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 fess throughout Argent over all a Torch erect Or enflamed proper.

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

Contents of Calendar
(at November 30, 1981 unless otherwise stated)

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Newcastle College of Advanced Education is being developed as a multi-disciplinary tertiary institution to cater for the demands for higher education in the Newcastle and Hunter Region. The College will also be a corporate college of advanced education by the Minister for Education on October 1, 1974, and is governed by a Council established under the Colleges of Advanced Education Act (1975) of New South Wales. The College achieved full corporate status upon the gazettal of its By-law on January 30, 1977. In 1980, the new building was completed on the site of the College's previous premises, which was occupied by the Industrial Arts and Art Education departments of the College from the beginning of 1971 and was fully equipped with facilities of the arts and crafts.
### JANUARY

- **1 Fri**  Public Holiday - New Year’s Day
- **2 Sat**
- **3 Sun**
- **4 Mon**
- **5 Tues**
- **6 Wed**
- **7 Thur**
- **8 Fri**  Last day for lodgement of request for review of 1981 Annual and Second Semester Examination results. Last day for lodgement of enrolment forms.
- **9 Sat**
- **10 Sun**
- **11 Mon**  Special Examinations begin.
- **12 Tues**
- **13 Wed**
- **14 Thur**
- **15 Fri**
- **16 Sat**
- **17 Sun**
- **18 Mon**
- **19 Tues**
- **20 Wed**
- **21 Thur**
- **22 Fri**
- **23 Sat**
- **24 Sun**

### FEBRUARY

- **1 Mon**  Public Holiday - Australia Day
- **2 Tues**
- **3 Wed**
- **4 Thu**
- **5 Fri**
- **6 Sat**
- **7 Sun**
- **8 Mon**
- **9 Tue**
- **10 Wed**
- **11 Thu**  Last day for lodgement for request for review of 1981 Special Examination results.
- **12 Fri**
- **13 Sat**
- **14 Sun**
- **15 Mon**
- **16 Tues**
- **17 Wed**
- **18 Thu**
- **19 Fri**
- **20 Sat**
- **21 Sun**
- **22 Mon**
- **23 Tues**
- **24 Wed**
- **25 Thu**
- **26 Fri**
- **27 Sat**
- **28 Sun**
- **29 Mon**
- **30 Tues**
- **31 Wed**

### MARCH

- **1 Mon**  First Semester begins.
- **2 Tues**
- **3 Wed**
- **4 Thu**
- **5 Fri**
- **6 Sat**
- **7 Sun**
- **8 Mon**  Last day for payment of fees.
- **9 Tues**

### APRIL

- **10 Wed**
- **11 Thurs**
- **12 Fri**
- **13 Sat**
- **14 Sun**
- **15 Mon**
- **16 Tues**
- **17 Wed**
- **18 Thu**
- **19 Fri**
- **20 Sat**
- **21 Sun**

### MAY

- **22 Mon**
- **23 Tues**
- **24 Wed**
- **25 Thu**
- **26 Fri**
- **27 Sat**
- **28 Sun**
- **29 Mon**
- **30 Tues**
- **31 Wed**

### JUNE

- **1 Sun**

**NOTES:**
- **6**  Newcastle Show Day (to be confirmed)
- **18**  Last day of Easter Recess
- **25**  Last day for withdrawal without failure from a Semester one module/course.
27 Thur
28 Fri
29 Sat
30 Sun

31 Mon

JUNE
1 Tues
2 Wed
3 Thurs
4 Fri
5 Sat
6 Sun

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

14 Mon Public Holiday - Queen's Birthday (to be confirmed).
15 Tues First Semester Examinations begin.
16 Wed
17 Thur
18 Fri
19 Sat
20 Sun

21 Mon Orientation Week commences.
22 Tues Semester I Special Examinations begins.
23 Wed
24 Thur
25 Fri
26 Sat Special Examinations end.
27 Sun

28 Mon Practicum commences.
29 Tues
30 Wed

JULY
1 Thur
2 Fri
3 Sat

4 Sun
5 Mon
6 Tues
7 Wed
8 Thur
9 Fri
10 Sat
11 Sun

12 Mon
13 Tues
14 Wed
15 Thur
16 Fri Last day for withdrawal without failure from a full-time course or full-year subject.
17 Sat
18 Sun

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

26 Mon Orientation Week commences.
27 Tues Semester I Special Examinations begins.
28 Wed
29 Thur
30 Fri Special Examinations end.
31 Sat

AUGUST
1 Sun

2 Mon Second Semester begins.
3 Tues
4 Wed
5 Thur
6 Fri
7 Sat
8 Sun

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

16 Mon
17 Tues
18 Wed
19 Thur
20 Fri
21 Sat
22 Sun

23 Mon Second Semester Break begins.
24 Tues
25 Wed
26 Thur
27 Fri Last day for lodging request of Semester I examinations result.
28 Sat
29 Sun

30 Mon
31 Tues

SEPTEMBER
1 Wed
2 Thur
3 Fri
4 Sat
5 Sun

6 Mon
7 Tues
8 Wed
9 Thur
10 Fri Second Semester Break ends.
11 Sat
12 Sun

13 Mon
14 Tues
15 Wed
16 Thur
17 Fri

18 Sat
19 Sun

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

27 Mon
28 Tues
29 Wed
30 Thur

OCTOBER
1 Fri
2 Sat
3 Sun

4 Mon Public Holiday - Eight Hour Day
5 Tues
6 Wed Last day for withdrawal without failure from a Semester two module/course
7 Thur
8 Fri
9 Sat
10 Sun

11 Mon
12 Tues
13 Wed
14 Thurs
15 Fri
16 Sat
17 Sun

18 Mon
19 Tues
20 Wed
21 Thurs
22 Fri
23 Sat
24 Sun
25 Mon
Principal Dates 1983

JANUARY
7 Fri Last day for lodgement of request for review of 1982 Annual and Second Semester Examination results.
10 Mon Special Examinations begin.
13 Fri Special Examinations end.

FEBRUARY
11 Fri Last day for lodgement of request for review of 1982 Special Examination results.
28 Mon First Semester begins.

Second Semester Examinations end.
Second Semester ends.

Christmas Day
Public Holiday - Boxing Day (to be confirmed).
Officers of the College

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

Assistant Principals:
Douglas Rex HUXLEY, BA, LittB(New England), MA, PhD (Newcastle)

Heads of School, Education:
John James GRADY, BA (New South Wales)

Head, Division of Primary and Special Education:
Harold Bruce LINDSAY, BA, Ed(Sydney), PhD(New England), MACE

Head, Division of Secondary and Further Education:
Vacant

Head of School, Visual and Performing Art:
Graham John GILCHRIST, ATD, DipCSAD(Sculpture), BA (London)

Head of School, Paramedical and Community Welfare Studies:
Raymond Lewis HODGINS, BSc (New South Wales), ASTC, BEdStuds(Newcastle), MACE

Registrar:
John David TODD, BCom (Newcastle)

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

External Studies and Community Programmes

Administrative Staff

Library Staff

Counsellor

Education Research Officer

Honorary Fellows of the College

Honorary Associates of the College

Honorary Degrees of the College

Margaret Estelle BOWMAN, BA, DipEd
Barbara CALLCOTT, BEng, MIEAust
William Peter CLEAVES
Elwin George CURROW, MB, BS, FRCS, FRACMA
Zeny GILES, BA, DipEd(Sydney), MA (Newcastle), Grad DipEd
Sydney John Clyde HEATH, BA, DipEd
Helen Margaret HENRY, BA (Sydney), MA (Loughborough) DipEd

The Council

President:
Robert Michael ANSEII

Vice President:
Margaret Estelle BOWMAN, BA, DipEd

Members Appointed by the Minister for Education:
Robert Michael ANSEII
Alen Francis BEARD, BSc, DipEd
Margorie BIGGINS, BA, DipEdSc(Southampton)

John Burville BIGGS, BA (Tas), PhD (London), MAPsS, MBPsS

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Council Committees

Academic Board

Chairman:
Dr E. Richardson (Principal)

Deputy Chairman:
Dr D.R. Hudsey (Assistant Principal)

Members Ex Officio
Acting Head - School of Visual and Performing Arts
Mr G.J. Grady

Acting Head - School of Education
Mr J.J. Grady

Acting Head - School of Paramedical and Community Welfare Studies
Mr R.L. Hodgins

Heads of Division (School of Education)

Dr H.B. Lindsay
Vacant

Heads of Department

Mr J.W. Cramp (Acting)

Mrs E.A. Smith (Acting)

Dr A.O. Taylor

Mr R. Morland (Acting)

College Librarian

Mrs J. Blatchford

Heads of Service Centres

Dr K. Davie

Dr R. Newling

College University

Miss J. Blatchford

Properties and Grounds Committee:

Miss B. Calcott (Chairwoman)

Mrs M. Biggins

Mr A.P. Reid

Mr E.G. Corrow

Mr S.J.C. Heath

Mr G.S. Parkinson

Mrs D.L. Rae

Mr J.L. White

Personnel and Management Committee:

Miss E.M. O’Connell (Chairwoman)

Mrs M. Biggins

Mrs M.E. Bowman

Mr J. Grady

Ms E.M. O’Connell

Mr G.J. Parkinson

Mr J.C. Price

Finance Committee:

Professor C.C. Renwick (Chairman)

Mr A.F. Beard

Mr R.L. Hodgins

Mr W.P. Cleaves

Mr J.L. White

Research Committee:

Dr J.R. Nyman

Dr D.R. Huxley

Ms H.M. Henry

Mr N. Pryde

Mr J.J. Grady

Standing Committees of Academic Board

Executive Committee:

The Principal

Mr J.L. White

Mr R.L. Hodgins

Mr W.P. Cleaves

Mr J.E. Price (Chairman)

With respect to this Committee the Board noted that there were changing circumstances and, it was RESOLVED that the members of the Executive Committee be asked to resign from the first meeting of Academic Board in 1982 to allow reconsideration of the situation in view of changing circumstances.

Admissions Committee

Dr H.B. Lindsay (Chairman)

Mr R.L. Hodgins (Dr. D.R. Parsons alternative member)

Mr J.J. Grady

Ms H.M. Henry

Mr R. Morland

Mr A.W. Curry

Mr J.J. Grady

Mrs H.M. Lindsay (Chairman)

Mr J.M. Graham

Mr K. Scott

Mr J.R. Nyman

Mr S.J. C. Heath

Mr G. S. Parkinson

Mrs D. L. Rae

Mr J. L. White

Honorary Degrees and Awards Committee:

Dr D.R. Hudsey

Dr J.M. Graham

Dr P.D. O’Connor

Mr J.R. Nyman

Mr L. Burwell

Timetable Advisory Committee:

Timetable Officer (Chairman)

Mr R.L. Hodgins

Mr K. Scott

Mr D.E. Cookney

Mr. P. Singleton

Mr J.R. Nyman

Mr S.J. C. Heath

Mr G. S. Parkinson

Mrs D. L. Rae

Mr J. L. White

Open Day Committee:

Mr J. Morley

Mr J. L. White

Mr D.J. Brown

Mr J. Williams

Mr W. Galvan

Mr W. Newling

Mrs J. Lang

Student Advisory Officer by invitation.

College Academic Dress Committee:

Mr L.J. Pennington

Mr J.R. Nyman

Miss J. Fook

Mrs R. Gibbon

College Intake Committee:

Mr T.J. Sheedy (Chairman)

Mr W. Corry

Mr R. L. Hodgins

Mr P. Singleton

Mr R. Rodop

Dr R. Morland

In answer to a question the Board AGREED that the College Intake Committee would be involved in the enrolment of all students.
DEPARTMENT OF ART EDUCATION

Head of Department and Principal Lecturer: J.W. Cremp, BA, DipEd (New England), Grad Dip InDesign (New South Wales)

Senior Lecturer: D.L. York, IDAC, HND (Wallsall College of Art), ARCA (RCA London), BEd, BID

DEPARTMENT OF ART EDUCATION

Head of Department and Principal Lecturer: J.W. Cremp, BA, DipEd (New England), Grad Dip InDesign (New South Wales)

Senior Lecturer: D.L. York, IDAC, HND (Wallsall College of Art), ARCA (RCA London), BEd, BID

LECTURERS:

J.H. Bennett, DipArt (Ed), BEd Studies (Newcastle)
J. Binetti, BA (Roma), ATC (London)
G.I. Sangster, BA, DipEd (Sydney)
K.G. Williamson, Dip.R.I.

DEPARTMENT OF home TEXTILES

Acting Head of Department and Principal Lecturer: Faith-H.E. Trent, Dip Teach (Sydney Teach Coll), BSc(Sydney) MA (Simon Fraser)

LECTURERS:

E.D. Abell, BA (New England)
E. Kay Everettingham, BA (Newcastle), DipEd (Sydney)
Rae Gibson, DipTeach, DipEd
Pauline J. Clark, DipTeach
J. Wilson, BEd, DipDom (Vic), DipTeach
Mia L. Manning, Dip Teach, DipArtEd
N.G. Piper, DipTeach
Ricarda M. Whitaker, BSc (New South Wales), ATI

DEPARTMENT OF industrial ARTS

Head of Department and Principal Lecturer: A.D. Taylor, BA, ASTC (Man Arts), M Eng (Newcastle, PhD (Newcastle), FIA

Senior Lecturers:

W.L. Cook, BA (New England), MSc (New South Wales), PhD (Newcastle), ASTC, MIA
D.E. Conny, ASTC (Man Arts), DipEd (Ed), MIA
G.T. Nicholson, BA (Newcastle), ASTC (Man Arts), M Ed (Albany), MACE, MACE

LECTURERS:

B.W. Atkinson, ASTC (Man Arts), MBA
C.H.L. Ferguson, ASTC (Man Arts), MIA
J.P. Koos, DipArt (Ed)
G.C. Johnson, BA, Dip Ed, MEd (Newcastle)
W. Marsh, ASTC (Man Arts), MIA
T.R. Owen, DipEd (Ed)
A.J. Pateman, ASTC (Man Arts), MIA
H. Pickard, ASTC (Man Arts), MIA
E.D. Pyke, ASTC (Man Arts), MIA
L.N. Sten, ASTC (Man Arts), MIA
G.P. Symes, ASTC (Man Arts), MIA
W.H. Whitaker, DipArt (Syd Institute of Technology), MIA

DEPARTMENT OF home TEXTILES

Acting Head of Department and Principal Lecturer: J.W. Whittaker, DipArt (Ed)

LECTURERS:

R.L. Foy, BA (New England), MSc (New South Wales), PhD (Newcastle), ASTC, MIA
G.I. Sangster, BA, DipEd (Sydney)
G. Williams, BA (New England), MACE, MACE

DEPARTMENT OF ART EDUCATION

Head of Acting and Senior Lecturer: P.W. Singleton, NDD (Potts Coll)

Senior Lecturers:

Adriana D‘Ageni, ASTC, DipPaint, MFA (London)
G.J. Ringual, DipArt

LECTURERS:

Patricia A. Adams, ASTC, DipPaint
D.J. Brandt, BA (Manschess, PhD (Leeds)
Katherine D. Burton, ASTC, DipPaint
F.M. Cotter, ASTC, DipPaint
D.M. Haskin, ASTC, DipArtEd, BEd, MA (California), PhD (Alberta)
Susan Hunt, BA (Sydney)
D.J. Jones, ASTC, DipDiplay, MA (Studio Art (New York)
K.R. Lawton, DipDesign, DipArt Ceramics, TTC
J. McGarrah, Teaching Certificates, DipArt
J. Monteros, ASTC, DipPaint
Ron Morrison, DipArt, MA (Birmingham Polytechnic AIP, AIA
B. Parkaby, DipArt Design (Bendigo), Grad Dip Printing
R.J. Russell, DipAOD (Woolloomooloo Coll), BA (Bournemouth Coll), MFA, Fellow SODA
Christine A. Sanders, ASTC, DipPaint
B.W. Shepard, DipArt
Pamela Simont, A.R.I.P. (Ceramic Coll Art, Brisbane), Grad DipTeach (Kelvin Grove), BA (Ceramics) (Bendigo)
R. Ward, BA (Sydney U), MFA (Reading)
W. Williams, BSc Art (Sydney), BA (Conm NSW)

DEPARTMENT OF ART EDUCATION

Head of Acting and Senior Lecturer: J.W. Cremp, BA, DipEd (New England), Grad Dip InDesign (New South Wales)

Senior Lecturer: D.L. York, IDAC, HND (Wallsall College of Art), ARCA (RCA London), BEd, BID
DIRECTOR OF EXTERNAL STUDIES
AND COMMUNITY PROGRAMMES

W. Newling, BA, M Ed, DipEd (Sydney), MACE

UNATTACHED

Lecturer in Administration:
K.D. Taylor, Dip TCP (Sydney), BSocW (New South Wales), MSocW (Acton)

Library Staff

College Librarian:
Joan Webster, BA, Dip Ed, ALAA

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

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

Administrative Office (Staffing Services):
Vacant

Public Relations Officer:
K.C. Powell

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

Computer Programmer:
Ms K. Foo, BSc (Johannesburg)

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

Administrative Assistants:
Secretariat:
Carolyn J. Fardon, BA, DipEd (Sydney)
Helen Burgman, BA, DipEd (New South Wales), ALAA

Examinations:
Violah M. Roberts

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

College Accountant:
G.A. Scales, AASA

Staffing Services:
Helen R. Flint

Finance Officer:
G. Parkinson

H. Margary Clark, MSc (Newcastle)

1976: Griffith Hammond Duncan, OBE, MA (Sydney), BEd (Melbourne), FACE
1981: Leslie Gibbs, AM, BEM, FAIM

Honorary Associates of the College

1976: Edward Albury Cross, BSc (Sydney)
1978: Gordon Charles Elliott, BA, DipEd (Sydney), MA (New South Wales), ABPS, MAPsS, MACE

Honorary Degrees of the College

Bachelor of Education (Industrial Arts):
1980: Walter Eli Wilcox, MIA

Bachelor of Education (Home Science/Textiles):
1981: Mabel Frances Grady, BA (New South Wales)

Counsellor

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

1981: Mabel Frances Grady, BA (New South Wales)
Academic Structure

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

**Academic Administration** - The College Council, the Principal/Assistant Principal, and the Academic Board.

**Schools** - with School Boards under the chairmanship of a Head of School. Each School Board is responsible for the administration of courses and the 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 is administered by a School Board comprised of:
   (i) the Head of School (Chairman);
   (ii) Heads of Division within the School (ex-officio) (if applicable);
   (iii) Course Directors (ex-officio);
   (iv) one elected representative from each appropriate academic department;
   (v) one representative from each appropriate service centre;
   (vi) student members in accordance with rules governing student membership on School Boards;

(ii) Each School Board has 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 are 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) The Course Director is responsible to the Head of School through the Head of Division (where appropriate) for the implementation of School Board policies relative to the development and management of a specific course or a cluster of courses.

(v) Boards of Studies are established by the School Board to administer a particular course or cluster of courses.

**Function of Course Committees**

Where a Board of Studies administers a cluster of courses, Course Committees are 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:

(i) the Course Director (Chairman);
(ii) the Head of School and Head of Division (ex-officio);
(iii) Programme Co-ordinators (ex-officio);
(iv) members of relevant specialist academic staff elected to the Course Committee under a policy determined by the School Board;
(v) other members of the academic staff elected to the Course Committee under a policy determined by the School Board;
(vi) up to three external specialists in the vocation as determined under a policy of the School Board;
(vii) student members in accordance with rules governing student membership on Course Committees.

**Function of Boards of Studies**

Where a Board of Studies functions also as a Course Committee, the composition shall be:

(i) Chairman: Head of School or Head of Division where applicable;
(ii) Ex-officio members: Course Directors, Programme Co-ordinators, Head of School where applicable;
(iii) Elected members: Representatives of Departments providing at least one module compulsory for or peculiar to students in the course. Members of specialist academic staff, Students;
(iv) Up to three external specialists in the vocation unless otherwise determined by the School Board.

Where a Joint Board of Studies is established, its composition shall be:

(i) Chairman (acceptable to the co-operating institution);
(ii) an agreed number of members not fewer than three from each co-operating institution (INCAE membership must include any relevant Course Director and Programme Co-ordinator);
(iii) Students.
Function of Boards of Studies

Each Board of Studies:

(i) assists in the supervision of courses and encourages and assists in the development of academic areas; and
(ii) establishes a Course Committee in each academic area associated with the responsibilities of the Board leading to academic awards of the College.

Function of Course Committees

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

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

ACADEMIC STRUCTURE

COLLEGE COUNCIL

PRINCIPAL AND
ASSISTANT PRINCIPAL

ACADEMIC BOARD

THE SCHOOL OF PARAMEDICAL
AND COMMUNITY WELFARE STUDIES

THE SCHOOL OF VISUAL & PERFORMING ARTS

THE SCHOOL OF EDUCATION

SCHOOL BOARD

BOARD OF STUDIES IN NURSING
EDUCATION

BOARD OF STUDIES IN SOCIAL
WELFARE

BOARD OF STUDIES IN MEDICAL
RADIOGRAPHY

BOARD OF STUDIES IN ART

BOARD OF STUDIES IN PRIMARY
EDUCATION

BOARD OF STUDIES IN SPECIAL
EDUCATION

BOARD OF STUDIES IN FURTHER
EDUCATION

JOINT BOARD OF STUDIES IN MUSIC
EDUCATION

SERVICING DEPARTMENTS

(Departments service Schools as required in content and methodology modules)

Function of School Board

Each School Board:

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

Function of School Board

Each School Board:

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

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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 Teacher Librarianship</td>
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<td>Diploma in Music</td>
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<td>Graduate Diploma in Educational Studies</td>
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<td>Curriculum Development</td>
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<td>Mathematics</td>
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<td>Special Education</td>
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</tbody>
</table>
The School of Education

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

**Undergraduate:**
- Diploma in Teaching in Technical and Further Education
- Diploma in Further Education
- Diploma in Teacher Librarianship
- Bachelor of Education (Early Childhood Education in Primary Education in English Language Education in Home Science/Textiles Education in Industrial Arts Education in Mathematics Education in Music Education in Physical Education in Science Education in Social Science Education

**Postgraduate:**
- Diploma in Education
- Diploma in Secondary Education in Technical and Further Education
- Diploma in Educational Studies
- Diploma in Special Education
- Diploma in Curriculum Development in Secondary School Teaching Areas
- Diploma in Advanced Teaching Method

The course of study for the Bachelor of Education in Early Childhood Education is designed to prepare candidates to teach children in the age group of 3-5 in both primary and nursery schools.

The course of study for the Bachelor of Education (Primary Education) is designed to prepare candidates to teach subjects taught in the primary school to children in the age group 5-12.

Candidates may specialise in one of the subjects taught in the Primary school. The course is specially aimed at developing teachers who wish to qualify as teachers in Technical and Further Education.

The course is designed to provide advanced training in the resource teaching of children with mild learning and behaviour problems and to equip candidates with the necessary skills for teaching in moderately and severely developmentally disabled infants and children, or children with hearing impairment and/or language problems. It is offered on a full- or part-time basis over two or four semesters. The course is designed to provide preservice teacher education for those who wish to qualify for the award of the Diploma in Educational Studies. The programme in Special Education, which is intended to provide advanced training in the resource teaching of children with mild learning and behaviour problems and to equip candidates with the necessary skills for teaching in moderately and severely developmentally disabled infants and children, or children with hearing impairment and/or language problems, is offered on a full- or part-time basis over two or four semesters.

The Diploma in Teacher Librarianship course is designed to prepare candidates to teach in technical and further education schools.

The Bachelor in Music Education course is offered on a full-time or part-time basis over four semesters. The course is designed to provide advanced training in the teaching of music for secondary schools.

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 approved tertiary institutions while the programmes leading to the award of the Diploma in Educational Studies are intended to provide further training to trained and experienced teachers.

The course of study leading to the award of the Diploma in Education is a full-time programme of two semesters' duration, whereas the Bachelor of Education course is a full-time programme of three semesters. Candidates may specialise in either the Bachelor of Education course 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 Special Education are available to experienced teachers who wish to qualify for the award of the Diploma in Educational Studies. The programme in Special Education, which is intended to provide advanced training in the resource teaching of children with mild learning and behaviour problems and to equip candidates with the necessary skills for teaching in moderately and severely developmentally disabled infants and children, or children with hearing impairment and/or language problems, is offered on a full- or part-time basis over two or four semesters.

The postgraduate programme leading to the award of the Diploma in Educational Studies are offered on a part-time basis over four semesters. Lectures are normally programmed at times convenient for teachers. Only in the fields of Art Education and Music Education students studying for the award of the Bachelor of Education have to satisfy the conditions of the course and complete the required number of credit points may graduate with a Diploma in Teaching. Generally a full-time student can gain the Diploma in the Bachelor of Education programmes after six semesters of study. A further two semesters, plus in some cases a year of practical experience are usually required to complete the degree programme. Individual awards should be determined for each candidate.

Postgraduate Diploma in Educational Studies in Educational Drama Educational Technology Multicultural Studies Applied Transactional Studies Bachelor of Education (Technical and Further Education)

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 2 or 4. Modules are offered at levels ranging from 1st through to 3rd 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 4th level.
Diploma in Teaching in Secondary Education

ENGLISH/HISTORY SPECIALISATION
This is the final year of operation of this course. Students will find descriptions of Dip. Teach. modules offering in 1982 elsewhere in this Calendar under the Section Module Descriptions. Below is a reminder of the three-year Dip. Teach. structure, spelling out the requirements when students' programmes should meet.

PART A: GENERAL PREPARATION
15 credit points in Education, including 3 or more credit points at 3rd level.
- 46 credit points in English and History
  - 18 in English at 1st level, 6 at 2nd level and 6 at 3rd level
  - 15 in History at 1st level, 6 at 2nd level and 6 at 3rd level
- 15 credit points in ANY subject area (including English and History if students so desire)

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

108 credit points in total.

Home Science/Textiles Specialisation
The award of the Diploma in Teaching (Secondary Education) Home Science/Textiles requires a minimum of 129 credit points comprising of:

PART A: GENERAL THEORETICAL PREPARATION
(i) Education - 15 cp to include 6 cp at 3rd level
(ii) Subject Content Studies - 72 cp
   (a) Special Subject Content (Home Science/Textiles) - 54 cp
   1st LEVEL (24 cp)
   HT1130 - Science of Foods and Nutrition
   HT1230 - Food and Fibre Science
   HT1330 - Foods
   HT1430 - Family and Culture
   HT1530 - Consumer Behaviour
   HT1630 - Consumer Textiles
   HT1730 - Basic Design
   HT1830 - Fashion Design - Clothing Construction
   2nd LEVEL (18 cp)
   Six modules (at least one module from each of the areas
   Foods, Family and Textiles)
   HT2130 - Nutrition
   HT2230 - Food Science
   HT2330 - Food in History and Culture
   HT2430 - Family and Culture
   HT2530 - Home and Housing
   HT2630 - Textile Technology
   HT2730 - Yarns
   HT2830 - Fashion Design
   3rd LEVEL (12 cp)
   Four modules (at least one module from each of the areas
   Food, Family and Textiles)
   HT3130 - Nutrition
   HT3230 - Food Science
   HT3330 - Food in Contemporary Society
   HT3430 - The Contemporary Family
   HT3530 - The Family as a Consumer
   HT3630 - Textile Science
   HT3730 - Weaving and dyeing
   HT3830 - Fashion Design - Tailoring
   (b) General Content - 18 cp
   To include:
   MS3215 - Designing and Implementing Curriculum in a Multi-cultural School Setting
   One module from:
   SSS860 - The Aboriginal Family - Past and Present
   OR
   SSS570 - Economics for Home Science/Textiles Students
   OR
   SSS830 - Contemporary Australian Society B
   AND
   3 cp from Special Subject Content or Special Education
   AND
   3 cp from English, the remaining 6 cp may be selected at any level from modules offered in Education
   Educational Studies
   Special Subject Content (Home Science/Textiles)
   General Electives

PART B: PROFESSIONAL PREPARATION (42 cp)
(i) Special Theory - 24 cp
(ii) General Theory of Teaching - 18 cp

Diploma in Teaching in Secondary Education

Mathematics Specialisation
In 1982, third year students will only be following the Diploma programme. In order to qualify for the award of the Diploma in Teaching in Secondary Education - Mathematics specialisation, a candidate must gain at least 136 credit points. Candidates are required to take 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
(i) Compulsory modules
   MA101 - Algebra I
   MA103 - Calculus IA
   MA204 - Computer Studies
   MA210 - Matrices and Elementary Vector Spaces
   MA211 - Theory of Numbers and Related Topics
   MA212 - Real Analysis
   Total: 27 credit points
   (ii) Elective modules
   5 modules of mathematics at the 3rd level
   4 modules of mathematics at the 2nd or 3rd level
   Total: 27 credit points
   Grand Total: 54 credit points

N.B. Students enrolled in the Diploma in Teaching Secondary Education 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:
(i) Compulsory modules
   Practice Teaching: 6 cp
   PS129 - Principles and Practices of Teaching
   PS121 - Principles and Practices of Teaching
   PS220 - Principles and Practices of Teaching
   PS221 - Principles and Practices of Teaching
   PS229 - Principles and Practices of Teaching
   MA153 - Mathematics Education: Junior Secondary Curriculum Studies I, 3 cp
   MA254 - Mathematics Education: Junior Secondary Curriculum Studies II, 3 cp
   MA255 - Mathematics Education: Senior Secondary Curriculum Studies I, 3 cp
   Total: 21 credit points
   (ii) Elective modules
   One of
   MA344 - Mathematics Education: The Slow Learner
   MA355 - Mathematics Education: Senior Secondary Curriculum Studies II
   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, inside or outside the discipline of Mathematics, for which the appropriate prerequisites are held.

Foundation Semester
In their first year candidates are required to study the following modules in Semester I:
MA101 - Algebra I
Diploma in Teaching in Secondary Education

MUSIC SPECIALISATION

In 1982 4th year students only will be following the Diploma in Music Education programme. 1st, 2nd and 3rd year will follow Bachelor of Music Education. The programme for the fourth year of the Dip. Mus. Ed. is outlined below:

Diploma in Music Education

Course Outline for Fourth Year Students

Education

- ED101 - The School and Society
- ED160 - Sociology of the School
- ED160S - Critical Problems for the Classroom Teacher

Music Education

- MU120 - Music Education in the Secondary School
- MU421 - Music Education in the Secondary School

Elective (General Study)

Any two modules available to candidates for the Diploma in Teaching in Secondary Education for which students hold the prerequisites:.

Music

- PS124 - Principles and Practice of Teaching Music
- PS624 - Principles and Practice of Teaching Music

PE245 - Teaching Experience IV

Course module descriptions may be found on pages 96-168.

Diploma in Teaching in Secondary Education

PHYSICAL EDUCATION SPECIALISATION

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

COURSE COMPONENTS

PART A GENERAL PREPARATION (75 credit points)

(i) Education: Includes 3 credit points at 3rd level; 15 credit points. See Note 1.

(ii) Elective Studies

(iii) Subject Content Studies

(iv) Special (Includes 9 credit points in PE at 3rd level) Plus

PE 3170.

(v) General 15 credit points. See Note 3.

PART B VOCATIONAL PREPARATION

(i) Special Theory: 33 credit points

(a) General 6 credit points. See Note 4.

(b) Specific to Subject: 21 credit points. See Note 5.

(iii) Practical Experiences: 6 credit points. See Note 6.

(iv) Simulation

(v) Practice in Field

NOTES IN EXPLANATION

(i) Education 15 credit points

A minimum of fifteen (15) credit points of study in Education is required. Including three (3) credit points at 3rd level.

Modules of study in Education select must include one (1) from each of the following areas:

1. Chris Development (ED1929)
2. Curriculum (ED2908)
3. The School and Society (ED2901)

NOTE 2. SUBJECT CONTENT STUDIES

1. The following MODULES OF STUDY ARE REQUIRED:

1. Physical Education: 3 cp
2. Physical Education: 3 cp
3. Physical Education: 3 cp
4. Physical Education: 3 cp
5. Physical Education: 3 cp

2. 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.

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 6th semester of study.

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

- SC140 - Biomechanics: 1.3 cp
- SC141 - Biomechanics for Physical Education: 3 cp
- SC240 - Biomechanics: 3 cp
- SC241 - Anatomy and Physiology: 3 cp
- SC242 - Anatomy and Physiology: 3 cp
- SC243 - Anatomy and Physiology: 3 cp
- SC244 - Anatomy and Physiology: 3 cp
- SC245 - Sports Medicine (Diploma): 3 cp
- SC348 - Psychology of Exercise (Diploma): 3 cp
- PE2705 - Tests and Measurements in Physical Education: 3 cp

3. Eighteen (18) credit points from Physical Education

- PE1702 - Community Recreation: 5 cp
- PE2700 - Sports in Physical Education: 3 cp
- PE2701 - Fitness Influencing Health: 3 cp
- PE2702 - Recreation Planning: 3 cp
- PE2705 - Tests and Measurements in Physical Education: 3 cp
- PE2706 - Introduction to Special Physical Education: 3 cp
- PE2707 - Coaching of Sports, Dancing, Gymnastics: 3 cp
- PE2708 - Coaching of Sports, Dancing, Gymnastics: 3 cp
- PE3101 - Mental and Physical Health (Diploma): 3 cp
- PE3102 - Recreation Leadership (Diploma): 3 cp
- PE3103 - Motor Learning (Diploma): 3 cp
- PE3106 - Adapted Physical Education (Diploma): 3 cp

NOTE 3. SUBJECT CONTENT STUDIES

(i) General.

- Mu15 credit points may be chosen from the modules generally available to all candidates e.g.

- EN112 - Language and Reading Across the Curriculum (3 cp)
- EN114 - Effective Communication (3 cp
- SS282 - Contemporary Australian Society A: 3 cp
- SS283 - Contemporary Australian Society B: 3 cp
- MU120 - Music for Physical Education: 3 cp

NOTE 4. VOCATIONAL PREPARATION

(i) Special Theory

- General 6 cp

- Principles and Practice of Teaching

- One Module at 1st level: PS130: 2 cp

- One Module at 2nd level: PS230: 2 cp

- One Module at 3rd level: PS339: 2 cp

NOTE 5. VOCATIONAL PREPARATION

(ii) Specific to Subject: 21 cp

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:

- PE1761 - Teaching Basic Motor Movement/Physical fitness: 3 cp
- PE1762 - Teaching of Dance: 3 cp
- PE1763 - Teaching of Gymnastics: 3 cp
- PE1765 - Teaching of Games I
- PE1766 - Teaching of Games II
- PE1767 - Teaching of Games III
- PE1768 - Teaching of Games IV
- PE1769 - Teaching of Games V
- PE1770 - Teaching of Games VI
- PE1771 - Teaching of Games VII
- PE1772 - Teaching of Games VIII
- PE1773 - Teaching of Games IX
- PE1774 - Teaching of Athletics
- PE1775 - Teaching of Aquatics

In PE1765 and PE1766 students may not repeat a major sport.

NOTE 6. VOCATIONAL PREPARATION

1. Each academic year a period of four weeks must be spent on practice teaching in the school situation. In the first year the period of practice will be taken in the Infant and Primary school situation. In later years the period of practice will be taken in Secondary schools.
### Course Modules

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

All candidates in their first semester of enrolment will be required to undertake:  
- **ED730** - Child Development (Adolescence)  
- **PE1760** - Foundations of Physical Education  
- **SC140** - Biomechanics I or  
- **SC141** - Biology for Physical Education  
- **PE1761** - Teaching Basic Motor Movements—Physical Fitness  
- **PE1762** - Teaching of Dance  
- **PS130** - Principles and Practices of Teaching  

**Course Modules**  
Descriptions of modules may be found on pages 96-168.

#### Suggested Placement of Required Course Components

<table>
<thead>
<tr>
<th>Course Components</th>
<th>Fixed First Semester</th>
<th>Second Semester</th>
<th>Third Semester</th>
<th>Fourth Semester</th>
<th>Fifth Semester</th>
<th>Sixth Semester</th>
<th>Seventh Semester</th>
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<tbody>
<tr>
<td><strong>Core Programme</strong></td>
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<td>Education</td>
<td><strong>E23006</strong></td>
<td><strong>PD1762</strong></td>
<td><strong>PE1761</strong></td>
<td><strong>PE1762</strong></td>
<td><strong>PS130</strong></td>
<td><strong>PS130</strong></td>
<td><strong>PS130</strong></td>
</tr>
<tr>
<td>Physical Education</td>
<td><strong>PS1700</strong></td>
<td><strong>SC140</strong></td>
<td><strong>SC141</strong></td>
<td><strong>SC140</strong></td>
<td><strong>SC140</strong></td>
<td><strong>SC140</strong></td>
<td><strong>SC140</strong></td>
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<td><strong>Subject Content Studies</strong></td>
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<td><strong>TOTAL</strong> Credit Points</td>
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<td>60</td>
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</table>

### Diploma in Teaching in Technical and Further Education

In order to qualify for the award of Diploma in Teaching (Technical and Further Education) candidates must follow a part-time course of study for 2 to 5 years and gain a total of 105 credit points in components of the course which will contribute to their general and professional development as teachers. In general, candidates should possess recognised specialist technical qualifications as a basis for teaching in post-secondary technical and further education. Candidates acquire their General Preparation through studies in Education and Subject Content Studies and the Professional Preparation through studies in the theory and practice of teaching and practical teaching experience.

#### Core Programme

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

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

#### Subject Content Studies

The remaining 48-53 credit points necessary to qualify for the award must be gained in Subject Content Studies which:

1. **will** be related to the candidate's field of teaching.  
2. **will** be
   - (a) wholly formal studies to be undertaken in one or more approved institutions, OR  
   - (b) individual study programmes which combine formal studies and formal project or thesis work.

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

### Criteria for Determining Subject Content Studies Requirements

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

**3.1 In cases where an appropriate certificate, diploma or degree course is not available candidates may submit individual study plans. A study plan shall consist of a co-ordinated programme of studies made up of appropriate subjects from certificate, diploma, degree, post-trade and/or other approved courses.**  

**3.2 Each study plan shall be judged as being of sufficient continuity and depth to satisfy the requirements, in**
The Diploma in Teaching (TAFE) provides a pre-service education for prospective teachers. It is designed to equip students with the knowledge and skills required to enter the teaching profession.

### Diploma in Teaching (TAFE)

#### CORE PROGRAMME (PRE-SERVICE)

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<th>STAGE I</th>
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<tbody>
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<td><strong>Semester I Modules</strong></td>
<td><strong>Credit Points</strong></td>
<td><strong>Hrs. Per Week</strong></td>
</tr>
<tr>
<td>ET1110 - Curriculum 1 - Planning Skills</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>ET1250 - Professional Preparation 1 - Teaching Skills</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>ET1260 - Professional Preparation 2 - Educational Technology</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td><strong>Semester II Modules</strong></td>
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<td></td>
</tr>
<tr>
<td>ET1130 - Curriculum 3 - Students and Teachers in TAFE</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>ET1270 - Professional Preparation 3 - Teaching Skills</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>ET1280 - Professional Preparation 4 - Resources for Learning</td>
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<td>2</td>
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<tr>
<td><strong>Full Year Modules</strong></td>
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<tr>
<td>ET1000 - Special Method 1</td>
<td>4</td>
<td>2</td>
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<tr>
<td>ET1020 - Practical Experience 1</td>
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#### STAGE II

<table>
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<th><strong>Semester I Modules</strong></th>
<th><strong>Credit Points</strong></th>
<th><strong>Hrs. Per Week</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>ET1120 - Curriculum 2 - Evaluation Skills</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>ET114 - Curriculum 4 - Processes of Learning in TAFE Contexts</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>ET1290 - Professional Preparation 5 - Teaching Strategies</td>
<td>3</td>
<td>2</td>
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<tr>
<td>An Elective Module</td>
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<tr>
<td><strong>Semester II Modules</strong></td>
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<tr>
<td>ET1160 - Curriculum 5 - Issues in TAFE</td>
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<td>ET1160 - Curriculum 6 - Sociological Foundations of TAFE</td>
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<tr>
<td>ET1300 - Professional Preparation 6 - Teaching Strategies</td>
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<td>2</td>
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<tr>
<td>An Elective Module</td>
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<tr>
<td><strong>Full Year Modules</strong></td>
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<tr>
<td>ET1050 - Special Method 2</td>
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<tr>
<td>ET2020 - Practical Experience 2</td>
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</tr>
</tbody>
</table>

**Course Modules**

Descriptions of modules may be found on pages 96-168.

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

#### Diploma in Teacher Librarianship

<table>
<thead>
<tr>
<th><strong>CORE PROGRAMME (IN-SERVICE)</strong></th>
<th><strong>Credit Points</strong></th>
<th><strong>Hrs. Per Week</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STAGE I</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Semester I Modules</strong></td>
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<tr>
<td>ET2110 - Curriculum 1 - Planning Skills</td>
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<td>ET2250 - Professional Preparation 1 - Teaching Skills</td>
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<tr>
<td>ET2260 - Professional Preparation 2 - Educational Technology</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td><strong>Semester II Modules</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ET2120 - Curriculum 2 - Evaluation Skills</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>ET2270 - Professional Preparation 3 - Teaching Skills</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>ET2280 - Professional Preparation 4 - Resources for Learning</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td><strong>Full Year Modules</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ET2030 - Special Method 1</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>ET2030 - Practical Experience</td>
<td>6</td>
<td>2</td>
</tr>
</tbody>
</table>

**STAGE II**

<table>
<thead>
<tr>
<th><strong>Semester I Modules</strong></th>
<th><strong>Credit Points</strong></th>
<th><strong>Hrs. Per Week</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>ET2130 - Curriculum 3 - Students and Teachers in TAFE</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>ET2140 - Curriculum 4 - Processes of Learning in TAFE Contexts</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>ET2290 - Professional Preparation 5 - Teaching Strategies</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>An Elective Module</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Semester II Modules</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ET2150 - Curriculum 5 - Issues in TAFE</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>ET2160 - Curriculum 6 - Sociological Foundations of TAFE</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>ET2300 - Professional Preparation 6 - Teaching Strategies</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>An Elective Module</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Full Year Modules</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ET2050 - Special Method 2</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>ET2080 - Practical Experience 2</td>
<td>6</td>
<td>1</td>
</tr>
</tbody>
</table>

**Course Modules**

Descriptions of modules may be found on pages 96-168.
 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 artists. 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 procedures, 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:
- a) a minimum of 144 credit points in Part A: General Preparation;
- b) a minimum of 30 credit points in Part B: Vocational Preparation;
- c) a minimum of 30 credit points in Education at 3rd level;
- d) 30 credit points at 4th level of which at least 9 must be gained in Educational Studies, 12 in Subject Content Studies and 9 in a Project;
- e) a minimum of 9 credit points in a recognised specialist area at 3rd level;
- f) a minimum of 12 credit points in Art History:
  - 3 at 1st level
  - 3 at 2nd level
  - 3 at 3rd level
  - 3 at 4th level

No candidate will be permitted to gain more than 42 credit points at 1st level within Part A: General Preparation.

<table>
<thead>
<tr>
<th>Study Area</th>
<th>Credit Points</th>
<th>Modules</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PART A: GENERAL PREPARATION</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(i) Education</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>(ii) Educational Studies</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>(iii) Subject Content Studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Special</td>
<td>27</td>
<td>Select one module for 1st level study. Select the chosen 1st level module for in-depth study to 4th level gaining 6 credit points at 2nd level. 6 credit points at 3rd level. 9 credit points at 4th level. Study modules as selected according to individual need.</td>
</tr>
<tr>
<td>- Support Study</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>- Applied Art Study</td>
<td>9</td>
<td>Select from modules available.</td>
</tr>
<tr>
<td>- Theoretical Study</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>- General Studies</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>- Any subject at any level</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>TOTAL CREDIT POINTS (A)</td>
<td>144</td>
<td></td>
</tr>
</tbody>
</table>

**PART B: VOCATIONAL PREPARATION**

<table>
<thead>
<tr>
<th>Study Area</th>
<th>Credit Points</th>
<th>Modules</th>
</tr>
</thead>
<tbody>
<tr>
<td>(i) Special Theory</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>- General</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Theory &amp; Practice of Teaching)</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>(b) Specific to Subject</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(ii) Practical Experience</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>- Simulation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Practice in Field</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL CREDIT POINTS (B)</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>TOTAL CREDITS A + B</td>
<td>144</td>
<td></td>
</tr>
</tbody>
</table>
### PART A: GENERAL PREPARATION 1st Level

<table>
<thead>
<tr>
<th>Subject Content Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Semester I:</strong> Practical Printmaking&lt;br&gt;<strong>Seminar I:</strong> Education&lt;br&gt;<strong>Semester II:</strong> Support Study</td>
</tr>
</tbody>
</table>

#### ART STUDY
- Select one of the following:
  - AT122 - Painting
  - AT139 - Sculpture or
  - AT142 - Printmaking Four hours per week for one semester (3 credit points) or
  - AT152 - Ceramics Four hours per week for one semester (3 credit points)

#### SUPPORT STUDY
- Select one of the following:
  - AT116 - Drawing Four hours per week for one semester (3 credit points) or
  - AT112 - Design Four hours per week for one semester (3 credit points) or
  - AT172 - Photography Four hours per week for one semester (3 credit points)

### Course Modules

<table>
<thead>
<tr>
<th>Description of modules may be found on pages 96-168.</th>
</tr>
</thead>
</table>

### PART A: VOCATIONAL PREPARATION 1st Level

#### Special Theory
- **Semester I:**
  - PS101 - Principles and Practices of Teaching: Art Education (3 credit points)
- **Semester II:**
  - AE152 - Film and Videotapes (3 credit points)
  - AE153 - Structured Art Experiences for Progressive Development (3 credit points)
  - AE156 - Concept Development and Techniques in the Teaching of Two Dimensional Art Forms (3 credit points)
  - AE158 - Printmaking Techniques in Relation to Teaching Various Processes and Ideas As Art Media in the School Situation (3 credit points)
- **Semester III:**
  - PT108 - Practical Teaching Experience Every full-time student will enter upon a continuous period of Teaching Practice lasting four weeks.

### PART A: GENERAL PREPARATION 2nd Level

#### Special Theory
- **Semester I:**
  - E20001 - Principles and Practices of Teaching: Art Education (3 credit points)
  - AT252 - Ceramics (3 credit points)
- **Semester II:**
  - AE172 - Photography (3 credit points)
- **Semester III:**
  - AT117 - Drawing (P.R. AT1016)
  - AT113 - Design (P.R. AT1012)
  - AT118 - Textiles (3 credit points)
- **Semester IV:**
  - AT122 - Painting or
  - AT123 - Sculpture or
  - AT142 - Printmaking or
  - AT152 - Ceramics Supported Study Select one of the following:
  - AT156 - Concept Development and Techniques in the Teaching of Two Dimensional Art Forms (3 credit points)
  - AE156 - Printmaking Techniques in Relation to Teaching Various Processes and Ideas As Art Media in the School Situation (3 credit points)
- **Semester V:**
  - AT119 - Jewellery or
  - AT124 - Ceramics or
  - AT127 - Textiles or
  - AT130 - Printmaking Four hours per week for one semester (3 credit points)
- **Semester VI:**
  - AT142 - Printmaking (3 credit points)

### THEORETICAL STUDY
- **Semester I:**
  - AT201 - History of Art (3 credit points)
- **Semester II:**
  - AT222 - Painting or
  - AT233 - Sculpture or
  - AT232 - Ceramics or
  - AT223 - Printmaking or
  - AT233 - Ceramics or
  - AT224 - Printmaking or
  - AT232 - Ceramics or
  - AT225 - Printmaking or
  - AT232 - Ceramics or
  - AT226 - Ceramics or
  - AT232 - Ceramics or
  - AT227 - Ceramics or
  - AT232 - Ceramics or
  - AT228 - Ceramics or
  - AT232 - Ceramics or
  - AT229 - Ceramics or
  - AT232 - Ceramics or
  - AT230 - Printmaking Four hours per week for one semester (3 credit points)
  - AT231 - Printmaking (3 credit points)

### Course Modules

<table>
<thead>
<tr>
<th>Description of modules may be found on pages 96-168.</th>
</tr>
</thead>
</table>
PART A: GENERAL PREPARATION

(i) Education

Semester I:
- EDB101 - School and Society
- EDS303 - Personality Development and Mental Health

Semester II:
- Select one module from the following:
  - AE355 - Utilisation of Resources in Teaching Art
  - AE357 - Concept Development and Techniques in Teaching Applied 3D Art Forms
  - Three hours per week for one semester (3 credit points)

(ii) Subject Content Studies

(a) Special Theory

Semester I:
- ART STUDY
  - AT322 - Painting
  - AT323 - Sculpture
  - AT342 - Printmaking
  - AT352 - Ceramics

APPLIED ART STUDY
- Either continue with one or select another of the following:
  - Ceramics
  - Fibre Arts
  - Jewellery

Support Study
- Either continue with one or select another of the following:
  - Design
  - Photography
  - Four hours per week for one semester (3 credit points)

Semester II:
- ART STUDY
  - Study two modules in the same area at 3rd level selected from:
    - AT333, AT334 - Painting
    - AT333, AT334 - Sculpture
    - AT343, AT344 - Printmaking
  - Four hours per week for one semester (3 credit points per module)

- THEORETICAL STUDY
  - AT301 - History of Art
  - Three hours per week for one semester (3 credit points)

(b) General

Semester I or Semester II:
- Study both full level modules previously selected in this area to 2nd level - one each semester of
  - Select one of the 1st level modules previously studied in this area, study to 2nd level in Semester I and to 3rd level in Semester II
  - Three hours per week for one semester (3 credit points)

PART B: VOCATIONAL PREPARATION

(i) Special Theory

Semester I or Semester II
- PS201 - Principles and Practices of Teaching: Art Education
  - Three hours per week for one semester (3 credit points)
  - Half group Semester I, flat group Semester II

(ii) Specific to Subject

Semester I:
- Select one module from the following:
  - AE435 - Visual Education
  - ED319 - Interpersonal Relationships and Communication Skills
  - SE409 - Developmental Disabilities

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

PRACTICUM
- Four weeks block specialisation in a Major Art Study. To be undertaken during mid-year block practice teaching period.

Course Modules
Descriptions of modules may be found on pages 96-168.

BACHELOR OF EDUCATION (ART) 4TH LEVEL
PROGRAMME FOR 1981

Educational Studies
Semester I:
- Select two modules from the following:
  - AE435 - Visual Education
  - ED319 - Interpersonal Relationships and Communication Skills
  - SE409 - Developmental Disabilities

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

Subject Content Studies
Semester I:
- Select two modules for study in Semester I and one module for study in Semester II at 4th level from the following areas:
  - AT422, AT423, AT424 - Painting
  - AT432, AT433, AT434 - Sculpture
  - Four hours per week 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)

Project
Semester I and Semester II:
- Two credit points

A project involving an in-depth investigation into an aspect of secondary school education through the arts.

Nomination for students in all areas of Art Education who have completed at least one year's teaching experience in the field or who have demonstrated teaching potential as determined by the Head of the Department of Art Education.

Subject Content Studies
Semester I:
- Select two modules for study in Semester I and one module for study in Semester II at 4th level from the following areas:
  - AT422, AT423, AT424 - Painting
  - AT432, AT433, AT434 - Sculpture
  - AT442, AT443, AT444 - Printmaking
  - Four hours per week 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)

Project
Semester I and Semester II:
- Two credit points

A project involving an in-depth investigation into an aspect of secondary school education through the arts.

Nomination for students in all areas of Art Education who have completed at least one year's teaching experience in the field or who have demonstrated teaching potential as determined by the Head of the Department of Art Education.

A project involving an in-depth investigation into an aspect of secondary school education through the arts.

Nomination for students in all areas of Art Education who have completed at least one year's teaching experience in the field or who have demonstrated teaching potential as determined by the Head of the Department of Art Education.

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

Practical Study
- PT495 - Teaching Experience in Art Education
  - Two credit points

Course Modules
Descriptions of modules may be found on pages 96-168.
Bachelor of Education (Home Science/Textiles)*

The award of Bachelor of Education (Home Science/Textiles) requires a minimum of 175 credit points comprising of:

PART A: GENERAL THEORETICAL PREPARATION
(i) Education - 15 cp to include 6 cp at 3rd level
(ii) Educational Studies - 9 cp at 4th level
(iii) Research Methods - 3 cp
(iv) Project - 6 cp
(v) Subject Content Studies - 94 cp

(a) Special Subject Content (Home Science/Textiles) - 76 cp
   1st LEVEL (24 cp)
   HT1130 - Science of Foods and Nutrition
   HT1230 - Food and Fibre Science
   HT1330 - Foods
   HT1430 - Family and Culture
   HT1530 - Consumer Behaviour
   HT1630 - Consumer Textiles
   HT1730 - Basic Design
   HT1830 - Fashion Design - Clothing Construction

   2nd LEVEL (16 cp)
   Six modules (at least one module from each of the areas Foods, Family and Textiles)
   HT2130 - Nutrition
   HT2230 - Food Science
   HT2330 - Food in History and Culture
   HT2430 - Family and Culture
   HT2530 - Homes and Housing
   HT2830 - Textile Technology
   HT2730 - Yarns
   HT2830 - Fashion Design

   3rd LEVEL (12 cp)
   Four modules (at least one module to be selected from each of the areas Foods, Family and Textiles)
   HT3130 - Nutrition
   HT3230 - Food Science
   HT3330 - Food in Contemporary Society
   HT3430 - The Contemporary Family
   HT3530 - The Family as a Consumer
   HT3630 - Textile Science
   HT3730 - Weaving and Dyeing
   HT3830 - Fashion Design - Tailoring

   4th LEVEL (16 cp)
   Four modules to be selected from:
   HT4140 - Nutrition
   HT4240 - Food Science
   HT4440 - Current Issues and the Family
   HT4540 - Consumer Education
   HT4640 - Textile Performance
   HT4740 - Design Research
   6 cp from modules at 2nd - 3rd level

   Special Subject Content (Home Science/Textiles) - 15 cp
   (3) General Subject Content - 15 cp
   (4) Special Subject Content - 15 cp
   (5) Special Subject Content - 9 cp
   (6) General Subject Content - 9 cp
   (7) Special Subject Content - 6 cp
   (8) General Subject Content - 6 cp

   To include:
   MS2215 - Designing and Implementing Curricula in a Multicultural School (3 cp)
   AND
   One module from
   SS2570 - Economics for Home Science/Textiles Students
   SS2580 - Contemporary Australian Society
   3 cp from Special Subject Content or Special Education
   AND
   3 cp from English, the remaining 6 cp may be selected at any level from modules offered in:

   Educational Studies
   Special Subject Content (Home Science/Textiles)
   General Electives

PART B: PROFESSIONAL PREPARATION (48 cp)
(i) General Theory - 24 cp
   (a) General Theory of Teaching - 16 cp
   (b) General Theory of Peacemaking - 8 cp

   (ii) Practicum - 24 cp
   (a) Practical Experience - 24 cp
   (b) Special Teaching Experience - 6 cp
   (c) Special Teaching Experience - 6 cp
   (d) Special Teaching Experience - 6 cp

   (ii) Special Teaching Experience - 15 cp
   (a) Special Education - 15 cp
   (b) Special Education - 15 cp
   (c) Special Education - 15 cp
   (d) Special Education - 15 cp

   To include:
   MS2215 - Designing and Implementing Curricula in a Multicultural School (3 cp)
   AND
   One module from
   SS2570 - Economics for Home Science/Textiles Students
   SS2580 - Contemporary Australian Society
   3 cp from Special Subject Content or Special Education
   AND
   3 cp from English, the remaining 6 cp may be selected at any level from modules offered in:

   Educational Studies
   Special Subject Content (Home Science/Textiles)
   General Electives
STAGE A
(1983 and 1984 only)
(120 credit point Dip. Teach.; 168 credit point B.Ed.)
(42 credit points total)

(i) Educational Studies (9 credit points)
Prescribed:
ED4902 Situation Based Curriculum Development (3)
and two of:
ED8001 Current Issues in Education (3)
ED8811 Curriculum & Groups with Special Needs (3)
ED8812 Assessment Procedures in the Secondary School (3)
ED8822 Arts & Values of Australian Education (3)
PS410 Analysis of Personal Teaching Style (3)

(ii) Project (6 credit points)
HT4890 Project (6) (excluding coursework)

(iii) Home Science/Textiles Content (18 credit points)
All modules 3 cp each
(a) Four (min.) to be selected from:
HT1410 Nutrition (HT130 p)
HT2420 Food Science (HT2320 p)
HT4410 Current Issues in the Family (HT3420 p)
HT5410 Consumer Education (HT3420 p or HT5350 p)
HT5460 Textile Performance (HT3830 p)
HT7470 Design Research (HT7339 p or HT3830 p)
(b) Two (max.) to be selected from 2nd or 3rd level modules not previously studied:
2nd level
HT2130 Nutrition (HT130 p)
HT2320 Food Science (HT121 p)
HT5230 Food in History (HT140 p)
HT5240 Family and Culture (HT130 p)
HT5250 Homes & Housing (HT160 p)
HT5260 Textile Technology (HT150 p)
HT7270 Yarns (HT172 p)
HT8260 Fashion Design (HT181 p)
3rd level
HT1210 Nutrition (HT130 p or HT2130 p)
HT2320 Food Science (HT2220 p or HT2320 p)
HT3330 Food in Contemporary Society (HT2520 p or HT2320 p)
HT3430 The Contemporary Family (HT2320 p or HT2430 p)
HT3450 The Family as a Consumer (HT2320 p or HT2520 p or HT2430 p or HT2640 p)
HT3630 Textile Science (HT2520 p or HT2630 p)
HT3730 Weaving & Dyeing (HT2720 p or HT2330 p)
HT3830 Fashion Design (HT2820 p or HT2330 p)
4th level prerequisite modules
HT1210 Nutrition (HT121 p)
HT2320 Food Science (HT2320 p or HT2320 p)
HT3330 Food in Contemporary Society (HT2520 p or HT2320 p)
HT3430 The Contemporary Family (HT2320 p or HT2430 p)
HT3450 The Family as a Consumer (HT2320 p or HT2520 p or HT2430 p or HT2640 p)
HT3630 Textile Science (HT2520 p or HT2630 p)
HT3930 Weaving & Dyeing (HT2720 p or HT2330 p)
HT3830 Fashion Design (HT2820 p or HT2330 p)

(iv) Elective (6 credit points)
One elective module from content area prescription.

(v) Practical Teaching Experience (6 credit points)
PT410

Descriptions of modules may be found on pages 96-189.

Bachelor of Education (Industrial Arts)

(Subject to final approval)

To qualify for the award of Bachelor of Education (Industrial Arts) candidates require a minimum of 175 credit points distributed as follows:

PART A: GENERAL PREPARATION (124 credit points)
(i) Education - at least 15 credit points which must include 3 credit points in each of the following areas: Orientation to Teaching, Adolescent Development, Teaching and Learning in Secondary Schools. Sociology of Education. Students must also gain 5 credit points at 3rd level.

(ii) Educational Studies - 9 credit points at 4th level

(iii) Project - 6 credit points IA4566 Project in Industrial Arts Education

(iv) Subject Content Studies - 94 credit points

(a) Special Subject Content (Industrial Arts) - 76 credit points

1st LEVEL: (21 credit points)
IA1103 - Descriptive Geometry
IA1123 - Functional Design in Technology
IA1203 - Woodworking Practices
IA1213 - Metalworking Practices
IA1313 - Metal Forming
IA1401 - Materials of Industry
2nd LEVEL (credit points)
IA1503 - Engineering Design Drawing
IA2303 - Cabinetmaking
IA2304 - Applied Metals
IA2403 - Machine Technology and Structure
IA2433 - Manufacturing Mechanics
3rd LEVEL (12 credit points)
Minimum of 12 credit points from IA3013, 3033, 3043, 3103, 3133, 3203, 3213, 3303, 3333, 3403, 3423, 3443

4th LEVEL (19 credit points)
IA4533 Project Development in Industrial Arts
Minimum of 12 credit points from IA4013, 4033, 4043, 4103, 4133, 4203, 4213, 4303, 4403, 4413, 4423, 4424, 4433, 4442, 4444, 4454

3rd - 4th LEVEL (Min 6 credit points)
Minimum of 6 credit points from IA3133, 3303, 3303, 3313, 3403, 3423, 3433, 3433, 3443, 3453, 3463, 3473, 3483, 3493, 3503, 3513, 3523, 3533, 3543, 3553, 3563, 3573, 3583, 3593, 3603, 3613, 3623, 3633, 3643, 3653, 3663, 3673, 3683, 3693, 3703, 3713, 3723, 3733, 3743, 3753, 3763, 3773, 3783, 3793, 3803, 3813, 3823, 3833, 3843, 3853, 3863, 3873, 3883, 3893, 3903, 3913, 3923, 3933, 3943, 3953, 3963, 3973, 3983, 3993, 4003

(b) General Subject Content - 16 credit points

(i) 3 credit points in English

(ii) 3 credit points in Social Science

(iii) 6 credit points in Mathematics and/or Science

The remainder being elected from any module offering in the College.

PART B: VOCATIONAL PREPARATION (51 credit points)

(i) Special Theory - 27 credit points

(a) General Theory of Teaching (12 credit points)
TS4105 - Theory and Practice of Teaching
PS4115 - Theory and Practice of Teaching
PS4115 - Theory and Practice of Teaching
PS4145 - Theory and Practice of Teaching

(iii) Theory Specific to Subject (15 credit points)
IA1503 - Introduction to Industrial Arts Education
TEACHING TECHNICAL DRAWING

- Project Development
- Teaching Junior School Industrial Arts
- Teaching Senior School Industrial Arts

Practical Teaching Experience - 24 credit points
Four weeks block practice (6 credit points) in each of years 1 and 3.
Four weeks (or equivalent) experience in an atypical situation with a report from students in year 4.*

"Practising teachers are required to substitute 3 credit points in General Subject Content, in lieu of the year 4 practical experience.

OPTIONAL COURSE VARIATION
DIPLOMA IN TEACHING (SECONDARY EDUCATION) - INDUSTRIAL ARTS SPECIALISATION
Candidates at the end of the year 2 of the Bachelor of Education (Industrial Arts), may elect to terminate their course at the end of year 3 with the award of a Diploma in Teaching (Secondary) - Industrial Arts. An alternate third year programme is provided to accommodate this option and students are referred to the typical flow chart, shown on page 46, for details.

Course Modules

Typical Flow through the Modular Structure for the Diploma in Teaching (Secondary) - Industrial Arts, and the Bachelor of Education (Industrial Arts)
Modular Approach to the Bachelor of Education (Industrial Arts) Course

**Code** | **Module Name**
---|---
E0106 | Orientation to Teaching
E0201 | Adolescent Development
E0410 | Technology of Education
E0502 | Measurement and Evaluation in the School
E0901 | School and Society
M2000 | Planning for Multicultural Curriculum in Secondary Schools
M2825 | Designing and Implementing Curriculum in the Multicultural School
SE0001 | Classroom Management for Slow Learners in the Secondary Classroom

**Modules in Educational Studies**

(a) Educational Studies offered by the Department of Education
- E0404: Current Issues in Education
- E0405: Leadership
(b) Educational Studies offered jointly by the Department of Education and the Department of Industrial Arts
- E0400: Situated Based Curriculum Development
- E0407: Comparative Education
- E0410: The Curriculum and Groups with Special Needs
- E0422: Arms and Values of Australian Education
(c) Elective Educational Studies offered by the Department of Industrial Arts

- IAS25: Curriculum Development in Industrial Arts Education
- IAS43: Innovation in Industrial Arts Education
- IAS44: History of Industrial Arts Education

**Modules in Professional Preparation**

General Theory of Teaching
- TS015: Theory and Practice of Teaching I
- TS045: Theory and Practice of Teaching II
- TS046: Theory and Practice of Teaching III

Sociology
- SS202: Contemporary Australian Society A

Mathematics/Science
- MA4114: Computer and Statistical Literacy
- MA4145: Mathematics IA - Part A
- MA4176: Mechanics IA - Part B

Computer and Statistical Literacy
- SC140: Statistical Literacy
- SC1470: Basic Concepts of Chemistry
- SC2370: Alternating Current Devices
- SC2380: Project Development in Industrial Arts
- SC2414: Chemical Bonding

Course Modules

Descriptions of Modules may be found on pages 96-168.

I2003 | Plastics Technology
I2004 | Graphic Communication
I2005 | Leathercraft
I2103 | Applied Design in Technology
I2203 | Spatial Frames Design and Construction
I2402 | Rover Tool Woodworking
I2513 | Art Metalwork
I2603 | Mechanics
I2703 | Materials Processes and Application
I2803 | Applied Mechanics
I2903 | Experimental Analysis in Mechanics
I3014 | Craft Research and Development
I3018 | Drawing and Design IV
I3025 | Forest and Wood Technology IV
I3104 | Properties and Uses of Wood
I3302 | Consumer Forestry
I3303 | Industrial Design IV
I3312 | Industrial Design A
I3332 | Industrial Design B
I3406 | Materials Science IV
I3506 | Materials Science V
I3606 | Materials Science VI
I3706 | Materials Science VII
I3806 | Materials Science VIII
I3906 | Materials Science IX
I4006 | Materials Science X
I4106 | Materials Science XI
I4206 | Materials Science XII
I5006 | Materials Science XIII
I5106 | Materials Science XIV
I5206 | Materials Science XV
I5306 | Materials Science XVI
I5406 | Materials Science XVII
I5506 | Materials Science XVIII
I5606 | Materials Science XIX
I5706 | Materials Science XX
I5806 | Materials Science XXI
I5906 | Materials Science XXII
I6006 | Materials Science XXIII
I6106 | Materials Science XXIV
I6206 | Materials Science XXV
I6306 | Materials Science XXVI
I6406 | Materials Science XXVII
I6506 | Materials Science XXVIII
I6606 | Materials Science XXIX
I6706 | Materials Science XXX
I6806 | Materials Science XXXI
I6906 | Materials Science XXXII
I7006 | Materials Science XXXIII
I7106 | Materials Science XXXIV
I7206 | Materials Science XXXV
I7306 | Materials Science XXXVI
I7406 | Materials Science XXXVII
I7506 | Materials Science XXXVIII
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I7706 | Materials Science XXXX
I7806 | Materials Science XXXI
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I9206 | Materials Science XXXV
I9306 | Materials Science XXXVI
I9406 | Materials Science XXXVII
I9506 | Materials Science XXXVIII
I9606 | Materials Science XXXIX
I9706 | Materials Science XXXX
I9806 | Materials Science XXXI
I9906 | Materials Science XXXII

**Bachelor of Education (Secondary) Mathematics**

The course leading to the award of a Bachelor of Education (Mathematics) is a specialisation in Mathematics of a more general degree of Education.

**General Course Structure**

Within the College, courses are structured using a credit point - modular system which allows for flexible designing of individual student programmes while assisting in the maintenance of parity between courses with respect to work loads, time commitments and levels. A credit point is a measure of the minimum amount of work required for a module. The normal hour equivalent for each credit point is one contact hour per week plus one or two hours study hours per week per semester.

A module is a unit of study taken by a student usually for one semester as part of the requirements of the College award. This structure provides for the following approximate balance:
- Education and Educational Studies: 20%
- Practical teaching method and P.P.T.: 25 - 30%
- Subject content: 40 - 45%

Awards of school needs outside subject specialties: 10%

In detail the course structure is as follows:

**Subjects**

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Education and Educational Studies</td>
<td>1-3</td>
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<tr>
<td>Major Academic Study</td>
<td>27 to 30</td>
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<tr>
<td>Minor Academic Study</td>
<td>21 to 24</td>
</tr>
<tr>
<td>Mathematics/Science</td>
<td>0 to 12</td>
</tr>
<tr>
<td>Problems in Teaching Literacy and Numeracy</td>
<td>40 - 45</td>
</tr>
<tr>
<td>Computer and Statistical Literacy</td>
<td>3 - 4</td>
</tr>
<tr>
<td>Electives</td>
<td>9</td>
</tr>
<tr>
<td>Practice Teaching</td>
<td>14 to 17</td>
</tr>
<tr>
<td>Mathematics as a Single Teaching Subject</td>
<td>18</td>
</tr>
</tbody>
</table>

**Mathematics Specialisation**

Students majoring in mathematics will undertake studies in mathematics designed to contribute to their general profile as well as specifically providing:
- an appreciation of the various branches of pure mathematics
- an understanding of their interdependence and co-development
- an awareness of the nature and scope of applied mathematics
- a clear understanding of the applied values of those aspects of mathematics contained in school syllabuses
- a sensitivity to the development of mathematical thought and methods
- a mastery of mathematics to support leadership in program developing mathematical studies and decision making in curriculum design and syllabus construction
- a divergent approach to problem solving extending beyond the use of standard techniques and models

Students may elect to study mathematics as a single or a double teaching subject. In the former case mathematics may be coupled with any other teaching subject to complete the degree requirements, e.g. Mathematics/Science.

**Mathematics as a Single Teaching Subject**

Students selecting mathematics as a single teaching subject are prepared primarily to teach the junior secondary syllabus. Apart from the general degree requirements and the subject specialisation, students are required to satisfactorily complete the following modules MA1252, MA2025, MA3025 and MA4025, together with the mathematics education modules MA1025, MA2075 and MA2076.

Individual arrangements will be made to suit the professional studies committee's decision to interest in the selected teaching subjects.

Students who wish to major in mathematics will be required to satisfactorily complete the remaining 4th level modules MA4025, MA4026, MA4057, and MA4028.
**Bachelor of Education (Music Education)**

In 1982 4th year students only will be following the Diploma in Music Education program. 1st, 2nd and 3rd year will follow Bachelor of Music Education. The programme for the full course for the Bachelor of Music Education is outlined below.

**Course Modules**

Descriptions of modules may be found on pages 96-168.

**PART A: GENERAL THEORETICAL PREPARATION**

111 credit points

(i) Education (18 cp including 9 at 3rd level)
(ii) Education Studies (9 cp at 4th level)
(iii) Project (4th level) (9 cp)
(iv) Subject Content Studies (45 credit points)

**PART B: PROFESSIONAL PREPARATION**

33 credit points

(i) Special Study (General) (9 cp)
(ii) Theory Specific to Subject (18 cp)
(iii) Practical Experience (6 cp)

**Bachelor of Education (Physical Education)**

All candidates for the award of the Bachelor of Education (Physical Education) must enrol in the final year of the course 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 be made 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.

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

**PART A: GENERAL THEORETICAL PREPARATION**

111 credit points

(i) Education
(ii) Educational Studies
Minimum of 24 credit points must include 6 credit points at 3rd level and minimum 9 credit points at 4th level
(iii) Subject Content Studies
(a) Special — Maximum 63 credit points, minimum 57 credit points including minimum of 12 at 4th level
(b) General — 15 credit points
(iv) Project — 9 credit points

**PART B: VOCATIONAL PREPARATION**

33 credit points

(i) Special Study
(a) General — 6 credit points
(b) Specific to subject — 21 credit points
(ii) Practical experience
(a) Simulation
(b) Practice in Field
— 6 credit points

**STUDY CONTENTS**

**EDUCATION AND EDUCATIONAL STUDIES**

Minimum 24 credit points, must include 6 credit points at 3rd level (minimum) and 9 credit points in Educational Studies at 4th level. NOTE: SC0203 may be substituted for any one elected Education module.

**Modules in Education**

1st LEVEL

EDH102 - Child Development (Adolescence)
EDH106 - Health Education
EDH107 - Community Recreation (6 credit points)

2nd LEVEL

EDC200 - Procedural Curriculum Development
EDC201 - The School and Society
EDC202 - Educational Leadership (3 credit points)

3rd LEVEL

EDC301 - The School and Society
EDC302 - Measurement and Evaluation
EDC303 - Personality and Development (3 credit points)

4th LEVEL

EDC401 - Curriculum Development and Research
EDC402 - Objectives and Evaluation in Education
EDC403 - Personal and Interpersonal Relations
EDC404 - Educational Administration
EDC405 - Philosophy of Education
EDC406 - Comparative Education

**SUBJECT CONTENT STUDIES**

15 credit points are required from the following:

**SC110 - Foundations of Physical Education (3 credit points)**
**SC111 - Foundations of Health Education (3 credit points)**
**SC112 - Community Recreation (3 credit points)**
**SC113 - Music for Physical Education (3 credit points)**
**SC114 - Biomechanics (3 credit points)**
**SC115 - Biological Physical Education (3 credit points)**
**SC116 - Biology for Physical Education (3 credit points)**

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

****
**VOCA T I O N A L  P R E P A R AT I O N**

(a) GENERAL (6 credit points)

(b) SPECIFIC (21 credit points)

Twenty-one 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.

Nine credit points must be taken from the following:

1. Teaching Basic Motor Development (3 credit points)
2. Teaching of Athletics (3 credit points)
3. Teaching of Cricket (3 credit points)
4. Teaching of Dance (3 credit points)
5. Teaching of Gymnastics (3 credit points)
6. Teaching of Kinesiology (3 credit points)
7. Teaching of Tennis (3 credit points)
8. Teaching of Volleyball (3 credit points)
9. Teaching of Soccernetball (3 credit points)

At least twelve credit points from the following:

1. Teaching of Games I (3 credit points)
2. Teaching of Games II (3 credit points)
3. Teaching of Games III (3 credit points)
4. Teaching of Games IV (3 credit points)
5. Teaching of Games V (3 credit points)
6. Teaching of Games VI (3 credit points)
7. Teaching of Games VII (3 credit points)
8. Teaching of Games VIII (3 credit points)
9. Teaching of Games IX (3 credit points)
10. Teaching of Games X (3 credit points)

A student who is registered 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 unsuitable in block practice has been given the opportunity to attempt additional block practice and has subsequently again been found unsuitable and as a result of this had a failure in the additional block practice officially recorded.

**Prerequisite and Practice of Teaching Physical Education**

PE1761 - Teaching of Games I (3 credit points)

PE1762 - Teaching of Games II (3 credit points)

PE1763 - Teaching of Games III (3 credit points)

PE1764 - Teaching of Games IV (3 credit points)

PE1765 - Teaching of Games V (3 credit points)

PE1766 - Teaching of Games VI (3 credit points)

PE1767 - Teaching of Games VII (3 credit points)

PE1768 - Teaching of Games VIII (3 credit points)

PE1769 - Teaching of Games IX (3 credit points)

PE1770 - Teaching of Games X (3 credit points)

**Bachelor of Education (Primary and Early Childhood)**

THE CONCEPT OF THE BACHELOR OF EDUCATION DEGREE

The Bachelor of Education degree is a vocational degree comprising:

1. A range and depth of practical teaching skills and vocations oriented content and methodology in a continuing developmental program.
2. A sound educational background in the teaching field, designed to develop a teaching professional of 15 years or more to apprise students both of educational realities and of their needs and difficulties required for the chances of success of the service component; and
3. A professional awareness and intellectual development conducive to instilling in the graduate a confidence and capacity to handle the changing demands of the teaching situation.

FEATURES OF THE STRUCTURE

The structure of the degree has been shaped to fit these parameters. It includes:

1. A strong emphasis on practice teaching (18 cp) closely linked by the continuous Principles and Practices of Teaching (PPT) program (15-24 cp) particularly during the 3 years of the pre-service component. The PPT program and the compulsory Education modules have been carefully sequenced to provide further integration between educational theory and practice.
2. A strong education base to meet practical experience in an integrated way and to provide the future vocational development after graduation (24-30 cp).
3. An academic contact and methodology across the whole range of subjects taught in the primary school (i.e. 20 cp Compulsory Foundation Studies) with English emphasis given to English as a second language (ESL) in Primary Initial Teaching and as a central role in Early Childhood and Primary school programmes.
4. In the case of the B.Ed. (Primary), an in-depth study of a number of subject areas. While sufficient time is not available for all of these subjects to be taught in one school, the student will have an in-depth preparation in three (2 teaching) areas of the primary school. One subject is a major emphasis and two are minor emphasis studies. In addition a student should pursue further studies in at least two (2) other teaching areas of the primary school. Within this area emphasis has been given to English and Mathematics in recognition of their central role in Primary School programmes (6 and 5 primary Studies 15 cp Pre-service component).
5. Studies of social, cultural, and artistic disciplines which help sensitize the teacher to pupil learning difficulties and to the multicultural nature of Australian society. These include Special Education and Multicultural Studies modules.
6. A study of an academic discipline capable of ensuring intellectual growth. The student teacher, during his preparation, will pursue an area of academic interest in his own right. This non-vocational study will be selected from the range of subject disciplines offered within the areas of General Studies (See Genres Studies 21-24 cp).
7. A post-service component which builds on the previous College studies and on the experience and insights gained in the practical teaching component at the school. Both vocational and non-vocational studies will be pursued in depth in the post-service component. These studies form an integral part of the total course.

(a) Within the areas of Educational and Primary Studies/ Early Childhood the student selects academic pursuits which cater for his self-perceived needs.

(b) The post-service component of Primary Studies II is possible for the student to follow further studies in either:

(i) Major Emphasis and/or
(ii) Minor Emphasis and/or
(iii) all three other primary curriculum areas.

(c) The individual lack of subjects the student following experience in the field is the determining factor.

(d) Within the area of General Studies the student will complete the major study of his previously selected academic discipline.

SEGMENTS IN THE COURSE STRUCTURE

A. PROFESSIONAL (TEACHER EDUCATION) STUDIES are designed to prepare the student to serve as a professional in the area of Education and to provide a sound educational background for the teaching professional in the teaching situation, to develop a teaching professional of 15 years or more to apprise students both of educational realities and of their needs and difficulties required for the chances of success of the service component, and to develop a professional awareness and intellectual development conducive to instilling in the graduate a confidence and capacity to handle the changing demands of the teaching situation.

B. GENERAL STUDIES are courses in the social, cultural, scientific, and aesthetic disciplines designed to cater for individual student's needs and interests. These electives provide opportunities for further study in subjects which are of special interest to the student, and give knowledge and process skills in the subject areas of the primary school curriculum. They include the development of knowledge, skills and understandings in these recognisable disciplines and specific areas of study, and are concerned with curriculum aims and objectives, and previous school preparation.

C. FOUNDATION STUDIES are an introduction to the key subjects and related areas of the primary school curriculum. They develop students educational knowledge and process skills in the subject areas of the primary school curriculum. They include the development of knowledge, skills and understandings in these recognisable disciplines and specific areas of study, and are concerned with curriculum aims and objectives, and previous school preparation.
Graduates are prepared to teach children aged from five years to twelve years.

**SEGMENTS IN THE COURSE STRUCTURE**

A. **PROFESSIONAL (TEACHER EDUCATION) STUDIES** are studies directed solely and peculiarly to the professional and vocational preparation of the teacher. They are designed to introduce students to the theory and practice of teaching and include a study of the educative process as a discipline. They also serve to provide perspectives on the needs and capabilities of the child up to the age of 12 years. Opportunity also is provided to develop mastery of the arts and skills of teaching in the Kindergarten to Grade 6 classroom.

These practical and theoretical courses aim ultimately to develop classroom competencies and a sense of professional responsibility towards teaching.

The Professional (Teacher Education) Studies are implemented in three strands or segments.

1. **Educational Studies** introduce students to the teaching-learning process and to the application of this process in the classroom. These studies contribute to the development of students' knowledge of the pupils they will teach, the way in which these pupils learn (including pupils with specific needs) and the ways in which social influences affect learning and behaviour.

This knowledge, coupled with knowledge of the educative process serves as the basis for the development of classroom skills.

Courses in this segment include Education, Special Education, Principles and Practices of Teaching, Practice Teaching, and Multicultural Studies.

2. **Primary Studies** develop control based teaching competencies in the subjects of the primary school curriculum. They include the development of knowledge, skills and understandings in these competencies and are concerned with curriculum aims and objectives, control, development and implementation.

3. **Foundation Studies** are a first year introduction to the subjects and related areas of the primary school curriculum. They develop students' substantive knowledge and process skills in the subject areas of the primary school sufficient in themselves for classroom competency in these subject areas and also to provide a basis for the primary studies segment.

B. **GENERAL STUDIES** are courses in the social, cultural, scientific and aesthetic disciplines designed to cater for individual students' needs and interests. These elective studies aim to promote and to foster students' personal maturity and social responsibility as well-educated and sensitive people. As such the courses provide opportunities for students to gain knowledge, skills, attitudes and values in relation to a perceptive understanding of human behaviour and an appreciation of human endeavours both cultural and intellectual.

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**INTEGRATED PATTERN FOR EDUCATIONAL STUDIES, PRIMARY STUDIES & PRACTICE TEACHING**

**SEMIERN ONE**

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**SECOND SEMESTER**

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**PRACTICE TEACHING**

**PRIMARY STUDIES**

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**B. GENERAL STUDIES**

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</tbody>
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---

**PRIMARY STUDIES**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>P2002</td>
<td>Educational Leadership</td>
</tr>
<tr>
<td>P2001</td>
<td>Assessment in Education</td>
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</tbody>
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## A. PROFESSIONAL STUDIES - 110 credit points

<table>
<thead>
<tr>
<th>EDUCATIONAL STUDIES - (60 credit points)</th>
<th>1st Level</th>
<th>2nd Level</th>
<th>3rd Level</th>
<th>Total Cr Pts</th>
</tr>
</thead>
<tbody>
<tr>
<td>I Education</td>
<td>3</td>
<td>3+3</td>
<td>3+3+3</td>
<td>18</td>
</tr>
<tr>
<td>II Special Education</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>III Principles and Practice of Teaching</td>
<td>3+3</td>
<td>3+3</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td>IV Multicultural Studies</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>V Special Studies - Health Education OR</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Social Awareness OR</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Teaching Problems (PPT)</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>VI Practice Teaching</td>
<td>6</td>
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<table>
<thead>
<tr>
<th>PRIMARY STUDIES* - (39 credit points)</th>
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</thead>
<tbody>
<tr>
<td>I Major Emphasis</td>
</tr>
<tr>
<td>II First Minor Emphasis</td>
</tr>
<tr>
<td>III Second Minor Emphasis</td>
</tr>
<tr>
<td>IV First Single Subject</td>
</tr>
<tr>
<td>V Second Single Subject</td>
</tr>
<tr>
<td>VI Third Single Subject OR</td>
</tr>
<tr>
<td>VII Extension of IV or V to 2nd level</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FOUNDATION STUDIES - (20 credit points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I English</td>
</tr>
<tr>
<td>II Mathematics</td>
</tr>
<tr>
<td>III Art</td>
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<tr>
<td>IV Craft</td>
</tr>
<tr>
<td>V Music</td>
</tr>
<tr>
<td>VI Physical Education</td>
</tr>
<tr>
<td>VII Multicultural Studies and Comm. Lang.</td>
</tr>
<tr>
<td>VIII Science</td>
</tr>
<tr>
<td>IX Social Science</td>
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<table>
<thead>
<tr>
<th>B. GENERAL STUDIES - 12 credit points</th>
</tr>
</thead>
<tbody>
<tr>
<td>I General Studies*</td>
</tr>
</tbody>
</table>

* See notes on following page

**TOTAL 131**

### Special Notes

(a) **Primary Studies**

(i) Primary Studies are defined as the following disciplines:

- Students must study the two specified modules in ENGLISH (EN1005, EN1006).
- Students must take subjects from at least five Primary Studies areas.

(ii) Students must study the two specified modules in MATHEMATICS (MA1071, MA2071).

(b) **General Studies**

Students must complete a sequence of one 1st, and one 2nd and one 3rd level module from the same General Studies subject discipline area, plus one any level General Studies module.

---

### STRUCTURE OF THE BACHELOR OF EDUCATION DEGREE COURSE IN PRIMARY EDUCATION

#### 2. POST-SERVICE COMPONENT - 44 CREDIT POINTS

<table>
<thead>
<tr>
<th>A. PROFESSIONAL STUDIES - 32 to 35 credit points</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd Level</td>
</tr>
<tr>
<td>Education - 9 cp at 4th OR 6 cp at 4th + 3 cp 4th PPT</td>
</tr>
<tr>
<td>II Special Education</td>
</tr>
<tr>
<td>IV PPT in lieu of 3 cp 4th Education</td>
</tr>
<tr>
<td>IV PPT in lieu of 3 cp General Studies</td>
</tr>
<tr>
<td>V Education in lieu of 3 cp General Studies</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PRIMARY STUDIES - (12 to 15 credit points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I Extension of Pre-service Major Emphasis</td>
</tr>
<tr>
<td>II Subjects meeting perceived needs</td>
</tr>
<tr>
<td>III Subject in lieu of 3 cp General Studies</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GENERAL STUDIES - 9 to 12 credit points</th>
</tr>
</thead>
<tbody>
<tr>
<td>I General Studies - 6 cp at 4th built on Pre Service G.S.</td>
</tr>
<tr>
<td>II General Studies - 3 cp at 3rd built on Pre Service G.S.</td>
</tr>
<tr>
<td>III General Studies in lieu of 3 cp PPT OR 3 cp Education OR 3 cp Primary Studies</td>
</tr>
</tbody>
</table>

N.B. Students require a sequence of 18 cp in one subject area of General Studies including 6 cp at 3rd and 6 cp at 4th

**TOTAL 44:44**
# Structure of the Bachelor of Education Degree Course in Primary Education

## 1. Pre-Service Component (3 Years of Full-Time Study - 131 Credit Points)

### A. Professional Studies (122 Credit Points)

#### a) Educational Studies (80 Credit Points)

1. **Education Special Education**
   - 3rd Level: 3
   - 2nd Level: 3
   - 1st Level: 3

2. **Princ. & Prac of Teaching**
   - 3rd Level: 3
   - 2nd Level: 3
   - 1st Level: 3

3. **Multi-Cultural Studies**
   - 3rd Level: 6
   - 2nd Level: 6
   - 1st Level: 6

4. **Special Studies**
   - P.T.: Teaching Problems

#### b) Primary Studies (42 Credit Points)

1. **Major Emphasis**
   - 3rd Level: 3
   - 2nd Level: 3
   - 1st Level: 3

2. **Minor Emphasis**
   - 4th Level: 3
   - Any Level: 3

#### c) Foundation Studies (20 Credit Points)

1. **Multi-Cultural Studies**
2. **Special Studies**
   - Health Education
   - Social Awareness

#### d) Project (8 Credit Points) (Education and Special Emphasis)

- 4th Level: 8

### PROPOSED NEW STRUCTURE

## 2. Post-Service Component (44 Credit Points)

### A. Professional Studies (12-15 Credit Points)

#### a) Educational Studies (12-15 Credit Points)

1. **Education**
   - 3rd Level: 3
   - 2nd Level: 3
   - 1st Level: 3

2. **Special Education**
   - 3rd Level: 3

3. **Princ. and Practices of Teaching**
   - 0-6

4. **Foundation Studies**
   - 3rd Level: 3

5. **Project**
   - 4th Level: 8

### B. General Studies (9-12 Credit Points)

#### a) Principles and Practices of Teaching

1. **4th Level**
2. **3rd Level**
3. **Any Level**

### NOTE:

1. Education or P.T.
2. May be transferred to Professional Studies at any level in subject of felt need (except Special Education or Multicultural Studies).
3. Primary Studies: 16-12 in Major Emphasis at 4th level.
   - 4. 6-0 in any module at any level.
STUDIES

A. CHILD-CENTRED TEACHER TRAINING

The nature of Early Childhood Services requires that graduates be prepared to work in a variety of settings, which provide both child care and education for children aged from birth to eight years.

The developmental, theoretical base for the degree programme will provide students with a skills for matching tasks and experiences to both the brighter or gifted child as well as to the developmentally-delayed child. The compulsory studies in Special Education and Multicultural Studies will further enhance the student's ability to work with children of various abilities as well as those from diverse cultural backgrounds.

Whilst child-centred teaching is recognised as being most important in the early years of life, the skills for classroom management and the more traditional didactic approach are also included as an important part of the course. Modules such as ED103 Orientation to Teaching, and ED101 Expository Teaching (taken before the first practice teaching period in an infants school) provide experience and training in this area.

B. PRE-SERVICE COURSE COMPONENTS

1. Foundation Studies

These consist of ten subject modules which are to be taught in accordance with the developmental mode of this degree. These modules address the student to the manner in which the various disciplines can be taught to children during the period from early infancy through to the primary school child. These subjects are taught as part of the common fixed year with the degree course in primary education.

2. Integrated Studies and Early Childhood Studies

The developing child, during the years of early childhood, generally does not adhere to the division of subject disciplines. In order to provide students with the notion of a unity of knowledge for teaching the young child, a set of subjects will be presented in an integrated and inter-disciplinary manner. Subject disciplines such as Mathematics and Science are combined to explore the nature of measurement whilst aspects of Physical Education, Music and Drama are incorporated in the module based on human movement. Whilst the principle of interdisciplinary studies is endorsed for the young child, it is necessary to recognise the limitations of this approach for all subject content instruction to students. Thus, more discrete subjects are represented in the Early Childhood Subject Studies such as Social Science and Numeracy. Within this component of the course, an emphasis on language studies, is continued and built on language subjects studied within the Foundation Studies section.

3. Educational Studies

These studies begin with the module Orientation to Teaching, proceed through the subjects in human psychological development (see Figure 1) and in addition include studies in the sociology of education. Figure 1, shown how these subjects relate to each other, (ii) the subject content areas in particular and (iii) how the Educational Studies relate to the Early Childhood Major.

4. The Early Childhood Major

This component of the course is particularly related to the Early Childhood Discipline modules to complement the studies in human development. Modules such as Special Education, Multicultural Curricula, Play (as a teaching medium) enhance the child development studies. The module, Philosophy and Curriculum for Early Childhood draws together many of the studies in the Major and together with the Educational Studies component provides a focus to the classroom implementation of the Foundation, Integrated and Early Childhood Subject Studies. An additional module, Children's Literature is introduced into this component as an optional, or additional, study to the modules. Integrating Learning Through Language and Reading and Elementary Administration (Pre-School).

Practical and Field Experience

Practical and field related experience is gained in the pre-service section of this degree in three main ways.

(i) Practice Teaching
(ii) Courses in Principles and Practices of Teaching
(iii) Modules in the Early Childhood Major and Multicultural Studies have a field based or practical component.

Practical Teaching

These one-month periods are allocated for practical teaching. The first of these experiences will be in an infants Department. This experience is especially related to the Educational Study, ED103 Orientation to Teaching as well as the Principles and Practice of Teaching module, TP101 Expository Teaching. It also provides an opportunity to explore, within the context of the classroom, the Foundation Studies that have been completed in Semester I.

Note: 1. Temporal sequence is accurate for main strand, approximate for other modules.
2. Lines indicate interrelationships; arrows also indicate flow.
## Bachelor of Education Degree Course in Early Childhood Studies

### 2. Post-Service Component - 44 Credit Points

#### A. Professional Studies - 32-35 Credit Points
- Credit points subject to student's selection
- Select one option only
- Select one option only

<table>
<thead>
<tr>
<th>Educational Studies - (12 to 15 credit points)</th>
<th>3rd Level</th>
<th>4th Level</th>
<th>Any Level</th>
<th>Total Cr. Pts</th>
</tr>
</thead>
<tbody>
<tr>
<td>I Educational Inquiry</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>II Recent Advances in Child Development</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>III Education - 6 cp at 4th OR 3 cp at 4th + 3 cp 4th P.P.T.</td>
<td>3+3*</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IV PPT in lieu of 3 cp 4th Education</td>
<td>3</td>
<td></td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>V PPT in lieu of 3 cp General Studies</td>
<td>3</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>VI Education in lieu of 3 cp General Studies</td>
<td>3</td>
<td></td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Early Childhood Major - (12-15 credit points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I Special Education</td>
</tr>
<tr>
<td>II Current Trends and Issues in E.C.</td>
</tr>
<tr>
<td>III Advanced Language and Reading</td>
</tr>
<tr>
<td>IV Education Administration</td>
</tr>
<tr>
<td>V Subject in lieu of 3 cp General Studies</td>
</tr>
</tbody>
</table>

| Project - (8 or 10 credit points)             | 8         |           |           | 8             |

#### B. General Studies - (8 to 12 credit points)
- General Studies 6 cp at 4th extn. of Pre-Service G.S. | 3         | 3         | 3         | 3             |
- General Studies 3 cp at 3rd extn. of Pre-Service G.S. | #         | 3         | 3         | 3             |

| Total | 44:44 |

### 3. Pre-Service Component - 131 Credit Points

#### A. Professional Studies - (122 credit points)

<table>
<thead>
<tr>
<th>Educational Studies - (48 credit points)</th>
<th>1st Level</th>
<th>2nd Level</th>
<th>3rd Level</th>
<th>Total Cr. Pts</th>
</tr>
</thead>
<tbody>
<tr>
<td>I Orientation to Teaching</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>II Introduction to Human Development</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>III Child Development (Social, Personality, etc.)</td>
<td>3</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IV Child Development (Cognitive)</td>
<td>3</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>V Sociology of Education</td>
<td>3</td>
<td>3</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>VI Principles and Practice of Teaching</td>
<td>3+3</td>
<td>3</td>
<td>15</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Early Childhood Major - (21 credit points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I Multicultural Studies Early Childhood</td>
</tr>
<tr>
<td>II Philosophy and Curriculum for Early Childhood</td>
</tr>
<tr>
<td>III Play in Early Childhood Education</td>
</tr>
<tr>
<td>IV Social Education</td>
</tr>
<tr>
<td>V Child Health and Nutrition</td>
</tr>
<tr>
<td>VI Innovations &amp; Parent Involvement in E.C., or Music II for Early Childhood</td>
</tr>
<tr>
<td>VII Elementary Administration (Preschool), or Integrating Through Language and Reading, or Children's Literature</td>
</tr>
</tbody>
</table>

#### B. General Studies - (9 credit points)

<table>
<thead>
<tr>
<th>General Studies</th>
<th>3</th>
<th>3</th>
<th>3</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>I Numeracy</td>
<td>3</td>
<td>3</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>II Social Studies</td>
<td>3</td>
<td>3</td>
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<td>3</td>
</tr>
<tr>
<td>III Literacy</td>
<td>3</td>
<td>3</td>
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<td>3</td>
</tr>
</tbody>
</table>

### C. Early Childhood Subject Studies - (18 credit points)

| Creative Art/Craft                        | 3         | 3         | 6         |                |
| II Social Sciences                        | 3         | 3         |           | 3             |
| III Mathematics/Science                   | 3         | 3         |           | 3             |
| IV Music/Movement/Drama                   | 3         | 3         |           | 3             |

### D. Integrated Studies - (15 credit points)

| Total | 131 |

### E. Foundation Studies - (20 credit points) see note

| Total | 20  |

### F. General Studies - (9 credit points) see note

| Total | 9   |
### Structure of the Bachelor of Education Degree Course in Early Childhood Education

#### Pre-Service Component

<table>
<thead>
<tr>
<th>Level</th>
<th>Study Type</th>
<th>Modules</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd LEVEL</td>
<td>Education</td>
<td>3^* 3</td>
</tr>
<tr>
<td>2nd LEVEL</td>
<td></td>
<td>3^* Common to Primary</td>
</tr>
<tr>
<td>1st LEVEL</td>
<td></td>
<td>15 cr. pts.</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Level</th>
<th>Study Type</th>
<th>Modules</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd LEVEL</td>
<td>Early Childhood Major Emphasis</td>
<td>3 3 3 3</td>
</tr>
<tr>
<td>2nd LEVEL</td>
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<td>3 3 3 3</td>
</tr>
<tr>
<td>1st LEVEL</td>
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<td>15 cr. pts.</td>
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<table>
<thead>
<tr>
<th>Level</th>
<th>Study Type</th>
<th>Modules</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd LEVEL</td>
<td>Early Childhood Subject Studies</td>
<td>3 3 3 3</td>
</tr>
<tr>
<td>2nd LEVEL</td>
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<td>3 3 3 3</td>
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<tr>
<td>1st LEVEL</td>
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<td>15 cr. pts.</td>
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<thead>
<tr>
<th>Level</th>
<th>Study Type</th>
<th>Modules</th>
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<tr>
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<td>Integrated Studies</td>
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<td>2nd LEVEL</td>
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<td>3 3 3 3</td>
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<tr>
<td>1st LEVEL</td>
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<table>
<thead>
<tr>
<th>Level</th>
<th>Study Type</th>
<th>Modules</th>
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</thead>
<tbody>
<tr>
<td>3rd LEVEL</td>
<td>Foundation Studies (Common to Primary)</td>
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<td>3 3 3 3</td>
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#### General Studies

<table>
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<th>Modules</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd LEVEL</td>
<td>Teaching Experience</td>
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<td>6</td>
</tr>
<tr>
<td>1st LEVEL</td>
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### Post-Service Component

<table>
<thead>
<tr>
<th>Level</th>
<th>Study Type</th>
<th>Modules</th>
</tr>
</thead>
<tbody>
<tr>
<td>4th LEVEL</td>
<td>Education</td>
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</table>

<table>
<thead>
<tr>
<th>Level</th>
<th>Study Type</th>
<th>Modules</th>
</tr>
</thead>
<tbody>
<tr>
<td>4th LEVEL</td>
<td>Principles and Practices of Teaching</td>
<td>0-6</td>
</tr>
<tr>
<td>3rd LEVEL</td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Level</th>
<th>Study Type</th>
<th>Modules</th>
</tr>
</thead>
<tbody>
<tr>
<td>4th LEVEL</td>
<td>Project</td>
<td>E.C.Ed./Content Area shared supervision</td>
</tr>
<tr>
<td>3rd LEVEL</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Level</th>
<th>Study Type</th>
<th>Modules</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd LEVEL</td>
<td>General Studies</td>
<td>3</td>
</tr>
<tr>
<td>2nd LEVEL</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>ANY LEVEL</td>
<td></td>
<td>12 cr. pts.</td>
</tr>
</tbody>
</table>

* Pre- or Co-requisite Ed200 (Educational Inquiry, E.C.)

**Note:**
1. Education or P.P.T.
2. May be transferred to Professional Studies at any level in subject of need (except Special Education or Multicultural Studies).

---

**Structure of the Bachelor of Education (Early Childhood) Degree Course in Early Childhood Education**

1. **Pre-Service Component**
   - **Professional Studies**
     - Education
     - Early Childhood Major Emphasis
     - Early Childhood Subject Studies
     - Integrated Studies
   - **General Studies**
     - Teaching Experience

2. **Post-Service Component**
   - **Professional Studies**
     - Education
     - Principles and Practices of Teaching
   - **General Studies**
     - Project

---

**Relationship between Pre-Service and Post-Service Components**

- The fourth year of the Bachelor of Education (Early Childhood) degree course is designed to provide an opportunity for students to build upon the theoretical knowledge and practical experiences gained in the pre-service component. This component is integrated with the ongoing theoretical studies undertaken in the post-service component. The relationship between pre-service and post-service components is illustrated in Figure 6. The figure shows the interconnection between pre-service and post-service components, reflecting the ongoing nature of the educational process.

---

**Special Education and Language Modules**

- The Bachelor of Education (Early Childhood) degree course includes special education and language modules tailored to the needs of early childhood education. These modules are designed to support the development of skills and knowledge necessary for effective teaching in this field. The modules provide a comprehensive foundation in educational theory, practice, and in-service development.

---

**Other Field-related or Practical Modules**

- The Bachelor of Education (Early Childhood) degree course also incorporates field-related or practical modules that are essential for the development of practical skills and for the integration of theory into practice. These modules are designed to ensure that students are well-prepared for the realities of the early childhood education environment.

---

**Educational Administration (including Special Education)**

- The Bachelor of Education (Early Childhood) degree course offers an educational administration component, which includes special education courses. This component aims to equip students with the necessary skills to manage educational settings effectively and to support the development of inclusive education practices.

---

**Relationship of Modules in the Pre-Service to Those in Post-Service Components**

- The relationships between pre-service and post-service components are illustrated in Figure 6. These relationships highlight the ongoing nature of the educational process and the importance of integrating theoretical knowledge with practical experience. The figure shows that the pre-service component is essential for building a strong foundation in early childhood education, while the post-service component is designed to build upon this foundation and to prepare students for their professional roles.

---

**General Studies**

- The General Studies component of the Bachelor of Education (Early Childhood) degree course includes a series of courses that are designed to broaden students' knowledge and understanding of education. These courses cover a range of topics, including educational theories, research methods, and professional development.

---

**Advanced Language and Reading**

- The Bachelor of Education (Early Childhood) degree course includes advanced language and reading modules that are designed to support the development of students' language skills and to prepare them for effective teaching in this area. These modules provide a comprehensive foundation in language theory and practice, as well as in the development of language-based educational strategies.

---

**Field-related Subject**

- The Bachelor of Education (Early Childhood) degree course includes field-related subject modules that are designed to support the development of students' understanding of the early childhood education environment. These modules provide an opportunity for students to engage in field-based experiences and to apply theoretical knowledge in real-world contexts.

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**Foundation Studies**

- The Bachelor of Education (Early Childhood) degree course includes foundation studies modules that are designed to support the development of students' foundational knowledge and skills. These modules provide a comprehensive foundation in the areas of educational theory, practice, and professional development.

---

**Field-related Component**

- The Bachelor of Education (Early Childhood) degree course includes field-related component modules that are designed to support the development of students' practical skills and for the integration of theory into practice. These modules are designed to ensure that students are well-prepared for the realities of the early childhood education environment.

---

**Field-related Component**

- The Bachelor of Education (Early Childhood) degree course includes field-related component modules that are designed to support the development of students' practical skills and for the integration of theory into practice. These modules are designed to ensure that students are well-prepared for the realities of the early childhood education environment.
Students completing the Bachelor of Education (Social Sciences) course will be competent through:
- depth studies in the disciplines of Geography and Economics;
- supplementary courses in Asian Studies, Social Anthropology and Legal Studies and
- practical teaching experience in a range of Social Sciences to contribute effectively to the functioning of a Social Sciences Department in a Secondary School. This competence will extend to teaching in the following specialist fields: Geography, Economics, Commerce, Asian Studies and Social Science.

The programme of study involves a major emphasis in Geography and strong supporting work in Economics. A supplementary strand includes modules in Asian Studies, Social Anthropology and Legal Studies; in addition there are studies and activities in Education, Teaching Literacy and Numeracy, Computer and Statistical Literacy, Professional Studies and School Experiences. After three years of successful full-time study, the student is eligible to receive the Diploma in Teaching (Secondary Education). Should the student seek the award of Bachelor of Education (Secondary Education), it is necessary to have the equivalent of at least one year's subsequent teaching experience and to complete further studies normally taken over a one-year full-time or a two-year part-time programme.

Descriptions of the content of the various modules available in 1982 appear in the section Module Descriptions in the Calendar. Note that these apply only to the first two years of the B.Ed. course, which began with its first Year I group in 1981.

The Flow-chart which follows indicates the likely placement of modules over the full four years of the course.

SOCIAL SCIENCES - FLOW CHART (Cont.)

<table>
<thead>
<tr>
<th>SEMESTER 1</th>
<th>YEAR 1</th>
<th>SEMESTER 2</th>
<th>YEAR 2</th>
<th>SEMESTER 1</th>
<th>YEAR 3</th>
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<td>Urban Geography II</td>
<td>Regional Geography I</td>
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<td>Regional Development Contrasts &amp; Consequences</td>
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<td>SS4650</td>
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<td></td>
</tr>
</tbody>
</table>

* Students complete a minimum of 3 modules in this Strand in Years 1-3 included.
Bachelor of Education (Secondary) Science and Mathematics/Science

COURSE DESCRIPTION

SCIENCE MAJORS

In the first year, students must select 8 modules (4 in each semester) from:

- SC1171 - Biological Science
- SC1172 - Human Biology
- SC1141 - Chemistry IA
- SC1142 - Chemistry IB
- SC1151 - Geology IA
- SC1152 - Geology IB
- Mathematics IA, Parts A-B
- SC1131 - Mechanics I
- SC1132 - Direct Current Electricity

In the second year, the following modules are compulsory:

- SC2141 - Chemical Bonding
- SC2142 - Energy and Chemical Reactions
- SC2143 - Chemical Kinetics
- SC2144 - Inorganic Chemistry
- SC2145 - Biochemistry

At the conclusion of his first year, the student choosing mathematics as a minor study must also choose one module from those offered in biology, geology or mathematics.

SCIENCE TEACHING.

At the conclusion of his third year, the student will choose one major study.

1st LEVEL

2nd LEVEL

3rd LEVEL

4th LEVEL

GEOLOGY MODULES

1st LEVEL

SC1151 - Geology IA
SC1152 - Geology IB

2nd LEVEL

SC1151 - Geology IA
SC1152 - Geology IB

3rd LEVEL

SC1151 - Geology IIA
SC1152 - Geology IIB

PHYSICS MODULES

1st LEVEL

SC1131 - Mechanics I
SC1132 - Direct Current Electricity

2nd LEVEL

SC1131 - Mechanics I
SC1152 - Optics

3rd LEVEL

SC1131 - Atomic and Nuclear
SC1132 - Electromagnetic Theory and Radiation Physics
SC1133 - AC and DC Circuits
SC1134 - Electric Circuits

4th LEVEL

SC1131 - Astronomy
SC1132 - Electric Systems
SC1133 - Energy: Nuclear and Alternate Sources
SC1134 - Calculus and Microcomputer Programming
SC1135 - Physics: Technology, Philosophy and Systems Thinking

Course Modules

Descriptions of modules may be found on pages 96-168.

CHEMISTRY MODULES

1st LEVEL

SC1141 - Chemistry IA
SC1142 - Chemistry IB

2nd LEVEL

SC1141 - Chemical Bonding
SC1142 - Energy and Chemical Reactions

3rd LEVEL

SC1141 - Biochemical Effects in Molecules
SC1142 - Chemical Kinetics
SC1143 - Inorganic Chemistry
SC1145 - Polymer Chemistry

4th LEVEL

SC1141 - Physical Methods in Chemistry
SC1142 - Chemistry of Natural Resources
SC1143 - Natural Product Chemistry
SC1144 - Bioorganic Chemistry
SC1145 - Biochemistry
SC1146 - Environmental and Consumer Chemistry

GEOLOGY MODULES

1st LEVEL

SC1151 - Geology IA
SC1152 - Geology IB

2nd LEVEL

SC1151 - Geology IA
SC1152 - Geology IB

3rd LEVEL

SC1151 - Geology IIA
SC1152 - Geology IIB

4th LEVEL

SC1151 - Geological Resources and Society
SC1152 - Geophysical Problems
SC1153 - Hydrology
SC1142 - Chemistry of Natural Resources

PHYSICS MODULES

1st LEVEL

SC1131 - Mechanics I
SC1132 - Direct Current Electricity

2nd LEVEL

SC1131 - Mechanics I
SC1152 - Optics

3rd LEVEL

SC1131 - Atomic and Nuclear
SC1132 - Electromagnetic Theory and Radiation Physics
SC1133 - AC and DC Circuits
SC1134 - Electric Circuits

4th LEVEL

SC1131 - Astronomy
SC1132 - Electric Systems
SC1133 - Energy: Nuclear and Alternate Sources
SC1134 - Calculus and Microcomputer Programming
SC1135 - Physics: Technology, Philosophy and Systems Thinking

Course Modules

Descriptions of modules may be found on pages 96-168.

BIOLOGY MODULES

1st LEVEL

SC1171 - Biological Science
SC1172 - Human Biology

2nd LEVEL

SC2171 - Ecology and Ecosystem Studies
SC2172 - Cell Chemistry and Physiology

3rd LEVEL

SC3171 - Microbiology
SC3172 - Regulation and Response in Organisms

4th LEVEL

SC4171 - Man and Environment
SC4172 - Industrial Microbiology

SC4173 - Applied Ecology
SC4174 - Developmental and Comparative Anatomy

MAJOR CHEMISTRY/MINOR BIOLOGY (AN EXAMPLE OF A COURSE STRUCTURE)

<table>
<thead>
<tr>
<th>Semester/Subject</th>
<th>I</th>
<th>II</th>
<th>III</th>
<th>IV</th>
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<th>VII</th>
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MAJOR PHYSICS/MINOR MATHEMATICS - (AN EXAMPLE OF A COURSE STRUCTURE)

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<td>18</td>
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Subject/ Semester/ Total Credit Points

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</tbody>
</table>

Total Hours: 21 21 23 24 21 21 18 15 175 cp
Graduate Diploma in Education (Primary Education)

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

Code: Subject of Study
Duration: Hours per Week: Semester of Study: Credit Points
ED4909 Education IV (Primary) 2 semesters: 6: Semester I & II: 10
PR430 Principles & Practices of Teaching 1 semester: 3: Semester I: 2
AE471 Art MP 1 semester: 2: Semester I: 2
MA4652 Craft Method, Dip.Ed. 1 semester: 2: Semester II: 2
EE421 English & Reading MP 2 semesters: 2: Semesters I & II: 4
MA453 Mathematics MP 2 semesters: 2: Semesters I & II: 4
MU414 Music Education in the Primary Schools 1 semester: 1: Semester I: 2
SC430 Natural Science MP 1 semester: 1: Semester II: 2
PEA14 Health and Physical Education MP 1 semester: 1: Semester II: 2
SS4100 Social Studies MP 1 semester: 1: Semester I: 2
ED4823 * Essay 2 semesters: 2: Semesters I & II: 2
PT407 Teaching Experience Primary 2 semesters: 2: Total credit points: 36

* 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 96-188.

Graduate Diploma in Education (Secondary Education)

Code: Subject of Study
Duration: Hours per Week: Semester of Study: Credit Points
ED4908 Education IV (Secondary) 2 semesters: 6: Semester I & II: 10
- Principles and Practices of Teaching 1 semester: 3: Semester I: 2
PE4401 Health and Physical Education IVB 2 semesters: 2: Semesters I & II: 4

Two of the following:
- AE473 Drawing and Design Method 1 semester: 1: Semester I: 2
- AE475 Painting and Printmaking 1 semester: 1: Semester I: 2
- AE477 Programming, Syllabus, Curriculum Studies 1 semester: 1: Semester I: 2
- AE479 Art History 1 semester: 1: Semester I: 2
- AE474 Three Dimensional Art 1 semester: 1: Semester II: 2

Each module is allocated 8 credit points.
**Graduate 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 or membership by examination of a professional association for which degree qualifications are a normal requirement, and be employed for concurrent teaching in technical and further education. Applicants who have completed all requirements for a degree or a diploma, save one course may be admitted to candidature. Candidates admitted under this regulation are required to complete the course necessary to fulfill the requirements of their degree or diploma concurrently with their candidature for the Diploma in Education.

The subjects offered to candidates for the Diploma in Education in Technical and Further Education are generally those available to candidates for the Diploma in Teaching in Technical and Further Education since the 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 module approaches and assessments.

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

All candidates are required to gain over two years of study:
- 18 credit points in Education
- 6 credit points in Special Method
- 18 credit points in the Theory of Teaching relative to TAFE
- 6 credit points in Practical Experience (if practice is limited to brief block practices and micro-teaching or equivalent)
- OR
- 12 credit points in Practical 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

Note: This course may be offered by Block Release or by External Studies in a reduced format subject to approval by the Higher Education Board.

**Course Modules**

Descriptions of modules may be found on pages 96-168.

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**Course Modules Descriptions**

Descriptions of modules may be found on page 168.
Graduate Diploma in Educational Studies (Advanced Teaching Method)

In general, the tasks of teaching basic skills subjects would be the principal responsibilities of graduates of the Advanced Teaching Method Programme.

Teachers who complete the course will have their teaching competencies increased to deal more effectively with children, in mainstream classrooms, who do achieve as well as their peers.

<table>
<thead>
<tr>
<th>MODULE</th>
<th>CLASS HOURS</th>
<th>CREDIT POINTS</th>
<th>TEACHING DEPARTMENT</th>
<th>SEMESTER</th>
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<td>PER SUBJECT</td>
<td>TOTAL</td>
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<td>Date Based Instruction/ Behavior Management</td>
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<td>6</td>
<td>Special Education</td>
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<td>AM002</td>
<td>Curriculum and Community Resources</td>
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<td>6</td>
<td>3</td>
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<td>ED1907</td>
<td>Individual Differences in Development and Learning</td>
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<td>3</td>
<td>Education</td>
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<td>Language and Reading</td>
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<td>Strategies for Teaching I</td>
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<td>3</td>
<td>Professional Studies</td>
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<td>Casework Practicum</td>
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<td>MM001</td>
<td>Development/ Learning Disabilities</td>
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<td>3</td>
<td>Special Education</td>
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<tr>
<td>LM002</td>
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<td>4</td>
<td>2</td>
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<tr>
<td>PM011</td>
<td>Strategies for Teaching II</td>
<td>2</td>
<td>3</td>
<td>Professional Studies</td>
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<td>ED2900</td>
<td>Teaching the Gifted Child</td>
<td>2</td>
<td>3</td>
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<td>MM002</td>
<td>Casework Practicum</td>
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<td>4</td>
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<td>TOTALS:</td>
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<td>36</td>
<td>36</td>
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Graduate 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, deputy principals, principals, advisers and inspectors in state and non-state schools, and teachers and lecturers in tertiary institutions;
• members of the community interested in curriculum development and implementation programmes.

The course aims:

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

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

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

The Core Programme (33 credit points) consists of:

ED4902 - Curriculum Theory and Development: 6 cp
ED4903 - Culture, Change and the School: 6 cp
ED4904 - Modes of Inquiry: 3 cp
ED4907 - Curriculum Evaluation: 6 cp
ED4911 - Learning and the Designing of Learning Experiences: 3 cp
ED4905 - Dissertation: 9 cp

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

Elective (3 credit points) will be available in:

ED4902 - Aims and Values of Australian Education: 3 cp
ED4910 - Research on Teaching and Curriculum: 3 cp
ED4912 - The Curriculum and Groups with Special Needs: 3 cp
ED4900 - Leadership: 3 cp

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:

<table>
<thead>
<tr>
<th>Code</th>
<th>Module</th>
<th>FIRST YEAR</th>
<th>SEMESTER I</th>
<th>SEMESTER II</th>
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<td>Culture, Change and the School</td>
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<tr>
<td>ED4911</td>
<td>Learning and the Designing of Learning Experiences</td>
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<td>ED4904</td>
<td>Modes of Inquiry</td>
<td>9 hrs.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>ED4907</td>
<td>Curriculum Evaluation</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>ED4905</td>
<td>Dissertation</td>
<td>9 hrs.</td>
<td>9 hrs.</td>
<td></td>
</tr>
</tbody>
</table>

Course Modules: Descriptions of modules may be found on pages 96-168.
Graduate 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 teachers by providing an understanding of the trends in mathematical studies, a realisation of the impact and influence of such studies on knowledge enhancing the role of the teacher in guiding the effective development of the child.

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

- Education Studies: 6 cp
- Mathematics Studies and Mathematics Education Studies: 27 cp
- Elective Study: 3 cp

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
- ED4811 - Learning and the Designing of Learning Experiences
- ED4815 - Assessment Procedures in Secondary School
- ED4810 - Current Research on Teaching and Curriculum

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

Summary of Studies in Mathematics/Mathematics Education

<table>
<thead>
<tr>
<th>Code</th>
<th>Module</th>
<th>Prerequisite</th>
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<tbody>
<tr>
<td>MA4001</td>
<td>An Introduction to Combinatorial Theory</td>
<td>3 credit points in Number Theory at 2nd level and Group Theory at 3rd level</td>
</tr>
<tr>
<td>MA4002</td>
<td>Convexity in Finite Dimensional Spaces</td>
<td>Sets</td>
</tr>
<tr>
<td>MA4003</td>
<td>Foundations of Geometry</td>
<td>Plane Projective Geometry and Group Theory</td>
</tr>
<tr>
<td>MA4004</td>
<td>General Topology</td>
<td>Metric Spaces or Equivalent Study</td>
</tr>
<tr>
<td>MA4005</td>
<td>Groups, Rings and Fields</td>
<td>Group Theory</td>
</tr>
<tr>
<td>MA4006</td>
<td>Number Theory</td>
<td>6 credit points in any two Mathematics modules at 3rd level</td>
</tr>
<tr>
<td>MA4007</td>
<td>Numerical Analysis II</td>
<td>One of Numerical Analysis I or Differential Equations or Linear Algebra</td>
</tr>
<tr>
<td>MA4008</td>
<td>Probability and Statistics II</td>
<td>Probability and Statistics I</td>
</tr>
<tr>
<td>MA4009</td>
<td>Sets</td>
<td>Sets</td>
</tr>
<tr>
<td>MA4010</td>
<td>Theories of Integration</td>
<td>Calculus II or Equivalent Study</td>
</tr>
<tr>
<td>MA4011</td>
<td>Vector Analysis</td>
<td>MA3002 History of Mathematics II</td>
</tr>
<tr>
<td>MA4012</td>
<td>History of Mathematics II</td>
<td>3 credit points in Mathematics Education at 3rd level</td>
</tr>
<tr>
<td>MA4051</td>
<td>Aspects in the Teaching of Mathematics in the Secondary School</td>
<td>3 credit points in Mathematics Education at 3rd level</td>
</tr>
<tr>
<td>MA4052</td>
<td>Issues in the Teaching of Mathematics in the Secondary School</td>
<td>3 credit points in Mathematics Education at 3rd level</td>
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</table>

Elective Study
(i) Electives available at 4th level:
- Any 4th level module described in this Calendar and not selected to contribute to the 33 credit points comprising the remainder of the course may be selected as the elective module.
(ii) Electives available at 2nd and 3rd level:
- Any other module offered within the College for which the candidate holds the prerequisites may be taken as the elective.

Course Modules
Descriptions of modules may be found on pages 96-168.

Graduate 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.

OUTLINE:
A: Core Modules
- Semester I
  - SE401 - Developmental Disabilities: 3 cp
  - SE402 - Behaviour Management/不适 Based Instruction: 6 cp
  - SE404 - Assessment, Diagnosis & Remediation: 3 cp
- Semester II
  - SE401 - Assessment, Diagnosis & 
  - SE417 - Issues/Interdisciplinary Assessment, Diagnosis & Remediation: 3 cp
  - SE418 - Curriculum Resource Development: 3 cp
- Semester III
  - SE404 - Communication Disorders: 3 cp

B: Core Electives
- Semester I
  - O/A/Resource Emphasis: 2 cp
  - SE414 - Programming for Remediation: 4 cp
  - SE415 - Programming for Developmental Disabilities: 4 cp
- Semester II
  - SE416 - Parent Training/Consultative Skills: 2 cp
  - EN204 - Studies in Reading Education: 2 cp
  - MA354 - Maths Ed. and the Slow Learner: 2 cp

C: Electives
- Semester I
  - One of
    - SE414 - Programming for Remediation: 4 cp
    - MA354 - Maths Ed. and the Slow Learner: 2 cp
  - E0001 - Education in the Multicultural Classroom: 2 cp
  - MA354 - Maths Ed. and the Slow Learner: 2 cp
- Semester II
  - One of
    - EN204 - Studies in Reading Education: 2 cp
    - EN204 - Studies in Reading Education: 2 cp
    - MA354 - Maths Ed. and the Slow Learner: 2 cp
  - SE414 - Programming for Remediation: 4 cp
  - SE415 - Programming for Developmental Disabilities: 4 cp

D: Practical Experience
- Semester I
  - SE413 - Clinical & School Practice: 12 hhp
- Semester II
  - SE413 - Clinical & School Practice: 12 hhp

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.

Course Modules
Descriptions of modules may be found on pages 96-168.
# The School of Paramedical and Community Welfare Studies

<table>
<thead>
<tr>
<th>Courses of Study</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diploma in Teaching (Nursing)</td>
<td>78</td>
</tr>
<tr>
<td>Diploma in Administration (Nursing)</td>
<td>82</td>
</tr>
<tr>
<td>Associate Diploma in Diagnostic Medical Radiography</td>
<td>85</td>
</tr>
<tr>
<td>Associate Diploma in Police Studies</td>
<td>86</td>
</tr>
<tr>
<td>Associate Diploma in Social Welfare</td>
<td>87</td>
</tr>
</tbody>
</table>
School of Paramedical and Community Welfare Studies

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

- Diploma in Teaching (Nursing)
- Diploma in Administration (Nursing)
- Associate Diploma in Diagnostic Medical Radiography
- Associate Diploma in Police Studies
- Associate Diploma in Social Welfare

The Diploma in Teaching (Nursing) is a course at the UG2 level designed to assist the nurse educator to acquire a more advanced degree of clinical competence, to teach within the dynamics of changing health needs, to develop teaching skills which match a wide range of learning needs; to plan, implement and evaluate clinical and classroom curricula and to contribute to the developmental needs of an evolving profession.

The Diploma in Administration (Nursing) is a course at the UG2 level designed to contribute to personal and professional growth of the student specialising in administration at different levels of nursing within the health service. The long term aim of this course is to bring about changes in nursing practice which will ultimately help to raise the standard of Health Care in Australia.

In particular, it will assist the health administrator to understand and to apply the theory of organisations and management to the health system generally, and specifically to the realities of the day-to-day work-ethic situations. In addition, it will enable the student health administrator to develop and use those specific management competencies which utilise resources effectively and therefore facilitate the planning, delivery and evaluation of quality care. Special attention is paid to the individual as a member of an organisation such as exists in the health system.

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

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

In semesters 3 to 6 inclusive the students must be employed in the field with some release for lectures at College and for Techniques and Surface Anatomy at Royal Newcastle Hospital.

The Associate Diploma in Police Studies is a four year course covering topics designed to develop abilities in understanding personal relationships, effective communication and problem solving.

The work will cover such topics as Behavioural Science, Multicultural Studies, Administration and Inquiry Methods. Candidates will study part-time for approximately six hours per week.

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

Course modules offered with the School may be of one semester's duration or two semesters' duration. Those modules over one semester generally carry a credit point rating of three, although some differ. The modules are placed at levels ranging from 1st to 3rd in the undergraduate programmes to indicate relative levels of difficulty.
Diploma in Teaching (Nursing)

The Diploma in Teaching (Nursing) is a UG3 course for experienced registered nurses who wish to become Nurse Educators in their respective fields.

STRUCTURE

In order to qualify for the award of Diploma in Teaching (Nursing), a candidate must gain a total of 108 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>
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<tbody>
<tr>
<td>H5110</td>
<td>The Historical Development of Nursing</td>
<td>2</td>
</tr>
<tr>
<td>H5111</td>
<td>Professional Adjustments and Ethics</td>
<td>2</td>
</tr>
<tr>
<td>H5112</td>
<td>Concepts and Strategies in Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>H5113</td>
<td>Philosophy of Nursing</td>
<td>3</td>
</tr>
<tr>
<td>H5115</td>
<td>Health</td>
<td>3</td>
</tr>
<tr>
<td>H5113</td>
<td>Disease</td>
<td>6</td>
</tr>
<tr>
<td>HS2110</td>
<td>Nursing Studies I</td>
<td>3</td>
</tr>
<tr>
<td>HS2111</td>
<td>Nursing Studies II</td>
<td>3</td>
</tr>
<tr>
<td>HS2112</td>
<td>Nursing Studies III</td>
<td>3</td>
</tr>
<tr>
<td>HS2110</td>
<td>Problem-solving in Practice</td>
<td>3</td>
</tr>
<tr>
<td>HS2110</td>
<td>Nursing Studies IV</td>
<td>3</td>
</tr>
<tr>
<td>HS3111</td>
<td>Introduction to Research and Measurement</td>
<td>3</td>
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</table>

TEACHING AND LEARNING IN NURSING

<table>
<thead>
<tr>
<th>Code</th>
<th>Module Title</th>
<th>Credit Points</th>
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<tbody>
<tr>
<td>H51120</td>
<td>Teaching and Learning in Nursing</td>
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</tr>
<tr>
<td>H51121</td>
<td>Introduction to Teaching Basics</td>
<td>2</td>
</tr>
<tr>
<td>H51120</td>
<td>Method and Nursing Knowledge I</td>
<td>2</td>
</tr>
<tr>
<td>H51210</td>
<td>Teaching and Nursing in Nursing</td>
<td>2</td>
</tr>
<tr>
<td>H51211</td>
<td>Verbal and Interaction Skills</td>
<td>2</td>
</tr>
<tr>
<td>H51212</td>
<td>Teaching and Learning in Nursing</td>
<td>2</td>
</tr>
<tr>
<td>H51120</td>
<td>Method and Nursing Knowledge II</td>
<td>2</td>
</tr>
<tr>
<td>H51310</td>
<td>Teaching and Learning in Nursing</td>
<td>3</td>
</tr>
<tr>
<td>H51212</td>
<td>Curriculum I</td>
<td>3</td>
</tr>
<tr>
<td>H51312</td>
<td>Curriculum II</td>
<td>3</td>
</tr>
<tr>
<td>EN317</td>
<td>Effective Communication</td>
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INTEGRATED BIO-MEDICAL SCIENCES

<table>
<thead>
<tr>
<th>Code</th>
<th>Module Title</th>
<th>Credit Points</th>
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<tbody>
<tr>
<td>SC150</td>
<td>Biomedical Sciences</td>
<td>6</td>
</tr>
<tr>
<td>SC151</td>
<td>Nutrition</td>
<td>2</td>
</tr>
<tr>
<td>SC251</td>
<td>Microbiology and Pathology</td>
<td>2</td>
</tr>
<tr>
<td>SC251</td>
<td>Anatomy and Physiology</td>
<td>6</td>
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</table>

PSYCHOSOCIAL ASPECTS

<table>
<thead>
<tr>
<th>Code</th>
<th>Module Title</th>
<th>Credit Points</th>
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<tbody>
<tr>
<td>ED1911</td>
<td>Psychosocial Aspects of Illness</td>
<td>3</td>
</tr>
<tr>
<td>ED1911</td>
<td>Human Behaviour - Man as an Individual</td>
<td>3</td>
</tr>
<tr>
<td>ED2912</td>
<td>Life Span Development</td>
<td>3</td>
</tr>
<tr>
<td>ED3913</td>
<td>Motivation and Morale</td>
<td>2</td>
</tr>
<tr>
<td>ED3904</td>
<td>Self-awareness and Interpersonal Relationships Skills</td>
<td>3</td>
</tr>
<tr>
<td>ED3901</td>
<td>Counselling</td>
<td>3</td>
</tr>
</tbody>
</table>

FIELD EXPERIENCE

Field experience is a core component of the course and will be gained both by on-going practice teaching and during tutorship practice periods.

Students will complete three units of field experience. Each unit comprises two modules: one from the student’s major study and one from his/her minor study.

Students must complete either a major or a minor in classroom teaching and may elect to specialise in classroom, clinical or community teaching. The alternatives are:

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

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

FIELD EXPERIENCE 1

<table>
<thead>
<tr>
<th>Code</th>
<th>Module Title</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>HS1160</td>
<td>Field Experience 1 - Classroom Major</td>
<td>1</td>
</tr>
<tr>
<td>HS1170</td>
<td>Field Experience 1 - Clinical Minor</td>
<td>2</td>
</tr>
<tr>
<td>HS1180</td>
<td>Field Experience 1 - Community Minor</td>
<td>2</td>
</tr>
<tr>
<td>HS1190</td>
<td>Field Experience 1 - Classroom Minor</td>
<td>1</td>
</tr>
<tr>
<td>HS1190</td>
<td>Field Experience 1 - Community Minor</td>
<td>2</td>
</tr>
</tbody>
</table>

FIELD EXPERIENCE 2

<table>
<thead>
<tr>
<th>Code</th>
<th>Module Title</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>HS2170</td>
<td>Fluid Experience 2 - Classroom Major</td>
<td>4</td>
</tr>
<tr>
<td>HS2170</td>
<td>Field Experience 2 - Clinical Minor</td>
<td>2</td>
</tr>
<tr>
<td>HS2170</td>
<td>Field Experience 2 - Community Minor</td>
<td>2</td>
</tr>
<tr>
<td>HS2170</td>
<td>Field Experience 2 - Classroom Minor</td>
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</tbody>
</table>

FIELD EXPERIENCE 3

<table>
<thead>
<tr>
<th>Code</th>
<th>Module Title</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>H51160</td>
<td>Field Experience 3 - Classroom Major</td>
<td>4</td>
</tr>
<tr>
<td>H51170</td>
<td>Field Experience 3 - Clinical Minor</td>
<td>2</td>
</tr>
<tr>
<td>H51180</td>
<td>Field Experience 3 - Community Minor</td>
<td>2</td>
</tr>
<tr>
<td>H51180</td>
<td>Field Experience 3 - Classroom Minor</td>
<td>2</td>
</tr>
</tbody>
</table>

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 electives written specifically for this course are as follows:

<table>
<thead>
<tr>
<th>Code</th>
<th>Module Title</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>HS3110</td>
<td>Nursing Studies IV - Evaluation of Clinical Practice</td>
<td>3</td>
</tr>
<tr>
<td>HS3110</td>
<td>This is a core module for students doing a Clinical Major</td>
<td>3</td>
</tr>
<tr>
<td>HS3110</td>
<td>HS1250 Curriculum II</td>
<td>2</td>
</tr>
<tr>
<td>HS2150</td>
<td>Counselling</td>
<td>2</td>
</tr>
<tr>
<td>HS3150</td>
<td>Community Health - Issues and Services</td>
<td>2</td>
</tr>
</tbody>
</table>

SE2090 | Social Studies | 3 |
| SE2090 | Communication Disorders | 2 |

Details of prerequisites may be found with module outlines and on the Chart of Pre-requisites and Corequisites for the course.

ADVANCED STANDING

Advanced standing is assessed on an individual basis, taking into consideration such factors as the level and scope of any previous tertiary studies and familiarity with current nursing theory and practice.

On this basis, currently practising registered nurses may be granted 28 credit points advanced standing in the introductory modules and currently practising nurses who hold a UG3 award in Nursing Education - Nursing Administration may be eligible for further advanced standing in up to 50% of the course requirements.
### 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>
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<tbody>
<tr>
<td><strong>Nursing Studies</strong></td>
<td><strong>Nursing Studies</strong></td>
<td><strong>Nursing Studies</strong></td>
<td><strong>Teaching and Learning in Nursing</strong></td>
</tr>
<tr>
<td>HS2110 Professional Development of the Nurse Practitioner</td>
<td>HS2111 Nursing Studies I: Clinical Teaching - Needs and Opportunities</td>
<td>HS2112 Nursing Studies II: Problem Solving in Practice</td>
<td>HS3111 Introduction to Research and Measurement</td>
</tr>
<tr>
<td><strong>Psychosocial Aspects</strong></td>
<td><strong>Psychosocial Aspects</strong></td>
<td><strong>Psychosocial Aspects</strong></td>
<td><strong>Psychosocial Aspects</strong></td>
</tr>
<tr>
<td>ED2912 Human Behaviour - Men as an Individual</td>
<td>ED2913 Motivation and Morale</td>
<td>ED2914 Self Awareness and Interpersonal Relationships</td>
<td>ED2915 Nutritional and Physiological Skills</td>
</tr>
<tr>
<td><strong>Integrated Biomedical Sciences</strong></td>
<td><strong>Integrated Biomedical Sciences</strong></td>
<td><strong>Integrated Biomedical Sciences</strong></td>
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</tr>
<tr>
<td>SC152 Nutrition</td>
<td>SC153 Microbiology and Introduction to Pathology</td>
<td>SC251 Anatomy and Physiology</td>
<td>SC251 Anatomy and Physiology</td>
</tr>
<tr>
<td><strong>Society and Its Institutions</strong></td>
<td><strong>Society and Its Institutions</strong></td>
<td><strong>Society and Its Institutions</strong></td>
<td><strong>Society and Its Institutions</strong></td>
</tr>
<tr>
<td>HS2150 Legal Studies</td>
<td>HS2151 Political and Health Care Systems I - Their Influences on Patient Care and Nurse Education</td>
<td>HS2152 Social and Cultural Factors in Nursing Practice</td>
<td>HS2153 Social and Cultural Factors in Nursing Practice</td>
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<tr>
<td><strong>Field Experience</strong></td>
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<td><strong>Field Experience</strong></td>
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<tr>
<td>HS1161 Clinical Minor</td>
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<tr>
<td>HS1171 Clinical Minor</td>
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#### Three 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>
<th>Semester 5</th>
<th>Semester 6</th>
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<tbody>
<tr>
<td><strong>Nursing Studies</strong></td>
<td><strong>Teaching and Learning in Nursing</strong></td>
<td><strong>Teaching and Learning in Nursing</strong></td>
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</tr>
<tr>
<td>HS2110 Nursing Studies I: Professional Development of the Nurse Practitioner</td>
<td>HS2111 Teaching and Learning in Nursing I: Nursing Practice</td>
<td>HS2112 Teaching and Learning in Nursing II: Nutrition &amp; Health Promotion Skills</td>
<td>HS2113 Teaching and Learning in Nursing III: Professional Teaching - Problem Solving in Development of the Needs and Practice</td>
<td>HS2114 Teaching and Learning in Nursing IV: Introduction to Research and Measurement</td>
<td>HS2115 Teaching and Learning in Nursing V: Advanced Standing</td>
</tr>
<tr>
<td><strong>Psychosocial Aspects</strong></td>
<td><strong>Psychosocial Aspects</strong></td>
<td><strong>Psychosocial Aspects</strong></td>
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<tr>
<td>ED2912 Life Span Development</td>
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<td>SC153 Microbiology and Introduction to Pathology</td>
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<td>HS2154 Social and Cultural Factors in Nursing Practice</td>
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<td><strong>Field Experience</strong></td>
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</table>
Diploma in Administration (Nursing)

The Diploma in Administration (Nursing), a UG2 course which has been designed to contribute to the personal and professional growth of the nurse specialising in administration at different levels within the health service.

STRUCTURE
In order to qualify for the award of the Diploma in Administration (Nursing), a candidate must gain a total of 108 credit points. The course is composed of modules which are grouped into seven strata: namely, nursing, administrative theory and practice; psycho-social aspects; society and its institutions; communication; field experience and electives. Within the strata: Introductory modules are designated 'a', core (compulsory) modules are designated 'c', and elective modules are designated 'e'.

NURSING STUDIES
- H2110 The Historical Development of Nursing
- H2111 Professional Adjustments and Ethics
- H2112 Concepts and Strategies in Nursing Practice
- H2113 Philosophy of Nursing
- H2110 Nursing Studies I
- H2113 Nursing Studies II
- H2311 Introduction to Research and Measurement

ORGANISATIONS THEORY AND OPERATIONS MANAGEMENT
- H3140 Administration and Organisational Theory
- H3141 Administration and Organisational Theory II
- H3142 Administration and Organisational Theory III

Management in Action
- H3141 Administration Strategies I
- H3142 Administration Strategies II
- H3143 Health of the Workers
- H3131 Health Planning
- H3132 Health Economics

PSYCHOSOCIAL ASPECTS
- E03904 Human Behaviour - Man as an Individual
- E03903 Life Span Development
- E03901 Self Awareness and Interpersonal Relationship Skills
- E03901 Counselling

COMMUNICATION
- E3131 Effective Communication
- E3131 Formal Communication: Skills and Conventions

SOCIETY AND ITS INSTITUTIONS
- H2110 Health Studies
- H2150 Legal Studies
- H2151 Political and Health Care Systems I - Their Influences on Patient Care, and Nurse Education
- H2152 Political and Health Care Systems II - Their Influences on Patient Care, Management, Policies and Nurse Education
- H2150 Community Health and Health Issues and Services

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 Requisites and Consequentials which includes the key modules in the course structure.

UG2 DIPLOMA IN ADMINISTRATION (NURSING)

Possible Pattern of Attendance - Average Student with advanced standing in introductory modules only (i.e. 28 credit points).

TWO YEAR ATTENDANCE

<table>
<thead>
<tr>
<th>Semester 1, Year 1</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>H2110 Nursing Studies I</td>
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<tr>
<td>H2113 Nursing Studies II</td>
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<td>E03904 Human Behaviour - Man as an Individual</td>
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<td>H3111 Sociology</td>
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<td>H3141 Admin. Strategies II</td>
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<tr>
<td>H2151 Political and Health Care I</td>
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</tr>
<tr>
<td>H2142 Reid Experience I</td>
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<tr>
<td>H3111 Introduction to Research and Measurement</td>
<td>3</td>
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<tr>
<td>H3142 Reid Experience II</td>
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THREE YEAR ATTENDANCE

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<tr>
<td>H2140 Admin. and Organ. Theory I</td>
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<tr>
<td>H2142 Reid Experience I</td>
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<table>
<thead>
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<tr>
<td>E03903 Formal Communication</td>
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</tr>
<tr>
<td>H3151 Political and Health Care Systems II</td>
<td>3</td>
</tr>
<tr>
<td>H3142 Reid Experience II</td>
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</table>

<table>
<thead>
<tr>
<th>Semester 1, Year 2</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>H2140 Admin. and Organ. Theory I</td>
<td>3</td>
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<tr>
<td>H3141 Admin. Strategies II</td>
<td>3</td>
</tr>
<tr>
<td>H2142 Reid Experience I</td>
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</table>

<table>
<thead>
<tr>
<th>Semester 1, Year 2</th>
<th>Credit Points</th>
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<tbody>
<tr>
<td>H2140 Admin. and Organ. Theory I</td>
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<tr>
<td>E03903 Formal Communication</td>
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<tr>
<td>H3151 Political and Health Care Systems II</td>
<td>3</td>
</tr>
<tr>
<td>H3142 Reid Experience II</td>
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</tr>
</tbody>
</table>
SEMESTER I

FIRST YEAR

HS2110 Nursing Studies I
HS2113 Nursing Studies III (Co-or pre-req: HS1151 Sociology)
HS2116 Nursing Studies IV
HS1140 Admin. and Organ. Theory I (Co-req: HS1151 Sociology)
EN1317 Effective Communication
ED1904 Human Behaviour - Man as an Individual
HS3140 Admin. Strategies
HS1151 Sociology

SECOND YEAR

HS3140 Admin. and Organ. Theory II
HS2140 Admin. and Organ. Theory II
HS1151 Introduction to Research and Measurement
HS2141 Admin. Strategies II
ED2904 Self Awareness and Interpersonal Relationships
HS2150 Legal Studies
Elective

SEMESTER II

FIRST YEAR

HS2140 Admin. and Organ. Theory II
HS2141 Admin. Strategies I
HS2151 Political and Health Care I
ED2912 Life Span Development
HS2142 Field Experience I

SECOND YEAR

EN2317 Formal Communications
HS3151 Political and Health Care Systems II
HS3142 Field Experience II
Elective

AVAILABILITY - (SEMESTERS IN WHICH OFFERED) AND PREREQUISITES

The Associate Diploma in Diagnostic Medical Radiography is a three year course covering the theoretical and practical aspects of training for the profession. Candidates undertake one year of full-time study followed by two years of part-time study during which they must be employed as trainee radiographers. In their first year of studies candidates must enrol in the following programme:

Semester I

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours per Week</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>SC2901</td>
<td>Physics for Radiographers</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>SC1902</td>
<td>Living Anatomy and Physiology A</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>SC2911</td>
<td>Radiographic Anatomy A</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>SC2904</td>
<td>Equipment A</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>HS1906</td>
<td>Hospital Practice</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>SC2913</td>
<td>Techniques and Surface Anatomy A</td>
<td>5</td>
<td>4</td>
</tr>
</tbody>
</table>

Semester II

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours per Week</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>SC2901</td>
<td>Radiation Physics</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>SC1903</td>
<td>Living Anatomy and Physiology B</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>SC2912</td>
<td>Radiographic Anatomy B</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>SC2905</td>
<td>Equipment B</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>ED2906</td>
<td>Psychology - Understanding Human Behaviour</td>
<td>3</td>
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<tr>
<td>SC2914</td>
<td>Techniques and Surface Anatomy B</td>
<td>5</td>
<td>4</td>
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</tbody>
</table>

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

In their second year of studies candidates must enrol in:

Semester I

<table>
<thead>
<tr>
<th>Course Code</th>
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<td>Interpersonal Behaviour</td>
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<td>Radiographic Anatomy C</td>
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<td>1</td>
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<tr>
<td>SC2902</td>
<td>Living Anatomy and Physiology C</td>
<td>3</td>
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</tr>
<tr>
<td>SC2913</td>
<td>Techniques and Surface Anatomy C</td>
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</table>

Semester II

<table>
<thead>
<tr>
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<th>Course Title</th>
<th>Hours per Week</th>
<th>Credit Points</th>
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</thead>
<tbody>
<tr>
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<td>Pathology A</td>
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<tr>
<td>SC2912</td>
<td>Radiographic Anatomy D</td>
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<tr>
<td>SC2903</td>
<td>Living Anatomy and Physiology D</td>
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<tr>
<td>SC2914</td>
<td>Techniques and Surface Anatomy D</td>
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<td>4</td>
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</tbody>
</table>

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

In their third year of studies candidates must enrol in:

Semester I

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours per Week</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>SC2922</td>
<td>Pathology B</td>
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<td>3</td>
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<td>SC2923</td>
<td>Complementary Techniques</td>
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<td>SC2904</td>
<td>Equipment C</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>SC2915</td>
<td>Techniques and Surface Anatomy E</td>
<td>5</td>
<td>4</td>
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</tbody>
</table>
## Associate Diploma in Police Studies

**THE COURSE**

The Associate Diploma in Police Studies is designed to develop abilities in three main areas:
- Understanding personal relationships
- Effective communication
- Problem solving.

It recognises that police officers are called upon to perform a social function of the highest importance, of which dealing with crime is only a part.

The course was developed with the assistance of senior police and officers of the Police Association. Topics covered include human behaviour, administration, spoken and written communication, social welfare and the multicultural nature of society. Later in the course students will plan and follow some unit of study for themselves.

**DURATION**

The course will be offered on a part-time basis over four years and will require attendance at lectures and tutorials for about six hours a week. Suitable lecture times will be selected after consultation with students.

After two years a certificate of achievement will be available to those who have completed half of the course. If officers are transferred from the Newcastle area before completing the course they will be able to complete it on an external basis.

Before enrolling for the Associate Diploma in Police Studies a candidate should:
(a) have a minimum two-year status as a permanent member of the NSW Police Force, or
(b) be deemed to have achieved a similar level and type of training.

### STRUCTURE

<table>
<thead>
<tr>
<th>YEAR</th>
<th>SEMESTER</th>
<th>MODULE</th>
<th>LEVEL</th>
<th>POINTS</th>
<th>WEEKLY HOURS</th>
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<tr>
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<td>1st</td>
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<td>EN1302 Communication</td>
<td>1st</td>
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<td></td>
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<td>ED2809 Behavioural Studies</td>
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<td>SW2802 Social Welfare II</td>
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<td>SC2105 Material Hazards and Safety Procedures</td>
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<td>MA1806 Sampling Techniques and Basic Statistics</td>
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<td>SS1850 Police and Society in N.S.W.</td>
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</tbody>
</table>

* Note Elective B could be a 1st level elective or a 2nd level building on Elective A or some other module from the curriculum above.

## Associate Diploma in Social Welfare

### STRUCTURE

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.

### Example of Social Welfare Course Modules

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<th>Semester</th>
<th>Course Code</th>
<th>Course Name</th>
<th>Hours per Week</th>
<th>Credit Points</th>
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<tr>
<td>I</td>
<td>SW102</td>
<td>Social Welfare Administration</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>I</td>
<td>SW103</td>
<td>Psychology I</td>
<td>3</td>
<td>3</td>
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<td>I</td>
<td>SW104</td>
<td>Sociology</td>
<td>3</td>
<td>3</td>
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<tr>
<td>I</td>
<td>SW105</td>
<td>Social Biology</td>
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<td>3</td>
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<tr>
<td>II</td>
<td>SW201</td>
<td>Welfare Practice II (Community Work)</td>
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<tr>
<td>II</td>
<td>SW202</td>
<td>The Adolescent Life Cycle</td>
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<tr>
<td>II</td>
<td>SW203</td>
<td>Community Support Services I</td>
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<td>3</td>
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<td>II</td>
<td>SW204</td>
<td>Vocational Forum I</td>
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<td>II</td>
<td>SW205</td>
<td>Field Practice I (168 hours per semester)</td>
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<tr>
<td>III</td>
<td>SW206</td>
<td>Welfare Practice III (Community Work)</td>
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<td>3</td>
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<tr>
<td>III</td>
<td>SW207</td>
<td>The Law and Welfare</td>
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<td>3</td>
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<tr>
<td>III</td>
<td>SW208</td>
<td>Community Support Services II</td>
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<td>III</td>
<td>SW209</td>
<td>Vocational Forum II</td>
<td>3</td>
<td>3</td>
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<tr>
<td>III</td>
<td>SW210</td>
<td>Field Practice II (168 hours per semester)</td>
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<td>SW211</td>
<td>Welfare Practice IV</td>
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<td>IV</td>
<td>SW212</td>
<td>The Law and Welfare</td>
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<tr>
<td>IV</td>
<td>SW215</td>
<td>Field Practice III (168 hours per semester)</td>
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<td></td>
</tr>
</tbody>
</table>

**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 the schedule may be granted.
<table>
<thead>
<tr>
<th>Courses of Study</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate Diploma in Creative Arts and Crafts</td>
<td>89</td>
</tr>
<tr>
<td>Diploma in Art</td>
<td>90</td>
</tr>
<tr>
<td>Graduate Diploma in Art (Painting)</td>
<td>93</td>
</tr>
<tr>
<td>Graduate Diploma in Art (Plant and Wildlife Illustration)</td>
<td>93</td>
</tr>
<tr>
<td>Graduate Diploma in Art (Printmaking)</td>
<td>94</td>
</tr>
<tr>
<td>Graduate Diploma in Art (Sculpture)</td>
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<tr>
<td>Bachelor of Arts (Visual Arts)</td>
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The School of Visual and Performing Arts

The School of Visual and Performing Arts is developing important study opportunities across a broad range of the creative, expressive and communicative arts. A new art building complex providing extensive studies and workshops was opened in 1981 and this has greatly improved the study resources. Other facilities have been updated recently and an expanded photographic unit is expected to be completed by 1982.

The philosophy of the School encompasses the notion that 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 problems arising from the application of artistic ability to the needs of society. Emphasis is, therefore, placed upon questions concerning the vocational employment of graduates.

It is an objective of the School that graduates in the Visual and Performing Arts should be able to use their knowledge and creative ability in order to practice as an individual professional artist, or to work collectively in one of the many creative art, design, media or performance professions.

Future plans include an extension of design, dance, theatre, music and media areas. New courses in Experiential and Performing Arts, Graduate Diploma, Design (B.A. Degree), Communication Studies (M.A. Degree) and Visual Arts (M.A. Degree) are in planning stages.

Courses available in 1982 lead to the following awards:

Undergraduate:
- Associate Diploma in Creative Arts and Crafts (4 years part-time)
- Bachelor of Arts, Visual Arts (3 years full-time study)
- Art studies are also provided for candidates in the Bachelor of Education (Art) Course.

Graduate
- Graduate Diploma in Art (1 year full-time study)

The School's current and projected subject offerings include the following:
- Painting
- Sculpture
- Printmaking
- Ceramics
- Textiles
- Illustration (plant & wildlife)
- Film and Video
- Photography
- Environmental Art
- Art History
- Theatre
- Music
- Dance
- Graphic Design
- Industrial Design
- Furniture Design
- Jewellery Design
- Design History
- Metalsmithing
- Leathercraft

Future plans include an extension of design, dance, theatre, music and media areas. New courses in Experiential and Performing Arts, Graduate Diploma, Design (B.A. Degree), Communication Studies (M.A. Degree) and Visual Arts (M.A. Degree) are in planning stages.

Courses available in 1982 lead to the following awards:

Undergraduate:
- Associate Diploma in Creative Arts and Crafts (4 years part-time)
- Bachelor of Arts, Visual Arts (3 years full-time study)
- Art studies are also provided for candidates in the Bachelor of Education (Art) Course.

Graduate
- Graduate Diploma in Art (1 year full-time study)

The School's current and projected subject offerings include the following:
- Painting
- Sculpture
- Printmaking
- Ceramics
- Textiles
- Illustration (plant & wildlife)
- Film and Video
- Photography
- Environmental Art
- Art History
- Theatre
- Music
- Dance
- Graphic Design
- Industrial Design
- Furniture Design
- Jewellery Design
- Design History
- Metalsmithing
- Leathercraft

The Associate Diploma in Creative Arts and Crafts will be offered in 1982 as a four (4) year part-time course. Each year will consist of two (2) semesters of fifteen (15) weeks. Students will be required to attend four (4) hours a night for two nights a week.

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

The aims of the course are designed to:
(i) encourage creative experimentation
(ii) develop an awareness of aesthetics and the social and artistic contexts of the medium
(iii) enhance the acquisition of creative skills, attitudes and abilities
(iv) expand knowledge of the creative application of the medium
(v) impart an understanding of the essential concepts involved in problem solving in art and design
(vi) assist the student in identifying with one or more aspects of the creative arts and crafts.
(vii) provide a forum for the interaction of 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, conceptual, 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 1982:

- Ceramics
- Painting and Drawing
- Photography
- Textiles - applied decoration
- Textiles - weaving
- Television and Video
- Woodcraft (subject to final approval by the Higher Education Board)

Each of the above subjects is available in 4 one-year units, one at basic level and three at advanced level.

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

   or
   2. A. BASIC - A. ADV. I - B. BASIC - B. ADV. I
   or
   3. A. BASIC - B. BASIC - B. ADV. I - B. ADV. II
   or
   4. A. BASIC - B. BASIC - C. BASIC - C. ADV. I

Plus thirty (30) hours face to face of the Art/Craft Forum component each semester for the first two years

In addition to the specialist subjects and the Art Forum the student is required to elect one of the following resource seminars:

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Diploma in Art

The three-year Diploma in Arts has been superseded by the Bachelor of Arts (Visual Arts). The following course outline is provided for current students in the Diploma.

The course of study for the Diploma in Art is designed to prepare candidates for careers as professional artists or art-related fields.

1. 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 the credit-point weighting. Consult the module prescriptions for details of such variation.

To complete the Diploma in Art programme a minimum of 106 credit points must be earned in Diploma in Art modules.

2. TOTAL WEEKLY INVOLVEMENT

Students wishing to undertake modules in a given semester which yield a total of more than 28 hours (i.e. a weekly involvement of more than 9 credit points), must present works in progress at the discretion of the lecturer(s), and must undertake or have undertaken one of the following: Painting, Premaking, Graphic Communication.

3. Diploma in Art Modules

Descriptions of modules may be found on pages 96-168.

4. Diploma in Art Modules

The chart page shows the overall organisation of existing and proposed modules, indicating the three study categories, the levels at which they are or will be offered, and the module prerequisites (depicted as connected modules). Note that in Professional Studies and in most Support Studies students must undertake BOTH modules of a given level in consecutive semesters.

5. 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 students. 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.

6. Independent Studio Practice

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

7. Assessment

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

Extensions of time for specific assignments and projects may be granted by the 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:

High Distinction (HD), Distinction (DST), Credit (C), Pass (P), Terminal Pass (PT), Failure (FF).

The Terminal Pass is awarded to indicate that the student is prevented from proceeding further in that study. To proceed in that study the student must repeat the module and reach a standard higher than the Terminal Pass.

8. 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 lecturer(s).

9. Illustration Corequisites

Students selecting 1st level Illustration are advised that they must undertake or have undertaken Photography. In addition, they must undertake, or have undertaken one of the following: Painting, Premaking, Graphic Communication.

10. Approved Support Study

This study mode 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.

11. Approved Professional Study

The Approved Professional Study is made available for those students who feel a 1st 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 ART586 and ART389 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, 1st level Professional Studies already completed and a description of the proposed study. The description is to include a statement of intention, the working process to be used and possible assessment methods to be used by the Department of Art.

The outline must be submitted by FRIDAY, MARCH 12, 1982. All unsuccessful submissions will require a change of enrolment.

12. Change of Enrolment

All students should note that no changes of enrolment may be made after FRIDAY, MARCH 12, 1982.

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.

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>
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<th>Hours</th>
<th>Credit Points</th>
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<tr>
<td>V</td>
<td>1 (at 2nd level)</td>
<td>4</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td>2 (either one at 3rd level and 1st level)</td>
<td>20</td>
<td>15</td>
</tr>
<tr>
<td>VI</td>
<td>1 (at 3rd level)</td>
<td>4</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td>2 (Semester 5 Studies continued)</td>
<td>20</td>
<td>15</td>
</tr>
</tbody>
</table>

Course Modules

Descriptions of modules may be found on pages 96-168.
Graduate Diploma in Art (Painting)

The Graduate Diploma in Art (Painting) is designed to enable students to achieve high levels of artistic competence which are not normally anticipated within undergraduate programmes. Studies include historical, theoretical and critical considerations within a studio-oriented experience. Each student is provided with an individual or shared studio in the new Art Department building and has access to drawing studios, paint laboratory and workshop and is required to demonstrate capacity for independent, self-motivated work. Personal development is reinforced by tutorial contact, lecture and seminar situations and group critique.

In devising a programme to explore the horizons of one's own talent a student has the opportunity of consulting with experienced staff and guest lecturers. Each student is exposed to many stylistic and aesthetic positions in the Contextual Studies programme which closely examines current art practice. Students' powers of self evaluation and comparison are made in a rational and informed manner.

Throughout the course the prime objective is to achieve a high degree of creative and imaginative force to allow professional competence to emerge. Seven hours of contact and participation is required in seminars, lectures and tutorials. The College facilities, which are amongst the best in the State, are supplemented by visits to local, regional and interstate art galleries and artists' studios.

The end of year assessment exhibition consists of a panel including an external assessor viewing student selected work.

VA5520 PAINTING

DURATION

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

Average course hour distribution is as follows:

- Contextual Studies: 3 hours per week (lecture or seminar)
- 90 course hours.

Major Professional Study:

- (i) 4 hours per week (total 120 course hours)
- (ii) 1 hour personal tutorial (total 120 course hours)
- (iii) studio practice - 23 hours per week (total 690 course hours)
- (iv) total 800 course hours

Formal Student Time Commitment

Average 30 hours per week to include all individual tutorials, seminars, lectures and studio practice. (800 course hours).

Graduate Diploma in Art (Illustration - Plant & Wildlife)

The course is primarily concerned with creative work in the natural sciences field and therefore is designated as PLANT and WILDLIFE ILLUSTRATION. New facilities in Australia do a course at either undergraduate or graduate level in plant and wildlife illustration exist. Newcastle and the Hunter Valley region are unique within this country in the variety and abundance of native flora and fauna and most is readily accessible to the student. It is intended that this course will enable the student to extend undergraduate studies already completed in illustration, graphics, photography or an allied scientific field so doing the student will be provided with the opportunity to examine the subject in the context of individual needs as well as those of society.

Students are encouraged to work specifically within plant and wildlife illustration. However, the opportunity also exists for students to work in other related fields where prior planning and consultation with staff has occurred.

Scientific and taxonomic illustration for instance are available to students with these particular interests. The primary objectives of the course aims to develop in the student a high degree of professional practice. This is accomplished through the freedom to pursue an individual direction supported by the best professional advice available.

An involvement with the community and appropriate research institutions is encouraged and to this end research is documented accordingly and where necessary the results of such projects made available for critical evaluation to the relevant body or institution. Teaching strategies include an emphasis upon personal research, development, application and evaluation supported by "individual" tutorial contact. In general, formal lecture 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.

Additional strategies to be pursued include extensive field work through the experience of specific environments and locations selected by staff and students which are relevant to individual research areas and projects. It is estimated that up to eight weeks of full-time study in the year could be spent with research institutions outside this College.

Course work includes involvement with contextual studies in which professionals in many art fields, and including illustration, are part of a seminar programme.

The end of year assessment exhibition consists of a panel including an external assessor viewing student selected work.

VA5580 ILLUSTRATION

DURATION

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

Average course hour distribution is as follows:

- Contextual Studies: 3 hours per week (lecture or seminar)
- 90 course hours.

Major Professional Study:

- (i) 4 hours per week (total 120 course hours)
- (ii) 1 hour personal tutorial (total 120 course hours)
Graduate Diploma in Art (Printmaking)

The Graduate Diploma in Art (Printmaking) is a full-time course conducted over two semesters, each of fifteen (15) weeks duration. The course aims to bridge the gap between student life and that of the professional artist, and builds upon former experience and undergraduate studies. It is designed to encourage individual development in printmaking with expert tutor guidance from staff and external specialists.

The main objective of the course is the attainment of high professional standards in the execution of printmaking, building upon previous experience and undergraduate studies of the subject. Emphasis is placed upon the development of conceptual and technical skills, personal research and the cultivation of attitudes towards the evaluation of current printmaking techniques and the context within which the practitioner is working. Expert tutor guidance from staff is available to assist the student in his/her development.

The course comprises of lecture, seminar, studio practice and Saturday workshops. Students are required to participate as the exchange of ideas, both in studio situations and in the printmaking studios in general, is seen as an integral feature of the course. Another important aspect of the course is the one hour per week personal tutorial for each student conducted on a "one to one" basis with a member of staff, where work in progress is examined and any other related topics are discussed.

The College offers excellent facilities for printmaking in the new Art Department complex. There are studios with modern equipment (photogravure presses), etching presses, hand printing, silk screen, a darkroom preparation studio, water facility, slides, audiotapes, and an extensively equipped darkroom.

Contact and involvement with both the profession and the community is encouraged. Excursions are arranged to galleries, museums, workshops and suppliers from time to time. It is required that all students participate in the annual end of course exhibition which follows the course assessment. The assessment submission comprises practical work supported by a viva voce examination, but the nature and balance of the work submitted is decided by the student. The assessment panel consists of the course co-ordinator, other lecturers in the field and an external assessor.

VASS540 PRINTMAKING

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

Average course hour distribution is as follows:

**Contextual Studies**: 3 hours per week (lecture or seminar) 90 course hours.

**Major Professional Study**: 4 hours per week comprising of:
- 3 hours group seminar
- 1 hour personal tutorial (total 120 course hours)
- studio practice - 23 hours per week (total 600 course hours)

Total 900 course hours.

Formal Student Time Commitment
Average 30 hours per week to include all individual tutorials, seminars, lectures and studio practice (900 course hours).

Graduate Diploma in Art (Sculpture)

A limited number of places are available for the study of sculpture to graduate 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. Emphasis is placed upon the development of conceptual and technical skills, personal research and the cultivation of attitudes towards the evaluation of current printmaking practices and the context within which the practitioner is working.

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The course comprises of lecture, seminar, studio practice and Saturday workshops. Students are required to participate as the exchange of ideas, both in studio situations and in the printmaking studios in general, is seen as an integral feature of the course. Another important aspect of the course is the one hour per week personal tutorial for each student conducted on a "one to one" basis with a member of staff, where work in progress is examined and any other related topics are discussed.

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Contact and involvement with both the profession and the community is encouraged. Excursions are arranged to galleries, museums, workshops and suppliers from time to time. It is required that all students participate in the annual end of course exhibition which follows the course assessment. The assessment submission comprises practical work supported by a viva voce examination, but the nature and balance of the work submitted is decided by the student. The assessment panel consists of the course co-ordinator, other lecturers in the field and an external assessor.

VASS550 SCULPTURE

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

Average course hour distribution is as follows:

**Contextual Studies**: 3 hours per week (lecture or seminar) 90 course hours.

**Major Professional Study**: 4 hours per week comprising of:
- 3 hours group seminar
- 1 hour personal tutorial (total 120 course hours)
- studio practice - 23 hours per week (total 600 course hours)

Total 900 course hours.

Formal Student Time Commitment
Average 30 hours per week to include all individual tutorials, seminars, lectures and studio practice (900 course hours).

Bachelor of Arts (Visual Arts)

First Year Bachelor of Arts (Visual Arts)
The programme of studies for the first year of the Bachelor of Arts in Visual Arts is designed to expose students to the relationships between creative art practice and art history and theory. Students are provided with a continuous series of broad based situations which give beginning students an opportunity to explore common problems within the representative studio divisions of the department of art. For the details of this, students should refer to the supplement to be provided by the School of Visual and Performing Arts.

Second Year Bachelor of Arts (Visual Arts)
Please refer to second year supplement to be provided by the School of Visual and Performing Arts.

contextual studies:
- Visual and performing arts (200 course hours)
- Sculpture (200 course hours)
- Art history (200 course hours)
- Fine art (200 course hours)
- Total 900 course hours

major professional study:
- Sculpture (900 course hours)
- Visual and performing arts (900 course hours)
- Total 1800 course hours
### Module Descriptions

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<td>SWSocial Welfare</td>
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<td>TLTeacher Librarianship</td>
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Module Descriptions

Information
The information contained herein is correct as at November 30, 1981 however some changes may be effected after this date.

Coding of Modules
Modules are given a letter code to indicate the department offering the module and a number code, the first number of which indicates the level of study of the module. The remaining numbers are for departmental and computer identification. For example:

VA 150 MA3207
VA - Arts and Crafts MA - Mathematics
1 - 1st level 3 - 3rd level
150 - departmental and computer ident. 207 - departmental and computer ident.

Please Note: The College is changing its coding system to four digits from three digits. A number of three digit modules remain in the Calendar as some continuing students are studying under three digit modules.

Nature and Availability of Modules
The following lettering and numbering system is designed to assist the student in assessing hours of study, credit point rating etc of modules.

E before brackets indicates Early Childhood
F before brackets indicates Foundation Studies
G before brackets indicates Generally available
P before brackets indicates Primary
S before brackets indicates Secondary
T before brackets indicates T.A.F.E. (Technical and Further Education)

NA indicates that the module is Not available in 1982
(3:0) indicates 3 hours per week in Semester I
(0:3) indicates 3 hours per week in Semester II
(3:3) indicates 3 hours per week in Semester I or II
(3:6) indicates 3 hours per week for one year
(3:3) indicates 3 hours per week in either Semester I or II
(3) indicates the module attracts 3 credit points
hpw indicates hours per week

Prerequisite - Where a particular module is cited the code number is used otherwise the following abbreviations are used:
3cp1 indicates 3 credit points at 1st level
3cp2 indicates 6 credit points in Art Education at 2nd level
SAE1 indicates 6 credit points in Art Education at 1st level
SSE1 indicates 3 credit points in Social Science modules at any level

E after the prerequisite indicates Equivalent studies
R 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

--- Teaching Experience
--- Radiography
SC Science Education
SW Social Welfare
SE Special Education
TL Teacher Librarianship

Advanced Teaching Method, Police Studies and Radiography are marked with a dash (---) as modules are offered by a variety of departments.

Professional Studies modules and Teaching Experience are offered on an interdepartmental basis. Students should refer to Pages 141-147 for the detail of codes appropriate to their course.
Advanced Teaching Method

**SM021 DATA BASED INSTRUCTION/BEHAVIOUR MANAGEMENT**

This module is designed to focus the teacher's attention on methods for assessing the effectiveness of teaching programmes and for implementing techniques which effect classroom management procedures. It is intended to develop the teacher's ability to assess and to modify the classroom environment and the teaching-learning process.

**AM001 CURRICULUM RESOURCES**

This module aims to review current research about development for children achieving at all levels. The development of basic perceptive and manipulative skills in painting through the examination of form, space, and colour in two and three dimensions is considered.

**ED0098 TEACHING THE GIFTED CHILD**

This module focuses on the identification and needs recognition of gifted and talented children. Various strategies for teaching these children are discussed and practised in actual classroom settings.

**SM003 COMMUNITY RESOURCES**

This module will enable students to become aware of the nature of mathematics and theories associated with the nature of learning disabilities so that the graduate is sensitised to development problems and their needs recognised. A variety of appropriate strategies for teaching those with learning disabilities will be explored.

**PI007 INDIVIDUAL DIFFERENCES IN DEVELOPMENT AND LEARNING**

This module will present the student with information on the ways in which children gain competency in language and reading. The problems of the slow and advanced learner will be considered. Methods of evaluation and diagnosis will be discussed and planning for these in a mainstream class will be practised.

**CM010 STRATEGIES FOR TEACHING I**

Teaching strategies using social interaction models and personal models of teaching will be studied in their theoretical context and then practised in actual classroom settings.

**CM011 STRATEGIES FOR TEACHING II**

Teaching strategies using social interaction models and personal models of teaching will be studied in their theoretical context and then practised in actual classroom settings.

**CM012, CM013 CURRICULUM RESOURCES**

These modules seek to develop a creative approach to teaching in specific subject areas. The focus is on the development of strategies to enable children to become more advanced in the areas studied.

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### All first year modules are subject to student demand.

**CM010 STRATEGIES FOR TEACHING I**

- **(3-1) 3 cps** per module
- **SI: SII**
- **Prerequisite: AT110**
- The development of a working knowledge of the fundamentals of structuring form and colour in two and three dimensions.

**CM011 STRATEGIES FOR TEACHING II**

- **(3-1) 3 cps** per module
- **SI, SII**
- **Prerequisite: AT111**
- The development of basic perceptive and manipulative skills in painting through the examination of form, space, and colour in two and three dimensions.

**AT109, AT110 BASIC DESIGN**

- **(4-0),(4-0) 3 cps per module**
- **SI, SS**
- **Prerequisite: AT108 for AT109**
- The development of a working knowledge of the fundamentals of structuring form and colour in two and three dimensions.

**AT111 DRAWING**

- **(4-0),(4-0) 3 cps per module**
- **SI, SS**
- **Prerequisite: AT110 for AT111**
- The development of basic perceptive and manipulative skills in painting through the examination of form, space, and colour in two and three dimensions.

---

### Code 0:3 3 cps credit points

- **SI: SII**
- **Prerequisite: AT122 for AT123**
- A basic investigation of major sculptural areas and their related concepts. The investigations include historical and contemporary study of techniques and processes. Safety and care of equipment is emphasised.

**AT112 BASIC DESIGN**

- **(4-0),(4-0) 3 cps per module**
- **SS**
- **Prerequisite: AT110 for AT111**
- A contemporary survey of the art of the twentieth century, examining the nature, sources, influences and context of the product and production process.

**AT113 BASIC DESIGN**

- **(4-0),(4-0) 3 cps per module**
- **SS**
- **Prerequisite: AT112**
- A basic introduction to printmaking as a medium, its unique characteristics and possibilities.

**AT114 PRINTMAKING**

- **(3-1) 3 cps** per module
- **SS**
- **Prerequisite: AT140 for AT141**
- An introduction to printmaking as a medium, its unique characteristics and possibilities.

**AT115 PRINTMAKING**

- **(3-1) 3 cps** per module
- **SS**
- **Prerequisite: AT140 for AT141**
- The continued investigation of printmaking media, with the opportunity to study diverse techniques and materials.

**AT116 DRAWING**

- **(4-0),(4-0) 3 cps per module**
- **SS**
- **Prerequisite: AT112**
- A basic introduction to printmaking as a medium, its unique characteristics and possibilities.

**AT117 DRAWING**

- **(4-0),(4-0) 3 cps per module**
- **SS**
- **Prerequisite: AT116**
- A basic introduction to printmaking as a medium, its unique characteristics and possibilities.

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### Code 4:0 3 cps

- **SI, SS**
- **Prerequisite: AT110 for AT111**
- The development of basic perceptive and manipulative skills in painting through the examination of form, space, and colour in two and three dimensions.

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### Code 4:0 3 cps

- **SI**
- **Prerequisite: AT122 for AT123**
- The exploration of basic design and skills relevant to textile media, emphasising properties of both traditional and contemporary media and equipment.
AT157 TEXTILES (4-0) 3 cps
Si Si
A B.Ed(Art) module, the content for which is similar to that for AT155.

AT160, AT161 ILLUSTRATION (4-0),(4-0) 3 cps per module
Si Si
Prerequisite AT160 for AT161
Corequisite Photography and one of Painting, Printmaking, Graphic Communication
Students will be expected to develop basic skills within illustration and to develop an understanding of design and technical possibilities. Topics will include media and techniques in illustration, taxonomy, ecology, typography and composition. Field work is an important aspect of these modules.

AT165, AT166 GRAPHIC COMMUNICATION (4-0),(4-0) 3 cps per module
Si Si
Prerequisite AT165 for AT166
Exploration of the basic creative possibilities of media communication through concepts and imagery, psychology of the visual message, techniques and applications.

AT170, AT171 PHOTOGRAPHY (4-0),(4-0) 3 cps per module
Si Si
Prerequisite AT170 for AT171
These modules explore the creative and communicative aspects of photography through selected focus techniques, selected themes, photography and the study of Australian and international photographers.

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

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

AT175 PHOTOGRAPHY (3-2) 3 cps
Si
A module prepared for TAFE students. It is intended to explore essential photographic techniques and relationships between concept and imagery.

AT180, AT181 FILM MEDIA (4-0),(4-0) 3 cps per module
Si Si
Prerequisite AT180 for AT181
The exploration and establishment of relationships of technique, concept and imagery, and visual and documentary procedures in film, photographic and video areas.

AT185, AT186 JEWELLERY (3-1),(0-1) 3 cps
Si Si
Prerequisite AT185 for AT186
These modules seek to develop creative approaches to jewellery whilst investigating technical aspects and techniques of design.

AT201 HISTORY OF ART (4-0) 3 cps
Si Si
Prerequisite AT200, AT101
This module examines developments in painting, sculpture, graphics and architectural evidence in Europe and the U.S.A. since World War II.

AT202 HISTORY OF ART (3-0) 3 cps
Si Si
Prerequisite AT200, AT101
An examination of the development of Australian Art in its broadest context, including contemporary issues.

AT213 MUSEOLOGY (3-0) 3 cps
Si
Prerequisite AT100, AT101
To introduce the students to a basic understanding of the principles and practice of museology in relation to art galleries.

AT221 EXPERIMENTAL ART (3-0) 3 cps
Si
Prerequisite AT220 for AT221
Phases of the development of art and the establishment of the capacity to express a specific concept through the making of individual works of art and research into natural and technological sources.

AT223 EXPERIMENTAL ART (3-0) 3 cps
Si
Prerequisite AT222 for AT223
These are B.Ed(Art) modules, the content for which is similar to that for AT220 and AT221.

AT224, AT225 SCULPTURE (4-0) 6 cps per module
Si Si
Prerequisite AT121 for AT224
AT122 for AT225
The investigation of the student's abilities to produce three-dimensional work and to experiment with media as definition and communication.

AT232, AT233 SCULPTURE (4-0) 3 cps per module
Si Si
Prerequisite AT133 for AT232
AT134 for AT233
A programme of study in one or more printmaking techniques, emphasising control of equipment and techniques necessary in producing print editions.

AT242, AT243 PRINTMAKING (4-0),(4-0) 3 cps per module
Si Si
Prerequisite AT143 for AT242
These are B.Ed(Art) modules, the content for which is similar to that for AT230 and AT231.

AT245 PRINTMAKING (3-1) 3 cps
Si
Prerequisite AT147, NA to Dip. Art students
The investigation of black, intaglio, silk screen and lithography, emphasising control of equipment and techniques necessary in producing print editions.

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

AT250, AT251 CERAMICS (4-0),(4-0) 6 cps per module
Si Si
Prerequisite AT251 for AT250
AT252 for AT253
The investigation of the student's abilities to produce three-dimensional work and to experiment with media as definition and communication.

AT252 CERAMICS (3-1) 3 cps
Si
Prerequisite AT154, NA to Dip. Art students
The study of ideas and techniques relevant to wheel-thrown forms and their decoration.

AT254 CERAMICS (3-1) 3 cps
Si
Prerequisite AT213, NA to Dip. Art students
A programme in one of the arts, as designed for more or less complete coverage.

AT255, AT256 TEXTILES (4-0),(4-0) 6 cps per module
Si Si
Prerequisite AT158 for AT255
AT255 for AT256
These modules are designed for students to further gain competition and skill within current working practices and designs in printing enabling movement into freelance or studio design, printing or basic craft work.

AT262, AT263 ILLUSTRATION (4-0) 3 cps per module
Si Si
Prerequisite AT161 for AT262
AT262 for AT263
Corequisite One 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. Scientific illustration is introduced together with the production of commercially printed work.

AT268 PHILosophY (WESTERN) (4-0),(4-0) 3 cps per module
Si Si
Prerequisite AT267 for AT268
AT267 for AT268
Emphasis is placed on the student's abilities to produce three-dimensional work and to experiment with media as definition and communication.

AT272, AT273 GRAPHIC COMMUNICATION (4-0) 3 cps per module
Si Si
Prerequisite AT271 for AT272
The investigation of black, intaglio, silk screen and lithography, emphasising control of equipment and techniques necessary in producing print editions.

AT273, AT274 JEWELLERY (4-0) 3 cps
Si
Prerequisite AT273
The investigation of black, intaglio, silk screen and lithography, emphasising control of equipment and techniques necessary in producing print editions.

AT274 GRAPHIC COMMUNICATION (4-0) 3 cps
Si
Prerequisite AT274
A programme of study is developed in one or more printmaking techniques. The programme is determined in consultation with the lecturer.

AT275, AT276 JEWELLERY AND SILVERSMITHING (4-0) 4 cps per module
Si Si
Prerequisite AT275 for AT276
AT275 for AT276
A programme of study is developed in one or more printmaking techniques. The programme is determined in consultation with the lecturer.

AT280, AT281 FILM MEDIA (4-0) 3 cps per module
Si Si
Prerequisite AT280 for AT281
A programme that is creative and significant value to the student using self selected themes and processes of working, with emphasis on program design and technological sources and aspects of ceramics and ceramics. Creative solutions to design problems are encouraged.

AT285, AT286 JEWELLERY AND SILVERSMITHING (4-0) 4 cps per module
Si Si
Prerequisite AT285 for AT286
AT285 for AT286
A programme of study is developed in one or more printmaking techniques. The programme is determined in consultation with the lecturer.
These modules enable Bachelor of Education (Art) students to develop a professional level of competence in sculpture. Both modules may be undertaken simultaneously; however, AT333, an independent studio module, is NOT compulsory, as confirmed by the B.Ed.(Art) course programme requirements.

AT334 SCULPTURE (4-D)-IjO-4) 3 cps

A, B.Ed.(Art) module, the content for which is similar to that for AT331.

AT340, AT341 PRINTMAKING (4-0)-IjO-4) 12 cps per module

S, SI

Prerequisite AT241 for AT340

These modules enable Bachelor of Education (Art) students to develop a professional level of competence in printmaking. Emphasis is placed on the student gaining technical excellence and an awareness of contemporary approaches to printmaking media.

AT342, AT343 PRINTMAKING (4-0)-IjO-4) 3 cps per module

S

Prerequisite AT331

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

AT344 PRINTMAKING (4-0) 3 cps

S

Prerequisite AT342

AT350, AT351 CERAMICS (4-0)-IjO-4) 12 cps per module

S, SI

Prerequisite AT251 for AT350

AT350 for AT351

The development of a professional attitude towards a specialist area of studio, industrial or sculptural ceramics. Kiln building, packaging of work is a required component of the programme. Historical aspects of ceramics are further explored.

AT355, AT356 TEXTILES (4-0)-IjO-4) 12 cps per module

SI

Prerequisite AT355 for AT356

AT355 for AT356

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

AT360, AT361 ILLUSTRATION (4-0)-IjO-4) 12 cps per module

S, SI

Prerequisite AT361 for AT360

AT360 for AT361

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

AT365, AT366 GRAPHIC COMMUNICATION (4-0)-IjO-4) 12 cps per module

S, SI

Prerequisite AT276 for AT365

AT365 for AT366

The exploration of graphic design and information graphics in the fields of commercial and fine art application. In-depth study of contemporary approaches and techniques is emphasised.

AT370, AT371 PHOTOGRAPHY (4-0)-IjO-4) 12 cps per module

S, SI

Prerequisite AT370 for AT371

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

AE101 ART EDUCATION: ART AND PRESCHOOL ACTIVITIES
P3.33
Introductory module for students of limited experience in Art. Emphasizes the practical aspects of teaching art in early childhood education.

AE102 ART MEDIA FOR THE INFANTS/PARTNERSCHOOL
P3.33
Due to advances in technology, traditional art materials and techniques have been joined by a wide diversity of new media and consequent new techniques. Students experiment with these and evaluate their suitability for use with pupils at different levels of experience and ability.

AE103 PRACTICAL EXPERIENCES RELATED TO THE PRIMARY VISUAL ARTS CURRICULUM
P3.33
Students consider some of the practical approaches to the promotion of the current curriculum to ensure that pupils become visually aware of and sensitive to their environment, gain confidence in the use of a visual language and develop emotional and aesthetic responses.

AE104 TWO DIMENSIONAL ART
P3.33
Opportunity to develop personal art ability through a range of 2D art experiences which might include drawing, painting, design and printmaking. Practical experiences in art, methods of programming and teaching the subject and aspects of classroom organisation. Practical experiences in 2D art and 3D media will also be given.

AE105 THREE DIMENSIONAL ART
P3.33
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.

AE106 ART METHOD
P2.35
A compulsory method module providing a basic foundation for teaching art at the elementary stage. Practical teaching situations in 2D and 3D areas relevant to the child’s developmental level.

AE110 CHILD DEVELOPMENT AND ART EXPRESS
P3.33
To examine the visual characteristics of child art at relevant stages of development. To indicate the evidence of changing relationships that exist in the teaching of art.

AE111 CHIL DEVELOPMENT AND ART EXPRESS
P3.33
To examine the visual characteristics of child art at relevant stages of development. To indicate the evidence of changing relationships that exist in the teaching of art.

AE112 METHODS OF TEACHING THE VISUAL ARTS IN THE PRIMARY SCHOOL
P3.33
A module to further develop art teaching techniques. There will be a focus upon the development of perceptual awareness, creativity and appreciation of art works by children by the use of methods which stress self expression and communication.

AE113 ART, ARTISTS AND VISUAL EDUCATION I PRIMARY ART
P3.33
This module will bring to the student a heightened awareness of the visual arts through a study of concepts, influences, materials and styles while maintaining an emphasis on the methodology by which these are applied during classroom application.

AE114 FOUNDATION STUDIES: EARLY CHILDHOOD PRIMARY ART
P3.33
A compulsory module method designed to equip the student with a basic introduction to the teaching of art at the elementary level. The student is encouraged to use the child’s level of development as a springboard for art methods of teaching and learning the subject and aspects of classroom organisation. Practical experiences in 2D and 3D media will also be given.

AE115 STRUCTURED ART EXPERIENCES FOR PROGRESSIVE DEVELOPMENT
P3.33
A comparative analysis of art curricula and consideration of the needs and requirements for planning lessons and organizing progressive programmes of art activities suitable for the needs of children.

AE116 CONCEPT DEVELOPMENT AND TECHNIQUES IN ART
P3.33
The study of art methodology as a means of presenting subject content to children with varying levels of skill and intellectual development. Students will be expected to:

1. Identify and analyse the difficulties of individuals in both conceptual and practical experiences in art so that step-development programmes of work can be organised to satisfy specific needs.
2. Understand processes and concepts related to art experience so that appropriate materials, methods and practices can be employed in teaching and learning.
3. Develop a language of vision to enable children to communicate and express their experiences.
4. Develop critical and creative approaches to art production including an awareness of environmental and social aspects of the art process.

AE117 PRINTMAKING TECHNIQUES IN RELATION TO TEACHING VARIOUS PROCESSES AND IDEAS AS ART MEDIA IN THE SCHOOL SITUATION
P3.32
The encouragement of the use of printmaking as creative art media in schools. Various techniques and materials suitable for schools and different age groups to be explored.

AE118 ADVANCED METHODS OF TEACHING ART HISTORY
P3.33
To examine a wide range of techniques in the teaching of art history and their application in the classroom situation.

AE119 ART HISTORY AND CRITICISM
P3.33
To examine a wide range of techniques in the teaching of art history and their application in the classroom situation.

AE120 THREE DIMENSIONAL ART
P3.33
A study of the effect of the environment as a stimulus for visual and aesthetic forms to assist in critically evaluating research in psychological aesthetics in order to carry out a small scale research to further their understanding in this area.

AE121 ART HISTORY AND CRITICISM
P3.33
To examine a wide range of techniques in the teaching of art history and their application in the classroom situation.

AE122 THREE DIMENSIONAL ART
P3.33
A study of the effect of the environment as a stimulus for visual and aesthetic forms to assist in critically evaluating research in psychological aesthetics in order to carry out a small scale research to further their understanding in this area.

AE123 ART HISTORY AND CRITICISM
P3.33
To examine a wide range of techniques in the teaching of art history and their application in the classroom situation.

AE124 THREE DIMENSIONAL ART
P3.33
A study of the effect of the environment as a stimulus for visual and aesthetic forms to assist in critically evaluating research in psychological aesthetics in order to carry out a small scale research to further their understanding in this area.

AE125 ADVANCED METHODS OF TEACHING ART HISTORY
P3.33
To examine a wide range of techniques in the teaching of art history and their application in the classroom situation.

AE126 THREE DIMENSIONAL ART
P3.33
A study of the effect of the environment as a stimulus for visual and aesthetic forms to assist in critically evaluating research in psychological aesthetics in order to carry out a small scale research to further their understanding in this area.

AE127 THREE DIMENSIONAL ART
P3.33
A study of the effect of the environment as a stimulus for visual and aesthetic forms to assist in critically evaluating research in psychological aesthetics in order to carry out a small scale research to further their understanding in this area.

AE128 THREE DIMENSIONAL ART
P3.33
A study of the effect of the environment as a stimulus for visual and aesthetic forms to assist in critically evaluating research in psychological aesthetics in order to carry out a small scale research to further their understanding in this area.
Arts and Crafts

Code

(6-7-9) denote 6 hrs face-to-face with 7-9 hrs practice per week.

VA110 CERAMICS - BASIC

(6-7-9)

Heights students awareness of ceramics as a means of creative expression. Exposes students to the broad technological field of ceramics, so that they may explore the intentions successfully in clay. To examine contemporary theory and related art forms with a view to perceiving new ceramic works in the tradition of clay.

VA1120 PAINTING AND DRAWING - BASIC

(6-7-9)

Provides a basis for personal expression and skills related to the expression of an idea or feeling.

VA1170 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.

VA1190 TELEVISION AND VIDEO - BASIC

(6-7-9)

Makes the student aware of the distinctive features of video communication and the history of television broadcasting in Australia, the U.K. and the U.S.A. and its social impact in those countries. This student will be taught to design and produce evidence of video messages and will have an understanding of the basic conceptual limits of the medium and its creative and innovative possibilities.

VA190 TEXTILES - APPLIED DECORATION - BASIC

(6-7-9)

Develops basic skills and understands related to applied decoration of fabric through study of traditional and contemporary techniques of European textiles.

VA195 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 encompasses a wide range of skills and aesthetic issues.

VA135 WOODCRAFT - BASIC

(6-7-9)

Initiates the development of creative skills by establishing an awareness of problem-solving through the study of wood. Provides a common basis for concept development by complementing the skills acquired in previous courses and/or experience.

VA111 GENERAL FORUM II

(2-3)

Provides a forum for discussion for all students of the course and equips them with the basic knowledge of the history of the arts forms they are studying. Stress will be placed upon appreciation and analysis.

VA150 CERAMICS - ADV I

(6-7-9)

Provides a context for student's contemporary approaches to ceramics as an art form. Develops individual directions utilising drawing and design techniques and develops the students' abilities important in the development of realistic decision making.

VA170 PHOTOGRAPHY - ADV I

(6-7-9)

Develops further an understanding of the potential of photography as a creative medium. Extends the students' awareness of the history of photography through an examination of classic works.

VA181 TELEVISION AND VIDEO - ADV I

(6-7-9)

Develops an awareness of the history of television in relation to personal and social development. Emphasis will be placed upon innovation in video.

VA191 TEXTILES APPLIED DECORATION - ADV I

(6-7-9)

Develops an awareness of the quality of fibre and textile production, applied decoration and dye techniques through the study of traditional and contemporary South East Asian textiles.

VA196 SPINNING AND WEAVING - ADV I

(6-7-9)

Extends technical skills in weaving and elementary knowledge and practical experience in handweaving and pattern designing. Provides a sound understanding of aesthetics, design and craftsmanship.

VA102 GENERAL FORUM II

(2-3)

Provides a forum for discussion for all students of the course and equips them with the basic knowledge of the history of the arts forms they are studying. Stress will be placed upon appreciation and analysis.

VA151 CERAMICS - ADV II

(6-7-9)

Provides a context for student's contemporary approaches to ceramics as an art form. Develops individual directions utilising drawing and design techniques and develops the students' abilities important in the development of realistic decision making.

VA195 SPINNING AND WEAVING - ADV II

(6-7-9)

Develops practical basic skills and commitment in, and awareness of the creative potential of this area. Enables a wide range of skills and aesthetic issues to be considered in the context of practical projects.

VA150 COMMERCE KIT FOR ARTISTS AND CRAFTSMEN I

(2-3)

Identifies the problem areas associated with the sale of craft and artistic works and provides guidelines for their successful marketing. Provides a foundation in small art and craft business management.

VA160 ART AND CRAFT: THEORETICAL PERSPECTIVES I

(2-3)

Extends understanding of the basic theoretical substance of art and craft from a psychological, philosophical and sociological viewpoint.

VA120 PAINTING AND DRAWING - ADV II

(6-7-9)

Provides a context for student's contemporary approaches to ceramics as an art form. Develops individual directions utilising drawing and design techniques and develops the students' abilities important in the development of realistic decision making.

VA120 PHOTOGRAPHY - ADV II

(6-7-9)

Develops and explores further the photographic process by establishing relationships between concepts and the final photographic image. Imparts an understanding of photographic aesthetics. Includes an introduction to the principles and theories of colour vision and reproduction.

VA2180 TELEVISION AND VIDEO - ADV II

(6-7-9)

Develops an awareness of a broad range of experimental video and of the necessary funding of video production. Also creates an awareness of media and distribution strategies of video products and gives the necessary information and understanding to enable the student to produce video products which demonstrate a degree of originality.

VA2190 TEXTILES - APPLIED DECORATION - ADV II

(6-7-9)

Extends the student's practical experience and furthers their knowledge and understanding of art and craft techniques and the relationship between function and design as used by other cultures. Particular attention is given to appreciation of textiles in Asian origin.

VA2121 PAINTING AND DRAWING - ADV II

Further refines the students' ability to analyse and appreciate their own work. Encourages an independence with a theme.

VA1216 ART AND CRAFTSMEN - ADV III

(6-7-9)

Further develops the students' skills and commitment in, and awareness of, this creative potential of this area. Extends the techniques and creative possibilities of weaving processes, design and research.

VA1216 ART AND CRAFTSMEN - ADV III

(6-7-9)

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VA1216 ART AND CRAFTSMEN - ADV III

(6-7-9)

Further develops the students' skills and commitment in, and awareness of, this creative potential of this area. Extends the techniques and creative possibilities of weaving processes, design and research.
ED1902 CHILD DEVELOPMENT (ADOLESCENCE)

1. This course will examine the psychological and sociological influences which affect individual and family behavior.

ED1903 BEHAVIOURAL STUDIES I

2. A study will be made of the psychological and sociological influences which affect individual and family behavior.

ED1904 HUMAN BEHAVIOR - MAN AS AN INDIVIDUAL

3. This module provides an introduction to the study of human behavior complementing psychological and sociological studies.

ED1905 PSYCHOLOGY: UNDERSTANDING HUMAN BEHAVIOR

4. This module aims to assist the student to an understanding of the individual human being. The module treats such aspects as perception of one person by another and verbal and non-verbal aspects of communication.

ED1906 INTERPERSONAL BEHAVIOUR

5. This module is concerned with theoretical foundations for curricular development. Practice will be given in designing appropriate programmes.

ED1907 INDIVIDUAL DIFFERENCES IN DEVELOPMENT AND LEARNING

6. Research evidence relating to human development from birth to adolescence will be used to inform studies of children in a variety of learning experiences.

ED1909 ORIENTATION TO TEACHING

7. This course will assist students to prepare for their initial practice teaching session by introducing them to some basic ideas on lesson planning, classroom teaching techniques and classroom management in general.

ED1910 PSYCHOSOCIAL ASPECTS OF ILLNESS

8. This module aims to assist the student to an understanding of the psychological and sociological influences which affect individual and family behavior.

ED2702 DEVELOPMENT THROUGH LIFE

9. The student will gain an increased understanding of the factors affecting the interaction between persons and the social environment.

ED2801 THE TEACHING/LEARNING PROCESS (ADOLESCENCE)

10. Psychological and educational principles which affect the efficiency of student learning in the secondary years of schooling.

ED2802 CLASSROOM PROCESSES

11. The processes of teaching and their relationship to learning outcomes in the classroom are studied by an examination of the major phases of the teaching process and the roles of the teacher and learner in this process.

ED2803 ISSUES AND PATTERNS IN CURRICULUM DEVELOPMENT

12. Curriculum development theory provides a basis for practical exercises undertaken in areas of specialization.

ED2805 CRITICAL PROBLEMS FOR THE CLASSROOM TEACHER

13. This module is intended as a practical extension of the theoretical ideas given in the Child Development modules and a desirable corollary to the first and second practicum.

ED3901 ADOLESCENT DEVELOPMENT

14. An examination of the basic principles of human development will be used as a foundation for a study of the adolescent problems generally and in the school.

ED3902 TEACHING/LEARNING IN THE MAIN STREAM CLASS I

15. Students will be involved in activities associated with the design, implementation and assessment of teaching strategies.

ED3903 TEACHING/LEARNING IN THE MAIN STREAM CLASS II

16. This course will provide students with some understanding of the nature and range of differences likely to occur among children in the regular class and a variety of alternative approaches to cater for these differences.

ED3904 INTRODUCTION TO HUMAN DEVELOPMENT

17. The student will make a psychological study for human life span development with special emphasis on the period associated with pre-primary and infant children or primary children in secondary schools.

ED3905 TEACHING AND LEARNING IN SECONDARY SCHOOLS

18. The student will gain an understanding of the planning, techniques and resources needed to prepare effective teaching and of the need to cater for individual difference among pupils.

ED3908 PROCEDURES IN CURRICULUM DEVELOPMENT

19. A basic understanding of the factors to be considered in curriculum design will be used in developing a curriculum plan.

ED3909 BEHAVIOURAL STUDIES II

20. Emphasis will be placed on the practical consequences of the various admonitions given in social context.

ED3910 BEHAVIOURAL STUDIES III

21. The student will examine social factors affecting individuals and groups in a context of increasing change.
including a search for interpreting human behaviour. This study is intended to develop an understanding of the nature of helping relationships and some competency in making helpful contacts. Practical aspects will also be considered.

ED4707 MOTIVATION

G13 A study of this module will assist the student to understand and interpret human behaviour.

ED4708 CHANGING ATTITUDES AND BEHAVIOUR BY INDIVIDUAL INFLUENCE

G13 The student will study factors concerned in the development of attitudes, individual influence in changing attitudes will be examined in a variety of contexts.

ED4709 PSYCHOLOGY AND WORK

G13 This module will promote an awareness of the possible outcomes arising from the interaction of the work environment and associated persons.

ED4710 CHANGING ATTITUDES AND BEHAVIOUR BY GROUP INFLUENCE

G13 This module considers the effects of different kinds of social groups in changing the behaviour of the individual. Groups will include adolescents in the media, peer groups in educational and community groups.

ED4709 PARENTS, CHILDREN AND THE COMMUNITY

G13 The student will develop an awareness of the abilities and values of persons from different life styles and especially from life styles moulded by misfortune.

ED4707 DEVELOPMENT OF OCCUPATIONAL AWARENESS

G13 The student will develop techniques to assist school pupils to gain a realistic view of the world of work and to gain skills in evaluating information from the employment sources.

ED4801 PSYCHOLOGY AND THE ATHLETE

G13 A study of this module will lead to an understanding of the contributions of information-processing to the development of proficiency in sport.

ED4802 SITUATION BASED CURRICULUM

G13 After the development of some initial concepts in curriculum structure, students will design and begin to implement and evaluate a curriculum that is personally useful and satisfying.

ED4803 EDUCATIONAL INJURY

G13 This module is designed to enable the student to develop simple research skills and an interest in carrying out action research.

ED4804 CURRENT ISSUES IN EDUCATION

G13 Opportunity will be given to debate freely a number of critical issues of current importance in education.

ED4806 LEADERSHIP

G13 The student will examine theories relating to leadership, the decision making process, style of organizational behaviour, supervisory techniques, staff morale and organizational climate.

ED4807 COMPARATIVE EDUCATION

G13 The students will contrast the education systems in several countries with the NSW education system.

ED4808 THE TEACHING OF READING: A PSYCHOLOGICAL ANALYSIS

G13 This study uses an information-processing model to facilitate the evaluation of alternative methods of teaching reading generally at the infant and early primary stages.

ED4809 THE PSYCHOLOGY OF READING DISABILITIES

G13 A study will be made of the psychological principles underlying the development of reading skills and factors which impede such development.

ED4810 CURRENT RESEARCH ON TEACHING AND CURRICULUM

G13 Elective module. explores current research on teaching and curriculum, extensive use of EPHC will be made.

ED4811 LEARNING AND THE DESIGNING OF LEARNING EXPERIENCES

G13 Core module for PG1. Reviews evidence of processes and development of learning. Students will redefine educational objectives to the selection and organisation of learning experiences and evaluate the process in a practical context.

ED4812 THE CURRICULUM AND GROUPS WITH SPECIAL NEEDS

G13 Elective module. Looks at designing curriculum for teeth, gifted, poor and reluctant readers, first and second phase migrant children and physically handicapped children. Students may opt to specialise.

ED4815 ASSESSMENT PROCEDURES IN THE SECONDARY SCHOOL

G13 Modern school assessment techniques are studied, together with the rationale for testing. Emphasis is placed on the development of practical skills for students in all disciplines.

ED4817 CURRICULUM DEVELOPMENT AND RESEARCH

A study is made of the basic principles and practices of curriculum development in the specific area of interest.

ED4818 THE APPLICATION OF ORGANIZATIONAL THEORY TO EDUCATION

A study of this topic is intended to make the potential educational administrator more sensitive to the problems of school administration and to provide a theoretical background conducive to their solution.

ED4820 EDUCATIONAL ADMINISTRATION

A study will be made of administrative systems in education and associated innovations.

ED4822 AIMS AND VALUES OF AUSTRALIAN EDUCATION

G13 The student will develop an understanding of the aims and values that have shaped Australian education in the past and of the effects of these in curriculum development.

ED4823 ESSAY

G13 The essay topic will relate to either the field of specialization or to Education and will be completed over 2 semesters.

ED4824 THE ADOLESCENT AND EDUCATION

An examination will be made of the basic principles of human development through the. These principles will also be considered in the context of the school through practical observations and case studies.

ED4825 PERCEPTION

G13 The physiology of the five senses, particularly sight and hearing are related to the psychology of the individual and the environment.

ED4830 SCHOOL LEADERSHIP

A study of the basic principles of educational leadership, the role of the education department and the effects of these on the curriculum and the nature of the school.

ED4831 CURRICULUM THEORY AND DEVELOPMENT

G13 Core module for PG1. Deals with theoretical and practical issues involved in curriculum making. Work is done in groups and by contract. Various curriculum projects such as ABCT, SHAP, MACOS are examined, and their use and limitations explored.

ED4832 AIMS AND VALUES OF SCHOOL EDUCATION

G13 Core module for PG1. Module looks at contemporary Australian society and the forces shaping the culture. Examines the role of school, family and policy and the effect on curricula of cultural and social changes.

ED4833 MISTAKES OF INQUIRY

G13 Core modules for PG1. Explores the different modes of inquiry underlying the acquistion of knowledge. As well as theoretical considerations, students opt to examine the modes of inquiry of two subject disciplines of their choice.

ED4905 PREPARATION AND DISCISSION

9 credit points Preparations and proceedings of a dissertation. Students will work with a staff supervisor and acquire necessary skills as prescribed.

ED4907 CURRICULUM EVALUATION

G13 Core module for PG1. Explores the nature of curriculum evaluation. Students will initiate, develop and construct an evaluation of a curriculum provided by a local school or institution.
THE types, themes, and techniques of presentation.

ET1000 SPECIAL METHOD I S0+2
See ET2000 for module description.

EN0500 SPECIAL METHOD II S0+2
See ET2000 for module description.

ET1110 PLANNING SKILLS S0+2
See ET2110 for module description.

ET1130 EVALUATION SKILLS S0+2
See ET2130 for module description.

ET1150 STUDIES AND TEACHERS IN T.A.F.E. S0+2
See ET2150 for module description.

ET1140 PROCESSES OF LEARNING IN T.A.F.E. CONTEXTS S0+2
The applicability of appropriate explanations of the learning process will be explored with particular regard to the peculiar exigencies of T.A.F.E. teaching venues. The course will be complimentary to insights developed in ET1210.

ET1150 ISSUES IN T.A.F.E. S0+2
See ET2150 for module description.

ET1160 SOCIOLOGICAL FOUNDATIONS OF T.A.F.E. S0+2
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 organisation. It should provide a structure for development of insights gained in ET1210, ET1240 and ET2130.

ET2000 SPECIAL METHOD I S0+2
Special Method Courses are conducted to meet the requirements of the individuals' subject specialisation.

EN2050 SPECIAL METHOD 2 S0+2
See ET2000 for module description.

ET2110 PLANNING SKILLS S0+2
Students will develop competence in systematic procedures in curriculum design and will be expected to apply these procedures to their ongoing planning function.

ET2120 EVALUATION SKILLS S0+2
Students will confront the function of assessment within a centralised curriculum and perform a critical examination of assessment as it affects the individual teacher's role within particular schools in the Department of T.A.F.E. Students will also develop appropriate test instruments and, coincidentally with implementation, they will acquire proficiency in statistical methods employed in test item validation.

EN1000 FOUNDATION STUDIES - Basic Curriculum Studies

EN1000 FOUNDATION STUDIES - ENGLISH METHOD (PRE-SCHOOL TO GRADE 2)

EN001 FOUNDATION STUDIES - ENGLISH METHOD (GRADES 3-6)

EN002 LANGUAGE DEVELOPMENT AND TEACHING

PRIMAR Y/EARLY CHIL DHOOD SPECIALISATION

(Introduced 1981)

EN1000 LANGUAGE THE INTEGRATING MEDIUM P0+3
Not available to Early Childhood

EN1006 READING P0+3/EP1
Core for Primary and Early Childhood

The nature of the reading process. Approaches to teaching reading at different stages.

EN3000 INTEGRATING LEARNING THROUGH LANGUAGE AND READING

ET1210 STUDENTS AND TEACHERS IN T.A.F.E.

ET1220 PROCESSES OF LEARNING IN T.A.F.E. CONTEXTS S0+2
The applicability of appropriate explanations of the learning process will be explored with particular regard to the peculiar exigencies of T.A.F.E. teaching venues. The course will be complimentary to insights developed in ET1210.

ET1250 ISSUES IN T.A.F.E. S0+2
See ET2150 for module description.

ET1260 SOCIOLOGICAL FOUNDATIONS OF T.A.F.E. S0+2
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 organisation. It should provide a structure for development of insights gained in ET1210, ET1240 and ET2130.

ET2130 STUDENTS AND TEACHERS IN T.A.F.E.

EN2130 LANGUAGE DEVELOPMENT AND TEACHING P0+3
Core for Primary and Early Childhood

A study of varied aspects of language use and their implications for teaching.

EN2140 SOCIAL AND LANGUAGE NEGOTIATION P0+3
Core for Primary

A critical study of children's literature. The implications for the teaching situation.

EN2150 TEACHING ENGLISH AS A SECOND LANGUAGE P0+3/ET7
Problems and current methods associated with the teaching of English as a second language.

EN2160 READING STUDIES P0+3/ET7
Core for Primary

Theories and approaches in the teaching of English to young children.

EN3000 INTEGRATING LEARNING THROUGH LANGUAGE AND READING

EN3002 STORY TELLING AND STORY WRITING FOR EARLY CHILDHOOD

EN3003 EP1
Core for Early Childhood

Studying and creating stories and poems for young children.

EN3004 ADVANCED STUDIES IN ORACY AND LITERACY P0+3/ET7
Improving pupil performance in oral and written language.

EN3005 READING RESEARCH, K-12: CLASSROOM APPLICATION

EN3006 READING RESEARCH, K-12: CLASSROOM APPLICATION

EN3007 TEACHING LITERATURE: ADVANCED STUDIES, K-12

EN3008 LITERATURE TO CHILDREN

EN3009 INFANT ENGLISH: NEW PERSPECTIVES P0+3/ET7
Research, theory, and approach in fostering the language and literacy development of young children.

EN3010 MASS MEDIA EDUCATION, K - 12
Research, controversy, and classroom procedure in mass media education.

GENERAL STUDIES IN ENGLISH

Patterns of Choice in General Studies

1. Conventional patterns would be:
   a. One or more of EN1215, 1216, 1217, 1218; one or more of EN2215, 2126, 2127; one or more of EN3215, 3216, 3217; one or more of EN4215, 4216, 4217, 4218.
   b. EN217, 2127, 3217, 4217.
   c. EN219, 2129, 3219, 4219.

2. With the anticipated restrictions of choice, admission to the course should be taken as the overriding prerequisite in any English General Study.

3. Where any doubt remains, English at the level immediately below the level of the module in General Studies may be accepted as the prerequisite requirement.

EN1115 MASS MEDIA AND POPULAR CULTURE I - THE PRESS

G0+3

Journalism - purposes and approaches. The growth of the New Journalism.

EN1116 CONTEMPORARY WORLD LITERATURE

G0+3

Contemporary authors - their views of particular societies and the human condition.

EN2110 CHILDREN'S LITERATURE I - MODES AND THEMES

G0+3

Children's literature - types, themes, and techniques of presentation.

EN2115 MASS MEDIA AND POPULAR CULTURE II - TELEVISION AND RADIO

G0+3

Purpose and approaches in radio and television communication.

EN2116 POPULAR FICTION

G0+3

Popular fiction - thematic and structural patterns. Developments in science, espionage, and crime fiction.

EN2117 LANGUAGE II

G0+3

The functions of written language in society and education.

EN2118 CHILDREN'S LITERATURE II - AUSTRALIAN CHILDREN'S LITERATURE

G0+3

Themes and styles in literature for children, with a focus on Australian authors.

EN2119 DRAMA I

G0+3

The nature of drama and the development of theatre. Abilities in improvisation.

EN2120 MASS MEDIA AND POPULAR CULTURE II - FILM APPLICATION

G0+3

In the study of film and film criticism.

EN2121 CONTEMPORARY AUSTRALIAN LITERATURE

G0+3

Ways in which Australian authors see Australia, Australians, the overseas world, and the human condition.
English
(Advanced Teaching Method)

This section lists either current modules or projected.

LMM01. LANGUAGE AND READING (PGI ADVANCED
TEACHING METHOD)

Children's competency in language and reading, including slow and advanced learners. Methods of education, diagnosis and teacher intervention.

LMM02. CASEWORK PRACTICUM ENGLISH (PGI ADVANCED
TEACHING METHOD)

Implementation of reading programmes for children in classes being taught.

Home Science/Textiles
Education

HT1320. SCIENCE OF FOODS AND NUTRITION

An introduction to the study of the science of food and nutrition of the foods eaten by man; production, handling, storage, preservasion, preparation, service and their functions within the body.

HT1200. FOOD AND FIBRE SCIENCE

A study of the structures and properties of the fundamental components of foods and fibres.

HT1330. FOODS

The application and management of specific Home Science skills and demonstration techniques. Through demonstrations and practical exercises the student develops expertise in food preparation involving the 8 nutrients.

HT4230. CONTEMPORARY AUSTRALIAN FAMILY

Scientific method as a tool of research. Research structure as applied to scientific and field studies. Kinship and interpersonal relationships. Societal influences on lifestyles of families through history culminating in the 18th century.

HT5330. CONSUMER BEHAVIOUR

The relationship of food, clothing and shelter in satisfying physical and psychological needs and factors affecting choice of food, clothing and shelter.

HT6340. CONSUMER TEXTILES

A study of the structures and properties of fibres, yarns and fabrics.

HT7390. BASIC DESIGN

The elements and principles of design applied to textile products and the home.

HT7170. FIBRE ARTS

Development of an appreciation and working knowledge of fibre and yarn characteristics, early looms and construction technique, off-loom construction and dying through a systematic exploration of techniques since ancient times.

HT8310. FASHION DESIGN - CLOTHING CONSTRUCTION

A study of the aesthetics of fashion and the basic concepts of design applied to fashion. The student will experiment with methods of manipulating design to create and construct fashion styles.

HT1310. NUTRITION

Development of a basic understanding of the physical-chemical nature, digestion, absorption and metabolism of food nutrients. Introduction to the role of carbohydrates, fats, proteins, vitamins and minerals in human nutrition.

HT2230. FOOD SCIENCE

The physical and chemical composition of the food nutrients and the changes which take place in these foods during processing, storage, preservation, preparation and presentation, with further study of colloid systems.

HT2330. FOOD IN HISTORY AND CULTURE

The contributions of non-British cultures to Australian cuisine and a study of the natural resources, environment and historical industries and influences which contributed to the development of Australian food patterns. The nutritional problems of the integrating aboriginal.

HT2430. FAMILY IN HISTORY

The Australian family in historical perspective. A cross-cultural comparison of either the tribal family as found in the Pacific Islands or traditional family found in other cultures such as Greece, Italy, Yugoslavia, Turkey or Asia.

HT2530. HOMES AND HOUSING

Homes are viewed from two perspectives:
(a) the needs of the individual
(b) the architectural structure, plan and interior design. Emphasis is placed on energy conservation by efficient management of both material and human resources.

HT2630. TEXTILE TECHNOLOGY

The design and production of fibres, yarns, fabrics and garments for mass consumption.

HT2730. YARNS

Spinning fibre into yarn. Designing with yarn to make knitted and knotted fabrics. Utilising yarn in traditional and creative embroidery.

HT2770. FIBRE ARTS

Employing individual work to demonstrate skill in manipulating formal principles of design in assessing textile materials for suitability and design medium, in determining appropriate construction and finishing techniques for textile design project.

HT2830. FASHION DESIGN

Development of an appreciation of the basic concepts of fashion design. The student experiments with the interpretation of design lines in relation to form, texture and weight and applies knowledge of the properties of fibres to fashion design and construction.

HT2930. HOME SCIENCE TEACHING METHODOLOGY

To develop expertise in skills involved with demonstrations and practical Home Science classes.

HT2931. TEXTILES & DESIGN TEACHING METHODOLOGY

To develop expertise in the skills involved with demonstrations and practical Textiles lessons.

HT3130. NUTRITION


HT3230. FOOD SCIENCE

Investigation of application and experiment of the major protein foods. A study of production and use of alternative protein foods. Importance of hygiene in food handling, food labelling and packaging - government regulations.

HT3330. FOODS IN CONTEMPORARY SOCIETY

Development of the aspect of food as a means of communication, by expressing hospitality, celebrating, commemorating and relating to new cultures; the art of demonstration and presentation of food and the development of the food industry in association with consumer family goals and standards with the desirable in advertising.

HT3430. THE FAMILY AND SOCIAL INSTITUTIONS

The composition of the household, interdependency of household nuclear family unit. Family life cycle. Organisation within the household, management skills in areas of finance, home purchase, social responsibilities incurred in parenthood and legal and social aid.

HT3530. THE FAMILY AS A CONSUMER

Consumer behaviour and management of family resources.

HT3630. TEXTILE SCIENCE

An applied study of textile dyeing and finishing. Emphasis on the science of processing natural fibre fabrics.

HT3730. WEAVING AND DYING

Development of sensitivity towards the principles underlying shapes and patterns found in nature and technology, and exploration of these sources for design material that will translate into textile form.

HT3830. FASHION DESIGN

Development of creative ability through an experimental study of new fabrics and fashion trends, tailored design and construction techniques, adoption of current commercial patterns to the individual.

HT4101. NUTRITION

An extension of the understanding of the effects of inherited, nutritional and environmental influences on health in addition to an overview of the interactions of the various nutrients in metabolism.
H4022 FOOD SCIENCE
F(4:4)3 HT312 E (1980)
An examination of the student's knowledge and understanding of food science. Qualitative and quantitative methods of food analysis with emphasis on microbial contamination of foods and on the latest trends in food technology and waste disposal.

H4033 FAMILY AS A CONSUMER
F(3:3)3 HT313 E (1980)
The management of family resources.

H4043 CONSUMER EDUCATION
F(4:3)3
Consumer protection; consumer organizations; regulations and standards.

H4055 TEXTILE TESTING
F(4:3)3 HT315 E (1980)
Purposes, principles and methods of textile testing. An overview of textile production.

H4075 TEXTILE ARTS
F(4:3)3 HT318 E or HT317 E (1980) Emphasis is on the practical aspects of textile design, in assessing textile and other materials for quality and suitability as design medium, in determining appropriate construction and finishing techniques for a design project.

H4099 RESEARCH PROJECT
F(4:3)
Practical and theoretical aspects of research methods. Developmental stages of research design from problem identification through to findings and conclusions. Current Home Science or Textiles research will be examined in relation to the above stages and students will select a project as part of a community field study in any preferred area of Home Science or Textiles.

H4090 HOME SCIENCE/TEXTILES NA
F(4:4)8 Students wishing to enrol in the Diploma in Home Science or Textiles should consult with the Head of the Department regarding submission of an individual programme. In general, programmes should consist of four level subjects in the B.Ed. programme for indication of specialty subjects available.

H4091 HOME SCIENCE/TEXTILES VB
F(4:4)8 Students wishing to enrol in the Diploma in Home Science or Textiles should consult with the Head of the Department regarding submission of an individual programme. In general, students should enrol in at least four level subjects in the B.Ed. programme for indication of specialty subjects available.

Industrial Arts and Craft Education

IA101 HANDWORK IN CHILD DEVELOPMENT
F(4:4)3
A module intended to introduce students to the range of skills, processes and materials which contribute to the collective form of Handwork, and to establish an understanding of the significance of the acquisition of handwork skills as a means of preparing young children for the physical, intellectual and social development of young children, aged 5 to 8 years.

IA117 BASIC WOODWORK
G(4:4)3
An introductory module aiming to provide individuals with a fundamental knowledge of processes in working wood and allied materials.

IA132 CRAFTS IN THE COMMUNITY
G(4:3)3
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 this area, together with the tools and materials required, and the range of products produced. Students will be required to investigate current trends in craft activities and to recognise the social factors which influence these trends.

IA137 LEATHERWORK
G(4:3)3
This module is intended to develop an appreciation of aesthetic and functional qualities of leather, and will introduce students to a range of skills processes appropriate to the construction of a variety of practical projects in leather.

IA201 HANDWORK IN EARLY CHILDHOOD EDUCATION
G(4:3)3 IA101 or IA135
Students will examine the needs 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.

IA205 CRAFTS IN PRIMARY EDUCATION
F(4:4)3 IA101 or IA134
Students will examine the role of traditional and contemporary craft skills in the education of children, aged 8 to 12 years. Emphasis will be placed on the application of skills and an understanding of materials encountered. Through involvement in a programme of practical experiences, students will develop approaches to the design and implementation of two and three dimensional craft units suitable for use in the classroom situation.

IA238 CRAFT DISPLAY AND PRESENTATION
E(4:3)3 IA101, IA102
To provide students with practical experience with the knowledge to present displays for maximum visual effect.

IA237 LEATHER CRAFT
G(4:3)3 IA112 or IA137
This module will extend the students technical skill and knowledge of leathercraft and in particular will place emphasis on individual research and innovation.

IA238 CURRICULUM INTEGRATION THROUGH CRAFT
F(4:4)3 IA201 or IA102
This module is intended to investigate approaches to the effective integration of craft education in the primary school. It will examine the ways in which the development of the student's inventiveness and creativity. Innovative crafts will be examined through the construction of new approaches to the integration of craft activities.

IA322 INNOVATIVE CRAFTS
F(4:3)3 Any IA201, IA202 or IA211-IA224
Designing and manufacturing products through the development of the student's capacity for creative design. Students will be encouraged to identify areas of special emphasis and experiment with programme development and application within the classroom.

IA103 DESCRIPTIVE GEOMETRY
G(4:3)3
This study aims at giving the student an opportunity to gain experience in Descriptive Geometry in order to achieve the following objective: to develop further powers of visualisation and the concept of spatial relationship.

IA1123 FUNCTIONAL DESIGN IN TECHNOLOGY
G(4:3)3
Functional design is studied as it applies to a variety of materials and processes. A study of the properties and uses of materials will be followed by the selection and evaluation of appropriate materials and design and their interrelationship. Students will investigate the limitations imposed on the design of products by the properties and characteristics of the materials involved. Designing and producing the construction of products from a variety of materials such as paper, cardboard, wood, metal, plastic and clay will be encouraged.

IA203 WOODWORKING PRACTICES
S(4:3)
Students will acquire a fundamental knowledge of woodworking processes and the understanding of the principles associated with their application. The wide range of appropriate woodworking machines and hand tools will be stressed as these students acquire a foundation of technical skills, upon which future experiences will be structured.

IA212 TIMBER FABRICATION
S (4:3)
The module aims to develop an appreciation of quality, in design, materials and the use of timber. Emphasis will be placed on the safe use of timber working tools and machines, in addition the student will acquire specialised knowledge in metalworking techniques and recognised laboratory procedures.

IA313 METAL FORMING PRACTICES
S (4:3)
This module will assist the student to develop personal skills in the safe use of metalworking tools and machines. In addition the student will acquire specialised knowledge in metalworking processes and recognised laboratory procedures.

IA313 METAL FORMING
S (4:3)
This module is designed to assist the student to develop an understanding of craft education in the variety of industrial arts subjects and subjects within the implementation of craft activities suitable for use in a variety of classroom situations.

IA313 CRAFT DESIGN
E(4:3)3
Students will develop a sound understanding of the elements and principles of design and the relationship of these elements to a range of craft techniques and craft processes. Students will develop aesthetic and functional requirements, which influence their design processes. This module will be discussed in the light of new developments and changes in availability of materials.

IA313 TECHNICAL DRAWING
F(4:3)
This module is designed to assist the student with technical drawing in the variety of industrial arts subjects and subjects within the implementation of craft activities suitable for use in a variety of classroom situations.

IA313 TEACHING TECHNICAL DRAWING
F(4:3)
This course 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 facilities and the organisation necessary to support those offerings.

IA1602 CRAFT - FOUNDATION STUDIES
F(2:2)3
An examination of the nature and role of craft in the education of children from three to twelve years of age. Through a programme of demonstrations and practical experiences, students will be introduced to a range of craft skills and processes. In addition, aspects of classroom organisation and management particular to the implementation of craft activities will be discussed.

IA1613 CRAFT IN PRIMARY EDUCATION
F(4:4)3
Designed to expand the students knowledge of the role played by traditional and contemporary craft skills in the education of children. In Primary grades, this module will place emphasis on the student's involvement in a programme of practical experiences and design which will lead to the acquisition of skills and an appreciation of the materials encountered. Students will develop approaches to the design and implementation of craft activities suitable for use in a variety of classroom situations.

IA1613 CRAFT DESIGN
F(4:3)3
Students will develop a sound understanding of the elements and principles of design and the relationship of these elements to a range of craft techniques and craft processes. Students will develop aesthetic and functional requirements, which influence their design processes. This module will be discussed in the light of new developments and changes in availability of materials.

IA1613 TECHNICAL DRAWING
F(4:3)
This course 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 facilities and the organisation necessary to support those offerings.

IA1703 MOTOR MECHANICS
G(4:3)
The study is designed to broaden the students knowledge of the range of contemporary and traditional crafts. This knowledge is then applied to drawing exercises which range from views of simple solids to more complex drawings of products. Drawing office techniques including tracings and reproductions are produced to a range of craft skills and processes. 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 facilities and the organisation necessary to support those offerings.

IA1713 TECHNICAL DRAWING
G(4:3)
The study is designed to broaden the students knowledge of the range of contemporary and traditional crafts. This knowledge is then applied to drawing exercises which range from views of simple solids to more complex drawings of products. Drawing office techniques including tracings and reproductions are produced to a range of craft skills and processes. 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 facilities and the organisation necessary to support those offerings.

IA1713 TECHNICAL DRAWING
G(4:3)
The study is designed to broaden the students knowledge of the range of contemporary and traditional crafts. This knowledge is then applied to drawing exercises which range from views of simple solids to more complex drawings of products. Drawing office techniques including tracings and reproductions are produced to a range of craft skills and processes. 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 facilities and the organisation necessary to support those offerings.
be skilled in a series of workshop processes associated with a given design brief and be encouraged to work in a combination of media. This module will provide opportunities for the student to develop expertise in the solution of engineering problems using a combination of materials and processes. Specifically it will encourage the student to develop his own boundaries in the application of design to the construction of a range of craft articles. It will be investigated, and students will be encouraged to foster creativity and develop an understanding of the impact of materials and their suitability in the design and construction of articles using a combination of materials. This subject aims to develop an understanding of the engineering design process. It will provide opportunities for the student to develop an awareness of the patterns of development inherent in young children. This module will provide opportunities for students to participate in the preparation of a range of craft experiences designed to facilitate the physical, social and intellectual growth of young children. Through involvement in a programme of selected practical activities, students will gain experience in the preparation of craft materials, the construction of aids and resource materials. The student will be encouraged to design creative skills, processes and materials appropriate to the special needs and abilities of young children. This module will provide opportunities for the student to design craft materials, the construction of aids and resource materials, the special needs and abilities of young children through the design and construction of articles using a combination of materials. This subject aims to develop an understanding of the engineering design process. It will provide opportunities for the student to develop an awareness of the patterns of development inherent in young children. This module will provide opportunities for students to participate in the preparation of a range of craft experiences designed to facilitate the physical, social and intellectual growth of young children. Through involvement in a programme of selected practical activities, students will gain experience in the preparation of craft materials, the construction of aids and resource materials. The student will be encouraged to design creative skills, processes and materials appropriate to the special needs and abilities of young children. This subject aims to develop an understanding of the engineering design process. It will provide opportunities for the student to design craft materials, the construction of aids and resource materials, the special needs and abilities of young children through the design and construction of articles using a combination of materials. This subject aims to develop an understanding of the engineering design process. It will provide opportunities for the student to develop an awareness of the patterns of development inherent in young children. This module will provide opportunities for students to participate in the preparation of a range of craft experiences designed to facilitate the physical, social and intellectual growth of young children. Through involvement in a programme of selected practical activities, students will gain experience in the preparation of craft materials, the construction of aids and resource materials. The student will be encouraged to design creative skills, processes and materials appropriate to the special needs and abilities of young children. This subject aims to develop an understanding of the engineering design process. It will provide opportunities for the student to design craft materials, the construction of aids and resource materials, the special needs and abilities of young children through the design and construction of articles using a combination of materials.
The reading and interpretation of binary equilibrium diagrams
knowledge to the teaching of Technology and Engineering.
materials solidify, and apply this knowledge to a study of materials
This module broadens the application of the principles developed,
and testing of materials.
problem-solving. Emphasis on instructional design value. Students
will gain an understanding of the mechanisms whereby
students will analyse the senior high school syllabuses in
the range of materials and processes being used. The use of
students will analyse and revise the craft techniques used.
Through the development of new approaches to the implementation of craft
Students will be examined to isolate significant
a variety of educational situations.
students will be able to describe, utilise and identify trees and timber.
be required to compile a
be required to understand the fundamental principles of
be expected to relate Industrial Arts curricula
be able to describe, utilise and identify trees and timber.
and be able to administer forest product workshops and laboratories.
be examined to identify the significant factors which have
or industrial use. Non-specialist teachers will be
be able to conduct the analysis of practical problems created by multiple use of forest resources and be able to
be examined to identify the significant factors which have
be able to conduct the analysis of practical problems created by multiple use of forest resources and be able to
be able to conduct the analysis of practical problems created by multiple use of forest resources and be able to
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be able to conduct the analysis of practical problems created by multiple use of forest resources and be able to
A module designed to overview the concepts of statics and dynamics with freedom from theoretical equations. This will be done by investigating the equilibria, of spatial force systems and studying the dynamics of rigid force systems.

TEACHING ENGINEERING

Students must have their proposed projects approved prior to taking this module as a prerequisite or corequisite study.

A module which provides additional knowledge of metalworking and woodworking processes and associated equipment; the relationship of design to craft education; and craft equipment; the relationship of design to craft education; and craft equipment.

TECHNOLOGY

Consultation with the participating lecturer, students will be encouraged to develop personal competence in Art and Craft activities through the acquisition of skills, techniques and related knowledge.

TEACHING TECHNICS

A module designed to provide students with a fundamental knowledge of metalworking and woodworking processes associated with techniques. Practical and laboratory work undertaken will place emphasis upon developing skills in teaching practical subjects in secondary schools.

Industrial Arts N1A — Teaching Techniques

A module designed to develop competence in content and teaching methods related to engineering technology. Specific consideration will be given to content, lesson preparation, organisation of learning experiences, programming, sequencing and processes of evaluation related to teaching engineering materials, engineering mechanics and drawing and design.

Industrial Arts N2A — Teaching Engineering Technology

Students will experience a blend of practical and theoretical studies of young children.

Students will also gain additional knowledge of the experiences. Students will be encouraged to develop personal competence in Art and Craft activities through the acquisition of skills, techniques and related knowledge.

3C(3+3)6 Enrolment in Stage

A module which provides additional skills and knowledge in the practical laboratory situation for students whose undergraduate backgrounds indicate weaknesses in subject content.

3C(4+4)3 11>3603, 11>3613

Students will be determined in establishing an appreciation of the various influences concerned. The evaluation of one's own goals and personal needs relative to oneself as a primary school educator facing social pressures and values. The focus of attention on the formation of a professional personal code of health and education.

11>3623, 11>3633

A module designed to develop knowledge in the practical laboratory situation for students whose undergraduate backgrounds indicate weaknesses in subject content.

11>3633

The evaluation of one's own goals and personal needs relative to oneself as a primary school educator facing social pressures and values. The focus of attention on the formation of a professional personal code of health and education.

11>3643

A module designed to develop competence in content and teaching methods related to engineering technology. Specific consideration will be given to content, lesson preparation, organisation of learning experiences, programming, sequencing and processes of evaluation related to teaching engineering materials, engineering mechanics and drawing and design.
LA001 FRENCH 3S: FRENCH LANGUAGE AND CIVILISATION
G0:03 Contract LA202 or LA203
Continuation of French 2S approach.

LA002 GERMAN 3L: TWENTIETH CENTURY GERMAN
G0:03 Contract LA202 or LA203
Works of Kafka, Brecht, Mann, Hesse, Boi\n
LA003 FRENCH 3L: APPRECIATION OF TWENTIETH CENTURY
FRENCH LITERATURE
G0:06 Contract LA201 or LA203
General perspectives, together with extracts from fiction by Camus, Gide, Saroyan and Bax.

LA004 GERMAN 3S: LANGUAGE AND SOCIETY
G0:06 Contract LA201 or LA204
Practice of spoken/written German, together with a cultural, economic and political overview.

LA008 LANGUAGES 3A: FUNDAMENTAL ISSUES IN FOREIGN
LANGUAGE LEARNING
G0:06 Contract EN2 or LA208
Fundamental issues in foreign/ethnic language teaching (secondary or primary). Core module for special emphasis in Languages (Primary).

LA411 FRENCH IV: LANGUAGE METHODOLOGY (DIP. ED.)
G0:39 Method and curriculum study for secondary language teachers

LA421 GERMAN IV: LANGUAGE METHODOLOGY (DIP. ED.)
G0:39 Method and curriculum study for secondary language teachers

LA441 LATIN IV: LANGUAGE METHODOLOGY (DIP. ED.)
G0:39 Method and curriculum study for secondary language teachers

PRIMARY STUDIES

LA1055 TEACHING LANGUAGES OTHER THAN ENGLISH IN THE PRIMARY SCHOOL I
P0:03 Core for Languages. Introduction to General Methodology of teaching languages other than English in the primary school.

LA2055 TEACHING LANGUAGES OTHER THAN ENGLISH IN THE PRIMARY SCHOOL II
P0:33 LA1055:
Core for Languages. Implementation of specific courses for teaching languages other than English.

LA608 TEACHING MULTICULTURAL CHILDREN'S LITERATURE
P NA 3 L075:
Study of fairy tale, folklore, legend for children: Grimm brothers, Andersen, Perrault.

LA608 TEACHING LANGUAGES OTHER THAN ENGLISH IN THE PRIMARY SCHOOL II (External)
P0:33 LA608:
Core for Languages. Major language teaching techniques: audio-visual, audio-lingual pattern practice, resources testing.

LA608 APPLIED LINGUISTICS AND AUDIO-VISUAL
LANGUAGE LEARNING
P (NA) 3 LA608:
Practice languages. Nature of language and foreign/community language acquisition: psychological, social and cultural factors, depth theory and practice in audio-visual approaches.

LA605 LANGUAGE OTHER THAN ENGLISH EDUCATION
THEORIES AND METHODS
P (NA) 3 LA605 and LA606:
Theoretical approaches to foreign language education.

LA608 RESEARCH IN LANGUAGES OTHER THAN ENGLISH
EDUCATION
P NA 3 LA605 and LA606:
Investigation of research and its relevance in teaching modern languages.

LA609 RESEARCH PROJECT IN LANGUAGES OTHER THAN ENGLISH
EDUCATION
P (NA) 3 LA605 and LA609:
Student designs and implements a research study project in languages other than English in the primary school.

GENERAL STUDIES (B.Ed.)

LA215 FRENCH: LANGUAGE AND CIVILISATION I
G0:33 Contract S.C.E.
Knowledge of modern French civilization and extension of oral skills through TV, tape, adult audio-visual media.

LA216 INTRODUCTION TO TWENTIETH CENTURY GERMAN
LITERATURE
G0:33 Contract S.C.G.
Development of fluency in German reading and interest in German literature and style.

LA256 FRENCH LANGUAGE AND SOCIETY I
G0:33 Beginning French: a tourist-style French learnt through TV, tapes and text.

LA215 FRENCH LANGUAGE AND CIVILISATION II
G0:33 Contract LA1015 or LA2056:
Expansion of speaking/listening and writing of this modern French society through TV, radio, films, slides, tapes.

LA221 GERMAN LANGUAGE AND SOCIETY
G0:33 LA 3 G 1 E:
Extension of spoken and written German and knowledge of German society.

LA225 FRENCH LANGUAGE AND SOCIETY II
G0:33 LA215E:
Continuation of beginning French (L156), with basic reading extension.

LA225 FRENCH LANGUAGE AND SOCIETY II
G0:33 LA 3 G 2 E:
Extension of listening skills to intelligent directed conversation and specific format writing skills.

LA231 TWENTIETH CENTURY FRENCH LITERATURE (External)
G0:33 LA 3 G 2 E:
Literary appreciation of major writers including Camus, Gide, Saroyan.

LA274 GERMAN LIESE AND LANGUAGE
G0:33 LA 3 G 2 E:
Consolidation of oral/written language and knowledge of contemporary German society.

LA275 TWENTIETH CENTURY GERMAN LITERATURE (External)
G0:33 LA 3 G 2 E:
Expansion, Realism,Neo-Impressionism, Symbolism, Modern Trends, including Mann, Kafka, Brecht, Hesse, Boll.

LA276 MODERN GERMAN FILM AND DRAMA
G0:33 LA 3 G 2 E:
Film and dramatic representation of social, philosophico-political and political comment in Germany.

LA216 GERMAN LANGUAGE AND SOCIETY
G0:33 LA 3 G 2 E:
Expansion of oral/written German and youthful German society.

LA219 TWENTIETH CENTURY FRENCH LITERATURE (External)
G0:33 LA 3 G 2 E:
Historical, social, philosophical background to eighteenth century. Selected works of extracts of Prevost, Voltaire, Rousseau, Beauramars.

LA220 NINETEENTH CENTURY GERMAN NOVELLE
G0:33 LA 3 G 3:
Themes and style in the German Nineteenth Century.

LA235 FRENCH CIVILISATION ADVANCED STUDIES (External)
G0:33 LA 3 F 3 E:
Development of rapid reading and oral/written communication ability for injury purposes. Research facility in reading for understanding of French society and thought.

LA265 NINETEENTH CENTURY FRENCH POETRY
G0:33 LA 3 F 3 E:
Romanticism: Lamartine, Vigny, Hugo, Musset; Le Pavane; Idealism and Symbolism: Baudelaire; Rimbaud, Verlaine, Mallarme.

LA278 MORALITY AND MATERIALISM IN THE TWENTIETH
CENTURY (External)
G0:33 LA 3 G 3 B:
Modern German dramatists: Brecht, Dunmennut, Frisch, Hothiinshel, Wekes.

Mathematics Education

MA110 ALGEBRA I
G0:03:
This study is designed to supplement and augment the secondary algebra content and to introduce students to basic mathematical structures. Students are led from general sets through the common number systems N, Z, Q, R, C to non-numerical mathematics, finally exploring the elementary properties of manifolds.

MA110 APPLIED MATHEMATICS: ELEMENTARY STATISTICS
AND COMPUTING
G0:03:
Introduction to statistics, computing and the computer applications required to solve elementary statistical problems. No previous knowledge will be assumed.

MA120 CALCULUS IA
G0:03:
An introduction to differential and integral calculus which develops the concepts and techniques associated with both differentiation and integration.

MA120 CALCULUS IB
G0:03:
An introduction to differential and integral calculus which develops the concepts and techniques associated with both differentiation and integration.

MA120 APPLIED STATISTICS: ELEMENTARY STATISTICS
AND COMPUTING
G0:03:
An introduction to statistics, computing and the computer applications required to solve elementary statistical problems. No previous knowledge will be assumed.

MA120 COMPUTER STAGES
G0:03:
Introduction to computers — hardware, software, general features. Problem solving, flowcharting, computer applications. Logic, Boolean algebra, introductory machine code and assembly language programming. Sorting and searching algorithms, simulation.

MA120 GEOMETRY II
G0:33
This study examines classroom approaches and materials which may be used to implement the National Curriculum in geometry, using the principles of modern philosophy and the experience of teachers in geometric teaching programmes.

MA121 APPLIED MATHEMATICS: ASTROSCOPY,
NAVIGATION AND SURVEYING
NA G MA1
In this unit the curricula of the upper primary and junior secondary grades are examined and selected teaching methods in mathematics are investigated.

MA201 APPLIED MATHEMATICS: MATHEMATICAL
ASTRONOMY, NAVIGATION AND SURVEYING
NA G MA1
This study is weighted towards astronomy with an emphasis on the co-ordinate systems of the celestial sphere and their inter-relationships and conversion techniques. Distances between heavenly bodies, relative motions, relative rates and selected influences pertinent to the solar system are studied. Descriptive astronomy cannot be avoided and the various astronomical writing and research instruments are discussed with reference to the most recent discoveries and theories. A major descriptive assignment involving the use of the celestial sphere, star maps and the various types of telescopes is an essential ingredient of the module. The presentation of position leads to the making of charts in which is contained a consideration of the techniques of coastal navigation as an example of navigational, and plane table surveying.

MA202 APPLIED MATHEMATICS: MECHANICS
NA G MA1 or MA10
Problem solving in areas requiring the application of fundamental laws and principles of mechanics.

MA210 CALCULUS II
G0:03
This study is an extension of the earlier calculus courses and involves solution and applications of first order differential equations in addition to an introduction to differential and integral calculus of functions of several variables.

MA210 COMPUTER STUDIES
G0:03:
Introduction to computers — hardware, software, general features. Problem solving, flowcharting, computer applications. Logic, Boolean algebra, introductory machine code and assembly language programming. Sorting and searching algorithms, simulation.

MA210 GEOMETRY II
G0:33
This study examines the concepts of geometry in the real world and introduces the methods of differential and integral calculus which are used in the construction of three-dimensional geometry.

MA210 APPLIED MATHEMATICS II
G0:03
This study examines the concepts of geometry in the real world and introduces the methods of differential and integral calculus which are used in the construction of three-dimensional geometry.

MA210 APPLIED STATISTICS: ELEMENTARY STATISTICS
AND COMPUTING
G0:03:
An introduction to statistics, computing and the computer applications required to solve elementary statistical problems. No previous knowledge will be assumed.

MA210 APPLIED MATHEMATICS: MATHEMATICAL
ASTRONOMY, NAVIGATION AND SURVEYING
NA G MA1
In this unit the curricula of the upper primary and junior secondary grades are examined and selected teaching methods in mathematics are investigated.

MA210 APPLIED MATHEMATICS: MATHEMATICAL
ASTRONOMY, NAVIGATION AND SURVEYING
NA G MA1
In this unit the curricula of the upper primary and junior secondary grades are examined and selected teaching methods in mathematics are investigated.

MA210 FINITE MATHEMATICS
NA G MA1
This introduction to some topics from modern applied mathematics includes networks, linear programming and the study of matrix games.
The contribution to mathematics by
Concepts based on the Supremum Axiom are used to consider the
This module provides students with the necessary knowledge and
An introduction to some classical discoveries in number theory and
This study introduces the student to the need for
This part played by mathematics in the development of modern society is extended to its current applications in a technological world.
This module provides students with the necessary knowledge and
Numerical methods for solving linear and non-linear systems of equations, involving use of programmable calculators and high speed computers incorporating BASIC language.
A detailed study of selected curriculum topics is undertaken. This strand investigates the primary school background of
The algebra of sets, elementary logic, Boolean algebra, ordered
The student is acquainted with a range of materials and a variety of
The study of selected mathematics courses for the
In addition, Fourier series, gamma and beta functions
The well-ordering principles of integers. The division algorithm, the
designing, the greatest common divisor and the fundamental theorem of arithmetic are examined using the integers and generalised to the set of Gaussian integers and applied to the solution of Diophantine Equations.
The numerical solution of linear systems by Gaussian elimination, iterative methods and other convergence. The numerical solution of differential equations. Higher-order methods for increasing accuracy in practical problems involving the equations of motion.

The idea of a metric leads to the identification of particular metric
Some mathematical concepts related to the procedures already considered in previous studies in
The development of the underachieving child are studied with the view
The solution of linear systems by Gaussian elimination, iterative methods and other convergence. The numerical solution of differential equations. Higher-order methods for increasing accuracy in practical problems involving the equations of motion.

The treatment of selected curriculum topics is undertaken. The well-ordering principles of integers. The division algorithm, the
designing, the greatest common divisor and the fundamental theorem of arithmetic are examined using the integers and generalised to the set of Gaussian integers and applied to the solution of Diophantine Equations.

The study is designed to produce a student literate in the scope and understanding of mathematics and statistics. The study includes some cartography but concentrates on the techniques of practical observations and the time for this practice is limited. The study is directed towards applications involving the solutions of differential equations and the development of some of the important concepts of mathematical analysis.

For further details, see individual strands.

EPI 100

This module is a compulsory core Primary Studies module for all B.Ed. Primary candidates.

MA3025 Mathematics IIA

This module considers the identification of pupils of non-average ability and the measuring devices which assist in their identification. Identification leads to the isolation of problems faced by such pupils and to the production of appropriate programmes of mathematics.

MA3076 MATHEMATICS EDUCATION: SENIOR SECONDARY CURRICULUM STUDIES II

This study concentrates on the 3 Unit, and 4 Unit mathematics curricula and examines in detail the teaching of a variety of topics with bias to the mathematically talented children. Some examination in mode of experimental approaches to the teaching of senior mathematics.

MA3077 MATHEMATICS EDUCATION: COMPUTER ASSISTED INSTRUCTION IN MATHEMATICS

This study considers an axiomatic development, expressed in transformation concepts, of Euclidean Geometry linking this development with the teaching of mathematics in the senior secondary school and some possible modes of solutions. Consideration will be limited to the 2 Unit and 3 Unit A syllabus.

MA3026 MATHEMATICS II

Through studies in Linear Algebra, Group Theory and Complex Variables students will consolidate the concepts associated with algebraic structures; with analyses applied to linear spaces and complex variables and with calculus techniques extended to include functions of the complex variable.

MA3027 MATHEMATICS IIC

This module extends the development of mathematical models by considering Plane Projective Geometry and Probability and Statistics in a modelling viewpoint. The study also examines the historical background of some aspects of mathematics which include consideration of modelling.

MA3028 NUMERACY

This module enables you to develop an understanding of the principles and procedures of mathematical thinking. Through the study of various topics, such as deductive and inductive reasoning, you will be able to understand the nature of mathematical concepts and their applications.

MA3078 MATHEMATICS IIB

This course is a compulsory core Primary Studies module for all B.Ed. Primary candidates.

MA3079 MATHEMATICS IIB

This module seeks to encourage the solution of sophisticated problems involving the integration of mathematics with other appropriate subject areas and will have developed professional attitudes and ethics towards his teaching role.

MA3075 MATHEMATICS EDUCATION: JUNIOR SECONDARY CURRICULUM STUDIES II

This module seeks to make the student aware of the problems associated with the teaching of mathematics in the senior secondary school, and some possible modes of solutions. Consideration will be limited to the 2 Unit and 3 Unit A syllabuses.

MA3074 Mathematics IV

This course is a compulsory core Primary Studies module for all B.Ed. Primary candidates.

MA3073 Mathematics III

This module considers the effects of the teaching of mathematics in the senior secondary school and some possible modes of solutions. Consideration will be limited to the 2 Unit and 3 Unit A syllabuses.

MA3072 MATHEMATICS EDUCATION IIB: MATHEMATICS COMPLEMENTARY TO PRIMARY CURRICULUM

This course is a compulsory core Primary Studies module for all B.Ed. Primary candidates.

MA3071 MATHEMATICS EDUCATION II: GROWTH OF MATHEMATICS CONCEPTS

This module seeks to make the student aware of the problems associated with the teaching of mathematics in the senior secondary school, and some possible modes of solutions. Consideration will be limited to the 2 Unit and 3 Unit A syllabuses.

MA3027 Mathematics IIC

This module seeks to encourage the solution of sophisticated problems involving the integration of mathematics with other appropriate subject areas and will have developed professional attitudes and ethics towards his teaching role.

MA3076 MATHEMATICS EDUCATION: SENIOR SECONDARY CURRICULUM STUDIES II

This module seeks to make the student aware of the problems associated with the teaching of mathematics in the senior secondary school, and some possible modes of solutions. Consideration will be limited to the 2 Unit and 3 Unit A syllabuses.

MA3075 MATHEMATICS EDUCATION: JUNIOR SECONDARY CURRICULUM STUDIES II

This module seeks to make the student aware of the problems associated with the teaching of mathematics in the senior secondary school, and some possible modes of solutions. Consideration will be limited to the 2 Unit and 3 Unit A syllabuses.

MA3074 Mathematics IV

This course is a compulsory core Primary Studies module for all B.Ed. Primary candidates.

MA3073 Mathematics III

This module considers the effects of the teaching of mathematics in the senior secondary school and some possible modes of solutions. Consideration will be limited to the 2 Unit and 3 Unit A syllabuses.

MA3072 MATHEMATICS EDUCATION IIB: MATHEMATICS COMPLEMENTARY TO PRIMARY CURRICULUM
Music Education

**MU102: MUSIC AND THE LISTENER**

Listening to music of many different types chosen from the period Cl 600 to the present. Social aspects which influenced composers are examined. Previous musical knowledge is neither expected nor regarded as necessary.

**MU103: MUSIC MAKING: AN INTRODUCTION**

Experiments with sounds and creative music making techniques in simple stages through workshop activities. Both experimental and traditional ways of making music will be examined, using instruments easily handled by beginners.

**MU107: GUITAR MELODIC PERCUSSION**

A practical introduction to playing the guitar which combines group instruction in folk and classical styles and simple ensemble playing. Classes for both the beginner and the student with some previous experience.

**MU108: VOCAL PERFORMANCE I**

The voice will be developed in conjunction with a wide variety of vocal repertoire associated with ensemble singing and group performances. Attention will also be given to singing material related to guitar repertoire.

**MU109: RECORDER AND RENAISSANCE WIND INSTRUMENTS I**

A practical introduction to playing recorders and renaissance wind instruments which includes group instruction in basic techniques and transcription of performance of music from Elizabeth times to the modern jazz era.

**MU110: MUSIC FOR PHYSICAL EDUCATION**

The fundamentals of music which contribute to sport movements, dance and gymnastics are studied and applied to consolidate the teaching of sport movements, dance and gymnastics. The voice will be utilized as a solo instrument or in ensemble playing.

**MU130: MULTICULTURAL EDUCATION AND COMMUNITY LANGUAGES (Elective Classes B)**

G0-03 MS310 or MS110 E

Teaching and designing multicultural curriculum - situational analysis, objectives, teaching strategies for the multi-cultural primary school.

**MU131: MULTICULTURAL CURRICULUM IN SECONDARY**

G0-03 MS130 or MS110 E

Considerations for designing a multicultural curriculum - situational analysis, objectives, teaching strategies for the multi-cultural primary school.

**MU132: ETNIC MINORITIES IN THE COMMUNITY AND THE SCHOOL**

G0-03 MS210 or MS110 E

Practical application of the major aspects of significant ethnic groups in Australia with relevance to language, culture and education.

**MU139: PLANNING FOR MULTICULTURAL CURRICULA IN PRIMARY**

G0-03 MS130 or MS110 E

Considerations for designing a multicultural curriculum - situational analysis, objectives, teaching strategies for the multi-cultural primary school.

**MU2001: MODERN APPROACHES TO CLASSROOM MUSIC TEACHING**

G0-03 MS210 or MS110 E

Teaching techniques 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.

**MU2002: BARTOK/STRAVINSKY AS LIBERATING FORCES**

G0-03 MS210 or MS110 E

Adapted study of either Bartok or Stravinsky with special reference to their harmonic structure, e.g. polyrhythm, binonality, polymodality.
This 4 week block of field experience will allow the student to translate and apply to practice the theory of administrative structures and functions by identification of groups and their roles within the institution, by investigation of the ways in which the facilities updates its policies, goals and standards and by consideration of the leadership style of its senior administrators.

This module is designed to introduce the student to those aspects of the law which will allow recognition of the legal implications of a given situation and the taking of appropriate initial action.

This module is designed to assist the nurse teacher and health administrator to understand the role of the nurse in the community setting, and to recognize the influences exerted on the planning and delivery of health care education by institutional structures. It is complementary to the module HS2150 Legal Studies.

This module is designed to introduce the nurse teacher to the problems and processes of clinical evaluation and to enable the student to do this specifically by directing the student to examine the processes and parameters of health and health services, the concepts of community and social influences on health, and the roles of the nurse, health administrator and nurse teacher.

This module forms the major-study component of Field Experience 3 for those students specialising in classroom teaching. Two-year students will complete 4 weeks of block practice in their second year, and three-year students will complete 2 weeks of block practice in their third year and 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 those students specialising in classroom teaching. Two-year students will complete 4 weeks of block practice in their second year, and three-year students will complete 2 weeks of block practice in their third year and 3 lessons during each of their fourth and fifth semesters. (4 credit points)

This module is designed to introduce the student to the processes and problems of clinical evaluation and to enable the student to do this specifically by directing the student to examine the processes and parameters of health and health services, the concepts of community and social influences on health, and the roles of the nurse, health administrator and nurse teacher.

This module forms the major-study component of Field Experience 3 for those students specialising in classroom teaching. Two-year students will complete 4 weeks of block practice in their second year, and three-year students will complete 2 weeks of block practice in their third year and 3 lessons during each of their fourth and fifth semesters. (4 credit points)

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This module is designed to introduce the student to the processes and problems of clinical evaluation and to enable the student to do this specifically by directing the student to examine the processes and parameters of health and health services, the concepts of community and social influences on health, and the roles of the nurse, health administrator and nurse teacher.

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This module forms the major-study component of Field Experience 3 for those students specialising in classroom teaching. Two-year students will complete 4 weeks of block practice in their second year, and three-year students will complete 2 weeks of block practice in their third year and 3 lessons during each of their fourth and fifth semesters. (4 credit points)
combinations of these factors involved in coaching athletics and
Discusses the
PE2765, or PE2707
3 cp in 1st level PE modules
This module seeks to develop basic skills and teaching strategies
which could be applied in presenting activities in the physical activity
(A) Archery
(B) Badminton
(C) Bowls
(D) Golf
(E) Orienteering
(F) Squash
PE2761 TEACHING OF DANCE/GYMNASTICS II
(3.0) PE2762 or PE2761
Theoretical and practical aspects of dance, the development of
activities suitable for the school and the community, social, ethnic,
jazz, choreography and dance production.
PE2763 TEACHING OF GYMNASTICS III
(3.0) PE2761 or PE2761
This course develops the theoretical base of gymnastics and
examines the scope and relationship of gymnastics to the pupil, the
school and the community. Students will also be involved in
selected practical and teaching areas.
PE2764 TEACHING OF ATHLETICS
(3.0) PE2761 or PE2761
Biomechanical analyses, teaching points and progressions for
selected track and field events appropriate to the secondary level
and field events appropriate to the secondary school program.
PE2765 TEACHING OF AQUATICS
(3.0) PE2761 + PE2761 + PE2761 + PE2761 + PE2761
This module focuses on the teaching of aquatic skills, learning patterns,
stroke analysis and fault correction. Water activities, aquatic games,
teaching methods and activities appropriate to the school program.
PE3100 INVESTIGATIVE PRACTICES IN PHYSICAL
EDUCATION, HEALTH AND RECREATION (Diploma)
(3.0) PE2700 or PE200
An investigation of organisational and administrative procedures
in health, physical education and recreation within the secondary school
curriculum
PE3200 ADMINISTRATIVE PRACTICES IN PHYSICAL
EDUCATION, HEALTH AND RECREATION (Degree)
(3.0) PE2700 or PE200
The investigation of the organisation and administration of physical
education, health and recreation, to provide the student with the
experience to construct and administer changes of administrative
and organisational skills in secondary and tertiary education.
PE3101 MENTAL AND COMMUNITY HEALTH (Diploma)
(3.0) PE2700 or PE200
A development of the student’s knowledge and understanding in mental
health and community health so as to help him function more
happily in society.
PE3201 MENTAL AND COMMUNITY HEALTH (Degree)
(3.0) PE2700 or PE200
The development of the student’s knowledge and understanding in the
areas of mental and community health
PE3107 RECREATION LEADERSHIP (Diploma)
(3.0) PE2769 or PE200
This course seeks to develop an understanding of the principles
behind leadership pertaining to the organisation and
implementation of both school and community recreation
programmes.
PE3202 RECREATION LEADERSHIP (Degree)
(3.0) PE2769 or PE200
This course seeks to develop an understanding of basic human needs
and how they affect choices of leisure-time experience. The
development of appropriate leadership methods in specific
recreational activities.
PE3103 MOTOR LEARNING (Diploma)
(3.0) 3E02-1+3E02
A critical appreciation of the theoretical and physical problems in
motor skill acquisition, and attendant research.
PE3106 ADAPTED PHYSICAL EDUCATION (Diploma)
(3.0) PE2700 or PE200
To acquaint the student with the organisation and administration of
adapted physical education programmes to meet the needs of the
handicapped.
PE3206 ADAPTED PHYSICAL EDUCATION (Degree)
(3.0) PE2700 or PE200
The assessment of adapted programmes; the constitution of
specific remedial activities in adapted physical education.
PE3310 PERSPECTIVES IN PHYSICAL EDUCATION, HEALTH
AND RECREATION IN THE PRIMARY SCHOOL
(3.0) 3E02-1
Consideration of historical and philosophical bases of primary
school physical education and the relationships to current
problems and social issues.
PE3540 DANCE FOR ART III
(3.0) PE2750 or PE200
This course concerns the study of dance as a communicative and
expressive art form, and the inter-relatedness of all the arts in the
understanding of choreography.
PE3170 RESEARCH METHODS IN PHYSICAL EDUCATION,
HEALTH, RECREATION (Diploma)
(3.0) 24PE
An introduction to research methodology in health, physical
education and recreation.
PE3270 RESEARCH METHODS IN PHYSICAL EDUCATION,
HEALTH, RECREATION (Degree)
(3.0) 24PE
An extension of research methodology in health, physical
education and recreation.
PE3190 PHYSICAL EDUCATION RESEARCH PAPER (Diploma)
(3.0) 12PE Final Semester, DIP T.P.E
A project related and researched by the individual student reflect­
ing the interest, capabilities and selected research methodology of the
student.
PE3520 FOUNDATION IN HEALTH EDUCATION
(3.0) 8PE
A foundation year module for degrees aspiring
3rd level (Degree) Standing
. The development of the student’s knowledge and understanding in the
areas of health, drugs, nutrition, and community health.
PE3512 PRELIMINARY WORKSHOP PROCESSES IN MOTOR
(3.0) 3rd level standing
This module utilizes a workshop approach to examination and
understanding of the principles of motor form and an understanding of the
mechanical principles of motor form and movements.
PE3313 OUTDOOR EDUCATION IN THE PRIMARY SCHOOL
(3.0) 3rd level standing
This course seeks to cover the theory of outdoor education in N.S.W.
critical appreciation of the primary school curriculum with regard to contributions of
outdoor education for understanding leadership methods in specific
recreational activities.
PE3525 INTRODUCTION TO SPECIAL PHYSICAL EDUCATION
(3.0) 3rd level Students will be introduced to the range of developmental
disabilities, emotionally disturbed, sensory and neurological
handicaps.
PE4202 RECREATION MANAGEMENT
(3.0) PE3202 or PE3202 (Degree)
This course seeks to apply basic management principles to the
administration in planning and administrating recreation pro­
gammed both in school and in other leisure organisations.
PE4203 SPORTS TECHNOLOGY
(3.0) SCI2750 + SCI249
An examination of the practical application of the scientific research
findings to coaching and performance in a variety of sports.
PE4205 KINESIOLOGY
(3.0) SCI 253 (Biomechanics) + 6PE3 Degree
The development of further insight into teaching motor perform­
ances.
PE4206 ADAPTED PHYSICAL EDUCATION PROGRAMMING
(3.0) PE3266 or PE3266 (Degree)
Organisation of integrated and segregated programmes of physical
education and recreation in special disability categories.
PE4207 CONTEMPORARY STRATEGIES IN HEALTH
AND CURRICULUM CONSTRUCTION IN HEALTH
EDUCATION
(3.0) SCI2750 + SCI249
To develop the student’s expertise in presenting lessons in health
education and in determining the content of health courses in secondary
school education.
PE4311 PRIMARY SCHOOL SPORT IN CONTEMPORARY
AUSTRALIAN SOCIETY
(3.0) 4th level standing in B.Ed. (Primary)
This course will investigate and discussed upon the cultural significance of
junior sporting involvements in our Australian Society of today.
PE4312 ADVANCED WORKSHOP LABORATORY PROCESSES
IN SLOTTED MOTOR PERFORMANCE
(3.0) 4th level Standing B.Ed. (Primary)
An introduction to research methodology in primary school
physical education, health education and sports recreation.
TPS012 CLASSROOM MANAGEMENT AND DISCIPLINE

This module provides opportunities to apply theoretical ideas on classroom management and discipline in a school situation.

TPS014 BEGINNING TO TEACH

This module provides opportunities to make actual decisions about teaching similar to the ones that they will be concerned with when they first enter the teaching profession.

PPE030 TEACHING SKILLS: PRIMARY DIP Ed

This module emphasizes teacher-directed and pupil-centred approaches to teaching with related skills. Teaching skills treated include Variability, Explaining, Basic Questioning, Teacher Response and Higher Order Questioning.

TPA012 SUPERVISION IN PRACTICE

EPD033 External in 1982

This module provides opportunities for the acquirement of the skills and knowledge to facilitate the adoption of a supervisory role by a member of the school staff. Experiences will be both College and school based.

TPA012 THE ANALYSIS OF PERSONAL TEACHING STYLE

EPD033 External in 1982

This module provides for examination and analysis of your approach to teaching through the development of classroom observation instruments and field work in a school setting.

TPA015 TECHNIQUES FOR IMPROVING THE LEVEL OF CLASSROOM INTERACTION

EPD033 External in 1982

This module provides opportunities for the development of specific techniques for improving the level of classroom interaction.

Professional Studies Programme — Art Education

PS101 PRINCIPLES AND PRACTICES OF TEACHING: ART EDUCATION

S0.03

The objective of this module is to provide each student with an opportunity to identify and acquire specific teaching skills and behaviour. Students will be presented with an opportunity to practice these skills in the context of the school situation.

PS201 PRINCIPLES AND PRACTICES OF TEACHING: ART EDUCATION

S0.03 PS100

The objective of this module is to provide each student with an opportunity to identify and acquire specific teaching skills and behaviour. Students will be presented with an opportunity to practice these skills in the reality of a school situation and implement a programme of work.

PS301 PRINCIPLES AND PRACTICES OF TEACHING: ART EDUCATION

S0.02 PS200

The aim of this course is to present students a spectrum of teaching styles including a basic repertoire of teaching strategies and to relate these to teaching situations.

PS400 PRINCIPLES AND PRACTICES OF TEACHING: ART EDUCATION (No Ed)

S0.02

The objective of this module is to provide each student with an opportunity to identify and acquire specific teaching skills and behaviour. Students will be presented with an opportunity to practice these skills in the reality of a school situation.

Professional Studies Programme — English/History

TS1005 EXPOSITORY TEACHING: ENGLISH/HISTORY

S0.03

Students will be provided with opportunities to acquire specific teacher-centred behaviours and skills through a programme of micro-teaching in a secondary school. Teaching skills introduced will include Basic Questioning, Variability, Explaining, Introductory procedures and Closure.

TS1006 PUPIL CENTRED TEACHING: ENGLISH/HISTORY

S0.03

Students will be provided with opportunities to acquire specific pupil-centred behaviours and skills through a programme of micro-teaching in a secondary school. Teaching skills introduced will include Basic Questioning, Variability, Explaining, Introductory procedures and Closure.

TS1005 DESIGN AND PRODUCTION OF INSTRUCTIONAL RESOURCES: ENGLISH/HISTORY

S0.33

Students will be provided with opportunities to acquire basic competencies in using instructional materials. This will involve the development of planning, design and production skills to make and use media and materials to achieve specific learner outcomes.

TS1006 TEACHING STRATEGIES: ENGLISH/HISTORY

S0.33

This module focuses on the theory and practice of teaching strategies for English and History in the secondary school. The structure incorporates a theoretical base and practical application in classroom teaching.

TS2005 PRINCIPLES AND PRACTICES OF TEACHING: ENGLISH/HISTORY

S0.33

This module is designed to provide students with an opportunity to acquire specific teaching behaviours or skills, to feed into practice some of the theory acquired in other subjects and to orient himself to the realities of the school situation with particular emphasis on English and History.

TS2006 CURRICULUM CONSTRUCTION AND PROFESSIONAL MANAGEMENT: HOME SCIENCE/TEXTILES

S0.03 PS101

This module provides for a series of workshops, guest speakers, seminars and school visits to prepare the student for working in a Home Economics Department. Units and other material prepared during the module will be used during the Stage III Teaching Experience.

TS2012 CURRICULUM DESIGN AND PRODUCTION OF INSTRUCTIONAL RESOURCES: HOME SCIENCE/TEXTILES

S0.33

Students will be provided with opportunities to acquire specific teaching behaviours or skills, to feed into practice some of the theory acquired in other subjects and to orient himself to the realities of the school situation with particular emphasis on Home Sciences.

TS2011 THE ANALYSIS OF PERSONAL TEACHING STYLE: ENGLISH/HISTORY

S0.33

A comprehensive teachers’ manual is designed to help you with your self-appraisal. The manual includes a variety of innovative application techniques.

Professional Studies Programme — Home Science/Textiles

TS1011 EXPOSITORY TEACHING: HOME SCIENCE/TEXTILES

S0.03

Students will be provided with opportunities to acquire specific teacher-centred behaviours and skills through a programme of micro-teaching in a secondary school. Teaching skills introduced will include Basic Questioning, Variability, Explaining, Introductory procedures and Closure.

TS1012 PUPIL CENTRED TEACHING: HOME SCIENCE/TEXTILES

S0.33

Students will be provided with opportunities to acquire specific pupil-centred behaviours and skills through a programme of micro-teaching in a secondary school. Teaching skills introduced will include Basic Questioning, Variability, Explaining, Introductory procedures and Closure.

TS2011 CURRICULUM CONSTRUCTION AND PROFESSIONAL MANAGEMENT: HOME SCIENCE/TEXTILES

S0.33 PS101

An integrated series of theoretical and practical experiences designed to develop programme planning skills and the use of selected strategies appropriate to Home Science/Textiles teaching.

TS2012 DESIGN AND PRODUCTION OF INSTRUCTIONAL RESOURCES: HOME SCIENCE/TEXTILES

S0.33

Students will be provided with opportunities to acquire specific teaching behaviours or skills, to feed into practice some of the theory acquired in other subjects and to orient himself to the realities of the school situation with particular emphasis on Home Sciences.

Professional Studies Programme — Industrial Arts

TS1015 PRINCIPLES AND PRACTICES OF TEACHING: INDUSTRIAL ARTS

S0.03

This compulsory subject for Industrial Arts students is designed to provide students with an opportunity to acquire specific teaching skills and to apply theory acquired in other subjects.

TS2015 PRINCIPLES AND PRACTICES OF TEACHING: INDUSTRIAL ARTS

S0.02 PS101

This subject is a further step in the professional preparation of Industrial Arts students where each student will understand the various roles within the administration of the school and within Industrial Arts.

PS415 PRINCIPLES AND PRACTICES OF TEACHING: INDUSTRIAL ARTS (Ed)

S0.02

The module provides students with an opportunity to acquire specific teaching behaviours or skills, to feed into practice some of the theory acquired in other subjects and to orient himself to the realities of the school situation with particular emphasis on Industrial Arts.

PS416 PRINCIPLES AND PRACTICES OF TEACHING: INDUSTRIAL ARTS (Ed)

S0.02

The module provides students with an opportunity to acquire specific teaching behaviours or skills, to feed into practice some of the theory acquired in other subjects and to orient himself to the realities of the school situation with particular emphasis on Industrial Arts.

Professional Studies Programme — Languages

TS1051 EXPOSITORY TEACHING: LANGUAGES

S0.03

Students will be provided with opportunities to acquire specific teacher-centred behaviours and skills through a programme of micro-teaching in a secondary school. Teaching skills introduced will include Basic Questioning, Variability, Explaining, Introductory procedures and Closure.

TS1052 PUPIL CENTRED TEACHING: LANGUAGES

S0.33

Students will be provided with opportunities to acquire specific pupil-centred behaviours and skills through a programme of micro-teaching in a secondary school. Teaching skills introduced will include Teacher Response, Reinforcement and Advanced Questioning.
Professional Studies Programme — Mathematics

TS1021 EXPOSITORY TEACHING: MATHEMATICS
SOC:03

Students will be provided with opportunities to acquire specific teacher-centred behaviours and skills through a programme of micro-teaching in a secondary school. Teaching skills introduced will include Basic Questioning, Variability, Explaining, Introductory procedures and Closure.

TS1022 PUPIL CENTRED TEACHING: MATHEMATICS
SOC:03

Students will be provided with opportunities of acquiring specific pupil-centred behaviours and skills through a programme of micro-teaching in a secondary school. Teaching skills introduced will include Teacher Response, Reinforcement and Advanced Questioning.

PS2021 DESIGN AND PRODUCTION OF INSTRUCTIONAL RESOURCES: MATHEMATICS
SOC:03

Students will be provided with opportunities to acquire basic competencies in using instructional materials. This will involve the development of planning, design and production skills to make and use media and materials to achieve specific learner outcomes.

PS2022 STRATEGIES OF TEACHING: MATHEMATICS
SOC:03 PS:02

This course aims to develop skills associated with the teaching of mathematics. Students are given an opportunity to demonstrate a variety of strategies, lesson types and learning aids. Lessons are recorded for post lesson evaluation.

PS3021 PRINCIPLES AND PRACTICES OF TEACHING: MATHEMATICS
SOC:02 PS:02

This module focuses on several basic teaching skills and opportunities are provided for practising these skills by teaching music to school pupils.

PS3025 PRINCIPLES AND PRACTICES OF TEACHING: MUSIC
SOC:03

This module emphasises the teaching skills of PS105 and introduces students to several other teaching skills. Opportunity is provided to practice these skills by teaching Music to secondary school pupils.

PS425 PRINCIPLES AND PRACTICES OF TEACHING: MUSIC
SOC:02 Corequisite MU:02

Strategies of Teaching. The planning and implementation of a variety of lesson types directed towards specific learning outcomes and the evaluation of pupil performance. Planning a unit of work to be implemented in a school based programme emphasizing an integrated approach to the development of skills and insights in pupils.

PS426 PRINCIPLES AND PRACTICES OF TEACHING: MUSIC
SOC:02 Corequisite MU:02

Strategies of Teaching. The planning and implementation of a variety of lesson types directed towards specific learning outcomes and the evaluation of pupil performance. Planning a unit of work to be implemented in a school based programme emphasizing an integrated approach to the development of skills and insights in pupils.

PS535 PRINCIPLES AND PRACTICES OF TEACHING: SCIENCE
SOC:02 PS:02

Preparation for practice teaching through school based demonstrations on objectives, lesson preparation, control and safety. Followed by peer group teaching, micro-teaching, and half day school experiences at the practice teaching school.

PS1036 PRINCIPLES AND PRACTICES OF TEACHING: PHYSICAL EDUCATION
SOC:02

Theoretical and practical micro-teaching skills of students. Reinforcement, Basic Questioning and Variability.

TS1035 PRINCIPLES AND PRACTICES OF TEACHING: SCIENCE
SOC:02

Preparation for practice teaching through school based demonstrations, seminars on objectives, lesson preparation, control and safety. Followed by peer group teaching, micro-teaching, and half day school experiences at the practice teaching school.

Professional Studies Programme — Physical Education

PS3021 PRINCIPLES AND PRACTICES OF TEACHING: PHYSICAL EDUCATION
SOC:03

This module provides an opportunity to acquire basic competencies in using instructional materials. This will involve the development of planning, design and production skills to make and use media and materials to achieve specific learner outcomes.

PS421 PRINCIPLES AND PRACTICES OF TEACHING: PHYSICAL EDUCATION (Dip.Ed)
SOC:02

This programme is designed to identify and analyse pertinent skills of effective teaching. It includes the practical development of each skill in a micro-teaching situation at school base. Lessons are video-recorded for post lesson evaluation.

PS423 PRINCIPLES AND PRACTICES OF TEACHING: PHYSICAL EDUCATION
SOC:03

This module provides students with opportunities to acquire basic competencies in using instructional materials. This will involve the development of planning, design and production skills to make and use media and materials to achieve specific learner outcomes.

TS2031 PRINCIPLES AND PRACTICES OF TEACHING: PHYSICAL EDUCATION
SOC:03 PS:03

This course is divided into two semester units, initially, students experience a gradual introduction to teaching through attending demonstrations, seminars, micro-teaching and half day experiences. Later, strategies of teaching designed for different outcomes are studied and practised.

TS2032 PRINCIPLES AND PRACTICES OF TEACHING: PHYSICAL EDUCATION
SOC:03 PS:03

This course is divided into two semester units, initially, students experience a gradual introduction to teaching through attending demonstrations, seminars, micro-teaching and half day experiences. Later, strategies of teaching designed for different outcomes are studied and practised.

Professional Studies Programme — Science

TS1035 PRINCIPLES AND PRACTICES OF TEACHING: SCIENCE
SOC:02

Preparation for practice teaching through school based demonstrations, seminars on objectives, lesson preparation, control and safety. Followed by peer group teaching, micro-teaching, and half day school experiences at the practice teaching school.

TS1036 PRINCIPLES AND PRACTICES OF TEACHING: SCIENCE
SOC:02

Preparation for practice teaching through school based demonstrations, seminars on objectives, lesson preparation, control and safety. Followed by peer group teaching, micro-teaching, and half day school experiences at the practice teaching school.

TS2031 PRINCIPLES AND PRACTICES OF TEACHING: SCIENCE
SOC:03 PS:03

Preparation for practice teaching through school based demonstrations, seminars on objectives, lesson preparation, control and safety. Followed by peer group teaching, micro-teaching, and half day school experiences at the practice teaching school.

TS2032 PRINCIPLES AND PRACTICES OF TEACHING: SCIENCE
SOC:03 PS:03

Preparation for practice teaching through school based demonstrations, seminars on objectives, lesson preparation, control and safety. Followed by peer group teaching, micro-teaching, and half day school experiences at the practice teaching school.

Professional Studies Programme — Social Sciences

TS1041 EXPOSITORY TEACHING: SOCIAL SCIENCES
SOC:03

Students will be provided with opportunities to acquire specific teacher-centred behaviours and skills through a programme of micro-teaching in a secondary school. Teaching skills introduced will include Basic Questioning, Variability, Explaining, Introductory procedures and Closure.

TS1042 PUPIL CENTRED TEACHING: SOCIAL SCIENCES
SOC:03

Students will be provided with opportunities to acquire specific pupil-centred behaviours and skills through a programme of micro-teaching in a secondary school. Teaching skills introduced will include Teacher Response, Reinforcement and Advanced Questioning.

PS2041 DESIGN AND PRODUCTION OF INSTRUCTIONAL RESOURCES: SOCIAL SCIENCES
SOC:03

Students will be provided with opportunities to acquire basic competencies in using instructional materials. This will involve the development of planning, design and production skills to make and use media and materials to achieve specific learner outcomes.

PS2042 STRATEGIES OF TEACHING: SOCIAL STUDIES
SOC:03 PS:02

The purpose of the module is to promote participation in specific teaching strategies identified as being basic to the Social Sciences, including (a) Simulated Role Play/Games/Drama, (b) Field Studies, (c) Programmed Instruction, (d) Case Studies.

PS3041 PRINCIPLES AND PRACTICES OF TEACHING: SOCIAL SCIENCES
SOC:03 PS:02

This module offers a comprehensive and integrated series of practical experiences at school base to complement the theoretical studies in curriculum undertaken at College. The purpose is to extend the professional expertise of the potential teacher.

PS4040 PRINCIPLES AND PRACTICES OF TEACHING: SOCIAL SCIENCES (Dip.Ed)
SOC:02

This module focuses on the development of some basic skills of teaching with practical application to improve competence. Analysis of teacher-student behaviour will allow teaching strategies to be appropriately modified.
Professional Studies Programme — T. A. F. E. (Technical and Further Education)

ET1250, ET2250  TEACHING SKILLS

TP2301

The focus on this module is examination as an approach to teaching. Teaching skills treated include: Planning, Lesson and Displaying.

ET1260, ET2260 Educational Technology TP2301

An introduction to basic instructional materials preparation and usage. Includes: visualisation and selection techniques, laboratory design, transparency design and production, audio-visual production, and video production. The role of the computer in education.

ET1270, ET2270  TEACHING SKILLS TP2301

This module focuses on ways to increase the quality and quantity of student participation when teaching. Teaching skills treated include: Basic and Higher Qualification Standards.

ET1280, ET2280 RESOURCES FOR LEARNING TP2301

This module is designed to expand the basic skills of media selection and production and to utilise them to design, produce, use, and evaluate instructional material package appropriate to the students of specialist staff.

ET1290, ET2290  TEACHING SKILLS TP2301

This module focuses on the affective aspects of teaching. Emphasis is given to interpersonal skills such as: Attending, Listening and Self Expression Awareness.

ET1300, ET2300  TEACHING STRATEGIES TP2301

This module teaches skills mastered in earlier modules are used as a basis for developing teaching strategies. Strategies include: Lecturing, Questions, Discussion, Workshop, and Learning Resource approaches to teaching.

Professional Studies Programme — Postgraduate in Educational Studies: Advanced Teaching Method

FMD10 STRATEGIES FOR TEACHING INFORMATION PROCESSING MODELS TP3301

This module will be provided with opportunities to acquire specific teaching strategies using information processing models developed by Bruno, Schommer, and Taba.

FMD11 STRATEGIES FOR TEACHING SOCIAL AND PERSONAL MODELS TP3301

This module will be provided with opportunities to acquire specific teaching strategies using social and emotional models developed by Glasser, Shoffit, Gordon, Rogers and others.

Radiography

SC 1901 PHYSICS FOR RADIOGRAPHY TP3103

This module covers the principles of radiation physics, introducing basic radiation physics concepts and terminology. It includes an introduction to the principles of X-ray production and the operation of X-ray equipment. The module also introduces basic X-ray image formation and the principles of image receptor selection.

SC 1902 HUMAN ANATOMY AND PHYSIOLOGY TP3103

This module covers basic anatomy and physiology, introducing the fundamental concepts of human anatomy and physiology. It includes an introduction to the major systems of the body, including the skeletal, muscular, nervous, and circulatory systems. The module also covers basic principles of radiation biology and radiological safety.

SC 1903 TECHNIQUES AND SURFACE ANATOMY TP3103

This module covers the techniques and principles of surface anatomy. It includes an introduction to the principles of radiological positioning, and the use of radiological equipment. The module also covers basic principles of radiological safety and radiological procedures.

SC 1904 EQUIPMENT TP3103

This module covers the principles of radiological equipment. It includes an introduction to the principles of X-ray equipment, and the operation of X-ray equipment. The module also covers basic principles of radiological safety and radiological procedures.

SC 1905 LIVING ANATOMY AND PHYSIOLOGY TP3103

This module covers the principles of living anatomy and physiology. It includes an introduction to the principles of X-ray equipment, and the operation of X-ray equipment. The module also covers basic principles of radiological safety and radiological procedures.

SC 1906 PATHOLOGY TP3103

This module covers the principles of pathology. It includes an introduction to the principles of X-ray equipment, and the operation of X-ray equipment. The module also covers basic principles of radiological safety and radiological procedures.

SC 1907 TECHNIQUES AND SURFACE ANATOMY TP3103

This module covers the techniques and principles of surface anatomy. It includes an introduction to the principles of radiological positioning, and the use of radiological equipment. The module also covers basic principles of radiological safety and radiological procedures.

SC 1908 EQUIPMENT TP3103

This module covers the principles of radiological equipment. It includes an introduction to the principles of X-ray equipment, and the operation of X-ray equipment. The module also covers basic principles of radiological safety and radiological procedures.

SC 1909 LIVING ANATOMY AND PHYSIOLOGY TP3103

This module covers the principles of living anatomy and physiology. It includes an introduction to the principles of X-ray equipment, and the operation of X-ray equipment. The module also covers basic principles of radiological safety and radiological procedures.

SC 1910 PATHOLOGY TP3103

This module covers the principles of pathology. It includes an introduction to the principles of X-ray equipment, and the operation of X-ray equipment. The module also covers basic principles of radiological safety and radiological procedures.

SC 1911 TECHNIQUES AND SURFACE ANATOMY TP3103

This module covers the techniques and principles of surface anatomy. It includes an introduction to the principles of radiological positioning, and the use of radiological equipment. The module also covers basic principles of radiological safety and radiological procedures.

SC 1912 EQUIPMENT TP3103

This module covers the principles of radiological equipment. It includes an introduction to the principles of X-ray equipment, and the operation of X-ray equipment. The module also covers basic principles of radiological safety and radiological procedures.

SC 1913 LIVING ANATOMY AND PHYSIOLOGY TP3103

This module covers the principles of living anatomy and physiology. It includes an introduction to the principles of X-ray equipment, and the operation of X-ray equipment. The module also covers basic principles of radiological safety and radiological procedures.

SC 1914 PATHOLOGY TP3103

This module covers the principles of pathology. It includes an introduction to the principles of X-ray equipment, and the operation of X-ray equipment. The module also covers basic principles of radiological safety and radiological procedures.

SC 1915 TECHNIQUES AND SURFACE ANATOMY TP3103

This module covers the techniques and principles of surface anatomy. It includes an introduction to the principles of radiological positioning, and the use of radiological equipment. The module also covers basic principles of radiological safety and radiological procedures.

SC 1916 EQUIPMENT TP3103

This module covers the principles of radiological equipment. It includes an introduction to the principles of X-ray equipment, and the operation of X-ray equipment. The module also covers basic principles of radiological safety and radiological procedures.

SC 1917 LIVING ANATOMY AND PHYSIOLOGY TP3103

This module covers the principles of living anatomy and physiology. It includes an introduction to the principles of X-ray equipment, and the operation of X-ray equipment. The module also covers basic principles of radiological safety and radiological procedures.

SC 1918 PATHOLOGY TP3103

This module covers the principles of pathology. It includes an introduction to the principles of X-ray equipment, and the operation of X-ray equipment. The module also covers basic principles of radiological safety and radiological procedures.

SC 1919 TECHNIQUES AND SURFACE ANATOMY TP3103

This module covers the techniques and principles of surface anatomy. It includes an introduction to the principles of radiological positioning, and the use of radiological equipment. The module also covers basic principles of radiological safety and radiological procedures.

SC 1920 EQUIPMENT TP3103

This module covers the principles of radiological equipment. It includes an introduction to the principles of X-ray equipment, and the operation of X-ray equipment. The module also covers basic principles of radiological safety and radiological procedures.

SC 1921 LIVING ANATOMY AND PHYSIOLOGY TP3103

This module covers the principles of living anatomy and physiology. It includes an introduction to the principles of X-ray equipment, and the operation of X-ray equipment. The module also covers basic principles of radiological safety and radiological procedures.

SC 1922 PATHOLOGY TP3103

This module covers the principles of pathology. It includes an introduction to the principles of X-ray equipment, and the operation of X-ray equipment. The module also covers basic principles of radiological safety and radiological procedures.

SC 1923 COMPLEMENTARY TECHNIQUES TP3103

This module covers the principles of complementary radiological techniques. It includes an introduction to the principles of X-ray equipment, and the operation of X-ray equipment. The module also covers basic principles of radiological safety and radiological procedures.
SC101 ENVIRONMENTAL PHYSICAL SCIENCE
PDF 32/50

SC104 SCIENCE AND SOCIETY A
PDF 36/50
Major themes: The importance of meaning of a study of the inter relationship between science, technology and society, the way in which science, technology and society influence each other and science itself has been directed, developed or retained by society. Contemporary issues will be examined by means of selected case studies. Major strands: the history of science and technology, the nature of science, the work of scientists and technologists, science as it affects politics, economy, government, the law, religion, the arts.

SC1131 MECHANICS I
S54/50
Topics dealt with include linear and rotational kinematics, statics and dynamics of a particle and of extended bodies, conservation of energy and momentum, work and energy, centroids of rigid bodies, conservation of mass, statics of systems.

SC1132 DIRECT CURRENT ELECTRICITY
S54/40
This module will give an understanding of basic direct current electricity and magnetism with an introduction to electrostatics, semiconductor devices and alternating current.

SC1140 BIOMECHANICS I
S53/30
The student is introduced to fundamental concepts of mechanics such as the forces, vectors, centre of gravity, equilibrium, rotational motion, the laws of motion and the Magnus Effect and a biomechanical analysis of track and field events.

SC1141 BIOLOGY FOR PHYSICAL EDUCATION
S53/30
Studies the origin of living organisms and examine the basic cell structure and cell inclusions. The chemistry of the cell precedes the study of the evolution of specialised cells and organelles.

SC1141 CHEMISTRY I
S54/30
Basic aspects of chemistry both from a theoretical and practical approach. Topics include: atomic theory, periodic properties, bonding and physical properties, equilibria, energy changes, electron transfer processes.

SC1142 CHEMISTRY II
S54/30
Aspects of chemistry which find particular application in biological systems. Topics include: introduction to organic chemistry; functional groups: alcohols, phenols, carboxylic acids, amino acids, peptides, vitamins and coenzymes; catalysis and enzyme kinetics; role in biological systems; and bioenergetics.

SC150 BIO-MEDICAL SCIENCES (NURSE EDUCATION)
(For 2 sem)
Studies in this module are designed to provide a foundation for more advanced and applied learning in later modules, and in so doing to demonstrate the value of knowledge in these sciences through their specific application to nursing practice.

SC1151 GEOLOGY IA
S54/33
An introduction to the structure and composition of the Earth, rock forming minerals, origin and nature of major rock types. The influence of plate tectonics on the crust is examined.

SC1152 NUTRITION (NURSE EDUCATION)
S54/30
This module is designed to enable the nurse teacher to examine nutrition and health, post partum nutrition influences the health of the human body. Interpretation, including environmental, growth, and the development of the body's biochemical network to be emphasized.

SC1153 MICROBIOLOGY AND INTRODUCTION TO PATHOLOGY (NURSE EDUCATION)
S54/22
This module is designed to enable the nurse teacher to examine the study of microbiology as essential to an understanding of man as a biological being interacting with his environment. This interaction is seen as being both essential to the maintenance of normal health and life itself, as well as being responsible for specific disease processes.

SC1152 GEOLGY IB
S54/40
Surface alteration processes of the Earth are studied using regional and Australian examples. Stratigraphic principles are applied to the study of geologic time. Man's geologic role is reviewed.

SC1171 BIOLOGICAL SCIENCE
S54/30

SC1172 HUMAN BIOLOGY
S54/30

SC1183 SCIENCE AND SOCIETY A
T53/30
The nature of science, science and technology, natural sciences and social sciences. Case histories from the history of science and society, electrical science, Pastoral work, genetics, nuclear science.

SC1184 SCIENCE AND SOCIETY B
T53/30
Science and its relationship to some components of society, e.g. industry, religion, education, welfare. Science in different societies, e.g. capxalism, communistic countries, Australian society. Science and the future. The revolt against science. Science and the doomsday prophecy.

SC1191 MAN AND ENVIRONMENT I
S54/30
Perspectives from which man's total environment may be viewed ecologically, sociologically, technological, aesthetic, economic, etc. Man's centred approach to environmental problems and conflict situations. Considerations and case studies in natural resources utilization, pollution, environmental degradation (pollution, human life styles, the problem of energy sources, urban planning, distribution of population).

SC1192 MAN AND ENVIRONMENT II
S54/30-33

SC1370 DIRECT CURRENT ELECTRICITY
S53/30
To establish a basic knowledge and understanding of direct current electricity and magnetism. The student will:
- be able to demonstrate the ability to handle direct current equipment:
- plan, execute and evaluate experiments in this area;
- demonstrate the ability to handle numerical problems based on concepts studies;
- master the structure of knowledge within the discipline;
- develop effective communication techniques;
- develop effective problem-solving and discovery methods and
- adapt appropriate scientific attitudes.

SC1470 BASIC CONCEPTS OF CHEMISTRY
S54/03
This module will provide the student with knowledge of some basic aspects of chemistry. Practical work is an essential part of this module and students will develop practical skills from the laboratory program.

The student will be assisted to:
- observe the student's knowledge of the discipline;
- develop effective problem-solving and discovery methods and
- adopt appropriate scientific attitudes;
- become proficient in the experimental techniques of the discipline;
- develop effective communication techniques;
- understand the limitations of scientific investigations.

SC1930 PHYSICAL SCIENCE FOR NON-SCIENTISTS (GENERAL STUDIES)
PDF 32/30

SC1940 EARLY CHILDHOOD PRIMARY SCIENCE K-2
METHOD (PRIMARY STUDIES)
P52/32
Identification and development of science process skills in everyday education. New programmes for science teaching and learning, K-2. Science K-2, S1.5, S1.6, S1.14, S1.15 and New Zealand. Consideration of aspects of making a curriculum - units and themes and integration of science with other subjects. Use of local resources. Learning theories and their application to the development of learning environments and teaching procedures.

SC1950 SCIENCE AND THE PHYSICAL WORLD PRIMARY STUDIES
PG3/30
The nature of forces and machines. Types of energy and energy transformations. Electricity and magnetism. Teaching science with toys.

SC2040 SCHOOL BASED CURRICULUM DEVELOPMENT
S54/30
Systems analysis and development of curriculum in secondary education.

SC2131 MECHANICS II
S54/33-33
Topics include rotational dynamics, rotational kinetic energy and angular momentum, principles of inertia. Simple harmonic motion; the sinusoidal wave equation and its application to the study of harmonic motion, aspects of the Lorentz transformation, time dilation, length contraction, relativistic addition of velocities and relativistic momentum.

SC2152 OPTICS
S54/32
The nature of light and its velocity. Huygen's principle and its applications. Reflections, refraction, lenses, mirrors and optical systems. The eye as an optical system, defects of the eye and use of lenses for correction of defects. Induction and deflection: the diffusion grating and polarization. Laboratory work based on the above topics.

SC2340 BIOMECHANICS II
S52/33-33
Students examine the coaptation of resistance. Rayleigh's number, Magnus effect, effect of humidity on flight, conservation of rotational energy and momentum, free body diagrams, estimation of tire sizes, motor, mechanism and models of the human body, electromyography and use of the force plate.

SC2411 ANATOMY AND PHYSIOLOGY A
S52/33-33
SC2421 ANATOMY AND PHYSIOLOGY B
S52/33-33
SC2411 Soft tissue evolve the study of major systems' anatomy and physiology with orientation to Physical Education.

SC2430 BIOCHEMISTRY
S52/33-33

SC2411 CHEMICAL BONDING
S54/33 3C145
A more detailed consideration of atomic structure and models of chemical bonding including: covalent, ionic, metallic and van der Waals bonds. Relation of bonding models to physical and chemical properties of compounds. Application of bonding models to physical methods used in modern industry.

SC2412 ENERGY AND CHEMICAL REACTIONS
S54/33 3C145
Entropy relationships in the study of chemical changes is considered with an aim to:
- develop an understanding of the relationship between chemical and physical processes; and
- develop an understanding of the importance of energy considerations in chemical reactions of industrial and biological importance.

SC2510 ANATOMY AND PHYSIOLOGY (NURSE EDUCATION)
K54/30
The major purpose of this module is to cause the nurse teacher to recognize and understand the interrelationship of events and the major concepts of physiology and in the principles of anatomy. These are presented and interpreted in such a way that nursing practice may be made more effective and meaningful, and therefore rewarding.

SC2151 GEOLOGY IA
S54/33 3C151
Earth surface morphology. Structure and composition of rock forming minerals and their optical properties in thin section. Petrology of igneous rocks.

SC2152 GEOLOGY IB
S54/33藜TECHNICAL GEOLOGY IIB
S51/52

SC2171 ECOLOGY AND ECOSYSTEM STUDIES
S54/33 3C171

SC2172 CELL CHEMISTRY AND PHYSIOLOGY
S54/33 3C172
The student will test the medical advances which are affecting all aspects of present-day advantages, limitations and applications of each model.

The student will be able to describe the operation of electronic devices, measure selected parameters and use the devices in circuits, and:
- master the structure of knowledge within the discipline;
- develop effective problem-solving and discovery methods and to adopt appropriate scientific attitudes;
- become proficient in the experimental techniques of the discipline;
- develop effective communication techniques;
- study the historical development of the subject.

The transistor and the f.e. component. Wave shaping circuits. Laboratory work based on above topics.

The nature of an a.c. supply. Resistors, capacitors and inductors are studied in combination with a.c. circuits. The fundamentals of vector methods for circuit analysis. Resistor circuits. Transformers. The vacuum tube, its history and principles of operation. Laboratory work based on above topics.

Students will study a number of models of chemical bonding. The distinctive, limitations and applications of each will be those topics related to the biochemical adaptations of particular tissues in an athlete's body in response to different forms of physical exercise.

This module is concerned with the teaching of general science to pupils in years 7-10 in Australian schools. Topics include syllabus evaluation, aims and objectives, classroom techniques, evaluation, literature sources, laboratory organisation.


This module enables students to gain an understanding of the role of SC195 or SC292. This module applies the biochemical concepts introduced in the prerequisite module SC243 to areas of interest to the specialist student. Of particular interest will be those topics related to the biochemical adaptations of particular tissues in an athlete's body in response to different forms of physical exercise. Slightly less vigorous approach to module as that undertaken by Degree students.

This module examines the relationship of co-ordination chemistry to analytical, environmental, biological and industrial topics.

Modelling systems and techniques. Classification and description of solubility diagrams. Microscopy and synchrotron radiation. Biophysical and functional imaging of teaching science, including models of teaching procedures, the use of teaching aids in the classroom, learning and teaching outside the classroom, including the development of teaching materials and presentations.

A study of synthetic and natural polymers. Their properties and applications. Manipulation of materials and the testing of instruments.
degree to which the program has aided clarification of the value of use on Apple computers; introducing computer use into science. Breeding and neutron multiplication. Some technological problems.

By conducting experiments to produce the quantities related to $S_{3+3}^{8}$ magnitude

The student

Fusion reactors, and power plants.

Gas cooled reactors. The fast-breeder concept, plasma and star systems. The sun as a typical star.

Cosmological concepts.

ELECTRONIC SOURCES

3D.34SC131 and SC132


ENERGY: NUCLEAR AND ALTERNATIVE SOURCES

3D.35SC131 and SC132

Introduction, interactions and effects with matter, effects of various energy ranges, (n,γ), (n,2n), (n,3n), (n,4n), (n,6n), (n,8n), reactions stabil, unstable nuclei, quantum-mechanical theory of emission of alpha particles, radioactive decay constant.

Nuclear Fission: Chain reaction process and products, neutron caption, critical size, reproduction factor. Thermal reactors, intermediate reactors, fast reactors, homogeneous reactor and heterogeneous reactor. Modulators, fast fission test, resonance escape probability, thermal utilisation factor.


Thermionic Energy Conversion. The plasma diode, inel thermionic converter, a small thermionic device.

Fusion Power. Fusion fuels and reactions, the plasma, plasma heating and injection, plasma confinement, magnetic pinch confinement, and close confinement spheromak machines, other confinement schemes. The D-T plasma in reactor power plant. Tritium-breeding and related technological problems.

A direct conversion fusion power plant. The fusion torch.

APPLICATION OF CALCULATOR AND MINI COMPUTER PROGRAMMING TO SCIENCE LABORATORY EXERCISES

3D.36SC136

in Science

The student will research the types of tasks which lend themselves to computer applications. The student will gain experience using the computer in science and study the effect of experience with computers upon attitude to computing and the "loss of privacy" connotation. Brief consideration of computer assisted instruction and of ways of introducing computer use into science.

Programming

How to write programs for a programmable calculator. Students will write and store on cards many useful programs.

How to write basic programs for the computer at R.A.C.E. and for use on Apple computers.

Testing of Models

A large number of programs will be written to provide predicted values of quantities which are produced by the application of certain models used by scientists.

Evaluation of Computer Application in Science Laboratory Exercises.

By conducting experiments to produce the quantities related to models studied in the previous topic, the student determines the degree to which the program has aided clarification of the value of the model under study.

Simulation of Complex Experimental Procedures.

Programs will be written for simulation of models which make predictions which cannot readily be tested, because they relate to unstable complex equipment, or because producing the predicted quantities takes a huge period of time in which to operate.

PHYSICS TECHNOLOGY, PHILOSOPHY AND SYSTEMS

3D.37SC137

Any six points at 3rd level Physics

This course continues to further build up the student's knowledge and understanding of the principles of physics and their application in the world about them.

SC138 GEOLOGICAL PROBLEMS

3D.39SC139

A critical approach to theories of the origin and evolution of the Earth, global geology, palaeontological evolution, and to the development of some of these as examples of the evolution of ideas.

SC140 HYDROLOGY

3D.40SC138

The hydrological cycle, fluvial and ground water systems. Surface gauging and data analysis. Water chemistry and pollution. Australian water resources.

SC141 APPLIED GEOLOGY

3D.41SC139

Geological hazards - earthquakes, tsunamis and volcanism. Engineering applications and problems such as earth fills, floods and shoreline changes and mining.

SC142 MAN AND ENVIRONMENT

3D.42SC139

Philosophy and all of environmental impact assessment and of resource utilisation. The E.I.S. Environmental Impact Study techniques. Methods of data collection. Role of government departments and instrumentality, such as the Pollution Control Commission. Environmental monitoring and control. Conceptual models and simulation techniques. Case studies of various major developmental projects. Preparation, presentation, and evaluation of reports.

SC143 INDUSTRIAL MICROBIOLOGY

3D.43SC139


SC144 BIOCHEMISTRY

3D.44SC139

A study of the structure, function, and activity of complex molecules, carbohydrates, lipids and proteins. Microorganisms and their role in the environment.

SC145 ENVIRONMENTAL AND CONSUMER CHEMISTRY

3D.45SC139

The chemical and physical properties of the environment and its impact on human health.

SC146 MICROBIOLOGY

3D.46SC139

The study of microorganisms, their growth, and their role in the environment.

Social Sciences Education

HISTORY TEACHING METHOD

3E.05

A review of the nature and value of History leads to consideration of basic historical skills and methods of teaching the subject. Attention is also focused on the Syllabus for Years 7 to 10 on various evaluative procedures.

TEACHING GEOGRAPHY

3E.06

Basic teaching techniques in Geography are examined and practised. Emphasis is placed on the value and methods of using audio-visual and computer equipment in Geography teaching, the need for and examples of variety, and methods of pupil evaluation.

TEACHING ECONOMICS

3E.07

An examination of the Economics Syllabus leads to the development of programmed units of work for the construction, implementation and evaluation of specific teaching strategies. An in-school experience component is developed on a competency-based programme.

TEACHING COMMERCE

3E.08

The Commerce Syllabus is used as a basis for the development of programmed units of work for the construction, implementation and evaluating specific teaching strategies. A competency-based in-school experience component is a feature of the approach.

EARLY CHILDHOOD SOCIAL STUDIES

3E.09

A study is made of the various inquiry processes as applied to Social Studies, and to specific teaching strategies involving observation, study, conceptualising, generalising and acting. Study the collection and organisation of data is complemented by the examination and creation of resource materials used in vellum, feeling and acting activities.

EARLY CHILDHOOD/PRIMARY SOCIAL STUDIES

3E.10

Consideration is given to the application of inductive and deductive methods to Social Studies, and to specific teaching strategies involving observation, study, conceptualising, generalising and acting. Study the collection and organisation of data is complemented by the examination and creation of resource materials used in vellum, feeling and acting activities.

INQUIRY SOCIAL STUDIES

3E.11

A review of the various inquiry processes, including Taba's inductive approach. Practice in collecting, organising and analysing data leads to an investigation of cognitive and affective development in social studies, and to a consideration of specific inquiry strategies as role-plays, simulation activities and problem-solving activities.

ASIAN AND SOUTH-EAST PACIFIC DEVELOPMENT STUDIES

3E.12

An introduction to the inquisitive process, including Taba's inductive approach. Practice in collecting, organising and analysing data leads to an investigation of cognitive and affective development in social studies, and to a consideration of specific inquiry strategies as role-plays, simulation activities and problem-solving activities.


**ANCIENT AND MEDIEVAL BASES OF WESTERN CIVILIZATION**

**GEO 333** (Not available to History Students)

A review of the context of ancient and medieval ideas to modern Western culture and society. Emphasis is given to the significance of great institutions of the Mediterranean and European past for Australian society.

**HISTORY OF THE ANCIENT EAST AND EARLY GREECE**

**GEO 303**

A survey of the beginnings of civilisation and of early Egypt, Mesopotamia, and the Hittite Empire. The course deals with a close examination of the Hebrews and the Babylonians to the 6th Century B.C. A study of the early Mediterranean areas, including the Greek cities and the city-states, their laws and institutions, and the role of Sparta and Athens within a social organisation, there is a review of the framework of government, comprising a case study of Newcastle is undertaken to illustrate principles of Australian geography and to demonstrate ways in which different urban environments are related, patterns of distribution and land use, and as with mapping work the studies are supported by statistics, aerial photographs and field surveys.

**SOCIAL AND CULTURAL STUDIES**

**GEO 323**

This introduction is designed to show the variety in physical environments, histories and religious influences, social structures, government and demographic factors in Asia.

**ACCOUNTING AND FINANCIAL STUDIES**

Accounting is introduced as an important element of the total business information system in a financial environment. It is considered in terms of this nature, development and value as an aid to management, with an emphasis on its recording, reporting, interpreting and budgeting functions.

**ECONOMICS IN SOCIETY**

**GEO 333**

In order to develop an awareness of economic methods and skills within a social context there is a review of the framework of economic analysis and of rational human behaviour. An introduction to macro-economic concepts and microeconomic demand theories. At the macro level, there is a review of the role of government in the Australian economy, its objectives and policies, and the relationship of economic activity to the real world. At the micro level, there is a survey of the role of business and government in the Australian economy, its objectives and policies, and the relationship of economic activity to the real world.

**SOCIAL ANTHROPOLOGY I AND COMPARATIVE STUDY OF SOCIETIES**

**GEO 343**

This module develops on the field work in SS1650 to highlight the variety of urban environments and the multi-cultural interaction in Australian cities. Changing patterns as people react to high-density living are studied. Students: Review of contemporary society and the problems and lifestyles of the people, and the movement towards nationhood. Student participation in practical exercises is a feature of the approach.

**CONTEMPORARY AUSTRALIA SOCIETY A**

**GEO 382**

This is a study of Australia's colonial background. By surveys and depth interviews, an attempt is made to understand the nature of modern urban cultures and to interpret the role of the urban environment in the development of modern urban cultures. The module focuses on the selection and organisation of content and techniques. It also includes an analysis of ethnic group structures in Australia, including the political, social, economic, and cultural aspects of the Chinese, Japanese, and Korean communities in Australia. The module also examines the role of Australia in the international community, including its role in the United Nations, the Commonwealth, and other international organisations.

**SOCIAL STUDIES: SOUTH ASIA**

**GEO 353**

Objectives include the development of knowledge of the social and cultural traditions of South Asia, and the development of an understanding of the role of religion, culture, and politics in the Indian subcontinent. The module also examines the role of India and Pakistan in the international community, including their role in the United Nations, the Commonwealth, and other international organisations.

**TEACHING HISTORY METHOD II**

**GEO 351**

This module develops on the field work in SS1650 to highlight the variety of urban environments and the multi-cultural interaction in Australian cities. Changing patterns as people react to high-density living are studied. Students: Review of contemporary society and the problems and lifestyles of the people, and the movement towards nationhood. Student participation in practical exercises is a feature of the approach.
The emphasis is on the inter-relationships between different social sciences such as: genetics, alcoholism, drug addiction, environmental pollution, sexuality and family. This will be approached through a general sociological perspective of social problems. This module will also include coverage of the human life cycle, body systems and nutrition. Whenever possible, examples of problems and existing services will be drawn from the Newcastle area.

Social Welfare

SW1101 WELFARE PRACTICE I (3:0)
This module has been designed as a basic introduction to Social Welfare. It provides a historical overview of the social service delivery methods, conceptual models, ethical and values, meaning by which society and the good have been measured and the major intervention skills used by welfare workers will be briefly covered. Whenever possible, examples will be drawn from the Newcastle area.

SW1102 WELFARE ADMINISTRATION (3:0)
A variety of organizational structures exist within the social welfare field. An understanding of the roles and functions of different forms of welfare organization is developed. Some experience in administrative practice is offered.

SW1103 SOCIAL BIOLOGY (0:3)
This module is an introduction to the relationships between Social Welfare and Biology. Many of the biologically related social problems such as: genetics, alcoholism, drug addiction, environmental pollution, sexuality and family. How the knowledge and research of these fields is used in social work practice is also discussed. The module will also include coverage of the human life cycle, body systems and nutrition. Whenever possible, examples of problems and existing services will be drawn from the Newcastle area.

SW1104 WELFARE PRACTICE II CASEWORK (3:3)
This module is designed to provide the student with a basic understanding of the principles and practice of social casework together with the acquisition of elementary casework skills. A number of social problems will be introduced, in the social worker's role, followed by a module on advanced casework which will include a critical social interaction perspective. Besides the theoretical content, the student will be asked to show by studying a number of specific cases what the theoretical content is about in practice. This will be done with a number of different case studies.

SW1105 VOCATIONAL FORUM I (3:0)
This is concerned with discussing: employment, economic factors to field practice —new and emerging topics in social welfare.

SW1106 FIELD PRACTICE I (4)
This course is concerned with understanding how a particular community agency associated with social welfare operates, and with understanding how courses subjects relate to practical experience. It is expected that students will acquire some basic skills in community welfare work practice.

SW2102 THE HUMAN LIFE CYCLE (3:0)
In the module human development is conceived as involving progress through a number of stages and crises from birth to death. Causes may be both anticipated and unexpected. The need for welfare support in such life stages is considered.

SW2103 COMMUNITY SUPPORT SERVICES I (3:0)
A review of government and non-government services available to children, adolescents and families is undertaken. The definition of the role of case work will be dealt with in respect to specific topics such as child abuse, juvenile delinquency, unemployment and marital separation.

SW2104 VOCATIONAL FORUM II (3:0)
See SW1105 for module description.

SW2105 FIELD PRACTICE II (2:2)
To pursue development in social welfare work practices in an agency under supervision from the agency and the College. The students should develop further skill in relating theory to practice.

SW2106 THE LAW AND WELFARE (3:0)
A selective presentation of existing law is provided emphasising those areas where client need has tended to be greatest. The role of legal protection, court officials and enforcement agencies is emphasised. Legal processes are outlined.

SW2107 SPECIALLY STİ TED (3:0)
The purpose of this module is to provide students with the opportunity to learn and develop special areas in which they have a special interest. Topics will be submitted for approval to staff advisor.

SW2201 WELFARE PRACTICE II: COMMUNITY WORK (3:0)
The goal of this module is to provide students with knowledge and understanding about the various strategies, practice levels and orientations of community work. It is also expected that students will acquire some basic skills in community welfare work practice.

SW2202 THE HUMAN LIFE CYCLE (3:0)
In the module human development is conceived as involving progress through a number of stages and crises from birth to death. Causes may be both anticipated and unexpected. The need for welfare support in such life stages is considered.

SW2203 COMMUNITY SUPPORT SERVICES I (3:0)
A review of government and non-government services available to children, adolescents and families is undertaken. The definition of the role of case work will be dealt with in respect to specific topics such as child abuse, juvenile delinquency, unemployment and marital separation.

SW2204 VOCATIONAL FORUM II (3:0)
See SW1105 for module description.

SW2205 FIELD PRACTICE II (2:2)
To pursue development in social welfare work practices in an agency under supervision from the agency and the College. The students should develop further skill in relating theory to practice.

SW2206 THE LAW AND WELFARE (3:0)
A selective presentation of existing law is provided emphasising those areas where client need has tended to be greatest. The role of legal protection, court officials and enforcement agencies is emphasised. Legal processes are outlined.

Special Education

SE1001 INTRODUCTION TO SPECIAL EDUCATION (3:3) or ED105
This module will emphasise those disabilities commonly encountered in regular classrooms, and recent trends in special education to integrate children into the regular classroom where possible.

SE1002 LEARNING PROBLEMS IN THE SCHOOL RECOGNITION AND TREATMENT (3:3)
This module provides a basic knowledge of children's learning problems. Strategies designed to help the classroom teacher to overcome problems in the classroom will be discussed. These strategies are related to the regular classroom and cover testing, diagnostic teaching and organisation for small group and individual children.

SE2004 CLASSROOM MANAGEMENT OF CHILDREN WITH LEARNING PROBLEMS (3:3) or ED101 SE101
This module provides basic knowledge about methods which successful teachers use to manage and organise their classrooms. Strategies designed to help classroom teachers to develop their teaching and organisation of instruction will be stressed with specific examples of classroom problems.

SE2005 CLASSROOM MANAGEMENT FOR SLOW LEARNERS (3:3) or SE102
This module provides an introduction to the problems and needs of slow learners in the regular secondary classroom. Topics include:
1. diagnostic learning difficulties in the basic skills (reading, spelling, mathematical)
2. standardised testing and the slow learner
3. test scores and instructional levels: teaching materials
4. assessment of materials currently available in subject areas and the methods of adapting them to meet the needs of slow learners
5. the application of behaviour management principles to secondary classrooms.

SE2008 LANGUAGE DIFFICULTIES IN THE CLASSROOM (3:3) or SE105
This module focuses upon children in the regular classroom who present with language difficulties. Emphasis will be placed on current formulations arising from language disabilities in children and effective methods for the identification of such children. Consideration will be given to ways of planning and implementing effective language intervention programmes.
SE2005 DEVELOPMENTAL DISABILITIES
PSD 3.0 6ED or 6SE
This module introduces students to a range of developmental disabilities, including intellectual, emotional, and physical factors.

SE3001 THE ASSESSMENT DIAGNOSIS AND REMEDIATION OF CHILDREN WITH LEARNING PROBLEMS
H3.0 6ED or 6SE
This course provides materials and information necessary to identify children with reading, mathematics, and spelling problems, to diagnose the nature of the problem and give effective remedial assistance within the regular classroom. Diagnostic and achievement tests are critically assessed and specific remedial techniques and programmes are discussed.

SE3005 EDUCATION OF HIGH RISK INFANT AND PRESCHOOL CHILDREN
H3.0 6ED or 6SE
High risk children are those whose development is delayed, or appears likely to be delayed as a result of being in an environment of specific factors.
Module introduces students to techniques for assessing and assisting children's development. Students will observe programmes for high risk preschoolers and babies at the Special Education Centre.

SE3006 EDUCATION OF CHILDREN WITH MILD AND SEVERE DEVELOPMENTAL DISABILITIES
P(3:3) 6ED or 6SE (incl SE005)
This module aims to enable students to establish effective instructional programmes for young children with moderate and severe developmental disabilities. Emphasis will be placed on practical experience and evaluation of therapeutic techniques. The module will focus on children in the 0-5 developmental ages.
Students will have the opportunity of working with individual children in clinical and school settings.

SE0067 CURRICULUM RESOURCES AND PROGRAMMING FOR CHILDREN WITH LEARNING PROBLEMS
This module is designed to:
- familiarise students with available commercial materials appropriate for children with different learning and emotional problems.
- foster design of teacher made materials based on sound educational and psychological principles.
- train students in evaluation of materials.
- enable students to develop a resource bank.

SE0068 PROGRAMMING FOR LEARNING DIFFICULTIES IN THE SECONDARY CLASSROOM
This module provides an in-depth analysis of techniques for catering for the slow learner in the secondary classroom. It is taught in the context of a unit provided in SE2005. This module requires the student to develop an individual lesson plan in their subject area with a specific focus on the needs of slow learners.

SE0069 GIFTED AND TALENTED PROJECT FOR SPECIAL EDUCATION
This module requires a range of research on gifted and talented students. The students will be required to write a research project on this topic, which will be assessed and evaluated.

SE2050 ASSESSMENT, DIAGNOSIS AND REMEDIATION AND CRAFT FOR SPECIAL EDUCATION
This module will provide an overview of the diagnosis of learning difficulties, and the development of remedial strategies for students with special needs.

SE4015 PROGRAMME FOR DEVELOPMENTAL DISABILITIES
SE4017 ISSUES/INTERDISCIPLINARY ASPECTS OF CHILDREN WITH DEVELOPMENT DISABILITIES
SE4018 CURRICULUM RESOURCE DEVELOPMENT
SE4019 DEVELOPMENTAL DISABILITIES II
SE4020 PROGRAMMING FOR REMEDIATION
SE4021 CLINICAL PRACTICUM
SE4023 ASSESSMENT, DIAGNOSIS AND REMEDIATION AND CRAFT FOR SPECIAL EDUCATION
This module is designed to introduce students to techniques for assessing and remediating learning difficulties, with an emphasis on the development of special educational needs curriculum.

Teacher Librarianship
TL041 CATALOGUING AND CLASSIFICATION NA 1982
Basic cataloguing and classification information needed to organise a school library.
TL042 METHOD, ORGANISATION AND MANAGEMENT FOR THE SCHOOL LIBRARY NA 1982
The librarian's organisational duties in relation to his school professional responsibilities as a teacher.
TL043 ADVANCED REFERENCE AND RESEARCH NA 1982
The provision of reference in research. The range of reference material and bibliographical aids.
TL044 RESOURCE TECHNOLOGY NA 1982
The technology of education in relation to the process of education. The production of educational software.
The Department of External Studies at the Newcastle College of Advanced Education has been helping teachers since 1972 to upgrade their qualifications. Enrolments in 1981 amounted to more than 600.

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:
(Secondary)
Available to teachers with two years of approved initial training and teaching experience.

(Primary) - not all specialisations available.

Technical and Further Education Awards
Dip. Teach. (TAFE.)
Dip. Ed. (TAFE.)
Services for Students

STUDENT SERVICES CENTRE The Student Services Centre has been set up to help students solve problems. 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, transport. The service is designed to help the student by providing tact and confidential access to information from or liaison with any department or body in the College or the community. Since the Student Services Centre is intended to service students' needs, your questions or requirements will be put in order where ever possible as soon as you make them known, by contacting either the Student Counsellor, the Advisory Officer, the Nursing Sister, or the Student Services Secretary. Located just off the main concourse between the Inquiry Counter and the Library, the Student Services Centre offers the following services:

COUNSELLING SERVICE The Counsellors are available to discuss any matters which students feel may be related to their adjustment, academic progress or personal development, e.g. personal problems, loneliness, doubts about personal worth or values, confused philosophy of life, failures to achieve academically, concern about sexual matters, vague or specific anxieties, study skills. The Counselling Service is free and confidential. Most counselling is on an individual basis, however some counselling is conducted in groups. Groups are formed as the need arises. Students who have concerns or interests of a similar nature often derive benefit from mutual discussions of the relevant issues. Groups may focus on such matters as:
- 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.

ACCOMMODATION SERVICE The Student Services Centre helps students to find suitable accommodation in hostels, private homes, boarding houses, 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 Advisory Office.

EMPLOYMENT SERVICE In order to assist students to obtain employment on a part-time basis the Centre provides an employment service to all full-time or part-time students. Students in need of part-time employment should contact the Advisory Officer.

CAREERS ADVICE Careers information is available from the Advisory Officer on teaching, the Public Service, the industrial and the private sector. Personal advice is also available with regard to such matters as applications, suitability, approach, job demands.

FINANCIAL ASSISTANCE The Centre offers advice on T.E.A.S. awards and bursaries, overseas travel grants and scholarships other than N.S.W. Department of Education Scholarships. A representative of the T.E.A.S. office visits the College on a regular basis.

COLLEGE LOAN FUND The College has limited funds available to provide financial assistance to needy 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 a loan repayable after graduation. Assistance may be made available to needy students, both full-time and part-time, in accordance with the following guidelines:
(a) Funds will be allocated normally as loans.
(b) The maximum loan or grant to a student will normally not exceed $500.
(c) Loans will be interest free for a period of twelve (12) months from the end of the year in which the student completes or ceases his course.
(d) After this time interest will be payable on the unrepaid balance of the loan, calculated at five percent (5%) per annum reducing on monthly instalments.
(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.

Any student wishing to apply for a College loan should contact the Advisory Officer.

INFORMATION information on student motoring is readily available on request either at the Student Services Centre or the Inquiry Counter. In addition, the Advisory Officer deals with a wide variety of subjects such as legal aid, tenancy information and rights, budget and money management, liaison between students and their families, departments of College administration, S.R.C., Government and local authorities, or any other matter in which students are unable 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 a appropriate specialist. All accidents on campus should be reported to the Sister, so that possible danger spots may be dealt with.
The Sister can be seen between the hours of 8.45 a.m. and 4.45 p.m. in the Student Services Centre. No charge is made for this service.

STUDENTS' ASSOCIATION The Students' Association's office is located on Cavel directly downstairs from the College Cafeteria.
The executive members for 1982 are:-
President, John Long
Vice President, Debbie Rae
Treasurer, David Hill
Secretary, Fiona Killick

Services provided by the Students' Association are:-
Discount Shop:
Caries, stationery lines, drawing equipment, sporting goods including shoes, rackets, track suits, t-shirts, art supplies, postage stamps and Herald available. Also a film printing service. The shop also sells tickets for student functions and takes payments for intercollegiate and club trips.

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.

Nursing Service:
The Students' Association with assistance from the College provides a trained nurse for students. 6 First Aid cabinets are available with regard to such matters as accidents and sickness, and

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 enrol in the University of Newcastle, the
Australian Army Reserve Unit affiliated with the University. Entitlement in the Company is voluntary and is open to all students
17 years of age or over. Enquiries regarding enrolment 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
sessions from:

10.00 a.m. - 12.30 p.m. (Monday to Thursday)
1.30 p.m. - 3.00 p.m. (Monday to Thursday)
10.00 a.m. - 12.30 p.m. (Friday)
1.30 p.m. - 4.00 p.m. (Friday)

The hours during vacation times vary and notices are displayed
on the door prior to the vacations. Travel information is also available from the branch.

A Commonwealth Savings Bank agency is operated at the College
by the Students' Association in Room C116 from 9 a.m. to 3 p.m.
Monday to Friday.

BUS ROUTES

There are four different buses that students may catch to
College. Bus Route 100 - Newcastle, Mayfield, Warnet West (Rankin
Drive), Newcastle University - Jesmond, via Matland Road
direct
Bus Route 105 - Only a section of 105's pass the College and
these busses must display either Newcastle University or
Jesmond as their destination.
Bus Route 208 - Newcastle via Broadmeadow to Warnet West
(Rankin Drive), irregular service.
Bus Route 233 - Newcastle via Broadmeadow to Warnet West
via Rankin Drive, irregular service.
Bus Route 228, 229, 231 - All buses depart from Newcastle Hospital
Pacific Street.
All services are available from the Bus Depot in Denison Street,
Hamilton and the Inquiry Counter.

CASHIER'S OFFICE

The Cashier's office is open Monday to Friday from 9 a.m. - 12.30
p.m. and 1.45 p.m. - 3.30 p.m. Vacation hours 1.45 p.m. - 3 p.m.
Monday to Friday. The hours will be extended during enrolment
and students will be advised accordingly.

CHAPLAINCY SERVICE

A Chaplaincy Service is provided within the College by the Christian
Churches of Newcastle for the benefit of students and members of
staff. Their service offers personal counseling and guidance,
and also assistance in biblical and doctrinal studies. Opportunities for
liturgical worship are also provided.

NAMES AND ADDRESSES OF CHAPLAINS

Anglican: The Reverend Canon Edwin Harold Victor Fincher, MA (Sydney),
Thornlie.
St. Augustine's, 32 Warnet Street.
MEREWETHER.
Telephone 63 1388
Baptist: The Reverend Thomas Harold Brine, 133 Kemp Street,
HAMILTON.
Telephone 63 4048
Presbyterian: The Reverend R. D. Pratt,
St. Andrews Manse, 40 Stewart Avenue,
HAMILTON.
Telephone 61 1455

Rome Catholic:
The Reverend Father Kevin Alphonsus Carroll, C.S.S.R., M.A.,
M.A.C.E., L.T.C.L., L.S.D.A.
The Gleeson House of Studies,
P.O. Box 184,
MAYLAND.
Telephone 32 9056

CHARGE OF NAME/ADDRESS

Students who change their name and/or address should notify the
Student Administration Office in writing as soon as possible. The
appropriate form should be used and this is available from the
Inquiry Counter.

The College cannot accept responsibility if official communications
to reach students because they have not notified the Student
Administration Office of a change of address.

CHARGES FOR USE OF COLLEGE FACILITIES AND SERVICES

The Griffith Duncan Theatre (624 seats) is registered as a public hall
and a scale of charges is available from the Properties Office.
College facilities are also available for conferences and a scale of
charges is available from this Office under the following
categories:

(1) Any professional or learned body not directly connected with
the College.
(2) Any professional or learned body directly connected with
the College (full or partial support by the College).
(3) College Departments or Student Clubs
(4) Other Determined by the Principal in the light of relevant
factors such as additional costs to the College, demand
for facilities, level of occupancy, seminar etc and benefit to
the College.

Charges for the following sections were being reviewed at the time
of publication and a new list of charges is expected to be
introduced for most sections from January 1, 1982.

(a) Turf Fee.
1. Any amateur sporting club not directly connected with
the College.
$10.00 (Turf fee where no preparation of the ground is
required outside normal College hours).
$30.00 where additional preparation of wicket is
required outside of normal College hours.

2. College Clubs and Teams.
Additional ground maintenance costs to College if any.

3. Other.
Charges not exceeding those specified above determined
by the Principal in the light of relevant
factors such as additional cost to the College, demand
for facilities and benefit to the College.

(b) Playing Fields.
1. Any amateur sporting group not directly connected with
the College.
$10.00 (ground fee where no preparation of the
grazing ground is required outside normal College hours).
$30.00 where additional preparation of ground is
required outside of normal College hours.

2. College Clubs and Teams.
Additional ground maintenance costs to College if any.

3. Other.
Charges not exceeding those specified above determined
by the Principal in the light of relevant
factors such as additional cost to the College, demand
for facilities and benefit to the College.

(c) Tennis Courts.
1. Any amateur sporting group not directly connected with
the College.
$1.00 per two hours per person thereof per court.

2. College Clubs and Teams.
Additional operating costs of College if any.

3. Other.
Charges not exceeding those specified above determined
by the Principal in the light of relevant
factors such as additional cost to the College, demand
for facilities and benefit to the College.
COMMUNITY PROGRAMMES

College Community Programmes offer the region non academic courses aimed at broadening interests and providing constructive uses of leisure time.

Courses in previous years have included weaving, painting, photography, guitar for beginners and employment through exercise.

These community classes must be self funding. Accordingly courses which do not attract sufficient numbers of enrolments are cancelled. Suggestions are invited from community groups to establish short courses to meet the general and specific needs and to the excellence of the facilities of the College for a nominal fee.

CONFERENCE FACILITIES

The College facilities are available for conferences, seminars, or other full-day inquiries should be directed to Mr. John Brierley in the Properties Office.

The College's Griffin Theatre can seat 924 people while two other specially-equipped lecture theatres can seat 200 and 125 respectively. Lecture rooms with seating capacity of between 20 and 70 are also available.

Other facilities for conferences include audio-visual and back-up equipment, typing and photocopying services, courtyards for study groups, a gymnasium complex, courts on campus and good areas for displays and demonstrations.

The College has its own canteen for food services while accommodation can be arranged at the nearby Edwards Hall at a kill times of the year. Bookings for offices-accommodation and scenic tours can be arranged through the Properties Unit.

EXAMINATION RESULTS

Students will be advised by mail of their examination results. No results will be given by telephone. Students who are unsatisfied with the results of any examination are advised to lodge a medical certificate or letter of explanation with the Student Administration Office. A medical or family emergency is kept on file and may be considered in the event of a student making unsatisfactory progress in his studies or applying for re-admission.

LOST PROPERTY

Inquiries regarding lost property should be directed to the Cashier's Office between 9 a.m. and 11:45 a.m. and 1:30 p.m. and 3:30 p.m.

MEDICAL CERTIFICATES AND ADVICE OF ABSENCE

Students who are absent from the College for any appreciable period of time should have their absence documented. If any other reason are advised to lodge a medical certificate or letter of explanation with the Student Administration Office. Any medical emergency is kept on file and may be considered in the event of a student making unsatisfactory progress in his studies or applying for re-admission.

N.S.W. TEACHERS' FEDERATION

The Federation now provides membership for unemployed teachers for $6.00 per annum provided that the sum is paid to the Student Administration Office as soon as possible.

NOTICE BOARDS

College notices are displayed on the official Notice Board opposite the Inquiry Counter. Students are expected to become acquainted with these boards on a regular basis, read them regularly, and take note out separate membership of the Students' Union's Student's Union's Syllabus.

Further information is available from the Student's Union's Student's Union's Notice Board in the cafe near the entrance to the concourse.

POSTAL FACILITIES

A post box is situated on the road side at the rear of the cafeteria. The post box is open from 10 a.m. to 3 p.m. Monday to Friday.

TEACHER EDUCATION ADVISORY OFFICE

The New South Wales Teacher's Education Advisory Office is situated on the first floor of the Education Administration Office which is situated close to the Library. The office is open from 10 a.m. to 3 p.m. Monday to Friday.

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VARIATION APPLICATION

Any action taken by a student which involves a variation to the information provided by the student in the main or additional application forms must be documented. Appropriate forms are provided for this purpose and must be completed and at the discretion of the Student's Union.

Applications accompanied by a fee of $12.00 will be processed. The fee is non-refundable and will not be transferred to the student's account. A student must use the appropriate form to do any of the following.

Change of Address

Change of Address

Seek Leave of Absence

Seek Leave of Absence

Substitution of Projects/Modules for another's

Substitution of Projects/Modules for another's

Transfer to another college

Transfer to another college

The School of the Hunter Region on teacher-training courses and upon teaching as a career and the provision of advice and assistance to practical work as part of the training to equip the student in the solution of problems in the University.

The School of the Hunter Region on teacher-training courses and upon teaching as a career and the provision of advice and assistance to practical work as part of the training to equip the student in the solution of problems in the University.
Newcastle College of Advanced Education
By-Law

CHAPTER I
Preliminary

1. This By-Law may be cited as the 'Newcastle College of Advanced Education By-Law'.
2. This By-Law applies to and in respect of Newcastle College of Advanced Education.
3. This By-Law is divided as follows:
   - Chapter I Preliminary
   - Chapter II Interpretation
   - Chapter III The Council
     - Division 1 Preliminary
     - Division 2 Composition — Official and Elected Members
     - Division 3 Conduct of Council Elections Generally
     - Division 4 General Provisions Rotating to the Council
   - Chapter IV The President and Vice-President of the Council
   - Chapter V Committees and Boards
   - Chapter VI Conduct of Meetings
   - Chapter VII The Common Seal
   - Chapter VIII The Principal and other Officers
   - Chapter IX Staff Matters
     - Division 1 Appointment, Tenure and Conditions of Service
     - Division 2 Conduct and Discipline of Officers
   - Chapter X Student Conduct and Discipline
     - Division 1 General Provisions
     - Division 2 The Academic Board
     - Division 3 Conduct of Council Elections
     - Division 4 STAFF MATTERS
   - Chapter XI Courses of Study, Awards and Enrolment of Students
   - Chapter XII Affiliation of Educational and Research Establishments and Staff
   - Chapter XIII Regulations of Traffic
   - Chapter XIV Convocation, Associations and Societies of the College
   - Chapter XVII Councils and Colleges
   - Chapter XVIII Rules

4. This By-Law is divided as follows:

Rules made under the By-Law
IX/3/1 Outside Earnings of Members of Staff
IX/14/1 The Conduct and Discipline of Officers
X/1/1 Use of College Library
X/3(b)/1 Review of Examination Results
XVII/1 Traffic and Parking Rules
XVIII/2/1 Making of Rules
XVIII/2/2 Consultation in Formation of Rules

CHAPTER II
Interpretation

1. In this By-Law, and in a rule, except in so far as the context or subject-matter otherwise indicates or requires —
   - "Academic Staff" means principal officers of the College;
   - "Staff" means office-bearers of the College;
   - "Students" means members of the College;
   - "Registrar" means the person duly acting as secretary of the College;
   - "Resident" means a person residing in Newcastle College of Advanced Education;
   - "Library" means the library of the College;
   - "Resident member" means a member of the Council.

2. (1) In this By-Law "Principal" means President of the Council and in a rule, except in so far as the context or subject-matter otherwise indicates or requires —
   - "Principal" means President of the Council;
   - "President" means President of the Council;
   - "Vice-President" means Vice President of the Council;
   - "Secretary" means the person duly acting as secretary of the College;
   - "Member" means a member of the Council;
   - "Council" means Council of the College;
   - "Student" means a member of the College.

3. Except in so far as the context or subject-matter otherwise indicates or requires, a reference in a clause or rule to an authority, officer or office shall be construed as a reference to that authority, officer or office in or of the College.

4. Where a clause or rule provides for the appointment of a person to an office in the College by virtue of some other office held by him, whether in the College or elsewhere, that person shall, except in so far as the context indicates or requires, be served on and the duty shall be performed by the person for the time being holding the office for which he is appointed or elected to.

5. Where a clause or rule provides that any election is to be held in the same manner as that in which the person whose position is vacant was appointed or elected, the person so appointed or elected shall hold office for the remainder of the term of office for which that person was appointed or elected.

6. Where a clause or rule refers to a member of the College the reference is to an officer designated by the Council as senior academic officer of the College and in the absence of that person, such other person as may in the circumstances be acting in that office shall hold that office ex officio.

7. Where any vacancy occurs in the office of any person appointed or elected under a clause or rule, provision is made for the fitting thereof, the Council may direct that a person be appointed or elected to the vacant office and may direct that any election shall be held in the same manner as that in which the person whose position is vacant was appointed or elected, the person so appointed or elected shall hold office for the remainder of the term of office.

8. A person appointed or elected under a clause or rule to an office in the College for a term shall, on ceasing to hold that office, except in so far as a contrary intention appears, hold the appointment ex officio and the duty shall be performed by the person for the time being holding the office for which he is appointed or elected.

9. "Principal" means President of the Council;

10. "Registrar" means the person appointed to that office by the Council;

11. "President" means Vice President of the Council;

12. "Vice-President" means Vice President of the Council.

13. "Editor" means a member of the Council.

14. "Secretary" means the person duly acting as secretary of the College.

15. "Member" means a member of the Council.


17. "Member" means a member of the Council.

18. "Principal" means President of the Council.

19. "Registrar" means the person appointed to that office by the Council.

20. "President" means Vice President of the Council.

21. "Vice-President" means Vice President of the Council.

22. "Editor" means a member of the Council.

23. "Secretary" means the person duly acting as secretary of the College.

24. "Member" means a member of the Council.


26. "Member" means a member of the Council.

27. "Principal" means President of the Council.

28. "Registrar" means the person appointed to that office by the Council.

29. "President" means Vice President of the Council.

30. "Vice-President" means Vice President of the Council.

31. "Editor" means a member of the Council.

32. "Secretary" means the person duly acting as secretary of the College.

33. "Member" means a member of the Council.

34. "Council" means Council of the College.

35. "Member" means a member of the Council.

36. "Principal" means President of the Council.

37. "Registrar" means the person appointed to that office by the Council.

38. "President" means Vice President of the Council.

39. "Vice-President" means Vice President of the Council.

40. "Editor" means a member of the Council.

41. "Secretary" means the person duly acting as secretary of the College.

42. "Member" means a member of the Council.


44. "Member" means a member of the Council.
3. (1) For the purposes of section 7(2)(b)(i) of the Act, the persons entitled to vote on the Roll of Non-academic Staff are prescribed as the persons to elect an elelected member of the Council other than additional members of the College, being persons so entitled as at 5:00 p.m. on the date specified in the notice referred to in clause 15 as the date by which nominations in relation to the election must be received.

13. (1) An election to which this Division applies shall be conducted by the Secretary.

(2) The Secretary shall conduct every election to which this Division applies in accordance with this Division.

(3) The Secretary shall appoint such presiding officer and other persons to assist him as he deems necessary.

(4) Subject to this Division, the Secretary shall have full power to determine all procedural matters relating to an election to which this Division applies.

Division 3 — Conduct of Council Elections Generally

This Division applies in relation to every election for members of the Council other than additional members referred to in section 7(2)(b)(i) of the Act.

9. The Secretary shall keep:

(a) a roll of the Council, comprising the names of all members of the staff of the College;

(b) a roll of members of the staff of the College, containing the names of all members of the academic staff of the College;

(c) a roll of members of the College, containing the names of the officers entitled to be enrolled as members of the staff, other than academic staff, of the College;

(d) a roll of students of the College;

(e) a roll of students of the College who are classified as a student of the College.

10. (1) For the purposes of clause 9(a), an officer of the College —

(a) who is within the academic staff establishment of the College;

(b) whose appointment is to a position with tenure in excess of one year and who has been in the service of the College throughout the period preceding the day of publication of the notice referred to in clause 15, and

(c) who has been appointed as a full-time servant under clause 11,

is entitled to vote on the Roll of Academic Staff.

(2) For the purposes of the clause 9(b), an officer of the College —

(a) who is not within the academic staff establishment of the College;

(b) whose appointment is to a position with tenure in excess of one year and who has been in the service of the College throughout the period preceding the day of publication of the notice referred to in clause 15, and

(c) who has been appointed as a full-time servant under clause 11,

is entitled to vote on the Roll of Non-academic Staff.

11. For the purposes of section 7(2)(b)(i) of the Act, an officer of the College, other than an officer whose service with the College is, by the terms of the retirement agreement to which he is a party, or the College, stated to be part-time service, is classified as a full-time servant.

12. For the purposes of section 7(2)(b)(i) of the Act —

(a) the persons enrolled on the Roll of Academic Staff are prescribed as the persons to elect an elelected member of the Council other than additional members of the College, being persons so entitled as at 5:00 p.m. on the date specified in the notice referred to in clause 15 as the date by which nominations in relation to the election must be received;

(b) the persons enrolled on the Roll of Non-academic Staff are prescribed as the persons to elect an elelected member of the Council other than additional members of the College, being persons so entitled as at 5:00 p.m. on the date specified in the notice referred to in clause 15 as the date by which nominations in relation to the election must be received;

(c) the persons enrolled on the Roll of Students are prescribed as the persons to elect a student of the Council;

17. Where a casual vacancy occurs in the office of an elected member of the Council, the Council may make rules for or with respect to the election of additional members of the Council referred to in clause 11.

18. Where a casual vacancy occurs in the office of an elected member of the Council other than additional members of the College, the Council may make rules for or with respect to the election of additional members of the Council referred to in clause 11.

21. (1) An election to which this Division applies shall be conducted by the Secretary.

(2) The Secretary shall conduct every election to which this Division applies in accordance with this Division.

(3) The Secretary shall appoint such presiding officer and other persons to assist him as he deems necessary.

(4) Subject to this Division, the Secretary shall have full power to determine all procedural matters relating to an election to which this Division applies.

Division 4 — General Provisions Relating to the Council

14. When an election to which this Division applies, on the day or any of the days specified in a notice to the members of the Council, the Secretary shall cause a polling place or places to be set up where the Secretary or a presiding officer shall count the votes cast at the election.

15. When an election to which this Division applies, on the day or any of the days specified in a notice to the members of the Council, the Secretary shall cause a polling place or places to be set up where the Secretary or a presiding officer shall count the votes cast at the election.

16. (1) An election to which this Division applies shall be conducted by the Secretary.

(2) The Secretary shall appoint such presiding officer and other persons to assist him as he deems necessary.

(3) The Secretary shall have full power to determine all procedural matters relating to an election to which this Division applies.

20. Voting shall be by secret ballot.

21. (1) With the ballot-paper containing the names of the candidates, in random order determined by lot by the Secretary, and shall be initialled by the Secretary or a presiding officer.

(2) A balloting paper containing the name of a candidate or destroyed ballot-paper was delivered or was to have been delivered to the Secretary or to a presiding officer:

(a) the ballot-paper shall not be opened;

(b) the ballot-paper shall be marked "Ballot-paper" and shall be enclosed in an envelope addressed to the Secretary, or

(c) the ballot-paper is not completed in accordance with the instructions printed on or issued with the ballot-paper.

29. The Secretary shall prepare a statement signed by himself and the Secretary of the College and a statement of the number of votes received by each candidate, and a declaration of the result of the election, and shall cause all such statements to be written,

(a) in an envelope addressed to the Secretary.

30. The Secretary of the College shall report the result of the ballot to the Council, advise each candidate of the result and publish, within 14 days after the close of the ballot, the results of the election for each position of the College as the Council shall determine.

31. The Secretary or any other person concerned with the conduct of an election shall not in any way disclose or aid in disclosing the names of the candidates who have been elected or the number of votes cast for each candidate.

32. (1) Special meetings required to be convened under sub-clause (a) of clause 15 to be held not less than 5 days before the date of the meeting.

(2) A special meeting required to be convened under sub-clause (a) of clause 15 shall be convened on not less than 5 days after the receipt of the request for that special meeting.

33. A member of the Council shall not initiate any matter for discussion or the moving of any motion, except in the case of a special meeting, not less than 14 days before the date of the meeting, and in the case of a special meeting, not less than 14 days before the date of the meeting, that the matter will be included in the notice of motion moved in respect of that matter.

34. The Council shall not initiate any matter for discussion or the moving of any motion, except in the case of a special meeting, not less than 14 days before the date of the meeting, and in the case of a special meeting, not less than 14 days before the date of the meeting, that the matter will be included in the notice of motion moved in respect of that matter.

35. (1) Notice of the time and place of a meeting of the Council and any other matter concerning which assistance is required by the Secretary shall be published, in the manner prescribed, in the Council's official notice-board, at least 5 days before the date of the meeting.

(2) A secret ballot shall not be conducted by a candidate other than a reason specified in subclause (1), and shall be given effect to in accordance with the vote of the voters as far as that intention is consistent.

(3) The Secretary's decision as to the validity or regularity of a ballot-paper or a result of an election shall be final.

(4) After the end of counting the Secretary shall place in one packet all the ballot-papers together with any other papers or documents signed or marked by a voter and a marked copy of the list signed by the Secretary and the keepers of the ballot-papers shall be irrevocably debarred from disclosing the names or the votes of any person except to the Secretary or the President, or to any person who is present at the counting.

(5) The Secretary shall prepare a statement signed by himself and the Secretary and a statement of the number of votes received by each candidate, and a declaration of the result of the election, and shall cause all such statements to be written, in an envelope addressed to the Secretary.

(6) The Secretary shall not allow a vote to be cast after the time specified in the notice referred to in clause 23.

(7) In the event of a tie for the nomination of a President, Vice-President, Principal or any other office the names of the candidates shall be drawn at random by lot by the Secretary and the names drawn shall be notified to the voters by the Secretary in accordance with the instructions referred to in clause 23.

(8) Balloting paper shall not be counted as a valid vote other than a reason specified in subclause (1), and shall be given effect to in accordance with the vote of the voters as far as that intention is consistent.
The Council may make rules for or with respect to the (1) This Chapter, subclause (2) excepted, applies after the (1) in any respect or the non-receipt of a notice or papers and (3) Proceedings of a meeting of the Council date by (2) At each ordinary meeting of the Council there (1) The Secretary shall appoint some other person in writing (a) in writing; (b) be confirmed or confirmed as amended; and (c) be notified to the Secretary before the meeting at (3) The President shall appoint a chairman from among its members present at the meeting. Each (d) be recorded the nature of the (e) may be convened by the Secretary upon the written request of 5 members of the Academic (a) be read, unless copies thereof have been previously circulated to members; (b) and may be signed by the person presiding at the meeting as confirmed with or without amendment. (c) No question shall be raised with respect to the (d) the chairman shall have a deliberative vote and in the case of an equality of votes, a casting vote. (a) or, in the absence of the President, the Vice President, or in his absence, the Assistant Principal. (b) or in his absence, the Assistant Principal. (c) or the Secretary. 4. In the absence of any other person, his responsibility in respect of the affording and affording of the office of assistant principal of the college the person appointed by resolution of the Council to do so on behalf of the Secretary. 5. A regular meeting of the Common Seal of the College shall be determined and 2 other members; and (d) shall be entitled to vote (e) shall have one-half of his predecessor's term of office. (f) may appoint such committees and (g) may include persons who are members of the Council, officers or students of the College and other persons and shall exercise and perform such powers, authorities, duties and functions as the Council may from time to time determine; (h) the Council may determine the time and the place of a meeting and the agenda of the meeting. At a meeting, not being a meeting of the Council or the Academic Board, unless otherwise specified in this By-Law or in a rule, the quorum at any meeting of a committee or board shall be one-half of its members for the time being, but if one-half is not one member of the Council. (4) An election to fill a casual vacancy in the office of the (5) A person elected to fill a casual vacancy in the office of the President or the Vice President shall be known as the Assistant Principal. 

**Division 2 — The Academic Board**

1. There shall be an Academic Board of the College consisting of: (a) a Principal; (b) the Assistant Principal; (c) such academic officers as the Council shall from time to time determine; (d) the Secretary; (e) the College Librarian; (f) the Senior Student Counsellor, and (g) such other staff and members and such other persons appointed by the Council as the Council, subject to such conditions as it may specify, shall determine from time to time in rules made under this By-Law.

### SECTION V

**COMMITTEES AND BOARDS**

1. Subject to this By-Law — (a) the Council may appoint such committees and boards as it thinks fit; (b) committees and boards appointed by the Council may appoint a person to the office of the Assistant Principal of the College; (c) the Council may appoint the Assistant principal of the College to act in his place as secretary to the Academic Board; (d) to the Academic Board to conduct such business as it deems fit with such membership as it deems appropriate for the purpose for which any such committee is established.

**OF MEETINGS**

The Council may meet for the purpose of conducting and conducting of meetings of the Council. The minutes of a meeting shall be entered in a minute book. At any meeting of the Council or of a committee or board, unless otherwise specified in this By-Law or in a rule, the quorum at any meeting of a committee or board shall be one-half of its members for the time being, but if one-half is not one member of the Council.

### Division 3 — The Secretary

1. The Secretary shall be the Secretary to the Council and all committees of the Council and shall keep the records of the Council and its committees. The Secretary may nominate some other person in writing to act in his place as secretary to the Council or to a committee of the Council and that person shall be responsible for keeping the records of the Council or of that committee, as the case may be.

2. The Secretary shall act for the Secretary in respect of the affording and affording of the office of assistant principal of the college the person appointed by resolution of the Council to do so on behalf of the Secretary.

3. The SEAL of the College shall be affixed to documents which are required to be under seal and to such other documents as the Council may determine from time to time.

4. The Common Seal of the College shall be affixed to the document to which the Common Seal is affixed, the date of attestation of the document and the names of the signatories to the document.

### CHARTER VIII

**THE PRINCIPAL AND OTHER OFFICERS**

**Division 1 — The Principal**

1. Subject to this By-Law, any rule or any resolution of the Council, the Principal —

### Division 2 — The Assistant Principal

1. The Assistant Principal shall have the authority of the Principal during any period of absence of the Principal.

**Division 3 — The Secretary**

1. The Secretary shall be the Secretary to the Council and all committees of the Council and shall keep the records of the Council and its committees. 

2. The Secretary may nominate some other person in writing to act in his place as secretary to the Council or to a committee of the Council and that person shall be responsible for keeping the records of the Council or of that committee, as the case may be.

3. The Secretary shall act for the Secretary in respect of the affording and affording of the office of assistant principal of the college the person appointed by resolution of the Council to do so on behalf of the Secretary.

4. The Common SEAL of the College shall be affixed to documents which are required to be under seal and to such other documents as the Council may determine from time to time.

5. The Common SEAL of the College shall be affixed to the document to which the Common Seal is affixed, the date of attestation of the document and the names of the signatories to the document.

### THE COMMON SEAL

1. The Common Seal of the College shall be kept in the custody of the Principal or the Assistant Principal, and shall be used only in the following manner: (a) for the conduct of the academic business of the College; (b) for the conduct of the academic business of the College, as specified in this clause, the person elected to be the President shall be the next higher whole number.

2. The Common SEAL of the College may be affixed to documents which are required to be under seal and to such other documents as the Council may determine from time to time.

3. The office of the Assistant Principal of the College to any document shall be affixed to that document by —

4. (a) the President in his absence, the Vice President, or in his absence, the Assistant Principal. (b) or in his absence, the Assistant Principal. (c) or the Secretary. 4. In the absence of any other person, his responsibility in respect of the affording and affording of the office of assistant principal of the college the person appointed by resolution of the Council to do so on behalf of the Secretary. 5. A regular meeting of the Common SEAL of the College shall be determined and 2 other members; and (d) shall be entitled to vote (e) shall have one-half of his predecessor's term of office. (f) may appoint such committees and (g) may include persons who are members of the Council, officers or students of the College and other persons and shall exercise and perform such powers, authorities, duties and functions as the Council may from time to time determine; (h) the Council may determine the time and the place of a meeting and the agenda of the meeting. At a meeting, not being a meeting of the Council or the Academic Board, unless otherwise specified in this By-Law or in a rule, the quorum at any meeting of a committee or board shall be one-half of its members for the time being, but if one-half is not one member of the Council.

### Division 3 — The Secretary

1. The Secretary shall be the Secretary to the Council and all committees of the Council and shall keep the records of the Council and its committees.

2. The Secretary may nominate some other person in writing to act in his place as secretary to the Council or to a committee of the Council and that person shall be responsible for keeping the records of the Council or of that committee, as the case may be.

3. The Secretary shall act for the Secretary in respect of the affording and affording of the office of assistant principal of the college the person appointed by resolution of the Council to do so on behalf of the Secretary.

4. The Common SEAL of the College shall be affixed to documents which are required to be under seal and to such other documents as the Council may determine from time to time.

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(d) conduct which the Council considers is such as to render the officer unfit to continue to hold his duties.

"investigating committee" means a committee constituted in accordance with the By-law.

(2) Where the Council receives a complaint that it should, for good cause, take action against an officer the Council may either itself commence an investigation in the matter, or refer the complaint to a member or committee appointed for the purpose or in sub-clause (1) above.

(b) make any appointment to the staff of the College.

(c) The Council may make rules for or with respect to the acceptance of the appointment.

The proceedings of a Discipline Committee referred to in sub-clause (1) shall be held to consider a matter only when the student against whom the complaint is made has been notified in writing of the name of the investigating committee to which the complaint has been referred and of the time, place and procedure for the hearing of the complaint.

(4) An investigating committee shall consist of -

(a) the President or the Vice President who shall chair the committee;

(b) 2 members of the Council nominated by the President or the Vice President;

(c) not more than 2 persons nominated by the appropriate staff association.

(3) An investigating committee shall consider a complaint, if possible, where the matter has not been dealt with by the Council.

(2) Where the Assistant Principal takes any action under sub-clause (1)(c), (d) or (e), he shall forthwith send to that student his address last known to the Assistant Principal, notice of his decision.

A student who has been excluded from the College shall, as soon as practicable after the Secretary is advised in writing that a student has been excluded, forward to the appropriate staff association a notice in writing of the names and addresses of the persons nominated by that staff association as referred to in sub-clause (4) or, where the Secretary is not so notified, the names and addresses of the persons nominated by the appropriate staff association as soon as practicable after the expiration of that time, the Secretary shall, by notice in writing, request that appropriate staff association to present to the Council at the earliest possible date a report or statement of the reasons for his decision, and such proceedings shall be held as the Council determines to be necessary and may -

(a) take no action in the matter;

(b) consider the student;

(c) impose a fine not exceeding such amount as is specified in a rule made for the purpose of this sub-clause (5).

(6) The conclusion of the investigation shall be deemed to be the decision of the investigating committee.

The Council shall take into consideration the recommendation of the appropriate staff association according to the report referred to in paragraph (a), that is, where the appropriate staff association has not made a recommendation, the Council shall determine what action, if any, the Council shall take in the matter.

The Council may make any regulations it considers necessary to make further inquiries into the matter.

(1) The Council may make amendments to the Bye-laws and regulations and to the By-law or regulations so amended as it considers necessary, and the Council shall forward to the appropriate staff association a report of a matter referred to in paragraph (a), that is, where the appropriate staff association has not made a recommendation, the Council shall determine what action, if any, the Council shall take in the matter.

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The Council; The names of the candidates concerned having been of those candidates 8. The dates and form of and procedure for enrolment of disciplining, in the manner specified in the

Subject to the provisions of the Act, the Council may make the Council may determine and

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course.

and the continuance by that student of any course of study. (b) the time at which such fees

The Council may

prior approval of the

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and may grant affiliation with the

ad eundem

projected in another educational institution

Chapter X

Chapter XIII

ACADEMIC AFFAIRS

The Council may make rules for or with respect to the

requirements for courses of study and for the

awards of the College;

(b) the enforcement of, award;

c) examinations for, and the granting of, fellowships, scholarships, bursaries and prizes; and

d) the recognition of degrees and diplomas conferred in accordance with the

Council may make rules for or with respect to

the subjects referred to in subsection (a) and the

Academic Board;

The Council may give notice to the College

of such other provision of this By-law as the

Academic Board and the College may make rules for or with respect to the

terms and conditions

empowering the making of rules.

Sec. 1. The Council may make rules for or with respect to

the making of rules for or with respect to

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RUL lES MADE UNDER THE BI-LAW
IX/5/1 EXTRADITIONS OF MEMBERS OF STAFF
1.1 Every proceeding under this Rule shall be conducted by a written complaint submitted upon the Register for consideration of the Council.

1.2 Should Council decide to act, in terms of Chapter X, Division 2, clause 7(2)(a) or (b) or (c), the officer complained against shall be requested to present a written statement of his evidence which he may present a written statement of his evidence which he may present evidence relevant to the grounds of the complaint. The committee, independently of the other parties to the complaint, shall be entitled to ask him questions relating to any evidence as deemed necessary.

2.1 These Rules may include a reference to the “Newcastle College of Advanced Education” or “Parking Rules” notwithstanding that all the powers of the College confered by these Rules are vested in the Vice Principal and the By-laws in force thereafter.

2.2 In the performance of its purpose of the College "Assistant Principal" means Assistant Principal for the time being of the College and includes a reference to a person occupying the position of Acting Assistant Principle "Principal" means Principal for the time being of the College and includes a reference to a person occupying the position of Acting Assistant Principle "Necampus" refers to the whole of the lands and to any part thereof, or "intelligent stiker" means a paper or piece of paper on which particulars of an offence alleged to have been committed against the Rules are recorded and which is affixed to a vehicle pursuant to Rule 4.3.

2.3 "Member of the College" includes a member of staff of the College, whether full-time or part-time and whether academic or non-academic, whether lecturer, teacher, probationary or otherwise, or any student enrolled in any course or subject of the College whether as a candidate proceeding to a degree or a certificate.

2.4 "Notice" means a written notification signed by the Assistant Principal, or an Assistant Principal.

2.5 "Parking permit" means a permit sticker issued under these Rules.

2.6 "Parking permit sticker" means the notice of the same being the College and includes a reference to a person occupying the position of Assistant Principal, or to an instruction to a person occupying the position of Acting Assistant Principal and includes markings which indicate a pedestrian crossing; includes bicycle; and includes bicycle; and includes the whole of the lands and structures on the campus or otherwise, and a student enrolled in any course or subject of the College whether as a candidate proceeding to a degree or a certificate.

2.7 "Notice" means a written notification signed by the Assistant Principal, or an Assistant Principal.

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2.31 "Notice" means a written notification signed by the Assistant Principal, or an Assistant Principal.
4.2 No person other than a bona fide visitor to the campus shall be allowed to park his vehicle on the campus, except as otherwise authorized under these Rules or the Motor Traffic Act 1909 (N.S.W.) (as amended).

4.3 A parking permit sticker shall cease to be valid:
(a) when the person to whom the sticker was issued is no longer employed, temporarily or for a particular purpose or project by the University;
(b) when the person to whom the parking permit sticker was issued ceases to possess a qualifying status;
(c) when the person to whom the parking permit sticker was issued, in his written statement to the Assistant Principal of the University, states that the person is no longer employed by the University;
(d) if the person to whom the parking permit sticker was issued, in his written statement to the Assistant Principal of the University, states that he is no longer in possession of his vehicle;
(e) when the person to whom the parking permit sticker was issued ceases to possess the vehicle to which the parking permit sticker was issued;
(f) when the parking permit sticker is no longer clearly legible;
(g) when the parking permit sticker has been disposed of so that it cannot be used;
(h) when the parking permit sticker has been destroyed, in whole or in part.

5. TRAFFIC

5.1 A person in charge of a vehicle entering or upon any part of the campus shall:
(a) stop his vehicle on any part of the campus when such action is required by the Assistant Principal or any other person so authorized by the Assistant Principal;
(b) give to an Attendant (Patrol) such information as is reasonably required;
(c) obey any directions which an Attendant (Patrol) may give in relation to the driving, parking or moving of such vehicle;
(d) not drive at a speed greater than 35 km/h or such other speed as may be indicated by an appropriate sign as the speed limit for the section of road or part of campus in question;
(e) not drive a vehicle or allow it to stand on any part of the campus in such a manner or in such circumstances that it would be guilty of an offence if the person were on the public street and shall obey any sign as if it had been erected, painted, fastened, marked or otherwise displayed on a public street with the authority of the Commissioner of Police.
(f) not drive, park or leave a vehicle on any lawn, grassed area, oval, garden, undeveloped area of the campus or buildings' access road;
(g) comply with all other directions relating to traffic indicated by appropriate signs installed on the campus.

5.2 Any person who in his written statement to the Assistant Principal of the University states that his vehicle is in such a condition that unreasonable noise or inconvenience to other persons may be caused or may reasonably be expected to be caused shall:
(a) comply with any prohibition of the Assistant Principal under Rule 7.2.
(b) comply with any prohibition of the Assistant Principal under Rule 7.2.
(c) comply with any prohibition of the Assistant Principal under Rule 7.2.
(d) comply with any prohibition of the Assistant Principal under Rule 7.2.
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(f) comply with any prohibition of the Assistant Principal under Rule 7.2.
(g) comply with any prohibition of the Assistant Principal under Rule 7.2.
(h) comply with any prohibition of the Assistant Principal under Rule 7.2.

6. BREACH OF RULES AND ENFORCEMENT

6.1 If a breach of any of these Rules or any other person acting in breach of any of these Rules is committed, notice of such breach shall be given to the person committing the breach or to the person responsible for the vehicle or, if there is no person so responsible, to the person responsible for the property from which the vehicle was stolen or to the owner of the vehicle.

6.2 Where a breach of these Rules is alleged to have been committed, notice specifying the breach alleged and the facts on which the breach is alleged to have been committed shall be given to the person committing the breach or to the person responsible for the vehicle or, if there is no person so responsible, to the person responsible for the property from which the vehicle was stolen or to the owner of the vehicle.

6.3 A person guilty of a breach of these Rules shall be liable to:
(a) not drive a vehicle or
(b) stop his vehicle on any part of the campus when
(c) when the person to whom the parking permit sticker was issued, in his written statement to the Assistant Principal of the University, states that he is no longer in possession of his vehicle;
(d) when the parking permit sticker is no longer clearly legible;
(e) when the parking permit sticker has been disposed of so that it cannot be used;
(f) when the parking permit sticker has been destroyed, in whole or in part.

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(c) obey any directions which an Attendant (Patrol) may give in relation to the driving, parking or moving of such vehicle;
(d) not drive at a speed greater than 35 km/h or such other speed as may be indicated by an appropriate sign as the speed limit for the section of road or part of campus in question;
(e) not drive a vehicle or allow it to stand on any part of the campus in such a manner or in such circumstances that it would be guilty of an offence if the person were on the public street and shall obey any sign as if it had been erected, painted, fastened, marked or otherwise displayed on a public street with the authority of the Commissioner of Police.
(f) not drive, park or leave a vehicle on any lawn, grassed area, oval, garden, undeveloped area of the campus or buildings' access road;
(g) comply with all other directions relating to traffic indicated by appropriate signs installed on the campus.

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(a) comply with any prohibition of the Assistant Principal under Rule 7.2.
(b) comply with any prohibition of the Assistant Principal under Rule 7.2.
(c) comply with any prohibition of the Assistant Principal under Rule 7.2.
(d) comply with any prohibition of the Assistant Principal under Rule 7.2.
(e) comply with any prohibition of the Assistant Principal under Rule 7.2.
(f) comply with any prohibition of the Assistant Principal under Rule 7.2.
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6.2 Where a breach of these Rules is alleged to have been committed, notice specifying the breach alleged and the facts on which the breach is alleged to have been committed shall be given to the person committing the breach or to the person responsible for the vehicle or, if there is no person so responsible, to the person responsible for the property from which the vehicle was stolen or to the owner of the vehicle.

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(c) comply with any prohibition of the Assistant Principal under Rule 7.2.
(d) comply with any prohibition of the Assistant Principal under Rule 7.2.
(e) comply with any prohibition of the Assistant Principal under Rule 7.2.
(f) comply with any prohibition of the Assistant Principal under Rule 7.2.
(g) comply with any prohibition of the Assistant Principal under Rule 7.2.
(h) comply with any prohibition of the Assistant Principal under Rule 7.2.
ADMISSION

Admission as a Student
A person who has applied to undertake a course or subject or subjects shall upon the approval of admission to the College and the payment of such fees as may from time to time be determined, become an admitted member of the College and be deemed to have accepted the privileges and obligations of membership of the College.

Admission Based on the New South Wales Higher School Certificate
A candidate before being deemed eligible to be considered for admission to Newcastle College of Advanced Education, is required to:
(a) offer at least 11 units in the H.S.W. Higher School Certificate presented from at least 4 approved subjects, one of which must be English, and
(b) reach a standard accepted as satisfactory by the College Academic Board in the English course attempted, and
(c) have attained in that examination the aggregate of marks prescribed by the College Academic Board (aggregate based on 10 best units), and
(d) have satisfied the examination the departmental entry entry prerequisites.

Approved Subjects
The approved subjects shall include:
- English
- Mathematics
- Science
- Economics
- Geography
- Modern History
- Food & Textile Science
- Music
- Agriculture
- Latin
- Uralian
- Industrial Arts
- General Studies
- Home Science
- Textile & Design
- Farm Mechanics
- Shail HUDY
- Wool Technology
- Polish
- Serbo-Croatian
- Turkish

COURSE REQUIREMENTS

SCHOOL OF EDUCATION
1. Options in Teaching (Primary, Early Childhood and Secondary Education)
2. Bachelor of Education
3. Bachelor of Music Education

In addition to the General Admission Requirements (a) and (b) above, candidates for entry to the above courses must satisfy the following special English and departmental entry prerequisites:

Special English Requirements
(i) Students entering the Bachelor of Education, Bachelor of Music Education, Industrial Arts, Mathematics, Music, Physical Education, Science, and Social Science should have attained in English at the H.S.W. the level of:
(a) 3 Unit, Percentile band 1-10 or better
(b) 2 Unit, Percentile band 11-20 or better
(c) 2 Unit, Percentile band 31-40 or better

(ii) Candidates for the Bachelor of Music Education should have attained in English at the H.S.W. the level of:
(a) 3 Unit, Percentile band 1-10 or better
(b) 2 Unit, Percentile band 11-20 or better
(c) 2 Unit, Percentile band 31-40 or better

Satisfaction of the requirements of an interview/audition conducted jointly by members of staff from the Conservatorium and the College.

Requirements Conducted by the Australian Music Education Board.

Demonstrate musical expertise equivalent to the standard to the requirements listed above.

Music Specific Music Requirements -
1. Satisfy the requirements of an interview/audition conducted jointly by members of staff from the Conservatorium and the College.
2. Satisfy the requirements of an interview/audition conducted jointly by members of staff from the Conservatorium and the College.
3. Satisfy the requirements of an interview/audition conducted jointly by members of staff from the Conservatorium and the College.
4. Satisfy the requirements of an interview/audition conducted jointly by members of staff from the Conservatorium and the College.
5. Satisfy the requirements of an interview/audition conducted jointly by members of staff from the Conservatorium and the College.
6. Satisfy the requirements of an interview/audition conducted jointly by members of staff from the Conservatorium and the College.
7. Satisfy the requirements of an interview/audition conducted jointly by members of staff from the Conservatorium and the College.
8. Satisfy the requirements of an interview/audition conducted jointly by members of staff from the Conservatorium and the College.
9. Satisfy the requirements of an interview/audition conducted jointly by members of staff from the Conservatorium and the College.
10. Satisfy the requirements of an interview/audition conducted jointly by members of staff from the Conservatorium and the College.

Relaxing Clause
198

Discipline
198

Traffic and Parking Rules
198
In general, candidates should have a university degree or other appropriate tertiary qualification and be employed for current teaching in technical and further education.

In (a) and (c), such qualifications deemed equivalent to (i) or (ii) above must be at an advanced level and have been obtained within the previous two years. Note that in the case of qualifications from an approved tertiary institution, the qualifications must be recognized by the Admissions Committee.

Persons seeking entry to the Diploma in Teaching (Nursing) and Diploma in Administration (Nursing) must have satisfied the general entry requirements of the College and, in addition, have met the following criteria.

In general, candidates should have a degree or diploma as an approved teacher education qualification; and

In (b) and (c), such qualifications deemed equivalent to (ii) and (iii) above must be at an advanced level and have been obtained within the previous two years.

Other documents pertain­
ing to their musical exper­

In general, candidates should have a degree or diploma as an approved teacher education qualification; and

In (b) and (c), such qualifications deemed equivalent to (ii) and (iii) above must be at an advanced level and have been obtained within the previous two years.

Other documents pertain­
ing to their musical exper­
The Register,  
Newcastle College of Advanced Education,  
P.O. Box 737,  
W italiani, N.S.W. 2290  
Telephone (049) 67 1368  
Closing:  
The closing date for all applications for admission in 1982 is 31 October 1981. Successful applicants will be advised in writing not later than mid-January 1982. Further College inspection in mid-February to have their enrolments approved and fees paid.  
Deferment:  
Students offered a place in the College may apply for deferment of 12 months in taking up the place offered. Such a request for deferment must be made in writing. If deferment is granted, the student must achieve the College minimum of 75 per cent of the amount of work prescribed by the College as a year's work, and enrol in a full-time course in a full-time programme or designate as part-time students.  
**Fees:**  
The fees payable in respect of attendance at the College shall be determined from time to time by the Council, acting in accordance with the provisions of the Act.  
The following schedule of fees and charges has been prescribed by Council:  

<table>
<thead>
<tr>
<th>Fee Type</th>
<th>Fee Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students Association Fee</td>
<td>$60.00</td>
</tr>
<tr>
<td>Library Deposit</td>
<td>$10.00</td>
</tr>
<tr>
<td>Late enrolment charge</td>
<td>$1.00</td>
</tr>
<tr>
<td>Late lodgement charge</td>
<td>$1.00</td>
</tr>
</tbody>
</table>

*All fees and charges are subject to review.*
1. The head of a department may determine that a student taking a subject or course offered by the department shall be excluded from any examination for which the department is responsible for, or is excluded under section 1 of this requirement from any examination in a subject, or course offered by the department.

2. (i) A full-time student who has not successfully completed the equivalent of one year of study in one subject, the student shall have the right to have his case reconsidered by the relevant Board of Studies.

(ii) A part-time student who has not successfully completed the equivalent of the second year of study in one subject, the student shall have the right to have his case reconsidered by the relevant Board of Studies.

3. The Academic Board, on the advice of the Admissions Committee, may relax these requirements in special cases.

4. Should a student fail to attend the interview, or the head of department propose to exclude the student from one or more subjects, the student will be given the opportunity to show cause why he should be excluded from any examination in a subject, or course offered by the department, prior to the department's decision. After conducting an interview, such decision to exclude the student, will be notified in the decision in writing. A student may then exercise his right under Clause 1.1 above to have his exclusion reviewed by the relevant Board of Studies.

Where a student's case is reconsidered by the Academic Progression Review Committee, its recommendations are presented to Academic Board. The decision made by the Academic Board will be notified to the student in writing.

APPEAL AGAINST EXCLUSION

A student excluded by the Academic Board of the College may appeal to the Council. Such appeal must be in writing addressed to the Registrar of the College.

UNSATISFACTORY PERFORMANCE IN PRACTICE TEACHING

A student who is recorded as having failed block practice will not be permitted to proceed with the remainder of the 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 had a failure in the additional block practice recorded.

SHOW CAUSE

1. A student shall show cause why he should be allowed to repeat a course or subject in which he has failed more than once. Cancellation of a student's attempt to complete his subject or stage of a course, under Clause 1, Division 2, Clause 1(b) of the By-law, shall be regarded as a failure.

2. (i) A full-time student shall show cause why he should be allowed to continue a course if all subjects of the first year of his course are not completed by the end of his second year in attendance.

(ii) A part-time student shall show cause why he should be allowed to continue a course if all subjects of his course are not completed by the end of his second year in attendance.

3. (i) A student who has record of failure at another college, a university or other tertiary institution shall show cause why he should be admitted to the College.

(ii) A student required to show cause shall have his application considered by the Admissions Committee which in turn may recommend to the Academic Board whether the course shown is adequate to justify the student being permitted to continue his course or to enrol as the case may be.

RE-ADMISSION

Any student excluded from a course or from the College may apply after one academic year to the Admissions Committee for re-admission to any such course or to the College. If the Admissions Committee is satisfied that the condition or circumstances which caused the student to be excluded from any course or from the College has been rectified, the Committee may permit the student to be admitted into the course or to the College.
# Degrees and Diplomas Conferred in 1981

## Graduate Diploma in Education (Secondary Education)

<table>
<thead>
<tr>
<th>Name</th>
<th>Page</th>
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<tbody>
<tr>
<td>ALEXANDER, Christopher</td>
<td>200</td>
</tr>
<tr>
<td>BIRD, Matt</td>
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</tr>
<tr>
<td>BOOTH, Kerri Leigh</td>
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<td>BROWN, Lymel Ann</td>
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<td>BURGON, Karen Anne</td>
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<td>BUTTRON, Janine Marjot</td>
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<td>CHIRPPINDLE, Kerry Ann</td>
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<td>CRAPO, Ruth Alice</td>
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<td>CREE, David James</td>
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<td>DAYMAN, Karen</td>
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<td>DOW, Catherine Nazella</td>
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<td>DUNN, Brian Keith</td>
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<td>FROST, Cynthia Gay</td>
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<td>GILLAN, Stephen Andrew</td>
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<td>HARRISON, Tony Maree</td>
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<td>HOLUDE, Gregory John</td>
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<td>JOHNSTON, Vick Shane</td>
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<td>JONKER, Robert William</td>
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<td>JURCZENKO, Ellyen Rozal</td>
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<td>KELLY, Barbara Mary</td>
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<td>KELLY, Elizabeth Minam</td>
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<td>LILES, Rodney Brett</td>
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<td>MATHews, Robert Bruce</td>
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<td>MCDOW, Sally Jane</td>
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<td>MCDONALD, Kim</td>
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<td>MCDOWD, Melinda June</td>
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<td>MURRAY, Lefroy Anne</td>
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<td>MURRAY, Paul Anthony</td>
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<td>NASH, Elizabeth</td>
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<td>SILVESTRY, John</td>
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<td>SMITH, Warren John</td>
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<td>SULLIVAN, Rebecca Nolene</td>
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<td>WORRALL, Marilyn Jayne</td>
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## Graduate Diploma in Educational Studies (Mathematics)

<table>
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<tbody>
<tr>
<td>CHENERY, Mark</td>
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<td>HAYNES, Gennette John</td>
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<td>RECENT, Philip John</td>
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## Graduate Diploma in Educational Studies (Science)

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<tr>
<td>BROWN, Catherine Mary</td>
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<td>BURGESS, Thomas James</td>
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<td>DOHNF, Douglas William</td>
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## Graduate Diploma in Educational Studies (Technical and Further Education)

<table>
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<tbody>
<tr>
<td>BATHGATE, Valerie</td>
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<td>JEFFREY, Wayne Dallas</td>
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<td>O'CONNOR, Dennis Alfred</td>
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<td>SCOTT, Alfred Campbell</td>
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<td>SEAGROE, More Margaret</td>
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<td>WORSNOP, Pamela Mavis</td>
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## Bachelor of Education (Art)

<table>
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<tr>
<td>ADAMS, Erika Kay</td>
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<td>ASHTON, Jennifer Ruth</td>
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<td>BLANCH, Stephen Russell</td>
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<td>CAILLANAN, Gill Margaret</td>
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<td>CARTHER, Carol Ann</td>
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<td>FITZSIMONS, Julie Elizabeth</td>
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<td>GIBBS, Rowena Frances</td>
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<td>HUTCH, Natalie</td>
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<td>KENNETT, Robyn Anne</td>
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<td>PEINFRED, Louise Trudence</td>
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<td>SMITH, Bonnidade Bavluy</td>
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<td>SOULAS, Sophia</td>
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<td>STEPHEN, Arnette Judith</td>
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<td>TAYLOR, denim Joan</td>
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<td>THIEL, Chrisine</td>
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<td>WHITE, Megan Ruth</td>
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<td>WILLSON, Suzanne Mave</td>
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<td>WING, Bitty Ewlyn</td>
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<td>WOODHALL, Ann Maree</td>
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## Honorary Awards

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## Prizes

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</tbody>
</table>
Bachelor of Education (Home Science/Textiles)

SALIN, Sandra Marie
BREIWEI, Toni Marie
CHORLTON, Valerie May
CONNELL, Karen Annette
COOK, Helen Joy
DIXON, Anne-Michelle
JACKSON, Janis Irene
MAGAN, Susan Rita
PAR, Yvonne Joy
ROGERS, Novia Alice
STAHMER, Kathleen Gail
WISEMANN, Lorelaine Irene

Bachelor of Education (Industrial Arts)

APPLEBY, Clyde Malcolm
ASHDOW, Mark Irving
BILLINGHAM, Emil George
BOYNE, Brian Wieland
BOWDEN, David Ian
BOWDEN, Gregory Thomas
BROGME, Noel Alwyn
BROWN, James Charles
BROWN, Neil Lawrence
BURTON, Hedley
CARLTON, Ralph George
COLLINS, John Paul
CREAGAN, Mark John
CUMMINGS, Anthony John
DALY, Graeme Richard
DOANS, Brian
DUNLEY, David Robert
DICK, John Charles
EDMONDS, Laurence Stephen Charles
ENGLISH, Arthur Clark
EVERETT, Mark Frederick
GOLLAN, Terrence William
GOODMAN, Graeme Roberts
GOODBRODE, David Anthony
GOODING, Michael
IRWIN, Colin Bruce
MITCHELL, Peter
NIELSON, Robert Emilus
NICHOLS, Kenneth Douglas
NORTHWAY, Gregory Leslie
OAKLEY, Trevor Michael
OHORNE, Peter Frederick
OSKIND, Rodney Bruce
PETERSBROGUE, Warren Raymond
PANAZZA, Paul Mario
POND, John Charles
RAFFO, Wilson Derrin
RANDELL, Peter Leslie
REID, Alan Keith
RENDEES, Steven John
RUB, Richard John Raymond
SCOTT, Robert Dudley
SMITH, Graeme Thomas
SOUTH, Peter John
TASCO, Ian Ralph
URQUHART, Kenneth James

Diploma in Teaching (Secondary Education)

AKERS, Julie Marie
ALLEN, Joanna Frances
ANDERSON, Anne Marie
ANPK, Peter Leonard
ARTHUR, Paul
ARMS, Gregory John
ARMOR, Susan Ann
ASKWEN, Prudeton Ann
AUD, Patricia Jane Mae
AVILE, Peter Gregory
BAILEY, Donna Marie
BAKER, Peter Charles
BAKER, Gary John
BARKER, Jennifer Leigh
BARNETT, Cheryl Joy
BARNETT, Suzanne Elizabeth
BARRETT, John Dolores
BAXTER, Anne Donaldson
BEARD, Deborah Anne
BENESLEY, Stephen Thomas
BENSON, Donald Andrew
BISHOP, Anne Faye
BLACKMORE, Rosemary Kathryn
BLACKWILL, Beverley Joy
BLAND, Stephen Brian
BRADDICK, Jennifer Joy
BROWN, Ray Hilda
BRUCE, Robert Sidney
BURRELL, Jonathan John
BURRELL, Jill Marine
BULL, Alileen Margaret
CAPINS, Brian
CAMPBELL, Glenn Joseph
CASTEL, Cissie George
CHADKIN, James Leslie
CHAPMAN, Anne Michele
CLEWED, Terrence Patrick
CLINNAGAN, Terence William
COLLINS, John Paul
COLLINS, Terrienee William
FEDERLE, Karen Lee
FIELD, Colleen Joy
FIELD, Paula Dalene
FISHER, Leslie Malcolm
FLEMING, Judith
GABRIEL, Peter John
GODFREY, Jennifer May
GRAHAM, Vivian Watson
GRANT, Lianne
GREEN, William John
GRIFTHS, David Kendall
GRIGLICH, Sergey
HAUCKS, Gary John
HAYLAND, Brett Stephen
HEARTSTONE, Toni Ann
HETRIB, Janice Lesley
HEMMAN, Hilary Karen
HINES, Wayne Robert
HOLMES, Peter Grant
HUTCHISON, J. Robert Dudley
ILARDI, Debra Annamaria
JACKSON, David
JAMES, Tony
JENKINS, Andrew Walter Duncan
JOLLY, Alan Norman
JONES, Mary Jane
JUO, Jennifer Helen
KEARNEY, Bernadette May
KIRKLAND, Leo
KIRTON, Judith Alice
LANE, Daniel James
LANE, Diane Margaret
LARSON, Margaret
LATTUPO, Helen Anne
LEITCH, John Howard
LESTER, Shawyn Maree
LEWIS, Dereth Joy
LIVIERIS, Fraser
LUGER, Catherine
LUMLEY, Jane
MACKELLAR, Jane Claire
MACKIE, Fiona May
MACTAGGART, Wendy Patricia
MARBURGH, Karen
MACKINNON, Ian Robert
MCKEE, Alan Glen
MCKEAN, Shona Lynne
MCLENNAN, Allen John
MCMANUS, John
MCMAUR, John
MCDONALD, Larry
MIDDLEBROOK, Robyn Elizabeth
MILLER, Edward George
MILLIGAN, Julie Maree
MINETT, Janelle Ruth
MONN, Julie Kathleen
MONK, Christine Anne
MORANT, Richard James
MORTON, Keith David
MURRAY, Wayne Patrick
MURRAY, Mark James
MURRAY, Mark Patrick
NEAL, John Wayne
NEWMAN, Janelle
OBRENN, Peggy Therese
ODCROULL, Richard Morris
ODCROULL, Patricia Anne
OKESPE, Gregory James
OSBORNE, Michael John
PAPWORTH, Ronald John
PARKER, John Stephen
PARSONS, Marshal John
PASMORE, John Charles
PAUL, Suzan Jane
PEARSELL, Colleen Joy
PEATE, Philip Patrick
PERLING, Craig Thomas
PELLE, Jennifer Anne
POTTS, Colleen
PORTER, Karen Joy
PROBST, Gary John
REID, John Kevin
RICHARDSON, Elizabeth Louise
RICKETS, Barry John
ROBB, Vicki Anne
ROBBINS, Raymond Francis
ROBERTSON, Frederick
ROBBUCK, Paul Ian
RUPRECHT, Roxanne Dawn
RYAN, Rodney Paul
SALARS, Tony
SALONIN, Karte Margaret
SCOTT, Jennifer Jayne
SCOTT, Lucas
SOULE, Trina Louise
SEAMAN, Peter William
SETZ, Peter Francis
SHANKS, James Thomas
SHANLEY, Jan Derick
SHEPHERD, Louise Therese
SHEILD, Ronald Leslie
SIMPSON, Sharon Dawn

Diploma in Teaching (Technical and Further Education)

BAILLY, Noel David
BOYCE, Maureen Pamela
BULL, Graham Reginald
Cox, Angela Mary
CRIMEN, Suzanne Aliz
DICK, James Lawrence
DOLEY, Barbara Danielle
FARWELL, Paul Alexander
FIELDING, Joan Evelyn
GELARD, Joan Lilian
JONES, Rhonda Glinice Eseada
JONES, Kevin
KINGSTON, Janice Barbara
LANE, Rosemary
LOWE, James Fred

Diploma in Art Education

DONAGHUE, Christine Mary
SWANSON, Anne Marie
MAYNARD, Judith Dianne

Diploma in Education
In a distinguished career in Newcastle and the Hunter Valley, he has deservedly earned the respect and admiration of the community and he has served the University with distinction. He pioneered the Newcastle Regional Co-Operative in June, 1939 and devoted 34 years to the service and development of that organisation. He has played a role of major personal respect to Les Gibbs to close its doors in recent years, and it was not without the largest respect for his leadership. It is with a deep sense of personal regret to Les Gibbs to “see The Store” obliged to close its doors in recent years, and it was not without the largest respect for his leadership. It is with a deep sense of personal regret to Les Gibbs to “see The Store” obliged to close its doors in recent years, and it was not without the largest respect for his leadership. It is with a deep sense of personal regret to Les Gibbs to “see The Store” obliged to close its doors in recent years, and it was not without the largest respect for his leadership. It is with a deep sense of personal regret to Les Gibbs to “see The Store” obliged to close its doors in recent years, and it was not without the largest respect for his leadership. It is with a deep sense of personal regret to Les Gibbs to “see The Store” obliged to close its doors in recent years, and it was not without the largest respect for his leadership. It is with a deep sense of personal regret to Les Gibbs to “see The Store” obliged to close its doors in recent years, and it was not without the largest respect for his leadership.
District Sub-Branch Prize for First Year Radiography: HINCH, Karen Maree.
Australasian Institute of Radiography N.S.W., Newcastle and District Sub-Branch Prize for Second Year Radiography: JUDD, Shona Lee.
Australasian Institute of Radiography N.S.W., Newcastle and District Sub-Branch Prize for Third Year Radiography: BAYLIS, Ian Gregory.
George Hutchison Memorial Prize for Drama: BUTCHER, Glenn Anthony.
First Semester Prize for Special Education (Arq.): BYRNE, Nona Margaret, SPEDDING, Susan Florence.
Zonta Club of Newcastle Prize for Final Year Social Welfare: ASHER, Sandra.
Australian Institute of Welfare Officers Prize: FOSTER, Patricia Ellen.
N.C.A.E. Social Welfare Staff Prize for the Best Final Field Practice: GLOVER, Mary Elizabeth.