philosophical bases of nursing practice and education programs.

NS211 CLINICAL TEACHING NEEDS AND OPPORTUNITIES (3:3) NS170, NS121, NS210 Corequisite NS222

This module is designed to illustrate the theoretical analysis of a work situation to the development and implementation of clinical teaching programs. With such an orientation it is to develop an understanding of the interface between the Experience and Clinical Teaching modules and the Curriculum module. It focuses attention upon the dual nature of the role of the clinical teacher who works in the role of a nurse and a teacher in the development of the learner, health worker and patient safety and well-being.

NS212 PROBLEM SOLVING IN PRACTICE (3.0)

This module has been designed to enable the nurse teacher to identify the implications of a problem solving model of nursing practice and education. Specific attention is paid to concepts forming the identification of principles of practice and management strategies which are generalizable to various performance skills.
The development of educational and physical activities in the primary school system aimed at the development of child personality: theory and practice. Students will develop an observation checklist for perceptual-motor development. They will plan for teaching and evaluate individual programmes in the College gymnasium and at school base.

A project initiated and researched by the individual student reflecting the interrelate capabilities and select research methodology of this student.

**Professional Studies Programme — Primary/Early Childhood**

**PP100 PRINCIPLES AND PRACTICES OF TEACHING: PRIMARY/EARLY CHILDHOOD**

EP302 The focus of this module is a teacher-directed approach to teaching with related teaching skills. Skills taught include Basic Questioning, Explaining and Variability. These skills are developed in micro-teaching and macro-teaching settings at school base.

**PP200 PRINCIPLES AND PRACTICES OF TEACHING: PRIMARY/EARLY CHILDHOOD**

EP302 This module focuses on the diagnosis of pupil-learning strengths and weaknesses at school base. The formulation, implementation of a developmental programme in Reading is required.

**PP207 PRINCIPLES AND PRACTICES OF TEACHING: PRIMARY/EARLY CHILDHOOD**

EP302 This module focuses on the diagnosis of pupil-learning strengths and weaknesses at school base. The formulation, implementation of a developmental programme in Reading is required.

**PP208 PRINCIPLES AND PRACTICES OF TEACHING: PRIMARY/EARLY CHILDHOOD**

EP302 This module focuses on the diagnosis of pupil-learning strengths and weaknesses at school base. The formulation, implementation of a developmental programme in Reading is required.

**PP300 PRINCIPLES AND PRACTICES OF TEACHING: PRIMARY/EARLY CHILDHOOD**

EP302 This module focuses on the diagnosis of pupil-learning strengths and weaknesses at school base. The formulation, implementation of a developmental programme in Reading is required.

**PP400 PRINCIPLES AND PRACTICES OF TEACHING: PRIMARY/EARLY CHILDHOOD**

This module focuses on the diagnosis of pupil-learning strengths and weaknesses at school base. The formulation, implementation of a developmental programme in Reading is required.

**PR125, PR225 TEACHING SKILLS**

The focus of this module is the development of child personality: theory and practice. Students will develop an observation checklist for perceptual-motor development. They will plan for teaching and evaluate individual programmes in the College gymnasium and at school base.
PS121 PRINCIPLES AND PRACTICES OF TEACHING: MATHEMATICS
S03/02 PS121
This module focuses on several basic teaching skills and opportunities provided for practising these skills by teaching mathematics to school pupils.

PS130 PRINCIPLES AND PRACTICES OF TEACHING: PHYSICAL EDUCATION
S03/02 PS130
This module provides practice in planning and delivering physical education lessons with a focus on developing practical teaching skills and understanding the educational needs of pupils.

PS135 PRINCIPLES AND PRACTICES OF TEACHING: SCIENCE (PREPARATION FOR PRACTICE TEACHING)
S03/02 PS135
Preparation for practice teaching through school-based activities and opportunities to gain practical experience in the primary and secondary schools.

PS141 PRINCIPLES AND PRACTICES OF TEACHING: SOCIAL SCIENCES
S03/02 PS141
This module aims to develop competence in several basic teaching skills, namely Basic Questioning, Variability, and the use of introductory procedures, and to apply these in teaching secondary Social Sciences.

PS210 PRINCIPLES AND PRACTICES OF TEACHING: ENGLISH/HISTORY
S03/02 PS119
This module involves the internship of students for one half day per week in secondary school. LIason with subject specialists at school and College extends the professional development of the prospective teacher. Some emphasis is placed on preparing units of work and on the use of resources in English and History.

PS215 PRINCIPLES AND PRACTICES OF TEACHING: INDUSTRIAL ARTS
S03/02 PS115
This module is a further step in the professional preparation of Industrial Arts students, to further develop and understand the various roles within the administration of school and within Industrial Arts.

PS220 PRINCIPLES AND PRACTICES OF TEACHING: MATHEMATICS
S03/02 PS121
This module aims to develop skills associated with the teaching of mathematics. Students are given an opportunity to demonstrate a variety of strategies, lesson types and learning aids, and are recorded for post lesson evaluation.

PS225 PRINCIPLES AND PRACTICES OF TEACHING: MUSIC
S03/02 PS225
This course focuses on music education and the techniques involved in teaching music to primary and secondary school pupils.

PS230 PRINCIPLES AND PRACTICES OF TEACHING: PHYSICAL EDUCATION
S03/02 PS130
This module provides a variety of opportunities to gain practical experience in teaching primary and secondary school pupils.

PS235 PRINCIPLES AND PRACTICES OF TEACHING: SOCIAL SCIENCES
S03/02 PS135
The aim of this course is to present students a spectrum of teaching styles identifying a basic repertoire of teaching strategies with an understanding of teaching situations.

PS300 PRINCIPLES AND PRACTICES OF TEACHING: ART EDUCATION
S03/02 PS119
This 160 hour course is presented to students a spectrum of teaching styles identifying a basic repertoire of teaching strategies with an understanding of teaching situations.
Teaching Experience

Teaching Experience consists of a series of continuous classroom activities and experiences which will include teaching.

- PT106 TEACHING EXPERIENCE: EARLY CHILDHOOD
- PT107 TEACHING EXPERIENCE PRIMARY
- PT108 TEACHING EXPERIENCE ART EDUCATION
- PT109 TEACHING EXPERIENCE ENGLISH/HISTORY
- PT110 TEACHING EXPERIENCE HOME SCIENCE/TEXTILES

Science Education

PS425 PRINCIPLES AND PRACTICES OF TEACHING: MUSIC
S030 Corequisite: MU420
Strategies of Teaching. The planning and implementation of a variety of lesson types directed towards specific learning outcomes and the evaluation of pupil performance. Planning a unit of work to be implemented in a school based programme emphasizing an integrated approach to the development of skills and insights in pupils.

PS426 PRINCIPLES AND PRACTICES OF TEACHING: SOCIAL SCIENCES
S030 Corequisite: MU420
Strategies of Teaching. The planning and implementation of a variety of lesson types directed towards specific learning outcomes and the evaluation of pupil performance. Planning a unit of work to be implemented in a school based programme emphasizing an integrated approach to the development of skills and insights in pupils.

PS435 PRINCIPLES AND PRACTICES OF TEACHING: SCIENCE
S030 The course is divided into two semester units, initially, students experience a gradual introduction to teaching through attending demonstrations, seminars, micro-teaching and half day experiences. Later, strategies of teaching designed for different outcomes are studied and practiced.

PS440 PRINCIPLES AND PRACTICES OF TEACHING: ARTS (RED)
S030 This module focuses on the development of some basic skills of teaching with practical application to improve upon the current skills of the teacher. An analysis of teacher-pupil behaviour will allow teaching strategies to be appropriately modified.

PS442 PRINCIPLES AND PRACTICES OF TEACHING: HISTORY
S030 Micro-teaching concentrates on teaching skills such as Narration, Questioning, Introduction/Orientation, Procedures and Variability. Preparation sessions, demonstration lessons, the use of aids and assessment procedures are integral to the programme.

PS450 PRINCIPLES AND PRACTICES OF TEACHING: LANGUAGES
S030 Practice of basic teaching skills, analysis of teacher-pupil behaviour and modification of strategies.
Special Education

SE101 INTRODUCTION TO SPECIAL EDUCATION
P3S03-33 ED1 or ED05
This module will emphasise those disabilities commonly encountered in regular classrooms, and recent trends in special education to integrate children into the regular classroom wherever possible. Visits to observe remedial teaching strategies used in regular and special classrooms will be a significant part of the course.

SE200 LEARNING PROBLEMS IN THE SCHOOL: RECOGNITION AND TREATMENT
P3S03-33 ED
This module provides a basic knowledge of children's learning problems. Strategies designed to help the classroom teacher overcome these problems are discussed. Focus on the regular classroom and cover testing, diagnostic teaching and organisation for small groups and individual children.

SE206 CLASSROOM MANAGEMENT FOR SLOW LEARNERS IN THE SECONDARY CLASSROOM
S3S33 ED1 or ED1
This module provides an introduction to the problems and needs of slow learners in the regular secondary classroom. Topics include:
1. Signs of learning difficulties in the basic skills (reading, spelling, mathematics)
2. Standardised testing and the slow learner
3. Methods of assessing instructional levels of teaching materials
4. Assessment of materials currently available in subject areas and the methods of adapting them to meet the needs of slow learners
5. The application of behaviour management principles to secondary classrooms

SE208 LANGUAGE DIFFICULTIES IN THE CLASSROOM
O3-33 SE200
This module focuses upon children in the regular classroom who present with language difficulties. Emphasis will be placed upon curriculum implications arising from language disabilities in children and effective methods for the identification, diagnosis, and reactions to these problems. Consideration will be given to ways of planning and implementing effective language intervention programmes.

SE209 DEVELOPMENTAL DISABILITIES
P3S03 SE33
This module will introduce students to a range of developmental disabilities in children e.g. intellectual, emotional, and physical factors.

SE290 COMMUNICATION DISORDERS (NURSE EDUCATION)
For availability of this module in 1981 see Course Director. The module is designed to provide a greater understanding of the problems posed by communication disorders, and to suggest methods by which the effects of such problems may be minimised.

SE301 THE ASSESSMENT DIAGNOSIS AND REMEDIATION OF CHILDREN WITH LEARNING PROBLEMS
P3S03-33 SED or SISE
This course provides materials and information necessary to identify children with reading, mathematics and spelling problems; to diagnose the nature of the problem and give effective remedial assistance in the classroom. Diagnostic and achievement tests are critically analysed and specific remedial techniques and programmes are discussed.

SE305 EDUCATION OF HIGH RISK INFANT AND PRESCHOOL CHILDREN
P3S03-33 ED
High risk children are those whose development is delayed, or appears likely to be delayed as a result of inborn or environmental problems. This module introduces students to techniques for assessing and meeting the needs of high risk children. Students will observe programmes for high risk preschoolers and babies at the Special Education Centre.
SE036 EDUCATION OF CHILDREN WITH MODERATE AND SEVERE DEVELOPMENTAL DISABILITIES (3:0:3) Core module for Graduate Diploma in Educational Studies. This module examines a range of craft processes designed to train students in precise techniques of cognitive and psychomotor development skills. Emphasis will be placed on developing hands-on practical work and data based programmes to deal with a variety of behaviour problems and for continual assistance in the regular classroom.

SE037 CURRICULUM RESOURCES AND PROGRAMMING FOR CHILDREN WITH MODERATE AND SEVERE DEVELOPMENTAL DISABILITIES (3:0:3) Core module for Graduate Diploma in Educational Studies. This module aims to provide students with comprehensive strategies for teaching children who are developmentally delayed or educationally handicapped. Students will be expected to work in the field implementing theoretical work dealt with in the classroom and to inform others of plans for the special class and resource model and the resource curriculum.

SE038 ISSUES IN SPECIAL EDUCATION (3:0:3) Core module for Graduate Diploma in Educational Studies. This module will focus on the various professionals who frequently are involved with children and adolescents. The seminar is intended to build a service delivery model for the special education and to inform students of the contributions of various professionals who are involved with developmentally disabled children and their families.

SE039 DEVELOPMENTAL DISABILITIES I (3:0:3) Compulsory module for Graduate Diploma in Educational Studies. The module is designed to direct a more in-depth study of content related to special educational needs in children and adolescents intended to build on background gained in Developmental Disabilities. The focus will be on etiological factors, hyperactivity, information processing disabilities, medication, language disabilities, perceptual-motor disabilities and relation to reading disabilities. Students will undertake study in the area of physical disabilities, mental handicaps, communication disorders and multiple handicaps, learning disabilities, medication, language disabilities and problems related to reading disabilities. Emphasis will be placed on observation techniques, interventional procedures, reading, mathematics, spelling, writing and behaviour problems, and changes in programming based on data-based evaluation.

SE040 ASSESSMENT, DIAGNOSIS AND REMEDIATION I (ANALYSIS) (3:0:3) Core module for Graduate Diploma in Educational Studies. The aim is to give students a critical overview of the literature related to the identification of reading and mathematics problems and to the forms remedial education should take.

SE041 INTERDISCIPLINARY SEMINAR (3:0:3) Core elective module for Graduate Diploma in Educational Studies. This module aims to provide resource and special class teachers with specific skills in the evaluation, adaptation and construction of special education materials for special education. Emphasis is placed on hands-on techniques and knowledge that will strengthen consultation skills. Topics include:
(a) knowledge of specialist resource available
(b) the evaluation and adaptation of commercial materials
(c) the design and construction of resource materials
(d) the design of instruction manual for resource banks

SE042 INSTRUCTIONAL PROGRAMMING (3:0:3) Core elective module for Graduate Diploma in Educational Studies. The module is designed to direct a more in-depth study of content related to specific learning disabilities in children and adolescents intended to build on background gained in Developmental Disabilities. The focus will be on etiological factors, hyperactivity, information processing disabilities, medication, language disabilities, perceptual-motor disabilities and relation to reading disabilities. Students will undertake study in the area of physical disabilities, mental handicaps, communication disorders and multiple handicaps, learning disabilities, medication, language disabilities and problems related to reading disabilities. Emphasis will be placed on observation techniques, interventional procedures, reading, mathematics, spelling, writing and behaviour problems, and changes in programming based on data-based evaluation.

SE043 ISSUES IN SPECIAL EDUCATION (3:0:3) Core module for Graduate Diploma in Educational Studies. The course aims to enable students to establish effective instructional programmes for young children with moderate and severe developmental disabilities. Emphasis will be placed on observation techniques, interventional procedures, reading, mathematics, spelling, writing and behaviour problems, and changes in programming based on data-based evaluation.
SS110 SOCIAL STUDIES METHOD
PS222
This is an introduction to the basic strategies used in the teaching of Social Studies at the secondary level. Current trends are examined with particular reference to the N.S.W. Social Studies Syllabus. Basic Social Science teaching techniques, such as inquiry procedures, are studied, and curriculum-making skills, such as unit construction and programming are developed.

SS131 GEOGRAPHY EDUCATION
TS0-33
Students are prepared to teach Geography in secondary schools by examination of curricular organisation of resources and practice in teaching strategies. Other skills developed include field work, surveys and development of teaching aids.

SS122 TEACHING HISTORY I
TS0-03
This module begins the preparation of students as History teachers. A discussion of the rationale of historical study leads to an examination of methodologies and their structure. Basic methodologies used in History are presented and classroom techniques are examined.

SS130 INQUIRY SOCIAL STUDIES
PS0-33
Emphasis is on the principles underlying investigation-oriented strategies: the skills needed to apply investigation strategies in Social Studies; the role of young children (T5-12) as active investigators of questions, problems and conflict situations; basic inquiry strategies such as individual research, role play, simulation activities and role plays.

SS140 ASIAN AND SOUTH-WEST PACIFIC DEVELOPMENT STUDIES: EAST ASIA
G00-33
This Asian regional depth study shows responses in Asia to cultural and economic developments. It is seen as a source of hostility towards groups such as the Chinese, and an example of the problems that can be developed in later studies.

SS150 ECONOMICS AND SOCIETY
G00-33
Students are introduced to the economic concept of "thinking by examining problems outside the traditional subject matter of economics. Topics include the economic of the following: marriage, consumption, poverty, drug use, the energy crisis, decision-making in government, inflation and unemployment.

SS151 CONSUMERISM AND SOCIETY
G00-33
This introduction to consumerism considers the consumer aspect of the behavioral sciences for technology, anthropology and sociology. Topics include consumer behaviour, subject preferences of price and the impact of advertising, and the influence of motivation and personality on consumer choice. There is a review of the consumer movement, its impact on Australian Consumer Law, and the consumer and corporate accountability.

SS160 PHYSICAL GEOGRAPHY I
G00-30
The course is on fundamental facts and concepts concerning the planet Earth. The Earth's origin, position in space, surface features and the interaction among the elements that exist between climate and the other elements of the environment are studied by means of lectures, reading and field observations.

SS161 THE SKILLS OF THE GEOGRAPHER
G00-30
The objective is to equip students with the basic mapping, map interpretation and spatial analysis skills necessary for geographic understanding, interpretation and explanation. It is assumed that more detailed treatment of specific techniques can be developed in later studies.

SS171 THE CLASSICAL BASES OF EUROPEAN CIVILIZATION
G00-30
A study is made on the three bases of our civilisation: the Hebrews, the Greeks and the Romans. In particular, these aspects will be emphasised: religious ideas in relation to history; the development of ideas and institutions; the impact of philosophy, imperialism, the advent of Christianity etc.

SS176 LOCAL HISTORY OF NEWCASTLE
G00-33
Sources of Newcastle's history are examined, such as the Harbour and waterfront, the lower reaches of the Hunter River, the maritime and historical museums, Fort Scratchley, mines and industries, town names, historic buildings, suburban and street names, the schools, art galleries, court houses, libraries, churches, recreation areas, Lake Macquarie, Aboriginal sites, public institutions and businesses.

SS180 UNDERSTANDING SOCIETY: A COMPARATIVE FAMILY STUDIES
G00-33
The concept of 'family' is examined in various societies (e.g. Australia, China, Japan, and Canada) industrial society) in relation to marriage, divorce and the roles of individual members. There is an emphasis on the importance of research in the structure and function of the family and a survey of alternative social groupings devised to modify or replace the family.

SS182 SOCIOLOGY
G00-33
This is a broad introduction to the subject of sociology through a study of contemporary Australian society. It includes a practical strand in the methods of sociological inquiry.

The module is available in 1981 to candidates undertaking the Associate Diploma in Social Welfare.

SS183 MULTICULTURAL STUDIES
G00-33
This is a study of the multicultural nature of Australian society and its consequences. It includes analysis of ethnic subgroups which have been established and the problems encountered by individuals from such groups.

The module is available in 1981 to candidates undertaking the Associate Diploma in Social Welfare.

SS212 TEACHING HISTORY II
G00-33 SS116 E
This is a modern introduction to macro-economic theory, measurement and policy. There is emphasis on fundamental problems such as: income determination, inflation and unemployment.

SS252 FINANCIAL STUDIES A
G00-33
An introduction to elementary accounting principles developed using a spreadsheet program and interpreting data. Topics include accounting processes and recording, summarising and interpreting data.

SS260 SKILLS IN PHYSICAL GEOGRAPHY
G00-33
The concentration is upon the occurrence and distribution of natural phenomena by reference to current theory, with particular emphasis on the systems approach.

SS274 THE RENAISSANCE AND THE REFORMATION
G00-33 SS116 E
The aim is to encourage an awareness and understanding of the contribution of Renaissance and Reformation thought and art to later culture. Emphasis is thus on changes in thought, art, architecture, music and literature; i.e. on civilisation. The study ends with the Baroque period.

SS275 THE IMMIGRANT IN AUSTRALIA
G00-33 FS001
A study of early ethnic tensions concerns those among Aborigines between Aborigines and Europeans and among European newcomers; "Australian" before Federation is seen as a source of hostility towards groups such as the Chinese. 20th Century attitudes are examined in the light of changes on the world scene and in Australia's population.

SS276 AUSTRALIA: PENAL COLONY TO NATION
G00-33 3Scp1
This is a study of Australia's colonial background. By surveys and depth studies, it investigates the origin and nature of historical forces at work in the 19th century, the problems and life-styles of the people, and the movement towards a nationhood. There is an emphasis on students participating in practical exercises.
Social Welfare

Social Welfare

Social Welfare

SW101 WELFARE PRACTICE I: CASEWORK
This module is designed to provide the student with a basic understanding of the philosophy and practice of social casework together with the acquisition of elementary casework skills. Breadth, much of what is known as casework will be covered from a critical social interaction perspective. The theoretical content of this module, considerable emphasis will be placed on casework skill development, using modern audio-visual aids.

SW102 THE HUMAN LIFE CYCLE
In this module human development is conceived as involving progress through a number of stages and crises from birth to death. It will be both anticipated and unexpected. The need for welfare support at such times is considered.

SW201 WELFARE PRACTICE III: COMMUNITY WORK
The goal of this module is to provide students with knowledge and understanding of the nature, various stages 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 from birth to death. It will 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 community and families is provided. Critical issues are dealt with in respect to specific topics such as child abuse, leisure, unemployment and marital separation.

SW204 VOCATIONAL 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 the College. The students should develop further skill in relating theory to practice.

SW206 THE LAW AND WELFARE
A selective presentation of existing law is provided emphasizing the role of law in the social welfare field. An introduction to the principles and functions of different forms of welfare organisations is developed. Some experience in administrative practice is offered.

SW207 SPECIALITY STUDIES
The purpose of this module is to provide students with the opportunity to extend their knowledge and skills in the social welfare field in which they have a special interest. Topics will be submitted for approval to staff advisers.

SW208 SOCIAl DIsABILITY
This module is an introduction to the relationship between Social Welfare and Biology. Many of the biologically related social problems of the elderly, addictions, alcoholism, drug addiction, environmental pollution, sexuality and fertility will be approached from a medical and psychological perspective of social problems. This module will also include a coverage of the human life cycle, body systems and nutrition. Whenever possible, examples of possible solutions and existing services will be drawn from the Newcastle area.
Teacher Librarianship

TL401 CATALOGUING AND CLASSIFICATION
Basic cataloguing and classification information needed to organize a school library. Selecting, ordering, processing, publicising and repairing material.

TL402 METHOD, ORGANISATION AND MANAGEMENT FOR THE SCHOOL LIBRARY
NA
The librarian's organisational duties in relation to his wider professional responsibilities as a teacher.

TL403 ADVANCED REFERENCE AND RESEARCH
The provision of assistance in research. The range and scope of reference material and bibliographical aids.

TL404 RESOURCE TECHNOLOGY
The technology of education in relation to the process of education. The production of educational software.

TL405 CURRICULUM DEVELOPMENT, DESIGN AND RESEARCH
NA
Basic principles and practices of curriculum theory and development. Application to the student's specific areas of interest.

TL406 COLLECTION BUILDING AND READING GUIDANCE
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.
The Department of External Studies at the Newcastle College of Advanced Education has been helping teachers since 1972 to upgrade their qualifications. Enrolments in 1980 amounted to more than 400 and these are expected to increase in the coming years as more courses are introduced by the College.

A close link with the teaching profession has enabled the College to develop its external courses in line with recommendations from teachers, especially those who do not have convenient access to tertiary institutions. Some courses have been designed to include Vacation Schools to encourage contact between the student and lecturer, to provide access to specialised equipment and to discuss difficulties in "distance teaching".

AWARDS:

Diploma in Teaching:
(Primary/Secondary)
Available to teachers with two years of approved initial training and teaching experience.

Bachelor of Education:
(Home Science/Textiles) (Industrial Arts)
(Physical Education)
Available to teachers with appropriate specialised training and experience.

Bachelor of Education:
(Primary, Secondary, Early Childhood)
The College hopes to introduce in 1981 courses for these degrees and to offer them externally with advanced standing to teachers with appropriate initial training. Course submissions are awaiting approval from the NSW Higher Education Board.

OTHER AWARDS
Approval has been sought to offer several other awards and, if they are approved, some of the components will be available by external study, e.g. TAFE Teacher Education, and M.Ed. degrees in Industrial Education and Special Education. It is possible, too, that existing awards such as Postgraduate Diplomas in the areas of Mathematics, Science, and Curriculum Development may be offered externally if demand from teachers continues to grow.
Services for Students

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 Services 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 A18?, the Amenities Officer, room A187, the Nursing Sister, room A191, or the Student Services Secretary, Student Services reception area, phone extension 224. Student Services offers the following services:

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 or 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.
- improved student - patient 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 A18?, 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 A18?, 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 loan 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 $1,000.
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 time interest will be payable on the unpaid balance of the loan, calculated at five per cent (5%) per annum reducing on monthly rests.
e) Loans are to be repaid within three (3) years of the completion or cessation of a course.
f) Undertakings to repay the loan will be required to be completed by students prior to any loans being made.

Forms are available from the Amenities Office, room A18?, extension 230 or 224 and should be lodged with the Amenities Officer upon completion.

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, S.R.C., Government and local authority, or any other field where students do not have time to conduct their own inquiries 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 can be seen 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.

STUDENTS' ASSOCIATION

The Student Association's offices are located on C level directly downstairs from the College Cafeteria. The executive members for 1981 are: President: Jeff Browning Treasurer: Brett Woodie Secretary: Meg Leathart Services provided by the Students' Association are:

Discount Shop:
Carries stationery lines, drawing equipment, sporting goods including shoes, rackets, track suits, T shirts, art supplies, postage stamps and Herald available, also, a film printing service. The shop also sells tickets for student functions and takes payments for intercollegiate and club trips.
Newcastle, Mayfield, Waratah West (Rankin Drive). Irregular service. 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.

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.

AUSTRALIAN ARMY RESERVE UNIT

Students from Newcastle College of Advanced Education who 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 open to all students 17 years of age or over. Enquiries 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 semester from:

- 10.00 a.m. - 12.30 p.m. (Monday to Thursday)
- 1.30 p.m. - 3.00 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 at the College.

BUS ROUTES

There are four different buses that students may catch to Newcastle College.

- Bus Route 100 - Newcastle, Mayfield, Waratah West (Rankin Drive), Newcastle University, Jesmond. (via Maitland Road direct).
- Bus Route 105 - Only a selection of 105's pass the College and these buses must display either Newcastle University or Jesmond as their destination.
- Bus Route 211 - Newcastle via Broomfield to Waratah West (Rankin Drive), Irregular service.
- Bus Route 233 - Newcastle via Jesmond to Stannett Street. All buses depart from Newcastle Hospital or Pacific Street. Bus timetables are available from the Bus Depot in Donnison 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. - 3.45 p.m. Vacation hours are at 1.45 p.m. - 3.30 p.m. Monday to Friday. The hours will be extended during enrolment and students will be advised accordingly.

CHANGES OF NAME/ADDRESS

Students who change their name and/or address should notify the Student Administration Office in writing as soon as possible. The appropriate form should be used and this is available from the Inquiry Counter.

The College cannot accept responsibility if official communications fail to reach students because they have not notified the Student Administration Office of a change of address.

CHARGES FOR USE OF COLLEGE FACILITIES AND SERVICES

In December, 1976 the First Constituted Council authorised an interim scale of charges for the use of the Griffith Duncan Theatre. The theatre is now registered as a public hall and a scale of charges is being prepared.

It is necessary for approval to be given to the levying of charges generally in respect of all College facilities. The following schedule has been determined based on experience of the College since 1974 and in the light of similar charges levied elsewhere:

(a) Conference Facilities (use of Lecture theatres, seminar rooms, tutorial rooms, display areas, etc.)

1. Any professional or learned body not directly connected with the College.

- $50.00 per day or a maximum of $300.00 per Conference plus direct additional catering, security, technician, etc. costs if any.

2. Any professional or learned body directly connected with the College or invited and supported by the College (Community programmes).

- $30.00 per day or a maximum of $100.00 per Conference plus direct additional catering, security, technician, etc. costs if any.

3. College Departments or Student Clubs.

- Actual additional direct costs of the College if any.

4. Other.

Charges not exceeding those specified above, determined by the Principal in the light of relevant