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 Iss through 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".

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<tr>
<th>Introduction</th>
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<tr>
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<td>Academic Structure</td>
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<td>College Requirements and Procedures</td>
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<td>Financial Information</td>
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ISSN 0313 - 3389
A major capital building development completed in 1976 was the
construction of the Special Education Centre to facilitate the
consolidation and development of the College's courses and
research in the field of special education. It included the provision
of courses for the preparation of resource teachers and teachers of
educationally handicapped children. The Centre is specifically
designed and equipped for exemplary training, research and
clinical activities and provides excellent opportunities for the
examination of educational and clinical conditions when appropriate.
It consists of two major intervention programs: the Division of
Special Education, a diploma program and the Division of
Diagnostic/Clinical Services, a conference room, staff office
wing, staff lounge, computer and curriculum resources reference
room, clinical offices, and extensive dressing room facilities.

The Centre was completed in 1976 and is situated on
the site of the former Newcastle Technical College, a noted
educational institution. It includes a small hydrotherapy pool, an
additional pre-school room and a large area for the treatment of physical disabilities and will be
used to conduct specialized classes for children with specific
learning difficulties. It will also be used for the initial
classes for children with specific learning difficulties and whose ages range from a few months to eight years. Close
links have been established with the schools and children with specific
learning difficulties are brought to the Centre for special corrective
programmes which are conducted in the intervention classrooms
established by the College. The Centre's aim is that the Centre
become a centre for further development and research in special education, and
thus provide a valuable service to the community.

In 1982, the College had a student enrolment of 2,686, an
academic staff of 163 located in 16 departments, and a non­
teaching staff establishment of 166. The College's vocational
courses are offered through three Schools: a School of
Education, a School of Technology and a School of
Community and Social Work.

The College is governed by a Council of members drawn from the
community, the staff and the students. The Council is responsible for the
management and control of the College and exercises its
powers, duties and authorities under the Colleges of Advanced
Education Act, 1975. In discharging its powers, the Council
makes rules for the conduct of affairs of the College,
including the appointment of staff, the maintenance of academic
standards, and the management of resources.

The Act empowers the College Council to make By-laws with
respect to the management and control of the
College's affairs, including the appointment of staff, the
management and control of the College's affairs, including the
appointment of staff, the maintenance of academic
standards, and the management of resources.

In 1981, the College opened a TAFE Faculty Centre at the
Tights Hill campus of the Newcastle Technical College. The
College, built at a cost of $1.9 million, is funded and operated by
the Department of Technical and Further Education (N.S.W.) and the College.

The Centre provides facilities for TAFE teachers undergoing initial
teacher training and for the College's own Department of Technical
and Further Education.

Construction was completed in 1980 of a new Art building
costing $1.5m and this houses a number of the College's fine arts
courses and craft courses. The building includes studios for
design, drawing/painting and printmaking, display areas, workshop,
darkroom, offices and course service facilities.

The College occupies extensive, modern, well-appointed build­
ing in an attractive natural bushland setting of some 24 hectares at
Warabah West, adjacent to the University of Newcastle and
11 kilometres from the city. Stage I of the College
complex at Warabah West was occupied progressively, firstly by
the Department of Technical Education in 1970 and
then by the Department of Art Education which followed in 1974. The College complex
was fully occupied in March 1974 when the College moved most of its
remaining activities from the former College site in the city.

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<td>Fri Last day for lodgement of request for review of 1982 Annual and Second Semester Examination results.</td>
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<td>Mon Orientation Week commences.</td>
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<td>Fri Newcastle Show Day (to be confirmed)</td>
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<td>24</td>
<td>Mon First Semester begins. Last day for enrolment in a module.</td>
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<td>28</td>
<td>Fri First Semester break begins. Last day for enrolment in a full year subject.</td>
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<tr>
<td>31</td>
<td>Mon Public Holiday - Australia Day</td>
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**MARCH**

| 1       | Tues | 1       | Wed |
| 2       | Wed | 2       | Thur |
| 3       | Thur | 3       | Fri |
| 4       | Fri | 4       | Sat |
| 5       | Sat | 5       | Sun |
| 6       | Sun | 6       | Mon Last day for payment of fees. |
| 7       | Mon Last day for lodgement of request for review of 1982 Annual and Second Semester Examination results. | 7       | Tues |
| 8       | Tues | 8       | Wed |

**APRIL**

| 1       | Fri Public Holiday - Easter Friday | 9       | Mon First Semester Break begins. |
| 2       | Sat | 10      | Tues |
| 3       | Sun | 11      | Wed |
| 4       | Fri Newcastle Show Day (to be confirmed) | 12      | Thur |
| 5       | Sat | 13      | Fri |
| 6       | Sun | 14      | Sat |
| 7       | Mon Public Holiday - Easter Monday Last Day of Easter Recess | 15      | Sun |
| 8       | Wed | 16      | Mon |
| 9       | Thur | 17      | Tues |
| 10      | Fri | 18      | Wed |
| 11      | Sat | 19      | Thur |
| 12      | Sun | 20      | Fri First Semester Break ends. |

**MAY**

<p>| 1       | Sun | 16      | Sat |
| 2       | Mon | 17      | Sun |
| 3       | Tues | 18      | Mon |
| 4       | Wed | 19      | Tues |
| 5       | Thur | 20      | Wed |
| 6       | Fri Graduation Day | 21      | Thur |
| 7       | Sat | 22      | Fri |
| 8       | Sun | 23      | Sat |
| 9       | Mon | 24      | Sun |
| 10      | Tues | 25      | Mon |
| 11      | Wed | 26      | Tues |
| 12      | Thur | 27      | Wed |
| 13      | Fri | 28      | Thur |
| 14      | Sat | 29      | Fri |
| 15      | Sun | 30      | Sat |
| 16      | Mon | 31      | Sun |</p>
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<td>Last day for withdrawal without failure from a full-time course or full year subject.</td>
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<td>Practicum ends.</td>
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<td>Orientation Week commences. Semester I, Special Examinations begins</td>
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**Principal Dates 1984**

**JANUARY**

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**FEBRUARY**

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### Officers of the College

**Officers of the College**
(Including Principal, Assistant Principal, Heads of School, Heads of Division, Registrar) | 14
---|---
**The Council**
Commissions of the Council | 14
**The Academic Board**
Commissions of the Academic Board | 15
**Academic Staff**
Art | 17
Art Education | 17
Education | 17
English and Languages | 17
Health Studies | 17
Home Science/Textiles | 18
Industrial Arts | 18
Mathematics | 18
Music | 18
Physical Education | 18
Professional Studies | 18
Science | 18
Social Sciences | 18
Social Welfare | 19
Special Education | 19
Technical and Further Education | 19
**External Studies** | 19
**Administrative Staff** | 19
**Library Staff** | 20
**Student Services** | 20
**Education Research Officer** | 20
**Community Programmes** | 20
**Honorary Fellows of the College** | 20
**Honorary Associates of the College** | 20
**Honorary Degrees of the College** | 20
Officers of the College

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

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

School of Education
Acting Head of School:
Alan Owen TAYLOR, BA, ASTC (Man Arts), MEngSc (Newcastle), PhD (Newcastle), FIA

Assistant Head of School:
J.A.W. CALDURN, BA, DipEd (New South Wales), MA (Newcastle), PhD (Macquarie), MACE, ALAN

School of Visual and Performing Arts:
Acting Head of School:
Graham John GILCHRIST, ATD, DipCISAD (Sculture), BA (London)

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

Registrar:
John David TODD, BCom (Newcastle)

Bursar:
Vacant

The Council

President:
Robert Michael ANSELL

Vice President:
Margaret Estate BOWMAN, BA, DipEd

Members Appointed by the Minister for Education:
Robert Michael ANSELL
Alan Francis BEARD, BSc, DipEd
Marjorie BIGGINS, BA, DipSocSc (Southampton)
John Burnville BIGGS, BA (Tas), PhD (Lond), MAPsS, MBPsS

Margaret Estelle BOWMAN, BA, DipEd
Barbara CALCOTT, BEng, MEng
Elwin George CURRIE, MB, BS, FRCs, FRACMA

Zeny GILLES, BA, DipEd (Sydney), MA (Newcastle), Grad DipEd Studies (SpecEd) (NCAE), MLit

Sydney John Clyde HEATH, BA, DipEd

Helen Margaret HENRY, BA (Sydney), MA (Loughborough) DipEd (UNE)

Members Ex Officio

Chairmen of Sub-Committees:

Academic and Planning Committee:
Mrs. M. Biggins (Chairman)
Professor J.B. Biggs
Mrs. M. Biggins
Mr. J.M. Graham
Mr. J.J. Hodgins
Dr. J.E. Hodgins
Mr. J.E. Hodgins
Mrs. M. O'Connell
Mr. J.L. Price

Finance Committee:
Mr. A.F. Beard (Chairman)
Mrs. E.M. O'Connell
Dr. D.R. Huxley
Mrs. M.J. Graham
Mrs. E.J. Biggins
Mr. J.L. Price

Legislative Committee:
Mr. J.C. Price (Chairman)
Mr. H.J. Price
Mrs. M.D. Price
Mr. J.L. Price

Personnel and Management Committee
Mr. M. O'Connell (Chairman)
Mrs. E.M. O'Connell
Mr. J.M. Graham
Mrs. H.M. Henry
Mrs. E.J. Macleod
Professor C.C. Romwek

Properties and Grounds Committee:

Mrs. M. Biggins
Mr. M.E. Bowman
Mr. M.J. Graham
Mrs. H.M. Henry
Mrs. E.J. Macleod

Standing Committee:

President:
Mr. A.F. Beard
Mr. H.J. Price
Mr. J.L. Price

Vice President:
Mr. A.F. Beard
Mr. H.J. Price
Mr. J.L. Price

Members Elected by the Student Body
Ms. J. Lang
Mrs. D. Rae
Vacant
Vacant
Vacant

Academic Board

Chairman:
Dr. E. Richardson (Principal)

Deputy Chairman:
Dr. D.H. Husky (Assistant Principal)

Members Ex Officio

Acting Head - School of Visual and Performing Arts
Mr. G.J. Glasser

Acting Head - School of Education
Dr. A.O. Taylor

Assistant Head of School
Dr. J.A.W. Caldwell

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

Heads of Department
Miss B. Anderson (Acting)
Mr. J.W. Camp
Mrs. F.M. Lloyd (Acting)
Mr. T.J. Fullerton
Mr. P. Spry (Acting)
Dr. J. Miles (Acting)
Dr. R.T. Mode
Dr. H.S. Lindsay (Acting)
Mr. D.J. Parkinson
Mr. T.J. Snoddy
Dr. D.J. Askland (Acting)
Mrs. F. Tren (Acting)
Mr. G.T. Schaal (Acting)
Mr. R.J. Whittred
Mr. J.M. Graham (Acting)

College Librarian
Miss J. Bletchford

Heads of Service Centres
Mr. K. Dawie
Mr. F. Nielson

Member appointed by the NSW State Conservatorium of Music (Newcastle Branch)
Mr. M. Dornan

Members Elected by Academic Staff
Mr. A.W. Curry
Mr. J.M. Graham
Mr. R.L. Hodgins
Dr. D.M. Hewie
Mr. K. Booth
Mr. K. Morgan

Standing Committee:

Chairmen of Sub-Committees:

Academic and Planning
Finance
Legislative
Personnel and Management
Properties and Grounds
or their nominees

President:
Mr. A.F. Beard
Mr. H.J. Price
Mr. J.L. Price

Vice President:
Mr. A.F. Beard
Mr. H.J. Price
Mr. J.L. Price

Members Elected by the Student Body
Ms. J. Lang
Mrs. D. Rae
Vacant
Vacant
Vacant

Vice President:
Mr. A.F. Beard
Mr. H.J. Price
Mr. J.L. Price

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Mrs. D. Rae
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Vacant
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President:
Mr. A.F. Beard
Mr. H.J. Price
Mr. J.L. Price

Vice President:
Mr. A.F. Beard
Mr. H.J. Price
Mr. J.L. Price

Members Elected by the Student Body
Ms. J. Lang
Mrs. D. Rae
Vacant
Vacant
Vacant
Standing Committees of Academic Board

Executive Committee:
The Principal
Assistant Principal
Heads of School
Mrs. F.H.E. Trent
Dr. G.S. Colby
Mrs. J.W. Cramp
Dr. R. Morland
Mr. K. Scott

Admissions Committee:
Mr. H.B. Lindsay (Chairman)
Miss F.H.E. Trent
Mr. W. Newling
Mr. H. Whitbread
Dr. J.G. Lengensater
Mr. A.W. Curty

Staff Development Programme Leave Committee:
Mr. D.R. Hadley
Mr. R.M. Hawke
Dr. R.F. Morland
Mr. G.J. Gichest
Mr. A.W. Curty

External Studies Committee
Director of External Studies (Chairman)
Mr. N. Pyke (affected by Academic Board)
Mrs. H.M. Vale (affected by Academic Board)
Mr. R.N. Conway (Special Education)
Mr. K. Scott (Social Sciences)
Miss J. Poole (English)
Mr. K. Laffey (Engineering)
Mr. L. Hoggett (Music)
Mr. K. McDonald (Science)
Mr. W.L. Cook (Industrial Arts)
Miss R. Williamson (Home Science/Textiles)
Mr. R. Whitbread (Mathematics)
Mr. K. Williamson (Art Education)
Mrs. J. Stretchford (by invitation)

Research Committee:
Dr. J. Mccar (Chairman)
Dr. J. Nevill
Dr. J.A.W. Catley
Dr. D.M. Hawke
Dr. S.J. Seavendev

Honorary Degrees and Awards Committee:
Dr. R.D. Hurley
Mr. J.M. Graham
Dr. K.R. Morgan
Mr. J.R. Nyan
Mr. L. Burwell

Timetable Advisory Committee:
Timetable Officer (Chairman)
Mrs. F.H.E. Trent
Mr. R.L. Hopkins
Mr. K. Scott
Mr. D.E. Corney
Mr. P. Brightston
Mr. I. Williams

Open Day Committee:
Public Relations Officer (Chairman)
Mr. J. McKay
Mr. K. Laffey
Mr. J. Hobson
Mr. H.J.C. Green
Mr. I. Williams
Mr. W. Galvin
Mr. W. Newling
Mr. J. Jung
Student Advisory Officer by invitation.

College Academic Dress Committee:
Mr. L.W. Pennington
Mr. J.R. Nyman
Miss J. Fook
Mrs. R. Gibson

College Intake Committee:
Mr. T.J. Sheedy (Chairman)
Mr. W. Newling
Mrs. F.H.E. Trent
Mr. H.J.C. Green
Mr. P. Singleton
Mr. F. Bishop
Mr. N. Pyke
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.

Community Programmes Committee:
Mr. J.D. O'Donoghue (Chairman)
Dr. J.A.W. Catley
Mr. J.V. Smith
Dr. M.P. Judd
Mr. H.J.C. Green

Disability Students Committee:
Assistant Principal
Director Special Education Centre
Mr. J. Wilson

Student Representatives Representative

Research Committee:
Dr. J. McCar (Chairman)
Dr. J. Nevill
Dr. J.A.W. Catley
Dr. D.M. Hawke
Dr. S.J. Seavendev

Standing Committees of Academic Board

Academic Staff
(at November 30, 1982)

J. Bilek, BA (Elate); ATC; London [Seconded to NSW Education Department 1982-1983]
K.G. Wilkinson, DipArt (Ed), ASTC

DEPARTMENT OF EDUCATION

Acting Head of Department
H.B. Lindsay, BA, MEd (Sydney), PhD (New England), MACE

Senior Lecturers:
D.C. Chailton, BA, MEd (Sydney)
Margaret F. Jurd, BA (Sydney), MA, PhD (Newcastle), MAPs
W.R. Mayes, BA (Sydney), MEd (New England), MACE
R.N. Conway, BA (Sydney), PhD, MAPs
H.R. Milton, BA (Sydney), MACE, MAPs

Lecturers:
D.L. Beatt, BA, MA (Collierville)
R.H. Coulton, BA, MA (Newcastle), Grad Dip Data Processing (NSWIT), MACE
Carolyn G. Flanagan, BA, MA (Sydney)
Muriel J. Hoywood, BA, MA (Sydney), Dip Ed (Sydney), MACE
R.D. Hinton, BA, Dip Ed Admin (Newcastle), MA (New England)
W.G. Jones, BA (Newcastle), Dip Ed, MAPs, ABPs
J.A. Rees, BA (Newcastle), DipEd (Sydney), MACE

DEPARTMENT OF ART

Acting Head of Department
P.W. Singleton, NQD (Hyde Coll)

Senior Lecturers:
Adams O'Brien, BA (Paint, MA(RCA London))
G.J. Hindley, DipArt, MFA (New York)

Lecturer:
P. W. Singleton, BA (Newcastle), PhD, DipEd, MA (Newcastle), MACE, MAPs

DEPARTMENT OF ENGLISH AND LANGUAGES

Acting Head of Department:
D.J. Abelson, MA, PhD, DipEd, BEd Studies (Newcastle) A/AA

Senior Lecturers:
J.A.W. Caldwell, BA, DipEd (New South Wales), MA (Newcastle), MACE
P.J. Milne, BA, MEd (New England), MACE

Lecturers:
M.M. Beck, BA (New South Wales), BEd (Studies (Newcastle) ALA
R.J. Haywood, BA (New England), MEd (Newcastle)
D.F. King, BA (Newcastle), NACE
D.G. Millward, BA (Newcastle), MA (Toronto)
A. Smith, BA, MA (New England)

DEPARTMENT OF ART EDUCATION

Head of Department
J.W. Cramp, DipArt, BA (New South Wales), Grad DipEd (Design) (New South Wales)

Senior Lecturers:
D.L. York, CSC, ADI (Wollongong College of Art, ARCA (RCA London), FRID, BID

Lecturers:
J.N. Berndt, DipArt (Ed), BEd Studies, MEd Studies (Newcastle)

DEPARTMENT OF HEALTH STUDIES

Acting Head of Department and Principal Lecturer:
Betty M. Anderson, BSN, RNM, DNSH(NC), LAMA (Macquarie)

Senior Lecturer: (Administrative Studies)
Graham Hoey, BA (New England), DipEd (Sydney), MEd Studies (Administration), NACE

Lecturer:
W. Wright, BSN, BA (Macquarie)
Finance Officer:
G. Parkinson

Salaries:
Marie Murchain

Properties:
V.G. King, AAM, MISTSO

Purchasing and Supply:
J. Hegarty

Instructional Media Unit:
Senior Visual Aids Officer:
R.K. Dwyer, BSc (Newcastle)

Maintenance Supervisor:
F.J. McEnerey

Resident Caretaker:
T. Auld

Gardener Tradesman:
A. Allanson

Library Staff

College Librarian:
Jean Wallisford, BA (Sydney), Dip Ed, ALAA

Technical Services:
Senior Librarian: Robyn M. Emanuel, BA (New South Wales), ALAA
Lynette D. Firkn, BA (Newcastle), Dip Lib (New South Wales), ALAA
Marlene Edmiston, ALAA (Part-time)
Brian Evans, BA (Newcastle), Dip Lib (New South Wales), Noeline King, ALAA (Part-time)

Reference Services:
Senior Librarian: Jennifer M. Scobie, BA, Dip Ed (Sydney), ALAA
Jane E. Scott, BA (New England), Dip Ed (Sydney), ALAA
Jennifer Bennett, BMath, Dip Lib, ALAA
Helen Lloyd
Marlyn Wegstaff, ALAA

Evening Opening:
Joan Wood, ALAA
Susan West, ALAA

Non-Book Services:
Margaret E. Stewart, BA (New South Wales), Dip Ed (Newcastle), ALAA
Robyn D. Masterson, ALAA

Student Services

Senior Student Counsellor:
Nanette Bryant, BA, Dip Social Work (Sydney)

Part-time Student Counsellor:
Teresa G. Dluzewska, BA, Dip Teach, (Newcastle)

Nursing Sister:
Shirley K. Andrews, SRN

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

Education Research Officer
Vacant

Community Programmes

Chairman of Committee:
J.D. O’Donoghue, BA (Newcastle), Dip Ed

Honorary Fellows of the College

1975: Griffith Hammond Duncan, OBE, MA (Sydney), BEd (Melbourne), FACE
1981: Leslie Gibbs, MA, BEM, FAMI

Honorary Associates of the College

1976: Edward Albury Crago, BSc (Sydney)
1976: Gordon Charles Elliot, BA, Dip Ed (Sydney), MA (New South Wales), ADPS, MA Ps, 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)

Bachelor of Education (Physical Education):
1982: Harold Wesley Gilbert, OAM
**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.

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

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### Terms of Reference

**Relative to academic matters the Academic Board shall:**

(i) recommend the broad policy for all matters pertaining to academic courses;

(ii) provide a forum for staff to give advice to the Principal and to Council on academic matters;

(iii) refer to Council, through the Principal, recommendations for changes in academic structure; and

(iv) where necessary, make recommendations directly to Council.

### Composition

(i) **Chairman:** The Principal

(ii) **Deputy Chairman:** The Assistant Principal

(iii) **Ex-officio members:** Heads of School, Assistant Heads of School, Heads of Department, and Heads of Service Centres

(iv) **Elected members:** At least four members of academic staff. At least four students. The number of elected members in excess of four in each category shall be determined from time to time by Academic Board.

### Government of Schools

(i) Each School is administered by a School Board comprised of:

(ii) the Head of School (Chairman);

(iii) Assistant Head of School (if applicable);

(iv) Course Directors (ex-officio);

(v) one elected representative from each appropriate academic department;

(vi) one representative from each appropriate service centre.

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**Departmental Structure**

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**ACADEMIC DEPARTMENTS**

Departments service schools as required in content and methodology modules.
Function of School Board

Each School Board:
(i) establishes Boards of Studies and specifies the courses for which they are responsible;
(ii) specifies general course 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 Board of Studies.

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 and review as may from time to time be delegated to it by the Board of Studies.

Academic Departments

Within the Academic Structure of the College, independent academic departments are established to service the Schools through the preparation, teaching and examination of modules. Responsibilities associated with the teaching of both academic content and vocational practice (method) are vested in each academic department.

Future changes in the Academic Structure will take place through evolution. Development of particular areas may lead to the formation of new departments. Academic departments shall be created by the Council on the recommendation of the Academic Board.

Service Centres

The Service Centres, headed by the officers listed, are:
1. Library, College Librarian
2. Instructional Media Unit, Officer-in-Charge
3. External Studies, Director of External Studies

The School of Education

Courses of Study

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Technical and Further Education

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Secondary

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Technical and Further Education

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Graduate Diploma in Educational Studies

Advanced Teaching Method

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Curriculum Development

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Educational Drama

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Special Education

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

- Bachelor of Education (Art)
- Bachelor of Education (Early Childhood)
- Bachelor of Education (Home Science/Textiles)
- Bachelor of Education (Industrial Arts)
- Bachelor of Education (Modem Languages)
- Bachelor of Education in association with the N.S.W. Conservatorium of Music
- Bachelor of Education (Physical Education)
- Bachelor of Education (Social Sciences)
- Bachelor of Education (Special Education)
- Bachelor of Education (Technical and Further Education)

The course of study for the Bachelor of Education (Primary Education) is designed to prepare candidates to teach the subjects taught in the Primary school to children in the age group 5-12. Candidates study the subjects taught in the Primary school and may select one of the subjects for study with special emphasis. Alternatively, it is possible, as an alternate route to the Primary school, to study with special emphasis. Multicultural Studies (dealing with the problems of the ethnic communities in the school) or Special Education (to develop expertise in the teaching of handicapped children) may also be studied.

Various courses of study covering the broad spectrum of subjects in Secondary education lead to the award of Bachelor of Education. The Diploma in Teaching in Technical and Further Education course is designed to prepare teachers in the field of Technical and Further Education. Candidates entering the course are generally employees of the Department of Technical and Further Education. The Diploma in Teaching in Technical and Further Education is offered on a part-time basis over four to twelve semesters. Candidates are granted various levels of standing in their subject content studies.

The Diploma in Teaching Librarianship course is designed for experienced teachers who wish to become resource librarians in schools. The graduate 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 Educations Studies are intended to provide further expertise to trained and experienced teachers.

The course of study leading to the award of the Diploma in Education is a full-time programme of two semesters duration. Candidates may specialise in either Primary or Education in one of the Secondary Teaching areas mentioned above including Teacher Librarianship. A four semester part-time programme is available to candidates wishing to specialise in the Teaching of Technology 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 Education. The programme in Special Education, which is intended to provide advanced training in the resource teaching of children with learning difficulties, is offered on a full or part-time basis over two or four semesters. The other programmes leading to the award of the Diploma in Education are offered on a part-time basis over four semesters. Lectures are normally programmed at times convenient for teachers.

The Diploma in Teaching Arts (Diploma) in Music Education is a full-time programme of two semesters' duration. It is intended to provide further expertise to trained and experienced teachers. The Bachelor in Music Education course is offered jointly by the Conservatorium of Music. The course is designed to produce teachers of Music for Secondary schools.

Diploma in Teaching in Secondary Education

<table>
<thead>
<tr>
<th>PHYSICAL EDUCATION SPECIALISATION</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Part A: General Preparation (15 credit points)</td>
<td></td>
</tr>
<tr>
<td>Part B: Specialisation (33 credit points)</td>
<td></td>
</tr>
<tr>
<td>Part C: Specialisation (15 credit points)</td>
<td></td>
</tr>
</tbody>
</table>

Note 1. Each academic year a maximum 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 Education 3.c p. 

**Diploma in Teaching in Early Childhood**

- B. Bachelor of Education (Home Science/Textiles) - 3 c.p.
- C. Bachelor of Education (Industiy Arts) - 3 c.p.
- D. Bachelor of Education (Modem Languages) - 3 c.p.
- E. Bachelor of Education in association with the N.S.W. Conservatorium of Music - 3 c.p.
- F. Bachelor of Education (Physical Education) - 3 c.p.
- G. Bachelor of Education (Social Sciences) - 3 c.p.
- H. Bachelor of Education (Special Education) - 3 c.p.
- I. Bachelor of Education (Technical and Further Education) - 3 c.p.

**Diploma in Teaching in Technical and Further Education**

- A. Bachelor of Education (Primary Education) - 3 c.p.
- B. Bachelor of Education (Secondary Education) - 3 c.p.
- C. Bachelor of Education in the field of Technical and Further Education - 3 c.p.
- D. Bachelor of Education (Technical and Further Education) - 3 c.p.

**Graduate Diploma in Educational Studies (Advanced Teaching Method)**

- A. Graduate Diploma in Educational Studies (Curriculum Development) - 3 c.p.
- B. Graduate Diploma in Educational Studies (Educational Drama) - 3 c.p.
- C. Graduate Diploma in Educational Studies (Educational Technology) - 3 c.p.
- D. Graduate Diploma in Educational Studies (Mathematics) - 3 c.p.
- E. Graduate Diploma in Educational Studies (Science) - 3 c.p.
- F. Graduate Diploma in Educational Studies (Special Education) - 3 c.p.
- G. Master of Education (Industrial Education) - 3 c.p.
- I. Proposed courses - subject to approval by the NSW Higher Education Council.

**Conversion courses also available by part-time or external study.**

- Available only as a conversion course.

The undergraduate component of the School of Education is, in the main, based on a modular system, to give candidates choice and flexibility. A number of special courses and seminars are offered to achieve some degree of integration in the student population. Candidates are expected to achieve a prescribed number of credit points to gain an award. All courses are programmed at a teaching year divided into two semesters. Candidates intending to qualify for the Diploma in Teaching in Early Childhood, Primary and Secondary Education are generally expected to undertake two semesters of full-time study, and candidates for the Bachelor of Education, eight semesters of full-time study. Course modules may be of one semester's duration or two semesters' duration. There is no cap on the number of courses one student may enrol in. A student generally carries a credit point rating of 2 or 4. Modules are placed at levels ranging from 1st through to 8th of total undergraduate programmes to indicate relative levels of difficulty. Modules which relate specifically to the Bachelor of Education programmes are generally classified as follows:

- Core Modules
- Elective Modules
- Special Modules
- Interdisciplinary Modules

The courses of study for the Bachelor of Education in Early Childhood Education are offered to specialise and train professionals to teach children in the age group 0-8 in both Preschools and Primary schools.

- The course of study for the Bachelor of Education (Primary Education) is designed to prepare candidates to teach the subjects taught in the Primary school to children in the age group 5-12. Candidates study the subjects taught in the Primary school and may select one of the subjects for study with special emphasis. Alternatively, it is possible, as an alternate route to the Primary school, to study with special emphasis. Multicultural Studies (dealing with the problems of the ethnic communities in the school) or Special Education (to develop expertise in the teaching of handicapped children) may also be studied.

Various courses of study covering the broad spectrum of subjects in Secondary education lead to the award of Bachelor of Education. The Diploma in Teaching in Technical and Further Education course is designed to prepare teachers in the field of Technical and Further Education. Candidates entering the course are generally employees of the Department of Technical and Further Education. The Diploma in Teaching in Technical and Further Education is offered on a part-time basis over four to twelve semesters. Candidates are granted various levels of standing in their subject content studies.

The Diploma in Teaching Librarianship course is designed for experienced teachers who wish to become resource librarians in schools. The graduate 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 Educations Studies are intended to provide further expertise to trained and experienced teachers.

The course of study leading to the award of the Diploma in Education is a full-time programme of two semesters duration. Candidates may specialise in either Primary or Education in one of the Secondary Teaching areas mentioned above including Teacher Librarianship. A four semester part-time programme is available to candidates wishing to specialise in the Teaching of Technology 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 Education. The programme in Special Education, which is intended to provide advanced training in the resource teaching of children with learning difficulties, is offered on a full or part-time basis over two or four semesters. The other programmes leading to the award of the Diploma in Education are offered on a part-time basis over four semesters. Lectures are normally programmed at times convenient for teachers.

The Bachelor in Music Education course is offered jointly by the Conservatorium of Music. The course is designed to produce teachers of Music for Secondary schools.
### Diploma in Teaching in Technical and Further Education

In order to qualify for the award of Diploma in Teaching (Technical and Further Education) candidates must follow a part-time course of study for 2 to 5 years and gain a total of 108 credit points in components of the course which will contribute to their general and professional development as teachers. In general, candidates should possess recognised specialist technical qualifications as a basis for teaching in post-secondary technical and further education. Candidates acquire their General Preparation through studies in Education and Subject Content Studies and their Professional Preparation through studies in the theory and practice of teaching and practical teaching experience.

#### Core Programme

All candidates are required to undertake a core programme which is completed over two years of part-time study. The Core Programme is undertaken in-service by candidates who are concurrently employed as full-time teachers. In 1983 only Stage II pre-service students will be following the Core Programme (Pre-service).

#### Pre-service

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

#### In-service

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

### Subject Content Studies

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

(i) will be related to the candidate’s field of teaching.

(ii) will be either formal studies to be undertaken in one or more approved institutions or:

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

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

#### Criteria for Determining Subject Content Studies Requirements

1. **Criteria to be used will include a preference for some sequential studies, undertaken at an approved institution over at least two years and a blend 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 the 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 level 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 include 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
Diploma in Teaching (TAFE)

CORE PROGRAMME (PRE-SERVICE)

STAGE I

<table>
<thead>
<tr>
<th>Semester I Modules</th>
<th>Credit Points</th>
<th>Hrs. Per Week</th>
</tr>
</thead>
<tbody>
<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>ET1270 - Professional Preparation 3 - Teaching Skills</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>

Semester II Modules

| ET1130 - Curriculum 3 - Students and Teachers in TAFE | 3 | 2 |
| ET1260 - Professional Preparation 2 - Educational Technology | 3 | 2 |
| ET1290 - Professional Preparation 5 - Teaching Skills | 3 | 2 |

Full Year Modules

| ET1000 - Special Method 1 | 4 | 2 |
| ET1025 - Practical Experience 1 | 3 | |

STAGE II

<table>
<thead>
<tr>
<th>Semester I Modules</th>
<th>Credit Points</th>
<th>Hrs. Per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>ET1120 - Curriculum 2 - Evaluation Skills</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>ET1145 - Curriculum 4 - Processes of Learning</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>ET1280 - Professional Preparation 4 - Instructional Media</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>An elective Module</td>
<td>3</td>
<td>Variable</td>
</tr>
</tbody>
</table>

Semester II Modules

| ET1150 - Curriculum 5 - Issues in TAFE | 3 | 2 |
| ET1160 - Curriculum 6 - Sociological Foundation of TAFE | 3 | 2 |
| ET1300 - Professional Preparation 6 - Teaching Strategies | 3 | 2 |

Full Year Modules

| ET1050 - Special Method II | 4 | 2 |
| ET1075 - Practical Experience II | 3 | |
Bachelor of Education (Art)

The course of study leading to the award of the degree of Bachelor of Education in Art is designed to provide general and vocational preparation for prospective art teachers. The aim of the course is to prepare for entry into the teaching service candidates who, with experience, should become skilled teaching practitioners with a sound understanding of educational principles and 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 related to the subject content taught in schools;
(iii) Specialist subject content studies in Art;
(iv) General Studies outside the candidate’s area of specialty;

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 teaching Specific to the Subject of Art specialisation;
(ii) Practical Experience which includes:
   (a) simulation approaches to teaching, and
   (b) practice in the field.

In order to qualify for the award, candidates must undertake a full-time course of study over a minimum of eight semesters and gain a minimum of 144 credit points as outlined below including:

(i) a minimum of 114 credit points in Part A, General Preparation;
(ii) a maximum of 30 credit points in Part B, Vocational Preparation;
(iii) a minimum of 18 credit points in Education which must include 3 credit points in each of the following three areas: Child Development, Curriculum, Sociology of Education, including at least 6 credit points gained at 3rd level.
(iv) 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.
(v) a minimum of 9 credit points in a recognised specialist area in Art at 3rd level;
(vi) at least 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 use more than 42 credit points at 1st level within Part A, General Preparation toward the degree.

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

*Students who began the B.Ed(Art) prior to 1981 need only 27 credit points as a major study, but must complete other modules, totaling 6 credit points, as advised.

**Table:**

<table>
<thead>
<tr>
<th>Study Area</th>
<th>Required Credit Points</th>
<th>Modules/Subjects</th>
<th>Specific credit point/level Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>PART A: GENERAL PREPARATION</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(i) Education</td>
<td>18</td>
<td>From those offered by the Department of Education in appropriate semesters</td>
<td>Must include 3 credit points in each of the following three areas: Child Development, Curriculum, Sociology of Education, including 6 credit points in Education at 300 level.</td>
</tr>
<tr>
<td>(ii) Educational Studies</td>
<td>9</td>
<td>At 400 only</td>
<td>9 credit points at 400 level</td>
</tr>
<tr>
<td>(a) Subject Content Studies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(a) Special Study</td>
<td>33*</td>
<td>From:</td>
<td>Select two subjects at 100 level (total: 12 credit points over two semesters). Select one of these subjects for indepth study to 400 level gaining 6 credit points at 200 level, 6 credit points at 300 level and 9 credit points at 400 level.</td>
</tr>
<tr>
<td>(b) Major Study</td>
<td></td>
<td>Painting,</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sculpture,</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Printmaking,</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>and Ceramics</td>
<td></td>
</tr>
<tr>
<td>(b) Support Study</td>
<td>12</td>
<td>From:</td>
<td>Study modules as selected according to individual need and prerequisites held.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Drawing,</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Design and</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Photography</td>
<td></td>
</tr>
<tr>
<td>(ii) Applied Art Study</td>
<td>9</td>
<td>Jewellery</td>
<td>Select from modules available at the level for which prerequisites are held.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ceramics</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Printed</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Textiles &amp;</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fibre Arts</td>
<td></td>
</tr>
<tr>
<td>(ii) Theoretical Study</td>
<td>12</td>
<td>Art History</td>
<td>2 credit points at each of 100, 200, 300 and 400 levels</td>
</tr>
<tr>
<td>(b) General Studies</td>
<td>12</td>
<td>Subjects</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>available outside the student's area of speciality</td>
<td></td>
</tr>
<tr>
<td>Project</td>
<td>9</td>
<td></td>
<td>9 credit points at 400 level</td>
</tr>
<tr>
<td>TOTAL CREDIT POINTS (A)</td>
<td>114</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| PART B: VOCATIONAL PREPARATION                  |                        |                 |                                          |
| (i) Special Theory                             | 6                      | From those offered by the Department of Professional Studies | 2 credit points to be gained at 100, 200 and 300 levels |
| (a) General (Theory & Practice of Teaching)    |                        |                 |                                          |
| (b) Special to Subject                         | 18                     | From those offered by the Department of Art Education | 7 credit points at 100 level, 7 credit points at 200 level, 4 credit points at 300 level |
| (ii) Practical teaching experience             | 6                      |                 | 2 credit points at 100, 200 and 400 levels |
| TOTAL CREDIT POINTS (B)                        | 30                     |                 |                                          |
| TOTAL CREDITS                                  | A + B= 144             |                 |                                          |
BACHELOR OF EDUCATION (ART)  
NORMAL SEQUENCE OF STUDY  

STAGE I (SEMESTER I)  

PART A: GENERAL PREPARATION  
(i) Education  
ED1902 - Child Development (Adolescence)  
Three hours per week for one semester  
(3 credit points)  
(ii) Subject Content Studies  
(a) Special  
MAJOR ART STUDY  
Select two of the following:  
AT122 - Painting  
Four hours per week (3 credit points)  
or  
AT132 - Sculpture  
Four hours per week (3 credit points)  
or  
AT142 - Printmaking  
Four hours per week (3 credit points)  
or  
AT152 - Ceramics  
Four hours per week (3 credit points)  

SUPPORT STUDY  
AT117 - Drawing  
Four hours per week (3 credit points)  
THEORETICAL STUDY  

(b) General  
Any module, other than the student's area of specialization,  
from any department in the college.  
Examples of those offered are:  
AE152 - Film and Videoclipes I  
EN201 - Drama Practical Theatre Craft  
MA1007 - Guitar Melodic Percussion  
PE1540 - Dance for Art I  
Three hours per week for one semester (2 credit points)  

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

(b) Specific to Subject  
One of:  
AE156 - Concept Development and Techniques in the Teaching of Two Dimensional Art Forms  
Three hours per week for one semester (3 credit points)  
or  
AE158 - Printmaking Techniques in Relation to Teaching Various Processes and Ideas as Art Media in the School Situation  
Three hours per week for one semester (3 credit points)  

(ii) Practical Experience  
FT106 - Practical Teaching Experience (2 credit points)  
every full-time student will enter upon a continuous period of Teaching Practice lasting four weeks.  

STAGE II (SEMESTER II)  

PART A: GENERAL PREPARATION  
(i) Education  
ED1901 - Basic Issues in Education  
Three hours per week for one semester (3 credit points)  
(ii) Subject Content Studies  
(a) Special  
MAJOR ART STUDY  
Continue two of the following:  
AT123 - Painting  
Four hours per week (3 credit points)  
or  
AT133 - Sculpture  
Four hours per week (3 credit points)  
or  
AT143 - Printmaking  
Four hours per week (3 credit points)  
or  
AT153 - Ceramics  
Four hours per week (3 credit points)  

SUPPORT STUDY  
One of the following:  
AT217 - Drawing  
Four hours per week (3 credit points)  
or  
AT112 - Design  
Four hours per week (3 credit points)  
or  
AT172 - Photography  
Four hours per week (3 credit points)  
or  
APPLIED ART STUDY  
Select one of the following (other than any studied as a major study):  
AT187 - Jewellery and Silversmithing  
Four hours per week (3 credit points)  
or  
AT152 - Ceramics  
Four hours per week (3 credit points)  
or  
AT157 - Textiles  
Four hours per week (3 credit points)  
or  
HT1770 - Fibre Arts  
Four hours per week (3 credit points)  
or  
AT143 - Printmaking  
Four hours per week (3 credit points)  
or  

THEORETICAL STUDY  

(b) General  
One module to be selected in either Semester 1 or Semester 2 from the list of modules made available in the general study area.  

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

(b) Specific to Subject  
Select one of:  
AE257 - Concept Development and Techniques in Teaching Three Dimensional Art Forms  
Four hours per week (3 credit points)  
or  
AE258 - Teaching Methodology Relative to Photography and Film-making  
Three hours per week (2 credit points)  

(ii) Practical Experience  
PT206 - Practical Teaching Experience (2 credit points)  

STAGE III (SEMESTER III)  

PART A: GENERAL PREPARATION  
(i) Education  
ED2903 - Issues and Patterns in Curriculum Development  
Three hours per week for one semester (3 credit points)  
(ii) Subject Content Studies  
(a) Special  
MAJOR ART STUDY  
Continue one of the following:  
AT222 - Painting  
Four hours per week (3 credit points)  
or  
AT232 - Sculpture  
Four hours per week (3 credit points)  
or  
AT242 - Printmaking  
Four hours per week (3 credit points)  
or  
AT252 - Ceramics  
Four hours per week (3 credit points)  

SUPPORT STUDY  
One of the following:  
AT217 - Drawing  
Four hours per week (3 credit points)  
or  
AT112 - Design  
Four hours per week (3 credit points)  
or  
AT172 - Photography  
Four hours per week (3 credit points)  
or  
APPLIED ART STUDY  
Select one of the following (other than any studied as a major study):  
AT187 - Jewellery and Silversmithing  
Four hours per week (3 credit points)  
or  
AT152 - Ceramics  
Four hours per week (3 credit points)  
or  
AT157 - Textiles  
Four hours per week (3 credit points)  
or  
HT1770 - Fibre Arts  
Four hours per week (3 credit points)  
or  
AT143 - Printmaking  
Four hours per week (3 credit points)  

THEORETICAL STUDY  

(b) General  
One module to be selected in either Semester 1 or Semester 2 from the list of modules made available in the general study area.  

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

(b) Specific to Subject  
Select one of:  
AE259 - Methods of Teaching Art History. Relative  
Four hours per week (2 credit points)  
or  
AE267 - Concept Development and Techniques Teaching Three Dimensional Art Forms  
Four hours per week (3 credit points)  
or  
AE258 - Teaching Methodology Relative to Photography and Film-making  
Three hours per week (2 credit points)  

(i) Practical Experience  
PT306 - Practical Teaching Experience (2 credit points)  

STAGE IV (SEMESTER IV)  

PART A: GENERAL PREPARATION  
(i) Education  
ED3010 - School and Society  
Three hours per week (3 credit points)  
(ii) Subject Content Studies  
(a) Special  
MAJOR ART STUDY  
Continue one of the following:  
AT322 - Painting  
Four hours per week (3 credit points)  
or  
AT332 - Sculpture  
Four hours per week (3 credit points)  
or  
AT342 - Printmaking  
Four hours per week (3 credit points)  
or  
AT352 - Ceramics  
Four hours per week (3 credit points)  
or  
APPLIED ART STUDY  
Progress with one of the following subject areas, or select another at the level of this prerequisites are held:  
Jewellery - Four hours per week (3 credit points)  
Ceramics - Four hours per week (3 credit points)  
Textiles - Four hours per week (3 credit points)
Principles

Computer-Statistics Literacy 3 cp

Popular

Personality

Art

Practice

Theoretical \l

Study

AT401 - History of Art

Three hours per week (3 credit points)

(g) General

One module to be selected from the list of modules made available in the general study area for which prerequisites are held.

Three hours per week (3 credit points)

PART B: VOCATIONAL PREPARATION

(i) Special Theory

(a) General

Select one of

AE358 - Art Educator: Professional Responsibilities and Practices

Three hours per week (2 credit points)

and Semester II

PS301 - Principle and Practices of Teaching: Art Education

Three hours per week (2 credit points)

Half group Semester I, half group Semester II

PS302 - Principles and Practices of Teaching: Art Education

Three hours per week (2 credit points)

(b) Specific to Subject

Select one of

AE355 - Utilisation of Resources in Teaching Art

Three hours per week (2 credit points)

or

AE357 - Concept Development and Techniques in Teaching Applied 3D Art Forms

Three hours per week (2 credit points)

PRACTICUM

Although this is offered between semesters, it is registered in Semester II.

STAGE VII (SEMESTER I)

PART A: GENERAL PREPARATION

Educational Studies

Select two modules from the following:

AE4085 - Visual Education

Three hours per week (2 credit points)

ED4819 - Interpersonal Relationships and Communication Skills

Three hours per week (3 credit points)

SF4009 - Developmental Disabilities

Three hours per week (3 credit points)

(6) AE4085 is prerequisite for AE4083 Art Therapy

Subject Content Studies

Continue Major Studies by taking two modules simultaneously.

AT4222 and AT4233

Painting (4 credit points)

AT4232 and AT4233

Sculpture (4 credit points)

AT4244 and AT4243

Printmaking (4 credit points)

AT4245 and AT4243

Ceramics (4 credit points)

AT4246 and AT4243

Pottery (4 credit points)

At 4247 and AT4243

Enamelling (4 credit points)

At 4248 and AT4243

Textiles (4 credit points)

At 4249 and AT4243

Photography (4 credit points)

PART B: VOCATIONAL PREPARATION

Special Theory

Project Semester I and Semester II

Three credit points

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

Students are expected to nominate a specific area of investigation and programme will be determined in consultation with members of the lecturing staff under the Head of the Department of Art Education and the Head of the Department of Education.

Nominations for Project topics will be required early in Semester I and the final project presented for assessment by an expert panel at a date to be announced in Semester II.

Practical Experience

At 4241 - Teaching Experience: Art Education (2 credit points)

Bachelor of Education (English/History)

In this course both English and History are studied, either one of which is given a major emphasis and the other a minor emphasis.

There are four hours in Education and in each subject, plus a school experience programme based on Professional Studies and Practice Teaching.

After three years of successful full-time study the student is eligible to receive the Diploma in Teaching (Secondary Education). The remaining studies leading to the Bachelor of Education (Secondary Education) award are taken on completion of the equivalent of at least one year's teaching experience; these studies normally are taken over a one-year full-time or a two-year part-time programme, and allow a specialisation in either English or History.

Descriptions of the various modules available in 1983 appear elsewhere in this Calendar under the section Module Descriptions. The following list follows the likely placement of modules over the full four years of the course. Credit point ratings follow each module.

Semester I

* EN1159 - Secondary English Teaching I 3 cp

* EN1155 - Understanding Poetry 3 cp

* SS1040 - History Teaching Method I 3 cp

* SS1440 - The Ancient Near-East and Early Greece 3 cp

* TS1005 - Expository Teaching (EH) 2 cp

* MA1021 - Computer-Statistics Literacy 3 cp

Semester II

* EN1156 - Literature for Adolescents 3 cp

* SS3140 - Britain 1815-1914 3 cp

* ID1100 - Problems in Teaching Literacy and Numeracy 3 cp

* EPI1040 - Adolescent Development 3 cp

* SE2006 - Classroom Management for Slow Learners in the Secondary Classroom 3 cp

* TS1006 - Papel-Connected Teaching (EH) 3 cp

* EPI1050 - Practice Teaching 6 cp

Semester III

* EN2159 - Secondary English Teaching II 3 cp

* EPI1158 - Drama 3 cp

* SS2040 - History Teaching Method II 3 cp

* SS2450 - East Asia: A Historical Study of the Cultural Background 3 cp

* EN2902 - Teaching and Learning in the Mainstream 3 cp

* TS2005 - Design and Production of Instructional Resources (EH) 3 cp

Semester IV

* EN2155 - Shakespeare 3 cp

* EPI1158 - Drama II 3 cp

* EN2159 - Popular Fiction 3 cp

* SS2460 - China: An Emerging Third Super-Power 3 cp

* SS2470 - Greece, Rome and Early Medieval Europe 3 cp

* ED2003 - Teaching and Learning in the Mainstream 3 cp

* TP2006 - Teaching Strategies (EH) 3 cp

* EPI2050 - Practice Teaching 6 cp

Semester V

* EN3150 - Secondary English Teaching III 3 cp

* EN3155 - Understanding Language 3 cp

* SS3240 - History Teaching Method III 3 cp

* EN3160 - Mass Media and Popular Culture 3 cp

* OR

* OR

* OR

* OR

* OR

* OR

* OR

* OR
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

**PART B: PROFESSIONAL PREPARATION (48 cp)**

(i) Special Study - 24 cp
   (a) General Theory of Teaching - 18 cp
   (b) Project Centre - 6 cp
   (c) Classroom Management - 6 cp
(ii) Educational Studies - 24 cp
(iii) Research Methods - 3 cp

**YEAR 3 (1983 only)**

**42 credit points total**

**1)** Education (6 credit points)
   All modules (6 credit points)
   Prescribed:
   ED3301 School & Society (6)

**2)** Research Studies (3 credit points)
   ED4801 Research Methods (3)

**3)** Science Content (12 credit points)
   All modules (3 credit points each)

**4)** Social Science (6 credit points)
   Prescribed:
   MS3215 Designing & Implementing Curricula in a Multicultural School (3)

One module from:

**YEAR 4 (1983 and 1984 only)**

**42 credit points total**

**1)** Educational Studies
   Special Subject Content (Home Science/Textiles)

**2)** Educational Electives

**YEAR 4 - Australia**

**38**

**39**

**One Year's Teaching Experience**

**Semester VI and Semester VIII**

* En4155 - Literature for Senior School (Semester VI) 8 cp
* En4156 - Contemporary Australian Literature 4 cp
* En4157 - Language 4 cp
* En4158 - Drama (Semester VIII) 4 cp
* En1160 - Contemporary World Literature 4 cp

Plus three Education modules, one of which can be the PPT module TS4005 - 9 cp

*A_sterisks indicate modules that provide the compulsory core for major or minor English sequences.

**Course Modules**

Descriptions of modules may be found on pages 93-155.

**Semester VI**

- En3157 - Issues in 19th and Early 20th Century Australian Literature 3 cp
- En3156 - Film Appreciation 3 cp
- Ss3450 - U.S.A. 1787-1917 3 cp
- Ss3450 - Australia from Foundation to World War II: A Practical Study (Part II) 3 cp
- Ed3001 - School and Society 3 cp
- Ts3006 - Approaches to Unit Planning (E/H) Elective 3 cp
- Ed3005 - Practice Teaching 5 cp

**Descriptions of modules may be found on pages 93-155.**
To qualify for the award of Bachelor of Education candidates require a minimum of 175 credit points distributed as follows:

**PART A: GENERAL PREPARATION (124 credit points)**

- English
- Theory - 27 credit points
- Practice - 42 credit points
- Education Studies in the College:
  - 18 credit points

**PART B: SPECIALISATION IN INDUSTRIAL ARTS - 31 credit points**

- Materials - 15 credit points
  - Metalworking
  - Cabinetmaking
  - Woodworking Practices
  - Functional Design in Industry
  - Descriptive Geometry
  - Engineering Drawing Design

- General Subject Content - 18 credit points

**OPTIONAL COURSE VARIATION - 3 credit points**

- Metalworking Practices
- Woodworking Practices
- Cabinetmaking
- Functional Design in Industry
- Descriptive Geometry
- Engineering Drawing Design

**INDUSTRIAL ARTS SPECIALISATION- 76 credit points**

- Module 1: Industrial and Practice Experience - 24 credit points
  - Four weeks in an Industrial Arts environment (6 credit points)

- Module 2: Theoretical and Practical Teaching Experience - 24 credit points
  - Four weeks in a school environment (6 credit points)

- Module 3: Research and Development - 18 credit points
  - Research Project Development (12 credit points)
  - Research Project (6 credit points)

- Module 4: Theory and Practice - 15 credit points
  - Industrial Arts Modules (15 credit points)

**GENERAL VOCATIONAL PREPARATION - 51 credit points**

- Module 1: Vocational Preparation - 31 credit points
  - Social Science (12 credit points)
  - English (5 credit points)
  - Mathematics and/or Science (14 credit points)

- Module 2: Vocational Preparation - 20 credit points
  - Theory and Practice - 15 credit points
  - Social Science (4 credit points)

**PRACTICAL TEACHING EXPERIENCE - 24 credit points**

- Module 1: Teaching Experience I (6)
- Module 2: Teaching Experience II (6)
- Module 3: Teaching Experience III (6)
- Module 4: Teaching Experience IV (6)

**NOTES:**

- Students should consult with their academic advisor to select appropriate courses.
- Modules may be elected from a list including Industrial Arts, English, Mathematics, and Social Science.
- Students must complete the required minimum credit points as indicated in the degree requirements.
MODULES IN EDUCATIONAL STUDIES
- Educational Studies offered jointly by the Department of Education and the Department of Industrial Arts
- Secondary Classroom Studies
- Industrial Arts Education
- Mathematics as a Single Teaching Subject
- Mathematics as a Specialisation in Mathematics of a more general degree of Education

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

Subjects

<table>
<thead>
<tr>
<th>Subjects</th>
<th>CREDIT POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education and Educational Studies</td>
<td>18</td>
</tr>
<tr>
<td>Major Academic Study</td>
<td>4</td>
</tr>
<tr>
<td>Minor Academic Study</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics and its Content Associated with Academic Studies</td>
<td>18</td>
</tr>
<tr>
<td>Problems in Teaching Literacy and Numeracy</td>
<td>3</td>
</tr>
<tr>
<td>Computer and Statistical Literacy</td>
<td>3</td>
</tr>
<tr>
<td>Practice Teaching</td>
<td>18</td>
</tr>
<tr>
<td>TOTALS</td>
<td>77</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 the independence and co-development of mathematics
- an awareness of the nature and scope of applied mathematics with a clear understanding of the applied values of those aspects of mathematics contained in school syllabuses
- an understanding of the development of mathematical thought and methods
- a mastery of mathematics to support leadership in programming mathematical studies and decision making in curriculum design and syllabus construction
- the ability to integrate problem solving beyond the use of standard techniques and models

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

Mathematics as a Single Teaching Subject
Students majoring in mathematics as a single teaching subject are prepared primarily to teach the junior secondary syllabuses. Apart from the general degree requirements such students are required to satisfactorily complete the mathematics modules MA1025, MA1026, MA2025, MA3025, and MA4025, together with the mathematics education modules MA1015, MA2050, and MA3007. Individual arrangements will be made to suit the professional studies commitment pertinent to each of the selected teaching subjects. Students who wish to major in mathematics will be required to satisfactorily complete the following 4-level modules: MA2025, MA3025, MA4027 and MA4028.
Bachelor of Education (Music Education)

**Bachelor of Education (Music Education)**

**Course Modules**

Descriptions may be found on pages 93-155.

**Bachelor of Education (Physical Education)**

**Bachelor of Education (Music Education)**

To qualify for the award of a Bachelor of Education in Music, students are required to gain 114 credit points in accordance with the regulations set out below.

**PART A: GENERAL THEORETICAL PREPARATION (111 credit points)**

(i) **Education** (1.18 cp including 9 at 3rd level)

(ii) **Education Studies** (9 cp at 4th level)

(iii) **Project** (4th level) (6 cp)

(iv) **Subject Content Studies** (Consortium/Internship) (66 cp)

(v) **Elective Studies** (College of Conservation) (9 cp)

**PART B: PROFESSIONAL PRACTICE (33 credit points)**

(i) **Special Theory** (General) (6 cp)

(ii) **Theory Specific to Subject** (18 cp)

(iii) **Practical Experience** (6 cp)

**Bachelor of Education (Physical Education)**

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

and

(ii) **Educational Studies**

Minimum of 24 credit points must include 6 credit points at 3rd level and minimum 5 credit points at 4th level

(iii) **Subject Content Studies**

(a) **Special** — Maximum 63 credit points, minimum 57 credit points including minimum of 17 at 4th level

(b) **General** — 15 credit points

(iv) **Project** — 9 credit points

**PART B: VOCATIONAL PREPARATION (33 credit points)**

(i) **Special Theory**

(a) **General** — 6 credit points

(b) **Specific to Subject** — 21 credit points

(ii) **Practical Experiences**

(a) **Simulation**

(b) **Practice in Field** — 6 credit points

**Course Content**

EDUCATION AND EDUCATIONAL STUDIES

Minimum of 24 credit points must include 6 credit points at 3rd level (minimum) and 9 credit points in Educational Studies at 4th level.

NOTE: SE2009 may be substituted for any one elective Education module.

**Modules in Education**

1st LEVEL

ED1002 - Child Development (Adolescence) 3 credit points

2nd LEVEL

ED3002 - Principles in Curriculum Development 3 credit points

3rd LEVEL

ED3001 - The School and Society 3 credit points

ED3004 - Technology of Education 3 credit points

ED3002 - Measurement and Evaluation in the Classroom 3 credit points

ED3003 - Personality Development and Mental Health 3 credit points

4th LEVEL

ED4016 - Curriculum Development and Research 3 credit points

ED4019 - Educational Research and Communication Skills 3 credit points

ED4020 - Educational Administration 3 credit points

ED4021 - Philosophy of Education 3 credit points

ED4007 - Comparative Education

**SUBJECT CONTENT STUDIES**

Fifteen credit points are required from the following:

PE1700 - Foundations of Physical Education (3 credit points)

PE1701 - Foundations of Health Education (3 credit points)

PE1702 - Community Recreation (3 credit points)

PE1710 - Music for Physical Education (3 credit points)

SC1740 - Biomechanics (3 credit points)

**GRADUATION PROJECT**

A maximum of 63 credit points must be selected from modules serviced by the Department of Physical Education.

PE2800 - Motor Learning (3 credit points)

PE2806 - Tests and Measurements in Physical Education (3 credit points)

PE2807 - Introduction to Adapted Physical Education (3 credit points)

PE2809 - Coaching of Sports, Dance, Gymnastics I (3 credit points)

PE2810 - Recreation Studies (3 credit points)

PE2820 - Motor Learning (3 credit points)

PE2831 - Educational Psychology (3 credit points)

PE2844 - Educational Psychology (3 credit points)

PE2851 - Psychology of the Athlete (3 credit points)

**SE2009** - Contemporary Australian Society A (3 credit points)

**SA293** - Contemporary Australian Society B (3 credit points)

**SS2040** - Cultural History (3 credit points)

Twelve credit points must be selected from those available in Physical Education.

SC2740 - Biomechanics I (3 credit points)

SC2741 - Anatomy and Physiology for Physical Education I (3 credit points)

SC2742 - Human Anatomy and Physiology for Physical Education II (3 credit points)

SC2743 - Biochemistry I (3 credit points)

SC2744 - Biochemistry II (3 credit points)

SC2745 - Sports Medicine I (3 credit points)

SC2746 - Sports Medicine II (3 credit points)

SC2747 - Physiology of Exercise (3 credit points)

SC2748 - Physiology of Exercise (3 credit points)

**SUBJECT CONTENT STUDIES**

At least fifteen credit points must be chosen from those modules generally available across all candidates.

Descriptions of modules may be found on pages 93-155.

GRADUATION PROJECT (9 credit points at 4th level)

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

Bachelor of Education (Primary and Early Childhood)

THE Bachelor of Education degree is a vocational degree consisting of:

1. a range and depth of academic training in the theory and practice of teaching in a continuing developmental programme;
2. a sustained academic involvement in relevant research and further development, particularly in the post-service component; and
3. an academic and intellectual development conducive to initiating 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 designed to fill the parameters, including:

1. a strong element of practice teaching (18 cp) intimately linked with the continuous Principles and Practices of Teaching (PPT) programme (15-24 cp); particularly during the first 3 years of the pre-service component, the PPT programme and the compulsory Education modules have been carefully sequenced to provide further integration between educational theory and practice.
2. strong evidence on base to inform practical experience in an integrated way and to provide the tools for future vocational development after graduation (04-30 cp).
3. an academic context (integrated content and methodology) across the whole range of subjects taught in the primary school (60 cp Compulsory Foundation Studies) which would serve as a basis for the development of educational processes as a discipline. They introduce students to the theory and practice of teaching and the development of students' knowledge of the pupils for which he is most suited. Students are introduced to the theory and practice of teaching and the development of students' knowledge of the pupils for which he is most suited. Students are also provided with exposure to different aspects of the educational process such as the social, cultural, intellectual, emotional, and personal needs of students.
4. an academic context (integrated content and methodology) across the whole range of subjects taught in the primary school (60 cp Compulsory Foundation Studies) which would serve as a basis for the development of educational processes as a discipline. They introduce students to the theory and practice of teaching and the development of students' knowledge of the pupils for which he is most suited. Students are introduced to the theory and practice of teaching and the development of students' knowledge of the pupils for which he is most suited. Students are also provided with exposure to different aspects of the educational process such as the social, cultural, intellectual, emotional, and personal needs of students.
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SEGMENTS IN THE COURSE STRUCTURE

A. PROFESSIONAL TEACHER EDUCATION STUDIES

1. a study of the development of the student's knowledge of the pupils they will teach. This includes courses in the social, cultural, intellectual, emotional, and personal needs of students.
2. a study of the development of the student's knowledge of the pupils they will teach. This includes courses in the social, cultural, intellectual, emotional, and personal needs of students.
3. a study of the development of the student's knowledge of the pupils they will teach. This includes courses in the social, cultural, intellectual, emotional, and personal needs of students.

B. VOCATIONAL STUDIES

1. A BACHELOR OF EDUCATION (Primary and Early Childhood) major for students to gain knowledge, skills, attitudes, and values in relation to a perceptive understanding of human behaviour and an appreciation of human interactions both culturally and intellectually.

A COMMON FIRST YEAR

Students enrolled in the Bachelor of Education (Primary) and the Bachelor of Education (Early Childhood) Childhood follows a common first year (semesters 1 and 2) programme.

SEMESTER I: MODULE OUTLINES

These will be supplied in detail at the start of the course programme.
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 educational 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 appreciative understanding of human endeavours both cultural and intellectual.

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

**SEMESTER ONE**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED1001</td>
<td>Educational Teaching (Science, Music, Craft, Math)</td>
</tr>
<tr>
<td>ED1002</td>
<td>Educational Teaching (English, Languages, Science, Social, Sports)</td>
</tr>
<tr>
<td>ED1003</td>
<td>Educational Teaching (Math, Music, Craft, Civics)</td>
</tr>
<tr>
<td>ED1004</td>
<td>Educational Teaching (English, Languages, Science, Social, Sports)</td>
</tr>
<tr>
<td>ED1005</td>
<td>Educational Teaching (Math, Music, Craft, Civics)</td>
</tr>
</tbody>
</table>

**SEMESTER TWO**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED2001</td>
<td>Educational Teaching (Science, Music, Craft, Math)</td>
</tr>
<tr>
<td>ED2002</td>
<td>Educational Teaching (English, Languages, Science, Social, Sports)</td>
</tr>
<tr>
<td>ED2003</td>
<td>Educational Teaching (Math, Music, Craft, Civics)</td>
</tr>
<tr>
<td>ED2004</td>
<td>Educational Teaching (English, Languages, Science, Social, Sports)</td>
</tr>
<tr>
<td>ED2005</td>
<td>Educational Teaching (Math, Music, Craft, Civics)</td>
</tr>
</tbody>
</table>

**SEMESTER THREE**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED3001</td>
<td>Educational Teaching (Science, Music, Craft, Math)</td>
</tr>
<tr>
<td>ED3002</td>
<td>Educational Teaching (English, Languages, Science, Social, Sports)</td>
</tr>
<tr>
<td>ED3003</td>
<td>Educational Teaching (Math, Music, Craft, Civics)</td>
</tr>
<tr>
<td>ED3004</td>
<td>Educational Teaching (English, Languages, Science, Social, Sports)</td>
</tr>
<tr>
<td>ED3005</td>
<td>Educational Teaching (Math, Music, Craft, Civics)</td>
</tr>
</tbody>
</table>

**Note:**

The table above outlines the courses offered in each semester, with the primary focus on educational studies, primary studies, and practice teaching. The courses are designed to provide a comprehensive understanding of teaching methodologies and practical applications in the classroom setting.
## Profile of the Bachelor of Education Degree Course in Primary Education
### Pre-Service Component

**A. Professional Studies** - 119 credit points

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED1009</td>
<td>Orientation to Teaching</td>
<td>3</td>
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<tr>
<td>ED2904</td>
<td>Introduction to Human Development</td>
<td>3</td>
</tr>
<tr>
<td>ED2902</td>
<td>Teach/Learning in Mainstream Class I</td>
<td>3</td>
</tr>
<tr>
<td>ED2903</td>
<td>Teach/Learning in Mainstream Class II</td>
<td>3</td>
</tr>
<tr>
<td>ED3906</td>
<td>Teach/Learning in Mainstream Class III</td>
<td>3</td>
</tr>
<tr>
<td>S31201</td>
<td>School and Society</td>
<td>3</td>
</tr>
<tr>
<td>SE2000</td>
<td>Learning Problems in the School: Recognition and Treatment</td>
<td>3</td>
</tr>
<tr>
<td>TP1001</td>
<td>Expository Teaching: Primary/E.C.</td>
<td>3</td>
</tr>
<tr>
<td>TP1022</td>
<td>Pupil Centred Teaching: Primary/E.C.</td>
<td>3</td>
</tr>
<tr>
<td>TP2001</td>
<td>Diagnostic and Remedial Teaching</td>
<td>3</td>
</tr>
<tr>
<td>TP2002</td>
<td>Unit Planning - Primary</td>
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</tr>
<tr>
<td>TP3001</td>
<td>Unit Planning for Multiple Groups</td>
<td>3</td>
</tr>
<tr>
<td>MS2050</td>
<td>Planning for Multicultural Curriculum in Primary</td>
<td>3</td>
</tr>
<tr>
<td>ED2903</td>
<td>Health Education OR</td>
<td>3</td>
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<tr>
<td>ED2905</td>
<td>Social Awareness OR</td>
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<tr>
<td>TP3012</td>
<td>Classroom Management and Discipline</td>
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<tr>
<td>TP3014</td>
<td>Beginning to Teach OR</td>
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</tr>
<tr>
<td>BP1000</td>
<td>Block Practice Teaching Year 1</td>
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<tr>
<td>BP2000</td>
<td>Block Practice Teaching Year 2</td>
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</tr>
<tr>
<td>BP3000</td>
<td>Block Practice Teaching Year 3</td>
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</tbody>
</table>

### Growth of Service

1 to 3 credit points (8 credit points)

<table>
<thead>
<tr>
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<th>Course Title</th>
<th>Credit Points</th>
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</thead>
<tbody>
<tr>
<td>EN1005</td>
<td>Language Development and Teaching</td>
<td>3</td>
</tr>
<tr>
<td>EN2006</td>
<td>Reading</td>
<td>3</td>
</tr>
<tr>
<td>MA1071</td>
<td>Mathematics Educn. I - Teaching for Numeracy</td>
<td>3</td>
</tr>
<tr>
<td>MA2071</td>
<td>Mathematics Educn. II - Growth of Maths Concepts</td>
<td>3</td>
</tr>
</tbody>
</table>

**Major Emphasis (Level)**

<table>
<thead>
<tr>
<th>Level</th>
<th>Credit Points</th>
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<tbody>
<tr>
<td>1</td>
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<tr>
<td>2</td>
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<td>3</td>
<td>3000 3</td>
</tr>
<tr>
<td>4</td>
<td>3000 3</td>
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</tbody>
</table>

**1st Minor Emphasis**

<table>
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<tr>
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<tbody>
<tr>
<td>1000 3</td>
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<tr>
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</table>

**2nd Minor Emphasis**

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<tr>
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<tr>
<td>1000 3</td>
</tr>
<tr>
<td>2000 3</td>
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</tbody>
</table>

2. **Foundation Studies** - 20 credit points

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>EN1000</td>
<td>English (Pre-School Grade 2)</td>
<td>2</td>
</tr>
<tr>
<td>EN1011</td>
<td>English Method (Grades 3-6)</td>
<td>2</td>
</tr>
<tr>
<td>MA1070</td>
<td>Mathematics</td>
<td>2</td>
</tr>
<tr>
<td>AE1016</td>
<td>Art</td>
<td>2</td>
</tr>
<tr>
<td>IA1002</td>
<td>Physical Education</td>
<td>2</td>
</tr>
<tr>
<td>MA1051</td>
<td>Music</td>
<td>2</td>
</tr>
<tr>
<td>PE1200</td>
<td>Multicultural Educn. &amp; Community</td>
<td>2</td>
</tr>
<tr>
<td>SC1040</td>
<td>Science</td>
<td>2</td>
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<tr>
<td>SS1020</td>
<td>Social Studies</td>
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<tr>
<td>EN1000</td>
<td>Spelling</td>
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</tbody>
</table>

### B. General Studies - 12 credit points

**MAJOR SEQUENCE**

<table>
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<tr>
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<tbody>
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**Other Subject Areas**

<table>
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<tr>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
</tr>
</tbody>
</table>

### Special Notes

**a. Primary Studies**

- Primary Studies are defined to include the following disciplines: English, Science, Art, Physical Education, Mathematics, Social Studies, Craft, Languages and Music.
- Students must study the two specified modules in ENGLISH (EN1005, EN1006).
- Students must study the two specified modules in MATHEMATICS (MA1071, MA2071).
- Students must take subjects from at least five Primary Studies areas.

**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>Course Code</th>
<th>Course Title</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>EN1006</td>
<td>Reading</td>
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</tr>
<tr>
<td>MA1071</td>
<td>Mathematics Educn. I - Teaching for Numeracy</td>
<td>3</td>
</tr>
<tr>
<td>MA2071</td>
<td>Mathematics Educn. II - Growth of Maths Concepts</td>
<td>3</td>
</tr>
</tbody>
</table>

**Major Emphasis (Level)**

<table>
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<tr>
<th>Level</th>
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<tbody>
<tr>
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<tr>
<td>2</td>
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<tr>
<td>3</td>
<td>3000 3</td>
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<td>4</td>
<td>3000 3</td>
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</table>

**1st Minor Emphasis**

<table>
<thead>
<tr>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1000 3</td>
</tr>
<tr>
<td>2000 3</td>
</tr>
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**2nd Minor Emphasis**

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**Post-Service Component**

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### Notes

- Students must take subjects from at least five General Studies areas.
- 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.
- Students must study the two specified modules in ENGLISH (EN1005, EN1006).
- Students must study the two specified modules in MATHEMATICS (MA1071, MA2071).
- Students must take subjects from at least five Primary Studies areas.
- 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

### 1. PRE-SERVICE COMPONENT (3 YEARS OF FULL-TIME STUDY - 131 CREDIT POINTS)

**A. PROFESSIONAL STUDIES (122 credit points)**

<table>
<thead>
<tr>
<th></th>
<th>Educational Studies</th>
<th>Special Education</th>
<th>Prac. &amp; Tec.</th>
<th>Multi-Cultural Studies</th>
<th>P.P.T.</th>
<th>Social Awareness</th>
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<tr>
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**B. GENERAL STUDIES (9 credit points)**

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### 2. POST-SERVICE COMPONENT (44 credit points)

**A. PROFESSIONAL STUDIES**

<table>
<thead>
<tr>
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<th>Special Education</th>
<th>Principles and Practices of Teaching</th>
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</thead>
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**B. GENERAL STUDIES (9-12 credit points)**

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<tr>
<td>ANY LEVEL</td>
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</table>

Students will be expected to gain a sequence of 18 credit points in a subject area including 6 credit points at 3rd level and 6 credit points at 4th level.

### PROPOSED NEW STRUCTURE

**2. POST-SERVICE COMPONENT (44 credit points)**

<table>
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<tr>
<th></th>
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<th>Special Education</th>
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<th>Project (8 credit points)</th>
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</tr>
<tr>
<td>1st LEVEL</td>
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</tr>
</tbody>
</table>

### NOTE:
1. Education or P.P.T. may be transferred to Professional Studies at any level in subject of felt need (except Special Education or Multicultural Studies).
2. Primary Studies 6-12 in Major Emphasis at 4th level.
3. Minor Emphasis 3rd level in any module at any level.
BACHELOR OF EDUCATION (EARLY CHILDHOOD) STRUCTURE

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. Studies in the psychology of Child Growth and Development which inform the student of the theory of developmental psychology (for example, the use of stages, levels, or development tasks) as well as the application of this theory to practical observations and studies of the developing child form the core or basic studies for this degree.

So that the teacher can better match tasks to the individual child, in-depth studies of the following areas and their interrelationships are pursued within the context of the early-childhood development and with particular emphasis on the first eight years of life: physical, including endocrine and neurological development; social and emotional development; personality and self-concept; language and cognition; play as a developmental medium; enrichment and deprivation studies; welfare and institutional care; and the methodology for child observation studies.

The developmental, theoretical base for the degree programme will provide students with a skills set for matching tasks and experiences to both the brighter or gifted child as well as those from diverse cultural backgrounds. Whilst child-centred teaching is recognized 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 EDU1001 Orientation to Teaching, and TP1001 Expository Teaching (taken before the first practice teaching period in pre-service 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 first year with the degree 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 divisions 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 interdisciplinary 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 recognize 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 Humanities. Within the component of the course the emphasis on language studies is continued and builds on language subjects studied within the Foundation Studies section.

3. Educational Studies

These studies begin with the module Orientation to Teaching, proceed through the studies in human psychological development (see Figure 1) and in addition introduce studies in the sociology of education. Figure 1 shows how these subjects (ii) relate to each other, (iii) to the subject content areas in particular and (iv) 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 Educational Studies component and provides the Early Childhood Discipline modules to complement the subjects in human development. Modules such as Special Education, Multicultural Curricula, Play (as a teaching medium) enhance the child development studies. The revised 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 for 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 Parental and Family Education (Pre-School).

5. Practical and Field Experience

Practical and field based 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 Educational Studies have a field based or practical component

Practice Teaching

Three one-month periods are allocated for practice teaching. The first experience will be in an Infant Department. This experience is especially related to the Educational Studies, ECI0001 Orientation to Teaching as it presents Principles and Practice of Teaching module, TP1001 Expository Teaching. It also provides the opportunity to explore, within the context of the classroom, the Foundation Studies that have been completed in Semester I.

Fig. 1: Diagrammatic structure of the Bachelor of Education (Early Childhood) showing relationships between modules in Child Development, the theoretical level for the degree and other studies.

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

<table>
<thead>
<tr>
<th>A. PROFESSIONAL STUDIES - 32 to 35 credit points</th>
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<tbody>
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<td>- Credit points subject to student's selection</td>
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<td>- Select one option only</td>
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<td>- Select one option only</td>
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<table>
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<table>
<thead>
<tr>
<th>EDUCATIONAL STUDIES - (12 to 15 credit points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I Educational Inquiry</td>
</tr>
<tr>
<td>II Education - 6 cp at 4th OR 3 cp at 4th + 3 cp 4th P.P.T.</td>
</tr>
<tr>
<td>IV PPT in lieu of 3 cp 4th Education</td>
</tr>
<tr>
<td>V PPT in lieu of 3 cp General Studies</td>
</tr>
<tr>
<td>VI Education in lieu of 3 cp General Studies</td>
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</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 ECE</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 selected from Pre-Service E.C. Major</td>
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<table>
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#### B. GENERAL STUDIES - (9 to 12 credit points)

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<tbody>
<tr>
<td>II General Studies 3 cp at 3rd ext. of Pre-Service G.S.</td>
</tr>
<tr>
<td>III General Studies in lieu of 3 cp PPT or #</td>
</tr>
<tr>
<td>IV 3 cp Education</td>
</tr>
<tr>
<td>V 3 cp EC Major</td>
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</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 |

---

#### A. PROFESSIONAL STUDIES - 122 credit points

1. EDUCATIONAL STUDIES - 48 credit points c.p.
   - ED1003 Orientation to Teaching 3
   - ED2004 Introduction to Human Development 3
   - ED3007 Child Development-Personality & Self Concept 3
   - ED4008 Child Development Intellectual Growth 3

2. EARLY CHILDHOOD MAJOR - 21 credit points
   - MS2002 Planning for Multicultural Curriculum in Early Childhood 3
   - ED2001 Philosophy & Curriculum in E.C. 3
   - ED2002 Play in Early Childhood Education 3
   - SE2000 Learning Problems in the School 3
   - ED2100 Child Health and Nutrition 3
   - ED3001 Innovations & Parent Involvement in E.C. 3
   - MU2001 Music II for Early Childhood 3
   - ED3002 Elementary Administration: Preschool in Early Childhood 3
   - EN2000 Integrating Learning Through Language and Reading 3
   - EN2023 Story Telling and Story Writing for E.C. 3

3. EARLY CHILDHOOD SUBJECT STUDIES - 18 credit points
   - PE1311 Movement Education 3
   - MU1030 Music I for Early Childhood 3
   - SS1310 Social Studies - Early Childhood 3
   - MA1071 Mathematics Education I: Teaching for Numeracy 3
   - EN1005 Language Development and Teaching 3
   - EN2000 Reading 3

---

#### BACHELOR OF EDUCATION - (EARLY CHILDHOOD) PRE-SERVICE COURSE OUTLINE

#### 4. INTEGRATED STUDIES - 15 credit points c.p.
   - ID1003 Art/Craft 3
   - ID2003 Art/Craft 3
   - ID2014 Social Studies/Science 3
   - ID2012 Mathematics/Science 3
   - ID2011 Music/Movement/Drama 3

#### 5. FOUNDATION STUDIES - 20 credit points
   - EN1000 English Method (Preschool-Grade 2) 2
   - EN1001 English Method (Grades 3-6) 2
   - MA1070 Mathematics 2
   - AE1016 Art 2
   - IA1062 Craft 2
   - MU1051 Music 2
   - PE1320 Physical Education 2
   - MS1050 Multicultural Education & Community Languages 2
   - SC1940 Science 2
   - SS1320 Social Studies 2
   - EN1900 Spelling 2

#### B. GENERAL STUDIES - 9 credit points

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#### EXTRA MODULES (if any)

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</table>
### STRUCTURE OF THE BACHELOR OF EDUCATION DEGREE COURSE IN EARLY CHILDHOOD EDUCATION

#### 1. PRE-SERVICE COMPONENT

**A. PROFESSIONAL STUDIES**

<table>
<thead>
<tr>
<th>Education</th>
<th>Princ. &amp; Prac. of Teaching</th>
<th>Teaching Experience</th>
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<tbody>
<tr>
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<td>3</td>
</tr>
<tr>
<td>1st LEVEL</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

- Early Childhood Major Emphasis: 15 cr. pts.
- Early Childhood Subject Studies: 21 cr. pts.
- Integrated Studies: 15 cr. pts.

**B. GENERAL STUDIES**

| 3rd LEVEL | 3 |
| 2nd LEVEL | 3 |
| 1st LEVEL | 9 cr. pts. |

#### 2. POST-SERVICE COMPONENT

**A. PROFESSIONAL STUDIES**

<table>
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<tr>
<th>Education</th>
<th>Early Childhood Major</th>
<th>Principles and Practices of Teaching</th>
<th>Project</th>
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<tr>
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</table>

12 cr. pts. 12 cr. pts. 8 cr. pts.

*Pre- or Co-requisite ED3909 (Educational Inquiry, E.C.)

**B. GENERAL STUDIES**

| 4th LEVEL | 3 |
| 3rd LEVEL | 3 |
| 2nd LEVEL | 3 |
| ANY LEVEL | 12 cr. pts. |

Students will be expected to gain a sequence of 18 credit points in one subject area including 6 credit points at 2nd level and 6 credit points at 3rd level.

### 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).
Students completing the Bachelor of Education (Social Sciences) course will be competent through:
- depth studies in the discipline 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 experience will extend 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 Experience.

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 part-time programme.

Descriptions of the content of the various modules available in 1983 appear in the section Module Descriptions in this Calendar.

The flow-chart which follows indicates the likely placement of modules over the full four years of the course.
Bachelor of Education (Science)

COURSE DESCRIPTION
In the first year students must select 8 modules (4 in each semester) from: Science as minor studies.

At the conclusion of his second year the student will select 6 modules from those offered in biology, geology or mathematics.

At the conclusion of his third year the student will choose one science as a major study.

In the second year, the following modules are compulsory:

- **SC2117** - Biological Science
- **SC2112** - Human Biology
- **SC3141** - Chemistry IA
- **SC3142** - Energy and Chemical Reactions
- **SC3131** - Microbiology
- **SC3132** - Cell Chemistry and Physiology
- **SC3137** - Regulation and Response in Organisms
- **SC4131** - Man and Environment
- **SC4132** - Industrial Microbiology
- **SC4133** - Applied Ecology
- **SC4134** - Developmental and Comparative Anatomy

BIOLDOCY MODULES
1st LEVEL
- **SC1171** - Biological Science
- **SC1172** - Human Biology

2nd LEVEL
- **SC2117** - Ecology and Ecosystem Studies
- **SC2112** - Cell Chemistry and Physiology

3rd LEVEL
- **SC3131** - Microbiology
- **SC3132** - Cell Chemistry and Physiology
- **SC3137** - Regulation and Response in Organisms

4th LEVEL
- **SC4131** - Man and Environment
- **SC4132** - Industrial Microbiology
- **SC4133** - Applied Ecology
- **SC4134** - Developmental and Comparative Anatomy

CHEMISTRY MODULES
1st LEVEL
- **SC1141** - Chemistry IA
- **SC1142** - Chemistry IB

2nd LEVEL
- **SC2141** - Chemical Bonding
- **SC2142** - Energy and Chemical Reactions

3rd LEVEL
- **SC3141** - Electronic Effects in Molecules
- **SC3142** - Chemical Kinetics
- **SC3146** - Transition Metal Chemistry
- **SC3147** - Polymeric Chemistry

4th LEVEL
- **SC4141** - Physical Methods in Chemistry
- **SC4142** - Chemistry of Natural Resources
- **SC4143** - Natural Product Chemistry

SC4144 - Bioorganic Chemistry
SC4145 - Biochemistry
SC4146 - Environmental and Consumer Chemistry

GEOLOGY MODULES
1st LEVEL
- **SC1151** - Geology IA
- **SC1152** - Geology IB

2nd LEVEL
- **SC2151** - Geology IA
- **SC2152** - Geology IB

3rd LEVEL
- **SC3151** - Geology IIIA
- **SC3152** - Geology IIIB

4th LEVEL
- **SC4151** - Geological Resources and Society
- **SC4152** - Geological Problems
- **SC4153** - Hydrology
- **SC4154** - Applied Geology

PHYSICS MODULES
1st LEVEL
- **SC1131** - Mechanics I
- **SC1132** - Direct Current Electricity

2nd LEVEL
- **SC2131** - Mechanics II
- **SC2132** - Optics

3rd LEVEL
- **SC3131** - Atoms and Nuclei
- **SC3132** - Electromagnetic Theory and Radiation Physics
- **SC3133** - AC and Devices
- **SC3134** - Electric Circuits

4th LEVEL
- **SC4131** - Astronomy
- **SC4132** - Electric Systems
- **SC4133** - Energy, Nuclear and Alternate Sources
- **SC4134** - Calculus and Microcomputer Programming
- **SC4135** - Technics, Technology, Philosophy and System Thinking

Course Modules
Descriptions of modules may be found on pages 93-155.

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

<table>
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<th>Subject</th>
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<th>IV</th>
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SCIENCE FLOW CHART SHOWING PREREQUISITES

- **SC1171** Biological Science
- **SC1172** Human Biology
- **SC2117** Ecology and Ecosystem Studies
- **SC3151** Geology IIIA
- **SC4151** Geological Resources and Society

BIOLOGY
- **SC1171** Biological Science
- **SC1172** Human Biology
- **SC2117** Ecology and Ecosystem Studies
- **SC3151** Geology IIIA
- **SC4151** Geological Resources and Society

CHEMISTRY
- **SC1141** Chemistry IA
- **SC1142** Chemistry IB
- **SC2141** Chemical Bonding
- **SC2142** Energy and Chemical Reactions
- **SC3141** Electronic Effects in Molecules
- **SC3142** Chemical Kinetics
- **SC3146** Transition Metal Chemistry
- **SC3147** Polymeric Chemistry
- **SC4141** Electronic Effects in Molecules
- **SC4142** Chemical Bonding
- **SC4143** Energy and Chemical Reactions
- **SC4144** Energy, Nuclear and Alternate Sources
- **SC4145** Biochemistry
- **SC4146** Environmental & Consumer Chemistry
- **SC4147** Polymers and Their Applications
- **SC4148** Biotechnology and Genetic Engineering

GEOLOCY
- **SC1151** Geology IA
- **SC1152** Geology IB
- **SC2151** Geology IA
- **SC2152** Geology IB
- **SC3151** Geology IIIA
- **SC3152** Geology IIIB
- **SC4151** Geological Resources and Society
- **SC4152** Geology Problems
- **SC4153** Applied Geology

PHYSICS
- **SC1131** Mechanics I
- **SC1132** Direct Current Electricity
- **SC2131** Mechanics II
- **SC2132** Optics
- **SC3131** Atoms and Nuclei
- **SC3132** Electromagnetic Theory and Radiation Physics
- **SC3133** AC and Devices
- **SC3134** Electric Circuits
- **SC4131** Astronomy
- **SC4132** Electric Systems
- **SC4133** Energy, Nuclear and Alternate Sources
- **SC4134** Calculus and Microcomputer Programming
- **SC4135** Technics, Technology, Philosophy and System Thinking

Total Credit Points: 175 cp
Graduate Diploma in Education (Primary Education)

<table>
<thead>
<tr>
<th>Code</th>
<th>Subject of Study</th>
<th>Duration</th>
<th>Hours per Week</th>
<th>Semester of Study</th>
<th>Credit Points</th>
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<td>6</td>
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<td>Principles &amp; Practices of Teaching</td>
<td>1 semester</td>
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<td>Semester I</td>
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<tr>
<td>AE4071</td>
<td>Art IVP</td>
<td>1 semester</td>
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<tr>
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<td>MA4053</td>
<td>Mathematics Education Primary Curriculum Studies</td>
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<td>ED4093</td>
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* A substantial essay is required of all candidates for the Diploma in Education (Primary Education). The topic chosen must relate to the field of Education. The essay topic must be approved by the Head of the Department of Education and the essay must be submitted to him prior to the end of lectures in Semester II.

Graduate Diploma in Education (Secondary Education)

<table>
<thead>
<tr>
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<th>Semester of Study</th>
<th>Credit Points</th>
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<td>*</td>
<td>Principles and Practices of Teaching</td>
<td>1 semester</td>
<td>3</td>
<td>Semester I</td>
<td>2</td>
</tr>
<tr>
<td>**</td>
<td>Teaching Experience</td>
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<tr>
<td>PE4401</td>
<td>Health and Physical Education IVS</td>
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<table>
<thead>
<tr>
<th>Code</th>
<th>Subject of Study</th>
<th>Duration</th>
<th>Hours per Week</th>
<th>Semester of Study</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>AE4073</td>
<td>Drawing and Design IVP</td>
<td>1 semester</td>
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<td>Semester I</td>
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<tr>
<td>AE4075</td>
<td>Painting and Printmaking</td>
<td>1 semester</td>
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<td>Semester I</td>
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<table>
<thead>
<tr>
<th>Code</th>
<th>Subject of Study</th>
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<th>Semester of Study</th>
<th>Credit Points</th>
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<tbody>
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<td>Programming, Syllabus, Curriculum Studies</td>
<td>1 semester</td>
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<tr>
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<tr>
<td>AE4076</td>
<td>Film, Video and Photography</td>
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Courses Modules

Descriptions of modules may be found on pages 93-155.

Course Modules

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<th>Semester of Study</th>
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Course Modules

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<th>Code</th>
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<th>Duration</th>
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<th>Semester of Study</th>
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<td>3</td>
<td>Semesters I &amp; II</td>
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</table>

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.

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

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

Course Modules

<table>
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<tr>
<th>Code</th>
<th>Subject of Study</th>
<th>Duration</th>
<th>Hours per Week</th>
<th>Semester of Study</th>
<th>Credit Points</th>
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<tbody>
<tr>
<td>AE4073</td>
<td>Drawing and Design IVP</td>
<td>1 semester</td>
<td>2</td>
<td>Semester I</td>
<td>2</td>
</tr>
<tr>
<td>AE4075</td>
<td>Painting and Printmaking</td>
<td>1 semester</td>
<td>2</td>
<td>Semester I</td>
<td>2</td>
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</tbody>
</table>

Each module is allocated 8 credit points

Total Credit Points 36

Students are required to undertake two of the following modules from their own specialisation with the exception of Art Education students who are required to undertake the seven listed above modules.
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 e.g. membership by examination of a professional association for which degree qualifications are a normal requirement, and be employed for concurrent teaching in technical and further education. Applicants who have completed all requirements for a degree or a diploma, save one course may be admitted to candidature. Candidates admitted under this regulation are required to complete the course necessary to fulfill the requirements of their degree or diploma concurrently with their candidature for the Diploma in Education.

The subjects offered to candidates for the Diploma in Education in Technical and Further Education are generally those available to candidates for the Diploma in Teaching the Gifted, Special Method Programme (In-Service) on page 31. Special Method Programme (In-Service) on page 31.

Graduate Diploma in Educational Studies (Advanced Teaching Method)

The course aims to develop stimulating and creative expertise in educational drama for practising teachers and other qualified people working with children and young adults.

The main emphasis of the course will be on practical workshop experience to integrate the elements of the theory and history of drama, psychology, music, dance, literature, theatrical production and education. A major reason for this approach, especially in relation to creative drama, is that by having each student experience personally the hopes, fears, difficulties, disappointments and joys of such creative activity, he will be better able to empathise with children undergoing that experience under his direction.

Graduate Diploma in Educational Studies (Educational Drama)

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.

Other reasons include the need to reinforce the inseparable inter-relationship between actor and audience and between theory and practice in the theatre. Visits to competent productions of plays being examined in the course and to Theatre-in-Education productions will be requirements of the course. All material and experiences in the course will be related as closely as possible to the professional needs of the practising teacher or youth worker. The course is offered on a two year part-time basis and the four modules of study are all compulsory. The first two modules, Drama I and Drama II, form a common foundation for all students in the first two semesters. In Semester Three, Drama III requires the student to specialise in either Creative Drama or Theatre Craft. Drama IV requires the student to work with children in a major practical project designed to meet his individual needs, interests, specialisation and work situation. The modules are designed to be done in sequence, and each module is a prerequisite for the one succeeding it.

Modules:
- Semester I - Drama I (Compulsory)
- Semester II - Drama II (Compulsory)
- Semester III - Drama III - either Strand A (Theatre Craft) or Strand B (Creative Drama)
- Semester IV - Drama

Course Modules

Descriptions of modules may be found on pages 93-155.
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 a state or non-state level or within a specific institution. Such people are likely to include:

- practicing teachers, subject masters, 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 on-going processes of decision-making related to curriculum evaluation, modification and innovation;
- to apply a knowledge of appropriate theory and research to the designing of a curriculum.

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

In order to qualify for the award of the Diploma candidates are required to gain a total of 36 credit points in core and elective modules and a dissertation which is anticipated 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:

<table>
<thead>
<tr>
<th>Code Module</th>
<th>FIRST YEAR Semester</th>
<th>Semester II</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED4902</td>
<td>Curriculum Theory and Development</td>
<td>X</td>
</tr>
<tr>
<td>ED4903</td>
<td>Culture, Change and the School</td>
<td>X</td>
</tr>
<tr>
<td>ED4811</td>
<td>Learning and the Designing of Learning Experiences</td>
<td>X</td>
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<tr>
<td>ED4904</td>
<td>Modes of Inquiry</td>
<td>9 hrs.</td>
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<tr>
<td>ED4904</td>
<td>Modes of Inquiry</td>
<td>9 hrs.</td>
</tr>
</tbody>
</table>

Course Modules

Descriptions of modules may be found on pages 93-155.

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 special class situations, or teach young, educationally disabled children.

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

**COURSE OUTLINE:**

**A: Core Modules**

<table>
<thead>
<tr>
<th>Semester I</th>
<th>Semester II</th>
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</thead>
<tbody>
<tr>
<td>SE4009</td>
<td>Developmental Disabilities 1: 3 cp</td>
</tr>
<tr>
<td>SE4005</td>
<td>Behaviour Management/Data-Based Instruction 6 cp</td>
</tr>
<tr>
<td>SE4001</td>
<td>Assessment, Diagnosis &amp; Remediation 1: 3 cp</td>
</tr>
<tr>
<td>SE4018</td>
<td>Curriculum Resource Development (provision for Prim/Sec emphasis): 2 cp</td>
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**B: Core Electives**

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<tr>
<td>SE4004</td>
<td>Communication Disorders: 2 cp</td>
</tr>
<tr>
<td>SE4001</td>
<td>Assessment, Diagnosis &amp; Remediation 1: 2 cp</td>
</tr>
<tr>
<td>SE4017</td>
<td>Issues/Interdisciplinary Aspects of Children with Developmental &amp; Learning Problems: 2 cp</td>
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**C: Electives**

<table>
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<th>Semester I</th>
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<tr>
<td>SE4015</td>
<td>Programming for Remediation: 4 cp</td>
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<tr>
<td>SE4017</td>
<td>Severe Developmental Disabilities: 2 cp</td>
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<td>SE4016</td>
<td>Parent Training/Consultative Skills: 2 cp</td>
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<tr>
<td>EN2304</td>
<td>Studies in Reading Education: 2 cp</td>
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<tr>
<td>MA4330</td>
<td>Education in the Multicultural Classroom: 2 cp</td>
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<tr>
<td>MA3054</td>
<td>Maths Ed. and the Slow Learner: 2 cp</td>
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**D: Practical Experience**

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<tr>
<td>SE4013</td>
<td>Clinical &amp; School Practicum (12 hpc)</td>
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<td>SE4013</td>
<td>Clinical &amp; School Practicum (12 hpc)</td>
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</table>

Descriptions of modules may be found on pages 93-155.

Enrolment in a semesteryr (12 credit points) is required to include:

- PE3820 - Physical Education
- Elective: Special Ed.: 2 cp
- ED4812 - Contemporary Issues in Teaching and Curriculum Development

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 Module</th>
<th>FIRST YEAR Semester</th>
<th>Semester II</th>
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<tbody>
<tr>
<td>PE3820</td>
<td>Physical Education</td>
<td>X</td>
</tr>
<tr>
<td>ED4812</td>
<td>Contemporary Issues in Teaching and Curriculum Development</td>
<td>X</td>
</tr>
</tbody>
</table>

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

Descriptions of modules may be found on pages 93-155.
<table>
<thead>
<tr>
<th>Course</th>
<th>Page</th>
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</thead>
<tbody>
<tr>
<td>The School of Paramedical and Community Welfare Studies</td>
<td></td>
</tr>
<tr>
<td>Courses of Study</td>
<td>72</td>
</tr>
<tr>
<td>Diploma in Teaching (Nursing)</td>
<td>73</td>
</tr>
<tr>
<td>Diploma in Administration (Nursing)</td>
<td>78</td>
</tr>
<tr>
<td>Associate Diploma in Automated Information Processing</td>
<td>81</td>
</tr>
<tr>
<td>Associate Diploma in Diagnostic Medical Radiography</td>
<td>83</td>
</tr>
<tr>
<td>Associate Diploma in Police Studies</td>
<td>84</td>
</tr>
<tr>
<td>Associate Diploma in Social Welfare</td>
<td>85</td>
</tr>
<tr>
<td>Graduate Diploma in Multicultural Studies</td>
<td>86</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 Social Welfare
Graduate Diploma in Multicultural Studies

The Diploma in Teaching (Nursing) is a course at the UG2 level designed to assist the student 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 curriculum and to contribute to the development of the needs of an evolving profession.

The Diploma in Administration (Nursing) is a course at 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 the 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 apply the theory of organisations and management to the health system generally, and specifically to the realities of the day-today work-force situations. In addition, it will enable the student health administrator to develop and use specific management competencies which will be relevant and necessary to planning, delivery and evaluation of health care. Special attention is paid to the individual as a member of an organisation such as an Australian health service system.

The Associate Diploma in Diagnostic Medical Radiography is designed to present students with specific management competencies required by people engaged in the specialty. The course is structured to provide students with an in-depth knowledge of radiation physics and industrial radiography. The course of study for the Associate Diploma in Diagnostic Medical Radiography is four years in duration and is designed to contribute to personal and professional growth of the student within the dynamics of the specialty. The course leads to the award of the Associate Diploma in Diagnostic Medical Radiography and is designed to contribute to personal and professional growth of the student within the dynamics of the specialty.

CURRICULUM

The Diploma in Teaching (Nursing) is a four-year course covering topics designed to develop abilities in understanding personal relationships, effective communication and problem solving.

The course of study for the Associate Diploma in Social Welfare is designed to create an experience based welfare education which allows students to relate their theoretical component to their own practical experience in the field. Within the curriculum structure undertaken 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; a vocational forum, which has the aim of providing an opportunity for students to implement 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 semester's 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 4th in the undergraduate programmes to indicate relative levels of difficulty.

The graduate course in Multicultural Studies is a two-year part-time course leading to the award of Graduate Diploma in Multicultural Studies. It is designed to increase the knowledge and skills of people working with migrants and in the area of multiculturalism in general.

The course is designed to attract students from a wide range of occupations including politics, business, the arts, media, law, and community development. Students may come from ethnic groups themselves or may enter because they have a personal interest in these issues. Students undertake courses in the nature of Australian society, community support systems and interpersonal skills development, understanding of language and language maintenance, and are expected to undertake field research in an area of their own interest. Opportunities within the course are given for people to mix with those from ethnic groups other than their own, and to learn about a wide range of problems and experiences of ethnic groups in Australia. The intention of the course is to provide both a theoretical background to the approach of multicultural studies and practical skills for those involved in the field.

NURSING STUDIES

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
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<td>The Historical Development of Nursing</td>
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<td>HS1111</td>
<td>Professional Adjustments and Ethics</td>
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<tr>
<td>HS1112</td>
<td>Concepts and Strategies in Nursing Practice</td>
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<tr>
<td>HS1113</td>
<td>Leadership of Nursing</td>
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<tr>
<td>HS1152</td>
<td>Gender</td>
</tr>
<tr>
<td>HS2110</td>
<td>Nursing Studies I: Clinical Teaching - Needs and Opportunities</td>
</tr>
<tr>
<td>HS2112</td>
<td>Nursing Studies III: Teaching and Learning in Practice</td>
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<tr>
<td>HS3110</td>
<td>Nursing Studies IV: Evaluation of Clinical Practice</td>
</tr>
<tr>
<td>ED3903</td>
<td>Introduction to Research and Measurement</td>
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TEACHING AND LEARNING IN NURSING

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<thead>
<tr>
<th>COURSE CODE</th>
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<tbody>
<tr>
<td>HS1120</td>
<td>Teaching and Learning in Nursing I</td>
</tr>
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<td>HS1121</td>
<td>Teaching and Learning in Nursing II</td>
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<td>HS1200</td>
<td>Teaching and Learning in Nursing III</td>
</tr>
<tr>
<td>HS2120</td>
<td>Teaching and Learning in Nursing IV</td>
</tr>
<tr>
<td>HS2121</td>
<td>Teaching and Learning in Nursing V</td>
</tr>
<tr>
<td>HS2122</td>
<td>Teaching and Learning in Nursing VI</td>
</tr>
<tr>
<td>HS1217</td>
<td>Effective Communication</td>
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</tbody>
</table>

Diploma in Teaching (Nursing)
The Diploma in Teaching (Nursing) is at UG2 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'.
- Effective modules are designated 'E'.

FIELD EXPERIENCE

Field experience is a core component of the course and will be given recognition by on-going practice teaching and during "block" practice periods. Students will complete three units of field experience. Each unit comprises two modules: one from the student's major-study and one from his/her minor-study. Students must complete each unit of field experience either full-time or part-time.

The field experience is designed to enable the student to become familiar with the roles of nurse educator, teacher, and role model. The field experience is intended to provide students with the opportunity to gain first-hand experience in the context of a specific discipline or a specified field of interest.

FIELD EXPERIENCE 1

1. HS1160 Field Experience I - Classroom Major 1 cp
2. HS1161 Field Experience I - Clinical Minor 1 cp
3. HS1162 Field Experience I - Community Minor 1 cp
4. HS1163 Field Experience I - Vocational Minor 1 cp

FIELD EXPERIENCE 2

1. HS1164 Field Experience II - Classroom Major 1 cp
2. HS1165 Field Experience II - Clinical Minor 1 cp
3. HS1166 Field Experience II - Community Minor 1 cp
4. HS1167 Field Experience II - Vocational Minor 1 cp

FIELD EXPERIENCE 3

1. HS1168 Field Experience III - Classroom Major 1 cp
2. HS1169 Field Experience III - Clinical Minor 1 cp
3. HS1170 Field Experience III - Community Minor 1 cp
4. HS1171 Field Experience III - Vocational Minor 1 cp

FIELD EXPERIENCE 4

1. HS1172 Field Experience IV - Classroom Major 1 cp
2. HS1173 Field Experience IV - Clinical Minor 1 cp
3. HS1174 Field Experience IV - Community Minor 1 cp
4. HS1175 Field Experience IV - Vocational Minor 1 cp

FIELD EXPERIENCE 5

1. HS1176 Field Experience V - Classroom Major 1 cp
2. HS1177 Field Experience V - Clinical Minor 1 cp
3. HS1178 Field Experience V - Community Minor 1 cp
4. HS1179 Field Experience V - Vocational Minor 1 cp

FIELD EXPERIENCE 6

1. HS1180 Field Experience VI - Classroom Major 1 cp
2. HS1181 Field Experience VI - Clinical Minor 1 cp
3. HS1182 Field Experience VI - Community Minor 1 cp
4. HS1183 Field Experience VI - Vocational Minor 1 cp
FIELD EXPERIENCE 2
1. HS2160 Field Experience 2 - Classroom Major 4 cp
   and
2. HS2160 Field Experience 2 - Classroom Minor 2 cp
   OR
3. HS2161 Field Experience 2 - Community Minor 4 cp
   OR
4. HS2171 Field Experience 2 - Community Minor 4 cp
   OR

COURSE DURATION
Completion of the full course would require three years of full-time study or the equivalent. However, a candidate with 28 credit points advanced standing could complete the remaining requirements of the course in the following two years. 19 years full-time plus 1 year part-time OR 3 years: 3 years part-time OR 4 years: 4 years part-time.

PROGRAMMES
The following charts outline recommended programmes for two-year, three-year and four-year students.

Course Modules
Descriptions of modules may be found on pages 93-155.

ELECTIVES
Candidates may select to take one or two of 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:
HS3110 Nursing Studies IV: Evaluation of Clinical Practice
This is a core module for students doing a Clinical Major.
HS2122 Curriculum II
ED2901 Counselling
HS2150 Community Health - Issues and Services
SC2259 Communication Disorders
Details of prerequisites may be found in 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 or 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 20 CREDIT POINTS ADVANCED STANDING

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<thead>
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<th>Semester 2</th>
<th>Semester 3</th>
<th>Semester 4</th>
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<td>HS2109 Teaching and Learning in Nursing</td>
<td>HS2110 Teaching and Learning in Nursing</td>
<td>HS2111 Clinical Teaching - Needs and Opportunities</td>
<td>HS2112 Problem Solving in Practice</td>
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<td>ED2904 Self Awareness and Interpersonal Relationships Skills</td>
<td>ED2900 Teaching - Research and Studies</td>
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## DIPLOMA IN TEACHING (NURSING)

### RECOMMENDED PROGRAMME - THREE YEAR STUDENTS WITH 28 CREDIT POINTS ADVANCED STANDING

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<td>HS2110 (Nursing Studies I)</td>
<td>HS2112 (Nursing Studies II)</td>
<td>HS2117 (Nursing Studies III)</td>
<td>HS2118 (Nursing Studies IV)</td>
<td>HS2119 (Nursing Studies V)</td>
<td>HS2120 (Nursing Studies VI)</td>
</tr>
<tr>
<td>Elective</td>
<td>Elective</td>
<td>Elective</td>
<td>Elective</td>
<td>Elective</td>
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</tr>
<tr>
<td>3 cp</td>
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<td>3 cp</td>
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</table>

### TEACHING AND LEARNING IN NURSING

<table>
<thead>
<tr>
<th><strong>HS1120</strong> Teaching and Learning in Nursing</th>
<th><strong>HS1121</strong> Teaching and Learning in Nursing</th>
<th><strong>HS1122</strong> Teaching and Learning in Nursing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching and Learning in Nursing</td>
<td>Teaching and Learning in Nursing</td>
<td>Teaching and Learning in Nursing</td>
</tr>
<tr>
<td>HS2121 Classroom Major</td>
<td>HS2122 Classroom Minor</td>
<td>HS2123 Community Major</td>
</tr>
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</table>

### PSYCHOSOCIAL ASPECTS

<table>
<thead>
<tr>
<th><strong>PSYCHOSOCIAL ASPECTS</strong></th>
<th><strong>INTEGRATED BIO-MEDICAL SCIENCES</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>HS2124 (Human Behaviour)</td>
<td>ED2912 (Elective)</td>
</tr>
<tr>
<td>Elective</td>
<td>Elective</td>
</tr>
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### INTEGRATED BIO-MEDICAL SCIENCES

<table>
<thead>
<tr>
<th><strong>INTEGRATED BIO-MEDICAL SCIENCES</strong></th>
<th><strong>INTEGRATED BIO-MEDICAL SCIENCES</strong></th>
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<tbody>
<tr>
<td>SC2250 (Nursing)</td>
<td>SC2251 (Nursing)</td>
</tr>
<tr>
<td>Elective</td>
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<td>3 cp</td>
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</tr>
</tbody>
</table>

### FIELD EXPERIENCE

<table>
<thead>
<tr>
<th><strong>FIELD EXPERIENCE</strong></th>
<th><strong>FIELD EXPERIENCE</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>HS1410 (Field Experience I)</td>
<td>HS1410 (Field Experience I)</td>
</tr>
<tr>
<td>Elective</td>
<td>Elective</td>
</tr>
<tr>
<td>3 cp</td>
<td>3 cp</td>
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</tbody>
</table>

### FIELD EXPERIENCE

<table>
<thead>
<tr>
<th><strong>FIELD EXPERIENCE</strong></th>
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</thead>
<tbody>
<tr>
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<td>HS1410 (Field Experience I)</td>
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### ELECTIVES

<table>
<thead>
<tr>
<th><strong>ELECTIVES</strong></th>
<th><strong>ELECTIVES</strong></th>
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</thead>
<tbody>
<tr>
<td><strong>SOCIETY AND ITS INSTITUTIONS</strong></td>
<td><strong>SOCIETY AND ITS INSTITUTIONS</strong></td>
</tr>
<tr>
<td>HS1510 (Society and Its Institutions I)</td>
<td>HS1510 (Society and Its Institutions I)</td>
</tr>
<tr>
<td>Elective</td>
<td>Elective</td>
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<tr>
<td>3 cp</td>
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</table>

## DIPLOMA IN TEACHING (NURSING)

### RECOMMENDED PROGRAMME - FOUR YEAR COURSE - 1983 ONWARDS

<table>
<thead>
<tr>
<th><strong>YEAR 1</strong></th>
<th><strong>YEAR 2</strong></th>
<th><strong>YEAR 3</strong></th>
<th><strong>YEAR 4</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester I</td>
<td>Semester II</td>
<td>Semester I</td>
<td>Semester II</td>
</tr>
<tr>
<td>HS1210 (Teaching and Learning I)</td>
<td>SC2122 (Nursing)</td>
<td>SC2123 (Microbiology)</td>
<td>SC2124 (Microbiology)</td>
</tr>
<tr>
<td>HS1211 (Teaching and Learning II)</td>
<td>HS1212 (Teaching and Learning III)</td>
<td>HS1213 (Teaching and Learning IV)</td>
<td>HS1214 (Teaching and Learning V)</td>
</tr>
<tr>
<td>HS1215 (Teaching and Learning V)</td>
<td>HS1216 (Teaching and Learning VI)</td>
<td>HS1217 (Teaching and Learning VII)</td>
<td>HS1218 (Teaching and Learning VIII)</td>
</tr>
<tr>
<td>HS1219 (Teaching and Learning VIII)</td>
<td>HS1220 (Teaching and Learning IX)</td>
<td>HS1221 (Teaching and Learning X)</td>
<td>HS1222 (Teaching and Learning XI)</td>
</tr>
</tbody>
</table>

### FIELD EXPERIENCE

<table>
<thead>
<tr>
<th><strong>FIELD EXPERIENCE</strong></th>
<th><strong>FIELD EXPERIENCE</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>HS1410 (Field Experience I)</td>
<td>HS1410 (Field Experience I)</td>
</tr>
<tr>
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### ELECTIVES

<table>
<thead>
<tr>
<th><strong>ELECTIVES</strong></th>
<th><strong>ELECTIVES</strong></th>
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</thead>
<tbody>
<tr>
<td><strong>SOCIETY AND ITS INSTITUTIONS</strong></td>
<td><strong>SOCIETY AND ITS INSTITUTIONS</strong></td>
</tr>
<tr>
<td>HS1510 (Society and Its Institutions I)</td>
<td>HS1510 (Society and Its Institutions I)</td>
</tr>
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<td>Elective</td>
<td>Elective</td>
</tr>
<tr>
<td>3 cp</td>
<td>3 cp</td>
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</tbody>
</table>
**SOCIETY AND ITS INSTITUTIONS**
- HS1152 Health
- HS1153 Disease
- HS1151 Sociology
- HS2150 Legal Studies
- HS2151 Political and Health Care Systems I - Their Influences on Patient Care, and Nursing Education
- HS2151 Political and Health Care Systems II - Their Influences on Patient Care, Management, Patients and Nurse Education
- HS2152 Community Health and Health Issues and Services

**FIELD EXPERIENCE**
Field Experience is a core component of the course and will involve ongoing observation and assessment of various administrative settings as well as practical experience in two four-week blocks (or the equivalent).
These experiences will be structured in line with the belief that theory must be relevant to practice, and that it is essential for the student to apply what he has learned and to relate theory with actual practice.

**Science**
- SC1121 Bio-medical Sciences

**Administrative Studies**
- HS1110 The Historical Development of Nursing
- HS1111 Professional Adjustments and Ethics
- HS1112 Concepts and Strategies in Nursing Practice
- HS1113 Philosophy
- HS2110 Nursing Studies I
- HS2111 Nursing Studies II
- HS2112 Nursing Studies III
- EC0303 Introduction to Research and Measurement

**Electives**
Candidates are required to undertake 3 electives, and of these they 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:
- HS3110 Health of the Workers
- HS3111 Health Planning
- HS3112 Health Economics
- ED3651 Counselling
- HS3150 Community Health and Health Issues and Services

**Course Duration**
Completion of the full course would require three years of full-time study or the equivalent. However, a candidate with 28 credit points advanced standing could complete the remaining requirements of the course in the following time:
- 2 years: if undertaking the maximum recommended equivalent of full-time

---

**PROGRAMMES**
The following chart outlines recommended programmes for two years, three and four year students.

**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**
Semester 1, Year 1
- H21110 Nursing Studies I
- H21113 Nursing Studies II
- H31140 Admin. and Organ. Theory I
- ED3317 Effective Communication
- HS1154 Human Behaviour - Man as an Individual
- HS1151 Sociology
- Field Experience IA

Semester 2, Year 1
- H21140 Admin. and Organ. Theory II
- H21151 Political and Health Care I
- ED3912 Life Span Development
- HS3141 Admin. Strategies I
- HS3142 Field Experience II
- Elective (Admin.)

**THREE YEAR ATTENDANCE**
Semester 1, Year 1
- H21110 Nursing Studies I
- H21151 Sociology
- ED3904 Human Behaviour - Man as an Individual
- HS3141 Admin. Strategies I
- HS3142 Field Experience II

Semester 2, Year 1
- H21140 Admin. and Organ. Theory II
- H21151 Political and Health Care II
- ED3912 Life Span Development
- HS3141 Admin. Strategies II
- Elective (Admin.)

Semester 1, Year 2
- H21140 Admin. and Organ. Theory I
- H21151 Political and Health Care I
- ED3904 Human Behaviour - Man as an Individual
- HS3141 Admin. Strategies I
- HS3142 Field Experience II

Semester 2, Year 2
- H21151 Political and Health Care Systems I
- HS3141 Admin. Strategies I
- Elective (Admin. related)

Semester 1, Year 3
- ED3904 Human Behaviour - Man as an Individual
- HS3141 Admin. Strategies I
- Elective (Admin. related)

**Semester 1, Year 4**
- ED3904 Human Behaviour - Man as an Individual
- HS3142 Field Experience II

---

**FIELD EXPERIENCE**
- Week 1: 1 week hospital
- Week 2: 1 week community health
- Week 3: 2 weeks another hospital
- Week 4: 2 weeks another hospital

**U2_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**
Semester 1, Year 1
- H21110 Nursing Studies I
- H21113 Nursing Studies II
- H31140 Admin. and Organ. Theory I
- ED3317 Effective Communication
- HS1154 Human Behaviour - Man as an Individual
- HS1151 Sociology
- Field Experience IA

Semester 2, Year 1
- H21140 Admin. and Organ. Theory II
- H21151 Political and Health Care I
- ED3912 Life Span Development
- HS3141 Admin. Strategies I
- HS3142 Field Experience II
- Elective (Admin.)

**THREE YEAR ATTENDANCE**
Semester 1, Year 1
- H21110 Nursing Studies I
- H21151 Sociology
- ED3904 Human Behaviour - Man as an Individual
- HS3141 Admin. Strategies I
- HS3142 Field Experience II

Semester 2, Year 1
- H21140 Admin. and Organ. Theory II
- H21151 Political and Health Care II
- ED3912 Life Span Development
- HS3141 Admin. Strategies II
- Elective (Admin.)

Semester 1, Year 2
- H21140 Admin. and Organ. Theory I
- H21151 Political and Health Care I
- ED3904 Human Behaviour - Man as an Individual
- HS3141 Admin. Strategies I
- HS3142 Field Experience II

Semester 2, Year 2
- H21151 Political and Health Care Systems I
- HS3141 Admin. Strategies I
- Elective (Admin. related)

Semester 1, Year 3
- ED3904 Human Behaviour - Man as an Individual
- HS3141 Admin. Strategies I
- Elective (Admin. related)

**Semester 1, Year 4**
- ED3904 Human Behaviour - Man as an Individual
- HS3142 Field Experience II
Associate Diploma in Automated Information Processing

COURSE
This course is designed to provide a source of integrated training for suitable qualified applicants to enable them to enter a vigorously growing profession proficiently and to qualify them to undertake specialist studies in order to qualify for higher positions.

STRUCTURE
The detailed course structure is given below. The intending student should recognise that the design includes:
1. intensive theoretical studies essential to those intending to enter the computing profession. Many of these studies involve the student in programming and terminal time which is additional to the lecture allocation. The time intervals given in the structure relate to lecture periods,
2. a work experience programme to provide the student with a realistic concept of the professional demands of the vocation.
3. a major project involving systems analysis, design work, programming and testing together with the associated report and evaluation to mirror the content of the course with a practical EDP problem.

DURATION
It is planned that students will have the opportunity to follow their studies on full-time or part-time basis, however, this opportunity is dependent on the overall student numbers.

For the average student studying on a full-time basis the award will take two years to complete.

For the average student, not in EDP employment, studying on a part-time basis this award will take four years to complete.

### Diagram 1: COURSE STRUCTURE FULL-TIME STUDENTS

<table>
<thead>
<tr>
<th>Semester I</th>
<th>Semester II</th>
<th>Semester III</th>
<th>Semester IV</th>
</tr>
</thead>
<tbody>
<tr>
<td>(16 weeks)</td>
<td>(16 weeks)</td>
<td>(18 weeks)</td>
<td>(14 weeks)</td>
</tr>
<tr>
<td><strong>PASCAL TO COBOL</strong></td>
<td><strong>COBOL II</strong></td>
<td><strong>SYSTEMS DESIGN</strong></td>
<td><strong>INFORMATION SYSTEMS</strong></td>
</tr>
<tr>
<td>6 hr per wk.</td>
<td>6 hr per wk.</td>
<td>2 hr per wk.</td>
<td>3 credit points</td>
</tr>
<tr>
<td>6 credit points</td>
<td>6 credit points</td>
<td>3 credit points</td>
<td>3 credit points</td>
</tr>
<tr>
<td><strong>DATA PROCESSING I</strong></td>
<td><strong>DATA PROCESSING II</strong></td>
<td><strong>SYSTEMS ANALYSIS</strong></td>
<td><strong>PROJECT</strong></td>
</tr>
<tr>
<td>3 hr per wk.</td>
<td>3 hr per wk.</td>
<td>3 hr per wk.</td>
<td>3 credit points</td>
</tr>
<tr>
<td>3 credit points</td>
<td>3 credit points</td>
<td>3 credit points</td>
<td>3 credit points</td>
</tr>
<tr>
<td><strong>OPERATING SYSTEMS</strong></td>
<td><strong>PROJECT</strong></td>
<td><strong>PLUSI SEMESTER</strong></td>
<td><strong>PROJECT</strong></td>
</tr>
<tr>
<td>3 hr per wk.</td>
<td>3 hr per wk.</td>
<td>2 semester hr</td>
<td>3 credit points</td>
</tr>
<tr>
<td>3 credit points</td>
<td>3 credit points</td>
<td>6 credit points over two semesters</td>
<td>3 credit points</td>
</tr>
<tr>
<td><strong>COMPUTER SOFTWARE</strong></td>
<td><strong>WORK EXPERIENCE</strong></td>
<td><strong>TECHNICAL APPLICATIONS</strong></td>
<td><strong>CURRENT APPLICATIONS</strong></td>
</tr>
<tr>
<td>3 hr per wk.</td>
<td>3 hr per wk.</td>
<td>3 hr per wk.</td>
<td>3 credit points</td>
</tr>
<tr>
<td>3 credit points</td>
<td>3 credit points</td>
<td>3 credit points</td>
<td>3 credit points</td>
</tr>
<tr>
<td><strong>BUSINESS STUDIES I</strong></td>
<td><strong>BUSINESS STUDIES II</strong></td>
<td><strong>4 DAYS PER WK.</strong></td>
<td><strong>4% CREDIT POINTS</strong></td>
</tr>
<tr>
<td>3 hr per wk.</td>
<td>3 hr per wk.</td>
<td>4 days per wk.</td>
<td>3 credit points</td>
</tr>
<tr>
<td>3 credit points</td>
<td>3 credit points</td>
<td>for semester</td>
<td>9 credit points</td>
</tr>
<tr>
<td><strong>ELECTIVE</strong></td>
<td><strong>FINITE MATHEMATICS</strong></td>
<td><strong>FORTRAN AND</strong></td>
<td><strong>APPLIED TO BUSINESS OR</strong></td>
</tr>
<tr>
<td><strong>BASIC</strong></td>
<td><strong>WORK EXPERIENCE</strong></td>
<td><strong>TECHNICAL STUDIES</strong></td>
<td><strong>APPLICATIONS</strong></td>
</tr>
<tr>
<td>3 hr per wk.</td>
<td>3 hr per wk.</td>
<td>3 hr per wk.</td>
<td>3 credit points</td>
</tr>
<tr>
<td>3 credit points</td>
<td>3 credit points</td>
<td>3 credit points</td>
<td>3 credit points</td>
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</tbody>
</table>

*Subject to approval by the Higher Education Board.

*Current Advances In and Applications of Computing Technology.
## Associate Diploma in Diagnostic Medical Radiography

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

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

### Semester I

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours Per Week</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>SC2901 Physics for Radiographers</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>SC2902 Living Anatomy and Physiology A</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>SC2911 Radiographic Anatomy A</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>SC2904 Equipment A</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>HS1906 Hospital Practice</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>SC2913 Techniques and Surface Anatomy A</td>
<td>5</td>
<td>4</td>
</tr>
</tbody>
</table>

### Semester II

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours Per Week</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>SC2901 Radiation Physics</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>SC2903 Living Anatomy and Physiology B</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>SC2912 Radiographic Anatomy B</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>SC2905 Equipment B</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>ED1905 Psychology - Understanding Human Behavior</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>SC2914 Techniques and Surface Anatomy B</td>
<td>5</td>
<td>4</td>
</tr>
</tbody>
</table>

Candidates undertake practicums between semesters.

In their second year of studies, candidates must enrol in:

### Semester I

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours Per Week</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED1906 Interpersonal Behaviour</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>SC2911 Radiographic Anatomy C</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>SC2902 Living Anatomy and Physiology C</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>SC2918 Techniques and Surface Anatomy C</td>
<td>4</td>
<td>4</td>
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</tbody>
</table>

### Semester II

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours Per Week</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>SC2911 Pathology A</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>SC2912 Radiographic Anatomy D</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>SC2903 Living Anatomy and Physiology D</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>SC2914 Techniques and Surface Anatomy D</td>
<td>5</td>
<td>4</td>
</tr>
</tbody>
</table>

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

In their third year of studies, candidates must enrol in:

### Semester I

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours Per Week</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>SC2902 Pathology B</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>SC2903 Complementary Techniques</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>SC2904 Equipment C</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>SC2916 Techniques and Surface Anatomy E</td>
<td>5</td>
<td>4</td>
</tr>
</tbody>
</table>

### Course Modules

Descriptions of modules may be found on pages 93-155.
behaviour, administration, spoken and written communication, social welfare and the multicultural nature of our 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 decided 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 Police 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 at least two years' status as a permanent member of the NSW Police Force, or
(b) be deemed to have achieved a similar level and type of training.

The course was developed with the assistance of senior police and officers of the Police Association. Topics covered include human

### Structure

<table>
<thead>
<tr>
<th>YEAR</th>
<th>SEMESTER</th>
<th>MODULE</th>
<th>LEVEL</th>
<th>POINTS</th>
<th>WEEKLY HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1 &amp; 2</td>
<td>EN1302 Communication</td>
<td>1st</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>ED2509 Behavioural Studies</td>
<td>2nd</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
<td>ED1901 Administration</td>
<td>1st</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>SW1801 Social Welfare</td>
<td>1st</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>SW2802 Social Welfare</td>
<td>2nd</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>SC1805 Material Hazards and Safety Procedures</td>
<td>1st</td>
<td>4</td>
<td>3</td>
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<tr>
<td>3</td>
<td>1 &amp; 2</td>
<td>MA1806 Sampling Techniques and Basic Statistics</td>
<td>1st</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>SS1805 Multicultural Studies</td>
<td>2nd</td>
<td>8</td>
<td>3</td>
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<tr>
<td></td>
<td>2</td>
<td>SC2806 Inquiry Methods and Problem Solving</td>
<td>2nd</td>
<td>4</td>
<td>3</td>
</tr>
</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

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 consists of three main strands of study: social welfare studies, field experience and vocational forum.

#### STRUCTURE

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

<table>
<thead>
<tr>
<th>SEMESTER</th>
<th>COURSE</th>
<th>CREDIT</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>SW1101 Welfare Practice I (Introduction to Welfare)</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>SW1102 Social Welfare Administration</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ED1901 Psychology I</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>SW2102 Sociology</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>SW1103 Social Problems</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SEMESTER</th>
<th>COURSE</th>
<th>CREDIT</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>II</td>
<td>SW1104 Welfare Practice II (Casework)</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>SS1803 Multicultural Studies</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>EC2907 Psychology II</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>SW1105 Vocational Forum I</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>SW1106 Field Practice I (96 hours per semester)</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SEMESTER</th>
<th>COURSE</th>
<th>CREDIT</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>III</td>
<td>SW2201 Welfare Practice III (Community Work)</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>SW2202 The Human Life Cycle</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>SW2203 Community Support Services</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>SW2204 Vocational Forum II</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>SW2205 Field Practice II (168 hours per semester)</td>
<td>8</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SEMESTER</th>
<th>COURSE</th>
<th>CREDIT</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>IV</td>
<td>SW2206 The Law and Welfare</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>SW2207 Speciality Studies</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>SW2208 Community Support Services</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>SW2209 Vocational Forum III</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>SW2210 Field Practice III (168 hours per semester)</td>
<td>8</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SEMESTER</th>
<th>COURSE</th>
<th>CREDIT</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>SW1101 Welfare Practice I (Introduction to Welfare)</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>II</td>
<td>SW1102 Social Welfare Administration</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>III</td>
<td>SW1103 Social Problems</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>IV</td>
<td>SW2201 Welfare Practice III (Community Work)</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

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

#### Social Welfare Academic Studies

Social Welfare Academic Studies is comprised of all course modules except those taken in field experience and vocational forum strands.

#### Field Practice

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

#### Vocational Forum

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

#### Part-time Studies

The part-time course is designed to take place during the evening over eight semesters. As a general rule, students take either two modules in the first semester or three modules depending on the semester. Part-time students may take additional modules with the approval of the Head of Department. Field placements may take place during the day or during the evening.

Minor changes may be made to the Structure for Semester I. Students should check on enrolment.

#### Course Modules

Descriptions of modules may be found on pages 90-115.
Graduate Diploma in Multicultural Studies

The Graduate Diploma in Multicultural Studies is a two year part time diploma which focuses both on theoretical knowledge in the area and the provision of skills which enable those working in the field to perform more effectively.

The course comprises a compulsory module core, an elective strand of two modules and a field project.

STRUCTURE OF THE COURSE
Students take up to 9 credit points per semester. This generally means 6 hours/week of contact time with the remainder spent in the field or in the library. Modules are:

<table>
<thead>
<tr>
<th>Hours per week</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>MS4901 Australia as a Multicultural Society (Core)</td>
<td>4</td>
</tr>
<tr>
<td>MS4902 Interpersonal Relationships and Communication Skills (Core)</td>
<td>2</td>
</tr>
<tr>
<td>MS4903 Community Support Systems (Core)</td>
<td>2</td>
</tr>
<tr>
<td>MS4904 Ethnic Cultures in Australian Society (Core)</td>
<td>2</td>
</tr>
<tr>
<td>MS4905 Effective Curriculum in a Multicultural Society (Core)</td>
<td>2</td>
</tr>
<tr>
<td>MS4906 English Across the Curriculum (Elective)</td>
<td>2</td>
</tr>
<tr>
<td>MS4907 Politics and Welfare in Multicultural Australia (Elective)</td>
<td>2</td>
</tr>
<tr>
<td>MS4908 Experiential Learning Through Other Language Programmes (Core)</td>
<td>2</td>
</tr>
<tr>
<td>MS4910 Aboriginal Society (Elective)</td>
<td>2</td>
</tr>
<tr>
<td>MS4911 Intensive Mother-Tongue Maintenance (Elective)</td>
<td>2</td>
</tr>
<tr>
<td>MS4911 Field Study (for 2nd year only)</td>
<td>individual</td>
</tr>
</tbody>
</table>

FIELD STUDY
The field study is designed to allow students to work under contract in an area which interests them. They will be supervised by appropriate College staff and/or outside supervisors, where necessary and expected to take part in seminars on research design and project progress.

* Please refer to module descriptions.

In 1983 the following modules will be offered with students choosing up to 9 credit points dependent on the stage of their programmes.

Semester I
MS4905 - Core
MS4909 - Core
MS4906 - Elective
MS4909 - Elective

Semester II
MS4911 - Core
MS4911 - Core
MS4906 - Elective
MS4909 - Elective

The School of Visual and Performing Arts

Courses of Study 88
Associate Diploma in Creative Arts and Crafts 88
Diploma in Art 89
Graduate Diploma in Art (Painting) 89/90
Graduate Diploma in Art (Plant and Wildlife Illustration) 89/90
Graduate Diploma in Art (Printmaking) 89/90
Graduate Diploma in Art (Sculpture) 89/90
Bachelor of Arts (Visual Arts) 91
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 building complex providing extensive study spaces 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 was completed in 1982. It is expected that this new facility will be occupied in 1983.

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.

Communication Studies (B.A. Degree) and Visual Arts (M.A. Degree) are in planning stages.

Courses available in 1983 leading 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 available 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
Lyric/written Art
Arthistory

The Associate Diploma in Creative Arts and Crafts will be offered in 1983 both as a four year part-time evening course and a full-time day course according to demand. Each year will consist of two semesters of fifteen weeks. Part-time attendance will be eight hours per week and full-time fourteen hours per week (excluding Saturdays) for four consecutive years, but may study over a longer period if he or she wishes, taking off time between units. The Associate Diploma in Creative Arts and Crafts will be awarded on completion of the total four 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 and 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 exploitation of the subject in terms of its creative potential. Each specialist subject unit includes the necessary supporting, contextual, historical and philosophical studies so that the student may gain a perspective of the possible creative applications which are identified as to result of the experimental and imaginative approaches adopted.

The Associate Diploma in Creative Arts and Crafts (MA level) is designed to provide an opportunity for the student to study a particular area of the creative arts beyond the Associate Diploma level.

The Diploma in Art is a four year part-time evening course of study involving four units of contract study and personal development. This course is intended as a community access course and a means whereby individuals in the region interested in the creative arts and crafts may be encouraged to pursue their talents. Each year will consist of fifteen hours per week comprising of:

(a) 3 hours group seminar
(b) 1 hour personal tutorial

Each of these 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 that through by studying the next two units at advanced level, or take the basic units of three subjects and only take one of those to advanced level.

Credit Points

Small Business Studies
Art Theory
One of these subjects must be studied for two hours per week per semester in the final two years of the course. All units are offered subject to there being a viable number of students interested in taking them.

HOURS SUMMARY:

<table>
<thead>
<tr>
<th>Hours per week</th>
<th>6</th>
<th>7.5</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art Theory</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Art Craft Forum (face to face)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Art Craft Forum (resource)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Art Craft Forum (resource)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Art Craft Forum (resource)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal Development (four units of contract work on existing or new subject)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

TOTAL: 21-24

Course Modules:
Descriptive outlines may be found on pages 90-155.

Diploma in Art

The three-year Diploma in Art has been superseded by the Bachelor of Arts (Visual Arts). Reference to this course may be found in the 1981 Calendar held in the library.

Graduate Diploma in Art

MAJOR STRANDS ARE SUBJECT TO STUDENT DEMAND

The Graduate Diploma in Art course is designed to enable students to achieve levels of artistic competence which have not normally been anticipated within undergraduate programmes. Students include historical, theoretical and critical considerations within a studio-orientated approach to an autonomous work.

Each student has access to study, laboratories and workshops and must demonstrate a capacity for independent, self motivated work. Personal development is reinforced by tutorial and seminar situations. A guest lecture programme is an integral part of this course.

Each student is exposed to many stylistic and aesthetic positions in the Contemporary Studies programme which examines current art practice.

A full-time student is placed upon a personal tutorial where the individual student and members of staff devote themselves to problems arising from the work.

DURATION
The course is conducted over six semesters of full-time study, 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 Strand
(i) 4 hours per week comprising of:
(ii) 2 hours per week of selected special subject (face to face)
(iii) 1 hour personal tutorial
Total 120 course hours
(iv) studio practice - 7 hours per week
Total 840 course hours
Total 990 course hours

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

Major Strands
Major strands are available in the following disciplines in 1983:

Painting
Sculpture
Printmaking
Illustration (Plant and Wildlife)
Ceramics
Photography

Textiles and Art History will be available in 1983, subject to Higher Education Board approval.

Assessment
An exhibition of selected work is mounted by the student at the end of the course. This work is assessed by a panel which includes specialist academic staff and an external professional in the field.

Credit Points
This course has been allocated the following credit points:

Total course allocation
36 cp
Breakdown:
Course Unit A - Contextual Studies 4 cp
Course Unit B - Major Strand 32 cp
VA5520 PAINTING

This major strand is designed to encourage the student to develop professional attitudes and skills in painting. The student is expected to achieve high levels of artistic competence, which are not normally anticipated in undergraduate programs. Studies include historical, theoretical and critical considerations within a studio-oriented experience. The student is expected to demonstrate the capacity for independent, self-motivated study and a high degree of creative and imaginative work is expected.

Contact with professional practitioners is organized.

VA5530 SCULPTURE

This major strand is designed to encourage independent creative development in sculpture with expert guidance from staff and visiting specialists.

The main objective of this strand is the attainment of high professional standards in sculpture, building upon previous experience and studies. Coupled with this is an examination of the context within which the sculptor works in society.

It is expected that the student will already have formed ideas concerning their intended direction and what they expect to achieve.

Contact with professional sculptors is organized.

VA5550 TEXTILES*

This strand is presently subject to Higher Education Board approval.

If approved, details of this course will be presented at enrolment.

VA5510 ART HISTORY

This strand is presently subject to Higher Education Board approval.

If approved, details of this course will be presented at enrolment.

THE MODULAR STRUCTURE

Studies are offered and administered as semester modules.

To complete the BA (Visual Arts) program, a minimum of 131 credit points must be accumulated in the BA (Visual Arts) modules.

BA (VISUAL ARTS) MODULES

This table outlines the program's semester by semester.

1982 Intake

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Hours</th>
<th>Cpts</th>
</tr>
</thead>
<tbody>
<tr>
<td>VA201</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>VA121</td>
<td>3</td>
<td>Art History</td>
</tr>
<tr>
<td>VA125</td>
<td>3</td>
<td>Art Theory</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>23</td>
</tr>
<tr>
<td>Semester 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>VA202</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>VA122</td>
<td>3</td>
<td>Art History</td>
</tr>
<tr>
<td>VA126</td>
<td>3</td>
<td>Art Theory</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>23</td>
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</tbody>
</table>

1983 (1982 Intake)

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Hours</th>
<th>Cpts</th>
</tr>
</thead>
<tbody>
<tr>
<td>VA221</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>VA223</td>
<td>3</td>
<td>Support Study</td>
</tr>
<tr>
<td>VA202</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>22</td>
</tr>
</tbody>
</table>

BACHELOR OF ARTS

(Visual Arts)

The course of study for the BA (Visual Arts) is designed to prepare students for careers as professional artists or in art-related fields.

The course program is structured around the following study categories:

(i) Major Professional Study
(ii) Support Study
(iii) Studio Sessions
(iv) Art History
(v) Art Theory

Aspects of Art Theory are discussed with relevant references to art practice.

Requirements:

(i) The modular structure is designed to expose the student to a broad range of creative art production.

(ii) The student must complete at least 25 cpts in Studio Sessions each semester.

(iii) All cpts must be completed in the specified semester.

(iv) The final assessment is graded as a Final Grade (FG).
<table>
<thead>
<tr>
<th>Module Descriptions</th>
</tr>
</thead>
</table>

**Introduction** | 94

- Advanced Teaching Method (refer next page) | 95
- Art | 96
- Art Education | 98
- Arts and Crafts/B.A. Visual Arts | 101/102
- Automated Information Processing | 104
- Education | 105
- Education T.A.F.E. | 109
- English | 111
- Health Studies | 131
- Home Science/Textiles | 114
- Industrial Arts | 116
- Interdepartmental | 122
- Languages | 123
- Mathematics | 124
- Multicultural Studies | 128
- Music Education | 129
- Physical Education | 133
- Police Studies (refer next page) | 136
- Professional Studies (refer next page) | 138
- Teaching Experience (refer next page) | 143
- Radiography (refer next page) | 143
- Science Education | 144
- Social Sciences | 149
- Social Welfare | 153
- Special Education | 154
- Teacher Librarianship | 155
Module Descriptions

Information
The information contained herein is correct as at November 30, 1982 however some changes may be affected 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:

VA1150  MA2007
VA  Arts and Crafts  MA - Mathematics
1 - 1st level  2 - 2nd level  3 - 3rd level
150 - departmental  207 - departmental and computer ident.

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

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

P.E. LEGEND
First and second letters indicate the subject of Physical Education.
First numeral indicates the level and the second numeral indicates the following:
0 = Open
1 = Primary
2 = Secondary
3 = Special
9 = Diploma courses
A = Doctorates

Module where a particular module is cited the code number is used otherwise the following abbreviations are used:
E indicates 3 hours per week in Semester I
D indicates 3 hours per week in Semester II
A indicates 3 hours per week in Semester I or II
I indicates 3 hours per week for one year
P indicates the module attracts 3 credit points
H indicates hours per week

Prerequisite - Where a particular module is cited the code number is used otherwise the following abbreviations are used:
E indicates 3 credit points at 1st level
E2D indicates 3 credit points at 2nd level
E4M indicates 6 credit points in Art Education at 1st level
SS indicates 3 credit points in Social Science modules at any level
G indicates the prerequisite indicates Equivalent studies
R indicates the prerequisite indicates Recommended
Constitute - Where a corequisite module is cited the code number is used. The corequisite is located adjacent to the prerequisite.

Listing of Modules

Advanced Teaching Method
AT Art
AE Art Education
VA Arts and Crafts
ED Education
ET Education T.A.F.E.
EN English
EE English Education
LM English (Advanced Teaching Method)
HT Home Science/Textiles
IA Industrial Arts
ID Interdepartmental
LA Languages
MA Mathematics
MS Multicultural Studies
MU Music Education
NS Nursing
PE Physical Education
PS Police Studies
** Professional Studies

Advanced Teaching Method, Automated Information Processing, 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 138-143 for the detail of codes appropriate to their courses.

P.E. LEGEND
First and second letters indicate the subject of Physical Education.
First numeral indicates the level and the second numeral indicates the following:
0 = Open
9 = Foundation courses - Extemal Study
3 = Courses, Levels 1 and 2 common to Ed Teach P.E., B.Ed P.E.
6 = Education (general)
5 = Non-teaching
4 = Secondary
3 = Primary
2 = Degree courses
1 = Diploma courses

Third and fourth numerals indicate module name.

Example: PE4206 is a Physical Education Programming module.

EDU1907 INDIVIDUAL DIFFERENCES IN DEVELOPMENT AND LEARNING (0/2/3)
This module will present the student with a range of learning strategies to enable to select, adapt and devise new strategies as determined by diagnosed needs.

EDU1908 MATHS FOR CHILDREN (0/2/3)
This module is designed to help children understand the nature and availability of methods for assessing the effectiveness of teaching programmes and for implementing techniques which effect classroom management procedures conducive to classroom harmony and teaching success.

EDU2001 CURRICULUM COMMUNITY RESOURCES (2/0/3)
This module will contribute to developing:

• a more advanced degree of competence in assessing social studies, and planning for teaching in mainstream classes
• an extended knowledge of the range of teaching strategies to enable to select, adapt and devise new strategies as determined by diagnosed needs.

EDU2002 TEACHING THE GIFTED CHILD (2/2/3)
Teachers need to be knowledgeable about the gifted and talented children in their classes. The identification of these children is considered and their needs recognised. A variety of appropriate programmes are examined.

*Descriptions of SM001, SM002 and SM003 are available in the 1982 Calendar.

Advanced Teaching Method

SE4005 DATA BASED INSTRUCTION/BEHAVIOUR (SM001) MANAGEMENT (4/0/6)
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 conducive to classroom harmony and teaching success.

DM203 CURRICULUM COMMUNITY RESOURCES (2/0/3)
This module will contribute to developing:

• a more advanced degree of competence in assessing children and planning for teaching in mainstream classes
• an extended knowledge of the range of teaching strategies to enable to select, adapt and devise new strategies as determined by diagnosed needs.

EDU1907 INDIVIDUAL DIFFERENCES IN DEVELOPMENT AND LEARNING (0/2/3)
This module will present the student with a range of learning strategies to enable to select, adapt and devise new strategies as determined by diagnosed needs.

EN4401 LANGUAGE AND READING ASSESSMENT, DIAGNOSIS AND INTERVENTION (0/2/3)
This module will present the student with information on the ways in which children gain competence in language and reading. The problem of the slow and advanced learner will be considered. Methods of evaluation and diagnosis will be discussed and techniques of language intervention to assist language and reading development for children achieving at all levels.

EN4402 CASEWORK PRACTICUM (Semester II)
This module will provide students with an opportunity to develop practical skills involved in working with individual children with special needs in language and reading in a normal classroom. A written case study will record a specially designed programme, observed by the student.

TP4020 STRATEGIES FOR TEACHING (0/2/3)
Teaching strategies using a range of teaching strategies will be taught in their theoretical and contextual depth.

SE4009 DEVELOPMENT AND LEARNING DIFFICULTIES (SM003) (2/0/3)
This module aims to help children understand the nature and availability of methods for assessing the effectiveness of teaching programmes and for implementing techniques which effect classroom management procedures conducive to classroom harmony and teaching success.

SE4013 CASEWORK PRACTICUM (1/0/0/2)

** Teaching Experience
--- Radiography
--- Social Science
--- Social Warfare
--- Special Education
--- Teacher Supervision

Advanced Teaching Method, Automated Information Processing, 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 138-143 for the detail of codes appropriate to their course.

P.E. LEGEND
First and second letters indicate the subject of Physical Education.
First numeral indicates the level and the second numeral indicates the following:
0 = Open
9 = Foundation courses - Extemal Study
3 = Courses, Levels 1 and 2 common to Ed Teach P.E., B.Ed P.E.
6 = Education (general)
5 = Non-teaching
4 = Secondary
3 = Primary
2 = Degree courses
1 = Diploma courses

Third and fourth numerals indicate module name.

Example: PE4206 is a Physical Education Programming module.

EDU1907 INDIVIDUAL DIFFERENCES IN DEVELOPMENT AND LEARNING (0/2/3)
This module will present the student with a range of learning strategies to enable to select, adapt and devise new strategies as determined by diagnosed needs.

EDU1908 MATHS FOR CHILDREN (2/2/3)
Teachers need to be knowledgeable about the gifted and talented children in their classes. The identification of these children is considered and their needs recognised. A variety of appropriate programmes are examined.

*Descriptions of SM001, SM002 and SM003 are available in the 1982 Calendar.

Module Descriptions

Information
The information contained herein is correct as at November 30, 1982 however some changes may be affected 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:

VA1150  MA2007
VA  Arts and Crafts  MA - Mathematics
1 - 1st level  2 - 2nd level  3 - 3rd level
150 - departmental  207 - departmental and computer ident.

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

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

P.E. LEGEND
First and second letters indicate the subject of Physical Education.
First numeral indicates the level and the second numeral indicates the following:
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9 = Foundation courses - Extemal Study
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Teachers need to be knowledgeable about the gifted and talented children in their classes. The identification of these children is considered and their needs recognised. A variety of appropriate programmes are examined.

*Descriptions of SM001, SM002 and SM003 are available in the 1982 Calendar.
AT152, AT153 CERAMICS
(4-0)+(4-4) 3 cps per module
S S
Prerequisite AT152 for AT153
These modules seek to develop a creative approach to the ceramic arts and investigate major areas of ceramic projects by including hand-building, throwing and kiln design.

AT157, AT158 TEXTILES
(4-0)+(4-0) 3 cps per module
S S
Prerequisite AT157 for AT158
The exploration of basic techniques of textile media, emphasizing properties of traditional and contemporary media and equipment.

AT160, AT161 ILLUSTRATION
(4-0)+(4-0) 3 cps per module
S S
Prerequisite AT160 for AT161
Corequisite AT116 with one of Painting, Printmaking, Graphic Communication

Students will be expected to develop basic skills within illustration and to develop an understanding of print and mixed media. Tack work will be taken in illustration (aesthetics, anatomy, ecology, language and typography). Field work is an important aspect of these modules.

AT172, AT173 PHOTOGRAPHY
(4-0)+(4-0) 3 cps per module
S S
Prerequisite AT172 for AT173
These modules explore the creative and communicative aspects of photography through the development of basic techniques, selected themes, portfolios and the study of Australian and international photographic practices.

AT187 JEWELLERY
(4-0)+(4-4) 3 cps per module
S S
Prerequisite AT187 for AT188
These modules seek to develop creative approaches to jewellery within the discipline of design.

AT201 HISTORY OF ART
(3-1) 3 cps
S
Prerequisite AT116
The content of this module will be presented at enrolment.

AT222, AT223 PAINTING
(4-0)+(4-4) 6 cps per module
S S
Prerequisite AT223 for AT222
AT222 for AT223
The establishment of the capacity to express a specific concept through development by the development of individual concepts and research of natural and technological sources.

AT224, AT225 PAINTING
(4-0)+(4-0) 6 cps per module
S S
Prerequisite AT224 for AT225
AT225 for AT225
An intensive study of the processes related to aspects of paper-painting technology and the exploration of creative possibilities using one or more of the traditional and contemporary techniques of lithography, planographic, relief printing.

AT252 CERAMICS
(4-0)+(4-4) 6 cps per module
S S
Prerequisite AT252 for AT253
AT253 for AT253
The development of projects of ceramics through studio, industrial and environmental approaches. Kiln-building techniques are explained and tested and historical aspects of ceramics are explored. Creative solutions to design problems are encouraged.
Art Education

AE1054 ART EDUCATION: 2D ART
(3:3)
Opportunity to develop personal art ability through a range of 2D art experiences which might include: drawing, painting, design, photography, printmaking, silk screen printing or graphic arts.

AE1055 THREE DIMENSIONAL ART
(3:3)
Opportunity to develop personal art ability through range of 3D art experiences which might include sculpture processes in a variety of media, jewellery making and fibre construction.

AE1061 ART EDUCATION AND PRESCHOOL ACTIVITIES
PG230
Introductory module for students of limited experience in Art. Explores the practical value of art in educating young children. Emphasis on creative visual arts and investigations of artistic ability and perception in children.

AE1062 FILM AND VIDEOTAPE
I (3:3)
The planning, production and presentation of videotaped and filmed material in media techniques.

AE153 STRUCTURED ART EXPERIENCES FOR PROGRESSIVE DEVELOPMENT
(3:3)
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.

AE154 CONCEPT DEVELOPMENT AND TECHNIQUES IN THE TEACHING OF TWO DIMENSIONAL ART FORMS
(3:3)
The study of art methodology as a means of presenting subject content to children with varying levels of skill and intellectual development. Students will be assisted in:

(i) identify and analyse the difficulties of individuals in both conceptual and practical experiences in art so that their educational development programmes of work can be organised to satisfy special needs.
(ii) appreciate the methods and concepts related to art experience so that appropriate materials, methods and practices can be applied at the child's level of development
(iii) develop a language of vision to enable children to communicate and express their personal experiences.
(iv) develop creative and critical approaches to art production including an awareness of environmental and social aspects of the community in relation to their artistic development.

AE158 PRINTMAKING TECHNIQUES IN RELATION TO PHOTOGRAPHY AND IDEAS AS ART MEDIA IN THE SCHOOL SITUATION
(3:3)
The encouragement of the use of printmaking as creative art media in the schools.

AE2005 TWO DIMENSIONAL
PG230 AE103
To further develop some of the 2D concepts and skills gained in the AE104 module and to encourage students to attempt some self-initiated and program approved projects.

AE2006 THREE DIMENSIONAL
PG230 AE105
Students develop some of the 3D concepts and skills gained in the AE104 module and are encouraged to attempt some self-initiated and program approved projects.

AE2011 FOUNDATION STUDIES: EARLY CHILDHOOD/PRIMARY ART
(2:1)
A compulsory first-year module designed to equip the student with a basic introduction to the teaching of art at the elementary level. It will also study the development of a student's visual art and tactile expression. The program consists of four hours per week, plus a half-day TAFE level 1 module.

AE2012 ART MEDIA FOR THE INFANTS/PRIMARY SCHOOL
PG233
Due to advances in technology, traditional art materials and techniques have been replaced by a wide diversity of new media and consequently new techniques. Students are expected to use these and evaluate their suitability for classroom use with pupils at different levels of expected ability.

AE2013 PRACTICAL EXPERIENCES RELATED TO THE PRIMARY VISUAL ARTS CURRICULUM
PG233
Students consider some of the practical approaches to the implementation of the current curriculum to ensure that pupils become visually aware of and sensitive to their environment, gain confidence in the use of a visual language and develop emotional and aesthetic responses.
Art and Crafts

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

VA1101 GENERAL FORUMI (2-3)
Provides a forum for discussion for all students of the course and equips them with the basic knowledge of the art forms they are studying. Stress will be placed upon appreciation and analyses.

VA1102 GENERAL FORUM II (2-3)
Prerequisite: VA1101
Provides a forum for discussion for all students of the course and equips them with the basic knowledge of the art forms they are studying. Stress will be placed upon appreciation and analyses.

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.

VA1121 PAINTING AND DRAWING - ADV I (6-7-9)
Prerequisite: VA1101
Includes development of personal ideas and feelings in painting and drawing. Develops skills related to the personal expression of an idea or feeling.

VA1150 CERAMICS - BASIC (6-7-9)
Heightens students awareness of ceramics as a means of creative expression. Exposes students to the broad technological aspects of ceramics, so that they may extend their interests successfully in clay. To examine contemporary trends and related art forms within the view to perceiving new ceramic works in the tradition of clay.

VA1151 CERAMICS - ADV I (6-7-9)
Prerequisite: VA1150
Convenes skill and expression in a creative situation. Continues the analysis of the history of ceramics. Relates drawing and design to the expression of ceramics.

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.

VA1171 PHOTOGRAPHY - ADV (6-7-9)
Prerequisite: VA1170
Develops further an understanding of the potential of photography as a creative medium. Extends the students' knowledge of the aesthetic traditions of photography through an examination of classic works.

VA1180 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. The student will be taught to design and produce a range of video messages and will have an understanding of the basic conceptual limits of the medium and its creative and innovative possibilities.

VA1181 TELEVISION AND VIDEO - ADV I (6-7-9)
Prerequisite: VA1180
The student will be taught to write a usable script for video and will be made aware of organisational principles as applied to a closed circuit television studio. Emphasis will be upon innovation in video.

VA1191 TEXTILES APPLIED DECORATION - ADV I (6-7-9)
Develops an appreciation of the essential qualities of fabric and textile preparation, applied decoration and dye techniques through the study of traditional and contemporary South East Asian textiles.

VA1195 SPINNING AND WEAVING - BASIC (6-7-9)
Prerequisite: VA1155
Includes the practical techniques and concepts and methods of spinning and weaving applied to the preparation of fibres and the formation of fabrics. Students will develop skills in weaving and understand aspects of textile design and craftmanship.

VA1205 COMMERCIAL ART FOR ARTISTS AND CRAFTSMEN I (6-7-9)
Identifies the problem areas associated with the sale of art and craft works and provides guidelines for their successful marketing.

VA1206 ART AND CRAFT: THEORETICAL PERSPECTIVES I (6-7-9)
Extends understanding of the basic theoretical structures for art and craft. Explores the relationship between the nature of art and craft, and its practical uses.

VA1210 PAINTING AND DRAWING - ADV II (6-7-9)
Prerequisite: VA1121
Develops the student's ability to weave and analyse their work and enhances an understanding of the sociological, psychological, and sociological viewpoint.

VA1212 PAINTING AND DRAWING - ADV III (6-7-9)
Further refines the students' ability to assess and analyse their painting and drawing. Encourages an indepth involvement with a theme.

VA1250 CERAMICS - ADV II (6-7-9)
Prerequisite: VA1151
Enables students to pursue independent study, experimentation and development of skills using clay as a medium for creative and expressive communication. Develops creative potential by independent study and analysis of independent projects.

VA1270 PHOTOGRAPHY - ADV I (6-7-9)
Prerequisite: VA1170
Develops and explores further the photographic process by developing individual directions in visual communication and design. Students used photographic images to help them achieve a greater level of understanding of the conceptual and photographic processes.

VA1271 PHOTOGRAPHY - ADV II (6-7-9)
Prerequisite: VA2170
Further refines basic skills in photography by exploring the processes of developing and printing photographic images. The student is encouraged to experiment and develop new photographic techniques and processes.
B.A. Visual Arts

VA2101 STUDIO SESSIONS (15-18) 15 cps
SI
Part Time equivalent modules VA2123 (6-4) 6 cps, SI, and VA2126 (9-6) 9 cps, SI, Prerequisite VA2102 or Part Time equivalent. This module establishes the student's studio/workshop sessions which will meet the creative and technical needs of the individual student. Selections can be made from sessions presented in the following areas: Painting, Sculpture, Printmaking, Ceramics, Textiles, Illustration (Plant & Wildlife), Graphics, Photography and Film and Video.

VA2102 STUDIO SESSIONS (15-10) 15 cps
SI
Part Time equivalent modules VA2123 (6-4) 6 cps, SI, and VA2124 (6-9) 9 cps, SI, Prerequisite VA2101. A further extension of Semester I module VA2101 with selection more specifically from: Painting, Sculpture, Printmaking, Ceramics, Textiles, Illustration (Plant & Wildlife), Graphics, Photography and Film and Video.

VA2105 STUDIO SEMINARS (2-1) 2 cps
SI
Part Time equivalent modules VA2126 (1-1) 1 cp, SI, and VA2161 (6-1) 1 cp SI. This module is designed to prepare the student for a studio workshop. Problems are discussed. Students prepare seminar papers on subjects of interest and concern and present these to peer groups.

VA2106 STUDIO SEMINARS (2-1) 2 cps
SI
Part Time equivalent modules VA2127 (1-1) 1 cp, SI, and VA2168 (1-1) 1 cp SI. An extension of the studio workshop. Students discuss seminar papers or aspects of concern in the visual arts.

VA1221 ART HISTORY (2-3) 3 cps
SI
An introduction to twentieth century visual and plastic arts.

VA1222 ART HISTORY (2-3) 3 cps
SI
A continuation of studio undertaken in Semester I in VA1221. A further historical study of western visual arts.

VA1225 ART THEORY (2-3) 3 cps
SI
An introduction to aspects of art theory pertaining the studio art practice.

VA1226 ART THEORY (2-3) 3 cps
SI
A continuation of studio undertaken in Semester I in VA1225. A further study of art theory areas pertaining the studio art practice.

VA2201 STUDIO SESSIONS (15-10) 15 cps
SI
Part Time equivalent modules VA2211 (6-6) 6 cps, SI, and VA2212 (6-9) 9 cps, SI, Prerequisite VA2202 or Part Time equivalent. An exploration of creative and technical possibilities within studio practice. By this time the student is expected to have limited selection to more specific areas for detailed study. Areas available are: Painting, Sculpture, Printmaking, Ceramics, Textiles, Illustration (Plant & Wildlife), Graphics, Photography and Film and Video.

VA2202 MAJOR PROFESSIONAL STUDY (9-15) 15 cps
SI
Part Time equivalent modules VA2213 (6-4) 6 cps, SI, and VA2214 (6-9) 9 cps, SI, Prerequisite VA2201 or Part Time equivalent. A continuation of a major studio module undertaken in Semester I. Selections are made from: Painting, Sculpture, Printmaking, Ceramics, Textiles, Illustration (Plant & Wildlife), Photography and Film and Video. A selection of a major module and/or study in depth. Selections are made from: Painting, Sculpture, Printmaking, Ceramics, Textiles, Illustration (Plant & Wildlife), Photography and Film and Video. **Note: Graphics is not available presently as a major professional study option.

VA2205 STUDIO SEMINAR (1-1) 1 cp
SI
Prerequisite VA2106. This module is related to studio art practice. Aspects of interest and concern are presented through seminar papers.

VA2207 SUPPORT STUDY (2-3) 3 cps
SI
Prerequisite VA2201.

VA2211 ART HISTORY (2-2) 2 cps
SI
Prerequisite VA2222. A selection of study may be made from the following options:

1. Australian Art and Architecture
2. Relationship between Art and Music
3. Philosophy and Art Criticism in the Twentieth Century
4. The History of Art since 1945
5. The History and Theory of Photography
6. Film Genres
7. Australian Film
8. Women in Art
9. History of Illustration and Printmaking
10. Japanese Art and Culture
11. Renaissance Studies
12. Art, Perception and Aesthetics

VA2222 ART HISTORY (2-2) 2 cps
SI
Prerequisite VA2221. A selection of one of the following excluding the option undertaken in VA222 Options:

1. Australian Art and Architecture
2. Relationship between Art and Music
3. Philosophy and Art Criticism in the Twentieth Century
4. The History of Art since 1945
5. The History and Theory of Photography
6. Film Genres
7. Australian Film
8. Women in Art
9. History of Illustration and Printmaking
10. Japanese Art and Culture
11. Renaissance Studies
12. Art, Perception and Aesthetics

VA2225 DISSERTATION (2-2) 2 cps
SI
Prerequisite VA2221. Material to be prepared on an aspect of history, theory or art practice within the visual arts.

VA2226 DISSERTATION (2-2) 2 cps
SI
Prerequisite VA2221. Material to be prepared on an aspect of history, theory or art practice within the visual arts.

VA2232 ART/BUSINESS (2-2) 2 cps
SI
Prerequisite VA2222. A continuation of support study undertaken in Semester II. This study must adequately complement the major professional study undertaken in Semester I.

VA2322 ART/BUSINESS (2-2) 2 cps
SI
Prerequisite VA2221. A continuation of support study undertaken in Semester II. This study must adequately complement the major professional study undertaken in Semester I.

VA2322 ART/BUSINESS (3-3) 3 cps
SI
Prerequisite VA2222. A continuation of support study undertaken in Semester II. This study must adequately complement the major professional study undertaken in Semester I.

VA3222 ART HISTORY (2-2) 2 cps
SI
Prerequisite VA2221. A continuation of study undertaken in Semester I. This study aims to relate art theory to studio art practice. A selection from the following options:

1. Australian Art and Architecture
2. Relationship between Art and Music
3. Philosophy and Art Criticism in the Twentieth Century
4. The History of Art since 1945
5. The History and Theory of Photography
6. Film Genres
7. Australian Film
8. Women in Art
9. History of Illustration and Printmaking
10. Japanese Art and Culture
11. Renaissance Studies
12. Art, Perception and Aesthetics

VA3225 DISSERTATION (2-2) 2 cps
SI
Prerequisite VA2221. Material to be prepared on an aspect of history, theory or art practice within the visual arts.
ED2912 LIFE SPAN DEVELOPMENT (NURSE EDUCATION) (3:33)
increased understanding of individual development continuing throughout the life span and its relationship to the self. In this way the module will contribute to the development of a healthy self concept and assist the establishment of satisfying interpersonal relationships.

ED2913 MOTIVATION AND MORALE (2:33) ED5004
This module will examine the meaning of the concepts of motivation and morale, the determinants and complexity of human motivation and the application of these to theories of management. Special emphasis will be made of the relationship of the interaction of motivation and morale to selected professional practices.

ED3101 SCHOOL & SOCIETY (DIPLOMA)

ED3102 MEASUREMENT & EVALUATION IN THE SCHOOL (DIPLOMA)

ED3103 PERSONALITY AND MENTAL HEALTH (DIPLOMA)

ED3104 TECHNOLOGY OF EDUCATION (DIPLOMA)

ED3201 SCHOOL & SOCIETY (EXTENSION)

ED3202 MEASUREMENT & EVALUATION IN THE SCHOOL (EXTENSION)

ED3203 PERSONALITY & MENTAL HEALTH (EXTENSION)

ED3204 TECHNOLOGY OF EDUCATION (EXTENSION)

ED3300 EDUCATION TODAY
The contents of the above 9 modules will be presented at enrolment.

ED3301 SCHOOL AND SOCIETY (DEGREE) G3:33)
Students will develop an understanding of basic sociological concepts, and the processes of the socialization of the individual in an educational context.

ED3302 MEASUREMENT AND EVALUATION IN THE CLASSROOM G3:33) E70
This study provides the student with an insight into the basic methods, practices and problems associated with educational measurement.

ED3303 PERSONALITY AND MENTAL HEALTH G3:33)
Factors contributing to the making and changing of personality will be discussed together with the concept of the "inadequate" personality. This will lead to a study of mental health in the schools.

ED3304 TECHNOLOGY OF EDUCATION G3:33)
The relationship of the media of instruction to the whole process of instruction is explored in practical situations.

ED3501 INNOVATIONS AND PARENT INVOLVEMENT IN EARLY CHILDHOOD EDUCATION EQG:33)
Students will develop a theoretical knowledge of parental involvement in Early Childhood Education and associated innovative concepts. Students will also gain practical experience in design, implementation and evaluation of related programmes.

ED3502 ELEMENTARY ADMINISTRATION EQG:33)
Emphasis is placed on the development of knowledge relating to practical administrative procedures in Early Childhood work. This module is particularly recommended for persons intending to teach or direct preschool activities.

ED3701 MIND AND BODY (3:03)
A study of this module will give some understanding of the whole person related to normal and altered states of consciousness. Supporting study will focus on the usefulness of scientific method to obtain relevant data.

ED3702 TECHNIQUES IN EDUCATIONAL PERSUASION (3:33)
The contents of the above module will be presented at enrolment.

ED3703 INTERPERSONAL RELATIONSHIPS AND COMMUNICATION SKILLS (3:33)
The factors underlying the development of communication skill will be examined and capacities of personality given to the student to improve the abilities to communicate and to enhance his relationships with others.

ED3704 PERSONALITY AND HUMAN MOTIVATION (3:33)
Students will examine the interacting influences which move personal to behave in particular ways. In this study, students will also gain a deeper awareness of self.

ED3801 COUNSELLING (2:124)
This module is designed to extend the interpersonal and counselling-related skills of any person whose functions include aspects of counselling. It will accomplish this by developing a knowledge of the philosophical and scientific bases of the counselling process and skills in relevant practices.

ED3802 INNOVATIONS IN PRIMARY/SECONDARY EDUCATION G3:33) ED2
Students to select either Primary or Secondary. This module provides an understanding of the theoretical issues involved in educational innovation. It examines in detail examples of innovative practices in Australia and in other countries.

ED3901 ADMINISTRATION, ED (2:124)
An examination of such dimensions of administration in education as leadership, decision making, group behaviour and communication in an organizational setting.

ED3902 SOCIOLOGY OF EDUCATION (2:124)
An analysis of the teacher and the pupil as individuals and as group members in the social system within the school and of the influence of society on each.

ED3903 INTRODUCTION TO RESEARCH AND MEASUREMENT (3:03)
The module is part of the Nursing Studies strand and is complementary to Nursing Studies IV. The purpose of the module is to introduce the registered nurse to research methods in order that he/she will be able to evaluate research reports and judge their worth to nursing practice, education, and for administration. In addition, the graduate of the course will be able to engage in small projects in the capacity of the assistant.

ED3904 SELF AWARENESS/INTERPERSONAL RELATIONSHIP SKILLS (3:03)
The provision of an environment conducive to and supportive of learning is central to Early Childhood Education. To maintain meaningful interpersonal relationships. Such an environment is also essential to personal care, personal growth of health team members and facilitation of the aims of the organisation. This module is designed to foster a realistic self image by providing experiences which enhance self awareness and promote self esteem and to build on this awareness and understanding in developing competence in establishing and maintaining meaningful relationships with others.

ED3906 TEACHING/LEARNING IN THE MAINSTREAM CLASS G3:33)
This module will examine the interactions among all the persons within a school.

ED4007 CHILD DEVELOPMENT - PERSONALITY AND SELF CONCEPT (3:03)
The student will make an indepth study of some aspects of personality and self concept in the context of life span development but with special emphasis on the years from 0 to 6.

ED4008 CHILD DEVELOPMENT - INTELLECTUAL GROWTH (3:03)
The student will examine some theories relating to the growth of intellectual abilities with emphasis on the years from 0 to 6.

ED4009 EDUCATIONAL INQUIRY (E.C) G3:33)
Students will develop research skill sufficient to enable a teacher to carry out simple studies in the school.

ED4101 PROJECT for students specializing in Early Childhood Studies (3:03)
The student will undertake a project with some practical application approved by the Early Childhood Course Director. The project will be supervised by a lecturer from the Department of Education and one from the relevant subject discipline.

ED4202 PROJECT for students specializing in Primary Studies (3:03)
The student will undertake a project with some practical application in the social relevance in the jurisdiction of the Department of Education and the department offering the students major emphasis in Primary Studies.

ED4300 EDUCATIONAL RESEARCH (3:03)
The contents of the above 2 modules will be presented at enrolment.

ED4601 CURRENT TRENDS AND ISSUES IN EARLY CHILDHOOD EDUCATION G3:33)
This module will enable the student to gain some experience in creating and evaluating practical programmes in early childhood education in accordance with recent developments.

ED4701 THE HELPING RELATIONSHIP AND THE INTERVIEWING PROCESS (3:33)
This course will cover the administrative theory and relevant practice in counselling, the student will develop techniques to assist school pupils with their work, and to gain skills in evaluating information from the employment sources.

ED4702 THE PSYCHOLOGY AND THE ATHLETE G3:33)
Students 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 THE TEACHING OF READING: A PSYCHOLOGICAL ANALYSIS G3:33)
This study uses an information processing model to facilitate the evaluation of alternative methods of teaching reading generally at the infant and early primary stage.

ED4802 THE TEACHING OF READING: A PSYCHOLOGICAL ANALYSIS G3:33)
The student will conduct the education systems in various countries with the NSW education system.

ED4803 EDUCATIONAL INQUIRY G3:33)
The student will review the educational systems in various countries with the NSW education system.

ED4804 COMPARATIVE EDUCATION G3:33)
The student will conduct the education systems in various countries with the NSW education system.

ED4805 THE PSYCHOLOGY OF READING DISABILITIES G3:33)
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 G3:33)
Elective module. Explores current research on teaching and curriculum. Extensive use of ERIC will be made.
ED4811 LEARNING AND THE DESIGNING OF LEARNING EXPERIENCES
G3:33
Core module for PG1. Reviews evidence of processes and development of learning. Students will outline 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
G3:03
Elective module. Looks at designing curriculum for less able, gifted, poor and disabled students, first and second language children and physically handicapped children. Students may opt to specialise.

ED4815 ASSESSMENT PROCEDURES IN THE SECONDARY SCHOOL
G3:33
Modem 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.

ED4816 CURRICULUM DEVELOPMENT AND RESEARCH G3:33
A study is made of the basic principles and practices of curriculum development in the specific area of interest.

ED4817 THE APPLICATION OF ORGANISATIONAL THEORY TO EDUCATION G3:33
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.

ED4818 INTERPERSONAL RELATIONS & COMMUNICATION S3:33
The contents of the above module will be presented at enrolment.

ED4820 EDUCATIONAL ADMINISTRATION (2)
An analysis will be made of administrative systems in education and associated innovations.

ED4821 PHILOSOPHIES OF EDUCATION
The contents of the above module will be presented at enrolment.

ED4822 AMIS AND VALUES OF AUSTRALIAN EDUCATION G3:33
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 2
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 2
An examination will be made of the basic principles of human development throughout life. Those principles will also be considered in the context of the school through psychological observations and case studies.

ED4825 PERCEPTION G0:23
The physiology of the five senses, particularly sight and hearing are related to the psychology of the individual and the environment.

ED4901 RECENT ADVANCES IN CHILD DEVELOPMENT ECQ 13
This module will introduce the student to a variety of topics of current research interests. Compulsory for B.Ed. (Early Childhood).

ED4802 CURRICULUM THEORY AND DEVELOPMENT GQ:439
Core module for PG1. Deals with theoretical and practical issues involved in curriculum making. Work is done in groups and by contrast. Various curriculum projects such as ASEP, SEMP, MAC are examined, and their use and limitations explored.

ED4803 CULTURE, CHANGE AND SCHOOL GQ:439
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.

ED4904 MODES OF INQUIRY GQ:439
Core modules for PG1. Explores the different modes of inquiry underlying the acquisition of knowledge. As well as theoretical considerations, students are taught to examine the modes of inquiry of two subject disciplines of their choice.

ED4905 PREPARATION AND DISSERTATION GQ:439
Preparation and presentation of a dissertation. Students will work with a staff supervisor and acquire necessary skills as prescribed.

ED4907 CURRICULUM EVALUATION GQ:439
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.

ED4908 EDUCATION IV (SECONDARY) 8:1310
PART A: Perspective in Education focuses facing education in Australia. Strand A - Foundation philosophy - including a search for definition, the purpose of schools, the economy, politics and education.

ED4909 EDUCATION IV (PRIMARy) PG:4310
PART A: Perspective in Education Teacher effectiveness. Classroom management and discipline. Principles of development and the developmental characteristics of primary school children. Theories of learning (Bruner, Ausubel, Cooper, Piaget). The functioning classroom (curriculum, syllabus, school policy, Departmental Regulations, etc.)

ET1000 SPECIAL METHOD I TQ:2+3H
See ET2000 for module description.

ET1025 PRACTICAL EXPERIENCE I (PRE-SERVICE) TL:13
Ongoing supervised practice teaching conducted in another teachers classroom.

ET1026 PRACTICAL EXPERIENCE 2 (PRE-SERVICE) TQ:2+3H
Ongoing supervised practice teaching conducted in a classroom.

ET1050 SPECIAL METHOD 2 TQ:2+3H
See ET2000 for module description.

ET1110 PLANNING SKILLS TQ:2+3H
See ET2110 for module description.

ET1120 EVALUATION SKILLS TQ:2+3H
See ET2210 for module description.

ET1130 STUDENTS AND TEACHERS IN T.A.F.E. TQ:2+3
See ET2310 for module description.

ET1140 PROCESSES OF LEARNING IN T.A.F.E. CONTEXTS TQ:2+3
The applicability of appropriate explanations of the learning process will be explored having particular regard to the unique exigencies of T.A.F.E. teaching venues. The course will be complementary to insights developed in ET1130.
ET2110 PLANNING SKILLS
ET2120 EVALUATION SKILLS
ET2130 STUDENTS AND TEACHERS IN TAFE
ET2140 PROCESSES OF LEARNING IN TAFE CONTEXTS
ET2150 ISSUES IN TAFE
ET2160 SOCIOLOGICAL FOUNDATIONS OF TAFE
ET2170 CURRICULUM STUDIES
ET2180 CURRICULUM STUDIES: ENGLISH
ET2200 EDUCATIONAL TECHNOLOGY

ET2210 TEACHING SKILLS
ET2220 RESOURCES FOR LEARNING
ET2230 TEACHING SKILLS
ET2240 TEACHING SKILLS
ET2250 TEACHING SKILLS
ET2260 TEACHING SKILLS
ET2270 TEACHING SKILLS

ET2280 RESOURCES
ET2290 SPECIAL METHOD IA & B
ET2300 SPECIAL METHOD IA & B
ET2310 SPECIAL METHOD IA & B
ET2320 SPECIAL METHOD IA & B
ET2330 COMMUNICATION SKILLS
ET2340 PLANNING A LESSON
ET2350 LESSON PRESENTATION
ET2360 DEVELOPING A CURRICULUM
ET2370 INTRODUCTION TO TEACHING
ET2380 TEACHING TO ASSIMilate LEARNING
ET2390 EXPLAINING
ET2400 GUIDELINES FOR COLLEGE OBSERVATIONS
ET2410 INTRODUCTION TO TEACHING STRATEGIES
ET2420 ALTERNATIVE TEACHING STRATEGIES
ET2430 INSTRUCTIONAL MEDIA
ET2440 PREPARING INSTRUCTIONAL NOTES & CLASS MATERIAL
ET2450 DEVELOPING PROGRAMMED LEARNING MATERIALS
ET2460 MEDIA PACKAGE CONSTRUCTION
ET2470 TAFE ENVIRONMENT
ET2480 THE PROCESS OF LEARNING
ET2490 PERSONAL FACTORS IN TEACHING
ET2500 CLASS MANAGEMENT AND ORGANISATION

ET2510 CURRENT MEASURES OF ASSESSMENT
ET2520 DEVELOPING AND USING ASSESSMENT MEASURES
ET2530 PREPARING A MODULE FOR TAFE TEACHING A
ET2540 PREPARING A MODULE FOR TAFE TEACHING B
ET2550 PREPARING A MODULE FOR TAFE TEACHING C
ET2560 LOCAL ISSUES IN TAFE
ET2570 NATIONAL ISSUES IN TAFE
ET2580 COMPARATIVE TAFE ISSUES
ET2590 SOCIAL ISSUES RELATED TO TAFE
ET2600 TAFE EXTENSION STUDIES
ET2610 TAFE EXTENSION STUDIES
ET2620 TAFE EXTENSION STUDIES
ET2630 TAFE EXTENSION STUDIES
ET2640 TAFE EXTENSION STUDIES
ET2650 TAFE EXTENSION STUDIES
ET2660 TAFE EXTENSION STUDIES
ET2670 TAFE EXTENSION STUDIES
ET2680 TAFE EXTENSION STUDIES
ET2690 TAFE EXTENSION STUDIES

ET3510 DEVELOPING A CURRICULUM
ET3520 ALTERNATIVE TEACHING STRATEGIES
ET3530 DEVELOPING PROGRAMMED LEARNING MATERIALS
ET3540 PREPARING INSTRUCTIONAL MATERIALS
ET3550 DEVELOPING PROGRAMMED LEARNING MATERIALS
ET3560 MEDIA PACKAGE CONSTRUCTION
ET3570 THE PROCESS OF LEARNING
ET3580 PERSONAL FACTORS IN TEACHING
ET3590 CURRENT MEASURES OF ASSESSMENT

EN1000 FOUNDATION STUDIES: ENGLISH METHOD (PRE-SCHOOL TO GRADE 2)
EN1001 FOUNDATION STUDIES: ENGLISH METHOD (GRADE 3-4)
EN1005 LANGUAGE DEVELOPMENT AND TEACHING
EN1150 SECONDARY ENGLISH TEACHING I

Objectives, lessons, activities, and resources in the teaching of English.
EN1155 UNDERSTANDING POETRY
G(0:3)3
Responding to themes and techniques in poetry of different periods and countries.

EN1156 LITERATURE FOR ADOLESCENTS
G(0:3)3
Themes and approaches in various types of adolescent fiction.

EN1215 MASS MEDIA AND POPULAR CULTURE I - THE PRESS
G(0:3)3
Journalism - purposes and approaches. The growth of the New Journalism.

EN1216 CONTEMPORARY WORLD LITERATURE
G(0:3)3
Contemporary authors - their views of particular societies and the human condition.

EN1217 LANGUAGE I
G(0:3)3
Studies of literacy and language variation. Implications for the classroom.

EN1218 CHILDREN'S LITERATURE I - MODES AND THEMES
G(0:3)3
Children's literature - types, themes, and techniques of presentation.

EN1219 DRAMA I
G(0:3)3
The nature of drama and the development of theatre. Abilities in improvisation.

EN1312 LANGUAGE AND READING ACROSS THE CURRICULUM
G(0:3)3
An introduction to language processes relating to reading, written English and oral communication in the effort to determine "across the curriculum" policies on classroom language.

EN1314 EFFECTIVE COMMUNICATION
G(0:3)3
The teacher's role in communication, the competencies and skills involved in effective communication are explored within a range of personal, social and professional situations.

EN1315 EFFECTIVE COMMUNICATION - TAFE
T(2:3)
An essentially practical unit covering all aspects of verbal and non-verbal communication with emphasis on personal development and vocational application.

EN1317 EFFECTIVE COMMUNICATION (NURSE ADMIN/EDUC) (2:0)
Appreciating the value of different forms of communication. Attaining professional competence in speaking and writing.

EN1500 DICTION AND SPELLING
P(0:5)3
A compulsory qualifying unit to assess competence of all primary/early childhood and all secondary students specializing in English. The unit attracts no credit points.

EN2005 LANGUAGE: THE INTEGRATING MEDIUM
P(0:3)3
Not available to Early Childhood Students. The importance of language in children's learning. Skills in using language as an integrating medium across subject areas.

EN2006 READING
P(0:3)3
EN1
Core for Primary and Early Childhood.

EN2015 SECONDARY ENGLISH TEACHING II
G(2:0)3
Teaching language skills, literature, and the media. Integrating lessons.

EN2155 SHAKESPEARE
S(0:3)3
An introduction study of some of Shakespeare's works.

EN2156 MASS MEDIA AND POPULAR CULTURE II - TELEVISION AND RADIO
G(0:3)3
Purposes and approaches in radio and television communication.

EN2160 POPULAR FICTION
G(0:3)3
Popular fiction - thematic and structural patterns. Developments in science, espionage, and crime fiction.

EN2161 LITERATURE: PURPOSES AND PROCESSES (CONVERSION COURSE)
S(0:3)3
The nature and value of literature. Analysis of literary responses.

EN2216 ODOMTEMPORARY AUSTRALIAN LITERATURE
G(0:3)3
Themes and approaches in various types of adolescent fiction.

EN2219 DRAMA II
G(0:3)3
Knowledge and skills in theatrical production.

EN2304 STUDIES IN READING EDUCATION
G(2:0)2
Current theories and practices in the teaching of reading.

EN2306 EFFECTIVE COMMUNICATION FOR TAFE TEACHERS
G(2:0)
This course aims to develop personal skills in the student in the areas of writing, reading and speaking especially in relation to the classroom situation.

EN2312 LANGUAGE AND READING: INTEGRATED STUDIES (INDUSTRIAL ARTS)
S(0:3)3
The centrality of language in the learning process. Approaches to language "across the curriculum". Evaluating language and reading.

EN2317 FORMAL COMMUNICATION SKILLS AND CONVENTIONS (NURSE ADMINISTRATION)
G(2:0)
Further development of the theoretical and practical skills gained in Effective Communication with particular emphasis on formal spoken and written English, including meeting procedure.

EN2400 INTEGRATING LEARNING THROUGH LANGUAGE AND READING
E(0:3)3
Core for Early Childhood. Not available in Primary.

EN2505 TEACHING ENGLISH AS A SECOND LANGUAGE
P(0:3)3
Core for Primary. Theories and methods of developing children's language and reading competencies at the early childhood level.

EN2605 TEACHING ENGLISH AS A SECOND LANGUAGE EN1
Problems and current methods associated with the teaching of English as a second language.

EN3005 READING STUDIES
P(3:0)3
EN2
Core for Primary. Theories and approaches in organizing the class, selecting relevant materials, and dealing with reading materials.

EN3007 TEACHING LITERATURE TO CHILDREN
P(3:0)3
EN2
Core for Primary. A critical study of children's literature. The implications for the teaching situation.

EN3009 THE CREATIVE TEACHING OF ENGLISH IN PRIMARY SCHOOLS
G(0:3)3
Creativity in children's literary responses and language abilities. Appropriate teaching strategies.

EN3012 ADVANCED STUDIES IN INFANT ENGLISH
G(0:3)
Principles, practices, and organization in teaching English. Special emphasis on the Primary level.

EN3015 UNDERSTANDING LANGUAGE
S(0:3)3
Studies in language variation and literacy. Relationship to developing language abilities in the classroom.

EN3016 FILM APPRECIATION
S(0:3)3
An analysis of film and film criticism.

EN3017 ISSUES IN NINETEENTH AND EARLY TWENTIETH CENTURY AUSTRALIAN LITERATURE
G(0:3)3
Developments in literary forms. Variations on recurring themes.

EN3018 DRAMA
S(0:3)3
Knowledge and skills in theatrical production.

EN3059 POPULAR FICTION
G(0:3)3
Popular fiction - thematic and structural patterns. Developments in science, espionage, and crime fiction.

EN3155 LANGUAGE ACROSS THE CURRICULUM
S(0:3)3
Language in science, mathematics, and social science.

EN3161 LITERATURE: PURPOSES AND PROCESSES
S(0:3)3
The nature and value of literature. Analysis of literary responses.

EN3162 SHAKESPEARE (CONVERSION COURSE)
S(0:3)3
An extension study of some of Shakespeare's works.

EN3215 MASS MEDIA AND POPULAR CULTURE III - FILM APPLCATION
G(0:3)3

EN3216 CONTEMPORARY AUSTRALIAN LITERATURE
G(0:3)3
Ways in which Australian authors reflect Australia, Australians, the overseas world, and the human condition.

EN3217 LANGUAGE II
G(0:3)3
The language development of children and its implications for classroom work.

EN3218 CHILDREN'S LITERATURE II - LITERATURE FOR ADOLESCENTS
G(0:3)3
Themes and approaches in various types of adolescent fiction.

EN3219 DRAMA III
G(0:3)
The educational functions of drama as script and/or action.

EN3235 TEACHING ENGLISH AS A SECOND LANGUAGE
G(2:0)2
Teaching English as a second language, with emphasis on two methods: the Australian situation and the functional national. Appropriate for special education.

EN3240 ADVANCED LANGUAGE AND READING
P(0:3)
This module deals with the theories and methods for developing children's language competency, including reading, at the E.C. level.

EN3245 ADVANCED STUDIES IN ORACY AND LITERACY
P(0:2)3
Improving pupil performance in oral and written language.

EN3246 READING RESEARCH, K-12: CLASSROOM APPLICATION
P(0:3)3
Teaching reading - theories, approaches, and research studies.

EN3257 TEACHING LITERATURE: ADVANCED STUDIES, K-12
P(0:3)3
Working with literature and assessing response - theories, approaches, and research studies.

EN3259 INFANT ENGLISH: NEW PERSPECTIVES
P(0:3)3
Research, theory, and approach in fostering the language and reading competence of young children.

EN3308 MASS MEDIA EDUCATION, K-12
P(0:3)3
Research, controversy, and classroom procedure in mass media education.

EN4155 LITERATURE FOR THE SENIOR SCHOOL
S(0:3)3
A focus on works and authors commonly studied in the Senior School.

EN4166 CONTEMPORARY AUSTRALIAN LITERATURE
S(0:3)3
Literary perceptions of Australia, Australians, the overseas world, and the human condition.

EN4167 LANGUAGE
S(0:3)3
Language across the curriculum. Grammatical considerations. Language in literature.

EN4168 DRAMA
S(0:3)3
The educational functions of drama as script and/or action.

EN4169 RESEARCH IN ENGLISH EDUCATION
S(0:3)3
Studies of existing research and the selection of a particular area for research.
Home Science/Textiles Education

HT1130 SCIENCE OF FOODS AND NUTRITION (4:0)
An introduction to the study of the science of food and nutrition of the foods eaten in man - production, handling, storage, preservation, preparation, service and their functions within the body.

HT1120 FIBRE AND FABRIC SCIENCE (4:0)
A study of the structures and properties of the fundamental components of foods and fibres.

HT1120 FOOD AND FIBRE SCIENCE (4:0)
The physical and chemical composition of the food nutrients and the changes which take place in these foods during processing, storage, preservation, preparation, presentation and presentation, with further study of colloid systems.

HT1230 FOOD SCIENCE (4:0) HT2130 E
The physical and chemical composition of the food nutrients and the changes which take place in these foods during processing, storage, preservation, preparation, presentation, and presentation, with further study of colloid systems.

HT2300 FAMILY IN HISTORY
(3:3) HT1300 E
The Australian family in historical perspective. A cross cultural comparison of either the tribal family as found in the Pacific Islands or the nuclear family found in other cultures such as Greece, Italy, Yugoslavia, Turkey or Asia.

HT2350 HOMES AND HOUSING
(3:3) HT3150 E
Homes are viewed from two perspectives:
(a) the needs of the dwellers
(b) the architectural structure, plan and interior design. Emphasis is placed on energy conservation by efficient management of both material and human resources.

HT2351 FAMILY DECISION MAKING & MANAGEMENT (3:03) HT3130 E
A view of the family as a management unit undertaking decisions both within the family and in terms of decisions in the society. An understanding that the principles of management apply across the range of areas encompassed by the field of home sciences/textiles thereby facilitating the resolution of conflict and the achievement of goals.

HT2360 TEXTILE TECHNOLOGY
(2:03) HT1360 E
The design and production of fibres, yarns, fabrics and garments for mass consumption.

HT2730 YARNS (4:03) HT2730 E
Spinning fibre into yarn. Designing with yarns to make knotted and knitted fabrics. Utilising yarns in traditional and creative embroidery.

HT2770 FIBRE ARTS (4:03) HT2770 E
Emphasis on individual work to demonstrate skills - manipulating formal principles of design; in assessing textile materials for suitability as design medium; in determining appropriate construction and finishing techniques for textile design project.

HT2830 FASHION DESIGN (4:03) HT1830 E
Design development at an appreciation of the basic concepts of fashion design. The student experiments with the interpretation of design lines in relation to fibre, fabric, texture and weight, and applies knowledge of the properties of woven fabrics to fashion design and construction.

HT2930 HOME SCIENCE TEACHING METHODOLOGY (4:03)
To develop expertise in skills involved with demonstrations and practical Home Science classes.

HT2931 TEXTILES & DESIGN TEACHING METHODOLOGY (4:03)
To develop expertise in the skills involved with demonstrations and practical Textiles lessons.

HT3100 NUTRITION (4:03)
A degree extension unit designed to facilitate the conversion of an accredited 3000 level diploma study in food science to a 3000 level degree study in food science.

HT3130 NUTRITION (4:03) HT2130 E

HT3200 FOOD SCIENCE
A degree extension module designed to facilitate the conversion of a 3000 level diploma study in food science to a 3000 level degree study in food science.

HT3230 FOOD SCIENCE (4:03) HT2320 E
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; techniques applied by the media in associating concepts of family goals and standards with the desirable in advertising.

HT3400 FAMILY AND SOCIAL INSTITUTIONS
A degree extension unit designed to facilitate the conversion of a 3000 level diploma study in family and culture to a 3000 level degree in family and social institutions.

HT3430 THE FAMILY AND SOCIAL INSTITUTIONS (3:03) HT3430 E
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 parental and legal and social aid.

HT3530 THE FAMILY AS A CONSUMER (3:33) HT3430 E
Consumer behaviour and management of family resources.

HT3538 THE FAMILY AS A CONSUMER EXT (TAPE) (1:3)
Family as an economic unit. Family needs and the life cycle. Other influences (marketing legislation) on family consumption.

HT3600 TEXTILE SCIENCE
A degree extension unit designed to facilitate the conversion of an accredited 3000 level diploma study in textile science to a 3000 level degree study in textile science.

HT3630 TEXTILE SCIENCE (4:03) HT2630 E
Applied study of textile dyeing and finishing. Emphasis on the science of processing natural fibre fabrics.

HT3700 WEAVING & DYING (4:03) HT2730 E
A degree extension unit designed to facilitate the conversion of an accredited 3000 level diploma study in textile arts to a 3000 level degree study in weaving and dyeing.

HT3730 WEAVING & DYING (4:03) HT2730 E
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.
Industrial Arts and Craft Education

**HT4300 RESEARCH METHODS**

This subject will provide students with the opportunity to engage in research projects that develop their critical thinking and writing skills.

**HT4300 MATERIALS OF INDUSTRY**

This subject is designed to broaden students' knowledge of the technological and social implications of the materials they use in their work.

**HT5130 TECHNICAL DRAWING**

This subject introduces students to the fundamentals of technical drawing, focusing on the principles of design and construction in various materials.

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**JAI103 DESCRIPTIVE GEOMETRY**

This subject aims at giving the student an understanding of geometric principles and their application in the design of technical objects.

**JAI133 CRAFT IN PRIMARY EDUCATION**

This subject aims to provide primary school teachers with an understanding of the principles and practices of craft education.

**JAI173 LEATHER CRAFT**

This subject is designed to introduce students to the art of leathercraft, focusing on the properties of leather and its applications in various crafts.

**JAI203 WOODWORKING PRACTICES**

This subject will enable students to develop skills in the design and execution of wooden objects.

**JAI203 BASIC MECHANICS**

This subject will provide students with a fundamental understanding of mechanical principles and their application in craft and technical fields.

**JAI203 PLASTIC ***

This subject will focus on the properties and applications of plastic materials in craft and technical fields.

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**JAI303 METALWORKING PRACTICES**

This subject will provide students with the skills necessary for working with metal in various forms.

**JAI303 MOTOR MECHANICS**

This subject will introduce students to the principles and applications of mechanical systems in craft and technical fields.

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**JAI303 MECHANICAL FABRICATION**

This subject will enable students to develop skills in the design and fabrication of mechanical systems.

**JAI303 ELECTRICITY AND MECHANICS**

This subject will provide students with an understanding of the principles of electricity and their application in mechanical systems.

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**JAI403 DESIGN AND PRODUCTION**

This subject will focus on the design and production of technical objects, emphasizing the integration of design and technology.

**JAI403 INTEGRATED WORKSHOP PRACTICE**

This subject will provide students with an integrated approach to the design and production of technical objects, focusing on the practical application of theoretical knowledge.

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**JAI503 TEXTILE FABRICATION**

This subject will enable students to develop skills in the design and production of textile objects.

**JAI503 ELECTRONICS AND DESIGN**

This subject will provide students with an understanding of the principles of electronics and their application in design and technical fields.

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**JAI603 COMPUTER DRIVEN FABRICATION**

This subject will focus on the use of computer technology in the design and production of technical objects.

**JAI603 MATERIALS OF THE FUTURE**

This subject will introduce students to the properties and applications of emerging materials in the field of technology.

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**JAI703 COMPUTER DRIVEN FABRICATION**

This subject will focus on the use of computer technology in the design and production of technical objects, emphasizing the integration of design and technology.

**JAI703 MECHANICAL FABRICATION**

This subject will enable students to develop skills in the design and fabrication of mechanical systems.
lects undertaken by students. Incorporate current timber fabricating techniques in practical production of a wooden section, correctly setting, tools.

Students attempting this module will be encouraged to foster creativity and to consider possible future developments in society; and will be capable of disseminating knowledge and technical skills, as an introduction to a range of teaching strategies, and computer programming.

This module will extend the students' technical skill and knowledge of leathercraft and in particular will place emphasis on individual research and innovation.

This course is for the student who has completed 1A111 or 1A151 and various forms of metal fabrication. Practical experience in the construction of illustrative models should enhance appreciation of the chosen area while drawing attention to the broad importance of power in modern civilization.

This module provides students with the opportunity of fostering and developing their own design principles to the development of products in a number of materials.

This module will extend the students' technical skill and knowledge of metalworking and in particular will place emphasis on individual research and innovation.

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TEACHING TECHNICS

A3613 INNOVATIVE learning processes.

3613 awareness

3603 mechanisms of

Europe and North.

S0:33

1A3523 CURRICULUM and resource
devices.

1A3513 TEACHING SENIOR SCHOOL INDUSTRIAL ARTS

3503 experimental experience

3443 EXPERIMENTAL ANALYSIS IN MECHANICS

3433 technology programmes.

3423 INNOVATIVE teaching methods

3413 problems created by multiple use of forest resources and

3403 collection of data about observed characters, use of

3403 Material science.

3403 INDUSTRIAL ARTS education

3403 and analyse
technical points indicating weaknesses in subject content.

3333 PROJECT DEVELOPMENT IN INDUSTRIAL ARTS

3333 EXTENSION in Stage IV of a year course

3323 or Craft Research and Development

3323 Students will experience a blend of practical and theoretical studies in environmental ethics.

3313 TECHNOLOGY in modern society.

3303 TECHNOLOGY FOR CHILDREN

3303 students will develop a range of craft activities through participation in this module. The development of these activities and the understanding of the processes involved is to be facilitated through the study of the different stages in the development of new approaches to the implementation of craft

3243 COMMERCIAL FORESTRY

3243 Through close contact with the timber industry and observation of production processes, the students will be able to evaluate the problems caused by the multiple use of forest resources and be able to

3233 ADVANCED MECHANICS

3233 The module will encourage students to develop proficiency in collecting data about observed characters, use of technical aids and skills and interpretation of results. Students will be encouraged to have this experience in a variety of practical situations and report on their findings.

3223 ADVANCED MECHANICS

3223 Principles and design of the course of study have been

3223 ADVANCED MECHANICS

3223 The module will encourage students to develop proficiency in collecting data about observed characters, use of technical aids and skills and interpretation of results. Students will be encouraged to have this experience in a variety of practical situations and report on their findings.

3213 ADVANCED MECHANICS

3213 Problems created by multiple use of forest resources and

3213 FEATURES OF WOOD

3213 FEATURES OF WOOD

3213 FEATURES OF WOOD

3213 FEATURES OF WOOD

3203 ADVANCED MECHANICS

3203 Problems created by multiple use of forest resources and

3203 FEATURES OF WOOD

3203 FEATURES OF WOOD

3203 FEATURES OF WOOD

3203 FEATURES OF WOOD

3193 ADVANCED MECHANICS

3193 Problems created by multiple use of forest resources and

3193 FEATURES OF WOOD

3193 FEATURES OF WOOD

3193 FEATURES OF WOOD

3193 FEATURES OF WOOD

3183 ADVANCED MECHANICS

3183 Problems created by multiple use of forest resources and

3183 FEATURES OF WOOD

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3183 FEATURES OF WOOD

3183 FEATURES OF WOOD

3173 ADVANCED MECHANICS

3173 Problems created by multiple use of forest resources and

3173 FEATURES OF WOOD

3173 FEATURES OF WOOD

3173 FEATURES OF WOOD

3173 FEATURES OF WOOD

3163 ADVANCED MECHANICS

3163 Problems created by multiple use of forest resources and

3163 FEATURES OF WOOD

3163 FEATURES OF WOOD

3163 FEATURES OF WOOD

3163 FEATURES OF WOOD

3153 ADVANCED MECHANICS

3153 Problems created by multiple use of forest resources and

3153 FEATURES OF WOOD

3153 FEATURES OF WOOD

3153 FEATURES OF WOOD

3153 FEATURES OF WOOD

3143 ADVANCED MECHANICS

3143 Problems created by multiple use of forest resources and

3143 FEATURES OF WOOD

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3143 FEATURES OF WOOD

3143 FEATURES OF WOOD

3133 ADVANCED MECHANICS

3133 Problems created by multiple use of forest resources and

3133 FEATURES OF WOOD

3133 FEATURES OF WOOD

3133 FEATURES OF WOOD

3133 FEATURES OF WOOD

3123 ADVANCED MECHANICS

3123 Problems created by multiple use of forest resources and

3123 FEATURES OF WOOD

3123 FEATURES OF WOOD

3123 FEATURES OF WOOD

3123 FEATURES OF WOOD

3113 ADVANCED MECHANICS

3113 Problems created by multiple use of forest resources and

3113 FEATURES OF WOOD

3113 FEATURES OF WOOD

3113 FEATURES OF WOOD

3113 FEATURES OF WOOD

3103 ADVANCED MECHANICS

3103 Problems created by multiple use of forest resources and

3103 FEATURES OF WOOD

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3103 FEATURES OF WOOD

3103 FEATURES OF WOOD

TEACHING SENIOR SCHOOL ARTS

3613 A module designed to provide students with a fundamental

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Interdepartmental

Module 1: The Physical Human (0:29)
The structure and function of the human body; how it is kept fit and how it is influenced by drugs.

Module 2: The Social Human (0:33)
The appreciation of personal relations in respect to self and others.

Module 3: Personal Development (0:33)
For description of module refer to Physical Education Department.

Module 4: Problems in Teaching Literacy and Numeracy (0:39)
The study is designed to provide all teachers, regardless of discipline, with some expertise in recognising, identifying and assisting pupils who fail to meet acceptable standards of literacy and numeracy.

Module 5: Art - Craft I - Integrated Studies (0:49)
Through participation in this module, students will develop an understanding of the relationship between Art and Craft activities and the innate ability of young children to learn from practical experiences. Students will be encouraged to recognise the stages of creative development through which young children pass and establish a sound knowledge of the history of Art and Craft experiences and activities, their significance in the context of the early childhood education. With this development, students will be equipped to facilitate the creative, intellectual, social and physical development of young children. In addition, students will be encouraged to develop personal competence in Art and Craft activities through the acquisition of skills, techniques and related knowledge.

Module 6: Human Sexuality (0:39)
The development of knowledge and understanding of the human as a sexual being.

Module 7: Personal Development Curriculum and Programme (0:33)
The acquisition of knowledge concerning the resources available in N.S.W. schools for use in presenting personal development courses.

Module 8: Personal Development Overview (0:39)
For description of module refer to Physical Education Department.

Module 9: Personal Development II For description of module refer to Physical Education Department.

Module 10: Integrated Studies - Music Movement & Drama (0:33)
Students will:
- identify principles of movement/musical drama integration through curriculum planning approaches to integrated themes
- demonstrate an understanding of creative, integrative approaches to a variety of classroom activities.

Module 11: Integrated Studies Mathematics & Science (0:33)
For description of module refer to Mathematics and Science Department.

Module 12: Integrated Studies - Social Sciences (0:33)
For description of module refer to Social Sciences and Science Department.

Module 13: Art - Craft II - Integrated Studies (0:49)
Teaching procedures and motivational techniques, designed to integrate the creative and craft activities with other learning experiences, to heighten the children's awareness of the environment as a source of ideas and sensory stimulation, will form the basis of this module.

Module 14: Health Education (0:35)
The evaluation of one's own goals and personal needs relative to one's function as a primary school educator facing social pressures and values. The focus of attention will be on the formulation of a professional, personal code of health behaviour.

Module 15: Social Awareness (0:33)
An interdisciplinary module in which the student's awareness of another's own identity and the interaction and interdependence of people in relation to social institutions is developed.

Module 16: Drama I (0:49)
The student will:
- develop an integrated understanding of the theory and practices of drama and theatre;
- develop skills in improvised drama and drama created from a variety of source material;
- develop an understanding of the nature and mechanics of theatre;
- develop further skills in the creation of drama and its performance;
- be able to discriminate among the leading theorists and practitioners of the theatre and to apply the approaches and methods most appropriate to his own situation.

Module 17: Drama II (0:49)
The student will:
- develop a higher level than in Drama I in understanding of the nature, concerns and forms of theatre;
- develop further skills in the creation of drama and its performance;
- develop an understanding of the theories of theatre production, especially with regard to plays suitable for children;
- develop further his ability to illuminate the theoretical qualities of selected plays in the classroom.

Module 18: Drama III (0:49)
The student will:
- build upon the experience gained in Drama I and Drama II in order to:
- develop a wider and deeper understanding of the nature and mechanics of theatre;
- develop further skills in the mechanical production, especially with regard to plays suitable for children;
- develop further his ability to illuminate the theoretical qualities of selected plays in the classroom.

Module 19: Drama IV (0:49)
The student will:
- build upon the experience gained in Drama I and Drama II in order to:
- develop greater expertise in the theory and practice of major elements of educational drama;
- develop greater expertise in the use of drama in the areas and as an experience in itself;
- prepare teachers to make the best use of the available and often very limited drama facilities in schools;
- see drama in perspective educationally and as one of a number of related arts.

Module 20: Drama V (0:49)
The student will:
- be able to apply the theory and the practice that he has experienced in Drama I and II in the classroom with children and young adults;
- be aware of developments in educational drama in schools and in the general community both in Australia and Great Britain, Canada and the United States of America;
- be able to plan drama curricula for use in the schools or other educational institutions.
LA4006 APPLIED LINGUISTICS AND AUDIO-VISUAL LANGUAGE LEARNING
P (NA) 3: LA008E. This module is designed to equip students with advanced knowledge of French sociolinguistics and
LA4025 FRENCH LANGUAGE AND CIVILISATION II
G (NA) 3: LA 12 E. This module aims to develop students’ understanding of the French language in its broadest sense,
LA4251 TWENTIETH CENTURY FRENCH LITERATURE (Extended)
GNA3 3 LA F 3 E. This module aims to develop students’ understanding of the French language in its broadest sense,
LA3274 GERMAN LIFE AND LANGUAGE
G (NA) 3: LA G 3 E. This module is designed to equip students with advanced knowledge of the German language and
LA3275 TWENTIETH CENTURY GERMAN LITERATURE
GNA3 3 LA G 3 E. This module aims to develop students’ understanding of the German language in its broadest sense,
LA4005 LANGUAGE OTHER THAN ENGLISH EDUCATION - THEORIES AND PRACTICE
P (NA) 3: LA009D and LA4006. This module is designed to equip students with advanced knowledge of the German language and
LA4009 RESEARCH IN LANGUAGES OTHER THAN ENGLISH EDUCATION
P (NA) 3: LA009D and LA4006. This module is designed to equip students with advanced knowledge of the German language and
LA4099 RESEARCH PROJECT IN LANGUAGES OTHER THAN ENGLISH EDUCATION
P (NA) 3: LA005S and LA4008. This module is designed to equip students with advanced knowledge of the German language and
LA4216 GERMAN LANGUAGE AND SOCIETY
GNA3 3 LA G 3 E. This module is designed to equip students with advanced knowledge of the German language and
LA4218 EIGHTIETH CENTURY FRENCH LITERATURE
GNA3 3 LA F 3 E. This module aims to develop students’ understanding of the French language in its broadest sense,
LA4220 NINETEENTH CENTURY GERMAN NOVELLE
G (NA) 3: LA G 3 E. This module aims to develop students’ understanding of the French language in its broadest sense,
LA4255 FRENCH CIVILISATION - ADVANCED STUDIES
GNA3 3 LA F 3 E. This module aims to develop students’ understanding of the French language in its broadest sense,
LA1070 FOUNDATION STUDIES: EARLY CHILDHOOD PRIMARY MATHEMATICS
EPK 292. This module is designed to equip students with advanced knowledge of the German language in its broadest sense,
LA1071 MATHEMATICS EDUCATION I - TEACHING FOR NUMERACY
EPK 031. This module aims to develop students’ understanding of the French language in its broadest sense,
LA1075 MATHEMATICS EDUCATION JUNIOR SECONDARY CURRICULUM STUDIES
S3 03. This module aims to develop students’ understanding of the French language in its broadest sense,
MA1057 MATHEMATICS EDUCATION JUNIOR SECONDARY CURRICULUM STUDIES I
S3 03. This module aims to develop students’ understanding of the French language in its broadest sense,
MA1273 MATHEMATICS FOR TEACHERS 2
IJS. This module is designed to equip students with advanced knowledge of the German language in its broadest sense,
MA2025 MATHEMATICS IA
S4 496. This module aims to develop students’ understanding of the French language in its broadest sense,
MA2026 MATHEMATICS IB
S4 496. This module aims to develop students’ understanding of the French language in its broadest sense,
MA2027 MATHEMATICS IC
S4 496 MA 2025 (Pre-requisites). This module aims to develop students’ understanding of the French language in its broadest sense,
MA273 MATHEMATICS II
S4 496. This module aims to develop students’ understanding of the French language in its broadest sense,
MA281 MATHEMATICS III
S4 496. This module aims to develop students’ understanding of the French language in its broadest sense,
MA5025 MATHEMATICS IV
S4 496 MA 2025 (Pre-requisites). This module aims to develop students’ understanding of the French language in its broadest sense,
MA282 MATHEMATICS V
S4 496 MA 2025 (Pre-requisites). This module aims to develop students’ understanding of the French language in its broadest sense,
MA283 MATHEMATICS VI
S4 496 MA 2025 (Pre-requisites). This module aims to develop students’ understanding of the French language in its broadest sense,
MA284 MATHEMATICS VII
S4 496 MA 2025 (Pre-requisites). This module aims to develop students’ understanding of the French language in its broadest sense,
MA285 MATHEMATICS VIII
S4 496 MA 2025 (Pre-requisites). This module aims to develop students’ understanding of the French language in its broadest sense,
MA286 MATHEMATICS IX
S4 496 MA 2025 (Pre-requisites). This module aims to develop students’ understanding of the French language in its broadest sense,
MA287 MATHEMATICS X
S4 496 MA 2025 (Pre-requisites). This module aims to develop students’ understanding of the French language in its broadest sense,
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Multicultural Studies

MS1050 MULTICULTURAL EDUCATION AND COMMUNITY LANGUAGES (Foundation Studies)
FMS12-32J Foundation Study. Nature of the multicultural classroom, social, emotional and linguistic factors, role of peer groups, family and community, community languages, E.S.L.

MS2120 MULTICULTURALISM IN AUSTRALIA (General Studies) G3:33
Development of Multicultural Australia, the concept of multiculturalism and its relevance for contemporary Australia and the future. Study includes Australian and international examples.

MS300 MULTICULTURAL EDUCATION AND COMMUNITY LANGUAGES (Educational Studies) Se69:30
Nature of the multicultural classroom, social, emotional and linguistic factors, role of peer groups, family and community, community languages, E.S.L.

MS2059 PLANNING FOR MULTICULTURAL CURRICULUM IN EARLY CHILDHOOD CONVERSION (External) E1:33
A composite transition module for E.Ed Conversion (Early Childhood). Nature and architectural multiculturalism in Australia, multicultural curriculum design resources, language maintenance, E.S.L.

MS2021 PLANNING FOR MULTICULTURAL CURRICULUM IN EARLY CHILDHOOD (General Studies) E.C:3:33 MS1010 E
Considerations for designing a multicultural curriculum - situational analysis, objectives, teaching strategies for multiculturalism in the early childhood domain.

MS2050 PLANNING FOR MULTICULTURAL CURRICULUM IN PRIMARY (Educational Studies) Pr11:33 MS1000 E
Considerations for designing a multicultural curriculum - situational analysis, objectives, teaching strategies for the multicultural primary school.

MS2051 MULTICULTURAL CONVERSION (External) P3:33
A composite transition module for E.Ed Conversion (Primary). Nature of multiculturalism, significance for Australian society, multicultural curriculum design resources, language maintenance and E.S.L.

MS2120 ETHNIC MINORITIES IN THE COMMUNITY AND SCHOOL (General Studies) G6:33 MS2100
Practical appreciation of the major aspects of significant ethnic groups in Australia with respect to language, culture and education.

MS2300 PLANNING FOR MULTICULTURAL CURRICULUM IN SECONDARY
Section (Multiculturalist) G3:33
Considerations for designing a multicultural curriculum - situational analysis, objectives, teaching strategies for the multicultural secondary school.

MS2110 FAMILIES IN MODERN AUSTRALIAN SOCIETY (General Studies) (External) G2:3:3 MS2110
Investigation of the diverse nature of families in Australia, including expectations, norms and values of different ethnic and aboriginal groups. The impact of change in families is examined.

MS2215 DESIGNING AND IMPLEMENTING CURRICULUM IN THE MULTICULTURAL SCHOOL (General Studies and Honours Science/Tech) (Internal/External) G3:33 MS2210
Teaching and designing multicultural curricula for the classroom, whether all Anglo-Saxon or an Aborigal/ethnic/ Anglo-Saxon mix.

MS3032 EASTERN EUROPEAN CULTURES (3:3)
The module enables students to understand cultural differences between peoples by investigating problems associated with refugee migration to Australia with particular reference to the cultural backgrounds of the Jews, Poles and Yugoslavs.

MS4220 LANGUAGE PROBLEMS OF ETHNIC MINORITIES (General Studies) G2:3:3 MS4210
Language patterns of major ethnic groups in Australia, areas of linguistic conflict in learning English, socio-linguistic factors, in-depth investigation of one major ethnic group's linguistic problems.

MS4230 MEDITERRANEAN/MIDDLE EASTERN CULTURES I (3:3)
(i) Historical, geographical, socio-economic and political perspectives of the region, settlement patterns in Australia, cultural back­grounds, lifestyles and aspirations, case study: Italians.

MS4235 ABORIGINAL AUSTRALIANS (General Studies) (External) G2:3:3 MS4210
Prehistory of aboriginal Australians, cultural and language features, case study of the traditional Wathany community (economic, social and religious features), case study of the low culture and linguistic differences.

MS4240 LANGUAGE COMMUNITY (1:2)
Deals with teaching in the multicultural classroom both for Anglo Australian classrooms and those of aboriginal and ethnic mix.

MS4290 ABORIGINAL SOCIETY (2:2)
The module seeks to develop an awareness of the diversity that exists in modern aboriginal society and to analyse the interaction between aboriginal and non-aboriginal groups in Australian society.

MS4300 INTEGRATIVE CURRICULUM IN THE CLASSROOM (1:2)
The module examines the relationship between politics and welfare in Australia, particularly as relevant to ethnic groups. Self-help groups and pressure groups, social change and delivery services are among topics explored. Core module for PMT multicultural studies.

MS4308 EXPERIMENTAL LEARNING THROUGH OTHER LANGUAGE (2:2)
The module aims to allow experiences of negotiating in a new language and to give cognitive and affective insights into the linguistic, socio-cultural and social/situational aspects of contact in a new culture. Required module for students who do not have a second language in PMT multicultural studies.

MS4309 ABORIGINAL SOCIETY (2:2)
The module examines the relationship between politics and welfare in Australia, particularly as relevant to ethnic groups. Self-help groups and pressure groups, social change and delivery services are among topics explored. Core module for PMT multicultural studies.

MS4310 INTENSIVE MOTHER TONGUE MAINTENANCE (2:2)
The module aims to allow students with a knowledge of the theory and practice involved in maintaining the mother tongue of ethnic groups. Elective module for multicultural for PMT multicultural studies.

MS4311 MULTICULTURAL FIELD STUDY (3)
The module is a student choice, staff supervised field project in an ethnic group in multicultural Australia. The module provides an opportunity for students to meet with members of the group and to collect data for their projects. Core module for PMT multicultural studies.

MS4904 ETHNIC CULTURES IN AUSTRALIAN SOCIETY (2:2)
The module develops a framework for examining ethnic cultures in Australia, and deals with specific cultural groups in Australia. Core module for PMT multicultural studies.

MS4905 EFFECTIVE CURRICULUM IN MULTICULTURAL SOCIETY (2:2)
The module enables students to design and implement curricula for use in a multicultural society in both a teaching and community context. Core module for PMT multicultural studies.

MS4906 ENGLISH ACROSS THE CURRICULUM (2:2)
The module explores techniques of teaching English to non-English speakers, allows students to appraise characteristics of first, second and third phase English language learners and examines the implementation of English across the curriculum. Elective for PMT multicultural studies.

MS4907 POLITICS AND WELFARE IN MULTICULTURAL AUSTRALIA (2:2)
The module examines the relationship between politics and welfare in Australia, particularly as relevant to ethnic groups. Self-help groups and pressure groups, social change and delivery services are among topics explored. Core module for PMT multicultural studies.

MS4908 EXPERIMENTAL LEARNING THROUGH OTHER LANGUAGE (2:2)
The module aims to allow experiences of negotiating in a new language and to give cognitive and affective insights into the linguistic, socio-cultural and social/situational aspects of contact in a new culture. Required module for students who do not have a second language in PMT multicultural studies.

MS4909 ABORIGINAL SOCIETY (2:2)
The module seeks to develop an awareness of the diversity that exists in modern aboriginal society and to analyse the interaction between aboriginal and non-aboriginal groups in Australian society. Elective module for multicultural studies.

MS4910 INTENSIVE MOTHER TONGUE MAINTENANCE (2:2)
The module aims to allow students with a knowledge of the theory and practice involved in maintaining the mother tongue of ethnic groups. Elective module for multicultural for PMT multicultural studies.

MS4911 MULTICULTURAL FIELD STUDY (3)
The module is a student choice, staff supervised field project in an ethnic group in multicultural Australia. The module provides an opportunity for students to meet with members of the group and to collect data for their projects. Core module for PMT multicultural studies.
The module provides an understanding of the effective management of nursing staff relationships between patient needs and the organization of nursing care, and of the effects of alternative patient care delivery systems on the effectiveness of nursing care.

**HS2120 TEACHING AND LEARNING IA**

**VERBAL AND INTERACTION SKILLS**

**HS2121 Professional Development of the Nurse Practitioner II**

This module is designed to introduce the student to the role of the nurse practitioner in the primary care setting. Students will be introduced to the role of the nurse practitioner in primary care and will be expected to complete a mini-practice module in their first year and 2 lessons during their second semester. Students will complete 6 weeks of block practice in their second semester. (4 credit points)

**HS2131 HEALTH PLANNING**

**NA 3 cp**

Students in their third year of the course will complete 7 days of block practice in their third semester. Three-year students will complete 3 lessons during each of their fourth and fifth semesters. (4 credit points)

**HS2171 FIELD EXPERIENCE (TEACHING) 2 - CLINICAL MINOR**

**HS2180 FIELD EXPERIENCE (TEACHING) 2 - COMMUNITY MAJOR**

Students doing a minor-study in community teaching will complete this module as part of Field Experience 2. It will involve 3 lessons during semester 2 or a later semester for students completing the course in three years. (2 credit points)

**HS2181 FIELD EXPERIENCE (TEACHING) 2 - COMMUNITY MAJOR**

**HS3161 FIELD EXPERIENCE (TEACHING) 3 - COMMUNITY MAJOR**

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

**HS3171 FIELD EXPERIENCE (TEACHING) 3 - CLINICAL MINOR**

**HS3180 FIELD EXPERIENCE (TEACHING) 3 - COMMUNITY MAJOR**

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

**HS3181 FIELD EXPERIENCE (TEACHING) 3 - COMMUNITY MAJOR**

**HS3190 FIELD EXPERIENCE (TEACHING) 3 - COMMUNITY MAJOR**

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

**HS3191 FIELD EXPERIENCE (TEACHING) 3 - COMMUNITY MAJOR**

**HS3192 FIELD EXPERIENCE (TEACHING) 3 - COMMUNITY MAJOR**

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

**HS3193 FIELD EXPERIENCE (TEACHING) 3 - COMMUNITY MAJOR**

**HS3194 FIELD EXPERIENCE (TEACHING) 3 - COMMUNITY MAJOR**

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

**HS3195 FIELD EXPERIENCE (TEACHING) 3 - COMMUNITY MAJOR**

**HS3196 FIELD EXPERIENCE (TEACHING) 3 - COMMUNITY MAJOR**

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

**HS3197 FIELD EXPERIENCE (TEACHING) 3 - COMMUNITY MAJOR**

**HS3198 FIELD EXPERIENCE (TEACHING) 3 - COMMUNITY MAJOR**

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

**HS3199 FIELD EXPERIENCE (TEACHING) 3 - COMMUNITY MAJOR**

**HS3200 FIELD EXPERIENCE (TEACHING) 3 - COMMUNITY MAJOR**

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

**HS3201 FIELD EXPERIENCE (TEACHING) 3 - COMMUNITY MAJOR**

**HS3202 FIELD EXPERIENCE (TEACHING) 3 - COMMUNITY MAJOR**

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

**HS3203 FIELD EXPERIENCE (TEACHING) 3 - COMMUNITY MAJOR**

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

**HS3204 FIELD EXPERIENCE (TEACHING) 3 - COMMUNITY MAJOR**

**HS3205 FIELD EXPERIENCE (TEACHING) 3 - COMMUNITY MAJOR**

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

**HS3206 FIELD EXPERIENCE (TEACHING) 3 - COMMUNITY MAJOR**

**HS3207 FIELD EXPERIENCE (TEACHING) 3 - COMMUNITY MAJOR**

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

**HS3208 FIELD EXPERIENCE (TEACHING) 3 - COMMUNITY MAJOR**

**HS3209 FIELD EXPERIENCE (TEACHING) 3 - COMMUNITY MAJOR**

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

**HS3210 FIELD EXPERIENCE (TEACHING) 3 - COMMUNITY MAJOR**

**HS3211 FIELD EXPERIENCE (TEACHING) 3 - COMMUNITY MAJOR**

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

**HS3212 FIELD EXPERIENCE (TEACHING) 3 - COMMUNITY MAJOR**

**HS3213 FIELD EXPERIENCE (TEACHING) 3 - COMMUNITY MAJOR**

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

ED2910 BEHAVIOURAL STUDIES III - POLICE STUDIES (N/A) 18016, 18017
A study to promote an awareness of:
- the various features of community life and interaction
- the diversity of family patterns and the complex cultural differences
- the importance of work and leisure in a changing society
- the promotion of general awareness of the role of the police
- the influence of individual and group differences in a changing society.

ED2909 BEHAVIOURAL STUDIES II - POLICE STUDIES (N/A) 18015
A study to promote an awareness of:
- the various features of community life and interaction
- the diversity of family patterns and the complex cultural differences
- the importance of work and leisure in a changing society
- the promotion of general awareness of the role of the police
- the influence of individual and group differences in a changing society.

Enrolment

P3220 ADVANCED PHYSICAL EDUCATION PROGRAMME (0:3)3 PE3206 (Degree)
This course aims to provide a basic management programme for the development of a critical appreciation of the application of physical education and sports recreation offered in the secondary school system.

PE4202 ADAPTED PHYSICAL EDUCATION (FOUNDATION) (3:0)3 PE4205 KINESIOLOGY
In this module, the student will:
- study the nature of organisations in society
- study the role of the police officer as a social welfare worker
- become aware of the roles faced by individuals and groups in organisations.

ID1801 ADMINISTRATION I (0:3)4
On completion of this module the student will:
- become aware of the multicultural nature of modern Australian society
- understand the values, attitudes and processes of selected multicultural communities
- become alert to communication difficulties that may occur in interpersonal situations
- examine in interrelation between the concepts of equality and multiculturalism
- develop an awareness of and practice in techniques and skills relevant to the management of group relationships in multicultural contexts.
Professional Studies Programme — Primary/Early Childhood

TP1001 EXPOSITORY TEACHING: PRIMARY/EARLY CHILDHOOD
EP(3:0)3
The focus of this module is a teacher-directed approach to teaching with related teaching skills. Skills taught include Basic Questioning, Explaining, and Variability. These skills are developed in micro-teaching and macro-teaching settings at school base.

TP1002 PUPIL CENTRED TEACHING: PRIMARY/EARLY CHILDHOOD
EP(0:3)3
The focus of this module is a pupil-centred approach to teaching with related teaching skills. Skills taught include Reinforcement, Higher Order Questioning, and Teacher Response Behaviour designed to increase the amount and level of pupil participation. These skills are developed in micro-teaching and macro-teaching settings at school base.

TP2001 DIAGNOSTIC AND REMEDIAL TEACHING: PRIMARY
PS(0:3)3 TP1001, or TP1002
This module focuses on the diagnosis of pupil-learning strengths and weaknesses at school base. The formulation, implementation and evaluation of a developmental programme in Reading and Mathematics is required.

TP2002 UNIT PLANNING: PRIMARY
EP(0:3)3 TP2001, or TP2002
This programme aims to develop skills in writing units of work at school base using both product and process approaches to curriculum development. Having designed the units of work, students will be required to teach and evaluate the units at a secondary school environment.

TP2005 UNIT PLANNING: EARLY CHILDHOOD
ED(0:3)3 TP2001, or TP2002
This programme aims to develop skills in writing units of work at school base using both product and process approaches to curriculum development. Having designed the units of work, students will be required to teach and evaluate the units in a pre-school environment.

TP2006 DIAGNOSTIC PLANNING IN PERCEPTUAL MOTOR SKILLS: EARLY CHILDHOOD
ED(0:3)3 TP2001, or TP2002
This module focuses on the diagnosis of pupil-learning strengths and weaknesses of pre-school and kindergarten pupils. Students will develop a checklist for perceptual-motor development. They will plan for, teach and evaluate individual programmes in the College kindergarten and at school base.

TP3001 UNIT PLANNING FOR MULTIPLE GROUPS
ED(0:3)3 TP2001, or TP2002
In schools with different social environments this module aims to develop competencies in teaching multiple groups at the school base.

TP3002 PRINCIPLES AND PRACTICES OF TEACHING: PRIMARY CONVERSION
EP(3:0)3
Basic teaching skills programme for students converting from a Diploma to a Degree programme.

TP3003 PRINCIPLES AND PRACTICES OF TEACHING: EARLY CHILDHOOD CONVERSION
EP(3:0)3
Basic teaching skills programme for students converting from a Diploma to a Degree programme.

TP3012 CLASSROOM MANAGEMENT AND DISCIPLINE
EP(0:3)3
This module provides opportunities to apply theoretical ideas on classroom management and discipline in a school situation.

TP3014 BEGINNING TO TEACH
EP(0:3)3
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.

TP4000 TEACHING SKILLS: PRIMARY DISCIPLe
PS(0:3)3
This module emphasises teacher-directed and pupil-centred approaches to teaching with related skills. Teaching skills taught include Variability, Explaining, Basic Questioning, Teacher Response and Higher Order Questioning.

TP4011 SUPERVISION IN PRACTICE
EP(0:3)3 External in 1983
This module provides opportunities for the acquisition of the understandings and skills which facilitate the adoption of a supervisory role by a member of the school staff. Experiences will be both College and school based.

TP4012 THE ANALYSIS OF PERSONAL TEACHING STYLE
EP(0:3)3 External in 1983
This module provides for examination and analysis of your approach to teaching through the development of classroom observation instruments and their use in a school setting.

TP4016 TECHNOLOGIES FOR IMPROVING THE LEVEL OF CLASSROOM INTERACTION
EP(0:3)3 External in 1983
This module provides opportunities for the development of specific techniques for improving the level of classroom interaction.

Professional Studies Programme — Art Education

PS3001 PRINCIPLES AND PRACTICES OF TEACHING: ART EDUCATION
SD(3:0)2
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 provided with an opportunity to practice these skills in the reality of a school situation.

PS3001 PRINCIPLES AND PRACTICES OF TEACHING: ART EDUCATION
SD(3:0)2
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 provided with an opportunity to practice these skills in the reality of a school situation and implement a programme of work.

PS3002 PRINCIPLES AND PRACTICES OF TEACHING: ART EDUCATION
SD(2:0)2
The aim of this course is to be present to students a spectrum of teaching styles identifying a basic repertoire of teaching strategies and to relate these to teaching situations.

PS4000 PRINCIPLES AND PRACTICES OF TEACHING: ART EDUCATION (Dip.Ed.)
SD(3:0)2
The focus of this module is on several basic teaching skills and to practise these skills by teaching Art to small groups of secondary pupils.

Professional Studies Programme — English/History

TS1005 EXPOSITORY TEACHING: ENGLISH/HISTORY
SD(3:0)2
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 Teacher Response, Variability, Explaining, Introductory procedures and Closure.

TS2006 PUPIL CENTRED TEACHING: ENGLISH/HISTORY
SD(3:0)3
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.

TS3005 DESIGN AND PRODUCTION OF INSTRUCTIONAL RESOURCES: ENGLISH/HISTORY
SD(3:0)3
This programme provides opportunities to acquire basic competencies in instructional materials. This will involve the development of planning, design and production skills and the use of media and materials to achieve specific learner outcomes.

TS5005 TEACHING STRATEGIES: ENGLISH/HISTORY
SD(3:0)3
This module focuses on the theory and practice of teaching strategies for English and History in the secondary school. The structure provides a theoretical basis and practical application in classroom teaching.

TS3006 AP PROACHES TO UNIT PLANNING: ENGLISH/HISTORY
SD(3:0)3 TS3005
This module offers a comprehensive and integrated series of practical experiences at school base to complement the theoretical studies in curriculum planning at college.

TS3008 CLASSROOM MANAGEMENT AND DISCIPLINE: ENGLISH/HISTORY
SD(3:0)3 TS3006
This module provides opportunities to apply theoretical ideas on classroom management and discipline in a school situation.

TS4015 PRINCIPLES AND PRACTICES OF TEACHING: ENGLISH/HISTORY (Dip.Ed.)
SD(2:0)2
The focus of this module is on several basic teaching skills and to practise these skills by teaching English or History to small groups of secondary pupils.

TS4042 PRINCIPLES AND PRACTICES OF TEACHING: HISTORY
SD(3:0)2
The focus of this module is on several basic teaching skills such as Explanation, Questioning, Retrospective/Closing Procedures and Variability and to practise these skills with small groups of secondary pupils.

Professional Studies Programme — Home Science/Textiles

TS2011 CONSTRUCTION AND PROFESSIONAL MANAGEMENT: HOME SCIENCE/TEXTILES
SD(3:0)2 TS2011
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 Unit and other material prepared during the module will be used during the Stage III Teaching Experience.

TS3006 THE ANALYSIS OF PERSONAL TEACHING STYLE: HOME SCIENCE/TEXTILES
SD(3:0)3 External in 1983
This module provides for examination and analysis of your approach to teaching through the development of classroom observation instruments and their use in a school setting.
The module provides students with an opportunity to acquire specific teaching skills and to apply theory acquired in other subjects. 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.

Professional Studies Programme — Industrial Arts

TS4027 PRINCIPLES AND PRACTICES OF TEACHING: INDUSTRIAL ARTS
S(3:0)3
This module emphasises various approaches to teaching with an understanding of Industrial Arts curriculum development and application through an investigation of current Industrial Arts programmes. The subject is essentially practical in nature. Students will be encouraged to use College facilities to develop software and other materials involved with the presentation of teaching in a secondary school. Teaching skills introduced will include Basic Questioning, Veneability, Explaining, Introductory Procedures and Closure. This course aims to develop students into those who can use media and materials to achieve specific learner outcomes.

Professional Studies Programme — Mathematics

TS4101 EXPOSITORY TEACHING: MATHEMATICS
S(3:0)3
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.

TS5027 PRINCIPLES AND PRACTICES OF TEACHING: MATHEMATICS
S(0:3)2
This module focuses on several basic teaching skills and opportunity provided for practising these skills by teaching Mathematics in school pupils.

Professional Studies Programme — Science

TS1052 PUPIL CENTRED TEACHING: LANGUAGES
S(3:0)3
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.

TS5025 PRINCIPLES AND PRACTICES OF TEACHING: MATHEMATICS
S(3:0)3
This module emphasises the teaching skills of PS125 and introduces students to several other teaching skills. Opportunity is provided to practise these skills by teaching Mathematics to secondary school pupils.

Professional Studies Programme — Physical Education

TS4027 PRINCIPLES AND PRACTICES OF TEACHING: LANGUAGES
S(0:3)2
This module focuses on several basic teaching skills and opportunities provided for practising these skills by teaching Music to school pupils.

TS5025 PRINCIPLES AND PRACTICES OF TEACHING: MUSIC
S(3:0)3
This module emphasises the teaching skills of PS125 and introduces students to several other teaching skills. Opportunity is provided to practise these skills by teaching Music to secondary school pupils.

Professional Studies Programme — Music

TS4027 PRINCIPLES AND PRACTICES OF TEACHING: MUSIC
S(3:0)2
This module focuses on several basic teaching skills and opportunity provided for practising these skills by teaching Music to school pupils.

TS5025 PRINCIPLES AND PRACTICES OF TEACHING: MUSIC
S(3:0)3
This module emphasises the teaching skills of PS125 and introduces students to several other teaching skills. Opportunity is provided to practise these skills by teaching Music to secondary school pupils.

Professional Studies Programme — Science
TS4040 PRINCIPLES AND PRACTICES OF TEACHING: TEACHER LIBRARIANSHIP (Dip.Ed.)

The focus of this module is on several basic teaching skills and to practise these skills with small groups of secondary pupils.

Professional Studies Programme — Teacher Librarianship

TP4020 STRATEGIES FOR TEACHING (INFORMATION PROCESSING MODELS)

This module provides opportunities for teachers to develop their own teaching strategies using information processing models developed by Shaefer, Suchman, Ausubel and Taba.

TP4021 STRATEGIES FOR TEACHING II (SOCIAL AND PERSONAL MODELS)

This module focuses on the development of some basic skills of teaching with practical application to improve competence. Analysis of teacher-pupil behaviour will allow teaching strategies to be appropriately modified.

Professional Studies Programme — Postgraduate in Educational Studies: Advanced Teaching Method

Teaching Experience

Teaching Experience consists continuous teaching at school bases.

Radiography

ED1905 PSYCHOLOGY: UNDERSTANDING HUMAN BEHAVIOUR

This module aims to assist the student to an understanding of the individual human being. The module treats such topics as human growth and development, socialisation, motivation, perception and the self.

ED1906 INTERPERSONAL BEHAVIOUR

This module aims to help the student develop an understanding of self and others and to develop competence in making helpful and reassuring contacts with others. The module treats such aspects as perception of one person by another and verbal and non-verbal aspects of communication.

SC1901 PHYSICS FOR RADIOGRAPHERS

An introductory study of basic physical concepts to provide a background for further work.

SC1902 LIVING ANATOMY AND PHYSIOLOGY A

A sequential treatment of the complete human anatomy and physiology as required by radiographers under general headings: Cell and Tissue biology; Systems Anatomy and Physiology, Skin and associated structures; Vascular and lymphatic; Nervous and cranial, special senses, ears, eyes and nose. Introduces cells, tissues, upper and lower limbs, respiratory system.

SC1903 LIVING ANATOMY AND PHYSIOLOGY B

Introduces ventral column, skull, neck. Overview of nervous system and physiology.

SC1904 EQUIPMENT A

Radiographic photography, film, screens, cassettes, processing, sensitometers, densitometers, subtraction and copying.

SC1905 EQUIPMENT B

The total radiographic equipment will be studied in sequence: X-ray tube, transform, safety devices, timers, Dosemeters, Protection, special procedures equipment.

HS1905 HOSPITAL PRACTICE

Basic hospital organisation: relevant nursing procedures, Patient care, observation, measurement, procedure. First aid.

SC1911 RADIOGRAPHIC ANATOMY A

Positions of patients will be integrated with the living anatomy relevant to that positioning.

SC1912 RADIOGRAPHIC ANATOMY B

Positions of patients will be integrated with the living anatomy relevant to that positioning.

SC1913 TECHNIQUES AND SURFACE ANATOMY A

A study will be made of the following: Radiographic terminology, Protection and dark room procedures. Technique and surface anatomy of basic skeletal systems, extremities and chest. Respiratory system and thorax routine.
Science Education

SC1131 MECHANICS I
Module 4:03
Topics covered include linear and rotational kinematics, statics and dynamics of a particle and of extended bodies, conservation of energy, momentum, and angular momentum; coefficient of restitution; examination of the value of application of principles of mechanics to the study of thermodynamics.

SC1132 DIRECT CURRENT ELECTRICITY
Module 4:03
This module will give an understanding of basic direct current electricity and magnetism.

SC141 CHEMISTRY I A
Module 4:03
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.

SC142 CHEMISTRY II B
Module 4:03
Aspects of chemistry which find particular application in biological systems. Topics include introductory organic chemistry, functional groups, stereochemistry, carbohydrates, lipids and proteins, enzymes, buffer systems, nucleic acids, metal ions in biological systems.

SC151 GEOLGY I A
Module 4:03
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.

SC152 GEOLGY II B
Module 4:03
Surface alteration processes of the Earth are studied using regional and Australian examples. Petrographical principles are applied to the study of geologic time. Men's geologic role is reviewed.

SC171 BIOLICAL SCIENCE
Module 4:03

SC172 HUMAN BIOLOGY
Module 4:03

SC1261 MEDICAL SCIENCES (NURSE EDUCATION)
Module 4:03
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.

SC1262 NUTRITION (NURSE EDUCATION)
Module 4:03
This module is designed to enable the nurse teacher to examine nutrition through the concept of the way food intake affects the health of the human body. In particular, the role of nutrition in energy production, in supplying building and protective materials, and the dependence of the body on factors to effect subtle body processes is examined.

SC1263 MICROBIOLOGY AND INTRODUCTION TO PATHOLOGY (NURSE EDUCATION)
Module 4:03
This module is designed to enable the nurse teacher to view 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, as well as being responsible for specific diseases.

SC1370 DIRECT CURRENT ELECTRICITY
Module 4:03
To establish a basic knowledge and understanding of direct current electricity and basic magnetism.

The student will: - demonstrate the ability to handle direct current equipment; - plan, execute and evaluate experiments in this area; - understand the ability to handle numerical problems based on concepts studies; - master the structure of knowledge within the discipline; - develop effective problem-solving and discovery methods and to adopt appropriate scientific attitudes; - develop effective communication techniques.

SC1470 BASIC CONCEPTS OF CHEMISTRY
Module 4:03
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 programme.

The student will be assisted to: - master the structure of knowledge within the discipline; - develop effective problem-solving and discovery methods and to adopt appropriate scientific attitudes; - benefit proficient in the experimental techniques of the discipline; - develop effective communication techniques; - understand the limitations of scientific investigations.

SC1740 BIOMECANICS I
Module 4:03
The student is introduced to fundamental concepts of mechanics such as forces, vectors, centre of gravity, equilibrium, tractional motion, flotation and the Magnus effect and a biomechanical analysis of track and field events.

SC1741 BIOMECANICS II
Module 4:03
The student is introduced to fundamental concepts of mechanics such as forces, vectors, centre of gravity, equilibrium, tractional motion, flotation and the Magnus effect and a biomechanical analysis of track and field events.
The student presented and interpreted the contents of this module as that undertaken by those topics related to module as those undertaken by degree students.

To develop proficiency in laboratory and workshop management.

Atomic masses, Nuclear electrons; Nuclear sizes: The dwarf; Mommy; Theory of Nuclear forces; Models of the nucleus; Radioactive decay; Fission and fusion; Nuclear reactions; Elementary particles; Symmetries and conservation principles.

22.6.03 SC2470 BIOMOLECULES II

S(3,1,0)3 SC3133

22.6.14 SC2740 BIOCHEMISTRY

S(3,1,0)3 SC2470 CHEMICAL BONDING

S(3,1,0)3 SC2920 INNOVATIONS IN THE LIFE SCIENCES

S(3,1,0)3 SC2151 BIOLOGY OF EXERCISE I (DIPLOMA)

S(3,1,0)3 SC2921 SCIENCE AND THE LIVING WORLD (PRIMARY STUDIES) FINA3

S(3,1,0)3 SC2152 BIOCHEMISTRY I

S(3,1,0)3 SC2147 BIOCHEMISTRY II (DEGREE)

S(3,1,0)3 SC2145 SPORTS MEDICINE (DIPLOMA)

S(3,1,0)3 SC2424 PHYSIOLOGY OF SPORTS EXERCISE (DIPLOMA)

S(3,1,0)3 SC2345 MEDICINE I (DEGREE)

S(3,1,0)3 SC2146 PHYSIOLOGY OF EXERCISE I (DIPLOMA)

S(3,1,0)3 SC3147 POLYMER CHEMISTRY

S(3,1,0)3 SC2150 BIOLOGY OF EXERCISE (DIPLOMA)

S(3,1,0)3 SC2142 BIOCHEMISTRY III

S(3,1,0)3 SC2425 MEDICINE II (DEGREE)

S(3,1,0)3 SC3146 PHYSIOLOGY OF EXERCISE II (DIPLOMA)

S(3,1,0)3 SC2344 PHYSIOLOGY OF EXERCISE III (DIPLOMA)
an introduction to consumer activities leads to a review of social
anthropology are introduced through
the analysis of specific teaching strategies.
Toward incommensurate changes in emphasis in regional geography
and regional sociology, regional science, regional patterns and simple
dimensional problem-solving are considered. Examples of business
regional hierarchies are used as bases for comparison.

G(0:3)3 SS2840 SOCIAL ANTHROPOLOGY II
G(3:0)3 (Dip. Teach,) 3 cp 1 E
Students may specialise in anumber of elective groups focusing on
selected aspects of contemporary society. A feature of the module is
the team-teaching approach.

G(3:0)3 SS282 CONTEMPORARY AUSTRALIA SOCIETY
G(0:3)3 (Dip. Teach.) SS282 E

Students will examine the processes and theories of social change and
examine the consequences of change at both individual and
institutional levels. Emphasis is placed on its function and
mechanisms of change and theoretical approaches to it. Further
interest is on cultural contact, industrialisation, urbanisation and
political power.

G(0:3)3 SS2570 ECONOMICS
5(3:0)3
SS1840 SOCIAL ANTHROPOLOGY I

Students may specialise in anumber of elective groups focusing on
selected aspects of contemporary society. A feature of the module is
the team-teaching approach.

G(3:3)3 (Not available to History Trainees)

In a study of democracy in Greece the focus moves to the
Eastern Roman Empire and the
invasion. Medieval history
is emphasized.

G(0:3)3 SS 1820 ASIAN STUDIES I
G(3:0)3
This introduction is designed to show the variety in physical
environment, historic and political development, social structure,
government and demographic factors in Asia.

G(0:3)3 SS180 SOCIOLoGy: AUSTRALIA - A CHANGING Society
SW(2:0)3 [For Ass. Dip. in Soc. Welfare only]

This survey of the Aboriginal and Torres Strait Islander is a review of forms
of society and of colonisation, trade and religion.

G(0:3)3 SS1540 CONSUMER STUDIES I
G(3:0)3

An introduction to consumer activities leads to a review of social
influence, power contexts, modes of communication with the
consumer and consumer sociologies. Consideration of perception,
brand loyalty, consumer needs and motivation promotes an
understanding of models of consumer behaviour.

G(0:3)3 SS1500 ACCOUNTING AND FINANCIAL STUDIES
G(3:0)3
This unit is introduced as an important element of the
total business information system in a financial environment. It is
considered in terms of its nature, development and value as an
aid to management with an emphasis on its recording, reporting,
interpreting and budgeting functions.

G(0:3)3 SS1560 ECONOMICS IN SOCIETY I
G(3:3)3
In order to develop an awareness of economic methods and skills
within a social organisation, there is a review of the framework of
economic analysis and of rational human behaviour. An intro­
duction to micro-economic considers choices, markets and
demand theories. At the macro level, there is a survey of social
interests and involvement in the world and in the Australian
locale. An introduction to consumer behaviour.

G(0:3)3 SS1570 LEGAL STUDIES
G(3:3)3
In order to appreciate the structure and process of the Australian
legal system, a study is made of its origins, the legislative process
and its impact, the courts' interpretative function, major branches of
law, legal aid, and law and social change.

G(0:3)3 SS1620 PHYSICAL GEOGRAPHY I
G(3:0)3
This introduces the elements of the physical environment and
the skills needed in the study of physical processes. The earth
in space is the starting point, from which there is a study of crustal
structure, soils, climate, and floras with a final brief survey of
the relationships of these elements.

G(0:3)3 SS1640 THE SKILLS OF THE GEOGRAPHER
G(3:3)3
Basic skills introduced here are developed in later systematic
studies. Emphasis is upon the use of topographic maps in both
workshops and field.

G(0:3)3 SS1650 URBAN GEOGRAPHY I
G(3:3)3
Students develop an appreciation of varied urban environments
and of world growth in urbanisation. The dynamic nature of urban
character in the developing and developed world is emphasized.
A case study of Newcastle is undertaken to illustrate principles of urban
and transport, and Heads of field skills in urban geography.

G(0:3)3 SS1700 ASIAN STUDIES II
G(3:0)3

This introduction is designed to show the variety in physical
environment, historic and political development, social structure,
government and demographic factors in Asia.

G(0:3)3 SS1820 SOCIOLoGy: AUSTRALIA - A CHANGING Society
SW(2:0)3 [For Ass. Dip. in Soc. Welfare only]

This survey of the Aboriginal and Torres Strait Islander is a review of forms
of society and of colonisation, trade and religion.

G(0:3)3 SS1540 CONSUMER STUDIES I
G(3:0)3

An introduction to consumer activities leads to a review of social
influence, power contexts, modes of communication with the
consumer and consumer sociologies. Consideration of perception,
SS3320 INTEGRATED UNIT: WRITING
0.63
A principal objective is competence in the skills involved in the construction of integrated units of work. Analysis of controversial and current social issues is an integral part of the unit. The emphasis is on students' ability to write effectively in a variety of styles.

SS3410 AUSTRALIA FROM FOUNDATION TO WORLD WAR II
0.33
In order to study modern Australia as a part of the post-historical basis, attention is focused on Aboriginal and European foundations, on the impact of geography on history, on political and social change and on Australia at war and in boom and depression. A particular emphasis is placed on culture and lifestyles over two centuries.

SS3430 CHINA IN THE BIRTH OF A THIRD WORLD: SUPER-POWER
0.33
To comprehend the reasons for the decay of imperial government and the Communist mould of Chinese society, and to understand the Western influences. There is a focus on the 1911-12 revolution, and the development of state and society in early China.

SS3450 CREATIVE INTEGRATED CURRICULUM UNITS
0.03
The student extends his studies of man's physical environment and his role in changing it. Continuing studies are made of soils, weather, climate, resources and the concept of the ecosystem, emphasizing how they relate to man's interaction with and management of that environment.

SS3560 REGIONAL GEOGRAPHY II
0.33
In order to understand concepts of regional diversification and convergence and to synthesize studies in the urban geography and analysis of the town and city, attention is focused on major regional hierarchies, including examination of Aboriginal, European and agricultural activity. Regional heterogeneity, inequality and conflict are illustrated.

SS3941 PRACTICAL HISTORY
0.33
A major objective is an appreciation of Australia's historical background as a source of attitudes to and styles of sport and recreation. Topics include the physical and social setting, pioneers in a frontier society, effects of distance, hunting as a source of sport and recreation, the significance of the hoop and other animals, the gambling ethic, individual and collective activities, participation and spectator spots, and internationalism.

SS4100 SOCIAL SCIENCES IVB
0.33
This module aims to produce an introduction to the basic concepts, areas of knowledge, and skills necessary to the practice of social welfare. Ideological modes of welfare, the definition and measurement of social problems, basic skills and methods, and the Australian social welfare structure will be covered.

Social Welfare

SW1101 WELFARE PRACTICE I
0.33
This module aims to provide an introduction to the basic concepts, areas of knowledge, and skills necessary to the practice of social welfare. Ideological modes of welfare, the definition and measurement of social problems, basic skills and methods, and the Australian social welfare structure will be covered.

SW1102 SOCIAL WELFARE ADMINISTRATION
0.33
This module introduces students to the role of social work in different welfare organisations and the ethics and values of social welfare practice. It examines critically in a context of both psychological and sociological aspects. An attempt is made to apply such perspectives in the analysis of certain types of welfare problems.

SW2205 FIELD PRACTICE II
1.0
This course aims to introduce the student to the role of the social worker as a key figure in the delivery of social services. Students will be provided with a comprehensive coverage of social services available to the community. This will include services for the aged, the handicapped and ethnic peoples.

SW2206 THE LAW AND WELFARE
0.33
A module on the law and the professions. It will be offered to students with a particular interest in law.

SW2207 SPECIALITY STUDIES
0.03
This module will provide students with a comprehensive coverage of social welfare work in the field of social work.

SW2210 VOCATIONAL FORUM II
0.33
This module will provide students with a comprehensive coverage of social welfare work in the field of social work.

SW2211 FIELD PRACTICE III
0.33
This module will provide students with a comprehensive coverage of social welfare work in the field of social work.

SW4210 SOCIAL SCIENCES IV E
0.33
This module aims to provide an introduction to the basic concepts, areas of knowledge, and skills necessary to the practice of social welfare. Ideological modes of welfare, the definition and measurement of social problems, basic skills and methods, and the Australian social welfare structure will be covered.

SW4220 HISTORY IV: THE TEACHING OF HISTORY
0.33
This module aims to provide an introduction to the basic concepts, areas of knowledge, and skills necessary to the practice of social welfare. Ideological modes of welfare, the definition and measurement of social problems, basic skills and methods, and the Australian social welfare structure will be covered.

SW4230 COMMUNITY SUPPORT SERVICES II
0.33
This module aims to provide an introduction to the basic concepts, areas of knowledge, and skills necessary to the practice of social welfare. Ideological modes of welfare, the definition and measurement of social problems, basic skills and methods, and the Australian social welfare structure will be covered.

SW4240 PHYSICAL GEOGRAPHY III
0.33
This module aims to provide an introduction to the basic concepts, areas of knowledge, and skills necessary to the practice of social welfare. Ideological modes of welfare, the definition and measurement of social problems, basic skills and methods, and the Australian social welfare structure will be covered.
Special Education

SE1001 INTRODUCTION TO SPECIAL EDUCATION (P): 3rd ED/3rd EDI1001 or EDI1001
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.

SE2000 LEARNING PROBLEMS IN THE SCHOOL SETTING (P): 3rd ED or 636
This module provides a basic knowledge of children's learning problems. Strategies designed to help the classroom teacher overcome these problems are discussed. These focus on the regular classroom and cover testing, diagnostic teaching and organisation for small groups and individual children.

SE2005 TEACHING THE GIFTED CHILD (P): 3rd ED
The module seeks to answer the related questions: Who are the gifted? How may the gifted be taught? Using, where possible, actual school settings.

SE2006 CLASSROOM MANAGEMENT FOR SLOW LEARNERS IN THE SECONDARY CLASSROOM (P): 3rd EDI or EDI
This module provides an introduction to the problems and needs of slow learners in the regular secondary classroom. Topics include: the nature of learning difficulties, the classroom teacher's role in the identification of such students, and appropriate teaching strategies to improve learning and achieve desired outcomes.

SE2007 EMOTIONAL AND BEHAVIOURAL PROBLEMS IN THE CLASSROOM (P): 3rd E
The objective of this module is to make students aware of disturbing behaviours which marred themselves in the classroom and the possible home or school factors which contribute to them. Students will also be introduced to means of planning and implementing behaviour management programmes designed to increase, maintain, or reduce behaviour.

This module focuses upon children in the regular classroom who present with language difficulties. Emphasis will be placed on the formulation of programmes designed to meet the needs of such students. Consideration will be given to ways of planning and implementing effective language intervention programmes.

SE2009 DEVELOPMENTAL DISABILITIES PS3023 SE1001
This module will introduce students to a range of developmental disabilities in children e.g. intellectual, emotional, and physical factors.

SE3001 ASSESSMENT DIAGNOSIS AND REMEDIATION OF CHILDREN WITH LEARNING PROBLEMS (P): 3rd ED or 636
This course provides materials and information necessary to identify children with reading, mathematics, and spelling problems; and to diagnose the nature of the problem and give effective instructional guidance. Students will be taught the techniques and have the opportunity to practice in a real classroom environment.

SE3004 DIAGNOSIS AND ASSISTANCE CHILDREN 4-8 YEARS (P): 3rd ED
This module aims to develop skills in identification and remediation of learning problems children before they develop emotional reactions to academic failure. In light of the large numbers of children having learning difficulties, the course is seen as a vital component in teacher training at early childhood level.

SE3005 EDUCATION OF HIGH RISK INFANT AND PRESCHOOL CHILDREN (P): 3rd ED or 636
High risk children are those whose development is delayed, or appears likely to be delayed as a result of intra- and inter- family factors. Factors include: genetics, environment, and socio-economic factors. The 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 MODERATE AND SEVERE DEVELOPMENTAL DISABILITIES (P): 3rd ED or 656 (Incl. SE3005)
The course aims to enable students to establish effective instructional programmes for young children with moderate and severe developmental disabilities. Emphasis will be placed on practical experience and evaluating theoretical content. This module will focus on the identification of developmental ages. Students will have the opportunity of working with individual children in clinical and special education settings.

SE3007 CURRICULUM AND PROGRAMMING FOR CHILDREN WITH DEBILITATING DISABILITIES 2/35
This module is designed to:
a. familiarise students with available commercial materials appropriate for children with developmental behaviour and learning problems
b. familiarise students with the design, development, and evaluation of materials
c. train students in the selection and evaluation of materials
d. enable student to develop a resource bank

SE3008 PROGRAMMING FOR LEARNING DIFFICULTIES IN THE SECONDARY CLASSROOM (P): 3rd E
This module provides an in-depth analysis of techniques for catering for the slow learner in the secondary classroom. Built on the introduction provided in SE2006, this module requires the student to develop an in-depth unit of work in their subject area to support the needs of the slow learner. The units developed will reflect an understanding of the nature of the problem, planning, material adaptation and evaluation skills. This module will be offered by contract only.

SE4000 RESEARCH ESSAY (12)
This module provides an opportunity to engage in individual research and the presentation of the results of research. The module covers an introduction to research and research designed to gather both qualitative and quantitative data. A project outline will be developed and research conducted reflecting the interests, capabilities and research technology of the students.

SE4001 ASSESSMENT, DIAGNOSIS AND REMEDIATION II (P): 3rd ED
Module for Graduate Diploma in Educational Studies. The aim is to give students a critical overview of the literature related to the identification of reading and mathematical problems, diagnosis and the forms remedial education should take.

SE4004 COMMUNICATION DISORDERS (P): 3rd ED
Core module for Graduate Diploma in Educational Studies. This module will train students in precise techniques of behavioural analysis and instructional programming together with skills in the implementation of behavioural principles in classroom management.

SE4005 BEHAVIOURAL MANAGEMENT/DATA BASED INSTRUCTION (P): 3rd ED
Module for Graduate Diploma in Educational Studies. This module will train students in precise techniques of behavioural analysis and instructional programming together with skills in the implementation of behavioural principles in classroom management.

SE4013 CLINICAL PRACTICUM (12)
Assessment of a student's ability to apply theoretical knowledge to clinical practice and to work independently with children under the guidance of a supervisor.

SE4014 PROGRAMMING FOR REMEDIATION (4-4)
To provide and examine approaches to remediation and the development of effective instructional programmes for children with moderate and severe developmental disabilities. Emphasis will be placed on organisational and planning skills in each approach.

SE4015 PROGRAMME FOR DEVELOPMENTAL DISABILITIES (4-4)
To enable teachers to establish effective instructional programmes for children with moderate and severe developmental disabilities.

SE4016 PARENT TRAINING/CONSULTATIVE SKILLS (2-2)
To provide teachers with fundamental training in family consultation and provide reference material.
# External Studies

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| TAFE Awards | 158 |
The Department of External Studies at the Newcastle College of Advanced Education has been helping teachers since 1972 to upgrade their qualifications. Enrolments in 1982 amounted to more than 700.

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:
(Primary)
(Home Science/Textiles)
(Industrial Arts)
(Physical Education)
(Secondary/English/History, Mathematics, Social Sciences. Other specialisations may become available.

Technical and Further Education Awards
Dip. Teach. (T.A.F.E.)
Dip. Ed. (T.A.F.E.)

The Department of External Studies publishes booklets on each award and detailed information is available in these publications. Pamphlets and application forms are available by writing to the Registrar.

External Mode and Off-Campus Studies
In 1983, Diploma in Teaching (TAFE) and Diploma in Education (TAFE) courses may be available by off-campus or external modes of study.

For details of these programmes please contact the Head of Department of TAFE at the College.
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, finances, grants and awards, transport. The service is designed to help the student by providing fast and confidential access to information from or liaison with any department or body in the College or the community. Since the Student Services Centre is intended to service students' needs, your suggestions or requirements will be put into effect wherever 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. Looked after 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, failure 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 sometimes counselling is conducted in groups. Groups are formed as the need arises. Students who have concerns or interests of a similar nature are invited to discuss the particular issues with one of the Counsellors. Groups may focus on matters such as: stress management, group communication, career concerns, problems of orientation, orientation and mobility, orientation and personal development.

FINANCIAL ASSISTANCE
Since the Student Services Centre has limited funds available to provide financial assistance, students are encouraged to repay loans as soon as possible so that the needs of other students can be met.

INFORMATION
Information on student matters 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, tax, information and rights, budget and money management, liaison between students and lecturers, departments, College administration, Government and local authorities, or any other matter in which students are unable to contact their own inquirers or require a confidential approach.

ACCOMMODATION SERVICE
The Student Services Centre provides accommodation in hostels, private homes, boarding houses, or student flats in the Newcastle area and provides assistance in finding accommodation in hostels, private homes, boarding houses, or student flats. The Student Services Centre helps students to find suitable accommodation on campus.

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 sectors. 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 full time and part-time, in accordance with the following guidelines:

- Loans will be allocated normally as loans.
- The maximum loan or grant to a student will normally not exceed £600.

(c) Loans are to be repaid within three (3) years of the completion or cessation of a course.
(d) After this time interest will be payable on the unpaid balance of the loan, calculated at five percent (5%) per annum reducing on monthly rests.
(e) Any student wishing to apply for a College loan should contact the Student Services Centre.

Loans are to be repaid after graduation in accordance with the following undertakings to repay loans by students prior to any loans being made. Any student wishing to apply for a College loan should contact the Student Services Centre.

Because of the heavy demand for emergency loans and the limited funds available, students are encouraged to repay loans as soon as possible so that the needs of other students can be met.
General Information

AUSTRALIAN ARMY RESERVE UNIT

Students from the University of Newcastle are eligible to train in the University of Newcastle Company, the Australian Army Reserve Unit affiliated with the University. Enrolment in the Company is voluntary and is open to all students 17 years of age of over. Enquiries regarding enlistment should be made at the Training Depot, King Street, Newcastle West.

BANKING FACILITIES

Banking facilities are provided in the College complex by the Bank of New South Wales. The College is open during semester from Mon. to Fri. 10 a.m. to 3 p.m. Monday to Friday. The hours do not vary during vacation times or Public Holidays.

BUS ROUTES

There are four different buses that students may catch to College. Bus Route 100 - Newcastle, Minyf, Wurahal West (Rankin Drive). Bus Route 225 - Newcastle - Rankin Drive. Bus Routes 38 and 39 are provided in the College complex by Rankin Drive, Hamilton, and Minyf. Bus timetables are available from the Bus Depot in Denison Street, Hamilton and the Information Office.

CASHIER'S OFFICE

The Cashier's office is open Monday to Friday from 9 a.m. to 12.30 p.m. and from 1.45 p.m. to 3.30 p.m. Vacation hours 1.45 p.m. to 3 p.m. Monday to Friday. The hours do not vary during vacation times or Public Holidays. All 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. The service offers personal counselling and guidance, and also assistance in biblical and theological studies. Opportunities for liturgical worship are also provided.

NAMES AND ADDRESSES OF CHAPLAINS


Roman Catholic: The Reverend Father Joe Carroll, The Gleeson House of Studies, P.O. Box 184, MELBOURNE, 3000. Telephone 29 1243.

Performance Charge (with Admission fee)

Performance Charge (with Admission fee)

Monday to Friday

$100 + 10% gross box office takings

No concessional rate to apply on weekends and public holidays.

Student Clubs/Staff Depts - Actual costs to College to be claimed.

Fees

Grand Piano

Grand Piano - $20 per session

Fellow Student

$5 per session

Charge - $20 per session - no special lighting

Business Session/Lecture Facilities

General Category

$10 per hour or $50 per day

B15

$7 per hour or $35 per day

B13

$5 per hour or $25 per day

Lecture Rooms with air-conditioning

$4 per hour or $20 per day

Tutorials

$2 per hour or $10 per day

Concourse

$20 per day or track lighting

Foyer

No charge

Grander Duncan Kiosk Area

$10.00 per hour

Additional security charges outside normal hours.

(b) Tire Fee

1. Any amateur sporting club not directly connected with the College.

$10.00 per session where no preparation of the ground is required outside normal College hours.

$5.00 per session where additional preparation of wicket is required outside of normal College hours.

2. College Clubs.

Actual additional groundsman costs to College and any.

3. Other.

Charges not exceeding those specified above, determined by the Principal in the light of relevant factors such as actual additional cost to the College, demand for facilities and benefit to the College.

(c) Playing Fields

1. Any amateur sporting group not directly connected with the College.

Grass ground fee where no preparation of the 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.

Actual additional groundsman costs to College and any.

3. Other.

Charges not exceeding those specified above, determined by the Principal in the light of relevant factors such as actual additional cost to the College, demand for facilities and benefit to the College.

(d) Tennis Courts

1. Any amateur sporting group not directly connected with the College.

Actual additional operating costs of the College if any.

2. College Clubs and Teams.

Actual additional operating costs of the College if any.

3. Other.

Charges not exceeding those specified above, determined by the Principal in the light of relevant factors such as actual additional cost to the College, demand for facilities and benefit to the College.

(e) Volleyball/Badminton Courts

1. Any amateur sporting group not directly connected with the College.

$4.00 per hour plus direct additional caretaking and/or security costs if any.

2. College Clubs and Teams.

Actual additional operating costs of the College if any.

3. Other.

Charges not exceeding those specified above, determined by the Principal in the light of relevant factors such as actual additional cost to the College, demand for facilities and benefit to the College.
(a) Dining Hall
Where the Dining Hall is used, with the approval of the Principal, for functions not associated with the College, a charge of $1.00 per occasion will be levied.
Provided that a charge not exceeding $1.00,00 may be determined by the Principal in the light of relevant factors such as actual additional costs to the College, demand for the facilities and benefit to the College.

(b) College Shops
A charge of $3 is levied for supply of the College Calendar to persons or organisations other than those having a formal connection or association with the College.

COLLEGE SHOPS
University Co-operative Bookshop.
The College Branch of the University Co-operative Bookshop is open 8 a.m. to 5 p.m. except during vacation, when trading hours are extended to 6 p.m.
Text books for College courses are ordered by the Branch from lists supplied by instructors. A mail order and special order service are available, as is a selection of paperback and books.
Telephone orders can be made on 687289.
The Branch is located on A level near the Social Sciences area.

Students' Association Shop.
The Students' Association conducts its own shop on the lower level of the cafeteria — adjacent to the S.R.C. offices. The shop provides at a reduced price, clothing, sporting goods and equipment, stationary, drawing equipment, art and photographic supplies, calculators, and many other goods. Payment may be made in the shop for club slips for intercollegial, also bookings for student shows, dances and concerts.

COMMUNITY PROGRAMMES
College Community Programmes offer the region non award programmes through to guitar for beginners and enjoyment through shows, dances.

New identity cards will be available in 1983 to students of the cafeteria - adjacent to the
Dining Hall.

N.S.W. Teachers' Federation Health Society provides
a special concession scheme for teacher trainees. Membership is restricted to students during training provided they are associate members of the N.S.W. Teachers' Federation. Any unruly student up to the age of 25, whose parent is a member of the New South Wales Teachers Federation Health Society is already covered by the parents membership and should not take out separate membership of the Students' Concession Scheme.

Further information is available from the N.S.W. Teachers Federation, Room 3, Federation House, 26 Union Street, Newcastle, Telephone 22006.

IDENTITY CARDS
New identity cards will be available in 1983 to students enrolling for the first time who have paid both the Students' Association fee and Library deposit. Re-stamping students must have their existing cards endorsed for the current year. Identity cards will be issued or endorsed at the Student Administration Office in first semester upon

the presentation of a late paid receipt.

Students wishing to borrow library books, obtain travel concessions and attend functions are required to produce their identity card on presentation.

The Library
Department of Education and the Government. Students become eligible for discounts at various stores throughout the district upon becoming a member of the T.T.A.

Membership applications are available from the S.R.C. Office.

TRANSFER TO OTHER COLLEGES
If a student wishes to study at any tertiary institution in order to gain an award of Newcastle College of Advanced Education, he should apply for admission to the other institution and at the same time submit details of his proposed course of study to the Admissions Committee of this College on the prescribed form. The Admissions Committee may reject or endorse the proposed course of study, or must that such requirements as the Committee may determine, must be complied with. If it is decided that the award of the other institution will be bestowed, transferring students must advise the Student Administration Office of their intention to withdraw from this College.

TRAVEL CONCESSIONS
Most internal airlines give full-time students under 26 years of age discount travel in Australia. Students must purchase an airline card from the University Co-operative Bookshop and have it authorised by the College.

Bus and Rail Concessions:
Railways of Australia Student Identification Cards Application must be made on the prescribed form which is available at the University Co-operative Bookshop. Upon production of the Student Identification Card, the holder will be entitled to purchase tickets at the student concession rate of fare, for unlimited travel by all services operated by the State Rail Authority and the Urban Transit Authority of N.S.W except the hydrofoil. Periodic tickets are available. Cards can be renewed each year from April 11 and are not transferable. Cards lost, destroyed or stolen will be replaced only upon submission of a new application with a substitute and an instruction regarding the circumstances and payment of a fee amounting to $1.00 in respect of each calendar month or part thereof of the unexpired period. Maximum payment $12.00. Further information is available at the Inquiry Counter.

VARIATION APPLICATION
Any action taken by a student which involves a variation to the information given in this document must be documented. Appropriate forms are provided for this purpose and all variations must be accompanied by written application to the Student Administration Office.

TEACHER EDUCATION ADVISORY SERVICE
Students holding a Department of Education scholarship and who wish to seek advice on pre-service teacher education matters should contact the Teacher Education Advisory Service by telephoning 208888.

TRAINEE TEACHERS' ASSOCIATION
The Trainee Teachers' Association is affiliated with the Teachers' Federation and provides a voice for students with the Department of Education and the Government. Students become eligible for discounts at various stores throughout the district upon becoming a member of the T.T.A.

MEMBERSHIP APPLICATIONS ARE AVAILABLE FROM THE S.R.C. OFFICE.
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This By-Law may be cited as the "Newcastle College of Advanced Education By-Law".

1. This By-Law may be amended from time to time by resolution of the Newcastle College of Advanced Education.

2. The By-Law is divided as follows:
   (a) Division I - Preliminary
   (b) Division II - Interpretation
   (c) Division III - The Council
   (d) Division IV - Conduct of Council Elections Generally
   (e) Division V - General Provisions
   (f) Division VI - Conduct and Disciplines of Members
   (g) Division VII - Officers of the College
   (h) Division VIII - Council Seal
   (i) Division IX - The Principal and Other Officers
   (j) Division X - Committees and Boards
   (k) Division XI - Colleges
   (l) Division XII - Courses of Study, Awards and Degrees
   (m) Division XIII - Fines
   (n) Division XIV - Academic Dress
   (o) Division XV - Regulations of Traffic
   (p) Division XVI - Convocation, Associations and Combinations
   (q) Division XVII - Congregations

Division 1 - Preliminary

1. "Principal" means the person appointed to the office of Principal by the Council.

2. "President" means President of the Council.

3. "Registrar" means the person duly appointed as secretary of the College;

4. "Student" means a student of the College;

5. "the Act" means the Newcastle College of Advanced Education Act, 1975;

6. "Secretary" means the person duly appointed as secretary of the College;

7. "the College" means the College of Advanced Education, Newcastle;

8. "the Council" means the Council of the College;

9. "Full-Time Officer" means a person appointed to the office of Full-Time Officer by the Council.

Chapter II - Interpretation

1. (a) "Academic Staff Member" means a member of the Academic Staff employed in a full-time position in accordance with the College's approved establishment and the College's normal retiring age as specified in any determination made under the Act or this By-Law.

2. (a) "Principal" means the person appointed to the office of Principal by the Council.

3. "President" means President of the Council.

4. "Registrar" means the person duly appointed as secretary of the College.

5. "Student" means a student of the College.

6. "the Act" means the Newcastle College of Advanced Education Act, 1975;

7. "Secretary" means the person duly appointed as secretary of the College.

8. "the College" means the College of Advanced Education, Newcastle;


10. "Full-Time Officer" means a person appointed to the office of Full-Time Officer by the Council.

Chapter III - The Council

1. (a) "Academic Staff Member" means a member of the Academic Staff employed in a full-time position in accordance with the College's approved establishment and the College's normal retiring age as specified in any determination made under the Act or this By-Law.

2. (a) "Principal" means the person appointed to the office of Principal by the Council.

3. "President" means President of the Council.

4. "Registrar" means the person duly appointed as secretary of the College.

5. "Student" means a student of the College.

6. "the Act" means the Newcastle College of Advanced Education Act, 1975;

7. "Secretary" means the person duly appointed as secretary of the College.

8. "the College" means the College of Advanced Education, Newcastle;


10. "Full-Time Officer" means a person appointed to the office of Full-Time Officer by the Council.
27. (1) A ballot paper shall contain the names of the candidates to be elected in random order selected by the Secretary and shall be initialed by the Secretary or by a presiding officer, as the case may be. The names of the candidates shall be arranged in the order in which they have been received so as to avoid identification, and the ballot papers shall be delivered by the Secretary to the candidates in the order in which they have been received.

24. (1) Where there is to be a postal vote before the date and time the ballot papers must reach him -

25. The Secretary may, on written application made to him and if the application is made within the time specified in the instructions referred to in clause 23,

20. (4) a) The ballot paper shall contain the names of the candidates to be elected in random order selected by the Secretary and shall be initialed by the Secretary or by a presiding officer.

21. (2) A ballot paper shall contain the names of the candidates to be elected in random order selected by the Secretary and shall be initialed by the Secretary or by a presiding officer, as the case may be.

26. (1) Each ballot paper shall be issued to a candidate on a written request made to the Secretary. Each ballot paper shall be issued to a candidate on a written request made to the Secretary, and may be delivered by the Secretary to the candidate in the order in which the request for a ballot paper was received.

22. (1) Where there is to be a postal vote before the date and time the ballot papers must reach him -

23. (1) A ballot paper shall be completed and stating the date and manner by which ballot papers must reach the Secretary.

Voting

35. (1) Notice of the time and place of a meeting of the Council shall be given in writing to each member of the Council, and to each member of the Academic Board, as the case may be.

34. A member of the Council -

33. (1) A special meeting of the Council -

32. (1) The person elected to be President of the Council shall hold office for a term of 2 years and if he is re-elected to hold office for a further term of 2 years, shall thereby cease to have been elected.

31. (1) A special meeting of the Council -

30. The Secretary shall report the result of the ballot to the Council, advise each candidate of the result and publish, within 14 days after the closing of the ballot, the result of such notice boards as the Council deems necessary.

Division 4 - General Provisions Relating to Meetings of the Council

29. The Secretary shall prepare a statement signed by himself and counter-signed by the person appointing him to be a candidate for the election of the President or the Vice President, and cause a declaration of the names of the candidates and the number of the votes received by each candidate and a declaration of the names of the candidates who have been elected and placed that statement and declaration in the packet referred to in clause 28.

28. (1) After the closing of the ballot the Secretary shall place in one packet all the ballot papers delivered to him by any candidate elected to be the President or the Vice President, and shall cause the names and the number of the votes received by each candidate to be certified in a statement to be signed by the Secretary and delivered to the President or the Vice President, and shall cause the statement and declaration in the packet referred to in clause 28 to be delivered to the Secretary.

27. (2) A ballot paper shall not be rejected as being informal if -

26. (3) The Secretary's decision as to the validity or regularity of the ballot shall be final.

25. The Secretary may, on written application made to him and if the application is made within the time specified in the instructions referred to in clause 23,

24. (1) Where there is to be a postal vote before the date and time the ballot papers must reach him -

23. (1) A ballot paper shall be completed and stating the date and manner by which ballot papers must reach the Secretary.

22. (1) Where there is to be a postal vote before the date and time the ballot papers must reach him -

21. (2) A ballot paper shall contain the names of the candidates to be elected in random order selected by the Secretary and shall be initialed by the Secretary or by a presiding officer, as the case may be.

20. (4) a) The ballot paper shall contain the names of the candidates to be elected in random order selected by the Secretary and shall be initialed by the Secretary or by a presiding officer.

26. (1) Each ballot paper shall be issued to a candidate on a written request made to the Secretary. Each ballot paper shall be issued to a candidate on a written request made to the Secretary, and may be delivered by the Secretary to the candidate in the order in which the request for a ballot paper was received.

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1. The President or the Vice-President, as the case may be.
2. The Principal or the Acting Principal, as the case may be.
3. The Secretary or the Acting Secretary, as the case may be.
4. The President or the Acting President, as the case may be.
5. The Secretary or the Acting Secretary, as the case may be.
6. The President or the Acting President, as the case may be.
7. The Secretary or the Acting Secretary, as the case may be.
8. The President or the Acting President, as the case may be.
9. The Secretary or the Acting Secretary, as the case may be.
10. The President or the Acting President, as the case may be.
11. The Secretary or the Acting Secretary, as the case may be.
12. The President or the Acting President, as the case may be.
13. The Secretary or the Acting Secretary, as the case may be.
CHAPTER XI
STUDENT CONDUCT AND DISCIPLINE

Division 1 - Resolutions referred to in Clause 3(2) of the By-laws

1. In this Chapter "offence against discipline" means any misconduct, breach of good order and non-compliance with any provision of this By-law, a regulation, a rule or the conduct of anyone who is present is, for the purpose of this organised College, authorised to enforce the College's procedures. for and the time or times within which notice of pursuit of the student referred to in subclause (1)(a) or (b) shall be served on the student.

2. In these regulations a student who is a member of the academic staff, the student referred to in subclause (1) shall be a Discipline Committee of the College.

3. The Council may make rules with respect to —
   (a) the conduct of the student referred to in subclause (1) of this clause and the discontinuance by that student of any course of study;
   (b) the time at which such fees shall be due and payable;
   (c) academic conduct that may be taken for or with respect to the conduct of fees.

4. Subject to the provisions of the Act, the Council may make rules with respect to —
   (a) the amount of any fees to be paid for —
       (i) the use of facilities of the College including facilities associated with student residences
       (ii) examinations; and
       (iii) tuition;
   (b) the Council may limit the number of students in any subject or stage or a course; or
   (c) the fees and conditions for enrolment of students.

CHAPTER XII
AFFILIATION OF EDUCATIONAL AND RESEARCH ESTABLISHMENTS AND RESIDENTIAL COLLEGES

1. The Council may make rules for regulating, or providing for the conduct of, any educational or research establishment it shall —

2. The constitution of a residential College shall be approved by the Council, is eligible for the conduct of the election and the continuance by that student of any course of study.

3. The Council may make rules with respect to —
   (c) the matters referred to in subclause (1)

4. The Council may fix the number of students in any subject or stage or a course.

5. The Council may make rules for regulating, or providing for the conduct of, any educational or research establishment it shall —

6. Subject to the provisions of the Act, the Council may make rules with respect to —
   (a) the amount of any fees to be paid for —
       (i) the use of facilities of the College including facilities associated with student residences
       (ii) examinations; and
       (iii) tuition;
   (b) the Council may limit the number of students in any subject or stage or a course; or
   (c) the fees and conditions for enrolment of students.

CHAPTER XIII
CONVOCATION, ASSOCIATIONS AND SOCIETIES OF THE COLLEGE

1. The Council may make rules for regulating, or providing for the conduct of, any educational or research establishment it shall —

2. The constitution of a residential College shall be approved by the Council, is eligible for the conduct of the election and the continuance by that student of any course of study.

3. The Council may make rules with respect to —
   (c) the matters referred to in subclause (1)

4. The Council may fix the number of students in any subject or stage or a course.

5. The Council may make rules for regulating, or providing for the conduct of, any educational or research establishment it shall —

6. Subject to the provisions of the Act, the Council may make rules with respect to —
   (a) the amount of any fees to be paid for —
       (i) the use of facilities of the College including facilities associated with student residences
       (ii) examinations; and
       (iii) tuition;
   (b) the Council may limit the number of students in any subject or stage or a course; or
   (c) the fees and conditions for enrolment of students.
1. The Secretary shall re-arrange all the ballot-papers under the names of the respective candidates in accordance with the highest preference indicated on the corresponding ballot. The procedure shall then be repeated until the number of ballots that are greater than the next highest is exhausted.

2. If a candidate received fewer votes than each of the others, the Secretary shall, at the time the election for appointment to the office of Praetor and Deputy Praetor is held, be declared elected if that candidate then is an absolute majority of votes shall be declared elected but if not, the Secretary shall be declared elected if that candidate then has an absolute majority of votes. The Secretary shall be declared elected if that candidate then has an absolute majority of votes. The Secretary shall be declared elected if that candidate then has an absolute majority of votes. The Secretary shall be declared elected if that candidate then has an absolute majority of votes.

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5. Where there are more than two vacancies to be filled, the third and subsequent candidates elected shall be elected in the following manner:—

(a) The Secretary shall re-arrange all the ballot-papers under the names of the respective candidates in accordance with the highest preference indicated on the corresponding ballot. The procedure shall then be repeated until the number of ballots that are greater than the next highest is exhausted.

(b) If a candidate received fewer votes than each of the others, the Secretary shall, at the time the election for appointment to the office of Praetor and Deputy Praetor is held, be declared elected if that candidate then is an absolute majority of votes shall be declared elected but if not, the Secretary shall be declared elected if that candidate then has an absolute majority of votes. The Secretary shall be declared elected if that candidate then has an absolute majority of votes. The Secretary shall be declared elected if that candidate then has an absolute majority of votes. The Secretary shall be declared elected if that candidate then has an absolute majority of votes.

(c) If a candidate received fewer votes than each of the others, the Secretary shall, at the time the election for appointment to the office of Praetor and Deputy Praetor is held, be declared elected if that candidate then has an absolute majority of votes. The Secretary shall be declared elected if that candidate then has an absolute majority of votes. The Secretary shall be declared elected if that candidate then has an absolute majority of votes. The Secretary shall be declared elected if that candidate then has an absolute majority of votes.

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(e) If a candidate received fewer votes than each of the others, the Secretary shall, at the time the election for appointment to the office of Praetor and Deputy Praetor is held, be declared elected if that candidate then has an absolute majority of votes. The Secretary shall be declared elected if that candidate then has an absolute majority of votes. The Secretary shall be declared elected if that candidate then has an absolute majority of votes. The Secretary shall be declared elected if that candidate then has an absolute majority of votes.

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6. Where there are more than two candidates to be elected, the third and subsequent candidates elected shall be elected in the following manner:—

(a) The Secretary shall take all the ballot-papers in triplicate and count the votes indicated thereon for a continuing candidate. The Secretary shall be declared elected if that candidate then has an absolute majority of votes. The Secretary shall be declared elected if that candidate then has an absolute majority of votes. The Secretary shall be declared elected if that candidate then has an absolute majority of votes. The Secretary shall be declared elected if that candidate then has an absolute majority of votes.

(b) The Secretary shall then count the ballot-papers in the place of each continuing candidate and so forth, the total number of votes given for each candidate.

(c) If any such candidate then has an absolute majority of votes, he shall be declared elected; but if no such candidate then has an absolute majority of votes the procedure shall be as provided in clause 3(6), (7), (8), and (9).

(d) In the absence of the Chairman of the Council and Deputy Chairman or in the case of a meeting of the Council the members present shall elect a chairperson to preside at that meeting.

(e) The procedure of clause 3(c) of Chapter III apply to and in respect of clauses 7 of the Act in a reference in that clause to the President or to the Secretary. The procedure of the President and Deputy President respectively.
1.3 That any claims for the reimbursement of expenses of
4.1 That any claims for the reimbursement of expenses of
4.2 The Registrar shall give no less than seven days' notice in
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2.3.1 The committee shall include a member of
3.4 The Registrar shall give no less than seven days' notice in
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1.3 A right of
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1.4 If fines, and amounts due for lost books, etc., are paid as soon as possible after they have been imposed;
"Registered person responsible" means the person registered in the Register of Motor Vehicles or the Assistant Principal, as the case may be, in respect of various types of vehicles on Campus in which he is responsible. Where a person other than a Registered person responsible seeks to park a vehicle on the Campus, he shall do so as the case may be, in respect of various types of vehicles on Campus in which he is responsible. Where a person other than a Registered person responsible seeks to park a vehicle on the Campus, he shall do so as the case may be, in respect of various types of vehicles on Campus in which he is responsible.

3.3 The person to whom a parking permit sticker is issued shall have the right to park a vehicle on the Campus subject to such conditions as may be imposed in accordance with the Rules and Regulations.

3.4 A parking permit sticker shall cease to be valid:
(a) when the person to whom the parking permit sticker was issued ceases to be responsible for the vehicle to which it was issued, or
(b) when the person to whom it was issued is no longer entitled to it.

4.1 No person shall park any vehicle on the Campus except in a place reserved for that purpose, or on any place set aside for that purpose, or for any particular purpose or project, or for any particular category, or of a particular category, or of a particular type, or of a particular place.

4.2 No person other than a bona fide visitor shall park any motor vehicle on the Campus unless the vehicle bears a parking permit sticker relating to the place or category of place in respect of which the permit has been obtained.

4.3 A person in charge of a vehicle entering or upon any part of the Campus shall be responsible for the actions of the vehicle or for any breach of the Rules committed by the vehicle while it is on the Campus.

5.1 Traffic

5.2 Enforcement

6.1 Rules made by the Assistant Principal under Rule 5.2 shall be published in the Register of Motor Vehicles and shall be deemed to have been duly served on the third day following the date of posting.

6.2 Any rule or rule made under Rule 5.2 shall apply mutandis to and in respect of these Rules and shall apply to all the members of the College.

7. REFERENCES AND APPEALS

7.1 The Assistant Principal shall be responsible for the enforcement of these Rules and shall have the power to enforce the Rules in the same manner as it is done in respect of the Parking Permit System.

7.2 The Assistant Principal shall have the power to deal with any matter arising out of the enforcement of these Rules and shall have the power to make such rules for the purpose of the enforcement of these Rules as he may think fit.

8. EXCEPTIONS

8.1 A particular person or vehicle or category of persons or vehicles shall be exempted from the application of any of the foregoing conditions as may be specified. The power of exemption shall be exercised by the Assistant Principal and shall be notified to the person concerned.

XVIII/2/1 MAKING OF RULES

XVIII/2/2 CONSULTATION IN FORMATION OF RULES
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ADMISSION

As a Student, you have applied to undertake a course or subject at the School, subject to approval of the admission to the College. The College and the University have accepted the applications of the students and those who have been accepted have been offered admission to the College and have been deemed to be qualified for membership of the academic community.

ADMISSION (a) on the basis of the results obtained at the H.S.C. level, and
(b) subject to the satisfaction of the academic requirements specified in this section.

In addition to the General Admission Requirements (a) and (b) above, candidates for entry to the above special English requirements must satisfy the following special English requirements:

(a) Students applying for admission to the course must have obtained at least 90% in English at the H.S.C. level.

(b) Candidates for special English requirements must have obtained at least 90% in English at the H.S.C. level.

(c) Candidates for entry to the Diploma in Teaching as Bachelor of Education must have obtained at least 90% in English at the H.S.C. level.

SCHOOL OF EDUCATION

1. Diploma in Teaching (Primary, Elementary 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 special English requirements must satisfy the following special English requirements:

(a) Students applying for admission to the course must have obtained at least 90% in English at the H.S.C. level.

(b) Candidates for special English requirements must have obtained at least 90% in English at the H.S.C. level.

(c) Candidates for entry to the Diploma in Teaching as Bachelor of Education must have obtained at least 90% in English at the H.S.C. level.
School of Paramedical and Community
Professions

1. Diploma in Teaching (Nursing and Discipline)

Applicants seeking admission to the Diploma in Teaching (Nursing and Discipline) course shall have satisfied the general entry requirements of the College, or have been discouraged from those with appropriate post-registration experience in any of the year's specialisation.

2. Associate Diploma in Police Studies

Applicants seeking admission to the associate diploma in Police Studies shall be required to have a diploma in a related field or equivalent.

3. Graduate Diploma in Multicultural Studies

Applicants seeking admission to the graduate diploma in Multicultural Studies shall have completed the requirements of the course, or have been discouraged from those with appropriate post-registration experience in any of the areas of specialisation.

4. Certificate in Professional Writing

Applicants seeking admission to the Certificate in Professional Writing shall have completed the requirements of the course, or have been discouraged from those with appropriate post-registration experience in any of the areas of specialisation.

5. Diploma in Visions

Applications to the Diploma in Visions shall be required to have completed the requirements of the course, or have been discouraged from those with appropriate post-registration experience in any of the areas of specialisation.

6. Graduate Diploma in Multicultural Studies

Applicants seeking admission to the graduate diploma in Multicultural Studies shall have completed the requirements of the course, or have been discouraged from those with appropriate post-registration experience in any of the areas of specialisation.

7. Diploma in Fine Arts

Applicants seeking admission to the Diploma in Fine Arts shall have completed the requirements of the course, or have been discouraged from those with appropriate post-registration experience in any of the areas of specialisation.

8. Graduate Diploma in Fine Arts

Applicants seeking admission to the graduate diploma in Fine Arts shall have completed the requirements of the course, or have been discouraged from those with appropriate post-registration experience in any of the areas of specialisation.

9. Diploma in Graphic Design

Applicants seeking admission to the Diploma in Graphic Design shall have completed the requirements of the course, or have been discouraged from those with appropriate post-registration experience in any of the areas of specialisation.

10. Graduate Diploma in Graphic Design

Applicants seeking admission to the graduate diploma in Graphic Design shall have completed the requirements of the course, or have been discouraged from those with appropriate post-registration experience in any of the areas of specialisation.
3. Service Charge

Service charge of $10.00 shall be levied immediately after the examination form with the cashier by Monday March 7, 1983.

4. Late Enrolment charge

(a) Late enrolment charge, when a student enters the course on the first day of the current term. The late enrolment charge will be levied immediately after the examination form with the cashier by Monday March 7, 1983.

(b) Late late enrolment charge, where a continuing student does not lodge the "approved" section of the enrolment form with the cashier by Monday March 7, 1983.

5. Late payment charge

Late payment charge where payment due under sections 1 and 2 (a) and (b) of this schedule has not been made within the ten days grace period allowed by the Principal.

6. Replacement of student identity card

Replacement of student identity card. An application for replacement must be made in writing. There will be a charge of $1.00 for each replacement.

7. Refund of Student Fees

Application for Refund of Student Fees following withdrawal from the course should be made in writing and submitted to the Principal. The student will be refunded the following:

- $12.00 of the total amount of the enrolment fee already paid
- $10.00 of the total amount of the Academic Board room fee already paid
- $1.00 of the total amount of the membership fee already paid

8. Examinations

General

Students are required to pay a membership fee of $5.00 to the Student's Association as soon as possible. The fee is non-refundable. An annual membership fee of $50.00 for the Student's Association. All students enrolled in part-time courses in the College are required to pay a Student's Association fee of $5.00. External students are required to pay a fee of $12.00.

Library Deposit

All registered students must pay a deposit of $10.00 to the Library Depository. This deposit is non-refundable. The deposit is to be refunded upon the return of all books and materials. Any outstanding Library fines or the value of books lost or not returned will be deducted before the deposit is refunded.

Special Examinations

(a) Any student who requires special examination arrangements due to a medical reason or handicap must apply in writing to the Registrar and must provide medical evidence of the handicap.

(b) The examinaion shall be conducted at a special time and place at the discretion of the Phi Sigma, and shall be given at the same time as the ordinary examination for the subject.

(c) The examinaion shall be conducted at a special time and place at the discretion of the Phi Sigma, and shall be given at the same time as the ordinary examination for the subject.

(d) The examinaion shall be conducted at a special time and place at the discretion of the Phi Sigma, and shall be given at the same time as the ordinary examination for the subject.

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(u) The examinaion shall be conducted at a special time and place at the discretion of the Phi Sigma, and shall be given at the same time as the ordinary examination for the subject.

(v) The examinaion shall be conducted at a special time and place at the discretion of the Phi Sigma, and shall be given at the same time as the ordinary examination for the subject.

(w) The examinaion shall be conducted at a special time and place at the discretion of the Phi Sigma, and shall be given at the same time as the ordinary examination for the subject.

(x) The examinaion shall be conducted at a special time and place at the discretion of the Phi Sigma, and shall be given at the same time as the ordinary examination for the subject.

(y) The examinaion shall be conducted at a special time and place at the discretion of the Phi Sigma, and shall be given at the same time as the ordinary examination for the subject.

(z) The examinaion shall be conducted at a special time and place at the discretion of the Phi Sigma, and shall be given at the same time as the ordinary examination for the subject.

**UNSATISFACTORY PROGRESS — EXCLUSION**

1. If a student is deemed to be unsatisfactory in progress, the College has the right to exclude the student from the course.

2. The relevant Board of Studies may review the applicable course or application in the case of a student who has been excluded from a course.

3. The Academic Board in considering a referral under section 2 of the above policy, may recommend to the Student's Association that the student be excluded from the course.
1. A student shall show cause why he should be allowed to continue his course or to pursue his studies in the College in the next academic year.

2. A part-time student shall show cause why he should be allowed to continue a course if all of his subjects of the first year of his course are not completed by the end of his second year in attendance.

3. A student may request a re-admission to the College.

4. A student excluded from a course under Regulation 3 of this Rule shall be permitted to continue in the College if he can show satisfactory evidence to the Academic Board that his case is special and that he deserves to be allowed to continue his course or to pursue his studies in the College in the next academic year.

5. A student affected by a decision under section 3 or 4 of this Rule may appeal to the Academic Board by submitting a written application to the Academic Board within seven days of the date of the decision.

6. A student excluded from a course under Regulation 3 of this Rule may appeal to the Academic Board by submitting a written application to the Academic Board within seven days of the date of the decision.

7. A student affected by a decision under section 3 or 4 of this Rule may appeal to the Academic Board by submitting a written application to the Academic Board within seven days of the date of the decision.

8. A student affected by a decision under section 3 or 4 of this Rule may appeal to the Academic Board by submitting a written application to the Academic Board within seven days of the date of the decision.

9. A student affected by a decision under section 3 or 4 of this Rule may appeal to the Academic Board by submitting a written application to the Academic Board within seven days of the date of the decision.

10. A student affected by a decision under section 3 or 4 of this Rule may appeal to the Academic Board by submitting a written application to the Academic Board within seven days of the date of the decision.
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C. APKE, Steven John
C. CLUTTON, Suzanne
C. COX, Cathryn Anne
C. DEAMS, Marita
C. DUNCAN, Helen Ann
ROSTER, Helen Louise
G. GALEGO, Robyn Anne
P. PAUL Debra Anne
PICKERING, Penelope Maelyn
REDDO, Janeille
SKIMMINGS, Susie Margaret
WILSON, Elizabeth Genevieve

Graduate Diploma in Educational Studies (Curriculum Development)

D. WOODWARD, David
K. WOODCOCK, Kerry Ann
THOMAS, Geoffrey
TAVENER, Wendy
WILEY, Timothy Lance
WIELE, Kathryn Ann
WILLIAMS, Karen
WOODWARD, David Matthew

Graduate Diploma in Educational Studies (Special Education)

ALLMON, Cheryl Ann
BONSONI, Norma Mary
BURGESS, Gregory Gerard
CARL, John Raymond
CHAPMAN, Karen Ann
CODESTANTI, Christine
CROCKETT, Gerard Logan
FIELD, Robyn
FOY, Hilary
HADLEY, Trevor Philip
HOFFMAN, Kenny Anthony
HOLLINGWORTH, Michael Anthony
MARKS, Judith Megan
MASON, Wendy Jane
MCCARTHY, Patrick Morris
MCDONALD, Diane Maria
MILLER, Judith Ka
PORTER, Kerrie Lyn
PRIDDY, Charles
PRINCE, Daphne Louise
ROPER, Karen
SAMMONS, Kerrie Ann
SIMKIN, Kim Elizabeth
SLACK, Pamela Isobel
SMITH, Noel Gorden
STECKL, Andrew
SULLIVAN, Therese Mary
TAYLOR, Patricia
TAYLOR, Geoffrey Charles
THOMAS, Kerrie Anne
WILEY, Kathryn Ann
WOOD, Linda Kay
WOODCOOK, Kerry Ann
WOODWARD, David Matthew

Diploma in Teaching (Early Childhood Education)

ABAGAS, Helen Theresia
BEAGLE, Shonto Maree
CAMBELL, Helen Anne
CATER, Robyn Lynne
DALLY, Gail Lynette
DAVIES, Ann
DELVE, Linda Janette
DOWLING, Bronwyn Allen
DOWLING, Sandy Lee
DRINKWATER, Catherine Louise
FAIRWEATHER, Kay Maureen
FURRER, Philipe Margaret
GRACE, Julie Marie
HALL, Melissa Irene
HAZIOM, Kim Louise
JONES, Judith Anne
KEEGAN, Janet Margaret
KERR, Amanda Jayne
KIRKWOOD, Trudi Anne
KUSSMANN, Suzanne Leslie
MCDONALD, Janette Margaret
MONCORN, Sandra Leanne
MULLIN, Maureen Mailea
DORISBEN, Tracy Jane
DOLL, Sandra Kay
DORRAN, Mark Clifford
DOUGLAS, Anne Frances
DUNN, Michael Franklin Douglas
EVANS, Graeme Donald
EVANS, Paul Anthony
FAIRWEATHER, Susan Elizabeth
FANNING, Christopher John
FAIRBURN, Robyn Therese
FAY, Nancy May
FED, Louise
FINN, Susan Rae
FOX, Kathryn Therese
FREEMAN, Silva
CIBBS, Donna Lee
GOODWIN, Carol Ann
GORTON, Stephen Charles
GOULDING, Vicki Ann
GRACE, Mark John
GREEN, Jennifer Ann
HAMLY, Karen Lee
HAMMOND, Bernard Patrick
HANIGRaves, Michelle Louise
HASTINGS, Anne Maire
HAWKES, Ruth Maria
HAWKINS, Carmen Frances
HAYWARD, Carol Ann
HEALY, Louise
HENRY, Joseph
HICK, Jenny Marie
HILL, Karen Conover
HINES, Rosemary Edna
HOBBS, Sue Margaret
HOGGINS, Bradley Donald
HODGEPOR, Carole Margaret
HODGSON, Megan Jane
HOWARD, Linda Anne
HORLAND, Mark Hanley
HUGHES, Lynne-Marie
HUGHES, Anthony John
HUNICS, David Paul
HURST, Greg John

Diploma in Teaching (Primary Education)

ADAMS, Judith Ann
ADLER, Penny Anne
AUGLI, Peter Raymond
ANGUS, Barbara Jean
ANSBELL, Stephen Hugh
BALANDIN, Jennifer Marion
BANNARD, Lynette Elaine
BENNETT, Debbie Marie
BLOOMFIELD, Louise Mary
BROOK, Steany Collete
BULL, Lyndall Jane
BUNGTLIN, Sue Melva
CALLEN, Carol Ann
CALLOW, Kay Frances
CAMPBELL, Cathryn Mary
CARTER, Leslie
CHANDLE, Kim Michelle
CLEARY, Carolyn Ann
CLOSE, John Martin
CLOUGH, Dennis James
COLE, Robell Allen
COLLY, Tracy lucille
CONGRIDER, Louise Frances
CONNELL, Mary-Jane
COOK, Michelle Louise
COP, Barry
CORR, Colin Alan
CARR, Alan Michael
COWARD, Janice Ivy
COWELL, Barry Geoffrey
Cox, Janette Margaret
CRAIG, Roger James
CRINA, Petra Ann
CRAWFORD, Joanne Margaret
CROWDOWT, Richard Leslie James
DALBY, Neil Anthony
DAVIES, Amanda Jane
DEBAH, Philip John
DINNEN, Sandra Leanne
DEVEREUX, Margaret
DILLON, Maureen Mailea
DORISBEN, Tracy Jane
DOLL, Sandra Kay
DORRAN, Mark Clifford
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EVANS, Paul Anthony
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JAMES, Susan
JEFFREY, Lynne Marie
JEFFREY, Marita Anne
JENKINS, Colleen
JOHNSON, Patricia Loudone
JOHNSON, Robyn-Anne
KEMP, Tony Louise
KELLY, Catherine Mary
KIN, Janelle Ruth
LANKIN, John Mathew
LAW, Eric John Gerard
LAWRIE, Timothy Lance
LEE, Anthony John
LEWIS, Brett McKenzie
LICK, Mark Winter
LOCK, Jennifer
LONDON, Diana Anne
LOWE, Christopher James
LOWREY, Jillian Anne
MACENNI, Philip John
MAGILL, Annette Elizabeth
MARKOFF, Katherine Anne
MARTENS, Halina
MARTIN, Susan Lee
MISCIA, Ken
MCCABE, Peter John
MCCARTHY, Debra Ann
MCCARRY, Judith Anne
MCCARTHY, Debra Ann
M Yet, Elaine Mary
MAY, Sue Louise
MIDKIN, Janice Lee
MOORE, Kathyn Elizabeth
MOYLAN, Shriere
MULICINNY, Peter Gerard
MURDOCH, Janetse Kaye
MURFAY, Catherine Anne
MYERS, Margaret Ann
NICKOLL, Mary Rita
NOTLEY, Jennifer Margaret
O'BRIEN, Patricia Ann
O'BRIEN, Helen Maria
O'BRIEN, Paul Francis
O'NEILL, Kevin Anne
OUGHTON, Marilyn Anne
 PALMER, David John
 PARKER, Shannon
 PARKES, Kaylene
 PAVEY, Ruth Joy
 PEARCE, Gai Marie
 PETHITAMI, Carla Maria Teresa
 PICKARD, Elizabeth
 PILARSKI, Lisa Pilar
 POLAK, Bronwen Lee
 PRASIL, Jill Christine
 PROBERT, Lisa Anne
 QUINN, Christopher Bernard
 QUINN, Louise Margaret
 RAYMON, Steven
 REIDMAN, Joy Lynette
 RIBBON, Isla
 RICHARDS, Julie Ellen
 ROBINSON, Wendy Joy
 ROBINSON, Debbie Ann
 SATTNER, Patricia Marie
 SANDERS, Susan Theresa
 SCOTT, Deborah Anne
 SCOTT, John Michael
 SCOTT, Paula Louise
 SEPION, Cheryl Anne
 STEWART, Julie Anne
 SHARRIF, Julia Ann
Diploma in Special Education

CARRUTHERS, Anne Margaret
COLVIN, Giselle Maree
EVIELegA, Patricia Elizabeth
GROCI, Susan Jessica
Lacey, Peter James
McDONALD, Theresa Kathleen
MOORE, Sharon
McNAMARA, Kay Ameilia
PARRY, Jane
SAUL, Rosemary Anne
STONE, Russell Mark
Torrington, Christopher Ken

Diploma in Teacher Librarianship

ADAMTHWAITE, Brian Alwyn
CARRUTHERS, Margaret Kay
DANGARFIELD, Paul William
HILL, Pamela Maude
KING, Diana Georges
MORROW, Ann Mary
MORROW, Ross Ronald
NOBLE, Jennifer Mary
PARK, Lesley Ann
RAMPUNI, Helen Christine
SIMMONS, Helen Ruth

Graduate Diploma in Art

AWRAMIDES, Aleko
BEAD, Michael John
BELOHROMBE, John Francis
BEETON, Janet Marie
BROWN, Edna Walter
BRUJERIN, Christine
CAMPBELL, Margaret Kay
EDWARDS, Tamara Marsh
EVERS, Philip John
GOODIN, Carolyn Louise
KINWOOD, Traine Mary
LANGER, Brian Charles
ROGER, Brenda Dorothy
RYAN, Susan
SMITH, Kris Allan
STOKES, Chris Malcolm
WOODS, Bruce Geoffrey

Graduate Diploma in Education

CANNING, Gay
CARRUTHERS, Wendy Anne
CORNWELL, Stephen James
COPPEN, Peter James
CURREY, Jandice Joy
DE JONG, None
FARMER, John
FITTINGS, Alan
GRIFFITHS, Glenn Margaret
HANCOCK, Debra Gae
HEARTON, Julia Isabel
KIRAM, Catherine Maria
LEWIS, Brande Charles
MURDO, Lesanne Elizabeth
MURRAY, Jeanette Veronica
O'CONNOR, Ann Elizabeth
PARTRIDGE, Julie Ann
PETRANS, Linda Spidola
PYNE, Glenn Raymond
RUSHCOURTH, Janet Lynn
RUSSELL, Gregory Robert
SMITH, Ross James
SOUNIAS, Maria
STODDART, Paul Kevin
STOGBER-PETERS, Grahame Colin
TAYLOR, Catherine Margaretta Maria
TOTTRENN, Ruth Ingrid
VOORHES, Douglas John
WALLACE, Debbie Jayne
WELMOTT, Agnes Scanlan
WILSON, Joy Esme

Graduate Diploma in Education (Secondary Education)

BURNS, Michael
HENRY, Robert Earl

Graduate Diploma in Education (Technical and Further Education)

BRATTAN, Douglas John
COFFEE, Margaret Yvonne
LEWIS, Marline
PRICE, Edward Collyer
VOST, Kenneth Reid

Bachelor of Education (Art)

AARKENS, Kynnn Louise
ANDR, Danielle
ASNESS, Karen Lynn
BATJAMAN, Warren Nick
BOWLES, Kerrie Lynette
BROCKER, Catherine Jill
BUHRIDGE, Elizabeth Gai
COLEMAN, Jane Margaret
COUSINS, David John
DIXON, Julie Marie
ENGLAND, Wendy Dawn
FAHERGSON, Anne Christine
FAHERGSON, Debbie Jayne
HENSHALL, Shane
HOLT, Martin Brandon
HOLLOWAY, Richard Peter
HUBBLEY, Elizabeth Joan
KARATHANASSIS, Catherine Thane
KELLY, Stephen John
KEMP, Gary Owen
KOKS, Dennis Wallace
LEATHART, Margaret
LUCAS, Rowena Hills
MILEKOVIC, Danny David
MOORE, Rosalind Jane
MORTON, Leanne Margaret
NEILL, Bradley John
ROACH, Hamlle Margaret
THIESCOTT, Geoffrey Kenneth
WEBBER, Virginia Carol

Graduate Diploma in Educational Studies (Mathematics)

BURNS, Michael
HENRY, Robert Earl

Graduate Diploma in Educational Studies (Science)

DAVISON, Steven John
FINNANE, Paul Francis
LIEGBEIT, William Allard

Bachelor of Education (Home Science/Textiles)

BARNET, Elizabeth
BART, Kay
BART, Melissa Barbara-Lou
CACHON, Heather Anne
CRAWFORD, Suzanne Robyn
CRAWTHER, Marjorie Jane
DALBY, Narelle Jane (with Distinction)
DONALD, Kim Lynn
DOYLE, Leigh
FRANK, Collette Doris
GREENAWAY, Janine Kay
Bachelor of Education (Physical Education)

BARNES, Derek Elizabeth
BLOCK, Ralph McKay
BODIE, Susan Mary
COKER, Richard
COTTRELL, Susan
COUGHLAN, Paul William
CUSKELLY, Graham
DOODS, Amanda
HASSAN, Paul
HUNTER, Chris
HUTTON, Graeme
IMPERISCH, Anthony David (with Distinction)
JENNISON, Sally Marie
JUDGES, Neil Richard
KING, Loretta Shirley
LUNN, David
LUSH, Jenny
PASSMORE, Kerrie Anne
SMITH, Graham John

Bachelor of Education (Industrial Arts)

ALBRIGHT, Neil Arthur
BALLANTINE, Malcolm
BALLIN, Rolf Dieter
BARNES, Gary Arthur
BAY, John Anthony
BRISSON, Andrew Mark
BRIGG, Jeffrey Craig
BRYNE, Terence Edward
CLARK, Christopher John
CROSS, Vincent Joseph
DAILY, Wayne Thomas
DOWNS, Gary William
ESSEL, Alfred Jacob
ESCOOT, Colin Ronald
FLETCHER, Andrew
FORD, Geoffrey Maxwell
HAUL, Ian William
HAYDON, Jeffrey Ronald
HAYWARD, Geoffrey Ralph
HINZ, Timothy John
HOLLIE, Paul James
HUTCHINSON, Donald James
HULL, Gary John
HUNTER, Craig Christopher
KNIGHT, Denis Neil
LAUFF, Jeffrey Stacey
LITTLE, Philip Bruce
LOW, Peter Thomas
LUNTZKAU, Thomas Robert
MALANDANG, Robert Henry
MIDDLETON, Bruce John
MINSINS, Andrew Peter
QUEALLY, John Fenion
ROBINSON, Clive lan
SANDRE, John Hamer Richard
SAVANNA, John
SHIELN, Reginald Arthur
SHERMAN, Peter Ronald
SMITH, Martin Leslie Fletcher
SPINDUS, John Anthony
STENVICK, Donald John
STORREY, David Thomas
SUZU, Ken Staud Gordon
TAYLOR, Anthony Mark
TYLER, Mark David (with Distinction)
WARD, Michael Gregory
WARD, Phillip James
WATTS, Gary Robert

Diploma in Teaching (Secondary Education)

ADAMTHWAITE, Kerri Robert
ARKELL, Neil Frederick
AVERY, Elaine Joan
BAKER, Donnham
BARKER, Glen Raymond
BARTLETT-CLARK, Vicki Loraine
BELCH, Carl
BODDAM-WHEATHAM, Lachlan
BOWEN, Leanne Fray
BRITTEN, Mary Jane
BRYAN, Peter John
BRYAN, Rhonda Christine
BUSH, Janet Marie
BUCKLAND, Paul Ramon
BUSH, Helen
BUSTOS, Graeme Scott
BYRNE, Richard John
CAHILL, Peter David
CARROLL, Joseph
CHRISTENSEN, Jennifer
CLARK, Helen Marie
CLOUT, John William
COURT, Marilyn Frances
DAVIDSON, Gregory William
DAY, Christopher
DENNES, William Arthur
DONNELLY, Julie Patricia
DRINKWATER, Janine Nasrite
DUNBAR, Luan
EDWARDS, Donald Frederick
ENDOCAOTH, Neal Marshall
EVERT, Tracey Louise
FENNESSY, Beth Lorraine
FOULSHAM, Nicholas Margaret
FRASER, Donna Lee
FRAYNA, Diane Elizabeth
GARLAND, Venita Lyne
GATELY, Eileen Jane
GAYN, Rodinle Ray
GEE, Sandra Elizabeth

Diploma in Teaching (Technical and Further Education)

BENTLEY, Anna
BEYFORD, John George
BUKISKA, Les Jocelyn
CASEY, Christine Verdi
EVANS, Stanley Harold
FIELD, Kenneth John
GABEL, Peter Rux
GARRETT, Rhyon
GILMOUR, Ross Welver
HARRIS, Bruce Mundell
HARRIS, Janice Rae
HENNESSY, Dorothy Lynette
HOLMAN, Michael
JACKSON, Erika Beth
JONES, Heather
KENNEDY, Catherine Mary
LAWRENCE, Dinity-Gail
LOGAN, Diane
MACNAARMA, David Peter
MCAURAM, Margaret Florence
MCMURRAN, Miriam
PRIOR, Edward Colyfer
RICE, William Joseph
RODDA, Joan Elaine
ROUSE, Donald Herwood
RUSSELL, Andrea
WAHLKS, Gary Stephen
WILLIAMS, Lynette Ann
WINSTANLEY, Lorna May

Associate Diploma in Diagnostic Medical Radiography

DOUGLAS, Lynne
FROST, Deborah Anne
HARRIOTHINE, John Elizabeth
JUDD, Shona Lee
MICHEL, Joanne Margaret
MORGAN, Wendy Gay
MULLEN, Susan Margaret
SNOWDEN, Adrian John

Associate Diploma in Nursing Education

DICKEN, Graham Stanley
HEINIG, Sandra
SICHT, Margaret Mary
SICHT, Margaret Mary
WHEELIE, Fay Margaret
Mr. Harold Wesley Gillard

Presented by Dr. D.R. Parsons for admission honors causa to the degree of Bachelor of Education.

President of Council. I present to you Mr. Harold Wesley Gillard, formerly Principal Lecturer of the Department of Physical Education of this College, and a pioneer in the field of Physical Education in this country, the foundation year of the awarding of the degree in Physical Education at this College.

Mr. Gillard was appointed Principal Lecturer and Head of the Department of Physical Education at the then Newcastle Teachers’ College in 1948, and for twenty-seven years was devoted to this institution with professional credit and dignity. As a Lecturer his complete sincerity and honesty in the presentation of professional material endeared him to his students. As a Head of Department, his understanding and concern for democratic processes characterized his contribution to the development of physical education and health education.

In 1964 Mr. Gillard’s involvement in the field of Physical Education was transformed by his appointment to the position of Director of the Institute of Industrial Arts, a role he continued to fulfill for twenty-seven years. During his tenure, Mr. Gillard was recognized for his contributions to the field of Physical Education through his receipt of various awards and honors, including the presentation of his name to the students for their initial and final year of study in Physical Education.

In 1971, Mr. Gillard was appointed to the position of Principal Lecturer and Head of the Department of Physical Education at the then Newcastle Teachers’ College. During his time in this position, he was instrumental in the development of the Department, and his contributions were recognized with the presentation of his name to students for their final year of study in Physical Education.

At the time of his retirement, Mr. Gillard was appointed to the position of Honorary Life Member of the Newcastle Teachers’ College. This appointment acknowledged his significant contributions to the field of Physical Education and his dedication to the education of students in the area.

Mr. Gillard’s influence and impact on the field of Physical Education have been significant, and his contributions have been recognized through the presentation of his name to students for their initial and final year of study in Physical Education, as well as his receipt of various awards and honors throughout his career.

Diploma in Music Education

In association with the New South Wales State Conservatorium of Music.

AYRES, Joanne Marie
BROOKE, Brian Joseph
BROWN, Ian Cecil William
Cameron, Deborah Georgina
CARRUTHERS, Lorraine Thelma
CROWE, Judith Anne
CROWE, Elizabeth
DOWDING, Joyce
EDMISTON, Susan Kay
FAIR, Olristine
FAGAN, Kathryn Anne
FAYE, Carl Erwin
FAUL, Christine
GILLIS, Jennifer Ann
JANSON, Valda Helen
KADNEY, Irene
KILPATRICK, Jennifer Ann
LEARNMOUHT, Michael
LINGARD, Rosemary Ellen
MADSEN, Marilyn Patrice
MARKOWNA, Rhonda Janene
MCCOLL, Virginia
MCCREEDY, Olive
MELCH, Amanda Louise
MORRIS, Jean Rita
PEPER, Margriet Elliot
PIKERTON, Ruth
POWELL, Terry John
PRINGS, Margaret Dawn
ROBISON, Michelle Cai
ROOT, James Warren
SAVO, Linda
SHARMAN, Carmel Patricia
SIMMONS, Susan Mary
TALTY, Kathleen Patricia
THOMAS, Deborah Louise
TURNER, Doris Maureen
WALMSLEY, Raymond John
WATT, Janelle
WILES, Sharon Bessee
WILLIAMS, Sharon Beverley
WILLIAMS, Robin Elton
WILLIAMS, Lynne Maree

Mr. Harold Wesley Gillard was a distinguished bowler on the lawn greens of this area and is now the State President of the New South Wales Bowling Association. In addition, he was the first member of the Sports Union of this institution, and distinguished himself in the annual employment of his services to the school. Mr. Gillard is a kindly man, and this kindness has endeared him to his colleagues, his students and his friends. He is a fitting recipient of the award of the Honorary Degree of Bachelor of Education from this College, and I now proudly present him to you for investiture.

Prizes

Hunter Institutes Executive Prize for Early Childhood Education Outstanding Third Year Student: McEAN, Margaret Ann.
The Robert and Carolyn Tettun Women’s Club of Newcastle Prize Outstanding Final Year Women Student with regard to Citizenship, Scholarship and Leadership: PASSMORE, Karine Anne
J.W. Staines Prize for Diploma in Education (Primary) Outstanding Final Year Student: GALERGO, Robyn Anne
J.W. Staines Prize for Diploma in Education (Secondary) Outstanding Final Year Student: MUNRO, Leonie Elizabeth
College Prize for Physical Education: Finlayson, concord a subject in Physical Education of this College. In addition, he was the Lecturer in charge of the Primary Practice Teaching experience for many years.

In his role as President of the Staff Association Social Club, and served on many academic and professional committees in the day-to-day workings of this institution. Perhaps Mr. Gillard’s forte has been in the selection of staff. This fact that the College now possesses a vigorous Department of Physical Education, widely sought after by secondary students for their initial and final years of study. Mr. Gillard guided his Department and professional committees in this matter with great credit and dignity.

Mr. Gillard was himself educated and developed in a professional climate where academic Physical Education was far removed from the school. His broad knowledge of his field and his quest for learning developed in him a desire to advance the bounds of possibility, his breadth of knowledge of his field and his years.

Wollongong in the recreational field, from the Department of Education, to enter the second specialist Lecturer and Head of the Department.

Presented by Dr. D.R. Parsons for admission honors causa to the degree of Bachelor of Education.