NEWCASTLE COLLEGE OF ADVANCED EDUCATION

CALENDAR
1981
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".

Contents of Calendar

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Introduction

The 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 through the Colleges of Advanced Education Act (1975) and the reconstitution of its Council from April 1, 1977.

Newcastle, with an urban population of 280,000, located 120 kilometers north of Sydney, is the second city of New South Wales. It is a major Australian seaport, a centre of heavy industry and serves the rich Hunter Valley region (population 441,300), a noted wine producing area. The city and district is well endowed with beaches, lakes, forest reserves 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 and research in the field of special education, especially courses for the preparation of resource teachers and teachers of educationally handicapped children. The Centre is strategically designed and equipped for exemplary training, research and clinical activities and provides excellent opportunities for the teaching of special education courses, particularly where clinical conditions are appropriate. It consists of two major teacher training institutions, an observation (teaching classroom) as well as four diagnostic/circumference rooms, a conference room, staff office, staff lounge, computer and curriculum resources reference room, director’s suite, audio-visual control room, and extensive direct observation rooms via one-way glass. A Motor Skills Therapy wing has recently been added to the Centre at a cost of $140,000. The wing included a small hydrotherapy pool, an additional pre-school room and a large area for the treatment of physical disabilities and will be used in the treatment of children with motoric disability and whose ages range from a few months to eight years. Close links have been established with the schools and children with specific learning difficulties are brought to the Centre for special corrective programmes which are conducted in the intervention class rooms established for this purpose, in accordance with the College’s aim that the Centre should become, in cooperation with other education institutions, a centre for further development and research in special education and thus provide a valuable service to the community.

The College’s vocational courses are now offered through a number of the College’s fine arts courses and workshops adjacent to the new building while some art activities may continue to be conducted at the former College building in an attractive natural bushland setting. The total complex there are art studios; craft workshops; and a second lower floor which includes an audio-visual teaching aids resources centre, tape library, lecture rooms, and extensive storage space for films, cassettes and records.

Construction was completed in November/December, 1980 of a new Art building costing $1.5m and this will house the total complex. The building includes studios for design, drawing/painting and printmaking, display areas, workshop, darkroom, offices and course service facility. The building workshop adjacent to the new building while some art activities may continue to be conducted at the former College building in an attractive natural bushland setting.

A major capital building development completed in 1976 was the construction of the Special Education Centre to provide additional educational facilities for children with special educational needs. The Centre is closely associated with Newcastle General Hospital and the membership and appointment of the Centre’s governing body includes representatives of these educational institutions, parents, and other agencies and is comprised of five ex-students to qualify for a College award. The Centre’s planning of the new Art building costing $1.5m and this will house the total complex. The building includes studios for design, drawing/painting and printmaking, display areas, workshop, darkroom, offices and course service facility. The building workshop adjacent to the new building while some art activities may continue to be conducted at the former College building in an attractive natural bushland setting.

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 be proceeded against, deal with and dispose of property for which it was constituted. The College is funded by the Newcastle and Hunter Valley Region. The College has a corporate body, by law, may do all such things for the purpose of the institution and exercise any power that anybody may exercise for purposes corresponding with those for which it was constituted. The College is entirely responsible for the financing and management of its affairs, both capital and recurrent, granted under States Grants (Tertiary Education Assistance) legislation of the Australian Parliament.

Courses offered by the College:

SCHOOL OF EDUCATION
Bachelor of Education (Art)
Bachelor of Education (Industrial Arts)
Bachelor of Education (Physical Education)
Diploma in Teaching (Primary Education)
Diploma in Teaching (Early Childhood Education)
Diploma in Teaching (Secondary Education)
Diploma in Teaching (Technical and Further Education)
Diploma in Music Education - in association with the NSW Conservatorium of Music

Graduate Diploma in Education (Primary Education)
Graduate Diploma in Education (Secondary Education)
Graduate Diploma in Education (Technical and Further Education)

Postgraduate Diploma in Educational Studies (Special Education)

SCHOOL OF PARAMEDICAL STUDIES

Bachelor of Education (Industrial Arts)
Bachelor of Education (Primary Education)
Associate Diploma in Diagnostic Medical Radiography

SCHOOL OF VISUAL AND PERFORMING ARTS

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

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

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

Students of the College were introduced to the new buildings on February 25, 1977.
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**SEPTEMBER**

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**OCTOBER**

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**NOVEMBER**

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Principal Dates 1982

DECEMBER
1 Mon Second Semester Examinations begin.
2 Tues
3 Wed
4 Thu Second Semester Examinations end.
5 Fri Second Semester Examinations end.
6 Sun
7 Mon
8 Tues
9 Wed
10 Thu
11 Fri
12 Sat
13 Sun
14 Mon
15 Tues
16 Wed
17 Thu
18 Fri
19 Sat
20 Sun
21 Mon
22 Tues
23 Wed
24 Thu
25 Fri Public Holiday - Christmas Day.
26 Sat
27 Sun
28 Mon Public Holiday - Boxing Day (to be confirmed).
29 Tues
30 Wed
31 Thu

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

(Excluding Principal, Assistant Principal, Heads of School, Heads of Division, Registrar)

The Council

Committees of the Council

The Academic Board

Committees of the Academic Board

Academic Staff

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

External Studies and Community Programmes

Administrative Staff

Library Staff

Counsellor

Education Research Officer

Honorary Fellow of the College

Honorary Associates of the College

Honorary Degree of the College

Officers of the College

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

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

Head of School, Education:
Appointment pending

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

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, ATD, 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, BEd Studies (Newcastle), MACE

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

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

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, FAIM

Vice President:
Professor Alexander John CARMICHAEL, CBE, BE, PhD (New South Wales), ASTC, LEng, FIE Aust, FIMechE (London), MASCE (New York), MSEA (New York), FRSA (London)

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

Professor Alexander John CARMICHAEL, CBE, BE, PhD (New South Wales), ASTC, LEng, FIE Aust, FIMechE (London), MASCE (New York), MSEA (New York), FRSA (London)
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. Admthwaite
- Mr. F. B. Besley
- 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
- Mr. J. C. Finn
- Mr. C. C. Parkinson
Mr. J. R. Foster
- Mr. J. R. Foster
- Mr. J. R. Foster
- Mr. J. R. Foster
- Mr. J. R. Foster
- Mr. J. R. Foster

**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. A. J. 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. Curry
- Mr. R. L. Hodgins
- The Rt. Revd. A. C. Holland
- Dr. D. R. Huxley
- Professor C. C. Renwick

**Standing Committees of Academic Board**

**Chairman:**
- Dr. E. Richardson

**Vice Chairman:**
- Dr. D. R. Huxley

**Heads of School:**
- Vacant
- Vacant

**Heads of Division:**
- Mr. J. J. Grady
- Dr. H. B. Lindsay

**Heads of Department:**
- Mr. J. W. Cramp
- Miss J. E. Ferguson
- Dr. H. B. Lindsay
- Dr. J. J. Grady
- Mrs. E. A. Smith
- Dr. A. O. Taylor
- Mr. J. W. Cramp
- Mr. L. G. Young

**Members Appointed by N.S.W. State Conservatorium of Music (Newcastle Branch):**
- Mr. M. Dudman

**College Librarian:**
- Miss J. Blackland

**Members Elected by Academic Staff:**
- Mr. J. W. Cramp
- Mr. A. W. Curry
- Mr. J. M. Graham
- Mr. R. L. Hodgins
- Mr. W. R. Maley
- Mr. R. L. Hodgins
- Mrs. H. 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. Elliott
- Mr. R. L. Hodgins
- Ms. L. M. Torrens
- Ms. J. M. Walsh

**Members by Invitation:**
- Miss B. Anderson
- Mr. J. Macfady

**Admissions Committee:**
- Dr. H. B. Lindsay, (Chairman)
- Mr. J. W. Cramp
- Mr. J. J. Grady
- Mr. W. R. Maley
- Mr. J. W. Cramp

**Staff Development Programmes Committee:**
- Dr. D. R. Huxley, (Chairman)
- Mr. A. W. Curry
- Mr. G. J. Gilchrist
- Mrs. E. A. Smith

**Honorary Degrees and Awards Committee:**
- Dr. D. R. Huxley, (Chairman)
- Mr. R. L. Hodgins
- Mr. J. J. Grady
- Mrs. E. A. Smith

**Community Programmes Committee:**
- The Director of External Studies, (Chairman)

**Enrolment Committee:**
- Mr. J. M. Graham, (Chairman)
- Mrs. A. J. R. Parkinson
- Mr. J. M. Schiller
- Mr. P. W. Singleton
- Mrs. F. H. E. Trott
- Dr. R. J. White

**Research Committee:**
- Dr. J. Miles, (Chairman)
- Mr. B. J. Brett
- Dr. J. A. W. Caldwell
- Dr. M. J. F. J. D. O'Connor

**Honorary Degrees and Awards Committee:**
- Assistant Principal, (Chairman)
- Dr. J. M. Graham
- Mr. J. M. Graham
- Mrs. E. A. Smith
- Mr. R. D. Huxley
- Mr. J. J. Grady
- Mrs. H. M. Vaile

**External Studies Committee:**
- The Director of External Studies, (Chairman)
- Dr. W. L. Cooke
- Mr. J. M. Graham
- Mr. R. E. Haines
- Mr. R. D. Huxley
- Mrs. F. H. E. Trent
- Mr. K. A. Laffey
- Mr. J. N. Nyman
- Dr. B. R. Smith
- Dr. A. O. Taylor
- Miss R. M. Williamson

**College Academic Dress Committee:**
- Mr. J. R. Nyman, (Chairman)
- Mrs. M. L. Manning
- Mrs. A. O'Brien
- Mr. L. W. J. Partridge

**Open Day Committee:**
- Mr. J. D. 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. Partridge

**One student member of Academic Board or nominee**
DEPARTMENT OF SOCIAL WELFARE

Acting Head of Department and Senior Lecturer: R. Brown, BA(Newcastle), MAIW

Lecturers: Janis Fook, B Soc Work (New South Wales), G. G. Mills, HND(EN), Dip Ed (Newcastle), MAIW; L. Pohl, BA, MSW(Manitoba), MAIW; Jane Wilson, BA(Social Science), MAN (Manchester), PG Cert. Qualification(Social Work), Dip Applied Social Studies (Swanssea)

DEPARTMENT OF SPECIAL EDUCATION

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

Senior Lecturer: J. J. Moir, BA, LLB(New South Wales), MEd(Sydney), MAPsS

Lecturers: Judith Cowley, BA, MA(Macquarie), LSDA, MAATD; P. J. Foreman, BA, LittB(Macquarie), MACE; A. M. Nicholas, MA(Macquarie), BSc(App Psych) (New South Wales), MAPsS; P. J. Ogle, Dip Teach(Elem Ed), BSc(Elem Ed), MA Spec Ed(MS); G. L. W. Robinson, BA, Dip Ed(Sydney), MEd(Newcastle), MAPsS

Teachers: Pamea A. Garthwaite, Teachers Cert., Dip Spec Ed; Bashe Rozenberg, Dip Teach

DIRECTOR OF EXTERNAL STUDIES AND COMMUNITY PROGRAMMES

W. Newling, BA, MEd, Dipl Ed(Sydney)

Administrative Staff

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

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

Assistant to Registrar: P. R. Welsh, AASA

Bursar: C. F. S. FitzGerald, BEc(Tasmania), AASA, FAM

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

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

Administrative Officer (Staffing Services): R. Verdon

Public Relations Officer: K. C. Powell

Systems Analyst/Programmer: B. G. Regan, BSc, Dipl Ed(Sydney), Dipl CompSci(Newcastle)

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

Amendities Officer: D. G. Tregil, BA(Simon Fraser)

Administrative Assistants: Secretariat: Carolyn J. Fardon, BA, Dipl Ed(Sydney); Jeanne M. La’Brooy, BA, Dipl Ed(Sydney); Alison A. Pearson, BA, dipl Ed(Newcastle); Judith Wallatk, BA(Newcastle), Dipl Ed in Developing Countries(PNG)

Examinations: Violet M. Roberts

Executive Administrative Assistant: Georgette L. Whittam, BA(Australian National University), Dipl Ed(New South Wales)

Publications: Elaine Walker

College Accountant: G. A. Searies, AASA

Staffing Services: Helen R. Parr

Budget Officer: Appointment Pending

Salaries: R. J. Sailer

Properties: V.G. King, AAIM, MISTSO

Purchasing and Supply: D. Heggart

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

Maintenance Supervisor: F. J. Mccarten

Resident Caretaker: I. Auld

Gardener Tradesman: T. Coonees

Library Staff

College Librarian: John Batchford, BA(Sydney), Dipl Ed, ALAA

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

Lynnette D. Fardon, BA(Newcastle), Dipl Lib(Ne South Wales), ALAA

Marlene Edman, ALAA (Part-time)

Brian Evans, BA(Newcastle), Dipl Lib(Ne South Wales), ALAA

Noeline King, ALAA (Part-time)

Robyn D. Masterson, ALAA

Reference Services: Senior Librarian: Jennifer M. Scobie, BA, Dipl Ed(Sydney), ALAA

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

Helen Lloyd

Marilyn Wagstaff, ALAA

Evening Opening: Joan Weber, ALAA

Susan West, ALAA

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

Honorary Fellow of the College

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

Honoray Associates of the College

1976: Edward Albury Crago, BSc(Sydney)

1976: Gordon Charles Eliot, BA, Dipl Ed(Sydney), MA(New South Wales), ABPsS, MAPsS, MACE

Honorary Degree of the College

Bachelor of Education (Industrial Arts): 1982: Walter Eli Wilcox, MilA

Counsellor

Senior Student Counsellor: A. J. Kilavanagh, 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 Principals/Assistant Principals, 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.

* A schematic representation of the structure is on following page.

---

**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 (ex officio);
(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.

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**Academic Structure**

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; Head of School where applicable.
(c) Elected: Representatives of Departments providing at least one module compulsory for or peculiar to students in the course; Members specialist 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 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.

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

<table>
<thead>
<tr>
<th>Courses of Study</th>
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<tbody>
<tr>
<td>Diploma in Teaching</td>
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<td>General Course Requirements</td>
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<tr>
<td>Early Childhood Education</td>
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<td>Primary Education</td>
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<td>Diploma in Teaching</td>
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<td>Home Science/Textiles specialisation</td>
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<td>Industrial Arts specialisation</td>
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<td>Mathematics specialisation</td>
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<td>Science specialisation</td>
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<td>Social Sciences specialisation</td>
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<td>Diploma in Teaching</td>
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<td>Technical and Further Education</td>
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<td>Diploma in Music Education</td>
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<td>Bachelor of Education</td>
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<td>Art</td>
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<td>Home Science/Textiles</td>
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<td>Industrial Arts</td>
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<td>Physical Education</td>
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<td>Graduate Diploma in Education</td>
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<td>Science</td>
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<td>Special Education</td>
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The Undergraduate: Diploma in Music Education

The course of study for the Diploma in Teaching in Early Childhood, Primary and Secondary Education are generally expected to undertake 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 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 prorated by levels ranging from 100 through 300 in the undergraduate programmes 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 Education, for instance, are designed to provide preservice teacher training to graduates of appropriate institutions while the programmes leading to the award of the Diploma in Educational Studies are intended to provide further expertise to trained and experienced teachers.

The course of study leading to the award of the Diploma in Teaching is a full-time programme of two semesters duration in either the Primary Education or in one of the Secondary teaching 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 Specialist Education are available to preservice teachers who wish to qualify for the award of the Diploma in Education, in which is intended to provide advanced training in the teaching of children with mild learning and behavior problems and to enable them to be teaching professionals of moderately and severely developmentally disabled infants and children, or to be teachers of subject areas for which there is little or no training and for which there is no approved teacher education programme. The course is offered on a full or part-time basis over two or four semesters. The other programmes leading to the award of the Diploma in Education are offered on a part-time basis over four semesters. Lectures are normally programmed at times convenient for teachers. Courses proposed for introduction in 1981 subject to approval by the N.S.W. Higher Education Board: Master of Education (Technical Education)
B)(a) General Theory of Teaching
B)(b) Theory Specific to Subject
Bachelor of Music Education - in association with the N.S.W. Conservatorium of Music
Bachelor of Education (Primary) Bachelor of Education (Early Childhood)
Bachelor of Education (Technical and Further Education) Postgraduate Diploma in Educational Studies (Advanced Teaching Technology)
Postgraduate Diploma in Educational Studies (Educational Technology)

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 achieve at least a 15 credit point rating in Part A—General Preparation and Part B—Vocational Preparation.

Requirements for the Award of the Diploma in Teaching in Secondary Education in Early Childhood, Primary and Secondary Education are expected to follow a full-time course of study of six semesters duration or equivalent thereof, and gain a minimum of 180 credit points. For students undertaking this programme at one of the teaching areas of English or History the minimum number of credit points required in English or History studies is 24 of which at least 15 must be considered relevant to the candidates' personal and professional development.

Candidates for the Diploma in Teaching in Primary Education are expected to achieve a minimum of 72 credit points in Part A—General Preparation and a minimum of 36 credit points in Part B—Vocational Preparation.

PART A—GENERAL PREPARATION

A minimum of 120 credit points in Part A—General Preparation must be gained in modules recommended by the Board of Studies and Course Committee in Primary Education. These modules include: the Bachelor of Education in the Primary school subject and Specialist Education courses recommended by the Board of Studies and Course Committee in Primary Education, and/or the following modules taught in the college:

EN101—The Teaching of Elementary Mathematics
EN110—The Teaching of Elementary Reading
EN216—Teaching English Language to Children
EN314—Teaching of History and Cultural Studies
EN315—Teaching of Business Education
EN323—Teaching of Physical Education
EN332—Teaching of Science for the Elementary School
EN416—Teaching of Modern Languages
EN426—Teaching of Technical Education
EN436—Teaching of Special Education
EN446—Teaching of Music Education
EN456—Teaching of Visual Arts

In order to qualify for the award of the Diploma in Teaching in Secondary Education, candidates are expected to follow a full-time course of study of six semesters duration or equivalent thereof, and gain a minimum of 180 credit points. It should be noted that there is not necessarily a one to one correspondence between the credit points and the number of teaching hours per week allocated to a particular module.

Candidates for the Award in Teaching in Secondary Education are required to score a minimum of 75 credit points in Part A—General Preparation and a minimum of 35 credit points in Part B—Vocational Preparation.

Candidates may be permitted however to transfer up to 9 credit points in Part A—General Preparation as long as the minimum number of credit points in Part B—Vocational Preparation (in the candidate's personal and professional development) is maintained.

PART B—VOCATIONAL PREPARATION

The 36 credit points in Part B—Vocational Preparation must be gained in modules recommended by the Board of Studies and Course Committee in Secondary Education. These modules include:

10 credit points in English
10 credit points in Mathematics
10 credit points in Physical Education
10 credit points in Science
10 credit points in Technical Education
10 credit points in Modern Languages
20 credit points in one of the following modules: Applied Science, Applied Arts, Applied Business Education, Applied Technical Education
20 credit points in one of the following: Applied Science, Applied Arts, Applied Business Education, Applied Technical Education

In order to qualify for the award of the Diploma in Teaching in Early Childhood, Primary and Secondary Education, candidates are expected to follow a full-time course of study of six semesters duration or equivalent thereof, and gain a minimum of 180 credit points. It should be noted that there is not necessarily a one to one correspondence between the credit points and the number of teaching hours per week allocated to a particular module.

Candidates for the Award in Teaching in Early Childhood, Primary and Secondary Education are required to score a minimum of 75 credit points in Part A—General Preparation and a minimum of 35 credit points in Part B—Vocational Preparation.

Candidates may be permitted however to transfer up to 9 credit points in Part A—General Preparation as long as the minimum number of credit points in Part B—Vocational Preparation (in the candidate's personal and professional development) is maintained.
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. Teachers may focus their attention on teaching children up to 5 years of age or from 5 to 6 years, depending upon college and specialisation.

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 community involvement and parent education programmes, and field experience is gained in hospitals, preschools, day care centres, neighbourhood centres, 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 study.

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 of which 3 must be at level of which 3 must be at 300 level

One module must be in the area of Child Development and three modules in the area of Curriculum

PRACTICAL TEACHING EXPERIENCE

6 credit points

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)

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.
(iv) MU111 - Music Method 2 c.p.
(v) PE100 - Principles and Practices of Teaching 2 c.p.

Semester II

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

Group A

(i) ED105 - Basic Issues in Education 3 c.p.
(ii) ED102 - The Teaching Learning Process (Middle Childhood) 3 c.p.
(iii) ED206 - Modules in Curriculum Development: 3 c.p.

OR

Any other module which can be conveniently time-tabled: 3 c.p.

Group B

(i) EN115 - English Method: 2 c.p.

OR

Any other module which can be conveniently time-tabled: 3 c.p.

NOTE

It is proposed to introduce in 1982 a Bachelor of Education (Early Childhood) for enrolment students. The course is subject to final approval by the Higher Education Board, which had not yet 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 will be 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.
Diploma in Teaching in Primary Education

This three year full-time course is intended to prepare candidates for teaching in primary schools. The overall plan for the course reflects the division between those studies deemed necessary for the effective general and vocational preparation of Primary school teachers.

Studies allow a student to create a Special Emphasis in one of the following areas:

- **Multicultural Studies**
- **Art**
- **Creative Music Making**
- **Special Education**

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

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

- **EDUCATION**
  - 15 credit points 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

**SUBJECT CONTENT (SPECIFIC)**

- **EDUCATIONAL STUDIES**
  - 9 credit points
    - MA110 - The Teaching of Elementary Mathematics
    - EN110 - The Teaching of Elementary Reading
    - EN216 - Teaching English Language to Children

- **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 Special Education

- **MODULES IN PRIMARY SCHOOL TEACHING AREAS**
  - 15 credit points
    - Must be at least 3 of the teaching areas of the Primary school other than for Special Emphasis in Primary school teaching area and must be core modules

**PRACTICAL TEACHING EXPERIENCE**

Three block practice teaching experiences mid-year.

**TOTAL: 72 credit points**

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

**GENERAL THEORY OF LEARNING**

- 10 credit points

Five modules in Principles & Practices of Teaching

**20 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

**TOTAL: 36 credit points**
Diploma in Teaching in Secondary Education

ENGLISH/HISTORY SPECIALISATION

The course of study for the Diploma in Teaching in Secondary Education—English/History specialisation is designed to qualify candidates to teach English and History in Secondary Schools. In order to qualify for the award candidates are required to follow a course of study of three years' duration and gain a minimum of 108 credit points 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

(ii) Subject Content Studies
   *EN101 - Creative Arts—Writing: 3 c.p.
   *ST104 - Migration in History: 3 c.p.

(iii) Special Theory (General)
   PS105 - Principles and Practices of Teaching: 2 c.p.

(iv) Special Theory (Specific to Subject)

SS112 - Teaching History: 13 c.p.

TOTAL 17 credit points

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

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

PART A: GENERAL PREPARATION

15 credit points in EDUCATION including 3 or more credit points at 300 level.

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

HOME SCIENCE/TEXTILES SPECIALISATION

Stage 3 (1981) students of the Diploma in Teaching should refer to page 55 for their course outline.

The award of the Diploma in Teaching (Secondary Education) - Home Science/Textiles requires a minimum of 126 credit points comprising:

PART A: GENERAL THEORETICAL PREPARATION (87 c.p.)

(i) Education - 15 c.p. to include 6 c.p. at 300 level

(ii) Subject Content Studies - 72 c.p.

(a) Special Subject Content (Home Science/Textiles)
   - 54 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 (18 c.p.)

Six modules (at least one module from each of the areas: 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:

HT031/HT131 - Nutrition
HT032/HT132 - Food Science
HT033/HT133 - The Contemporary Family
HT034/HT134 - Food in Contemporary Society
HT035/HT135 - Textile Science
HT036/HT136 - The Family as a Consumer
HT037/HT137 - Weaving and Dyeing
HT038/HT138 - Fashion Design - Tailoring

(b) General Subject Content - 18 c.p. to include:

SS390 - Aboriginal Studies A and OR
SS391 - Aboriginal Studies B
SS282 - Contemporary Australian Society A and
SS283 - Contemporary Australian Society B

AND

3 c.p. from Special Subject Content or Special Education

AND

3 c.p. from English, the remainder being elected from modules offered in:

Education
Educational Studies
Special Subject Content (Home Science/Textiles)

General Electives

PART B: VOCATIONAL PREPARATION (39 c.p.)

(i) Special Theory - 21 c.p.

(a) General Theory of Teaching - 12 c.p.

(b) Principles and Practice of Teaching
### 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 120 credit points distributed as follows:

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

(i) Education—15 credit points to include 3 credit points at level 200

(ii) Subject Content Studies—69 credit points (including 6 credit points transferred from Part B, Vocational Preparation)

(iii) Practical Experience—18 credit points

#### FOUNDATION YEAR

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

| SEMESTER ONE | 
| --- | --- |
| **ED105**—Basic Issues in Education | 6 |
| **PS115**—Theory and Practice of Teaching | 3 |
| **IA110**—Descriptive Geometry | 3 |
| **IA112**—Functional Design in Technology | 3 |
| **IA113**—Engineering Science | 3 |
| **IA116**—Metal Forming | 3 |
| **IA117**—Timber Fabrication and Basic Wood Turning | 3 |
| **IA120**—Engineering Drawing Design | 3 |
| **IA121**—Materials Science A | 3 |
| **IA122**—Materials Science B | 3 |
| **IA123**—Materials Science C | 3 |
| **IA124**—Engineering Mechanics | 3 |
| **IA125**—Metal Techniques | 3 |
| **IA126**—Design in Metal | 3 |
| **IA127**—Cabinet Making and Free Form Woodworking | 3 |
| **IA128**—Building Construction and Wood Machining | 3 |
| **PT115**—Practice Teaching Experience | 6 |

| SEMESTER TWO | 
| --- | --- |
| **ED102**—Child Development (Adolescence) | 6 |
| **IA110**—Descriptive Geometry | 3 |
| **IA112**—Functional Design in Technology | 3 |
| **IA113**—Engineering Science | 3 |
| **IA116**—Metal Forming | 3 |
| **IA118**—Timber Fabrication and Basic Wood Turning | 3 |
| **IA220**—Engineering Drawing Design | 3 |

**Course Modules**

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

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**PART B: VOCATIONAL PREPARATION (39 c.p.)**

(i) Special Theory—24 credit points

(a) General Theory—9 credit points

**PS115**—Theory and Practice of Teaching | 3 |

**PS115**—Theory and Practice of Teaching | 3 |

(ii) Theory Specific to Subject—15 credit points

**IA150**—Introduction to Industrial Arts Education | 3 |

**IA151**—Teaching Technical Drawing | 3 |

**IA152**—Teaching Engineering Science | 3 |

**IA153**—Teaching Techniques—Metal lobes | 3 |

**IA154**—Teaching Techniques—Wood lobes | 3 |

(iii) Practical Experience—18 credit points (6 credit points each year)
FOUNDATION SEMESTER
In their first year candidates are required to study the following modules in Semester I:

- MA101 - Algebra I
- MA103 - Calculus I
- 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

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

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

PART A: GENERAL PREPARATION

(a) Compulsory modules

- MA101 - Algebra I
- MA103 - Calculus I
- MA105 - Geometry I
- MA202 - Applied Mathematics: Mechanics
- MA204 - Computer Studies
- MA210 - Matrices and Elementary Vector Spaces
- MA211 - Theory of Number and Related Topics
- MA212 - Real Analyses

Total: 27 credit points

(b) Elective modules

5 modules of Mathematics at the 300 level
4 modules of Mathematics at the 200 or 300 level

Total: 27 credit points

Grand Total: 54 credit points

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

(i) MA106 - Making a Mathematics I
(ii) MA206 - Making a Mathematics II
(iii) MA213 - Social Mathematics

PART B: VOCATIONAL PREPARATION

The 24 points in Professional Preparation are distributed as indicated below:

(a) Compulsory modules

- Practice Teaching: 6 c.p.

Total: 21 credit points

(b) Elective modules

One of:

- MA364 - Mathematics Education: The Slow Learner

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.

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

COURSE COMPONENTS

PARA: GENERAL PREPARATION (75 credit points)

(i) Education: 33 credit points

- General Education: 6 credit points. See Note 1.
- Educational Studies: 15 credit points. See Note 2.
- Subject Content Studies: 12 credit points. See Note 3.

PART B: VOCATIONAL PREPARATION

(i) Special Theory: 33 credit points

- General: 6 credit points, See Note 4.
- Specific to Subject: 21 credit points. See Note 5.
- Practical Experience: 6 credit points. See Note 6.

NOTES IN EXPLANATION

NOTE 1. EDUCATION 15 credit points

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

1. Child Development (ED101)
2. Curriculum (ED206)
3. Sociology of Education (ED301 or ED302)

NOTE 2. SUBJECT CONTENT 33 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. A N.B. An Individual Research Paper which relates in some depth to theoretical aspects of teaching Physical Education Activities. This module is to be completed during the two final semesters under the supervision of a faculty member recommended by the Head of the Department of Physical Education and approved by the Board of Studies in Secondary Education.

3. Approval of the topic of the project must be sought in writing from the Head of the Department of Physical Education prior to commencement of fifth semester of study.

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

   one of:
   - SC140 - Biomechanics I: 3 c.p.
   - SC241 - Biology for Physical Education: 3 c.p.
   - SC240 - Biomechanics II: 3 c.p.
   - SC245 - Anatomy and Physiology B: 3 c.p.
   - SC348 - Physiology of Exercise (Diploma): 3 c.p.
   - PE205 - Tests and Measurements in Physical Education: 3 c.p.

5. Eighteen (18) credit points from Physical Education

   - PE102 - Community Recreation: 3 c.p.
   - PE200 - Structures in Physical Education: 3 c.p.
   - PE201 - Factors Influencing Health: 3 c.p.
   - PE205 - Tests and Measurements in Physical Education: 3 c.p.

NOTE 3: SUBJECT CONTENT STUDIES

(i) General: 6 credit points

(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.
- PE208 - Coaching of Sports, Dance, Gymnastics II: 3 c.p.
- PE301 - Mental and Community Health (Diploma): 3 c.p.

NOTE 4: VOCATIONAL PREPARATION

(i) Special Theory: 33 credit points

- General: 6 credit points

- 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.
- PE208 - Coaching of Sports, Dance, Gymnastics II: 3 c.p.
- PE301 - Mental and Community Health (Diploma): 3 c.p.

NOTE 5: VOCATIONAL PREPARATION

(i) General: 6 credit points

(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.
- PE208 - Coaching of Sports, Dance, Gymnastics II: 3 c.p.
- PE301 - Mental and Community Health (Diploma): 3 c.p.

NOTE 6: VOCATIONAL PREPARATION

(i) General: 6 credit points

(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.
- PE208 - Coaching of Sports, Dance, Gymnastics II: 3 c.p.
- PE301 - Mental and Community Health (Diploma): 3 c.p.
### Diploma in Teaching in Secondary Education

#### Foundation Semester

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

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

- **ED102** - Child Development (Adolescence)
- **PE100** - Foundations of Physical Education
- **SCI140** - Biomechanics I
- **SCI141** - Biology for Physical Education
- **PE161** - Teaching Basic Motor Movement/Physical Education
- **PE162** - Teaching of Dance
- **PS130** - Principles and Practices of Teaching

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:

- **PE452** - Recreation Field Work/Clinical
- **PE266** - Outdoor Education in Australian Schools
- **PE256** - The Performing Arts in Recreation, 1
- **PE269** - The Creative Arts in Recreation, 1
- **PE266** - 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 gain 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)

(i) Theoretical Education (at least 5 semester modules):

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Title</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS102</td>
<td>Principles of Teaching</td>
<td>3 cp</td>
</tr>
<tr>
<td>PS103</td>
<td>Principles of Physical Education</td>
<td>3 cp</td>
</tr>
<tr>
<td>PE161</td>
<td>Teaching Basic Motor Movements</td>
<td>4 cp</td>
</tr>
<tr>
<td>PE266</td>
<td>Outdoor Education in Australian Schools</td>
<td>2 cp</td>
</tr>
<tr>
<td>PE256</td>
<td>The Performing Arts in Recreation, 1</td>
<td>1 cp</td>
</tr>
<tr>
<td>PE269</td>
<td>The Creative Arts in Recreation, 1</td>
<td>1 cp</td>
</tr>
</tbody>
</table>

#### (ii) Science (at least 16 semester modules)—54 credit points

The pattern of Science modules is designed to give a broad basis (Biology, Chemistry, Geology, Physics) with particular emphasis upon Chemistry and Physics in the first two years and the opportunity to specialise in one or more of Biology, Chemistry, Geology, Physics or Environmental Science in the third year.

- **100 LEVEL** (24 credit points)
  - 6 credit points in each of Chemistry and Physics
  - 6 credit points in Biology and/or Geology
  - 12 credit points to be gained from any selection of Science modules at this level.

- **300 LEVEL** (12 credit points)
  - 6 credit points in each of Chemistry and Physics

#### Course Modules

Descriptions of modules may be found on pages 87-144.
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 of 9 credit points

Within Commerce

Geography

300 LEVEL: minimum of 12 credit points

Social Sciences

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:


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 Family: 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) (i) a candidate must follow a postgraduate 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 professional development as teachers; and (ii) a candidate 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 full-time study. In general, candidates undertaking the Pre-service pattern are those who are concurrently completing the requirements for a basic specialist technical qualification and who are therefore not in full-time teaching employment. The in-service pattern is undertaken by those candidates who are concurrently employed as full-time teachers.

Pre-service

<table>
<thead>
<tr>
<th>Education</th>
<th>18</th>
<th>18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Preparation</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>General Studies</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Practical Experience</td>
<td>6</td>
<td>12</td>
</tr>
<tr>
<td>Special Method</td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td>TOTAL CREDIT POINTS</td>
<td>56</td>
<td>60</td>
</tr>
</tbody>
</table>

In-service

Subject Content Studies
The remaining 49-52 credit points necessary to qualify for the award must be gained in Subject Content Studies which:
(i) will be related to the candidate's field of teaching;
(ii) must be (a) wholly formal studies to be undertaken in one or more approved institutions, OR
(b) individual study programmes which combine formal studies and formal project or thesis work.

Each Subject Content Studies programme must be approved by the Board of Studies in Further Education. 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.
Diploma in Teacher Librarianship

The Diploma in Teacher Librarianship is a part-time (evening) course offered over four semesters. The course is available to experienced teachers with at least two years' teaching. 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)  
- TL402 - Method, Organisation and Management for the School Library  
- TL403 - Advanced Reference and Research (1981)  
- TL405 - Curriculum Development, Design and Research  
- ED350 - Educational Administration  
- ED351 - Sociology of Education  
- Observation and experience may be included in each year.

**Course Modules**

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

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Diploma in Music Education

The Diploma in Music Education is an award presented jointly by Newcastle College of Advanced Education and the New South Wales State Conservatorium of Music (Newcastle Branch). The following course outlines relate ONLY to components conducted by this College for specialist preparation studies in Music. Students should consult publications of the Newcastle Branch of the New South Wales State Conservatorium of Music.

**Course Outline**

Year I  
**Education**

- ED102 - Child Development (Ages 0-8)  
- ED103 - Basic Issues in Education  
- Music Education

Includes Principles and Practices of Teaching - PS125  

- MU120 - Music Education in the Primary School  
- MU121 - Introduction to Music Education in the Secondary School Years 7-10  
- PT125 - Teaching Experience

**Year II**

- Education

- ED203 - The Teaching/Learning Process (Ages 0-8)  
- ED205 - Procedures in Curriculum Development  
- Music Education

Includes Principles and Practices of Teaching - PS225  

- MU220 - Music Education in the Secondary School - Non-Elective Classes A  
- MU221 - Music Education in the Secondary School - Non-Elective Classes B  
- English General Studies  

Any two modules for which students have the prerequisites recommended modules are:

- EN112 - Language and Reading across the Curriculum  
- EN114 - Effective Communication

**Course Modules**

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

---

**Diploma in Teaching**

**TAFE**

**Core Programme (Pre-Service)**

**Stage I**

**Semester I Modules**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Points</th>
<th>Hours Per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>ET112</td>
<td>Curriculum 2 - Evaluation Skills</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>ET114</td>
<td>Curriculum 4 - Processes of Learning in TAFE Contexts</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>PR229</td>
<td>Professional Preparation 5 - Teaching Skills</td>
<td>3</td>
<td>Variable</td>
</tr>
<tr>
<td>PR129</td>
<td>Professional Preparation 5 - Teaching Skills</td>
<td>3</td>
<td>Variable</td>
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**Semester II Modules**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Points</th>
<th>Hours Per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>ET121</td>
<td>Curriculum 3 - Students and Teachers in TAFE</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>ET124</td>
<td>Curriculum 4 - Processes of Learning in TAFE Contexts</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>PR229</td>
<td>Professional Preparation 5 - Teaching Skills</td>
<td>3</td>
<td>Variable</td>
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**Full Year Modules**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Points</th>
<th>Hours Per Week</th>
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</thead>
<tbody>
<tr>
<td>ET205</td>
<td>Special Method 2</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>PT325</td>
<td>Practical Experience</td>
<td>2</td>
<td>1</td>
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**Course Modules**

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

---

**Core Programme (In-Service)**

**Stage I**

**Semester I Modules**

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<thead>
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<th>Course Title</th>
<th>Credit Points</th>
<th>Hours Per Week</th>
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</thead>
<tbody>
<tr>
<td>ET211</td>
<td>Curriculum 1 - Planning Skills</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>PR225</td>
<td>Professional Preparation 1 - Teaching Skills</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>PR226</td>
<td>Professional Preparation 2 - Educational Technology</td>
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<td>2</td>
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**Semester II Modules**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Points</th>
<th>Hours Per Week</th>
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</thead>
<tbody>
<tr>
<td>ET212</td>
<td>Curriculum 2 - Evaluation Skills</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>PR227</td>
<td>Professional Preparation 2 - Teaching Skills</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>PR228</td>
<td>Professional Preparation 4 - Resources for Learning</td>
<td>3</td>
<td>2</td>
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</table>

**Full Year Modules**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Points</th>
<th>Hours Per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>ET206</td>
<td>Special Method 1</td>
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<td>2</td>
</tr>
<tr>
<td>PT325</td>
<td>Practical Experience</td>
<td>2</td>
<td>1</td>
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**Stage II**

**Semester I Modules**

<table>
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<th>Course Title</th>
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<th>Hours Per Week</th>
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</thead>
<tbody>
<tr>
<td>ET121</td>
<td>Curriculum 3 - Students and Teachers in TAFE</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>ET124</td>
<td>Curriculum 4 - Processes of Learning in TAFE Contexts</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>PR229</td>
<td>Professional Preparation 5 - Teaching Skills</td>
<td>3</td>
<td>Variable</td>
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**Semester II Modules**

<table>
<thead>
<tr>
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<th>Credit Points</th>
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</thead>
<tbody>
<tr>
<td>ET215</td>
<td>Curriculum 5 - Issues in TAFE</td>
<td>3</td>
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</tr>
<tr>
<td>ET216</td>
<td>Curriculum 6 - Sociological Foundations of TAFE</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>PR230</td>
<td>Professional Preparation 6 - Teaching Strategies</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>

**Full Year Modules**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Points</th>
<th>Hours Per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>ET205</td>
<td>Special Method 2</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>PT323</td>
<td>Practical Experience</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

**Course Modules**

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

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**Core Programme (Pre-Service)**

**Stage I**

**Semester I Modules**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Points</th>
<th>Hours Per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>PR125</td>
<td>Professional Preparation 1 - Teaching Skills</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>PR126</td>
<td>Professional Preparation 2 - Educational Technology</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>

**Semester II Modules**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Points</th>
<th>Hours Per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>PR125</td>
<td>Professional Preparation 1 - Teaching Skills</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>PR126</td>
<td>Professional Preparation 2 - Educational Technology</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>

**Full Year Modules**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Points</th>
<th>Hours Per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>PT125</td>
<td>Practical Experience</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

**Course Modules**

Descriptions of modules may be found on pages 87-144.
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) Studies in the Special Theory of teaching in terms of:
   (a) the General theory of teaching; and
   (b) the theory of teaching Specific to the Subject of specialisation;
(ii) Practical Experience which includes:
    (a) simulation approaches; and
    (b) practice in the field.
In order to qualify for the award, candidates must undertake a full-time course of study over a minimum of eight semesters and gain a minimum of 144 credit points as outlined below including:
(i) a minimum of 114 credit points in Part A General Preparation;
(ii) a maximum of 30 credit points in Part B Vocational Preparation;
(iii) a minimum of 18 credit points in Education which must include 3 credit points in each of the following three areas: Child Development, Curriculum, Sociology of Education. At least 6 credit points must be gained at 300 level;
(iv) 30 credit points at 400 level of which at least 9 must be gained in Educational Studies, 12 in Subject Content Studies and 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.
*All candidates will be expected to undertake four weeks of continuous teaching practice at the end of Semester I in each year. Such teaching practice will be allocated a total of 6 credit points over the entire programme and will be classified as Practice in the Field.

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>(g) Education</td>
<td>18</td>
<td>Painting</td>
<td>Must include 3 credit points in each of the following three areas: Child Development, Curriculum, Sociology of Education.</td>
</tr>
<tr>
<td>(ii) Educational Studies</td>
<td>9</td>
<td>Sculpture</td>
<td></td>
</tr>
<tr>
<td>(iii) Subject</td>
<td></td>
<td>Printmaking</td>
<td></td>
</tr>
<tr>
<td>(iv) Content Studies</td>
<td>12</td>
<td>Ceramics</td>
<td></td>
</tr>
<tr>
<td>(a) Special Major Study</td>
<td>27</td>
<td>Drawing</td>
<td></td>
</tr>
<tr>
<td>- Support Study</td>
<td>12</td>
<td>Design</td>
<td></td>
</tr>
<tr>
<td>- Applied Art Study</td>
<td>9</td>
<td>Photography</td>
<td></td>
</tr>
<tr>
<td>(b) Project</td>
<td>9</td>
<td>Media Study</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>Jewellery</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>Ceramics</td>
<td></td>
</tr>
<tr>
<td>Any subject at any level</td>
<td>6</td>
<td>Print</td>
<td></td>
</tr>
<tr>
<td>TOTAL CREDIT POINTS</td>
<td>114</td>
<td>Textiles &amp; Fibre Arts</td>
<td></td>
</tr>
</tbody>
</table>

| PART B: VOCATIONAL PREPARATION | | | |
| (i) Special Theory | 6 | Printmaking | |
| (a) General | 18 | Art History | |
| (b) Specific to Subject | | Subjects available outside the student's area of speciality |
| (ii) Practical Experience | 6 | |
| (a) Simulation | | 3 credit points at 100, 200, 300 and 400 levels |
| (b) Practice in Field | | Select 2 modules for study at 100 level gaining 6 credit points at 100 level, then either study one through to 300 level or both to 200 level |
| | 9 | 9 credit points at 400 level |
| | | (see Project requirements) |
| | | 2 credit points to be gained at 100, 200 and 300 levels |
| | | 7 credit points at 100 level |
| TOTAL CREDIT POINTS | 30 | 7 credit points at 200 level |
| TOTAL CREDITS: A + B | 144 | 4 credit points at 300 level |
| | | 2 credit points at 100, 200 and 300 levels |
PART A: GENERAL PREPARATION 100 Level

(b) Education

Semester I:
ED102 - Child Development (Adolescence)
Three hours per week for one semester
(3 credit points)
Semester II:
ED105 - Basic Issues in Education
Three hours per week for one semester
(3 credit points)

(ii) Subject Content Studies

(a) Special Semester I

ART STUDY
Select one of the following:
AT122 - Painting
or
AT132 - Sculpture
or
AT142 - Printmaking
or
AT152 - Ceramics
or
AT172 - Photography
or
AT176 - Drawing

Semester II:
ART STUDY
Continue one of the following:
AT133 - Sculpture
AT143 - Printmaking
AT153 - Ceramics
AT177 - Photography
THEORETICAL STUDY
AT101 - History of Art
Three hours per week for one semester
(3 credit points)

(b) General

One module must be available from the following and studied in Semester II:
AE152 - Film and Videotapes I
EN101 - Creative Arts A - Writing
EN102 - Creative Arts B - Performing

PART B: VOCATIONAL PREPARATION 100 Level

(i) Special Theory

(a) General Semester I

PS100 - Principles and Practices of Teaching: Art Education
Three hours per week for one semester
(3 credit points)

Semester II:
PS107 - Principles and Practices of Teaching: History Three hours per week for one semester
(3 credit points)

(b) Specific to Subject Semester I

ART STUDY
Select one of the following:
AT116 - Drawing
Four hours per week for one semester
(3 credit points)
or
AT119 - Design
Four hours per week for one semester
(3 credit points)

ART STUDY
Select one of the following:
AT158 - Printmaking Techniques in Relation to Teaching Various Processes and Ideas as Art Media in the School Situation
Three hours per week for one semester
(3 credit points)

ART STUDY
Select one of the following:
AT159 - Structured Art Experiences for Progressive Development
Three hours per week for one semester
(3 credit points)

Practical Experience
PT108 - Practical Teaching Experience
Two credit points
Three hours per week for one semester

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
Three hours per week for one semester
(3 credit points)
Semester II:
ED207 - Issues and Patterns in Curriculum Development
Three hours per week for one semester
(3 credit points)

(ii) Subject Content Studies

(a) Specific Semester I

ART STUDY
Select one of the following:
Either
AT222 - Painting
or
AT223 - Sculpture
or
AT242 - Printmaking
or
AT252 - Ceramics

APPLIED ART STUDY
Select one of the following:
Either
AT187 - Jewellery
or
AT152 - Ceramics
or
AT157 - Textiles
or
AT112 - Fibre Arts

AT147 - Printmaking
Four hours per week for one semester
(3 credit points)

Course Modules

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

BACHELOR OF EDUCATION (ART) 300 LEVEL PROGRAMME FOR 1981

PART A: GENERAL PREPARATION

(b) Education

Semester I:
ED301 - School and Society
Three hours per week for one semester
(3 credit points)
Semester II:
ED310 - Personality Development and Mental Health
Three hours per week for one semester
(3 credit points)

(ii) Subject Content Studies

(a) Special Semester I

ART STUDY
Either
AT322 - Painting
or
AT323 - Sculpture

APPLIED ART STUDY
Select one of the following:
Either
AT188 - Jewellery
or
AT153 - Textiles
or
HT127 - Textiles
or
AT145 - Printmaking
Four hours per week for one semester
(3 credit points)

THEORETICAL STUDY
AT201 - History of Art
Three hours per week for one semester
(3 credit points)

(b) General

One module to be selected in either Semester I or Semester II from the list of modules made available in the General Study Area.

PART B: VOCATIONAL PREPARATION

(i) Special Theory

(a) General Semester I

PS200 - Principles and Practices of Teaching: Art Education
Three hours per week for one semester
(2 credit points)

(b) Specific to Subject

Either
AE257 - Concept Development and Techniques in Teaching Three Dimensional Art Forms
Four hours per week for one semester
(3 credit points)
or
AE258 - Teaching Methodology Relative to Photography and Filmmaking
Three hours per week for one semester
(3 credit points)

AT325 - Ceramics

Practical Experience
PT208 - Practical Teaching Experience
Two credit points

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  
SK609 - Developmental Disabilities  
(SE409 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  
(3 credit points)

Theoretical Study

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

Half Group Semester I, half Group Semester II

Project

Semester I and Semester II:  
9 credit points  
A project involving an investigation into an aspect of secondary school education through the arts. Students are expected to nominate a specific area of study in consultation with members of the lecturing staff under the Head of the Department of Art Education and the Head of the Department of Education. Nominations for Project topics will be required early in Semester I and the final project presented for assessment by an expert panel at a date to be announced in Semester II.

Practical Experience

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

Course Modules

Descriptions of modules may be found on pages 87-144.
### THE MODULAR STRUCTURE FOR THE DIPLOMA IN TEACHING (SECONDARY EDUCATION) — HOME SCIENCE/TEXTILES AND THE BACHELOR OF EDUCATION (HOME SCIENCE/TEXTILES)

#### Semesters I & II

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module Title</th>
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</thead>
<tbody>
<tr>
<td>HT011</td>
<td>Food &amp; Fibre Science</td>
</tr>
<tr>
<td>HT012</td>
<td>Science of Food &amp; Nutrition</td>
</tr>
<tr>
<td>HT013</td>
<td>Family &amp; Culture</td>
</tr>
<tr>
<td>HT014</td>
<td>Foods</td>
</tr>
<tr>
<td>HT015</td>
<td>Consumer Textiles</td>
</tr>
<tr>
<td>HT016</td>
<td>Resource Management</td>
</tr>
<tr>
<td>HT017</td>
<td>Textile Design</td>
</tr>
<tr>
<td>HT018</td>
<td>Fashion Design - Clothing Construction</td>
</tr>
</tbody>
</table>

#### Semesters III & IV

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module Title</th>
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<tbody>
<tr>
<td>HT023, HT026</td>
<td>Food Science</td>
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<tr>
<td>HT021</td>
<td>Nutrition</td>
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<td>HT022</td>
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<td>HT023</td>
<td>Family &amp; Culture</td>
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<tr>
<td>HT024</td>
<td>Food in History &amp; Culture</td>
</tr>
<tr>
<td>HT025</td>
<td>Textile Technology</td>
</tr>
<tr>
<td>HT026</td>
<td>Homes &amp; Housing</td>
</tr>
<tr>
<td>HT027</td>
<td>Yarns</td>
</tr>
<tr>
<td>HT028</td>
<td>Fashion Design</td>
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</table>

#### Semesters V & VI

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module Title</th>
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<tbody>
<tr>
<td>HT031</td>
<td>Nutrition</td>
</tr>
<tr>
<td>HT032</td>
<td>Food Science</td>
</tr>
<tr>
<td>HT033</td>
<td>The Contemporary Family</td>
</tr>
<tr>
<td>HT034</td>
<td>Food in Contemporary Society</td>
</tr>
<tr>
<td>HT035</td>
<td>Textile Science</td>
</tr>
<tr>
<td>HT036</td>
<td>The Family as a Consumer</td>
</tr>
<tr>
<td>HT037</td>
<td>Weaving &amp; Dyeing</td>
</tr>
<tr>
<td>HT038</td>
<td>Fashion Design - Tailoring</td>
</tr>
<tr>
<td>HT039</td>
<td>Fashion Design</td>
</tr>
<tr>
<td>HT040</td>
<td>Nutrition</td>
</tr>
<tr>
<td>HT041</td>
<td>Food Science</td>
</tr>
<tr>
<td>HT042</td>
<td>The Contemporary Family</td>
</tr>
<tr>
<td>HT043</td>
<td>The Family as a Consumer</td>
</tr>
<tr>
<td>HT044</td>
<td>Consumer Education</td>
</tr>
<tr>
<td>HT045</td>
<td>Textile Technology</td>
</tr>
<tr>
<td>HT046</td>
<td>Textile Arts</td>
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#### Semesters VII & VIII

<table>
<thead>
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<tr>
<td>HT141</td>
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<tr>
<td>HT142</td>
<td>Food Science</td>
</tr>
<tr>
<td>HT143</td>
<td>Current Issues and the Family</td>
</tr>
<tr>
<td>HT145</td>
<td>Textile Performance</td>
</tr>
<tr>
<td>HT147</td>
<td>Design Research</td>
</tr>
<tr>
<td>HT149</td>
<td>Research Project (6 c.p.)</td>
</tr>
</tbody>
</table>

#### General Preparation

- ED102 Child Development
- ED103 Principles & Practices of Teaching (PPT)
- PS110 Principles & Practices of Teaching (PPT)
- PT110 Block Practice

#### Vocational Preparation

<table>
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<th>Module Code</th>
<th>Module Title</th>
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<tr>
<td>PS210</td>
<td>Principles &amp; Practices of Teaching (PPT)</td>
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<td>PT210</td>
<td>Block Practice</td>
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<tr>
<td>HT010</td>
<td>Home Science Teaching Methodology</td>
</tr>
<tr>
<td>HT020</td>
<td>Textiles and Design Teaching Methodology</td>
</tr>
</tbody>
</table>

#### Three Educational Studies Electives (400 c.p.)

- ED206 Procedures in Curriculum Development
- PS210 Principles & Practices of Teaching (PPT)
- PT310 Block Practice


<table>
<thead>
<tr>
<th>Semester Code</th>
<th>Module Title</th>
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</thead>
<tbody>
<tr>
<td>HT031</td>
<td>Nutrition</td>
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<tr>
<td>HT032</td>
<td>Food Science</td>
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<tr>
<td>HT033</td>
<td>The Contemporary Family</td>
</tr>
<tr>
<td>HT034</td>
<td>Food in Contemporary Society</td>
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<tr>
<td>HT035</td>
<td>Textile Science</td>
</tr>
<tr>
<td>HT036</td>
<td>The Family as a Consumer</td>
</tr>
<tr>
<td>HT037</td>
<td>Weaving &amp; Dyeing</td>
</tr>
<tr>
<td>HT038</td>
<td>Fashion Design - Tailoring</td>
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<td>HT041</td>
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<td>HT147</td>
<td>Design Research</td>
</tr>
<tr>
<td>HT149</td>
<td>Research Project (6 c.p.)</td>
</tr>
</tbody>
</table>

### Descriptions of Modules

Descriptions of modules may be found on pages.
Bachelor of Education (Industrial Arts)

Subject to final approval

All candidates for the award of the Bachelor of Education (Industrial Arts) must enrol in the course of study for the Diploma in Teaching in Secondary Education—Industrial Arts. The initial selection of candidates for the degree course is 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 165 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.

(ii) Educational Studies — 9 credit points at 400 level

(iii) Project - 6 credit points, IAE46 Research Project

PART B: VOCATIONAL PREPARATION (51 credit points)

(i) Special Theory — 27 credit points

- 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)

- Practice Experience — 24 credit points
  - Four weeks block practice (6 credit points) in each of 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 Practice 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 400 level Educational Studies modules available to all candidates for the degree of Bachelor of Education may be found on page 99.

400 LEVEL (6 credit points)

- IA110 - Descriptive Geometry
- IA112 - Functional Design in Technology
- IA113 - Engineering Science
- IA116 - Metal Forming
- IA118 - Timber Fabrication and Basic Wood Turning
- IA210 - Engineering Design Drawing
- IA213 - Materials Science A
- IA214 - Engineering Mechanics
- IA216 - Metal Techniques
- IA217 - Cabinet Making and Free Form Woodworking
- IA218 - Building Construction and Wood Machining

Minimum of 6 credit points from IA110, 112, 113, 116, 118, 210, 213, 214, 216, 217, 218

PART C: THEORETICAL PREPARATION

(i) Education (3 credit points)

- ED301: Curriculum Development in Industrial Arts Education
- ED302: Comparative Industrial Arts Education
- ED304: Curricular Evaluation of Industrial Arts Education
- ED305: History of Industrial Arts Education
- ED308: Curriculum Development and Research
- ED438: Philosophy of Education
- ED441: Academic Education

(ii) Elective Educational Studies offered by the Department of Education (3 credit points)

- ED411: Comparative Educational Studies offered jointly by the Department of Education and the Department of Industrial Arts
- ED440: Curriculum Evaluation
- ED449: The Curriculum and Groups with Special Needs
- ED454: History of Education
- ED455: Curriculum and Development Research
- ED461: Interpersonal Relations and Communication Skills
- ED463: Philosophy of Education
- ED464: Comparative Education

PART D: COMPULSORY VETERINARY PREPARATION

(iii) Vocational Preparation (3 credit points)

- IVE220: Advanced Wood Machining and Patternmaking
- IVE221: Integrated Workshop Practices C
- IVE211: Drawing and Design (6 credit points)
- IVE212: Materials Modification
- IVE213: Materials in Service
- IVE214: Applied Mechanics
- IVE215: Experimental Mechanics
- IVE216: Industrial Design A
- IVE217: Industrial Design B
- IVE218: Properties and Uses of Wood
- IVE219: Commercial Forestry
- IVE220: Industrial Design (6 credit points)
- IVE221: Forest & Wood Technology (6 credit points)
- IVE231: Craft Research and Development
- IVE232: Research Project - Industrial Arts Education (6 credit points)

Bachelor of Education (Physical Education)

All candidates for the award of the Bachelor of Education (Physical Education) must enrol 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 — 6 credit points

(ii) Educational Studies

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

PART B: VOCATIONAL PREPARATION (33 credit points)

(i) Special Theoretical Preparation

- General — 6 credit points

(ii) Practical Experience

- a) Simulation
- b) Practice in Field — 6 credit points

PART D: COMPULSORY VETERINARY PREPARATION

Minimum 24 credit points, must include 6 credit points at 300 level, and 9 credit points in Educational Studies at 400 level.

Modules in Education

- ED102: Child Development (Adolescence)
- ED103: Early Childhood (3 credit points)
- ED105: Basic Issues in Education (6 credit points)
- ED203: The Teaching/Learning Process (3 credit points)
- ED204: Classroom Procedures (3 credit points)
- ED205: Procedures in Curriculum Development (3 credit points)
- ED206: Issues and Paramps in Curriculum COMPULSORY (3 credit points)
- ED301: The School and Society COMPULSORY (3 credit points)
- ED302: The Sociology of the School COMPULSORY (3 credit points)
- ED304: History of Education in New South Wales (3 credit points)
- ED306: Innovations in Primary/Secondary Education (3 credit points)
**SS283-** Biomechanics I (3 credit points)
**SC242 -** Human Anatomy and Physiology for Physical Education II (3 credit points)
**SC343 -** Biochemistry II (3 credit points)
**SC343 -** Biochemistry III (3 credit points)
**SC343 -** Biochemistry III (3 credit points)
**SC348 -** Psychology of Exercise (5 credit points)
**SC448 -** Physiology of Exercise (5 credit points)

**SUBJECT CONTENT STUDIES**

(a) **SPECIAL**

**PE200 -** Structures in Physical Education (3 credit points)
**PE201 -** Foundations of Health Education (3 credit points)
**PE202 -** Community Recreation (3 credit points)
**MU210 -** Music for Physical Education (3 credit points)
**SC140 -** Biomechanics (3 credit points)
**SC141 -** Biology for Physical Education (3 credit points)

A maximum of thirty-six credit points must be selected from the modules serviced by the Department of Physical Education.

**PE200 -** Structures in Physical Education (3 credit points)
**PE201 -** Foundations of Health Education (3 credit points)
**PE202 -** Community Recreation (3 credit points)
**MU210 -** Music for Physical Education (3 credit points)
**SC140 -** Biomechanics (3 credit points)
**SC141 -** Biology for Physical Education (3 credit points)

A maximum of thirty-six credit points must be selected from those which apply generally in universities where a thesis is required in partial fulfillment 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 be 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.

**VOCA TIONAL PREPARATION**

**SPECIAL THEO RY**

(a) **GENERAL (6 credit points)**

**PE300 -** Administrative Practices in Physical Education, Health and Recreation (3 credit points)
**PE301 -** Foundations of Health Education (3 credit points)
**PE302 -** Motor Learning (3 credit points)
**PE306 -** Applied Physical Education (3 credit points)
**PE370 -** Research Methods in Health Education, Physical Education and Recreation Education (3 credit points)
**PE400 -** Comparative Physical Education (3 credit points)
**PE402 -** Recreation Management (3 credit points)
**PE403 -** Sports Technology (3 credit points)
**PE405 -** Kinesiology (3 credit points)
**PE406 -** Adapted Physical Education Programming (3 credit points)
**PE407 -** Contemporary Strategies in Health and Instruction and Curriculum Construction (3 credit points)
**PE409 -** Physical Education Research Paper (9 credit points)
**SC405 -** Psychology and the Athlete (3 credit points)
**SS282 -** Contemporary Australian Society I (3 credit points)
**SS283 -** Contemporary Australian Society II (3 credit points)
**SS304 -** Sport in Australian History (3 credit points)

Twelve credit points must be selected from the modules listed above. A maximum of thirty-six credit points must be selected from those which apply generally in universities where a thesis is required in partial fulfillment 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 be 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.

**VOCA TIONAL PREPARATION**

(b) **SPECIFIC TO SUBJ ECT (21 credit points)**

Twenty-one credit points must be taken to cover the total study period in modules of study related to the Theory and Practice of Teaching Physical Education Activities.

**PE161 -** Teaching Basic Motor Movement/Physical Fitness (3 credit points)
**PE162 -** Teaching of Dance (3 credit points)
**PE163 -** Teaching of Gymnastics (3 credit points)

At least twelve credit points from the following:

**PE165 -** Teaching of Games I (3 credit points)
A. Cricket/Netball
B. Softball/Hockey
**PE166 -** Teaching of Games II (3 credit points)
A. Hockey/Field Hockey
B. Australian National Football
**PE167 -** Teaching of Games III (3 credit points)
A. Basketball/Netball
B. Soccer/Tennis
**PE168 -** Teaching of Games IV (3 credit points)
A. Tennis/Field Hockey
B. Australian National Football
**PE261 -** Teaching of Dance/Gymnastics I (3 credit points)
**PE262 -** Teaching of Dance III (3 credit points)
**PE263 -** Teaching of Gymnastics III (3 credit points)
**PE264 -** Teaching of Aquatics (3 credit points)
**PE265 -** Teaching of Athletics (3 credit points)

Students majoring both PE165 and PE166 may not duplicate a major sport.

**NOTE**

In each of the three academic years a period of four weeks must be allocated to practical teaching in a 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**

Candidates should refer to pages 67-144 for descriptions of course modules available at 100-300 levels. A schedule of PE. modules available to degree candidates follows.

**400 Level Modules appropriate to the Bachelor of Education (Physical Education) Course.**

<table>
<thead>
<tr>
<th>Code</th>
<th>Module Name</th>
<th>Prerequisite</th>
<th>Hrs. per wk</th>
<th>Credit points</th>
<th>1981</th>
<th>1982</th>
<th>1983</th>
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<tr>
<td>PE400</td>
<td>Comparative Physical Education</td>
<td>9 c.p. @ 300 level</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>1</td>
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<tr>
<td>PE401</td>
<td>Contemporary Strategies in Health instruction and Curriculum Construction</td>
<td></td>
<td>3</td>
<td>2</td>
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<td>2</td>
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<tr>
<td>PE402</td>
<td>Recreation Management</td>
<td>PE302</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
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<tr>
<td>PE403</td>
<td>Sports Technology</td>
<td>SC240 and SC348</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>PE405</td>
<td>Kinesiology</td>
<td>PE240</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
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<tr>
<td>PE406</td>
<td>Adapted Physical Education Programming</td>
<td>PE306</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>1</td>
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</table>
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 recognised tertiary institution or who hold a three-year diploma in a field other than teacher education from a recognised tertiary institution.

<table>
<thead>
<tr>
<th>Code</th>
<th>Subject of Study</th>
<th>Duration</th>
<th>Hours per Week</th>
<th>Semester of Study</th>
<th>Credit Points</th>
<th>Comments</th>
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</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>
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<tr>
<td>AE591</td>
<td>Art IVP</td>
<td>1 semester</td>
<td>2</td>
<td>Semester I</td>
<td>2</td>
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<tr>
<td>IA435</td>
<td>Craft Method, Dip.Ed.</td>
<td>1 semester</td>
<td>2</td>
<td>Semester II</td>
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<td>EE421</td>
<td>English &amp; Reading IVP</td>
<td>2 semesters</td>
<td>2</td>
<td>Semesters I &amp; II</td>
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<tr>
<td>MA453</td>
<td>Mathematics IVP</td>
<td>2 semesters</td>
<td>2</td>
<td>Semesters I &amp; II</td>
<td>4</td>
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<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>
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<tr>
<td>SC430</td>
<td>Natural Science IVP</td>
<td>1 semester</td>
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<td>Semester I</td>
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<tr>
<td>PE414</td>
<td>Health and Physical Education IVP</td>
<td>1 semester</td>
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<td>Semester I</td>
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<tr>
<td>SS410</td>
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<td>Semester I</td>
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<td>ED413</td>
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<td>Teaching Experience: Primary</td>
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</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>Comments</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></td>
</tr>
<tr>
<td>EE401</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>

**Principles and Practices of Teaching**

- Two of the following:
  - AE593 Art IVA
  - AE594 Art IVB
  - EE401 English IVA
  - EE402 English IVC
  - EE403 English IVC

* 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 the Diploma in Education in Technical and Further Education should have a university degree or other appropriate tertiary qualification, or hold a qualification deemed equivalent by 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 within all模块 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
12 credit points in Practice Experience (If 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 General Studies

For details of programmes 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.

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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 matter experts, principals, principals' advisors, 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 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 in Education 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 planning 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.
ED445 Learning and the Designing of Learning Experiences: 3 c.p.

A preparation of the Dissertation will be undertaken with staff guidance before Dissertation is commenced.

Electives (3 credit points) will be available in:

ED450 - Aims and Values of Australian Education: 3 c.p.
ED458 - Current Research on Teaching and Curriculum: 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 studies should be developed in consultation with subject specialists on the staff.

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

---

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 Procedures 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

Education Code Module

MA401 An Introduction to Combinatorial Theory
3 credit points in Number Theory at 200 level and Group Theory at 300 level

MA402 Convexity in Finite Dimensional Spaces
Sets

MA403 Foundations of Geometry
Plane Projective Geometry and Group Theory

MA404 General Topology
Metric Spaces or Equivalent Study

MA405 Groups, Rings and Fields
Group Theory

MA406 Number Theory
6 credit points in any two Mathematics modules at 300 level
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, in particularity in view of the increased demand for school-based curriculum development, the course will serve to enhance their professional contribution to teaching.

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

The course is structured in the following way:

**Typical Programmes of Studies**
Candidates study a major strand (24 cp) in one of the subject disciplines biology, chemistry, or physics and undertake minor studies (6 cp) in one or more of the disciplines biology, chemistry, geology or physics. Modules and credit points for each semester are generally of one semester's duration and each worth 6 credit points. However, in chemistry and physics the first two modules are distributed over the first two semesters, to allow students access to these as minor studies.

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

<table>
<thead>
<tr>
<th>Sem. I</th>
<th>Sem. II</th>
<th>Sem. III</th>
<th>Sem. IV</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major Strand</td>
<td>6 cp</td>
<td>6 cp</td>
<td>6 cp</td>
</tr>
<tr>
<td>Minor Studies</td>
<td>3 cp</td>
<td>3 cp</td>
<td>3 cp</td>
</tr>
<tr>
<td>Education</td>
<td>9 cp</td>
<td>9 cp</td>
<td>9 cp</td>
</tr>
</tbody>
</table>

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

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

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

<table>
<thead>
<tr>
<th>Sem. I</th>
<th>Sem. II</th>
<th>Sem. III</th>
<th>Sem. IV</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied Ecology</td>
<td>6 cp</td>
<td>6 cp</td>
<td>6 cp</td>
</tr>
<tr>
<td>Applied Inorganic Chemistry</td>
<td>6 cp</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comparative Anatomy and Physiology</td>
<td>6 cp</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comparative Carbohydrate Leadership Chemistry</td>
<td>6 cp</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administration</td>
<td>9 cp</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9 cp</td>
<td>9 cp</td>
<td>9 cp</td>
<td>9 cp</td>
</tr>
</tbody>
</table>

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

Course Modules
Descriptions of modules may be found on pages 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 school, 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**

- **Semester I**
  - SE401 - Assessment, Diagnosis & Remediation 3 c.p.

- **Semester II**
  - SE401 - Assessment, Diagnosis & Remediation II 2 c.p.
  - SE418 - Curriculum Resource Development/Creation for Prim/Sec.
  - SE404 - Communication Disorders 2 c.p.

**B: Core Electives**

- **Semester I**
  - O.A./Resource Emphasis

- **Semester II**
  - O.A./Resource Emphasis

**C: Electives**

- **Semester I**
  - One of:
    - EN204 - Studies in Reading Education 2 c.p.
    - ES339 - Education in the Multicultural Classroom 2 c.p.
  - **Semester II**
  - One of:
    - PE325 - Physical Education Elective: Special Ed. 2 c.p.
    - MA304 - Maths Ed. and the Slow Learner 2 c.p.
    - SE326 - Craft for Special Ed. 2 c.p.
    - ES330 - Education in the Multicultural Classroom 2 c.p.
    - MU107 - Learning Guitar 2 c.p.

**D: Practical Experience**

- **Semester I**
  - SE413 - Clinical & School Practicum (12 hpw)
- **Semester II**
  - SE413 - Clinical & School Practicum (12 hpw)

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.
## Courses of Study

<table>
<thead>
<tr>
<th>Course</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>
School of Paramedical and Community Welfare Studies

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

Course modules offered within the School may be of one semester's duration or two semester's duration. Those modules over one semester generally carry a credit point rating of three, although some may have a credit point rating of two or four. The modules are placed at levels ranging from 100 to 350 in the undergraduate programmes to indicate relative levels of difficulty.

Courses proposed for introduction in 1981 subject to approval by the N.S.W. Higher Education Board:

- 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 `i`
- Core (Compulsory) modules are designated `c`
- Elective modules are designated `e`

### NURSING STUDIES

<table>
<thead>
<tr>
<th>Code</th>
<th>Module Title</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>i NS11</td>
<td>Professional Attitudes and Ethics</td>
<td>2 cp</td>
</tr>
<tr>
<td>i NS12</td>
<td>Concepts and Strategies in Nursing Practice</td>
<td>3 cp</td>
</tr>
<tr>
<td>i NS13</td>
<td>Principles of Nursing</td>
<td>3 cp</td>
</tr>
<tr>
<td>i NS15</td>
<td>Health</td>
<td>3 cp</td>
</tr>
<tr>
<td>i NS153</td>
<td>Disease</td>
<td>6 cp</td>
</tr>
<tr>
<td>c NS210</td>
<td>Nursing Studies  I: Professional Development of the Nurse Practitioner</td>
<td>3 cp</td>
</tr>
<tr>
<td>c NS211</td>
<td>Nursing Studies II: Clinical Teaching - Needs and Opportunities</td>
<td>3 cp</td>
</tr>
<tr>
<td>c NS212</td>
<td>Nursing Studies III: Problem-Solving in Practice</td>
<td>3 cp</td>
</tr>
<tr>
<td>e NS310</td>
<td>Nursing Studies IV: Evaluation of Clinical Practice</td>
<td>3 cp</td>
</tr>
<tr>
<td>c ED311</td>
<td>Introduction to Research and Measurement</td>
<td>3 cp</td>
</tr>
</tbody>
</table>

### TEACHING AND LEARNING IN NURSING

<table>
<thead>
<tr>
<th>Code</th>
<th>Module Title</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>c NS120</td>
<td>Teaching and Learning in Nursing I: Introduction to Teaching Basics</td>
<td>2 cp</td>
</tr>
<tr>
<td>c NS121</td>
<td>Teaching and Learning in Nursing II: Method and Nursing Knowledge 1</td>
<td>2 cp</td>
</tr>
<tr>
<td>c NS220</td>
<td>Teaching and Learning in Nursing III: Verbal and Interaction Skills</td>
<td>2 cp</td>
</tr>
<tr>
<td>c NS221</td>
<td>Teaching and Learning in Nursing IV: Method and Nursing Knowledge 2</td>
<td>2 cp</td>
</tr>
<tr>
<td>c NS320</td>
<td>Teaching and Learning in Nursing V: Life Span Development</td>
<td>3 cp</td>
</tr>
<tr>
<td>c NS322</td>
<td>Curriculum I</td>
<td>3 cp</td>
</tr>
<tr>
<td>e NS322</td>
<td>Curriculum II</td>
<td>3 cp</td>
</tr>
<tr>
<td>c EN117</td>
<td>Effective Communication</td>
<td>3 cp</td>
</tr>
</tbody>
</table>

### PSYCHOSOCIAL ASPECTS

<table>
<thead>
<tr>
<th>Code</th>
<th>Module Title</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>c EY131</td>
<td>Human Behaviour - Man as an Individual</td>
<td>3 cp</td>
</tr>
<tr>
<td>c EY230</td>
<td>Life Span Development</td>
<td>3 cp</td>
</tr>
<tr>
<td>c EY231</td>
<td>Motivation and Morale</td>
<td>2 cp</td>
</tr>
<tr>
<td>c EY350</td>
<td>Interpersonal and Interpersonal Relationships</td>
<td>2 cp</td>
</tr>
<tr>
<td>e EY351</td>
<td>Counselling</td>
<td>3 cp</td>
</tr>
</tbody>
</table>

### INTEGRATED BIO-MEDICAL SCIENCES

<table>
<thead>
<tr>
<th>Code</th>
<th>Module Title</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>c SC150</td>
<td>Bio-medical Sciences</td>
<td>5 cp</td>
</tr>
<tr>
<td>c SC152</td>
<td>Nutrition</td>
<td>2 cp</td>
</tr>
<tr>
<td>c SC153</td>
<td>Microbiology and Introduction to Pathology</td>
<td>2 cp</td>
</tr>
<tr>
<td>c SC251</td>
<td>Anatomy and Physiology</td>
<td>2 cp</td>
</tr>
</tbody>
</table>

### SOCIETY AND ITS INSTITUTIONS

<table>
<thead>
<tr>
<th>Code</th>
<th>Module Title</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>c NS151</td>
<td>Sociology</td>
<td>3 cp</td>
</tr>
<tr>
<td>c NS250</td>
<td>Legal Studies</td>
<td>3 cp</td>
</tr>
<tr>
<td>c NS251</td>
<td>Political and Health Care Systems I: Their Influences on Patient Care and Nursing Education</td>
<td>3 cp</td>
</tr>
<tr>
<td>e NS350</td>
<td>Community Health - Issues and Services</td>
<td>3 cp</td>
</tr>
</tbody>
</table>

### FIELD EXPERIENCE

Field experience is a core component of the course and will be designed from 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 field of study and one from her/his minor study.

Students may complete either a major or a minor in Nursing Studies, and may elect to specialise in one of the following areas:

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:

#### FIELD EXPERIENCE 1

1. NS160 Field Experience 1 - Classroom Major | 1 cp
2. NS171 Field Experience 1 - Clinical Minor | 1 cp

#### FIELD EXPERIENCE 2

1. NS160 Field Experience 1 - Classroom Major | 1 cp
2. NS181 Field Experience 2 - Community Minor | 2 cp
3. NS170 Field Experience 1 - Clinical Major | 1 cp
4. NS161 Field Experience 1 - Classroom Minor | 2 cp
5. NS180 Field Experience 1 - Community Major | 1 cp
6. NS161 Field Experience 1 - Classroom Minor | 2 cp

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.
FIELD EXPERIENCE 2
1. NS260 Field Experience 2 - Classroom Major and Clinical Minor 4 cp
   NS271 Field Experience 2 - Clinical Minor 2 cp
2. NS280 Field Experience 2 - Community Major and
   OR
3. NS270 Field Experience 2 - Community Major 4 cp
   OR
4. NS280 Field Experience 2 - Community Major 4 cp
   OR
5. NS261 Field Experience 2 - Classroom Minor 2 cp

FIELD EXPERIENCE 3
1. NS380 Field Experience 3 - Classroom Major and
   OR
2. NS371 Field Experience 3 - Classroom Major and
   OR
3. NS370 Field Experience 3 - Clinical Major 4 cp
   OR
4. NS381 Field Experience 3 - Clinical Major 2 cp
   OR
5. NS361 Field Experience 3 - Classroom Minor 4 cp
   OR
6. NS381 Field Experience 3 - Classroom Minor 2 cp
   OR
7. NS361 Field Experience 3 - Classroom Minor 2 cp
   OR

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 on 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 practicing registered nurses may be granted 28 credit points advanced standing in the introductory modules, and currently practicing nurses who hold a UQG award in Nursing Education or Nursing Administration may be eligible for further advanced standing in up to 50% of the course requirements.

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: 18 years full-time plus 3 year part-time
3 years: 3 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.

DIPLOMA IN TEACHING (NURSING)
RECOMMENDED PROGRAMME - TWO YEAR STUDENTS WITH 28 CREDIT POINTS ADVANCED STANDING

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
<th>Semester 3</th>
<th>Semester 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>NS210 Nursing Studies I: Professional Development of the Nurse Practitioner 4 cp</td>
<td>NS211 Nursing Studies II: Clinical Teaching Needs and Opportunities 3 cp</td>
<td>NS212 Nursing Studies III: Problem Solving in Practice 3 cp</td>
<td>NS213 Introduction to Research and Measurement 3 cp</td>
</tr>
<tr>
<td>NS220 Teaching and Learning in Nursing 3 cp</td>
<td>NS221 Teaching and Learning in Nursing 3 cp</td>
<td>NS222 Teaching and Learning in Nursing 3 cp</td>
<td>NS223 Teaching and Learning in Nursing 3 cp</td>
</tr>
<tr>
<td>NS224 Teaching and Learning in Nursing 3 cp</td>
<td>NS225 Teaching and Learning in Nursing 3 cp</td>
<td>NS226 Teaching and Learning in Nursing 3 cp</td>
<td>NS227 Teaching and Learning in Nursing 3 cp</td>
</tr>
<tr>
<td>NS228 Teaching and Learning in Nursing 3 cp</td>
<td>NS229 Teaching and Learning in Nursing 3 cp</td>
<td>NS229 Teaching and Learning in Nursing 3 cp</td>
<td>NS229 Teaching and Learning in Nursing 3 cp</td>
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<tr>
<td>NS230 Teaching and Learning in Nursing 3 cp</td>
<td>NS231 Teaching and Learning in Nursing 3 cp</td>
<td>NS232 Teaching and Learning in Nursing 3 cp</td>
<td>NS233 Teaching and Learning in Nursing 3 cp</td>
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</table>

TEACHING AND LEARNING IN NURSING

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
<th>Semester 3</th>
<th>Semester 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>SC152 Nutrition 2 cp</td>
<td>SC153 Microbiology and Introduction to Pathology 2 cp</td>
<td>SC154 Anatomy 2 cp</td>
<td>SC155 Physiology 2 cp</td>
</tr>
<tr>
<td>SC156 Anatomy 2 cp</td>
<td>SC157 Anatomy 2 cp</td>
<td>SC158 Anatomy 2 cp</td>
<td>SC159 Physiology 2 cp</td>
</tr>
<tr>
<td>SC160 Anatomy 2 cp</td>
<td>SC161 Anatomy 2 cp</td>
<td>SC162 Anatomy 2 cp</td>
<td>SC163 Physiology 2 cp</td>
</tr>
<tr>
<td>SC164 Anatomy 2 cp</td>
<td>SC165 Anatomy 2 cp</td>
<td>SC166 Anatomy 2 cp</td>
<td>SC167 Physiology 2 cp</td>
</tr>
</tbody>
</table>

INTEGRATED BIO-MEDICAL SCIENCES

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
<th>Semester 3</th>
<th>Semester 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>NS151 Sociology 3 cp</td>
<td>NS250 Legal Studies 3 cp</td>
<td>NS251 Political and Health Care Systems 1 - Their Influences on Patient Care and Nurse Education 3 cp</td>
<td>ELECTIVE (8)</td>
</tr>
</tbody>
</table>

SOCIETY AND ITS INSTITUTIONS

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
<th>Semester 3</th>
<th>Semester 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>NS160 Classroom Major 1 cp</td>
<td>NS260 Classroom Major 4 cp</td>
<td>NS360 Classroom Major 4 cp</td>
<td>ELECTIVE (8)</td>
</tr>
<tr>
<td>NS171 Clinical Minor 2 cp</td>
<td>NS271 Clinical Minor 2 cp</td>
<td>NS371 Clinical Minor 2 cp</td>
<td>ELECTIVE (8)</td>
</tr>
<tr>
<td>OR</td>
<td>OR</td>
<td>OR</td>
<td>ELECTIVE (8)</td>
</tr>
<tr>
<td>NS160 Classroom Major 1 cp</td>
<td>NS260 Classroom Major 4 cp</td>
<td>NS360 Classroom Major 4 cp</td>
<td>ELECTIVE (8)</td>
</tr>
<tr>
<td>OR</td>
<td>OR</td>
<td>OR</td>
<td>ELECTIVE (8)</td>
</tr>
<tr>
<td>NS180 Community Major 2 cp</td>
<td>NS280 Community Major 2 cp</td>
<td>NS380 Community Major 2 cp</td>
<td>ELECTIVE (8)</td>
</tr>
<tr>
<td>OR</td>
<td>OR</td>
<td>OR</td>
<td>ELECTIVE (8)</td>
</tr>
<tr>
<td>NS161 Classroom Minor 2 cp</td>
<td>NS261 Classroom Minor 2 cp</td>
<td>NS361 Classroom Minor 2 cp</td>
<td>ELECTIVE (8)</td>
</tr>
<tr>
<td>OR</td>
<td>OR</td>
<td>OR</td>
<td>ELECTIVE (8)</td>
</tr>
</tbody>
</table>
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 Psychological 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 intersessional Block Practice in June and July.

Modules will be available in 1981 as follows:

**Semester 1**
- NS101 Nursing Studies I 2 cr
- NS102 Sociology 3 cr
- NS103 Professional Preparation I 2 cr
- EN115 Effective Communication 2 cr
- NS207 Block Practice I - cr

**Semester 2**
- NS201 Nursing Studies II 3 cr
- NS203 Nursing Studies V 3 cr
- NS105 Motivation and Morale 2 cr
- NS203 Field Experience IV - cr

**Course Modules**
Descriptions of modules may be found on pages 87-144.
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 I</th>
<th>Hours per Week</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>SW101 Welfare Practice I (Introduction to Welfare)</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>SW102 Social Welfare Administration</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>EW101 Psychology I</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>SS182 Sociology</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>SW103 Social Biology</td>
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<thead>
<tr>
<th>Semester II</th>
<th>Hours per Week</th>
<th>Credit Points</th>
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<tbody>
<tr>
<td>SW104 Welfare Practice II (Casework)</td>
<td>3</td>
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<tr>
<td>SS183 Multicultural Studies</td>
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<tr>
<td>EW102 Psychology II</td>
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<tr>
<td>SW105 Vocational Forum I</td>
<td>3</td>
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<tr>
<td>SW106 Field Practice I (98 hours per semester)</td>
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<thead>
<tr>
<th>Semester III</th>
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<tr>
<td>SW201 Welfare Practice III (Community Work)</td>
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<tr>
<td>SW202 The Human Life Cycle</td>
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<tr>
<td>SW203 Community Support Services I</td>
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</tr>
<tr>
<td>SW204 Vocational Forum II</td>
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<td>3</td>
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<tr>
<td>SW205 Field Practice II (168 hours per semester)</td>
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<tr>
<th>Semester IV</th>
<th>Hours per Week</th>
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</thead>
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<tr>
<td>SW206 The Law and Welfare</td>
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<td>3</td>
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<tr>
<td>SW207 Speciality Studies</td>
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<td>SW208 Community Support Services II</td>
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<tr>
<td>SW209 Vocational Forum III</td>
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<tr>
<td>SW210 Field Practice III (168 hours per semester)</td>
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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.

**Field Practice**

Field Practice is intended to provide students with educational experiences designed to develop practice skills through working in more than one social welfare setting. Some field observation visits take place during the first semester. Field placements for full-time students begin during the second semester when students spend one day per week or equivalent working in a social welfare setting under the supervision of agency staff. During the third semester field experience accounts for 168 hours. This is usually made up of two days per week but is subject to variation. A similar period takes place during the fourth semester. Placements will normally take place during the academic semester and students are required to continue placements during school holidays. Variations to this schedule may be granted.

**Vocational Forum**

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

**Part-time Studies**

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

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<tr>
<td>Postgraduate Diploma in Art (Painting)</td>
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<tr>
<td>Postgraduate Diploma in Art (Printmaking)</td>
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<tr>
<td>Postgraduate Diploma in Art (Sculpture)</td>
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</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 also being directed towards the improvement of study resources, apart from the upgradation of existing facilities, a major improvement being gained with the completion, during 1980, of a new Visual Arts building.

The philosophies of the School encompass the notion that courses should not only enable the student to understand the concepts of expression and communication, but also the function of creative endeavour in our society, but should also provide an on-going opportunity for the individual to examine identity and all necessary requirements and personal needs in terms of creative expression and its effects upon the development of the inner self. The concept of re-evaluation of personal aspirations and objectives is considered an important factor in a constantly changing society.

It is 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 to 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 employability 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 Newcastle and Hunter Valley and Northern New South Wales. Future plans include an extension of studies to include more design, dance, theatre, music and media subjects.

Courses available in 1981 lead to the following awards:

- Diploma in Creative Arts and Crafts (3 years full-time)
- Postgraduate Diploma in Art (1 year full-time)
- Postgraduate Diploma in Sculpture (1 year full-time)
- Postgraduate Diploma in Printmaking (1 year full-time)
- Postgraduate Diploma in Photography (1 year full-time)
- Postgraduate Diploma in Illustration (1 year full-time)

Courses will be offered subject to final approval by the NSW Higher Education Board. Art Studies are also provided for candidates in the Bachelor of Education (Art) course.

Facilities are available at both the Warratah campus and the Union Street city annex. The new Visual Arts building, completed during 1980 at the Warratah 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 include the following:

- Painting
- Sculpture
- Printmaking
- Ceramics
- Textiles
- Illustration (Plant & Wildlife)
- Communication Studies
- Theatre
- Dance
- T.V. and Video
- Music
- Photography
- Film Media
- Jewellery and Silversmithing
- Glass
- History of Art
- Leathercraft
- Woodcraft
- Industrial Design
- Graphic Design
- Expressive and Performance Environmental Art

Courses are offered for introduction in 1981 subject to approval by the NSW Higher Education Board.

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. Graduate students will be 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 for 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 of time or if 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 disparate 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.

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 its 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
- Printmaking
- Jewelry and Silversmithing
- Glass
- History of Art
- Graphic Design
- Sculpture
- Film Media
- Improvisation

Module descriptions may be found on pages 87-144.
Diploma in Art

The course of study for the Diploma in Art is designed to prepare candidates for careers as professional artists or in art-related fields. As such, the course is structured around the following study categories:

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

2. THE MODULAR STRUCTURE OF THE PROGRAMME

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

To complete the Diploma in Art programme, a minimum of 108 credit points must be earned in Diploma in Art modules. For details see "MINIMUM PROGRAMME REQUIREMENTS".

3. TOTAL WEEKLY INVOLVEMENT

Students wishing to complete the course within three years are normally expected to enrol each semester in modules yielding a total of 18 credit points. These modules should generally 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 enrol in modules which yield a total of no more than 9 credit points, should consult "MINIMUM PROGRAMME REQUIREMENTS" for further details.

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 levels at which they are offered, and the module prerequisites (dotted as connected modules). Note that in Professional Studies and in most Support Studies, students must undertake 90 credit points of a given level in consecutive semesters. For example, a student wishing to enrol in 200 level Art must select AT130 in semester one and AT131 in semester two. Consult "MINIMUM PROGRAMME REQUIREMENTS" for further details.

5. MODULES NOT AVAILABLE IN 1981

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

6. ORIENTATION PERIOD

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

7. MINIMUM PROGRAMME REQUIREMENTS

The table below sets out the Diploma in Art programme semester by semester. Students enrolling in the first year of the programme will note that of the three Professional Studies undertaken in semester one and continued in semester two, one must be the Specialist Study.

The Specialist Study is the Professional Study taken to 300 level. Students must gain a total of 42 credit points in the Specialist Study with the exception of those students who commenced the course prior to 1979 who must gain 39 credit points in the Specialist Study.

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

8. PROFESSIONAL PRACTICE

In each year of the course, students must satisfactorily complete a four week period of Professional Practice. The nature of the Professional Practice varies from student to student, depending on the Specialist Study and the interests of the student. Wherever possible, students are encouraged to undertake Professional Practice outside the College 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.

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. Students may request additional studio space according to need. It is expected that as 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 a specific module must be determined by the lecturer(s). Extensions of time for specific assignments and projects (i.e. a weekly involvement of no more than 12 hours) 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 being:

- Distinction (HD), Distinction (DI), Credit (C), Pass (P), or Fail (F).
- The Terminal Pass is awarded to indicate that the student is prevented from proceeding further in that study. To proceed in that study, the student must repeat the module and reach a standard higher than the Terminal Pass.
11. REVIEWS
Certain studies require students to present works in progress and/or completed works to review panels during each semester. The reviews are not assessments but they do indicate student progress in meeting the requirements of specific modules. Review details are provided by lecturers.

12. ILLUSTRATION 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 of the following: Painting, Printmaking, Graphic Communication.

13. APPROVED SUPPORT STUDY
This study module enables students to select a module from other courses in the College. For example, Industrial Arts modules may support a Sculpture or Jewellery Specialist study; or, English modules may assist students undertaking Graphic Communication.

Students must, however, obtain the approval of the Head of the Art Department before enrolling. Therefore, students undertaking this study will receive a grade for AT200, not the specific module studied.

14. APPROVED PROFESSIONAL STUDY
The Approved Professional Study is made available for those students who feel a 100 level Professional Study would not enrich the Specialist Study to the same degree as a self-planned study.

Students wishing to undertake this study are advised to enrol in AT398 and AT399 but are reminded that they must submit a written outline of the proposed study to the Head of the Art Department. The outline should state the Specialist Study being undertaken, the level of Professional Studies already completed and a description of the proposed study. The description is to include a statement of intention, the working process to be utilised and assessment methods to be used by the Department of Art.

The outline must be submitted by FRIDAY, MARCH 13, 1981. All unsuccessful submissions will require a change of enrolment.

15. CHANGE OF ENROLMENT
All students should note that no changes of enrolment may be made after FRIDAY, MARCH 13, 1981. All students, and especially new students should note that module selections are binding after this date. Careful attention should therefore be given to selections made on the Enrolment Form and a personal copy kept for reference.

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### MINIMUM COURSE REQUIREMENTS

<table>
<thead>
<tr>
<th>Semester</th>
<th>Liberal Studies Modules</th>
<th>Hours</th>
<th>Credit Points</th>
<th>Support Studies Modules</th>
<th>Hours</th>
<th>Credit Points</th>
<th>Professional Studies Modules</th>
<th>Hours</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>1(AT100)</td>
<td>4</td>
<td>3</td>
<td>2(AT108 + AT110)</td>
<td>8</td>
<td>6</td>
<td>3(all at 100 level)</td>
<td>12</td>
<td>9</td>
</tr>
<tr>
<td>II</td>
<td>1(AT101)</td>
<td>4</td>
<td>3</td>
<td>2(AT109 + AT111)</td>
<td>8</td>
<td>6</td>
<td>3(Semester 1 Studies continued)</td>
<td>12</td>
<td>9</td>
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<tr>
<td>III</td>
<td>1(at 200 level)</td>
<td>4</td>
<td>3</td>
<td>2(Ath 200 level)</td>
<td>8</td>
<td>6</td>
<td>3(one at 200 level and two at 100 level)</td>
<td>16</td>
<td>12</td>
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<tr>
<td>IV</td>
<td>1(4d 200 level)</td>
<td>4</td>
<td>3</td>
<td>1(Semester 3)</td>
<td>3</td>
<td>3</td>
<td>2(3rd Semester 3 Studies continued)</td>
<td>16</td>
<td>12</td>
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<tr>
<td>V</td>
<td>1(at 300 level)</td>
<td>4</td>
<td>3</td>
<td>2(2 one at 300 level and AT398)</td>
<td>20</td>
<td>15</td>
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<tr>
<td>VI</td>
<td>1(at 300 level)</td>
<td>4</td>
<td>3</td>
<td>2(2 one at 300 level and one at 100 level)</td>
<td>20</td>
<td>15</td>
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Course Modules
Descriptions of modules may be found on pages 87-144.

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### Postgraduate Diploma in Art (Painting)

The course is predominantly practical in nature, enabling the student to achieve levels of artistic competence far above those 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 this stress is also placed upon the development of powers of reasoning, conceptualization 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 forwarded to the final assessment and cognisance is taken of the total concept approach.

Teaching strategies include an emphasis upon personal research, development, evaluation and presentation supported by "one-to-one" tutorial contact in the area of specialization. In general, formal lecture and seminar situation, personal and peer group evaluation sessions are utilized. 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 the 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 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. To this end the 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 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 relationship of painting to personal creative development and professional artistic aspirations.

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### DURATION

The course is conducted over two semesters full-time, each of 15 weeks duration. Average course hour distribution is as follows:

- **Contextual Studies:**
  - (i) 4 hours per week comprising of:
    - (a) 3 hours group seminar
    - (b) 1 hour personal tutorial (total 120 course hours)
  - (ii) studio practice - 23 hours per week (total 590 course hours)
  - Total 710 course hours

**Formal Student Time Commitment**

Average 30 hours per week, including individual tutorials, seminars, lectures and studio practice. (900 course hours)
Postgraduate Diploma in Art (Printmaking)

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 also aims 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 a 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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Postgraduate Diploma in Art (Sculpture)

A limited number of places are available for the study of sculpture to postgraduate level.

The full-time, one year course is designed to encourage individual development in sculpture with expert tutorial guidance from staff and external specialists.

The main objective of the course is the attainment of high professional standards in the execution of sculpture, building upon previous experience and undergraduate studies of the subject. Coupled with this is an examination of the context within which the sculptor works in society and topics such as exhibition preparation, gallery structures, external funding through grants, awards and scholarships, formation of arts workshops as well as art criticism and overviews of contemporary art are included. It is expected that candidates for the course will already have formed ideas concerning their intended direction, what they expect to achieve, and how they wish to set about satisfying their personal aspirations. Such plans would normally be discussed at a selection interview (Out of State and other long distance applicants are required to supply a written plan) conducted by a Graduate Art Studies selection panel.

At all times stress is placed upon individual achievement and to this end, formal group contact is kept to a minimum of six hours per week (average), when lectures and seminars take place. Students are expected to participate through the interchange of ideas concerning their work or other activities.

An important aspect of the course is the one hour per week regular personal tutorial between the individual student and members of staff when work in progress is examined and problems arising from the work programme or from any other source are discussed.

Contact and involvement with both the profession and the community is encouraged and it is expected that all students will wish to participate in the annual end of course exhibition which follows the course assessment. Normally the assessment submission would comprise practical artwork supported by a viva voce examination, but the nature and balance of work submitted would be entirely at the discretion of the student.
## Module Descriptions

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<td>EC Early Childhood Education</td>
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<td>ED Education</td>
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<td>EE English Education</td>
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<td>EH English/History Education</td>
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<td>EW Education - Welfare</td>
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Module Descriptions

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:
AE216 AE - Art Education 3/3
AY 039 English Education 3/3
F2 200 Level 3/3
F6 300 Level 3/3
G1 Official Number 09 - Official Number

Nature and Availability of Modules
Modules are coded with the following information:
E before brackets indicates Early Childhood
G before brackets indicates Generally available
P before brackets indicates Primary
S before brackets indicates Secondary
T before brackets indicates TAFE (Technical and Further Education)
NA indicates that the module is Not available in 1981
(3) indicates 3 hours per week in Semester I
(3+3) indicates 3 hours per week in Semester I or II
(3+3) indicates 3 hours per week for one year
(3) indicates 3 hours per week in either Semester I or II
NWP indicates 3 hours per week per number
Prerequisite - A particular module is cited the code number is used otherwise the following abbreviations are used:
3cp1 indicates 3 credit points at 100 level
3cp2 indicates 3 credit points in Education at 200 level
3cp3 indicates 3 credit points in Art Education at 100 level
3cp3 indicates 3 credit points in Social Sciences modules at any level
E after the prerequisite indicates Equivalent studies
P after the prerequisite indicates Recommended Corequisite - Where a corequisite module is cited the code number is used. The corequisite is located adjacent to the prerequisite.

Listing of Modules
Module descriptions are listed alphabetically then numerically. The following letter codes indicate subjects of study.
AC Arts and Crafts
AE Art Education
ED Early Childhood Education
EE Education
EH English
EN English
EB Education - Rhetoric
E4 Multicultural Studies
TC Education - TAFE (Technical and Further Education)

Arts and Crafts

Code
(6-7-9) denotes 6 hrs face-to-face with 7-9 hrs studio practice per week.

AC010 CERAMICS - BASIC (6-7-9)
Heights the students awareness of ceramics as a means of creative expression. Exposes students to the broad technological field of ceramics, so that they may execute their intentions successfully in clay. To examine contemporary theory and related art forms with a view to procuring new ceramic works in the tradition of clay.

AC019 PAINTING AND DRAWING - BASIC (6-7-9)
Introduces painting as a creative art form. Provides a basic understanding of the potential of painting as a medium of expressive communication.

AC020 PHOTOGRAPHY - BASIC (6-7-9)
Introduces photography as a creative art form. Provides a basic understanding of the potential of photography as a medium of expressive communication.

AC024 TELEVISION AND VIDEO - BASIC (6-7-9)
Introduces video as an art form. Develops individual directions utilizing drawing and design in the service of conceptual development.

AC050 TEXTILES - APPLIED DECORATION - BASIC (6-7-9)
Develops the essential attitudes and understanding related to applied decoration of fabric and fibre through study of traditional and contemporary techniques of European textiles.

AC050 SPINNING AND WEAVING - BASIC (6-7-9)
Develops practical basic skills over a wide range of production techniques. Explores the design possibilities of this medium and develops sensitivity to and awareness of aesthetic considerations.

AC070 WOODCRAFT - BASIC (6-7-9)
Introduces the development of creative skills by establishing an awareness of the design process through simulators problem-solving. Provides a common basis for concept development by complementing the skills acquired in previous courses and/or experience.

AC080 GENERAL FORUM I (2-3)
Provides a forum for discussion for all students of the course to develop the basic knowledge of the history of the art forms they are studying. Stress will be placed upon appreciation and analysis.

AC110 CERAMICS - ADV (6-7-9)
Prerequisite AC010
Introduces students into the process of evaluating the potential of ceramics as an art form. Explores the students' knowledge of the history of the art forms they are studying. Stress will be placed upon appreciation and analysis.

AC119 PAINTING AND DRAWING - ADV I (2-3)
Prerequisite AC019
Introduces students to the development of personal ideas and feelings in painting and drawing. Develops skills related to the students' personal expression of an idea or feeling.

AC200 PHOTOGRAPHY - ADV I (6-7-9)
Prerequisite AC020
Further develops the understanding of the potential of photography as a creative medium. Extends the students' knowledge of the aesthetic potential of photography through an examination of classic works.

AC124 TELEVISION AND VIDEO - ADV I (6-7-9)
Prerequisite AC024
Further develops the understanding of the potential of photography as a creative medium. Extends the students' knowledge of the aesthetic potential of photography through an examination of classic works.

AC126 SPINNING AND WEAVING - ADV I (6-7-9)
Prerequisite AC026
Further develops the understanding of the potential of photography as a creative medium. Extends the students' knowledge of the aesthetic potential of photography through an examination of classic works.

AC250 TEXTILES APPLIED DECORATION - ADV I (6-7-9)
Prerequisite AC050
Further develops the understanding of the potential of photography as a creative medium. Extends the students' knowledge of the aesthetic potential of photography through an examination of classic works.

AC126 SPINNING AND WEAVING - ADV II (6-7-9)
Prerequisite AC026
Further develops the understanding of the potential of photography as a creative medium. Extends the students' knowledge of the aesthetic potential of photography through an examination of classic works.

AC250 TEXTILES APPLIED DECORATION - ADV II (6-7-9)
Prerequisite AC050
Further develops the understanding of the potential of photography as a creative medium. Extends the students' knowledge of the aesthetic potential of photography through an examination of classic works.

AC332 GENERAL FORUM II (2-3)
Prerequisite AC001
Provides a forum for discussion for all students of the course to develop the basic knowledge of the history of the art forms they are studying. Stress will be placed upon appreciation and analysis.

AC120 CERAMICS - ADV II (6-7-9)
Prerequisite AC110
Prerequisite AC025
Further develops the understanding of the potential of photography as a creative medium. Extends the students' knowledge of the aesthetic potential of photography through an examination of classic works.

AC226 SPINNING AND WEAVING - ADV II (6-7-9)
Prerequisite AC026
Further develops the understanding of the potential of photography as a creative medium. Extends the students' knowledge of the aesthetic potential of photography through an examination of classic works.

AC250 TEXTILES APPLIED DECORATION - ADV II (6-7-9)
Prerequisite AC050
Further develops the understanding of the potential of photography as a creative medium. Extends the students' knowledge of the aesthetic potential of photography through an examination of classic works.

AC028 ART AND CRAFT: THEORETICAL PERSPECTIVES I (2-3)
Prerequisite AC002
Further develops the understanding of the basic theoretical structures for art and craft from a psychological, philosophical and sociological viewpoint.

*Offered in 1981 subject to the approval of the N.S.W. H.E.B.
Art Education

AE101 ART EDUCATION: ART AND PRESCHOOL ACTIVITIES

P(0.3)3

Introduction module for students of limited experience in Art Education. 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

P(0.3)3

Due to advances in technology, traditional art materials and techniques have been joined by a wide diversity of new media and consequences of 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

P(0.3)3

Students consider some of the practical approaches to the implementation of the current curriculum to ensure that pupils become visually aware of and sensitive to their environment, gain confidence in the use of visual language and develop emotional and aesthetic responses.

AE104 TWO DIMENSIONAL ART

P(0.3)3

Opportunity to develop personal art ability through a range of 2D art experiences which might include drawing, painting, design and graphics (including basic photography).

AE105 THREE DIMENSIONAL ART

P(0.3)3

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

P(0.3)3

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

P(0.3)3

To examine the visual characteristics of child art at relevant stages of development. To indicate the evidence of changing relationships that exist in the development of the child's cognitive, emotional and physical influences on his work. To interpret the developing concepts and to consider the relevant teaching strategies.

AE152 FILM AND VIDEOTAPES I

S(3.3)3

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

AE153 STRUCTURED ART EXPERIENCES FOR PROGRESSIVE DEVELOPMENT

S(0.3)2

A comparative analysis of art curriculum and consideration of the needs and requirements for planning 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

S(0.3)3

The study of art methodology as a means of presenting multiple contexts to children with varying levels of skill and intellectual development. Students will be assisted to:

(i) identify and analyse the difficulties of individuals in both conceptual and practical experiences in art so that step-development programmes of work can be explored to satisfy the needs of the child;

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

(iii) develop a language of vision to enable children to 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 development.

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

S(0.3)2

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

P(0.3)3

AE1

To investigate further art activities in relation to early childhood education for the ages group from three to five. To extend students' knowledge of child development and art education.

AE202 CONCEPT DEVELOPMENT AND TECHNIQUES IN THE TEACHING OF THREE DIMENSIONAL ART FORMS

S(0.3)3

A study of the effect of the environment as a stimulus for the child's artistic development and the establishment of art programmes suitable for early childhood experiences.

AE203 THE ENVIRONMENT AS STIMULUS AND RESOURCE FOR ART EDUCATION EXPERIENCES

P(0.3)3

AE1

A study of the effect of the environment as a stimulus for the child's artistic development and the establishment of art programmes suitable for early childhood experiences.

AE205 TWO DIMENSIONAL ART

P(0.3)3

AE104

To further develop some of the 2D concepts and skills gained in the AE104 module and to encourage students to attempt some self-initiated lecturer approved projects.

AE207 THREE DIMENSIONAL ART

S(0.3)3

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 VIDEOTAPES II

S(3.3)3

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

AE257 CONCEPT DEVELOPMENT AND TECHNIQUES IN THREE DIMENSIONAL ART FORMS

S(0.3)3

AE1

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 art forms.

AE258 TEACHING METHODOLOGY RELATIVE TO PHOTOGRAPHY AND FILM-MAKING

S(0.3)3

Experiences designed to make future art educators aware of the significant role of photography used as an art medium. Basically it will deal with 35mm-roll photography (prints, slides) and super 8 movie-making.

AE259 METHODS OF TEACHING ART HISTORY

S(0.3)3

AE1

Students to study methods of teaching art history and ensure that appropriate methods are used effectively.

AE260 TWO DIMENSIONAL ART

S(0.3)3

AE206

A student in this module is expected to plan and present for approval an individual programme of 2D Work in his/her area of specialisation. The full semester is devoted to developing projects related to the approved themes.

AE262 FILM AND VIDEOTAPES III

S(3.3)3

AE252

These courses in film-making as a personal experiment will be explored, and individualised responses to the cinema and television will be examined in the light of current film theory. An examination film will be selected and produced, students will be assisted in developing and establishing by philosophical and practical investigation of film form.

AE263 UTILISATION OF RESOURCES IN TEACHING ART

S(0.3)3

AE206

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, photocopies and duplicating equipment as well as visual evidence of man's environment through art and environmental design will be studied.

AE264 CONCEPT DEVELOPMENT AND TECHNIQUES IN TEACHING APPLIED THREE DIMENSIONAL ART FORMS

S(0.3)3

AE1

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 art forms. 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 art forms.

AE265 THE ART EDUCATOR PROFESSIONAL RESPONSIBILITIES AND PRACTICE

S(3.3)3

AE267

To examine the role of the future art educator, particularly in the field of art education.

AE268 ADVANCED METHODS OF TEACHING ART HISTORY

S(0.3)3

AE260

To assist students to develop their ability to devise and implement a conceptually framed approach to the teaching of Art History, using the study of a variety of approaches to the content of Art History at Secondary School level.

AE281 ENVIRONMENTAL INFLUENCES AND ART CHILD PSYCHOLOGY

P(0.3)3

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.

AE382 VISUAL EDUCATION (PRIMARY)

P(0.3)3

AE1

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

AE482 PSYCHOLOGICAL AESTHETICS AND AESTHETIC PREFERENCES

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 preferences. Aesthetic preferences will be linked with changing conceptions of taste from the late nineteenth century to the present and the effect of social influences. Students will be assisted in critically evaluating educational research and applying these findings to the evaluation of the arts in general education. Students will also research in the field of art used as a form of therapy.

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 an artist brought about by this situation and the results of art education in the light of present day attitudes and art productions and the basic nature of art education.

AE485 VISUAL EDUCATION (B.Ed.Art)

S(3.3)3

AE409

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

AE486 GROWTH AND DEVELOPMENT IN ART EDUCATION (B.Ed.Art)

S(3.3)3

A study of the growth and development of Art Education with special attention to the English, European, American and Australian situations. Modules will aim to form a foundation for the design of future practice and research in art education. Students will study in particular those educators and significant research in art education.
AE593 ART IVA: ART EDUCATION
S(3+3)

Both of these modules must be undertaken together. This provides preparation for teaching Art at High School level. Practical teaching experience and study 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 is undertaken to establish an effective professional orientation, increase confidence in teacher-pupil relationships and relate teaching skills and resources to an effective personal impact.

Art

All first year modules are subject to student demand.

Man and Society
(1-0) 1 cp
S
(Required study)
This strand will introduce recent trends in psychology, anthropology and sociological studies that contribute to knowledge about the relationship of man to his environment.

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

Man and Society
(3-1) 3 cps
S

A basic introduction to the skills, 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.

AE953 ART IVB: ART EDUCATION
S(4+4)

These modules seek to develop a creative approach to the specific module studied.

AE101 HISTORY OF ART
(3-1) 3 cps
S
A contemporary survey of the art of the twentieth century, examining the nature, sources, influences and context of the production and product process.

AT108, AT109 BASIC DESIGN
(4-0)(4-0) 3 cps per module
S, SI
The development of a working knowledge of the fundamentals of structuring form and colour in two and three dimensions.

AT110, AT111 DRAWING
(4-0)(4-0) 3 cps per module
S, SI
Prerequisite: AT109 for AT108
These are B.Ed.(Arts) modules, the content which is similar to that for AT109.

AT113 BASIC DESIGN
(4-0) 3 cps
S
A B.Ed.(Art) module, the content for which is similar to that for AT108.

AT116 DRAWING
(4-0) 3 cps
S
A B.Ed.(Art) module, the content for which is similar to that for AT10.

AT117 DRAWING
(3-0) 3 cps
S
Prerequisite: AT116
A B.Ed.(Art) module, the content for which is similar to that for AT111.

AT120, AT121 PAINTING
(4-0)(4-0) 3 cps per module
S, SI
Prerequisite: AT120 for AT121
These modules are designed to develop perceptive and manipulative skills in painting through the examination of form, space, concepts and techniques resulting from painting innovations.

AT122 AT123 PAINTING
(4-0)(4-0) 3 cps per module
S, SI
Prerequisite: AT122 for AT123
These are B.Ed.(Art) modules, the content for which is similar to that for AT120 and AT121.

AT130, AT131 SCULPTURE
(3-0)(4-0) 3 cps per module
S
Prerequisite: AT130 for AT131
A basic investigation of major sculptural areas and their relevant concepts. The investigation will include historical and contemporary study of techniques and processes. Safety and care of equipment is emphasised.

AT132, AT133 SCULPTURE
(4-0)(4-0) 3 cps per module
S
Prerequisite: AT132 for AT133
These are B.Ed.(Arts) modules, the content for which is similar to that for AT130 and AT131.

AT140, AT141 PRINTMAKING
(3-0)(4-0) 3 cps per module
S, SI
Prerequisite: AT140 for AT141
An exploration of the basic possibilities of various techniques related to printmaking: relief printing, intaglio, planographic, stencils, screen printing, papermaking, surface preparation. Printing procedures and presentation of work.

AT142, AT143 PRINTMAKING
(4-0)(4-0) 3 cps per module
S, SI
Prerequisite: AT142 for AT143
These are B.Ed.(Arts) modules, the content for which is similar to that for AT140 and AT141.

AT146 PRINTMAKING
(3-0) 3 cps
S
NA to Dip. Art Students
The continued investigation of printmaking media, with the opportunity to study diverse techniques and materials.

AT147 PRINTMAKING
(3-0) 3 cps
S
Prerequisite: AT145, NA to Dip. Art students
The introduction to printmaking as a medium, its unique characteristics and possibilities.

AT150, AT151 CERAMICS
(4-0)(4-0) 3 cps per module
S, SI
Prerequisite: AT150 for AT151
These modules seek to develop a creative approach to the ceramic arts and investigate major areas of ceramics by project, including hand-building, throwing and kiln design.

AT152 CERAMICS
(4-0) 3 cps
S
A B.Ed.(Art) module, the content for which is similar to that for AT150.

AT153 CERAMICS
(3-0) 3 cps
S
Prerequisite: AT153, NA to Dip. Art students
A basic introduction to studio ceramics, emphasizing the acquisition of skills in hand-building and glazing.

AT154 CERAMICS
(3-0) 3 cps
S
Prerequisite: AT154 for AT153
The further study of basic studio skills, introduction to hand-building.

AT155, AT156 TEXTILES
(3-0)(4-0) 3 cps per module
S
Prerequisite: AT155 for AT156
The exploration of basic design and skills relevant to textile media, emphasising properties of traditional and contemporary techniques and equipment.

AT157 TEXTILES
(4-0) 3 cps
S
A B.Ed.(Art) module, the content for which is similar to that for AT155.

AT158, AT159 ILLUSTRATION
(4-0)(4-0) 3 cps per module
S, SI
Prerequisite: AT158 for AT159
Correlates to Photography and one of Painting, Printmaking, Graphic Communication.

AT165, AT166 GRAPHIC COMMUNICATION
(4-0)(4-0) 3 cps per module
S
Prerequisite: AT165 for AT166
The exploration of the basic creative possibilities of media communication through concepts, selected processes, typographies and the study of Australian and international photographers.

AT172 PHOTOGRAPHY
(4-0) 3 cps
S
A B.Ed.(Art) module, the content for which is similar to that for AT170.

AT173 PHOTOGRAPHY
(4-0) 3 cps
S, SI
Prerequisite: AT173 for AT172
A B.Ed.(Art) module, the content for which is similar to that for AT171.

AT180, AT181 FILM MEDIA
(4-0)(4-0) 3 cps per module
S
Prerequisite: AT180 for AT181
The exploration and establishment of relationships of techniques, concept and imagery, and visual and documentation processes in film, photographic and video areas.

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

This module enables students to select a semester study from those offered by other departments of the College. Before enrolling in any such study the student must obtain the approval of the Board of Studies in Art.

AT201 HISTORY OF ART
(3-1) 3 cps
S
Prerequisite: AT200, AT201
This module examines the development in painting, sculpture, graphic and photographic media evident in Europe and the U.S.A. since World War II.

AT202 HISTORY OF ART
(3-1) 3 cps
S
Prerequisite: AT200, AT210
An examination of the development of Australian Art in its broadest context, including contemporary issues.
ART THERAPY: ART IN SPECIAL EDUCATION

**ED31, 65A5**

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

**ART551**

**ART IVP: ART CURRICULUM STUDIES**

SI, S10

A basic introduction to the skills, 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.

**ART552**

**ART IVA: ART EDUCATION**

S1 + S18

**ART554**

**ART IVB: ART EDUCATION**

S4 + 48

Both of these modules must be undertaken together.

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

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**Art**

All first year modules are subject to student demand.

**Code**

(1-0) 1 cp

(4-0) 3 cps

AI Required study

This strand is structured to encourage students to study the research sources, content and nature of contemporary art and art issues, and to function within the range of possibilities available to the student and to enrich studio practice.

**Man and Society**

**ART101**

A survey of the art of the twentieth century, examining the nature, influences and context of the product and production process.

**ART108, ART109**

**BASIC DESIGN**

(4-0) 3 cps per module

SI, S11

Prerequisite AT110 for ART109

The development of a working knowledge of the fundamentals of structuring form and colour in two and three dimensions.

**ART110, ART111**

**DRAWING**

(4-0) 3 cps per module

SI, S11

Prerequisite AT110 for ART111

The development of spatial perception and manipulative skills in using both technical and experimental approaches to drawing media.

**ART112**

**BASIC DESIGN**

(4-0) 3 cps

SI, A B-Ed (Art) module, the content for which is similar to that for ART108

**ART113**

**BASIC DESIGN**

(4-0) 3 cps

SI, S11

Prerequisite AT112

A B-Ed (Art) module, the content for which is similar to that for ART109

**ART116**

**DRAWING**

(4-0) 3 cps

SI, A B-Ed (Art) module, the content for which is similar to that for ART110

**ART117**

**DRAWING**

(4-0) 3 cps

SI, S11

Prerequisite AT116

A B-Ed (Art) module, the content for which is similar to that for ART111

**ART120, ART121**

**PAINTING**

(4-0) 3 cps per module

SI, S11

Prerequisite AT120 for ART121

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

**ART122, ART123**

**PAINTING**

(4-0) 3 cps per module

SI, S11

Prerequisite AT122 for ART123

These are B-Ed (Art) modules, the content for which is similar to that for ART120 and ART121.

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**SCULPTURE**

**ART130, ART131**

3 cps per module

SI, S11

Prerequisite AT130 for ART131

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

**ART132, ART133**

**SCULPTURE**

(4-0) 3 cps per module

SI, S11

Prerequisite AT132 for ART133

These are B-Ed (Art) modules, the content for which is similar to that for ART130 and ART131.

**ART140, ART141**

**PRINTMAKING**

(4-0) 3 cps per module

SI, S11

Prerequisite AT140 for ART141

An exploration of the basic possibilities of various techniques related to printmaking: relief printing, intaglio, planographic, stencil, and screen surface preparation. Printing procedures and presentation of work.

**ART142, ART143**

**PRINTMAKING**

(4-0) 3 cps per module

SI, S11

Prerequisite AT142 for ART143

These are B-Ed (Art) modules, the content for which is similar to that for ART140 and ART141.

**ART146**

**PRINTMAKING**

(4-0) 3 cps per module

SI, S11

Prerequisite AT146

A B-Ed (Art) module, the content for which is similar to that for ART140, and ART141.

**ART147**

**PRINTMAKING**

(3-1) 3 cps

SI, A B-Ed (Art) module, the content for which is similar to that for ART140

**ART150, ART151**

**CERAMICS**

(4-0) 3 cps per module

SI, S11

Prerequisite AT150 for ART151

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

**ART152**

**CERAMICS**

(4-0) 3 cps

SI, A B-Ed (Art) module, the content for which is similar to that for ART150

**ART153**

**CERAMICS**

(3-1) 3 cps

SI, S11

Prerequisite AT150 or AT153

A B-Ed (Art) module, the content for which is similar to that for ART150

**ART154**

**CERAMICS**

(3-1) 3 cps

SI, S11

Prerequisite AT153

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

**ART155, ART156**

**TEXTILES**

(4-0) 3 cps per module

SI, S11

Prerequisite AT155 for ART156

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

**ART157**

**TEXTILES**

(4-0) 3 cps

SI, S11

A B-Ed (Art) module, the content for which is similar to that for ART155.

**ART160, ART161**

**ILLUSTRATION**

(4-0) 3 cps per module

SI, S11

Prerequisite AT157 for ART161

A B-Ed (Art) module, the content for which is similar to that for ART155.

**ART165, ART166**

**GRAPHIC COMMUNICATION**

(4-0) 3 cps per module

SI, S11

Prerequisite AT148 for ART166

Explore the basic creative media of communication through concepts and imagery, psychology, field work is an important aspect of these modules.

**ART170**

**PHOTOGRAPHY**

(4-0) 3 cps per module

SI, S11

Prerequisite AT170 for ART171

These modules explore the creative and communicative aspects of photography through selected focus techniques, selected media, post production, and the study of Australian and international photographers.

**ART172**

**PHOTOGRAPHY**

(4-0) 3 cps

SI, A B-Ed (Art) module, the content for which is similar to that for ART170.

**ART173**

**PHOTOGRAPHY**

(4-0) 3 cps

SI, S11

Prerequisite AT170 for ART172

A B-Ed (Art) module, the content for which is similar to that for ART171.

**ART180, ART181**

**FILM MEDIA**

(4-0) 3 cps per module

SI, S11

Prerequisite AT180 for ART181

The exploration and establishment of relationships of technique, concept and imagery, and visual and documentary procedures in film, photographic and video areas.

**ART200**

**APPROVED SUPPORT STUDY**

(6-1) 3 cps

SI

Prerequisite Any 200 level Support Study module

This module enables students to select a semester study from those offered by other departments of the College. Before enrolling in any such study the student must obtain the approval of the Board of Studies in Art. At assessment the student will receive a grade for ART200, not the specific module studied.

**ART201**

**HISTORY OF ART**

(3-1) 3 cps

SI

Prerequisite Any 100 level Support Study module

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

**ART202**

**HISTORY OF ART**

(2-1) 3 cps

SI

Prerequisite ART100, ART101

An examination of the development of Australian Art in its broadest context, including contemporary issues.
SI, SII
A B.Ed.(Art) module, the content for which is similar to that for AT218.

AT212, AT211 DRAWING
(4-0) 3 cps
Prerequisite AT111 for AT212

Development of the student's abilities in expressing specific concepts through drawing. Emphasis is placed on relating drawing to Precedent Studies being undertaken.

AT210, AT209 2D DESIGN
(4-0) 3 cps
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.

AT214, AT213 2D DESIGN
(4-0) 3 cps
Prerequisite AT113

A.B.Ed.(Art) module, the content for which is similar to that for AT226.

AT215 3D DESIGN
(4-0) 3 cps
Prerequisite AT114

A.B.Ed.(Art) module, the content for which is similar to that for AT218.

AT216 DRAWING
(4-0) 3 cps
Prerequisite AT117

A.B.Ed.(Art) module, the content for which is similar to that for AT210.

AT217 DRAWING
(4-0) 3 cps
Prerequisite AT216

A.B.Ed.(Art) module, the content for which is similar to that for AT211.

AT218, AT219 3D DESIGN
(4-0) 3 cps per module
Prerequisite AT109 for AT218

AT218 for AT219

The investigation of the formal problems particular to 3D composition, the translation of concepts and its 3D realization, colour and 3D form, and experiment and innovation in relation to 3D composition.

AT220, AT221 PAINTING
(4-0) 3 cps per module
Prerequisite AT121 for AT220

AT221 for AT222

The establishment of the capacity to express a specific concept through painting by the development of individual concepts and research of natural and technological sources.

AT222, AT223 PAINTING
(4-0) 3 cps per module
Prerequisite AT123 for AT222

AT223 for AT224

These are B.E.d.(Art) modules, the content for which is similar to that for AT220 and AT221.

AT230, AT231 SCULPTURE
(4-0) 3 cps per module
Prerequisite AT131 for AT230

AT232 for AT231

AT230, AT232 SCULPTURE
(4-0) 3 cps per module
Prerequisite AT132 for AT232

AT233 for AT232

These are B.Ed.(Art) modules, the content for which is similar to that for AT230 and AT231.

AT240, AT241 PRINTMAKING
(4-0) 3 cps per module
Prerequisite AT141 for AT240

AT242 for AT241

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
Prerequisite AT142 for AT242

AT245 for AT243

AT243 for AT243

These are B.Ed.(Art) modules, the content for which is similar to that for AT240 and AT241.

AT246 PRINTMAKING
(4-0) 3 cps
Prerequisite AT146 for AT246

AT247 for AT246

The investigation of block, intaglio, silk screen and lithography necessary in producing print editions.

AT247 PRINTMAKING
(4-0) 3 cps
Prerequisite AT147 for AT247

AT248 for AT247

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) 3 cps per module
Prerequisite AT151 for AT250

AT251 for AT251

The development of ceramic arts through studio, industrial and sculptural approaches. Kin-building techniques are explained and tested and historical aspects of ceramics are explored. Creative solutions to design problems are encouraged.

AT253 CERAMICS
(4-0) 3 cps
Prerequisite AT154, N.A.to Dip.Art students

AT254 for AT253

The study of ideas and techniques relevant to wheel-formed objects and their decoration.

AT254 CERAMICS
(4-0) 3 cps
Prerequisite AT154, N.A.to Dip.Art students

AT255 for AT254

These modules are designed for students to further gain competency and skill within current working practices and design in printmaking enabling movement into freelance or studio design, printing or basic print work.

AT260, AT261 ILLUSTRATION
(4-0) 3 cps per module
Prerequisite AT161 for AT260

AT262 for AT261

Corequisite of the following at 200 level: Photography, Painting, Printmaking, Graphic Communication.

The further development of skills, with an emphasis on technical and creative aspects of illustration. Schematic illustration is introduced together with the production of commercially viable work. The further examination of plant and wildlife environments is developed through fieldwork including collections. Taxonomy, ecology and taxidermy are continued.

AT265, AT266 GRAPHIC COMMUNICATION
(4-0) 3 cps per module
Prerequisite AT165 for AT265

AT266 for AT265

Corequisite of the following at 200 level: Photography, Painting, Printmaking, Graphic Communication.

The development of more complex projects requiring further scholarship and further education prospects and further development of the a.Ed.(Art) course programme requirements.

AT301 HISTORY OF ART
(3-1) 3 cps

Prerequisite Any two 200 level Liberal Studies modules

This module provides the opportunity for specialised study of the development of the major philosophical traditions, those aspects most relevant to current art and those ideas most influential in western art.

AT305 INTER-REALM ART
(3-1) 3 cps

Prerequisite AT205 and any other 200 level Liberal Studies modules

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

AT307 PROFESSIONAL PRACTICE THEORY
(3-1) 3 cps
Prerequisite Any two 200 level Liberal Studies modules

The study of those aspects of economics, law, grants, scholarships and further education considered appropriate to the successful pursuit of art and art-related professions.

AT320, AT321 PAINTING
(8-8) 6 cps per module
Prerequisite AT221 for AT320

AT320 for AT321

These modules seek to provide a professional level course in painting. Emphasis is placed on developing an active awareness of contemporary issues in painting.

AT322, AT323 PAINTING
(4-0) 3 cps per module
Prerequisite AT212

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 and is confirmed by the B.Ed.(Art) course programme requirements.
AT324 PAINTING (6-6) 3 cps Prerequisite AT321 A.B.Ed./Art (module), the content for which is similar to that for AT321.

AT330, AT331 SCULPTURE (6-6) 12 cps per module S, S II Prerequisite AT231 for AT330 AT331 for AT331

These modules enable Bachelor of Education (Art) students to develop a professional level of competence in sculpture. Both modules may be undertaken simultaneously, however, AT331, an independent studio module, is NOT compulsory, as confirmed by the B.Ed.(Art) course programme requirements.

AT334 SCULPTURE (4-0) 3 cps Prerequisite AT332 A B.Ed(Art) module, the content for which is similar to that for AT331.

AT340, AT341 PRINTMAKING (6-6) 12 cps per module S, S II Prerequisite AT241 for AT340 AT341 for AT341

These modules enable Bachelor of Education (Art) students to develop a professional level of competence in printmaking. Both modules may be undertaken simultaneously, however, AT341, an independent studio module, is NOT compulsory, as confirmed by the B.Ed.(Art) course programme requirements.

AT342, AT343 PRINTMAKING (4-0) 3 cps per module S II Prerequisite AT342 Corequisite AT343 for AT343

These modules enable Bachelor of Education (Art) students to develop a professional level of competence in printmaking. Both modules may be undertaken simultaneously, however, AT343, an independent studio module, is NOT compulsory, as confirmed by the B.Ed.(Art) course programme requirements.

AT344 PRINTMAKING (4-0) 3 cps per module

These modules enable Bachelor of Education (Art) students to develop a professional level of competence in printmaking. Both modules may be undertaken simultaneously, however, AT344, an independent studio module, is NOT compulsory, as confirmed by the B.Ed.(Art) course programme requirements.

AT345 PRINTMAKING (4-0) 3 cps per module

These modules enable Bachelor of Education (Art) students to develop a professional level of competence in printmaking. Both modules may be undertaken simultaneously, however, AT345, an independent studio module, is NOT compulsory, as confirmed by the B.Ed.(Art) course programme requirements.

AT360, AT361 CERAMICS (6-6) 12 cps per module 1, 1, I Prerequisite AT261 for AT360 AT361 for AT361

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

AT354 TEXTILES (6-6) 12 cps per module S, S II Prerequisite AT256 for AT354

The development of a professional level of competence in textiles, emphasizing a working knowledge of media and equipment.

AT362, AT363 ILLUSTRATION (6-6) 12 cps per module Prerequisite AT361 for AT360 AT361 for AT361

The exploration of imaginative and technical aspects of print and graphic illustration. Emphasis is placed on attaining professional competence through these experiences.

AT365, AT366 GRAPHIC COMMUNICATION (6-6) 12 cps per module Prerequisite AT266 for AT365 AT365 for AT365

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

AT370, AT371 PHOTOGRAPHY (6-6) 12 cps per module S, S II Prerequisite AT371 for AT370 AT370 for AT370

The exploration of imaginative solutions to photogrammatic problems, both in subject and technique. Emphasis is placed on attaining professional competence through these experimental experiences.

AT380, AT381 FILM MEDIA (8-8) 12 cps per module 1, 1, S, S II Prerequisite AT281 for AT380 AT380 for AT380

These modules enable the student to select themes and working processes relevant to achieving a professional attitude in translating concepts into film imagery.

AT385, AT386 JEWELLERY AND SILVSMITHING These modules will not be offered in 1981.

AT395, AT396 HISTORY OF ART The availability and content of these modules will be made known at enrolment.

AT398, AT399 APPROVED PROFESSIONAL STUDY (4-0) 3 cps per module S, S II Prerequisite AT399 Corequisite Any two 300 level Professional Study modules yielding 12 cps each

As student may submit to the Head of the Department of Art an outline of a program study which the student believes will supplement and enrich the Specialist Study to a greater extent than any other module of 3 credit point status. The student may be submitted only if and when approved by the Head of the Department of Art.

AT401 HISTORY OF ART (3-1) 3 cps S II Prerequisite AT301

This presentation of a major research project, this module requires students to consult regularly with the lecturer(s), and is properly supervised and enriched by the lecturer(s). Research topics will be planned to students to appropriate research sources, ensure in maintaining research areas, and generally supervise the development and presentation of the project. The chosen research areas must be approved by the lecturer(s) before it is submitted for assessment.

AT422, AT423 PAINTING (4-0) 3 cps per module S II Prerequisite AT324 for AT422 Corequisite Any two 300 level Professional Study modules yielding 12 cps each

Undertaken simultaneously, these modules provide the experiences, enabling Bachelor of Education (Art) candidates to sustain research and development in self-selected areas of painting. AT422 is a face-to-face module. AT423 is a studio module.

Early Childhood Education

EC203 CHILD DEVELOPMENT (EARLY CHILDHOOD) (4-0) ED103 or ED102

This is a core module for early childhood education. A developmental approach to growth is taken and in-depth studies of social, physical, intellectual and emotional development from birth to five years of age are made. A theoretical background is developed for the planning of programmes, structuring experiences and use of observation schedules with children 0-5 years. This course is available to all students irrespective of whether they are specializing in early childhood.

EC206 PLAY IN EARLY CHILDHOOD G0203 ED201 or ED202

The aim is to identify the development of play and to analyse the functions of play in the physical, cognitive, social and emotional development of the child.

EC208 INNOVATIONS IN EARLY CHILDHOOD EDUCATION G0333 EC2

This is a core module for early childhood education. It explores and analyses current educational trends in early childhood education and provides students with the basis for future innovations in the practical situation.

EC209 PLAY AND PLAY THERAPY G0203, EC203, EC209

The aim is to direct students to the specialised needs of young children for play, and to present current research into a variety of play environments for children, including handicapped and hospitalised children.

EC217 ADMINISTRATION IN THE PRESCHOOL G0330 EC2

This course will include the potential teacher-in-charge of a preschool centre with the basic skills in administration as well as practical background knowledge and the ability to relate to other staff, parents and voluntary helpers.

EC218 PLANNING RESOURCES AND EVALUATION IN EARLY CHILDHOOD EDUCATION G0330 EC2

This course will include:
(a) Direct student to specialised needs of preschool and infant school children.
(b) Present in detail, programmes, plans and evaluation techniques for the early childhood programmes.

EC209 PARENT AND COMMUNITY INVOLVEMENT IN EARLY CHILDHOOD PROGRAMMES G0203 EC203, EC204 or ED2

This is a core module for early childhood education. The aim is to provide an overview of traditional and innovative approaches to parent involvement in early childhood programmes, with special reference to the importance and potential for community involvement in the education of children whose ages range from birth to 8 years.

Education

ED101 CHILD DEVELOPMENT (MIDDLE CHILDHOOD) G0333

Developmental characteristics of children are studied, with emphasis on teaching methods or child study. Factors which shape child development are considered.

ED102 CHILD DEVELOPMENT (ADOLESCENCE) S0333

This is the psychological, social, cognitive and emotional factors which interact in the development of adolescents are considered.
English Education

**EE401 ENGLISH IVA: THE TEACHING OF ENGLISH IN THE SECONDARY SCHOOL**
Detailed, practical analysis of teaching approaches in literature, language and mass media. Resources that are available. The contribution of major theorists to the development of practical skills for students in all disciplines.

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

**EE403 ENGLISH IVC**
Teaching English in the secondary school — a course design for students taking another method study such as History, Teacher Librarianship, Languages. Students undertaking the Diploma in Education English subjects must demonstrate a satisfactory standard in written English (including Spelling).

**EE404 TEACHER LIBRARIANSHIP IVA**

**EE405 TEACHER LIBRARIANSHIP IVB**
Corequisite modules providing theoretical background and practical experience concerning school libraries and multi-media resource centres.

**EE406 TEACHER LIBRARIANSHIP IVC**
Available to Diploma in Education students wishing to combine Teacher Librarianship with another method, e.g. History, English, Social Sciences, Languages.

**EE407 PRINCIPLES AND PRACTICE OF TEACHING**
Closely related to method studies in English. Graduated entry into teaching via micro-skills.

**EE408 PRINCIPLES AND PRACTICE OF TEACHING (TEACHER LIBRARIANSHIP)**
Available to Diploma in Education students following EE404 and EE405 or EE407. A school-based field experience programme occupying Semester 1.

**EE421 ENGLISH AND READING IVP**
A module designed to develop knowledge of the principles and methodology of teaching English in the primary school, interprets and implements curricula in the areas of language, reading and literature, drama, spelling and handwriting, language arts.

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

**EN101 CREATIVE ARTS A: WRITING**
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**
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**
An introduction to linguistics through study of children's acquisition of language.

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

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

English History Education

**EH101 ENGLISH/HISTORY I A INTEGRATED: AUSTRALIAN COLONIAL LIFE**
A compulsory module subject to 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**
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 supplementary sessions incorporating other subject-specialists. Areas considered include Nationalism and Young Australia, Australia Grows Up and Australia in the World.

English

**EN110 TEACHING ENGLISH IN THE SECONDARY SCHOOL: INTRODUCTORY**
An introduction to methodologies and resources assisting the creative teaching of English.

**EN111 DEVELOPMENTAL DRAMA**
Experience of drama in its various forms as a mode of self development and as a teaching medium.

**EN116 EFFECTIVE COMMUNICATION**
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.

**EN117 EFFECTIVE COMMUNICATION (T.A.F.E)**
An essentially practical unit covering all aspects of verbal and non verbal communication with emphasis on personal development and vocational application.

**EN120 ENGLISH METHOD**
A module enabling the nurse teacher and health administrator to investigate the functions of practical and written language in their professional areas of practice, and to develop, through creative work, effective presentation in social and professional situations.

**EN126 ENGLISH METHOD**
A corequisite module for all primary and secondary students exploring basic assumptions and approaches to the teaching of English.
EN201 DRAMA PRACTICAL THEATRECRAFT
G3/33
The development of drama as an art form. Practical involvement in directing, writing and theatrical production.

EN202 FILM APPRECIATION
NA 8
An exploration of various aspects of film-language, sociology and history, with reference to Australian film.

EN203 LINGUISTIC CONCEPTS
G3/3 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 twentieth century writers.

EN205 NINETEENTH CENTURY LITERATURE
G3/33 EN101, EN102, EN105 or EN107 or ED1
A study of the literary work of the major novelists of the 19th century, especially in relation to the development of literary form and technique.

EN206 NINETEENTH CENTURY AUSTRALIAN LITERATURE
S0/33
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-EN103
Major interest areas of adolescent literature explored for personal development and significance in the classroom.

EN208 STUDIES IN POPULAR FICTION
S6/33 EN101, EN102, EN105 or EN107 or ED1
Thematic and structural patterns, historical perspectives and theoretical insights into the development in a variety of fiction are investigated and critically analysed.

EN209 CHAUCER
NA
Chaucer's life and Chaucer's England. Source material and critical study of various texts.

EN210 CONTEMPORARY APPROACHES TO SECONDARY ENGLISH TEACHING
G3/33 EN1
Survey and evaluation of major theorists in this field to formulate a methodology for teaching of language skills, and for study of literature and mass media.

EN211 THE DISTURBED INDIVIDUAL IN CONTEMPORARY FICTION
NA
A study of the presentation of conflict between the individual and his environment.

EN216 TEACHING ENGLISH LANGUAGE TO CHILDREN: PRIMARY/EARLY CHILDHOOD
EP3/33
A compulsory module for all primary/early childhood students which investigates patterns of language growth in spoken and written English, and surveys methods and materials for effective planning and teaching. Available 1980 intake.

EN301 TRENDS IN POPULAR CULTURE
S0/33 EN201, EN202, EN205, EN206, EN207, EN208, EN209 or EN210
Developments in press, radio, television and film as forms of communication.

EN302 FICTIONAL FILM-MAKING
NA
Appreciating communication through film. Practical work in making film.

EN303 LINGUISTICS IN ENGLISH
S0/33 EN1
Linguistic theories and principles, together with their application to education in English.

EN304 CREATIVE WRITING
GE2/3 EN2
Practical work — the writing of poems, stories, sketches, scripts, essays and articles.

EN305 ADVANCED STUDIES IN INFANT ENGLISH
EP3/33 EN2 or E
This course is a theoretical and practical module which aims to give students extended knowledge of and ability in the teaching of English in infant classes, and its integration with other subject fields. An in-depth study of modern theories of language development and the development of reading-related skills in children of 5 to 8 years.

EN306 STUDIES IN TWENTIETH CENTURY FICTION
S0/33 EN2
Thematic and stylistic developments within this period.

EN307 TEACHING LITERATURE TO YOUNG PEOPLE
G3/33 EN10
The significance of "literatures" at varying levels of development, modes of selection and presentation of young people's literature in classroom situations.

EN308 TWENTIETH CENTURY POETRY AND DRAMA
S3/33 EN202, EN205-EN208
The literary contribution of selected major poets and playwrights.

EN309 THE CHILD AND ADOLESCENT IN LITERATURE: A THEMATIC APPROACH
S0/33 EN2 or EN2 LA
Works featuring children or adolescents as major characters studied for the insights provided into development from childhood to young adult.

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

EN311 STUDIES IN COMMONWEALTH LITERATURE
G3/33 EN2 or LA
The emergence of "New literatures"; language and literary techniques as aspects of national identity. Society and environment in the new literatures

EN312 ADVANCED ENGLISH METHOD
S3/33 EN2
Method, research and controversy in curriculum development: the contribution of the English teacher to individual, vocational and societal needs within and across school departments.

EN313 OVERCOMING FAILURE IN THE SECONDARY SCHOOL
S0/33 EN2
The problem of failure especially in relation to language competencies. Compensatory teaching and the alleviation of learning difficulties.

EN315 CURRICULUM AND RESEARCH IN READING AND LANGUAGE
G3/33 EN2 or E
A practical, school based unit providing perspective and background in curriculum development and research. Emphasised to suit student requirements. (Early Childhood/Primary/Secondary).

EN316 TEACHING ENGLISH AS A SECOND LANGUAGE
G3/33 EN1
A core-language module for Multicultural Studies examining the skills and methodology for teaching to non-native speakers of English in a multicultural society. Resources, organisation and classroom management appropriate to a variety of approaches.

EN318 STUDIES IN TEACHING ENGLISH AS A SECOND LANGUAGE
G3/33 LA, EN1 or ED1
Teaching English as a second language, with emphasis on two perspectives: the Australian Situational and the Functional Nationalst studies for Special Education.

EN319 WORLD FICTION
S3/33

EN320 WORLD FICTION
S3/33

EN321 TEACHING ENGLISH AS A SECOND LANGUAGE
S3/33
Twentieth and twentieth century landmarks in the short story and novel. Two corequisites consecutive semesters; I - Australia and Britain; II - America and Europe. In consultation with the lecturer, each student works individually on his own course of reading and writing after his programme has been approved.

EN329 ADVANCED STUDIES IN READING I
S3/33 EN2, EN334 or E
A theoretical and practical module which aims to give students extended knowledge of and ability in the teaching of reading especially in the primary school but within the perspective of the individual child. The module prepares students to work from pre-reading to the attainment of mature, sophisticated reading skills.

EN334 ADVANCED STUDIES IN READING II
S0/33 EN2, EN334 or ED1
A theoretical and practical module which extends the work of Advanced Studies in Reading I by exploring more complex reading problems, reading failure in the classroom and the development of materials, priorities and situations associated with reading programmes. Full work includes six to eight sustained sessions on a project negotiated by the lecturers, the student and the class teacher.

EN331 THE CREATIVE TEACHING OF ENGLISH IN THE PRIMARY SCHOOL (K-6)
P3/3-36 EN2
This unit explores the possibilities for creative teaching provided by new approaches to language and reading syllabus design. Students will examine ways in which the uniqueness of the individual child can be fostered and developed through sound, relevant and experimental teaching methods.

EN333 LANGUAGE AND TEACHING EARLY CHILDHOOD
EP3/3 EN2
This module aims to give students with a particular interest in early childhood, theoretical and practical knowledge about the development of oral and literacy skills in the young child.

EN334 LANGUAGES AND MULTICULTURAL LEARNING
S0/33
Nineteenth and twentieth century landmarks in the short story and novel. Two corequisites consecutive semesters; I - Australia and Britain; II - America and Europe. In consultation with the lecturer, each student works individually on his own course of reading and writing after his programme has been approved.

EN335 THE CREATIVE TEACHING OF ENGLISH IN THE PRIMARY SCHOOL (K-6)
P3/3-36 EN2
This unit explores the possibilities for creative teaching provided by new approaches to language and reading syllabus design. Students will examine ways in which the uniqueness of the individual child can be fostered and developed through sound, relevant and experimental teaching methods.

EN337 LANGUAGE AND TEACHING EARLY CHILDHOOD
EP3/3 EN2
This module aims to give students with a particular interest in early childhood, theoretical and practical knowledge about the development of oral and literacy skills in the young child.

EN338 LANGUAGES AND MULTICULTURAL LEARNING
S0/33
Nineteenth and twentieth century landmarks in the short story and novel. Two corequisites consecutive semesters; I - Australia and Britain; II - America and Europe. In consultation with the lecturer, each student works individually on his own course of reading and writing after his programme has been approved.

EN339 THE CREATIVE TEACHING OF ENGLISH IN THE PRIMARY SCHOOL (K-6)
P3/3-36 EN2
This unit explores the possibilities for creative teaching provided by new approaches to language and reading syllabus design. Students will examine ways in which the uniqueness of the individual child can be fostered and developed through sound, relevant and experimental teaching methods.

EN340 LANGUAGE AND TEACHING EARLY CHILDHOOD
EP3/3 EN2
This module aims to give students with a particular interest in early childhood, theoretical and practical knowledge about the development of oral and literacy skills in the young child.

EN341 LANGUAGES AND MULTICULTURAL LEARNING
S0/33
Nineteenth and twentieth century landmarks in the short story and novel. Two corequisites consecutive semesters; I - Australia and Britain; II - America and Europe. In consultation with the lecturer, each student works individually on his own course of reading and writing after his programme has been approved.

EN342 THE CREATIVE TEACHING OF ENGLISH IN THE PRIMARY SCHOOL (K-6)
P3/3-36 EN2
This unit explores the possibilities for creative teaching provided by new approaches to language and reading syllabus design. Students will examine ways in which the uniqueness of the individual child can be fostered and developed through sound, relevant and experimental teaching methods.

EN343 LANGUAGE AND TEACHING EARLY CHILDHOOD
EP3/3 EN2
This module aims to give students with a particular interest in early childhood, theoretical and practical knowledge about the development of oral and literacy skills in the young child.

EN344 LANGUAGES AND MULTICULTURAL LEARNING
S0/33
Nineteenth and twentieth century landmarks in the short story and novel. Two corequisites consecutive semesters; I - Australia and Britain; II - America and Europe. In consultation with the lecturer, each student works individually on his own course of reading and writing after his programme has been approved.

EN345 THE CREATIVE TEACHING OF ENGLISH IN THE PRIMARY SCHOOL (K-6)
P3/3-36 EN2
This unit explores the possibilities for creative teaching provided by new approaches to language and reading syllabus design. Students will examine ways in which the uniqueness of the individual child can be fostered and developed through sound, relevant and experimental teaching methods.

EN346 LANGUAGE AND TEACHING EARLY CHILDHOOD
EP3/3 EN2
This module aims to give students with a particular interest in early childhood, theoretical and practical knowledge about the development of oral and literacy skills in the young child.

EN347 LANGUAGES AND MULTICULTURAL LEARNING
S0/33
Nineteenth and twentieth century landmarks in the short story and novel. Two corequisites consecutive semesters; I - Australia and Britain; II - America and Europe. In consultation with the lecturer, each student works individually on his own course of reading and writing after his programme has been approved.
Education — T.A.F.E. (Technical and Further Education)

ET100 SPECIAL METHOD 1
See ET200 for module description.

ET105 SPECIAL METHOD 2
See ET200 for module description.

ET111 PLANNING SKILLS
See ET211 for module description.

ET112 EVALUATION SKILLS
See ET212 for module description.

ET113 STUDENTS AND TEACHERS IN T.A.F.E.
See ET213 for module description.

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

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

ET116 SOCIOLOGICAL FOUNDATIONS OF T.A.F.E.
This course promotes 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
Special Method Courses are conducted to meet the requirements of the individuals' subject specialisation.

ET205 SPECIAL METHOD 2
See ET200 for module description.

ET211 PLANNING SKILLS
See ET200 for module description.

ET213 STUDENTS AND TEACHERS IN T.A.F.E.
This module will examine the special characteristics and diversity of students in T.A.F.E. It will particularly develop an understanding of the young worker at college and the predication of students in the context of continuing education. The course will also address itself to the requirements of more recent T.A.F.E. provision for special groups, e.g. pre-employment and ethnic needs.

ET214 PROCESSES OF LEARNING IN T.A.F.E. CONTEXTS
The applicability of appropriate explanations of the learning process will be explored having particular regard to the peculiar exigencies of the T.A.F.E. teaching venues. The course will be complimentary to insights developed in ET213.

ET215 ISSUES IN T.A.F.E.
See ET215 for module description.

ET216 SOCIOLOGICAL FOUNDATIONS OF T.A.F.E.
This course promotes 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.

ET220 SPECIAL METHOD I
See ET200 for module description.

ET225 SPECIAL METHOD 2
See ET200 for module description.

ET230 PLANNING SKILLS
See ET200 for module description.

ET235 SPECIAL METHOD 3
See ET200 for module description.

Education — Welfare

EW101 PSYCHOLOGY I
This module aims to promote understanding of the individual's development from birth to adolescence and to introduce the basic concepts and practice of psychology. Topics studied include the person (self-concept, beliefs and values, defences), motivation, human development, psychology and the psychologyst.

EW102 PSYCHOLOGY II: INTERPERSONAL RELATIONS
Self understanding 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
The nature of social learning and the formation of attitudes and emotions at significant aspects of personality. Important personality disorders will be discussed.

EW111 BASIC PROCESSES IN HUMAN BEHAVIOUR
The physiological and developmental factors in human behaviour, with particular emphasis upon perceptual, learning and motivational processes.

EW120 PLANNING AND PRODUCING AUDIO-VISUAL MATERIALS
Planning and making audio tapes, slides, television production, still pictures, graphics and other materials commonly used to assist learners.

EW130 PSYCHOSOCIAL ASPECTS OF ILLNESS (NURSE EDUCATION)
This module is designed to cause 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 based on the health agencies and/or modes of support are examined.

EW131 HUMAN BEHAVIOUR-MAN AS AN INDIVIDUAL (NURSE EDUCATION)
This module provides an introduction to the study of human behaviour. It provides a background of knowledge upon which further studies in the behavioural and psychological aspects of life may be explored, having particular regard to the role of the layperson in the health agencies and/ or modes of support are examined.

EW132 THE PHYSIOLOGICAL BASES OF BEHAVIOUR
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.

EW131 ISSUES IN PSYCHOLOGY
This module explores the origins and current nature of psychology. Traditional and contemporary viewpoints are examined.

EW230 LIFE SPAN DEVELOPMENT (NURSE EDUCATION)
Increased understanding of individual 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 the establishment of satisfying interpersonal relationships.

EW331 MOTIVATION AND MORALITY (NURSE EDUCATION)
This module will examine the meaning of the concepts of motivation and morality in the concept of the determinants and complexity of human motivation and the application of these theories to situations of everyday life. Special examination will be made of the questions of the basis of motivation and the basis of behaviour of the nurse in nursing education, to nursing performance, and to health administration.

EW331 INDIVIDUAL DIFFERENCES A
Students are given an appreciation of the theoretical extent and importance of individual differences in four age groups from birth to adolescence.

EW332 INDIVIDUAL DIFFERENCES B
Students are given an appreciation of the theoretical extent and importance of individual differences in four age groups from birth to adolescence.

EW333 PSYCHOLOGICAL STATISTICS
Students 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.

EW334 PERCEPTION
Perception of the five senses, particularly sight and hearing are related to the psychology of th individual and the environment.

EW335 EDUCATION AND PSYCHOLOGICAL TESTS
The bases of education and psychological tests are examined in a practical context. Students are able to develop skills in the application of tests in practical contexts.

EW336 ENVIRONMENTAL PSYCHOLOGY
The 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.

EW37 INTRODUCTION TO ORGANISATIONAL THEORY
This course introduces the concept of organisational subjects. It provides a general introduction to the theories and practices of administration.

EW337 EDUCATION IN THE MULTICULTURAL CLASSROOM
Deals with teaching in the multicultural classroom both for Anglo Australian classrooms and those of Aboriginal and ethnic minorities. Core module for Multicultural Studies.

EW338 EDUCATION AND THE DISADVANTAGED
Deals with problems of the socio-economically and culturally disadvantaged in the classroom. Consider resources and teaching methods appropriate to classroom situations as well as theoretical models.

EW339 DESIGNING AND IMPLEMENTING CURRICULA FOR DISADVANTAGED GROUPS
Deals with resources and teaching methods appropriate to classroom situations as well as theoretical models.

EW340 SELF AWARENESS/INTERPERSONAL RELATIONS
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 assessed in its capacity to chart the process of growth of the team members and folliculation of the aims of the organisation. This module is designed to foster a realistic image by providing experience which enhance self awareness and promote self esteem; to build on this awareness and develop the student's capacity in the building and maintaining meaningful relationships with others.
An introduction to the study of the science of food and nutrition of foods. A study of the structures and properties of the fundamental components of foods and fibers.

**HOME SCIENCE/TEXTILES Education**

**Home Science/Textiles**

**Code**

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
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<tbody>
<tr>
<td>HT014</td>
<td>Diploma module</td>
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<tr>
<td>HT010</td>
<td>To develop expertise in skills involved with demonstration and practical Home Science classes.</td>
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<tr>
<td>HT011</td>
<td>Diploma module</td>
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<tr>
<td>HT012</td>
<td>A study of the structures and properties of the fundamental components of foods and fibers.</td>
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<tr>
<td>HT013</td>
<td>SCIENCE OF FOOD AND NUTRITION (Diploma)</td>
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<tr>
<td>HT020</td>
<td>To develop expertise in skills involved with demonstration and practical Home Science classes.</td>
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<tr>
<td>HT019</td>
<td>Diploma module</td>
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<tr>
<td>HT021</td>
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<td>HT022</td>
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<td>HT026</td>
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<td>HT027</td>
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<td>HT028</td>
<td>DESIGN OF THE CONTEMPORARY FAMILY (Diploma)</td>
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<td>HT030</td>
<td>THE CONTEMPORARY FAMILY (Diploma)</td>
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</tbody>
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**HT013 FAMILY AND CULTURE**

Two 1+1:1:03

Scientific method as a tool of research. Research structure as applied to: a. the study of families; b. the study of kinship and interpersonal relationships; c. the study of the influence of families on individual behavior. Emphasis placed on energy conservation by efficient management of both material and human resources.

**HT014 FOODS**

Two 1+2:0:03

The application and management of specific Home Science skills and demonstration techniques. Through demonstration and practical exercises the student develops expertise in food preparation involving the six basic food groups.

**HT015 CONSUMER TEXTILES**

Two 1+2:0:03

A study of the characteristics and properties of fabrics, yarns, and fibers as they relate to the home and the community. Opportunity is provided to gain practical experience.

**HT020 TEACHING RELATIONSHIP**

Two 1+2:0:03

The development of techniques for teaching interpersonal relationships, the module proceeds by workshops.

**HT010 THE COUNSELLING ROLE OF THE TEACHER**

Two 1+2:0:03

This module explores the personal and interpersonal problems encountered by school children of all ages.

**HT040 HUMAN MEMORY**

Two 1+2:0:03

This module is basically a study of psychological theory concerning human memory. It takes reference from empirical studies and makes the student familiar with the conduct of experiments in this field.

**HT026 HOMES AND HOUSING**

Two 1+2:0:03

Home environment from two perspectives: a. the needs of the dwellers; b. the needs of the plan and interior design. Emphasis is placed on energy conservation by efficient management of both material and human resources.

**HT027 YARNs**

Two 1+2:0:03

Spinning fibre into yarn. Designing with yarns to make knitted and woven textiles. Utilizing yarns in traditional and contemporary fashion design and construction.

**HT028 FASHION DESIGN**

Two 1+2:0:03

The student's experiments with the interpretation of design ideas in relation to fabric, texture, and weight; and applying these ideas to the production of new fabrics for fashion and construction design.

**HT112 FOOD AND NUTRITION STUDIES FOR THE SPECIALIST**

Two 1+2:0:03

Unit 1: The aesthetics and psychology of colour. Unit 2: Applied studies of colour in domestic textile crafts with emphasis on the traditional methods of Asia and Europe.

**HT307 TEXTILES AND SOCIETY**

Two 1+2:0:03 (1980)

Unit 1: The aesthetics and psychology of colour. Unit 2: Applied studies of colour in textile crafts with emphasis on the traditional methods of Asia and Europe.

**HT308 FASHION DESIGN (Diploma)**

Two 1+2:0:03

Unit 1: The aesthetics and psychology of colour. Unit 2: Applied studies of colour in textile crafts with emphasis on the traditional methods of Asia and Europe.

**HT311 NUTRITION (Degree)**

Two 1+2:0:03 (1981)

Unit 1: The aesthetics and psychology of colour. Unit 2: Applied studies of colour in textile crafts with emphasis on the traditional methods of Asia and Europe.

**HT312 FOOD SCIENCE (Degree)**

Two 1+2:0:03

Unit 1: The aesthetics and psychology of colour. Unit 2: Applied studies of colour in textile crafts with emphasis on the traditional methods of Asia and Europe.

**HT313 THE CONTEMPORARY FAMILY (Degree)**

Two 1+2:0:03

Unit 1: The aesthetics and psychology of colour. Unit 2: Applied studies of colour in textile crafts with emphasis on the traditional methods of Asia and Europe.
The module aims to develop an appreciation of creativity, especially in design and craftsmanship by examining the properties and uses of materials suitable for framed fabrication and turning on the wood lathe.

1.12. POWER TECHNOLOGY A (G1403)

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 sample items in both laboratory and community situations.

1.12. INTEGRATED WORKSHOP PRACTICES A (S1204)

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 orientated" course.

1.12. WOOD, PLASTICS, PAINT AND FIBRE (G1204)

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

1.13. EXPRESSIVE PAPER CRAFT (P4120)

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.

1.13. CRAFTS IN THE COMMUNITY (G1403)

The specific crafts studied will vary from time to time, but could include, paper crafts, leatherwork, ceramics, printing, weaving etc. Students will become aware of the techniques involved in the mastering of beginning skills in a number of crafts and to appreciate the recreational and educational applications of these crafts 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.

1.14. GRAPHIC ARTS (G2412)

Graphic Arts provides students with an awareness of graphic communication techniques through experience in a number of introductory printing processes. Experience will be gained by using letterpress, lithography, serigraphy prints and silk screen printing. Not available to Art or Art Education students without permission of head of department.

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**Industrial Arts and Craft Education**

**IA101 HANDWORK IN CHILD DEVELOPMENT (G4120)**

A module intended to introduce students to the range of skills, processes and materials which contribute to the development of children. This subject will help students understand the significance of these skills in the development of young children. Initially students will be involved in the practical application of Handwork skills as a means of identifying the role these skills play in the physical, intellectual and social development of young children, age 5 to 8 years.

**IA102 DEVELOPMENT OF TECHNOLOGY (G4103)**

This subject aims at examining the factors involved in the development of new materials and their impact on the manufacturing processes and the design of new products. The objective is to evaluate the ability to critically evaluate manufactured articles considering such diverse factors as functionality, aesthetics, mechanical properties and socio-logical 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.

**IA103 APPLIED METALS (G4103)**

By exploring a knowledge of various metals and working techniques appropriate to creative metalcraft, students should develop basic concepts of metalcraft in its application to design and manufacture. Understanding of individual design involves the student in the study of design and manufacture of individual design and manufacture of individual designs. Through an individual design project in jewellery, copper-ware and enamelling, it is intended to develop skill and confidence in applying this knowledge to practical achievement.

**IA104 METAL FORMING (G4105)**

The intention is to broaden concepts of metalcraft whilst increasing knowledge and skill in the shaping, joining and finishing of metal and the use of materials in the production of metal craft. The course involves the experience in the use of tools, apparatus and machinery.

**IA113 BASIC WOODWORK (G4103)**

An introductory module aiming to provide individuals with a fundamental knowledge of processes in working wood and all the necessary basic principles of woodwork. 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.
WOOD LOBES

The history and development of ceramic technology will be studied to give students a historical framework within a technological society. Experiments with techniques associated with making and decorating clay body, together with an understanding of the properties of the clay as a result of drying, wedging, and firing. Opportunities will also be provided to pursue the various methods of protecting and decorating the clay body.

WOOD LOBES

This module is intended to develop an appreciation of the aesthetic and functional qualities of leather, and to introduce students to a range of skills and processes appropriate to the construction of a variety of practical projects in leather.

INTRODUCTION TO INDUSTRIAL ARTS EDUCATION

This module is designed to assist intending Industrial Arts teachers to develop a conceptual understanding of Industrial Arts through a consideration of the range of subjects, the syllabuses and the organisation necessary to support those offerings.

TEACHING TECHNICAL DRAWING

The aim is to give students and understanding of the methods of teaching technical drawing in schools. The objectives are to clarify theories of projections related to the geometrical, perspective and coordinate Australian drawing standards to the classroom situation.

TEACHING ENGINEERING SCIENCE

The objectives of this subject are to analyse the senior high school syllabus in Industrial Arts and to determine the areas of study required to cover adequately the required material in the classroom. To provide examples of the variety of teaching techniques associated with the senior technical teaching area and to plan programmes of an integrated nature for this field, having taken into account the various factors that influence the task.

TEACHING TECHNOLOGIES — METAL LOBES

Students are instructed that the Industrial Arts student not only becomes aware of the educational significance of developing his own understanding of the changes in the physical and chemical properties of metal, but also to recognise the importance of this subject to the part played by the student in the quality and maintenance of machinery and tools and equipment.

TEACHING TECHNOLOGIES — WOOD LOBES

Industrial Arts student teachers will develop knowledge of woodworking processes and an understanding of principles associated with this type of work. Additionally, student teachers will acquire both theoretical and practical skills and an understanding of how these are related to the production of suitable items in their charge.

CRAFT METHOD

This subject intends to provide the intending Early Childhood, Infants, Primary, or Special Education teacher with an integrated approach in which activities involving the manipulation of materials with a variety of tools and processes can be used to promote more effectively the development of those teaching strategies, techniques and curricula appropriate to the education needs of children. More specifically the subject is intended to help the prospective teacher to: introduce and examine procedures which will assist in teaching practical design and craft development through a consideration of the range of materials appropriate for the tasks and activities, and to give experience in the identification of topics for classroom use and methods of application.

HANDBOOK IN EARLY CHILDHOOD EDUCATION

Students will examine the modes of sensory awareness by which young children gain experience and relate this information to the development of practical handwork activities which will assist in the extension of the child's capacity for cognitive growth.

CRAFTS IN PRIMARY EDUCATION

Students will examine the role of traditional and contemporary crafts in the education of children, aged 7 to 12 years. Emphasis will be placed on the acquisition of skills and an understanding of materials encountered. Through involvement in a range of art activities and the development of concepts of beauty and creativity, students will develop approaches to the design and implementation of two and three dimensional craft units suitable for use in the classroom situation.

ENGINEERING DESIGN DRAWING

This study is designed to broaden experiences in Engineering Drawing through conceptual design, as well as introducing the student to design procedures. Specific objectives and strategies that are covered include the use of computer-aided design and drafting techniques, to allow the student to follow through a design to the prototype stage in either of the technologies.

TECHNICAL DRAWING AND GRAPHICAL REPRESENTATION

This course is for the student who has completed IAI11 or IAI15 or IAI19. This course aims to equip students with the fundamental knowledge of the basic principles of design and drawing in architecture, mechanical, electrical, and civil engineering; to undertake, in addition to plans and specifications of domestic dwellings.

MATERIALS SCIENCE A

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 physical properties of a wide variety of materials, especially the relationship between structure and properties. Compulsory module for all I.A. students.

ENGINEERING MECHANICS

This subject is intended to provide specialist content in Engineering Mechanics so as to develop expertise in the solution of engineering problems based on the assumptions of coplanar, concurrent forces. Specific objectives are: To develop the student's knowledge of the fundamentals of Engineering Mechanics.

TECHNIQUES

This subject is intended to provide specialist content in Metal Techniques so as to develop expertise in the solution of engineering problems based on the assumptions of coplanar, concurrent forces. Specific objectives are: To develop the student's knowledge of the fundamentals of Metal Techniques.

TEACHING OF TECHNICAL DRAWING

In addition to teaching technical drawing and to relate Australian drawing standards to the classroom situation, students will examine the role of traditional and contemporary crafts in the education of children, aged 7 to 12 years. Emphasis will be placed on the acquisition of skills and an understanding of materials encountered. Through involvement in a range of art activities and the development of concepts of beauty and creativity, students will develop approaches to the design and implementation of two and three dimensional craft units suitable for use in the classroom situation.

BUILDING CONSTRUCTION AND WOOD WORKING

This subject aims to equip students with a fundamental knowledge of the basic principles and techniques of practical design and drafting procedures, and to allow the student to follow through a design to the prototype stage in either of the technologies.

INTEGRATED WORKSHOP PRACTICES B

This subject aims to give students the opportunity of becoming involved in a series of workshop processes associated with a wide range of media appropriate for the projects at hand. Students will be given design briefs and be encouraged to work in a combination of wood, metal, and plastic materials to produce projects using the most appropriate techniques. Specific objectives are: To develop the student's knowledge of the fundamentals of building construction and wood working industries. To develop the student's knowledge of the fundamentals of building construction and wood working industries.
A developmental project in the field of Integrated Workshop Practices. To be completed by students wishing to convert module IA316, or its equivalent, from Diploma Level to Degree Level. 

IA316 MATERIALS MODIFICATION DIPLOMA LEVEL S(4:4)3 IA315

A detailed study will be made of the more sophisticated equipment and machinery used to satisfy industrial or individual design requirements. Students will extend their experience in woodturning and develop competence in using both fixed and portable power woodworking machines. Samples of sculpture and carving in timber will be produced by the student to form the basis of the pattern making process. 

DEGREE LEVEL S(4:0)3 IA318, IA221 or IA224

Based on an analysis of the potential hazards associated with high speed cutting operations, this module will investigate aspects of woodworking machinery used to satisfy industrial or individual design requirements. Students will extend their experience in the use of both fixed and portable power woodworking machines, through laboratory programs reflecting student choice and degree level expectations.

DEGREE EXTENSION S(1+1)0 IA318

A developmental project in the fields of Advanced Wood machining and Patternmaking. To be completed by students wishing to convert module IA318, or its equivalent, from Diploma Level to Degree Level. 

IA317 BOAT BUILDING TECHNIQUES AND FURNITURE CONSTRUCTION DIPLOMA LEVEL S(4:0)3 IA317 or IA218

This subject 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.

DEGREE EXTENSION S(1+1)0 IA317

A developmental project in the fields of Boat-Building Techniques and Furniture Construction. To be completed by students wishing to convert module IA317, or its equivalent, from Diploma Level to Degree Level. 

IA318 ADVANCED WOODMACHINING AND PATTERNMAKING DIPLOMA LEVEL S(4:0)3 IA218 or IA224

A detailed study will be made of the more sophisticated equipment and machinery used to satisfy industrial or individual design requirements. Students will extend their experience in woodturning and develop competence in using both fixed and portable power woodworking machines. Samples of sculpture and carving in timber will be produced by the student to form the basis of the pattern making process. 

DEGREE LEVEL S(4:0)3 IA218, IA221 or IA224

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DEGREE EXTENSION S(1+1)0 IA318

A developmental project in the fields of Advanced Wood machining and Patternmaking. To be completed by students wishing to convert module IA318, or its equivalent, from Diploma Level to Degree Level. 

IA319 INTEGRATED WORKSHOP PRACTICES C DIPLOMA LEVEL S(4:0)3 Any IA215 or IA221-IA224

The aim is to provide an opportunity for a wide range of experience using various media, tools and machines. To be completed by students wishing to convert module IA319, or its equivalent, from Diploma Level to Degree Level. 

A developmental project in the field of Metallurgy. To be completed by students wishing to convert module IA319, or its equivalent, from Diploma Level to Degree Level. 

IA321 EXPERIMENTAL MECHANICS S(4:3)3 IA314

A module designed to produce laboratory skills which can assist in the development of creativity in experimental mechanics. The aim of the module is to stimulate and encourage an understanding of the relationships between properties of materials and limitations on design construction. 

DEGREE LEVEL S(4:0)3 Any IA216-IA218 or IA221-IA224

This module is intended to facilitate the acquisition of experience using various media, tools and machines. This will be achieved by providing students with an introduction to the fundamental knowledge of materials and production methods to the design and construction of articles using a combination of media. Additional students will be encouraged to develop an understanding of the relationship between properties of materials and limitations on design construction.
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 analysis of the design problem and the preparation of a design brief.

The aim of this module is to apply the principles consistent with accepted industrial design methodology. Students will proceed with the design brief established in Industrial Design A and prepare the product for industrial production.

The process of Industrial Design is to be derived from industrial visits, field excursions and laboratory work. Any biological study will be encouraged by having each student present a project, the range of which will be determined by the student under the guidance of the lecturer. Science principles will be stressed and thoroughly examined to provide a fundamental knowledge of the environment, critical appraisal of the problems created by the student and the development of the working or prototype model. The role of the laboratory and workshop techniques, will form the basis upon which students will be able to describe, utilise and identify trees and timber. Proficiency in collecting data about observed characters, use of sorting keys and other aids and, in the final examination, will be encouraged by having each student present a number of identified samples and reports.

Through close contact with the timber industry and observation of production techniques, the students will be able to evaluate the problems created by multiple use of forest resources and be able to administer forest product workshops and laboratories.

The importance of the planning role in silviculture, harvesting and utilisation will be stressed and thoroughly examined to show how man will have a sound governing role in future timber production.

The process of Industrial Design is to be fully investigated in order to provide experience in constructive analysis of the design problems, development of the schematic or prototype model and eventual satisfactory achievement of the design product. It will be necessary to consider aspects of consumer demand, the economics of industry, problems of creativity, acquisition as a requirement of product development, the role of the laboratory and the historical development of modern design.

Wood and other materials derived from forestry activities will be treated as products of living organisms and natural systems being consumed and controlled in the service of man. Students will examine the extent to which man can utilise and control these renewable resources and be stimulated into critical appraisal of the problems created by the multiple use of forest ecosystems in providing recreation, wild life refuge and national income.

Opportunities will be offered to discover and develop suitable plans to meet the specific needs placed on forest products. Wood growth, structure and wood derivatives will be examined from the biological and physical stand points based on industrial value, field excursions and laboratory work.

The evaluation of one's own goals and personal needs relative to oneself as a preliminary graduate student is a pre-requisite of the Technical drawing module. The emphasis is placed on the understanding of the various aspects of technical drawing and its preparation of a design brief.

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The 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 analysis of the design problem and the preparation of a design brief.

The role of the laboratory and workshop techniques, will form the basis upon which students will be able to describe, utilise and identify trees and timber. Proficiency in collecting data about observed characters, use of sorting keys and other aids and, in the final examination, will be encouraged by having each student present a number of identified samples and reports.

Through close contact with the timber industry and observation of production techniques, the students will be able to evaluate the problems created by multiple use of forest resources and be able to administer forest product workshops and laboratories.

The importance of the planning role in silviculture, harvesting and utilisation will be stressed and thoroughly examined to show how man will have a sound governing role in future timber production.
MA102 APPLIED MATHEMATICS: ELEMENTARY STATISTICS AND COMPUTING

G0:33
An introduction to statistics, computing and the computer application required to solve elementary statistical problems. No previous knowledge will be assumed.

MA103 CALCULUS I A
G0:33
An introduction to differential and integral calculus which develops the concepts and techniques associated with both differentiation and integration.

MA104 CALCULUS I B
G0:33
An introduction to differential and integral calculus which develops the concepts and techniques associated with both differentiation and integration. Practical applications are studied.

MA105 GEOMETRY I
G0:33
This unit co-ordinates the various treatments of geometry at H.S.C. and introduces those concepts, notations and principles that are basic to more mature studies in mathematics. This study mainly concerns with the examination of the properties of a single operation, axiomatically defined in the concept of more variables.

MA106 MAKING A MATHEMATICS I
G0:33
This study examines the sets of natural numbers, rational numbers and with detailed reference to various modes of representation and some interesting properties.

MA151 MATHEMATICS EDUCATION: THE TEACHING OF ELEMENTARY MATHEMATICS
P0:33
This study provides the necessary background for the proper interpretation and implementation of sub-secondary mathematics teaching programmes.

MA152 MATHEMATICS METHOD
P0:33
This study examines classroom approaches and materials which permit the meaningful treatment of sub-secondary mathematics programmes.

MA153 MATHEMATICS EDUCATION: JUNIOR SECONDARY CURRICULUM STUDIES I
G0:33
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: OBSERVATION AND SURVEYING
G0: MAI
This study is directed towards astronomy with an emphasis on the co-ordinate systems of the celestial sphere and their relationships and conversion techniques. Distances of nearby stars are determined by means of parallax measurements. Relations between the various astronomical and celestial surveys are discussed with reference to the more recent discoveries and applications. A major descriptive assignment involving the use of the celestial sphere, star maps, navigator and radio telescopes is an examination of their advantages, limitations and applications. The problem of pole misleads to map making which is in turn leads to the consideration of the techniques of celestial navigation as an example of navigation, and plane table surveying.

MA202 APPLIED MATHEMATICS: MECHANICS
G0: MAI or MAI04
Problem solving in areas requiring the application of fundamental laws and principles of mechanics.

MA203 CALCULUS II
G0:33
MA103
This study is an extension of the earlier calculus courses and introduces applications and applications of first order differential equations in addition to differential and integral calculus of functions of several variables.

MA204 COMPUTER STUDIES
G0:33
An introduction to computers — hardware, software, general features. Problem solving, flowcharting, computer applications. Logic, boolean algebra, introductory machine language and assembly language programming, sorting and searching algorithms, simulation.

MA205 GEOMETRY II
G0:33
MA101 or MA106
Some creative and geometrical aspects of mathematical structures, with particular emphasis on the patterns to be observed in environmental and artistic pursuits.

MA206 FINITE MATHEMATICS
NA G MAI
This introduction to some topics from modern applied mathematics includes networks, linear programming and the study of matrix games.

MA207 GEOMETRICAL TOPOLOGY
NA G MAI
From a brief comparative look at geometries the study continues with an examination of topics related to the concept of a metric in a vector space, the colour problem and the separation of simple closed curves in a plane. The study is designed to culminate in the "Fixed Point Theorem" and some of its applications.

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

MA210 MATRICES AND ELEMENTARY VECTOR SPACES
G0:33 MA101
Linear spaces, linear dependence, the linear space homomorphism and applications.

MA211 THEORY OF NUMBER AND RELATED TOPICS
NA G MAI
An introduction to some classical studies in number theory leading to areas of more recent development.

MA212 RELATION ANALYSIS
G0:33 MA103
Concepts based on the Supremum Axiom are used to consider the lattice of limits, continuity, differentiability and integrability in the fundamental theory of calculus.

MA213 SOCIAL MATHEMATICS
G0:33
The part played by mathematics in the development of modern society is extended to its current applications in a technological world.

MA251 MATHEMATICS EDUCATION PART I: MATHEMATICS AND THE PRIMARY INFANT
P0:33 MA151
This module provides stimulus with the necessary knowledge and structured primary mathematics teaching programmes.

MA252 MATHEMATICS EDUCATION PART II: MATHEMATICS AND THE REMEDIAL CHILD
P0:33 MA151
This study investigates the design and construction of remedial mathematics programmes for the young child. It explores a variety of approaches to remediation in Mathematics with the use of calculators or table and of high speed computers incorporating BASIC language.

MA253 HISTORY OF MATHEMATICS II
NA G MA251
Syllabus available on request.

MA301 PROJECTIVE GEOMETRY
NA G MA205
Plane projective geometry is introduced informally. The geometric properties with reference to polarity is developed to permit the consideration of conics. Some emphasis is placed upon the working of exercises.

MA302 MODERN APPLIED MATHEMATICS
G0:33 MA2
This module is designed to provide an introductory overview of contemporary applied mathematics. Topics such as mathematical modelling, graph theory, linear programming, graph theory and queue theory are used to simulate modern problem solving approaches.

MA303 CALCULUS III
G0:33 MA203
Integration and special functions are the main themes studied in this module. Taylor's theorem is used to generate series for particular functions. In addition, Fourier series, gamma and beta functions receive attention.

MA304 COMPLEX VARIABLES
G0:33 MA203
Complex numbers, function of a complex variable, analytic functions, integration, power series, residues, conformal mapping.

MA305 DIFFERENTIAL EQUATIONS
G0:33 MA203
This study is mainly concerned with methods of solution of some standard linear equations. Appropriate theory is developed and possible links with linear algebra are made.

MA306 GROUP THEORY
G0:33 MA210
This study offers an introduction to abstract algebra by examining the properties of a single operation, axiometrically defined system. Although the theory applies to abstract groups, numerous particular illustrations are studied.

MA307 LINEAR ALGEBRA
G0:33 MA210
Introductory concepts, orthogonality, linear operators, similarity, eigenvalues and eigenspaces, orthogonal and unitary transformations, quadratic forms, spectral decomposition, applications.

MA308 NUMERICAL ANALYSIS I
G0:33 MA204
Numerical methods for solving linear and non-linear systems of equations, involveling use of programmable calculators and of high speed computers incorporating BASIC language.
Music Education

MU102 MUSIC AND THE LISTENER
G033
Listening to music of many different types chosen from the period C1600 to the present. Social aspects which influenced composition. Problems of musical knowledge is neither expected nor regarded as necessary.

MU106 MUSIC MAKING: AN INTRODUCTION
G033
Experiments with sounds and creative music making techniques in simple stages through workshop activities. Both experimental and documentary ways of making music will be examined, using instruments easily handled by beginners.

MU107 LEARNING GUITAR
G033
A practical introduction to playing the guitar which brings 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
G033
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
G033
Practical introduction to playing recorders and renaissance wind instruments which includes group instruction in basic technique and simple ensemble performance of music from Elizabethan times to the modern era.

MU110 MUSIC FOR PHYSICAL EDUCATION
G033
The fundamentals of music which contribute to sport movement, dance and gymastics are studied and applied to consolidate knowledge and appreciation of rhythmic patterns and music form.

MU111 MUSIC METHOD
P2+2/4
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
G033
Approaches to teaching which are designed to develop basic rhythmic and melodic skills in primary children. These activities will include singing, movement, listening and performance with recorders and tuned percussion instruments.

Comparative music education.

MU211 INTRODUCTION TO MUSIC EDUCATION IN THE SECONDARY SCHOOL YRS 7-10
S2O39
Further study of activities which develop the child's rhythmic, melodic, creative, listening, and performing skills. Traditional and non-traditional systems of notation.
MU321 MUSIC EDUCATION IN THE SECONDARY SCHOOL: ELECTIVE CLASSES A
SP.103 MU200
Curriculum planning and the development of an integrated music programme for elective classes in years 8-10. An investigation and evaluation of some existing music programmes. Teaching sequences and further examination of suitable repertoire for instrumental and vocal ensembles in elective classes. The application of group music making to the teaching of style, music history and harmony. Planning and integration of aural activities. Metodic invention, and simple metodic improvisation. Experimental composition using improvisation and graphic notation. Preparation of examination materials. Assessment procedures.

MU421 MUSIC EDUCATION IN THE SECONDARY SCHOOL: SENIOR CLASSES A
SP.103 MU200
Examination, development and evaluation of teaching procedures associated with melody writing and harmoniza-

MUSIC EDUCATION IN THE SECONDARY SCHOOL: ELECTIVE CLASSES A
SP.103 MU200
Teaching sequences and further examination of suitable repertoire for instrumental and vocal ensembles in elective

MUSIC EDUCATION IN THE SECONDARY SCHOOL: SENIOR CLASSES B
SP.103 453 MU200
Examination, development and evaluation of teaching procedures associated with melody writing and harmoniza-

MU209 INSTRUMENTS III
NA MU309
Extension of skills and musicianship acquired in Learning Guitar. Aspects of technique and musical interpretation will be discussed and demonstrated during class and individual instruction.

MU210 VOCAL PERFORMANCE III
NA MU309
Extension of skills and musicianship acquired in MU209. Aspects of technique and interpretation will be discussed during class and individual instruction.

MU211 RECORDER AND RENAISSANCE WIND INSTRUMENTS III
NA MU309
Extension of skills and musicianship acquired in MU209. Aspects of technique and interpretation will be discussed during class and individual instruction.

MU220 MUSIC EDUCATION IN THE SECONDARY SCHOOL: ELECTIVE CLASSES A
SP.103 MU200
Curriculum planning and the development of an integrated music programme for elective classes in years 8-10. An investigation and evaluation of some existing music curricula. Teaching sequences, including the use of score reading as an aid in developing analytical skills, harmonic and melodic perception, tone colour discrimination and knowledge of orchestral techniques. Simple orchestration for school instrumental groups. Repertoire suitable for various instrumental and vocal ensembles, including recorder consort, tuned and untuned percussion groups, choral groups.

MU321 MUSIC EDUCATION IN THE SECONDARY SCHOOL: ELECTIVE CLASSES A
SP.103 MU200
Teaching sequences and further examination of suitable repertoire for instrumental and vocal ensembles in elective classes. The application of group music making to the teaching of style, music history and harmony. Planning and integration of aural activities. Metodic invention, and simple metodic improvisation. Experimental composition using improvisation and graphic notation. Preparation of examination materials. Assessment procedures.

MU421 MUSIC EDUCATION IN THE SECONDARY SCHOOL: SENIOR CLASSES A
SP.103 453 MU200
Examination, development and evaluation of teaching procedures associated with melody writing and harmoniza-

Nurse Education

NS105 MOTIVATION AND MORALE
(2 hpw for 1 sem)
This module is designed to foster an awareness of the role of motivation and morale in personal and group work and to examine the factors influencing motivation and morale in the classroom or workplace. The module is designed to enable the student to analyze the implications of day-to-day realities of professional practice for personal development, nurse education, and practice.

NS110 PROFESSIONAL ADJUSTMENTS AND ETHICS
(2 hpw for 1 sem)
Studies in this module examine the student's first semester. (1 credit point)

NS160 FIELD EXPERIENCE I - CLASSROOM MAJOR
Corequisite NS160. Students are required to complete this module as part of Field Experience I. It will involve 3 lessons on observation and 1 lesson in semester 1 (2 credit points)

NS170 FIELD EXPERIENCE I - CLINICAL MAJOR
Corequisite NS160. Students are required to complete this module as part of Field Experience I. It will involve 3 lessons on observation and 1 lesson in semester 1 (2 credit points)

NS180 FIELD EXPERIENCE I - COMMUNITY MAJOR
Corequisite NS160. Students are required to complete this module as part of Field Experience I. It will involve 3 lessons during semester 1 (2 credit points)

NS190 FIELD EXPERIENCE I - SOCIAL WORK MAJOR
Corequisite NS160. Students are required to complete this module as part of Field Experience I. It will involve 3 lessons during semester 1 (2 credit points)

NS121 METHOD AND NURSING KNOWLEDGE I
(2 hpw for 1 sem)
This module will assist the nurse in learning to apply specific techniques to the assessment of patient and the implementation of the plan of care. It will be assessed by a clinical practicum and written examination. The module is designed to introduce the student to the role of the nurse in the comprehensive care of the patient in the hospital setting. The module is designed to enable the student to understand the role of the nurse in the comprehensive care of the patient in the hospital setting. The module is designed to enable the student to understand the role of the nurse in the comprehensive care of the patient in the hospital setting.
The purpose of this module is to highlight the theoretical aspects of clinical nursing practice. The module assumes that the student is able to analyse the needs of patients and the implications of their care. It is designed to enable the nurse to understand the complexities of clinical situations and to identify the implications for nursing education.

This module forms the major-study component of Field Experience 3 for students specialising in clinical teaching. Two-year students will complete 4 weeks of block practice in Year 2 and 3 lessons during their third semester. Three-year students will complete 7 days of block practice in each of Years 2 and 3 and 3 lessons during semester 3. (2 credit points)

This module forms the major-study component of Field Experience 3 for students who elect to specialise in community teaching. Two-year students will complete 2 weeks of block practice in their second year and 3 lessons during their third semester. Three-year students will complete 3 lessons during each of their fourth and fifth semesters. (4 credit points)

This module forms the major-study component of Field Experience 3 for students completing the course in two years. Two-year students will complete 2 weeks of block practice in Year 2 and 3 lessons during their third semester. Three-year students will complete 7 days of block practice in each of Years 2 and 3 and 3 lessons during semester 3. (2 credit points)
Physical Education

PE100 FOUNDATIONS OF PHYSICAL EDUCATION (3.03)
The study of the theoretical issues relative to physical education, both as an academic discipline and a professional area of education and the examination of the student's appreciation of physical education through critical review of the development of physical education in Australia.

PE101 FOUNDATIONS OF HEALTH EDUCATION (3.03)
The development of the student's knowledge and understanding in the areas of: hygiene, human sexuality, drugs, nutrition, mental health and community health, especially as they relate to the secondary pupil.

PE102 COMMUNITY RECREATION (3.03)
This module undertakes a theoretical consideration of the structure, functions and processes of leisure, and examines the social context of recreation planning and policy making in Australia.

PE110 PHYSICAL EDUCATION METHOD (3.03)
This course provides the student with a broad theoretical background for appreciation of physical education in the primary school.

PE111 BASIC GAMES AND SKILL STRATEGIES (3.03)
This module rotates games skills to the mental and physical development of the school pupil. Games strategies are also related to the social development of the child.

PE112 ELEMENTARY DANCE TECHNIQUES (3.03)
This module introduces the student to movement in both formal and recreational gymnastics, developing an understanding of Laban's analysis of movement, and the contribution made by gymnastics to physical fitness.

PE114 SPORT IN THE SCHOOL (3.03)
Students examine the theoretical and practical foundations of sports recreation in the secondary and/or primary school and examine the process of sport recreation programmes as offered in the primary and secondary schools.

PE140 DANCE FOR ART I/FAFE I (3.03)
A composite course of folk, social, square, disco, primitive and modern dance.

PE161 TEACHING OF BASIC MOTOR MOVEMENT/PHYSICAL FITNESS (4.03)
An analysis of the components of basic movement skills and their relevance to teaching games. Consolidation of these skills by the students through practical and minor games. The theoretical constructs and factual platform of the concept "fitness" from which student fitness programmes may be drawn.

PE162 TEACHING OF DANCE (4.03)
A composite course of folk, ballet and creative dance, teaching methods and techniques.

PE163 TEACHING OF GYMNASTICS (3.03)
An individualised approach to movement on floor and apparatus, teaching methods and techniques for educational and recreational and formal gymnastics.

PE165/6 TEACHING OF GAMES I, II, III, IV (4.43)
Skill rules, offensive and defensive tactics; teaching methods and techniques in each of the following selections: cricket, netball, softball, hockey, basketball, football, volleyball, soccer, tennis, etc. NS for student selection from above sports see Faculty co-ordinator.

PE200 STRUCTURES IN PHYSICAL EDUCATION (3.03)
The study and critical evaluation of physical education, health education and recreation curricula and the examination of the foundations of curriculum development in physical education.

PE201 FACTORS INFLUENCING HEALTH (3.03)
The development of the student's knowledge and understanding of nutrition and drugs so as to develop and maintain physical health.

PE202 RECREATION PLANNING (3.03)
This course is based on developing an understanding of the principles and practices involved in planning and programming for recreation in Australian communities.

PE205 TESTS AND MEASUREMENTS IN PHYSICAL EDUCATION (3.03)
This investigation of the implications of testing in the motor domain and the development of knowledge and skill in the conducting of testing in physical fitness and sports.

PE206 INTRODUCTION TO SPECIAL PHYSICAL EDUCATION (3.03)
Students will be introduced to the range of developmental disabilities, emotionally disturbed, sensory and neurological handicaps.

PE207 COACHING OF SPORTS, DANCE, GYMNASTICS I (3.03)
Discusses the skill, fitness, psychological and behavioural factors of individuals involved in sport, encourages students to appreciate the combinations of these factors involved in coaching athletics and teams.

PE208 COACHING OF SPORTS, DANCE, GYMNASTICS II (3.03)
This course concentrates on the application to specific practical situations of the principles involved in effective coaching.

PE210 MOVEMENT ORIENTATION (3.03)
This course provides students with the basic principles of movement explored by Laban and the relationship between dance, gymnastics and games in physical education programmes.

PE211 STRUCTURES IN PHYSICAL EDUCATION: PRIMARY (3.03)
A critical evaluation of physical education, health and recreation programmes in the primary school.

PE240 DANCE FOR ART II (3.03)
A specialisation selected from the following areas: (A) Folk; (B) Social; (C) Square; (D) Modern Jazz Ballet; (E) Primitive Jazz; (F) Contemporary Dance.

PE248 RECREATIONAL ACTIVITIES IN AUSTRALIAN EDUCATION (3.03)
GE333 PE specialists require PE102; non specialists require PE110-1 level PE module. This module seeks to develop basic skills and teaching strategies which could be applied in the developing the following activities in the school situation: (A) Archery; (B) Baton; (C) Bowls; (D) Golf; (E) Chess; (F) Squash.

PE261 TEACHING OF DANCE/GYMNASTICS I (3.03)
This course provides the student with practical experience and teaching expertise in selected specialist areas of dance and gymnastics.

PE262 TEACHING OF DANCE III (3.03)
Theoretical and practical aspects of dance; the development of facilities suitable for the school and the community; social ethnic, jazz, choreography and dance production.

PE263 TEACHING OF GYMNASTICS III (3.03)
This module develops the theoretical basis of gymnastics and examines the scope and relationship of gymnastics to the pupil, the school and the community. Students will also be involved in spotting practical and teaching areas.

PE264 TEACHING OF ATHLETICS (3.03)
This course is concerned with the processes involved in the acquisition of motor skills, learning patterns, processing of human information, reaction time and the relationships of all the arts in the understanding of choreography.

PE265 TEACHING OF AQUATICS (3.03)
This course is concerned with the study of aquatic skills, learn to swim techniques, stroke analysis and fault correction, life saving activities, aquatic games, teaching methods and activities appropriate to the school programme.

PE300 ADMINISTRATIVE PRACTICES IN PHYSICAL EDUCATION, HEALTH AND RECREATION (3.03)
This course is based on the examination of organisational and administrative procedures in physical education and recreation within the school system curriculum. This module is concerned with the organisation and administration of physical education and recreation, and to provide the specialists with the opportunity to contribute to the experience to construct and administer changes of administrative and organisational functions in secondary and tertiary education.
Professional Studies Programme — Primary/Early Childhood

PF100 PRINCIPLES AND PRACTICES OF TEACHING: PRIMARY/EARLY CHILDHOOD
EPD 02
The focus of this module is a teacher-directed approach to teaching related to primary/early childhood. This module is designed to prepare students for teaching in primary/early childhood settings. It covers the following topics:

- Lesson planning and preparation
- Classroom management
- Assessment and evaluation
- Technology in the classroom

PF101 PRINCIPLES AND PRACTICES OF TEACHING: PRIMARY/EARLY CHILDHOOD
EPD 02
This module focuses on the diagnosis of pupil-learning strengths and weaknesses at school level. The module aims to develop competence in teaching multiple groups and level units of work using the skills acquired in the 200 level modules, to teach these units and evaluate the success of this teaching. Students will also gain familiarity with the administration of standardized tests and the interpretation of the results of this administration.

PF1000 PRINCIPLES AND PRACTICES OF TEACHING: PRIMARY/EARLY CHILDHOOD
EPD 02
This module emphasizes teacher-directed and pupil-centred approaches to teaching with related skills. Teaching skills treated include: Explaining, Basic Questioning, Teacher Response and Higher Order Questioning.

Professional Studies Programme — Secondary

PF1000 PRINCIPLES AND PRACTICES OF TEACHING: ART EDUCATION
S0.02
This objective of this module is to provide each student with an opportunity to identify and acquire specific teaching skills and behaviour: Students will be presented with an opportunity to practice these skills in the reality of a school situation.

PF1000 PRINCIPLES AND PRACTICES OF TEACHING: ENGLISH/HISTORY
S0.02
This is an introduction to some basic teaching skills: Questioning, Relational Procedural and the Basic Questioning. The practical application components are micro-teaching and macro-teaching of English and History.

PF1111 PRINCIPLES AND PRACTICES OF TEACHING: HOME SCIENCE/TEXTILES
S0.02
Students are provided with the opportunity to acquire specific skill as pertaining to teaching environment and skills through a programme of micro-teaching in the Home Science Department of a secondary school. The teaching skills introduced are Teacher Response, Reinforcement and Advanced Questioning.

PF1030 PRINCIPLES AND PRACTICES OF TEACHING: INDUSTRIAL ARTS
S0.02
This compulsory subject for Industrial Arts students is designed to provide the student with an opportunity to acquire specific teaching skills and to apply theory acquired in other subjects.

PF1200 PRINCIPLES AND PRACTICES OF TEACHING: MATHEMATICS
S0.02
This module focuses on the effective aspects of the teaching process. Emphasis is given to interpersonal skills such as: Explaining, Listening and Verbal Expression and Awareness.
PS121 PRINCIPLES AND PRACTICES OF TEACHING: MATHEMATICS

This subject aims to develop competence in the teaching of Mathematics. Students are given an opportunity to demonstrate a variety of strategies, lesson types and learning aids. Lessons are recorded for post lesson evaluation.

PS221 PRINCIPLES AND PRACTICES OF TEACHING: MATHEMATICS

This course aims to develop students associated with the teaching of Mathematics. Students are given an opportunity to demonstrate a variety of strategies, lesson types and learning aids. Lessons are recorded for post lesson evaluation.

PS225 PRINCIPLES AND PRACTICES OF TEACHING: MUSIC

This course involves the internship of students for one half day per week in secondary school. Lessons are video-recorded for post lesson evaluation. Students will be presented with an opportunity to practice these skills in the reality of a school situation.

PS320 PRINCIPLES AND PRACTICES OF TEACHING: ART EDUCATION

This module is designed to introduce the basic skills of teaching, including demonstration and practical teaching skills in Art Education. It is also designed to provide intending teachers of Home Economics with understanding of curriculum development and programme design and compilation. The organisation and administration of a department in a secondary school will also be considered.

PS345 PRINCIPLES AND PRACTICES OF TEACHING: ART EDUCATION

This module is designed to introduce the basic skills of teaching, including demonstration and practical teaching skills in Art Education. It is also designed to provide intending teachers of Home Economics with understanding of curriculum development and programme design and compilation. The organisation and administration of a department in a secondary school will also be considered.

PS210 PRINCIPLES AND PRACTICES OF TEACHING: SOCIAL SCIENCES

This module is designed to introduce the basic skills of teaching, including demonstration and practical teaching skills in Social Sciences. It is also designed to provide intending teachers of Home Economics with understanding of curriculum development and programme design and compilation. The organisation and administration of a department in a secondary school will also be considered.

PS211 PRINCIPLES AND PRACTICES OF TEACHING: SOCIAL SCIENCES

This module is designed to introduce the basic skills of teaching, including demonstration and practical teaching skills in Social Sciences. It is also designed to provide intending teachers of Home Economics with understanding of curriculum development and programme design and compilation. The organisation and administration of a department in a secondary school will also be considered.

PS215 PRINCIPLES AND PRACTICES OF TEACHING: INDUSTRIAL ARTS

This module is designed to introduce the basic skills of teaching, including demonstration and practical teaching skills in Industrial Arts. It is also designed to provide intending teachers of Home Economics with understanding of curriculum development and programme design and compilation. The organisation and administration of a department in a secondary school will also be considered.

PS225 PRINCIPLES AND PRACTICES OF TEACHING: MUSIC

This course aims to develop students associated with the teaching of Mathematics. Students are given an opportunity to demonstrate a variety of strategies, lesson types and learning aids. Lessons are recorded for post lesson evaluation.

PS230 PRINCIPLES AND PRACTICES OF TEACHING: ART EDUCATION

This module is designed to introduce the basic skills of teaching, including demonstration and practical teaching skills in Art Education. It is also designed to provide intending teachers of Home Economics with understanding of curriculum development and programme design and compilation. The organisation and administration of a department in a secondary school will also be considered.

PS335 PRINCIPLES AND PRACTICES OF TEACHING: SCIENCE (YERSE 11 AND 12)

This module is designed to introduce the basic skills of teaching, including demonstration and practical teaching skills in Art Education. It is also designed to provide intending teachers of Home Economics with understanding of curriculum development and programme design and compilation. The organisation and administration of a department in a secondary school will also be considered.
Teaching Experience consists of a series of continuous school-based practical teaching 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

SC101 ENVIRONMENTAL PHYSICAL SCIENCE

PT115 TEACHING EXPERIENCE: INDUSTRIAL ARTS
PT120 TEACHING EXPERIENCE: MATHEMATICS
PT125 TEACHING EXPERIENCE: MUSIC
PT130 TEACHING EXPERIENCE: PHYSICAL EDUCATION
PT135 TEACHING EXPERIENCE: SCIENCE
PT140 TEACHING EXPERIENCE: SOCIAL SCIENCES
PT206 TEACHING EXPERIENCE: EARLY CHILDHOOD
PT207 TEACHING EXPERIENCE: PRIMARY
PT208 TEACHING EXPERIENCE: ART EDUCATION
PT209 TEACHING EXPERIENCE: ENGLISH/HISTORY
PT210 TEACHING EXPERIENCE: HOME SCIENCE/TEXTILES
PT215 TEACHING EXPERIENCE: INDUSTRIAL ARTS
PT220 TEACHING EXPERIENCE: MATHEMATICS
PT225 TEACHING EXPERIENCE: MUSIC
PT330 TEACHING EXPERIENCE: PHYSICAL EDUCATION
PT335 TEACHING EXPERIENCE: SCIENCE
PT340 TEACHING EXPERIENCE: SOCIAL SCIENCES
PT345 TEACHING EXPERIENCE: ART EDUCATION
PT350 TEACHING EXPERIENCE: EARLY CHILDHOOD
PT355 TEACHING EXPERIENCE: PRIMARY
PT360 TEACHING EXPERIENCE: ENGLISH/HISTORY
PT365 TEACHING EXPERIENCE: HOME SCIENCE/TEXTILES
PT370 TEACHING EXPERIENCE: INDUSTRIAL ARTS
PT375 TEACHING EXPERIENCE: MATHEMATICS
PT380 TEACHING EXPERIENCE: MUSIC
PT385 TEACHING EXPERIENCE: PHYSICAL EDUCATION
PT390 TEACHING EXPERIENCE: SCIENCE
PT395 TEACHING EXPERIENCE: SOCIAL SCIENCES
PT400 TEACHING EXPERIENCE: ART EDUCATION
PT405 TEACHING EXPERIENCE: EARLY CHILDHOOD
PT410 TEACHING EXPERIENCE: PRIMARY
PT415 TEACHING EXPERIENCE: ENGLISH/HISTORY
PT420 TEACHING EXPERIENCE: HOME SCIENCE/TEXTILES
PT425 TEACHING EXPERIENCE: INDUSTRIAL ARTS
PT430 TEACHING EXPERIENCE: MATHEMATICS
PT435 TEACHING EXPERIENCE: MUSIC
PT440 TEACHING EXPERIENCE: SCIENCE
PT445 TEACHING EXPERIENCE: SOCIAL SCIENCES
PT450 TEACHING EXPERIENCE: ART EDUCATION
PT455 TEACHING EXPERIENCE: HOME SCIENCE/TEXTILES
PT460 TEACHING EXPERIENCE: LIBRARIANSHIP
Science and its relationship to some components of society, e.g., industry, religion, education, welfare. Science in different societies and its historical development, e.g., in ancient and modern society, in different social and cultural settings. Science and non-science worlds, e.g., against science and the doomsday prophesies.

S(4,0)3 SCl12

E(4,0)3 SCl12

Science and its relationship to some components of society, e.g., industry, religion, education, welfare. Science in different societies and its historical development, e.g., in ancient and modern society, in different social and cultural settings. Science and non-science worlds, e.g., against science and the doomsday prophesies.

S(4,0)3 SCl12

E(4,0)3 SCl12

Science and its relationship to some components of society, e.g., industry, religion, education, welfare. Science in different societies and its historical development, e.g., in ancient and modern society, in different social and cultural settings. Science and non-science worlds, e.g., against science and the doomsday prophesies.

S(4,0)3 SCl12

E(4,0)3 SCl12

Science and its relationship to some components of society, e.g., industry, religion, education, welfare. Science in different societies and its historical development, e.g., in ancient and modern society, in different social and cultural settings. Science and non-science worlds, e.g., against science and the doomsday prophesies.
Special Education
Social Sciences Education

SS110 SOCIAL STUDIES METHOD P2-22
This is an introduction to the basic strategies used in the teaching of social studies. It covers the teaching of history, geography, and economics. The module focuses on the development of critical thinking and problem-solving skills.

SS122 TEACHING HISTORY 1 S1303
This module begins the preparation of students as history teachers. It discusses the use of historical sources and their analysis in teaching. It also covers the different methods of teaching history, including tests and other evaluation methods.

SS130 INQUIRY SOCIAL STUDIES P1-19
Emphasis is on the principles underlying investigation-oriented strategies: the skills needed to apply investigation methods in Social Studies; the role of young children (P-12) as active investigators of questions, problems and conflict situations; basic inquiry strategies such as individual research, role-play, simulation activities and specific investigations are examined.

SS140 ASIAN AND SOUTH-WEST PACIFIC DEVELOPMENT STUDIES: EAST ASIA G0-330
This Asian regional depth study shows responses in Asia to changing living standards of the people. Japan and China are examined in detail. The role of agriculture and technology in the ongoing rural development in rural and urban areas since 1800. The impact of Japanese and Chinese economic support on education and the development of human settlements is also examined.

SS150 ECONOMICS AND SOCIETY G0-330
This module is intended for students who are interested in the economic way of thinking. By examining problems outside the traditional subject matter of economics, this module provides an introduction to the economic way of thinking. It includes an introductory discussion of the economic principles of marriage, consumption, poverty, drug use, the energy crisis, decision-making in government, inflation and unemployment.

SS151 CONSUMERISM AND SOCIETY G0-330
This introduction to consumer studies considers the consumer as the beholder of the social behaviors of the individual, family and society. It covers the relevance of consumer behavior to the social sciences and their relationships with other areas of consumer behavior. It includes an analysis of consumer behavior, its economics and sociological aspects. The module focuses on the presentation of consumer psychology. These topics have been the study of the social sciences for many years.

SS160 PHYSICAL GEOGRAPHY G0-303
The module is a survey of physical geography. It includes the physical geography of Australia, the United States and the United Kingdom. It also covers the physical geography of Australia and the United Kingdom. The module is designed for students who are interested in the physical geography of Australia and the United Kingdom.

SS171 THE CLASSICAL BASES OF EUROPEAN CIVILIZATION G0-303
This module is a study of the three bases of the civilisation: the Hebrews, the Greeks and the Romans. In particular, this aspect will be examined: religious beliefs in relation to the civilisation, the development of mentalities and political institutions; the impact of philosophy, imperialism, the advent of Christianity.

SS176 LOCAL HISTORY OF NEWCASTLE G0-330
Sources of Newcastle's history are examined, including the railway, the railways and the maritime. The lower reaches of the Hunter River, the maritime and historical museums, Fort Scratchley, the Macquarie Lighthouse, historic buildings, bush and street names, and the school, art galleries, court houses, libraries, churches, recreation areas, Lake Macquarie, Aboriginal sites, public institutions and businesses.

SS180 UNDERSTANDING SOCIETY A: COMPARATIVE FAMILY STUDIES G0-330
The concept of family is examined in various societies (e.g., the family structure of various multicultural and industrial societies) in relation to marriage, divorce and the roles of individual members. There is an emphasis on the importance of the family structure and function of the family. The module includes the study of alternative social groupings designed to model or replace the family.

SS182 SOCIOLOGY G0-303
This is a broad introduction to the subject of sociology through a study of a contemporary Australian society. It includes a practical strand in the methods of sociological inquiry. The module is available in 1981 to candidates undertaking the Advanced Diploma in Social Welfare.

SS183 MULTICULTURAL STUDIES G0-330
This is a study of the multicultural nature of Australian society and its consequences. It includes analysis of ethnic sub-cultures which have been established and the problems encountered by individuals from such groups. The module is available in 1981 to candidates undertaking the Advanced Diploma in Social Welfare.

SS211 RADIOGRAPHIC ANATOMY C
This module will cover the field of diagnostic radiology, including X-rays, ultrasonography, endoscopy, magnetic resonance imaging and other imaging technologies. The module will focus on the physical principles underlying these imaging techniques, and will cover the interpretation of diagnostic images. It will also cover the role of radiological technology in medical practice.

SS214 TECHNIQUES AND SURFACE ANATOMY D
The technique and surface anatomy of the head and neck are covered in this module. It includes an introduction to the anatomy of the head and neck, and will cover the relevant clinical applications. The module will also cover the imaging of the head and neck.

SS215 TECHNIQUES AND SURFACE ANATOMY E
This module will cover the fields of diagnostic radiology, including X-rays, ultrasonography, endoscopy, magnetic resonance imaging and other imaging technologies. It will cover the physical principles underlying these imaging techniques, and will cover the interpretation of diagnostic images. It will also cover the role of radiological technology in medical practice.

SS216 TECHNIQUES AND SURFACE ANATOMY F
This module will cover a wide range of imaging techniques, including X-rays, ultrasonography, endoscopy, magnetic resonance imaging, and other imaging technologies. It will cover the physical principles underlying these imaging techniques, and will cover the interpretation of diagnostic images. It will also cover the role of radiological technology in medical practice.

SS221 TEACHING HISTORY II S1303
This module is intended to introduce the advanced student to the practice of teaching history. It includes an introduction to the skills and techniques of teaching history, as well as a review of the methods of teaching history. The module is designed for students who are interested in the practice of teaching history.
1945.

Economics
Discrimination

Students.

Applied

Community Studies

Applications

Syllabus.

Interdisciplinary Approach.

emphasises

privileged

Societies.

Concentration is upon basic teaching procedures. The use of modern audio-visual aids.

emphasis on conflict between Asian national sovereignties, trends in Social Sciences Education and inter-cultural-based curriculum. Programming, teaching units, resources and assessment procedures for these subjects are studied. Methodology focuses on inquiry procedures.

The emphasis here is on trends in teaching, Geography and its place in the Social Sciences. Methodology reviews traditional methods of teaching Geography Education and with understanding how course subjects relate to practical experience.

Social Welfare

The goal of this module is to provide students with knowledge and understanding about various social welfare issues and the need for welfare support at such times is considered. Critical issues are dealt with in respect to specific topics such as child abuse, family violence, aging and unemployment, and marital separation.

VOCATIONAL FORUM I

See SW105 for module description.

FIELD PRACTICE I

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.

SW102 THE LAW AND WELFARE

A selective presentation of existing law is provided enabling students to be informed of the law and how it has developed. The role of the legal profession, court officials and enforcement agencies is explained. Legal processes are outlined.

SW07 SPECIALTY STUDIES

The purpose of this module is to provide students with the opportunity to extend their knowledge and skills in the social welfare study area in which they have a special interest. Topics will be submitted for approval to staff advisers.
SW208 COMMUNITY SUPPORT SERVICES II
This module will provide students with a comprehensive coverage of social services available to the community. These will include services for the aged, the handicapped and ethnic peoples.

SW209 VOCATIONAL FORUM III
See SW105 for module description.

SW210 FIELD PRACTICE III
See SW205 for module description.

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

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

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.

External Studies

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| Other Awards | 146 |
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 A189; 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 and 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 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 A187, extension 230 or 224.

STUDENT EMPLOYMENT SERVICE

In order to assist students to obtain employment on a part-time basis the College’s Amenities Office provides an employment service to all full time or part-time students. Students in need of part time employment should contact the Amenities Officer, room A187, extension 230 or 224.

CAREERS ADVICE

Careers information is available from the Amenities Officer in teaching, the Public service, the industrial and the private sectors. Personal advice is also available with regard to applications, suitability, approach, job demands, etc.

COLLEGE LOAN FUND

The College has limited funds available to provide financial assistance for needy students. These funds are used to provide assistance to students in the form of loans. The scheme supplements the Students’ Association’s short term loan arrangements and the type of credit extended by the College Bankers whereby final year students may obtain 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) Loans will be allocated normally as loans.
(b) The maximum loan to or grant to a student will normally not exceed $500.
(c) Loans will be interest free for a period of up to twelve (12) months from the end of the year in which the student completes or ceases his course.
(d) After this time interest at 5½% 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 loans will be required to be completed by students prior to any loans being made.

Forms are available from the Amenities Office, room A187, 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 dangers 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 Woodle
Secretary: Meg leafart

Services provided by the Students’ Association are:-

Discount Shop:
Covers stationary items, 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.

Equipment Hire:
Students may hire a variety of equipment on payment of hire charges and deposit, the latter refundable on return of equipment in good condition.

Kiosk:
Open Monday to Thursday inclusive 4.30 p.m. to 7.30 p.m. for light snacks and hot and cold drinks.

Nursing Services:
The Students’ Association with assistance from the College provides a trained nurse for students. 6 First Aid cabinets are maintained and provided for all students outside faculty.

Students Insurance:
All students are covered twenty four hours a day in the case of accidents. Should a student have an accident he or she should contact the S.R.C. Office and report the matter.

Student Members on Boards:
Students have representatives on all College Boards and these people can be contacted through the S.R.C. Office.

Loans:
Students in financial difficulties may call at the S.R.C. Office and apply for a student loan.
AUSTRALIAN ARMY RESERVE UNIT

Students from Newcastle College of Advanced Education are eligible to enlist in the University of Newcastle Company, the Australian Army Reserve Unit affiliated with Newcastle University. Enlistment in the Company is voluntary and is 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 enrolment and students will be advised accordingly. A Commonwealth Savings Bank agency is operated at the College.

BUS ROUTES

There are four different buses that students may catch to the College.

Bus Route 100 - Newcastle, Mayfield, Warratah West (Rankin Drive), Newcastle University - Jesmond. Irregular service.

Bus Route 228 - Newcastle, Rankin Drive, Newcastle University - Jesmond. (via Maitland Road direct) 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.

Bus Route 233 - Newcastle, Rankin Drive, Newcastle University - Jesmond. All buses depart from Newcastle Hospital or Pacific Street. Bus timetables are available from the Bus Depot in Dennison Street.

Travel information is also available from the branch. Travel information is also available from the branch.

Bus timetables are available from the Bus Depot in Dennison Street.

The Cashier’s office is open Monday to Friday from 9.00 a.m. to 1.30 p.m. and 2.30 p.m. to 4.00 p.m. (Monday to Thursday) 12.30 p.m. to 4.00 p.m. (Friday) 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 other College facilities.

The following scale has been determined based on experience of the College since 1974 and in the light of similar charges levied elsewhere. Charges not exceeding those specified above, if possible.

(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 $200.00 per Conference plus direct additional caretaking, 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 caretaking, 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...
Graduate Diploma in Educational Studies in Special Education

BENSON, Marianne Frances  
BLAND, Danielle  
CRIBB, Margaret Gallagher  
DEMPEY, Ian James  
GILBERT, Karen Lynette  
KEARNS, Darrell Paul  
LAMING, Sally Jane  
McLENNAN, Neranly Ruth  
MARTENS, Rosella  
MAY, Kerry  
NAISBY, Hugh B.A., Dip.Ed. (NQE)  
OWEN, Valda Maxine  
PHELPS, Cary Anne  
POLLARD, Philip Russell  
SIMS, Gaynor Wendy  
THRELLF, Margaret Helena B.A. (Syd)  
URANE, Christine Patricia B.A., Dip.Ed. (NQE)  
WINCHCOMB, Elaine Ruth  

Bachelor of Education (Home Science/Textiles)

CLIFFORD, Joanne Louise  
GILL, Deborah Anne  
HAWKINS, Janelle Christine  
MELICHAR, Edith Louise  
MURPHY, Lynette Margaret  
O'CONNOR, Claire  
TURNER, Maryanne  
WATSON, Barbara Jean

Bachelor of Education (Industrial Arts)

APPLEBY, Jeffrey Lennard  
BROWN, Lindsay Robert  
BURGESS, John Allen  
DONAGHUE, Robert Arthur  
EGGINS, Gary  
ENKS, Graham  
GOLDSWORTHY, Stephen John  
HAYES, Richard Bennis  
HUNTER, Wayne John  
JACOBSSEN, Peter Robert  
NASH, Laurie Grant  
PARKER, Gregory Scott  
PARRBALL, Stuart Douglas  
PERRET, Roger Ernest  
POST, Cornelis  
ROVERE, Peter John  
SMITH, Bruce Douglas  
TAITO, Sydney Sapunela  
WEIL, Keith James  
WOOD, David Walter Bennett

Diploma in Special Education

APPLEBY, Margaret Anne  
BRADY, Janet Lindsay  
DAVIES, Marion Dawn  
DONALDSON, Marlene Thora  
HALL, Helen Joan  
HATHERALL, Kathleen Joy  
MELDRUM, Beverley Fayre  
MILLS, Bryony Elizabeth  
NELSON, Mary Margaret  
PARKER, Brenda Elaine  
SAMS, Ann Margaret  
STEELIE, Judith Dawn

Diploma in Teacher Librarianship

BUTTENSWORTH, Margaret Lynne  
COGAN, Naomi Walker  
GUNNING, Gail Patricia  
HALL, Anne  
McINTYRE, Helen Lucy  
PRINCE, Lynette Irene  
STEINBERGER, Ina  
VEIMAN, Linda

Diploma in Art Education

ALLEN, Barbara Leigh  
BLACK, Dianne Elaine  
BUTCHER, Nanette Jean  
CAMERON, Janine Isabel  
CAMPBELL, Trudy Anne  
CHAPMAN, Suzanne Ruth  
COOPER, Steven Alexander  
CSUKA, Irene  
DEEP, Rowena Daphne  
DOWLING, Susan Gay  
DUNLEAVE, Michael Kevin  
GOVER, Jane Marie  
HARG, Julie  
JOHNSON, Barbara Joy  
KING, Amanda  
MCCRUM, Vicki Lesley  
MCGUINN, Gavin Paul  
MCGUINN, Dianne Marie  
MURRAY, John Ripley  
OLDFIELD, Sandra Georgette  
OXENFORD, Linda  
PAPULIS, Peter  
RAYMENT, Gregory Stewart  
ROBARDS, Kathleen Joy  
RUTHERFORD, Michelle Annette  
SABEIN, Brett Spaul

Diploma in Art

SANDERSON, Mary Jane  
SCHATZ, Helen  
SMIDDE, George Leslie  
SMITH, Robin Lynette  
STEWARD, Lynette Joy  
THOMAS, Marion Iris  
THORNTON, Linda  
TICKRPAE, Ralph  
WILSON, Louise Jane  
WRIGHT, Kathryn Lyn  
YORKE, Marilyn Joy

In association with the New South Wales State Conservatorium of Music.

ARMSTRONG, Jocelyn Gwendolyn  
CAMPBELL, Janis Lorraine  
CONSIDINE, Dawn Benedict  
CRAMPTON, Jennifer Marie  
FELTON, Stephen Michael  
CARRAHONICHT, Yeko  
HESLOP, Paul Thomas  
HUTTON, Elizabeth Ruth  
JOHNSON, Anne Elizabeth  
KELLY, Brett Thomas  
MANOOLI, Chrisanthi  
MARSHALL, Pamela Ann  
MEREDITH, Christine Ann  
NILAJEW, Kay Elisa  
PAVEY, Louise  
SCOTT, Paul Eric  
WELCH, Martha Ann  
WILCOX, Terry Michael  
WILL, James  
WOLTSCHENKO, Anna Catherine  
WOLTSCHENKO, Michael Klaus  
WOODBURY, Mark Stephen

Diploma in Teaching (Primary Education)

ACKERMANN, Krysia Theresa  
ALDERSON, Megan Elizabeth  
ALLEN, Boyd Leslie  
AVERY, Krysia Louise  
BAMBACH, Julie Elizabeth  
BARBERO, Siannan Janet  
BARNES, Colleen Julie  
BASISTA, Maryanne Vicky  
BATHGATE, Valerie Jean  
BAULIS, Jillian Kay  
BELLAMY, Peter Charles  
BENNETT, Carolyn Gay  
BENNETT, June Leonard  
BENSON, Evelyn Jane  
BERGIGAN, Amanda Jane  
BEVERIDGE, Endy May  
BIRD, Helen Marie  
BLACKHAM, Teresa Mary  
BLANCH, Annette Joyce  
BLANCH, Marjorie Jane  
BOOTH, Shae  
BRAZIER, Mary Anne  
BRECHT, William David  
BREMELL, Louise Francis  
BRIEN, Kerrie Anne  
BROWN, Christine Maria

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Mr. Walter Eli Wilcox, M.I.I.A.

Presented for the award of honorary degree of Bachelor of Education (Industrial Arts) by Dr. A. O. Taylor.

Mr. President of Council,

I present to you Walter Eli Wilcox, formerly principal lecturer and head of the Industrial Arts and Crafts department of Newcastle College of Advanced Education. Mr. Wilcox, as a foundation member of academic staff in the former Newcastle Teachers College, established the art/craft department and subsequently gained wide recognition as a distinguished educational administrator and leader in the field of industrial arts and crafts teacher education. He served from 1934 to 1946 as a teacher with the N.S.W. Department of Education. Between 1946 until his appointment in 1949 to Newcastle Teachers College, he pioneered the development of Art and Craft at Balmain Teachers College and Wagga Wagga Teachers College, whilst serving as Lecturer in Charge.

As a disciple of Dewey, Pestalozzi and Froebel he based his educational philosophy on the belief that "learning by doing" is the most effective method of teaching. Inevitably his academic interest led him to campaign for the introduction and development of teacher education courses based on his philosophy. In 1955 his negotiations with the Department of Education and the Department of Technical Education established the introduction of Secondary Industrial Arts Teacher Education to the College. This was followed by the introduction of a special articulated artisanship teacher education programme for qualified journeymen and technicians.

He was a pioneer in the establishment of three year training for N.S.W. secondary teachers and the first three year trained Industrial Arts students completed their studies at the end of 1969. Mr. Wilcox then devoted his attention to the introduction at the College of New South Wales' first degree programme in Industrial Arts Education. The first graduates of this programme were awarded the degree of Bachelor of Education (Industrial Arts) at the 1979 Graduation Ceremony.

Mr. Wilcox was a member of the Institute of Industrial Arts of Australia and contributed a number of articles to its journal. He made a significant contribution to knowledge in the fields of measuring point perspective and hand-eye co-ordination. In addition, he contributed articles to the Department of Education's Manual Arts Bulletin, and published two College text books.

Within the broader functions of the College, Mr. Wilcox served for many years as a member of the College Academic Board and participated in the work of numerous committees. He was supportive and contributive to the development of College courses, particularly in Home Science/Textiles, Art and Primary/Infant Education. He played a significant role in the planning of the present campus at Warriah West and was in charge of the Stage 1 complex as the College's second campus from 1970 to 1977.

Mr. Wilcox's contribution to the administration of the College, and his pioneering and innovative work in developing academic programmes in the field of Industrial Arts, led me therefore, with deep sincerity, to present to you Walter Eli Wilcox to be the recipient of the honorary degree of Bachelor of Education (Industrial Arts).