All inquiries should be directed to the Reception Desk at the entry foyer.

The Main Building comprises offices of the Principal, Assistant Principal, Heads of School of Teacher Education, Visual and Performing Arts and Paramedical and Community Welfare Studies. Academic departments include Art Education, Education, English and Languages, Health Studies, Home Economics, Industrial Arts, Mathematics, Music, Professional Studies, Science, Social Science, Social Welfare, Technical and Further Education and External Studies. The Department of Art is located in the Art Building, the Department of Physical Education in the Gymnasium Block and the Department of Special Education in the Special Education Centre. The Registrar and all administrative services such as Student Administration, Public Relations, Accounts, Purchasing, Properties and Stores are located in the main building. The Student Advisory Centre also is located in the Main Building.
The Calendar was first published in 1949

The Arms

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

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

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

Contents of Calendar
(at October, 1983 unless otherwise stated)

A detailed list of contents appears at the beginning of each section

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Introduction

Newcastle College of Advanced Education is being developed as a multi-disciplinary tertiary institution to cater for the demands for higher education in the Newcastle and Hunter Valley Region. The College was declared a corporation under the Tertiary Education Act (1975) of New South Wales. The College's corporate status was declared upon the gazettal on February 25, 1977.  

Amalgamating a capital building development completed in 1976 was the construction of the Special Education Centre to facilitate the consolidation and development of the College's courses and research in the field of special education, especially the provision of courses for the preparation of personnel for teaching and assisting of educationally handicapped children. The Centre is magnificently designed and equipped for speech therapy, training, individual and clinical activities and provides excellent opportunities for the teaching of special education courses, particularly where clinical conditions are appropriate. It consists of two major intervention classrooms, four smaller observation/clinical rooms, as well as four diagnosis/skills training rooms. All rooms are staffed, office work, computer and library resources, examination room, director's suite, audio-visual control room, and extensive direct observation rooms via one-way glass. The College's general policy is to have staff, students and school children with specific learning difficulties brought to the Centre for special curricular programmes which are conducted in the intervention classrooms established by the College. It is the College's aim that the Centre should become, in co-operation with other educational institutions, a centre for further development and research in special education and thus provide a valuable service to the community. It is the College's intention that the Centre be used as a teaching aid as well as an experimental aid for children who attend the Centre.  

DURATION OF COURSE

Bachelor of Education (Primary)  
Bachelor of Education (Secondary Education)  
Graduate Diploma in Education (Technical and Further Education)  
Graduate Diploma in Educational Studies (Advanced Teaching Method)  
Graduate Diploma in Educational Studies (Curriculum Development)  
Graduate Diploma in Educational Studies (Educational Drama)  
Graduate Diploma in Educational Studies (Science)  
Graduate Diploma in Educational Studies (Special Education)  
Master of Education (Industrial Education)  
Master of Education (Special Education)  

SCHOOL OF VISUAL AND PERFORMING ARTS

Bachelor of Visual Arts (Arts)  
Bachelor of Visual Arts (Arts and Crafts)  
Graduate Diploma in Art (Ceramics)  
Graduate Diploma in Art (Crafts)  
Graduate Diploma in Art (Painting)  
Graduate Diploma in Art (Photography)  
Graduate Diploma in Art (Sculpture)  
Bachelor of Visual Arts (Arts)  
Graduate Diploma in Art (Art History)  
Graduate Diploma in Art (Textiles)  

SCHOOL OF PARAMEDICAL AND COMMUNITY WELFARE STUDIES

Diploma in Teaching (Nursing)  
Diploma in Administration (Nursing)  
Associate Diploma in Automated Information Processing  
Associate Diploma in Diagnostic Medical Radiography  
Associate Diploma in Police Studies  
Associate Diploma in Secretarial Skills  
Associate Diploma in Multicultural Studies  

* Conversion course also available by part-time or external study - Duration depends on status at time of entry.  
† Available only as a conversion course - Duration depends on status at time of entry.  
‡ Proposed courses - subject to approval by the NSW Higher Education Board.
## January

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<td>Last day for lodgement for request for review of 1982 Annual and Second Semester Examination results.</td>
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<td>At the time of publication, changes were being proposed to enrolment procedures for the Automated Information Processing course. Students should check with the Mathematics and Computing Studies Department for possible changes.</td>
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**JULY**

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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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**Principal Dates 1985**

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**JANUARY**

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**FEBRUARY**

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# Officers of the College

**Officers of the College**

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

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<th>Committees of the Academic Board</th>
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<td>Honorary Degrees of the College</td>
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</table>
Officers of the College

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

Assistant Principal:
Douglas Rex Huxley, BA, LittB (New England), MA, PhD (Newcastle)

School of Teacher Education
Head of School:
Allan Owen Taylor, BA, ASTC (Man Arts), MEngSc (Newcastle), Phd (Newcastle), FIA

Assistant Head of School:
John Archibald Wayne Caldwell, BA, DipEd (New South Wales), MA (Newcastle), PhD (Macquarie), MACE, ALAN.

School of Visual and Performing Arts
Head of School:
Graham John Gilchrist, ATD, DipCSIA (Sculture), BA (London)

School of Paramedical and Community Welfare Studies
Head of School:
John Edward Gay, BS (SUC Buffalo), MS Health Science (San Diego), Ed Health Science (W. Virginia),

Registrar:
John David Todd, BCom (Newcastle)

Bursary:
Vacant

The Council

President:
Margaret Estelle Bowman, BA, DipEd

Vice President:
John Charles Price, AIME (London)

Members Appointed by the Minister for Education:
Robert Michael Ansell, Ass DipSpec We! (NCAE)
Alan Francis Beard, BSc, DipEd
Marjorie Biggins, BA, DipSpecSc (Southampton)
John Burville Biggs, BA (Toa), PhD (Lond), MAPs, MSkP

Barbara Calcott, BEng, MIAust

Ewen George Currow, MB, BS, FRCS, FRACMA

Zeny Giles, BA, DipEd (Sydney), MA (Newcastle), Grad DipEd Studies (SpecEd) (NCAE), Mutt

Sydney John Clyde Heath, BA, DipEd

Ernest Roy Hitchcock, DipTech (Wgtl) (NSWilt)

Susan Elizabeth MacLeod

Eimar Marie O'Connor, BA, DipTech (Med) (NCAE), ALAA

Geoffrey Olsen, BSc (Med), MBBS (Sydney)

John Charles Price, AIME (London)

John Varnum

Members being Official Members:
Edward Richardson, BSc, PhD, PCertEd (London) (Principal)
Allan Owen Taylor, BA, LittB (UNE), MA, PhD (Newcastle) (Assistant Principal)

Members Elected by Members of the Academic Staff:
Raymond Lewis Hodges, BSc (NSW), ASTC, BEstudies (Newcastle), MACE

James Maurice Graham, BA (Sydney), LittB (New England), MA (Newcastle)

Member Elected by Members of the Non-Academic Staff:
Frederick Joseph McNenery

Members Elected by the Students of the College:
Elizabeth Kershaw

Jenni Lang, DipTech, BA (Newcastle)

Members Elected by Members of Council:
Anne Catherine von Bertouch, DipTech (Sydney), MA (Newcastle), ASA, ACGA, NGS, AGS (NSW)

Professor Emeritus Alexander John Carmichael, CRE, BE, PhD (NSW), ASTC, CEng, FIEE (Lond), MASCE (NY), MASESA (NY), FRSIA (Lond)

Secretary of the Council:
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Susan Elizabeth MacLeod

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John Charles Price, AIME (London)

John Varnum

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Professor Emeritus Alexander John Carmichael, CRE, BE, PhD (NSW), ASTC, CEng, FIEE (Lond), MASCE (NY), MASESA (NY), FRSIA (Lond)

Secretary of the Council:
John David Todd, BCom (Newcastle)
Standing Committees of Academic Board

Executive Committee:
The Principal
Assistant Principal
Heads of School
Mrs. F.E. Trent
Mr. J.R. Nyman
Mr. J.G. Lergessner
Dr. D.R. Huxley
Mr. A. H.
Mr. RE. Haines (Mathematics and Computing)
Dr. J.Jurd
Dr. J. Miles
Mr. L.A.
Mr. K. McDonald (Science)
Mr. J. M. Graham (Social Sciences)
Mr. R.H. Coulton (Education)
Dr. K.R. Morgan (elected by Academic Board)
Mr. G.J. Gilchrist
Mr. D.J. Absalom
Mr.

Admissions Committee:
Dr. H.B. Lindsay (Chairman)
Mr. J.W. Caldwell
Mr. J.W. Cripps
Mr. D.E. Jurd
Mr. R.F. Morland
Mr. P.W. Singleton
Dr. J.G. Lergessner
Mr. A. Wray

Staff Development Programme Leave Committee:
Dr. D.R. Huxley
Mr. D.M. Hawke
Mr. D. J. Azariah
Mr. G.J. Gilchrist
Mr. A. Wray
Mr. R. Haywood

External Studies Committee:
Dr. J.W. Caldwell (elected by Academic Board)
Dr. K.R. Morgan (elected by Academic Board)
Mr. R.H. Coulton (Education)
Mr. J.M. Grahame (Social Sciences)
Mr. A.P. Mitchell (English)
Mr. K. McDonald (Science)
Mr. L.R. Kellin (TAFE)
Mrs. J. Cowley (Special Educational Studies)
Mr. K.G. Williams (Art Education)
Mr. K.A. Leffty (Physical Education)
Dr. W.L. Cook (Industrial Arts)
Mr. M.E. White (Home Economics)
Mr. E. Hanes (Mathematics and Computing Studies)

Research Committee:
Dr. J. Miles (Chairman)
Dr. J. Jurd
Mr. R.H. Coulton
Mr. R. S. Rowe
Mr. S.J. Beveridge

Honorary Degrees and Awards Committee:
Dr. D.R. Huxley
Dr. D.P. Parsons
Dr. J.G. Lergessner
Mr. T. J. Fullerton
Mr. B.W. Wilson
Mr. J.R. Nyman

Timetable Advisory Committee:
Timetable Officer (Chairman)
Mr. J. Gill
Mr. R.L. Hodgins
Mr. K. Scott
Dr. J.A.W. Caldwell
Mr. P. Singleton
Mr. I. Williams

Open Day Committee:
Public Relations Officer (Chairman)
Mr. J. McNab
Mr. K. Leffty
Mr. J.M. Schiller
Mr. J. Dougas
Mr. G.J. Finlan
Mr. W. Galvin
Mrs. M.L. Manning
Two members elected by the Student Body.

College Academic Dress Committee:
Mr. J. Larr
Mr. L.W.J. Pennington
Mr. J.F. Nyman
Mr. P.W. Singleton
Mrs. R. Gibson

Community Programmes Committee:
Mr. J.D. O'Donoghue (Chairman)
Mrs. W. Schiller
Mrs. P. Osborne
Mr. D. Cordon

Centre for Development of Industrial Education:
Chairman or Deputy Chairman of Academic Board
Heads of School
Assistant Heads of School
Heads of Department as determined from time to time
Personnel Officer
Burser
Education Research Officer
Two external members judged to have the expertise to assist the Centre in its work.

Academic Progression Review Committee:
Assistant Principal
Heads of School
Two student members nominated by the S.R.C.

Academic Staff
(at October, 1983)

School of Teacher Education:
Head of School:
Allan Owen Taylor, BA ASTC (Man Art) MEngSc (Newcastle), PhD (Newcastle), HIA

Assistant Head of School:
John Archibald Wayne Caldwell, BA, DipEd (New South Wales), MA (Newcastle), PhD (Macquarie), MACE, ALAN.

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

School of Paramedical and Community Welfare Studies:
Head of School:
John Edward Gray, BSc (Soc Bults), MS Health Science (San Diego Ed) Ed Health Science (W. Virginia).

DEPARTMENT OF ART
Head of Department:
P.W. Singleton, NED (Flyde College)

Senior Lecturers:
R.M. Carter, BA, DipEd (London), MA (Birmingham), PhD (eeds)
Alison O'Brien, ASTC, DipPaint, MA(RCA London)
G.J. Finlan, DipArt, MFA (New York)

Lecturers:
Patricia A. Adams, ASTC, DipPaint
A.E. Ahearn, Dip in Ind. Design (Wellington Polytechnic)
A. Atkins, Dip Fine Arts (RMLin)
A. W. Botterill, Dip Ed Art (Sydney)

DEPARTMENT OF EDUCATION
Head of Department:
H.B. Lindsay, BA, MEd (Sydney), PhD (New England), MACE

Senior Lecturers:
D.C. Cheaston, BA, MEd (Sydney)
Margaret F. Jurd, BA (Sydney), MA, PhD (Newcastle), MAPS, W.R. Milby, BA (Sydney), LiTEd, MEd (New England), MAPS, APBS, ABPS
F.J. Manning, MA, DipEd (Sydney), PhD (Newcastle), MAPS
R.R. Miles, BA (Sydney), MACE, MAPS

Lecturers:
R.H. Coulton, BA, LiTEd (New England), MA (Newcastle), GradDip Data Processing (NWSIT), MACE
Carolyn R. Langan, BA, MEd (Newcastle)
Mered J. Haywood, BA (New England), DipEd (Sydney), MEd (Newcastle)
R.D. Hinton, BA, DipEdAdmin (New England), MEd (Newcastle)
W.G. Jones, BA, MEd (Newcastle), PhD (Sydney), MAPS, APBS, ABPS
W.J. Ross, BA, PhD (Sydney), MACE, MAPS, AFAM
Wendy E. Schiller, Dip Teach(History), EEd, MEd (Early Childhood)

DEPARTMENT OF ENGLISH AND LANGUAGES
Head of Department:
J.D. Assahlin, MA, PhD, EdD, BEd Studies (Newcastle) ALAA

Senior Lecturers:
J.A.W. Caldwell, BA, DipEd (New South Wales), MA (Newcastle), PhD (Macquarie), MACE, ALAA
Francesa Nugent, BA (Sydney), MA (New England)
B.R. Smith, BA (Sydney), DipEd, LiTEd (New England), MA, PhD (Newcastle)

Lecturers:
M.M. Beek, BA (New South Wales), BEdStudies (Newcastle)
R.L. Hawdon, BA (New England), MEd (Newcastle)
D.R. King, BA (Newcastle), MACE
D.G. Matthews, BA (Newcastle, MA (Toronto)
A.P. Mitchell, BA, LiTEd (New England)
Pamela M. Mowat, BA, PGCE (London)
A.C. Murphy, BA, DipEd (Sydney), EEd Studies (Newcastle)
J.D. O'Donoghue, BA (Newcastle), DipEd
J. Robson, BA, DipEd (Sydney), MA (Newcastle)
B.W. Wilson, BA, MA (Newcastle), MA (Communication) (Finland)

DEPARTMENT OF HEALTH STUDIES
Head of Department:
Barry M. Anderson, SRN, RMN, DRRN(RGN)N.S.W, MA (Macquarie)

Senior Lecturer (Administrative Studies):
Graham Boyd, BA (New England), DipEd (Sydney), MEd (Studies) (Administration), (Newcastle), MPAK, MACE

Lecturer:
L.R. Crawford, BA (London), MA (Middlesex)
Dinah Wicks, SRN, BA (Macquarie)
DEPARTMENT OF HOME ECONOMICS

Head of Department:
Faith H. Trent, Dip Teach (Sydney Teach Coll), BSc (Sydney) MA (Craner Fraser)

Acting Senior Lecturer:
Rae Gibson, Dip Teach, Dip Art Ed

Lecturers:
Ena D. Abley, BA (New England)
Leanne J. Gibson, BA (Macquarie)
Pauline J. Clark, Dip Teach, Grad Dip (Food Sci.) (Innesburn)
Mai Li Manning, Dip Teach, Dip Art Ed
Phoebe M. Williamson, BSc (New South Wales), ATI

DEPARTMENT OF PHYSICAL EDUCATION

Head of Department:
D.R. Parsons, DipPE (Syd Teach Coll), BPE, MPE (British Columbia, Ed) (California)

Senior Lecturer:
K.A. Laffey, DipPE (Syd Teach Coll), BA (Newcastle), M Ed (Sydney), MACED

Lecturers:
Kathleen Abraham, DipPE (Syd Teach Coll)
L.W. Bullen, BA, BEd (Sydney), MACED
Melvyn K. Cooper, DipPE (Syd Teach Coll) BEd (PI)
T. Hult, BSc (Ed), M Ed (Illinois), ElaminAdm/Credential (Cottondale)
M. Kaye, Thomas, DipPE (Wolongong Teach Coll), BPE (Western Australia)
K.W. Thompson, BEd (PE) (Sydney), BEd Studies, MEd (Newcastle)

DEPARTMENT OF PROFESSIONAL STUDIES

Head of Department:
T.J. Fullerton, BA (New England), MACED

Senior Lecturer:
J. Gill, BA, Dip Ed (New England), MA (Newcastle), MACED

Lecturers:
W.P. Gelvin, BA (Sydney), MEd, MACED
J.M. Schiller, Dip Teach Prim (Murray Park BA), BA (Adelaide), MEd (Alberta)
J.W. Torrey, BE, MEd, DipEd (Sydney), PhD (Newcastle)

DEPARTMENT OF SCIENCE

Head of Department:
T.J. Sheedy, BSc, DipEd (New England), MSc, MEd (Newcastle), Ass Int Ed (London)

Senior Lecturers:
R.L. Hodges, BSc (New South Wales) ASTC, BEd Studies (Newcastle), MACE
K. McDonald, GAMS, LittBA, BA (New England), MEd Studies (Newcastle) FACE
L.A. McKinzie, BSc (Western Australia), BEd Studies (Sydney), MACE
L.W. Pennington, BSc, DipEd, Dip (Liverpool), MEd (Sydney), MAP, MACE

Lecturers:
S.J. Beveridge, BSc, DipEd (Newcastle), MSc (Sydney), PhD (Newcastle), MACE
L.K. Hinchman, BSc, M Ed (Newcastle), MACE

DEPARTMENT OF MUSIC

Head of Department:
F. Margaret Lloyd, BA (Newcastle), DipMusEd (Con of NSW), AMuSA

Senior Lecturers:
A. Warr, MSc (Ed) (Newcastle), DipMusEd (Con of NSW), MMT, MACE
R.J. Heading, BA (Newcastle), DipMusEd (Con of NSW), MACE

Lecturers:
Jennifer J. Evans, BA (New England), DSCM (Con of NSW) AMuSA
(Chinese) AMuSA (Flamenco), PhD (Newcastle)

DEPARTMENT OF SOCIAL SCIENCES

Head of Department:
J.M. Graham, BA (Sydney), LitBA (New England), MA (Newcastle)

Senior Lecturer:
N.D. Hyde, BA (Newcastle), M Ed (Sydney), MACE

Lecturers:
W.R. Bruce, BA, DipEd (Sydney), M Ed (Newcastle), MACE
K.J.C. Green, BA, DipEd (New England), MA (Newcastle)
R. Lewis, BA, M Ed (Newcastle)
J.R. Nyman, BA (Sydney), MA Lit (Cork), DipEd (New England), Th L
K. Scott, BA, LitB (New England), BEd Studies (Newcastle)
J.F. Stokes, BA (New England), Dip Bus Studies (Newcastle)
Helen M. Varis, MA, DipEd (Sydney)
P.J. Valti, BA (Newcastle)

DEPARTMENT OF SOCIAL WELFARE

Head of Department:
H.R. T. Morland, DPE (Ontario), Dip SocSc (WOM), MEd (WWSL), PhD (UNSW) AASPA

Lecturers:
R. Brown, BA (Newcastle) MAW
Janis Fook, B Social Work (New South Wales)
G.G. Mills, H N D (N E London Polytechnic, MA (Essen), MACE
G.H. Morgan, BA, PGCE (York), MAW
L. Foh, BA, MSH (Melb), MAW, AAGW, AASPA

DEPARTMENT OF SPECIAL EDUCATION

Director and Head of Department:
J. Miles, BA, (PhD) (Newcastle), MAPS

Senior Lecturers:
J. Holov, BA, LitB (New England), MEd (Sydney), MAPS

Lecturers:
R.P. Conway, DipSpecEd, BA, BEd Studies, MEd (Newcastle)
Judith Cowley, BA, MA (Macquarie), LSDA, MAAT
P.J. Foreman, BA, LitB, MEd (New England), MACE
A.M. Nicholls, MA, MEd (Macquarie), BEd (Art/Psy) (New South Wales), MAHS
Janice North, BS Spec Ed (Flinders)

GLW Robinson, BA, DipEd, MEd (Sydney), MACED, MAPS

Teachers:
Pamela A. Carmichael, Teachers Cert., DipSpecEd
G. Currie, BA (Newcastle)
Helen Verdun, Dip Teach

DEPARTMENT OF TECHNICAL AND FURTHER EDUCATION

Head of Department:
J.D. Lergessner, BAdEd, MA (Toronto), PhD (Alberta), MESA, MAIS, MAARE

Acting Senior Lecturer:
J. Dugas, BA, DipEd (Newcastle), Conf Film and Television Studies (London)

Lecturers:
J. Bailey, BA (Newcastle), DipEd (TAFE), MAPS
J. Dugas, BA, DipEd (Newcastle), Conf Film and Television Studies (London)
L. H. Kilian, BSc, DipEd (TAFE), Anne McKee, BA (Newcastle)

Kamuy Meshiti, Dip Teach (TAFE)

DEPARTMENT OF HOME ECONOMICS

Head of Department:
Faith H. Trent, Dip Teach (Sydney Teach Coll), BSc (Sydney) MA (Craner Fraser)

Acting Senior Lecturer:
Rae Gibson, Dip Teach, Dip Art Ed

Lecturers:
Ena D. Abley, BA (New England)
Leanne J. Gibson, BA (Macquarie)
Pauline J. Clark, Dip Teach, Grad Dip (Food Sci.) (Innesburn)
Mai Li Manning, Dip Teach, Dip Art Ed
Phoebe M. Williamson, BSc (New South Wales), ATI

DEPARTMENT OF PHYSICAL EDUCATION

Head of Department:
D.R. Parsons, DipPE (Syd Teach Coll), BPE, MPE (British Columbia, Ed) (California)

Senior Lecturer:
K.A. Laffey, DipPE (Syd Teach Coll), BA (Newcastle), M Ed (Sydney), MACED

Lecturers:
Kathleen Abraham, DipPE (Syd Teach Coll)
L.W. Bullen, BA, BEd (Sydney), MACED
Melvyn K. Cooper, DipPE (Syd Teach Coll) BEd (PI)
T. Hult, BSc (Ed), M Ed (Illinois), ElaminAdm/Credential (Cottondale)
M. Kaye, Thomas, DipPE (Wolongong Teach Coll), BPE (Western Australia)
K.W. Thompson, BEd (PE) (Sydney), BEd Studies, MEd (Newcastle)

DEPARTMENT OF PROFESSIONAL STUDIES

Head of Department:
T.J. Fullerton, BA (New England), MACED

Senior Lecturer:
J. Gill, BA, Dip Ed (New England), MA (Newcastle), MACED

Lecturers:
W.P. Gelvin, BA (New England), MEd (New South Wales), MACE
J.M. Schiller, Dip Teach Prim (Murray Park BA), BA (Adelaide), MEd (Alberta)
J.W. Torrey, BE, MEd, DipEd (Sydney), PhD (Newcastle)

DEPARTMENT OF SCIENCE

Head of Department:
T.J. Sheedy, BSc, DipEd (New England), MSc, MEd (Newcastle), Ass Int Ed (London)

Senior Lecturers:
R.L. Hodges, BSc (New South Wales) ASTC, BEd Studies (Newcastle), MACE
K. McDonald, GAMS, LittBA, BA (New England), MEd Studies (Newcastle) FACE
L.A. McKinzie, BSc (Western Australia), BEd Studies (Sydney), MACE
L.W. Pennington, BSc, DipEd, Dip (Liverpool), MEd (Sydney), MAP, MACE

Lecturers:
S.J. Beveridge, BSc, DipEd (Newcastle), MSc (Sydney), PhD (Newcastle), MACE
L.K. Hinchman, BSc, M Ed (Newcastle), MACE

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R.J. Heading, BA (Newcastle), DipMusEd (Con of NSW), MACE

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(Chinese) AMuSA (Flamenco), PhD (Newcastle)

DEPARTMENT OF SOCIAL SCIENCES

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J.R. Nyman, BA (Sydney), MA Lit (Cork), DipEd (New England), Th L
K. Scott, BA, LitB (New England), BEd Studies (Newcastle)
J.F. Stokes, BA (New England), Dip Bus Studies (Newcastle)
Helen M. Varis, MA, DipEd (Sydney)
P.J. Valti, BA (Newcastle)
Recruitment
Vacant

Finance:
G. Parkinson

Budget:
Patricia L. Lowe

Salaries:
Marie Mumain

Properties:
J.C. Braier

Purchasing and Supplies:
N. McNaughton

External Studies:
Clare P. Marin

Maintenance Supervisor:
F.J. McEneamey

Gardener Tradesman:
Jack Hicks

Library Staff

College Librarian:
John Edmonds, BA (Sydney), Dip.Ed, ALAA

Technical Services:
Senior Librarian: Robyn M. Emmanuel, BA (New South Wales), ALAA
Lynette D. Fokin, BA (Newcastle), DipLib (New South Wales), ALAA
Noelene King, ALAA

Reference Services:
Senior Librarian: Jennifer M. Scobie, BA, Dip.Ed (Sydney), Librarians (Macquarie), ALAA
Jane E. Scott, BA (New England), DipLib (Sydney), ALAA
Jennifer Dommett, Bluth (Goulburn), ALAA
Helen Lloyd
Marilyn Wagstaff, ALAA
Judith Holdway, ALAA

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

Student Services

Senior Student Counsellor:
Namaste Dyce, BA, Dip. Social Work (Sydney)

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

Nursing Sister:
Shirley D. Andrews, SN

Student Advisory Officer:
Vacant

Education Research Officer

Eric Skuja, BA (Queensland)

Community Programmes

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

Honorary Fellows of the College

1975: Griffith Hammond Duncan, OBE, MA (Sydney), BEd
(Melbourne), FACE
1981: Leslie Skailes, AM, BEM, FAH

Honorary Associates of the College

1978: Edward Albury Crago, BSc (Sydney)
1978: Gordon Charles Elliot, BA, DipEd (Sydney), MA (New South Wales), ASPS, MAPP, MACE

Honorary Degrees of the College

Bachelor of Education (Industrial Arts):
1983: Walter J. Wilcox, MIA

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

Bachelor of Education (Physical Education):
1982: Harold Wesley Gillard, AM
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 control of modules/subjects and for their teaching as a service to the Schools.

Service Centres - established to service both departments and Schools (and possibly the community) with expertise, specialist equipment, and facilities.

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

Academic Structure

**Terms of Reference**

Relative to academic matters the Academic Board shall:

(a) recommend the broad policy for all matters pertaining to academic courses;
(b) provide a forum for staff to give advice to the Principal and hence to Council on academic matters;
(c) refer to Council, through the Principal, recommendations for changes in academic structure; and
(d) 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
Heads of Service Centres
(iv) Elected members: At least four members of academic staff
All 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**

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

(i) the Head of School (Chairman);
(ii) Assistant Head of School (if applicable);
(iii) Course Directors (ex-officio);
(iv) one elected representative from each appropriate academic department;
(v) one representative from each appropriate service centre;
(vi) student members in accordance with rules governing student membership on School Boards.

The duties of the School Board are to:

(a) determine the academic structure and the progression of students within a course;
(b) administer a particular course or cluster of courses;
(c) establish Boards of Studies for each course or cluster;
(d) establish Joint Boards of Studies when it is deemed necessary to subdivide the academic administration in a large School;
(e) determine the academic structure and the progression of students within a course;
(f) determine the academic structure and the progression of students within a course;
(g) establish Boards of Studies for each course or cluster;
(h) determine the academic structure and the progression of students within a course;
(i) establish Joint Boards of Studies when it is deemed necessary to subdivide the academic administration in a large School.

The duties of the School Board are to:

(a) determine the academic structure and the progression of students within a course;
(b) administer a particular course or cluster of courses;
(c) establish Boards of Studies for each course or cluster;
(d) establish Joint Boards of Studies when it is deemed necessary to subdivide the academic administration in a large School.

**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) determines policies concerning admission, promotion and progression in courses of study within the School subject to the approval of Council on the recommendation of the Academic Board;
(iii) submits to the Academic Board cases where students have fulfilled requirements for graduation or where exclusion from the College is recommended;
(iv) refers to the Academic Board recommendations for changes to the academic structure within the School;
(v) refers to the Academic Board recommendations on any matter affecting the School;
(vi) deals with any matter referred to it by the Academic Board;
(vii) deals with any matter referred to it by any of the Boards of Studies in the School;
(viii) deals with any matter referred to it by any of the Boards of Studies in the School;
(ix) exercises such other duties and powers as may from time to time be delegated to it by the Council and the Academic Board.

Function of Boards of Studies

Each Board of Studies:
(i) assists in the supervision of courses and encourages and promotes studies in its area of responsibility;
(ii) establishes a Course Committee in each academic area associated with the responsibility of the Board leading to academic awards of the College;
(iii) after consideration of recommendations from Course Committees, determines, within the general requirements set by the School Board, the details of courses within its charter;
(iv) deals with any matter referred to it by the School Board;
(v) submits to the School Board at the end of each academic session, reports on each student's total academic performance and makes recommendations relative to progression in the course;
(vi) deals with any matter referred to it by its Course Committee;
(vii) exercises such other duties and powers as may from time to time be delegated to it by the School Board.

Function of Course Committees

Course Committees 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 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 Teacher Education

Courses of Study

Diploma in Teaching
Physical Education

Diploma in Teaching
Technical and Further Education

Diploma in Teacher Librarianship

Bachelor of Education
Art
English/History
Home Economics
Industrial Arts
Mathematics
Modern Languages
Music
Physical Education
Primary/Early Childhood
Social Sciences
Science

Graduate Diploma in Education
Primary
Secondary
Technical and Further Education

Graduate Diploma in Educational Studies
Advanced Teaching Method
Curriculum Development
Educational Drama
Special Education
The School of Teacher Education

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

- Bachelor of Education (Arts)
- Bachelor of Education (Early Childhood)
- Bachelor of Education (Home Economics)
- Bachelor of Education (Industrial Arts)
- Bachelor of Education (Modern Languages)
- Bachelor of Music Education (in association with the N.S.W. Conservatorium of Music)
- Bachelor of Education (Technical and Further Education)
- Diploma in Teaching (Primary Education)
- Diploma in Teaching (Technical and Further Education)
- Diploma in Special Education
- Diploma in Teacher Librarianship
- Graduate Diploma in Education (Primary Education)
- Graduate Diploma in Education (Secondary Education)
- Graduate Diploma in Education (Technical and Further Education)
- Graduate Diploma in Educational Studies (Advanced Teaching Method)
- Graduate Diploma in Educational Studies (Computer Education)
- Graduate Diploma in Educational Studies (Curriculum Development)
- Graduate Diploma in Educational Studies (Educational Drama)
- Graduate Diploma in Educational Studies (Ancient History)
- Graduate Diploma in Educational Studies (Arts)
- Master of Education (Technical and Further Education)
- Master of Education (Special Education)
- Master of Science in Education (Special Education)

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

Available only as a conversion course.

The undergraduate programmes within the School of Teacher Education are structured on a modular system, to give candidates choice and flexibility in the structuring of their courses and to achieve some degree of integration in the student population. Candidates are expected to achieve a prescribed number of credit points to gain an award. All College programmes are based on a teaching year. Divisions containing intention to qualify for the Diploma in Teaching are generally expected to undertake six modules 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 of two semesters' duration. Programmes for full-time and part-time secondary teacher education are provided in English, History, Home Economics, Industrial Arts, Mathematics, Modern Languages, Music, Physical Education, Social Science and Science.

The course of study for the Bachelor of Education in Early Childhood Education, is designed to prepare candidates to teach children in the age group 0-8 in 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 schools for children in the age group 5-12 who have completed Year 4 of Primary school.

The course of study for the Bachelor of Education (Secondary Education) is designed to prepare candidates to teach the subjects of 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 Teacher Librarianship course is designed for experienced teachers who wish to become resource librarians in schools.

The graduate programmes of the Colleges are of two distinct types. The programmes leading to the award of the Diploma in Education, for instance, are designed to provide preservice teacher training to graduates of approved tertiary institutions while the programmes leading to the award of the Diploma in Educational Studies are intended to provide further expertise to trained and experienced teachers.

The course of study leading to the award of the Diploma in Education in a full-time programme of two semesters' duration. Candidates may specialise in either Primary Education or Secondary Education. A four semester part-time programme is available to candidates who wish to qualify as teachers in Technical and Further Education.

Courses of study in Advanced Teaching Method, Computer Education (proposed), Curriculum Development, Educational Drama and Special Education are available to experienced teachers who wish to qualify for the award of the Diploma in Educational Studies. The programme in Special Education, which is intended to provide advanced training in the resource teaching of children with mild learning and behaviour problems and to equip candidates for the teaching of moderately and severely developmentally disabled infants and children, or children with hearing impairment and/or language problems, is offered on a full or part-time basis over two or four semesters.

The other programmes leading to the award of the Diploma in Educational Studies are offered on a part-time basis over four semesters. Lectures are normally programmed at times convenient for teachers.

The Bachelor in Music Education course is offered jointly by the Conservatorium of Music. The course is designed to produce teachers in the field of Technical and Further Education—Physical Education specialisation, a candidate must gain 108 credit points as follows:

**PHYSICAL EDUCATION SPECIALISATION**

Selection of all Physical Education specialist trainees will be subject to a screening test which will include a personality interview, a motor screening test and a consideration of sports records.

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

**NOTE 1: SUBJECT CONTENTS**

(a) General

Fifteen (15) credit points may be chosen from those modules generally offered by the College, or from those specific to the degree, in consultation with the College. Further details of these options are given in the programme sections.

(b) Special Theory

Principles and Practice of Teaching

One Module at 1st level (TS1001), 2 credit points.
One Module at 2nd level (TS2001), 2 credit points.
One Module at 3rd level (TS3001), 2 credit points.

(c) Vocational Preparation

Specific to Subject: 21 credit points.

A minimum of twenty-one (21) credit points must be taken over the total sixty credit points to be credited toward the S.E. degree. These must relate to the practice of teaching physical education activities. To be taken from:

- Physical Education: Basic Motor Movement/Physical Fitness 3 credit points:
  - PE1620 - Teaching of Dance: 3 credit points.
  - PE1630 - Physical Education: General: 3 credit points.
  - PE1700 - Teaching of Games: 6 credit points.
  - PE1730 - Teaching of Physical Education: 3 credit points.
  - PE1760 - Teaching of Sports: 6 credit points.
  - PE2700 - Teaching of Physical Education: II: 3 credit points.
  - PE2710 - Teaching of Physical Education: III: 3 credit points.

- Physical Education: Vocational Preparation
  - PE2721 - Teaching of Dance: 3 credit points.
  - PE2730 - Teaching of Dance/Physical Education: 3 credit points.
  - PE2740 - Teaching of Exercise Science: 3 credit points.
  - PE2750 - Teaching of Sports: 3 credit points.
  - PE2760 - Teaching of Athletics.
  - PE2765 - Teaching of Aquatics.

**NOTE 2: VOCATIONAL PREPARATION**

Each academic year a period of four weeks must be spent on practical teaching in Secondary schools. The first year the period will be taken in the Infant and Primary school situation. In later years the period may be related to either full- or part-time practice of teaching physical education activities. This requirement is included in the course and the programme. The student will be required to submit a report on the work done during the period of practical teaching and prepare a portfolio of work in a prescribed form.

**NOTE 3: VOCATIONAL PREPARATION**

Each academic year a period of four weeks must be spent on practical teaching in Secondary schools. The first year the period will be taken in the Infant and Primary school situation. In later years the period may be related to either full- or part-time practice of teaching physical education activities. This requirement is included in the course and the programme. The student will be required to submit a report on the work done during the period of practical teaching and prepare a portfolio of work in a prescribed form.
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 9 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 recognized specialist technical qualifications as a basis for teaching in technical and further education. Candidates acquire their General Preparation through courses 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 generally completed over two years of part-time study. The Core Programme is undertaken in the in-service or pre-service mode by candidates who are concurrently employed as teachers or as pre-service teachers of fashion.

Subject Content Studies

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

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

Criteria for Determining Subject Content Studies Requirements

1. Criteria to be used will include a preference for some sequential studies, undertaken at an approved institution over at least two years and a strand of studies consistent with the Core Programme. That is, the total programme of Subject Content Studies taken by each candidate shall be of a sufficiently advanced, relevant and substantial nature as to significantly complement and broaden the candidate's knowledge and skills within his/her field of specialisation to a level beyond that at which he/she is required to teach.
2. Subject Content Studies shall be undertaken at degree, diploma or certificate level and/or by means of special projects.
3. Completion of an appropriate study plan:
   3.1 In cases where an appropriate study plan, diploma or degree course is not available, candidates may submit individual study plans. All study shall be undertaken in a coordinated programme of studies made up of appropriate subjects from certificate, diploma, degree, post-graduate and other approved courses.
   3.2 Each study plan shall be judged as being of sufficient continuity and depth to satisfy the requirements, in whole or part, of Subject Content Studies.
   3.3 In approved cases credit in Subject Content Studies may be acquired by the completion of a major technical report or investigation. In general, a technical report shall be judged as the equivalent of only partial completion of Subject Content Studies.
4. Where the study plan approach is adopted, the programme of study shall generally include at least one course or area of study taken over a two year period.
5. In some cases where a technical report or investigation is approved, this shall represent the culmination of the total programme of study in the study plan. The project shall require candidates to carry out a major investigation or report, at a tertiary level, in their area of specialisation.

A candidate may apply for credit in Subject Content Studies on the basis of previous studies. Applications must be supported by documentary evidence. Where credit is granted, the Board of Studies and Course Committee in Further Education shall determine further studies the candidate needs to complete in order to meet Subject Content Studies requirements.

The Board of Studies and Course Committee in Further Education will give due consideration to the comparability of courses at other institutions and the promotions requirements of the relevant employing authorities when determining Subject Content Studies requirements.

At the time of publication the above course was under review and content may change for 1984. Students should contact the Course Director for possible changes.

<table>
<thead>
<tr>
<th>In-service</th>
<th>Pre-service</th>
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<td>Education</td>
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<td>Professional Preparation</td>
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<td>General Studies</td>
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<td>Practical Experience</td>
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<tr>
<td>Special Method</td>
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</table>

TOTAL CREDIT POINTS

60

56
### Diploma in Teaching (TAFE)

**CORE PROGRAMME** Internal Mode (In-Service and Pre-service)

#### STAGE I

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module Title</th>
<th>Credit Points</th>
<th>Hours Per Week</th>
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<tbody>
<tr>
<td>ET2110</td>
<td>- Planning Skills</td>
<td>3</td>
<td>2</td>
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<tr>
<td>ET2250</td>
<td>- Teaching Skills I</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>ET2260</td>
<td>- Instructional Media I</td>
<td>3</td>
<td>2</td>
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<td>ET2120</td>
<td>- Evaluation Skills</td>
<td>3</td>
<td>2</td>
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<td>ET2130</td>
<td>- Students &amp; Teachers in TAFE</td>
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<td>2</td>
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<tr>
<td>ET2270</td>
<td>- Teaching Skills II</td>
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<td>2</td>
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<td>ET2280</td>
<td>- Instructional Media II</td>
<td>3</td>
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<tr>
<td>ET3300</td>
<td>- Alternative Teaching Strategies</td>
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</tbody>
</table>

*Variable*

Full Year Modules:
- ET2023 - Special Method *
- ET2025 - Practical Experience *

#### STAGE II

<table>
<thead>
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<th>Module Code</th>
<th>Module Title</th>
<th>Credit Points</th>
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<tbody>
<tr>
<td>ET2621</td>
<td>- Skills for External Study</td>
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<tr>
<td>ET2622</td>
<td>- Communication Skills</td>
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<tr>
<td>ET2623</td>
<td>- Student Learning Objectives</td>
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</tr>
<tr>
<td>ET2624</td>
<td>- Planning a Lesson</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>ET2625</td>
<td>- Lesson Preparation</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>ET2627</td>
<td>- An Introduction to Teaching</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>ET2628</td>
<td>- Teaching to Assimilate Learning</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>ET2630</td>
<td>- College Observations</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>ET2631</td>
<td>- Introduction to Teaching Strategies</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>ET2632</td>
<td>- Alternative Teaching Strategies</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>ET2633</td>
<td>- Instructional Media</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>ET2634</td>
<td>- Preparing Instructional Notes and Class Materials</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>ET2637</td>
<td>- The TAFE Environment</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>ET2638</td>
<td>- Processes of Teaching</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>ET2639</td>
<td>- Personal Factors in Teaching</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>ET2640</td>
<td>- Class Management and Organization</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

*Variable*

Full Year Modules:
- ET2629 - Special Method I
- ET2641 - Practical Experience I

#### STAGE III

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module Title</th>
<th>Credit Points</th>
<th>Hours Per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>ET2626</td>
<td>- Developing a Curriculum</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>ET2628</td>
<td>- Explaining</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>ET2635</td>
<td>- Developing Programmed Learning Materials</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>ET2636</td>
<td>- Media Package Construction</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>ET2641</td>
<td>- Current Measures of Assessment</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>ET2642</td>
<td>- Developing and Using Assessment Measures</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>ET2643</td>
<td>- Preparing a Module for TAFE Teaching A</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>ET2644</td>
<td>- Preparing a Module for TAFE Teaching B</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>ET2645</td>
<td>- Local Issues in TAFE</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>ET2646</td>
<td>- National Issues in TAFE</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>ET2647</td>
<td>- Comparative TAFE Issues</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>ET2648</td>
<td>- Social Issues Related to TAFE</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>ET2649</td>
<td>- TAFE Extension Studies</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

Full Year Modules:
- ET2621 - Special Method II
- ET2621 - Practical Experience II

*Students who have less than 10 hours per week of face to face teaching enrol in alternative Practical Experience modules which attract fewer credit points.*

### Diploma in Teacher Librarianship

The Diploma in Teacher Librarianship is a part-time (evening) course offered over four semesters. The course is available to experienced teachers with at least two years' training.

The following subjects are required elements of this course but the order in which they are offered is subject to availability of staff and student acceptance.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credit Points</th>
<th>Hours per week for one year</th>
</tr>
</thead>
<tbody>
<tr>
<td>EN4601</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>EN4602</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>EN4603</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>EN4604</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>EN4605</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>ED3991</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>ED3962</td>
<td>2</td>
<td>6</td>
</tr>
</tbody>
</table>

### 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 are related to the subject content taught in schools;
  - (iii) Specialist subject content studies in Art;
  - (iv) General Studies outside the candidate's area of specialization.

- **PART B: VOCATIONAL PREPARATION** in which candidates undertake:
  - (i) Studies in the Special Theory of teaching in terms of:
    - the General theory of teaching and the theory of teaching specific to the Subject of Art specialisation;
  - (ii) Practical Teaching 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:

- a) a minimum of 114 credit points in Part A General Preparation;
- b) a minimum of 30 credit points in Part B Vocational Preparation;
- c) 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;
  - Development, Curriculum, Sociology of Education, including at least 6 credit points gained at 3rd level;
  - 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;
- d) a minimum of 8 credit points in a recognised specialist area in Art at 3rd level;
- e) at least 12 credit points in Art History;
- f) at least 3 credit points in Art Theory.

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.*
### Part A: General Preparation

<table>
<thead>
<tr>
<th>Stage</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>ED1902</td>
<td>Child Dev. (Adv)</td>
<td>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. Topics and programs will be determined in consultation with faculty members under the head of the Department of Art Education and the head of the Department of Education and the project co-ordinators of each department.</td>
</tr>
</tbody>
</table>

### Educational Studies

<table>
<thead>
<tr>
<th>Subject</th>
<th>Major Study</th>
<th>Special Studies</th>
<th>Support Study</th>
<th>Applied Art Study</th>
<th>General Studies</th>
<th>Theoretical</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>AT112 Painting</td>
<td>AT119 Printmaking</td>
<td>AT120 Ceramics</td>
<td>AT101 Ceramics</td>
<td>AT191 Drawing</td>
<td>Full Year module</td>
</tr>
<tr>
<td></td>
<td>AT121 Sculpture</td>
<td>AT122 Sculpture</td>
<td>AT123 Sculpture</td>
<td>AT124 Printmaking</td>
<td>AT125 Drawing</td>
<td>Full Year module</td>
</tr>
<tr>
<td></td>
<td>AT125 Ceramics</td>
<td>AT126 Ceramics</td>
<td>AT127 Ceramics</td>
<td>AT128 Ceramics</td>
<td>AT129 Design</td>
<td>AT201 History of Art</td>
</tr>
</tbody>
</table>

### Part B: Vocational Preparation

<table>
<thead>
<tr>
<th>Stage</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>PS101</td>
<td>Principles &amp; Pract. of Teaching</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>PS201</td>
<td>Theory &amp; Practice of Teaching Art</td>
<td></td>
</tr>
</tbody>
</table>

#### Theory

<table>
<thead>
<tr>
<th>Specific Of Subject</th>
<th>Specifc</th>
<th>Total</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>AE1957</td>
<td>6</td>
<td>18.5</td>
<td>Students who wish to take the &quot;third&quot; module in their major study at 300 level may take it as a &quot;General Study&quot;</td>
</tr>
</tbody>
</table>

#### Practicum

<table>
<thead>
<tr>
<th>Practicum</th>
<th>Course Code</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>PT106</td>
<td>PT208 PRACTICUM</td>
<td>Any module from any department, except second semester.</td>
</tr>
</tbody>
</table>

### 5 Semester

<table>
<thead>
<tr>
<th>Stage</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>PT408 PRACTICUM</td>
<td>Full Year Project</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>AE400</td>
<td>Art Education Project - Full Year</td>
<td></td>
</tr>
</tbody>
</table>

### 5 Year Module

<table>
<thead>
<tr>
<th>Stage</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>PT408 PRACTICUM</td>
<td>Full Year Project</td>
<td>Required (9)</td>
</tr>
<tr>
<td>2</td>
<td>AE400</td>
<td>Art Education Project - Full Year</td>
<td>Required (9)</td>
</tr>
</tbody>
</table>

---

* Students who began the RED (Art) before 1980 selected only one major study at 100 level. Consequently, they only have to gain 27 cp's in this section, but must in some other way resolve the "floating credit" issue.

<table>
<thead>
<tr>
<th>Project</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>PT106</td>
<td>Pracicum four weeks studio in major study</td>
</tr>
</tbody>
</table>

---

* Students who wish to take the "third" module in their major study at 300 level may take it as a "General Study".
ED3003 Personality Development & Mental Health (3)

(ii) Research Studies (3 credit points)
    HT4930 Research Methods (3)

(iii) Home Science/Textiles Content Studies (12 credit points)
    (All modules 3 cp each, All modules BEd modules)
    Four to be selected from:
    HT3130 Nutrition
    HT3230 Food Science
    HT3333 Australian Foods: An Historical and Cultural Perspective
    HT3432 The Family and Social Institutions
    HT3530 The Family as a Consumer
    HT3630 Textile Science
    HT3730 Weaving & Dyeing
    HT3830 Fashion Design-Tailoring

(iv) Social Science (6 credit points)
    Selected
    MS215 Designing & Implementing Curricula in a Multicultural Society
    and one of
    S2251 Economics for Home Economics Students
    S33960 The Aboriginal Family - Past & Present
    S22830 Contemporary Australian Society (8)

(v) Elective (3 credit points)
    One elective free of content area prescription.

(vi) Professional Studies (3 credit points)
    TS3111 Principles & Practices of Teaching (3)

(vii) Practical Teaching Experience (9 credit points)
    BP3011

YEAR 4
(1983 and 1984 only)

(42 credit points total)

(i) Educational Studies (9 credit points)
    Presented
    ED4002 Situated Based Curriculum Development (3)
    and two of:
    ED4004 Current Issues in Education (3)
    ED4012 Curriculum & Groups with Special Needs (3)
    ED4015 Assessment Procedures in the Secondary School (3)
    ED4022 Aims & Values of Australian Education (3)
    TS4112 Analysis of Personal Teaching Style (3)

(ii) Project (6 credit points)
    HT4960 Project (6)
    (excluding coursework)

(iii) Home Science/Textiles Content (12 credit points)
    All modules 3 cp each.
    (a) Four (min.) to be selected from:
        HT4140 Nutrition (HT3130: 3)
        HT4240 Food Science (HT3230: 3)
        HT4440 Current Issues in the Family (HT3432: 3)
        HT4640 Consumer Education (HT3430: 3 or HT3530: 3)
        HT4640 Textile Performance (HT3630: 3)
        HT4740 Design Research (HT3730: 3 or HT3830: 3)
    (b) Two (max.) to be selected from 2nd or 3rd level modules
        not previously studied
        2nd level
        HT2130 Nutrition
        HT2230 Food Science
        HT2330 Family in History
        HT2630 Home & Housing
        HT2731 Family Decision Making and Management
        HT2830 Textile Technology
        HT2930 Yarns
        HT3030 Fashion Design
        3rd level
        HT3130 Nutrition
        HT3230 Food Science
        HT3330 Australian Foods: An Historical and Cultural Perspective
        HT3430 The Family and Social Institutions
        HT3530 The Family as a Consumer
        HT3630 Textile Science
        HT3730 Weaving & Dyeing
        HT3830 Fashion Design
        (iv) Elective (3 credit points)
            One elective module free of content area prescription.

(v) Practical Teaching Experience (6 credit points)
    BP4011

Descriptions of modules may be found on pages 83-145.
Bachelor of Education (Industrial Arts)

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

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

(i) Education - at least 15 credit points which must include 3 credit points each of the following areas: Orientation to Teaching, Adolescent Development, Teaching and Learning in Secondary Schools. School and Society. Students must also gain 6 credit points at 3rd level.

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

(iii) Project - 6 credit points I4566 Project in Industrial Arts Education

(iv) Subject Content Studies - 94 credit points

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

1st LEVEL: (21 credit points)

- I1203 - Descriptive Geometry
- I1303 - Fundamentals in Design Technology
- I203 - Woodworking Practices
- I303 - Metalworking Practises
- I313 - Metal Forming
- IA403 - Materials of Industry

2nd LEVEL: (15 credit points)

- I2103 - Engineering Drawing Design
- I2503 - Cabinetmaking
- I3203 - Applied Metals
- IA4233 - Materials, Properties and Structure
- IA4333 - Engineering Mechanics

3rd LEVEL: (12 credit points)

- Minimum of 12 credit points from IA4333, 3043, 3103, 3133, 3203, 3213, 3303, 3313, 3333, 3403, 3433, 3443

4th LEVEL: (19 credit points)

- I4533 Project Development in Industrial Arts

(b) General Subject Content - 18 credit points

To include at least:

- 3 credit points in English
- 3 credit points in Social Science
- 6 credit points in Mathematics and/or Science

The remainder being elected from any modules offered in the College.

**PART B: VOCATIONAL PREPARATION (51 credit points)**

(i) Special Theory - 27 credit points

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

- TS1015 - Theory and Practice of Teaching
- TS2015 - Theory and Practice of Teaching
- TS3015 - Theory and Practice of Teaching
- TS4015 - Theory and Practice of Teaching

(b) Theory Specific to Subject (15 credit points)

- I1503 - Introduction to Industrial Arts Education

OPTIONAL COURSE VARIATION DIPLOMA IN TEACHING (SECONDARY EDUCATION) - INDUSTRIAL ARTS SPECIALISATION

Candidates at the end of the year 2 of the Bachelor of Education (Industrial Arts), may elect to terminate their course at the end of year 3 with the award of a Diploma in Teaching (Secondary) - Industrial Arts. An alternate third year programme is provided to accommodate this option.

Course Modules

Candidates should refer to pages 83-145 for descriptions of the Industrial Arts modules available at the 1st-4th levels. A schedule of modules may be found on page 40. The descriptions of course modules offered by departments other than Industrial Arts will be listed under the appropriate department.

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

**BACHELOR OF EDUCATION (INDUSTRIAL ARTS)**
MODULaS APPROPRIATE TO THE BACHELOR OF EDUCATION (INDUSTRIAL ARTS) COURSe

Code Module Name

M0duLes in EDUCATION
ED1009 - Orientation to Teaching
ED1201 - Adolescent Development
ED2205 - Teaching and Learning in Secondary Schools
ED3004 - Technology of Education
ED3302 - Measurement and Evaluation in the School
ED3301 - School and Society
ME2000 - Planning for Multicultural Curriculum in Secondary Schools
MS2105 - Designing and Implementing Curriculum in the Multicultural School
SE2006 - Classroom Management For Slow Learners in the Secondary Classroom

M0duLes in EDUCATIONAL STUDIES
(a) Educational Studies offered by the Department of Education
ED4004 - Current Issues in Education
ED4006 - Leadership
(b) Educational Studies offered jointly by the Department of Education and the Department of Industrial Arts
ED8002 - Situation Based Curriculum Development
ED8007 - Comparative Education
ED8102 - The Curriculum and Groups with Special Needs
ED8402 - Arts and Villages of Australian Education
(c) Elective Educational Studies offered by the Department of Industrial Arts
IA3523 - Curriculum Development in Industrial Arts Education
IA3533 - Innovation in Industrial Arts Education
IA3543 - History of Industrial Arts Education

M0duLes in PROFESSIONAL PREPARATION
General Theory of Teaching
TS1015 - Theory and Practice of Teaching I
TS2015 - Theory and Practice of Teaching II
TS3015 - Theory and Practice of Teaching III
TS4015 - Theory and Practice of Teaching IV
The following module is only appropriate to the Diploma option
TS0015 - Theory and Practice of Teaching R

Theory Specific to Subject
IA1013 - Introduction to Industrial Arts Education
IA1513 - Teaching Technical Drawing
IA2003 - Teaching Technology
IA2513 - Teaching Junior School Industrial Arts (Design)
IA3503 - Industrial Arts Education
IA3513 - Teaching Senior School Industrial Arts
IA4303 - Project Development in Industrial Arts
IA4966 - Project in Industrial Arts Education
Practical Teaching Experience
BP1015 - Teaching Experience I
BP2015 - Teaching Experience II
BP3015 - Teaching Experience III
BP4015 - Teaching Experience IV

MODULaS in SPECIAL SUBJECT CONTENT
(a) Compulsory
IA1103 - Descriptive Geometry
IA1123 - Functional Design in Technology
IA1203 - Woodworking Practices
IA1212 - Timber Fabrication
IA1303 - Metalworking Practices
IA1313 - Metal Forming
IA1403 - Materials of Industry
IA2103 - Engineering Design Drawing
IA2203 - Computer Aided Drafting
IA3003 - Applied Metals
IA4003 - Metallurgical Properties and Structures
IA4333 - Engineering Mechanics
(b) Elective
IA2063 - Robotics Technology
IA2065 - Graphic Communication
IA2073 - Leathercraft
IA2123 - Applied Design in Technology
IA2243 - Space Frames Design and Construction
IA2313 - Art Metalwork
IA2355 - Power Technology
IA3003 - Development of Technology
IA3045 - Integrated Workshop Practice
IA3703 - Engineering Design
IA3733 - Advanced Graphical Representation
IA3903 - Woodturning and Tool Building
IA4203 - Advanced Furniture Design and Construction
IA4233 - Advanced Metal Processing
IA4313 - Metal Project
IA4303 - Materials Processes and Application
IA4333 - Applied Mechanics
IA4343 - Experimental Analysis in Mechanics
IA4383 - Craft Research and Development
IA4403 - Drawing and Design IV
IA4603 - Forest and Wood Technology IV
IA4703 - Properties and Uses of Wood
IA4723 - Commercial Forestry
IA4733 - Industrial Design IV
IA4803 - Industrial Design A
IA4833 - Industrial Design B
IA4903 - Materials Science IV
IA4913 - Materials Modification
IA4923 - Materials in Service
IA4943 - Mechanics IV
IA4953 - Experimental Mechanics
IA4945 - Advanced Mechanics

MODULaS in GENERAL SUBJECT CONTENT
English
EN3102 - Language and Reading: Integrated Studies
Sociological Studies
SS1410 - The Immigrant in Australia
SS1540 - Consumer Studies
SS1640 - Skills of the Geographer
SS2820 - Contemporary Australian Society A
Mathematics/Science
MA1011 - Computer and Statistical Literacy
MA1025 - Mathematics IA - Part A
MA1026 - Mathematics IA - Part B
SC1370 - Direct Current Electricity
SC1470 - Basic Concepts of Chemistry
SC2307 - Alternating Current Devices
SC2380 - Electronic Construction Techniques
SC2411 - Chemical Bonding

Course Modules
Descriptions of modules may be found on pages 83-145.

Bachelor of Education (Secondary) Mathematics

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

General Course Structure

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

A module is a unit of study taken by a student usually for one semester as part of the requirements of the College curriculum. This structure provides for the following approximate balance: Education and Educational Studies - 30%; Practical teaching, method and P.T. - 45%; Subject content - 45%; Awareness of school needs outside subject specialities - 10%. In detail the course structure is as follows:

<table>
<thead>
<tr>
<th>Subjects</th>
<th>CREDIT POINTS</th>
<th>Years</th>
<th>Year</th>
<th>TOTALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education and Educational Studies</td>
<td>18</td>
<td>9 to 12</td>
<td>27 to 30</td>
<td></td>
</tr>
<tr>
<td>Major Academic Study</td>
<td>24</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Minor Academic Study</td>
<td>24</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Mathematics and Content Associated with Academic Studies</td>
<td>18</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Problems in Teaching Literacy and Numeracy</td>
<td>3</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Computer and Statistical Literacy</td>
<td>3</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Electives</td>
<td>24</td>
<td>14 to 17</td>
<td>14 to 17</td>
<td></td>
</tr>
<tr>
<td>Practice Teaching</td>
<td>18</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mathematics Specialisation</th>
<th>Subjects majoring in mathematics will undertake studies in mathematics designed to contribute to their general profile as well as specifically providing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>an appreciation of the various branches of pure mathematics and an understanding of their interdependence and co-development</td>
</tr>
<tr>
<td></td>
<td>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</td>
</tr>
<tr>
<td></td>
<td>a sensitivity to the development of mathematical thought and methods</td>
</tr>
<tr>
<td></td>
<td>a mastery of mathematics to support leadership in programming mathematical studies and decision making in curriculum design and syllabus construction</td>
</tr>
<tr>
<td></td>
<td>a diverse approach to problem solving extending beyond the use of standard techniques and models</td>
</tr>
</tbody>
</table>

Mathematics as a Single Teaching Subject

Students selecting 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, MA1075, MA2025, MA2075 and MA2036, together with the mathematics education modules MA1005, MA1015, MA2005 and MA2015. 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 4th level modules: MA4025, MA4075, MA4027 and MA4028. Students who wish to graduate with mathematics as a minor study have no commitment beyond the 3rd level.
Bachelor of Education (Physical Education)

Candidates for the award of Bachelor of Education (Physical Education) must enrol in the first instance in the course of study for the Diploma in Teaching: Secondary Education - Physical Education. The final 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 course.

To qualify for the award of Bachelor of Education (Physical Education) students will be required to complete a minimum of 44 credit points. Selection of physical education candidates will be subject to a screening test which includes a personality intronivel test and a motor fitness test based on the physical education curriculum. Details of the academic and professional programme are as follows:

PART A GENERAL THEORETICAL PREPARATION

(a) Education

(b) Educational Studies

(c) Subject Content Studies

(i) Special Theory - General (9 cp)

(ii) Practice Experiences

(iii) Simulation

(iv) Practice in Physical Education

PART B VOCATIONAL PREPARATION

(a) General - 6 credit points

(b) Specific to subject - 21 credit points

(c) Vocational Experiences

(d) Education in Physical Education

(e) Subject Content Studies

(f) Special Theory - General (9 cp)

(g) Practical Theory - Specific to Subject (18 cp)

(h) Practical Experiences

(i) Education in Physical Education

Course Content

Credit Points

<table>
<thead>
<tr>
<th>Module</th>
<th>1st Level</th>
<th>2nd Level</th>
<th>3rd Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Theory (General) (9 cp)</td>
<td>3 cp</td>
<td>3 cp</td>
<td>3 cp</td>
</tr>
<tr>
<td>Practical Theory (Specific to Subject) (18 cp)</td>
<td>9 cp</td>
<td>6 cp</td>
<td>3 cp</td>
</tr>
<tr>
<td>Practical Experiences (Simulation) (3 credit points)</td>
<td>3 cp</td>
<td>3 cp</td>
<td>3 cp</td>
</tr>
<tr>
<td>Practice in Physical Education (18 credit points)</td>
<td>12 cp</td>
<td>12 cp</td>
<td>12 cp</td>
</tr>
<tr>
<td>Education in Physical Education (18 credit points)</td>
<td>12 cp</td>
<td>12 cp</td>
<td>12 cp</td>
</tr>
<tr>
<td>Subject Content Studies</td>
<td>67 cp</td>
<td>67 cp</td>
<td>67 cp</td>
</tr>
</tbody>
</table>

Bachelor of Education (Modern Languages)

This course not only offers a student learning to help him/herself become a competent teacher in French and German but allows an opportunity to choose one of these subjects as a area of special interest. Students will study some modules which give adequate background knowledge of the content of both subjects. French, the choice for the first three years includes such subjects as Language and Civilization, English and Drama, Nineteenth and Twentieth Century, and the programme. In the final year (Year 4), more advanced modules include Civiliation, Advanced Studies, Language and Civilisation, Seventeenth Century Drama, Eighteenth Century literature, Nineteenth Century Poetry, Applied Linguistics and Advanced Language Learning, Research Project.

In German, the modules available in the first three years include German Literature and Culture II, II, IIA, IIB, IIC Film and Song Reading and Literature, Twentieth Century Novel and Drama. In the final year (Year 4), more advanced modules include Civilisation, Advanced Studies, Germanic Studies, Seventeenth Century Drama, Eighteenth Century Literature, Nineteenth Century Poetry, Applied Linguistics and Advanced Language Learning, Research Project.

Other modules will introduce students to the teaching methods of the subjects. To put theory into practice you will be involved in a school experience programme as well as having a period of block practice in each of the first three years. In these areas students will become aware of new teaching techniques and curriculum developments and will also gain practice in using audio-visual. After three years successful students will be awarded the Diploma in Teaching: Secondary Education. Each year all students are divided into two streams in which either for 6 modules or 7 modules are taken.

The remaining modules needed to qualify for the award of Bachelor of Education are studied after students have had the equivalent of one year’s teaching experience. Students may study these modules over a one year full-time programme or a two year part-time programme.

Students will be able to choose either a French or a German major orientation. In the first three years nine modules are taken and in the major and seven in the minor. This major orientation continues in Year 4 where six modules are taken in the major and two in the minor.

Mathematics as a Double Teaching Subject

Students electing mathematics as a double teaching subject are prepared to teach all mathematics syllabuses as well as teaching mathematics in particular circumstances.

Apart from the general degree studies such students will be required to undertake the mathematics modules MA1025, MA1027, MA2005, MA2007, MA2027, MA2029, MA3046 and MA3048 together with the mathematics education modules MA1075, MA2075, MA2076, MA2078 and MA3077.

To graduate such students will be required to complete the 4th level modules MA2045, MA2046 and MA2048, together with the general 4th level mathematics both in German and French. The Mathematics as a double teaching subject programme is under review and it is anticipated that a computer driven system will be approved for introduction in Semester 1, 1985 and an attempt to accommodate the Mathematics Minor Studies.

Course Modules

Descriptions may be found on pages 83-145.

Bachelor of Music Education

The Bachelor of Music Education is designed to provide general and vocational preparation for prospective music teachers. The aim of the course is to provide basic training for entry into the teaching profession and to equip the student with experience, should become skilled teaching practitioners with a sound understanding of educational principles and procedures, and who will possess expertise in the specialist field of Music Education.

The course is jointly presented by NCAE and Newcastle Branch of the State Conservatorium.

In order to be awarded a Bachelor of Music Education students are required to gain 145 credit points in accordance with the distribution pattern following:

I: GENERAL THEORETICAL PREPARATION (112 cp)

(ii) Education (18 cp including 6 at 2000 level)

(iii) Practice Experiences (6 cp)

(iv) Theory Specific to Subject (18 cp)

(v) Project (6 cp)

PART B: GENERAL THEORETICAL PREPARATION

Credit Points

<table>
<thead>
<tr>
<th>Module</th>
<th>1st Level</th>
<th>2nd Level</th>
<th>3rd Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education (18 cp including 6 at 3000 level)</td>
<td>6 cp</td>
<td>6 cp</td>
<td>6 cp</td>
</tr>
<tr>
<td>Education (9 cp at 4000 level)</td>
<td>2 cp</td>
<td>2 cp</td>
<td>2 cp</td>
</tr>
<tr>
<td>Project (6 cp at 4000 level)</td>
<td>2 cp</td>
<td>2 cp</td>
<td>2 cp</td>
</tr>
<tr>
<td>Subject Content Studies (Conservatorium - 67 cp)</td>
<td>37 cp</td>
<td>37 cp</td>
<td>37 cp</td>
</tr>
<tr>
<td>Elective Studies (College or Conservatorium - 9 cp)</td>
<td>2 cp</td>
<td>2 cp</td>
<td>2 cp</td>
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</table>

PART C: PROFESSIONAL PREPARATION

Credit Points

<table>
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<tr>
<th>Module</th>
<th>1st Level</th>
<th>2nd Level</th>
<th>3rd Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject Content Studies</td>
<td>67 cp</td>
<td>67 cp</td>
<td>67 cp</td>
</tr>
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</table>

Course Content

Credit Points

<table>
<thead>
<tr>
<th>Module</th>
<th>1st Level</th>
<th>2nd Level</th>
<th>3rd Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theory Specific to Subject (18 cp)</td>
<td>3 cp</td>
<td>3 cp</td>
<td>3 cp</td>
</tr>
<tr>
<td>Practical Theory (Specific to Subject) (30 cp)</td>
<td>12 cp</td>
<td>12 cp</td>
<td>12 cp</td>
</tr>
<tr>
<td>Practical Experiences (Simulation) (3 cp)</td>
<td>3 cp</td>
<td>3 cp</td>
<td>3 cp</td>
</tr>
<tr>
<td>Practice in Physical Education (18 cp)</td>
<td>12 cp</td>
<td>12 cp</td>
<td>12 cp</td>
</tr>
</tbody>
</table>

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

**VOCATIONAL PREPARATION**

**SPECIAL THEORY**

(1) GENERAL (6 credit points)

**Principles and Practice of Teaching Physical Education**

*PE1031* - PPT PE (2 credit points)

*TS2031* - PPT PE (2 credit points)

*PE2031* - PPT PE (2 credit points)

Indicates taught by members of two departments

**VOCATIONAL PREPARATION**

(2) SPECIFIC TO SUBJECT (21 credit points)

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

Nine credit points must be taken from the following:

- PE1761 - Teaching Basic Motor Movement/Physical Fitness (3 credit points)
- PE1762 - Teaching of Dance (3 credit points)
- PE1763 - Teaching of Gymnastics (3 credit points)

At least twelve credit points from the following:

- PE1765 - Teaching of Games I
- PE1766 - Teaching of Games II
- PE1767 - Teaching of Games III
- PE1768 - Teaching of Games IV
- PE2761 - Teaching of Dance/Gymnastics I
- PE2762 - Teaching of Dance/Gymnastics II
- PE2764 - Teaching of Aquatics
- PE2765 - Teaching of Athletics

Students studying both PE1765 and PE1768 may not duplicate a major sport.

**NOTE**

In each of the three academic years a period of at least four weeks must be allocated to practical teaching in the school situation. The first year of the period of practical work will be taken in the infant and primary school situation. In later years the period of practical work will be taken in Secondary Schools, which will include both summer and winter teaching experiences. During the fourth year a close liaison with the school or community situation is expected. A student who is recorded as having:

- failed block practice will not be permitted to proceed to the next semester of his course without it being repeated,
- a failure in block practice will only be recorded after a student who has been found unsatisfactory in block practice has been given the opportunity to attempt additional block practice and has subsequently again been found unsatisfactory and as a result of this has failed in the additional block practice officially recorded.

**Course Modules**

Candidates should refer to pages 83-145 for descriptions of course modules.

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

**BACHELOR OF EDUCATION (Primary)**

The College offers a four-year Bachelor of Education (Primary) degree. This includes three years of full-time study. On successful completion of this three-year phase a Diploma in Teaching (Primary) is awarded. After one year's teaching experience (or equivalent), the student may enrol at the College and undertake the fourth year programme. This fourth year programme is currently taken over two years and includes block practice. The Bachelor of Education (Primary) is awarded on successful completion of the fourth year programme.

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

A common first year students enrolled in the Bachelor of Education (Primary) and the Bachelor of Education in Early Childhood follow a common first year (semesters 1 and 2) programme. The common first year programme enables the student to discover the particular level of teaching for which he is most suited. Students are able to switch from one programme to the other without penalty up to the start of the third semester.

**SEMESTER 1 MODULAR OUTLINES**

These will be supplied in detail at the start of the course programme.
### A. Professional Studies - 122 credit points

**1. Educational Studies - 60 credit points**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</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>ED2004</td>
<td>Introduction to Human Development</td>
<td>3</td>
</tr>
<tr>
<td>ED1002</td>
<td>Teach/Learning in Mainstream Class I</td>
<td>3</td>
</tr>
<tr>
<td>ED2003</td>
<td>Teach/Learning in Mainstream Class II</td>
<td>3</td>
</tr>
<tr>
<td>ED1006</td>
<td>Teach/Learning in Mainstream Class III</td>
<td>3</td>
</tr>
<tr>
<td>ED1001</td>
<td>School and Society</td>
<td>3</td>
</tr>
<tr>
<td>SE2000</td>
<td>Learning Problems in the School</td>
<td>3</td>
</tr>
<tr>
<td>TP1001</td>
<td>Everyday Teaching, Primary/EC</td>
<td>3</td>
</tr>
<tr>
<td>TP1002</td>
<td>Pupil Centred Teaching, Primary/EC</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>
<td>TP3001</td>
<td>Unit Planning for Multiple Groups</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>
<td>BP3000</td>
<td>Block Practice Teaching Year 3</td>
<td>6</td>
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</table>

Two of the following (one to be either MS2050 or EN2011)

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<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credit Points</th>
</tr>
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<tbody>
<tr>
<td>MS2050</td>
<td>Planning for Multicultural Curricula in Primary</td>
<td>3</td>
</tr>
<tr>
<td>IC2003</td>
<td>Health Education</td>
<td>3</td>
</tr>
<tr>
<td>IC2005</td>
<td>Social Awareness</td>
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</tr>
</tbody>
</table>

Either

<table>
<thead>
<tr>
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<th>Course Name</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>TP3012</td>
<td>Classroom Management and Discipline</td>
<td>3</td>
</tr>
<tr>
<td>TP3014</td>
<td>Beginning to Teach</td>
<td>3</td>
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<tr>
<td>EN2011</td>
<td>Teaching English as a Second Language</td>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credit Points</th>
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</thead>
<tbody>
<tr>
<td>EN1000</td>
<td>English Method (Preschool-Grade 2)</td>
<td>2</td>
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<tr>
<td>EN1001</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>
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<tr>
<td>IA1092</td>
<td>Craft</td>
<td>2</td>
</tr>
<tr>
<td>MU1051</td>
<td>Music</td>
<td>2</td>
</tr>
<tr>
<td>PE1320</td>
<td>Physical Education</td>
<td>2</td>
</tr>
<tr>
<td>MS1050</td>
<td>Multicultural Education &amp; Community</td>
<td>2</td>
</tr>
<tr>
<td>SC1940</td>
<td>Science</td>
<td>2</td>
</tr>
<tr>
<td>SS1320</td>
<td>Social Studies</td>
<td>2</td>
</tr>
<tr>
<td>EN1900</td>
<td>Spelling</td>
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</table>

**3. Primary Studies - 42 credit points**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
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</tr>
</thead>
<tbody>
<tr>
<td>EN1005</td>
<td>Language Development and Teaching</td>
<td>3</td>
</tr>
<tr>
<td>EN2006</td>
<td>Reading</td>
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</table>

**4. Sub-Major Emphasis or 2-Module Sequence**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>*MA1071</td>
<td>Mathematics Education I - Teaching for Number</td>
<td>3</td>
</tr>
<tr>
<td>*MA2071</td>
<td>Mathematics Education II - Growth of Maths Concepts</td>
<td>3</td>
</tr>
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</table>

**5. Sub-Major Emphasis or 2-Module Sequence**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
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<tr>
<td>3000</td>
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</table>

In an area different from 1 and 2

**The Other 6 Primary Subjects**

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<tr>
<td>9</td>
<td></td>
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</tbody>
</table>

**B. General Studies - 9 credit points**

<table>
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<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credit Points</th>
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</thead>
<tbody>
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<tr>
<td>CRIT</td>
<td></td>
<td>2000</td>
</tr>
</tbody>
</table>

**Notes on General Studies:**

(i) Computer Studies are compulsory.

(ii) Students also choose a different General Studies at 1000 level.

(iii) Students decide between the two areas to continue at 2000 level in the pre-service and post-service (for a total of 5 modules or 15 credit points in the same discipline area).

**Extra Subject Taken** (Special permission required)

### Profile of the Bachelor of Education Degree Course in Primary Education (170 credit points)

#### Part 1: Pre-Service Component (131 credit points)

**A. Professional Studies - 27 credit points**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credit Points</th>
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</thead>
<tbody>
<tr>
<td>ED4802</td>
<td>Situation Based Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>ED4013</td>
<td>Project Preparation (Primary)</td>
<td>3</td>
</tr>
<tr>
<td>ED4</td>
<td></td>
<td>4000</td>
</tr>
<tr>
<td>TP4</td>
<td></td>
<td>4000</td>
</tr>
<tr>
<td>SE3010</td>
<td>Assessment for Remediation in P.S.</td>
<td>3</td>
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</table>

**2. Primary Studies - 6 credit points**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
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</tr>
<tr>
<td>4000</td>
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<td>3</td>
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</tbody>
</table>

**Student continues in one of the sub-major emphasis to complete a major emphasis (18 cp)**

**Project - 6 credit points**

**ED4016 Project in Primary Education**

Project is taken in Education and a Primary Studies area of Multicultural Education or Special Education.

#### Part 2: Post-Service Component (39 credit points)

**8. General Studies - 9 credit points**

<table>
<thead>
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<th>Course Name</th>
<th>Credit Points</th>
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</thead>
<tbody>
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</tr>
<tr>
<td>4000</td>
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<td>3</td>
</tr>
</tbody>
</table>

**# Continues in the same area of the 2000 level General Studies in the pre-service component. Student completes a total of 5 modules or 15 cp in the same discipline.**

**C. Elective - 3 credit points**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANY AREA</td>
<td>ANY ANY ANY ANY ANY ANY ANY ANY ANY ANY</td>
<td>3</td>
</tr>
</tbody>
</table>

**May be elected from available Educational Studies, Primary Studies, General Studies or Early Childhood Studies for which student has appropriate prerequisites.**
BACHELOR OF EDUCATION (EARLY CHILDHOOD)

STRUCTURE

The College offers a four year Bachelor of Education (Early Childhood) degree. This includes an initial three years of full-time study. On the successful completion of this first three-year period, a Diploma in Teaching (Early Childhood) is awarded. After one year of professional employment in the early childhood setting, the student may re-enroll at the College to undertake the four year programme. This fourth year is currently taken over two years part-time through external study. The Bachelor of Education (Early Childhood) is awarded on successful completion of the fourth year programme. The Bachelor of Education (Early Childhood) is a vocational degree which includes the following components:

A. CHILD-CENTRED TEACHER TRAINING

The nature of Early Childhood Services requires graduates 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 including theory of development psychology, the role of play, 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 basic studies for this degree.

In-depth studies of the following areas and their inter-relationships are pursued within the context of life-span development but 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 skills for matching tasks and experiences to both the brighter or gifted child as well as the developmentally-delayed child. The compulsory studies in Special Education and Multicultural Studies will further enhance the student's ability to work with children of various abilities as well as those from diverse cultural backgrounds.

Child-centred teaching is recognised as being most important in the early years of life. However, the skills for classroom management and the more formal classroom approach are also included as an important part of the course. Modules such as ED1903 Orientation to Teaching, and TP1001 Expository Teaching (taken before the first practice teaching period) in an infant's school) provide experience and training in

4. The Early Childhood Major

This component of the course provides the Early Childhood Discipline modules to complement the studies in human development. Modules such as Special Education, Multicultural Curricula, Play (as a teaching medium) enhance the child development studies. The revised module, Philosophy and Curriculum for Early Childhood (taken 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.

5. Practical and Field Experience

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

(i) Practice Teaching
(ii) Courses in Principles and Practices of Teaching
(iii) Practice Teaching

Three one-month periods are allocated for practice teaching. The first of these experiences will be in an infant's school. The second is in a preschool or similar setting. The third is either infants or pre-school.

(iii) Principles and Practices of Teaching

These courses occupy three hours per week for five semesters. They are school-based but are integrated with the theoretical studies.

(iii) Other Field-related or Practical Modules

The following pre-service modules within the Educational Studies in Early Childhood Major Component have field-related experiences or involve child studies and observations within a practical setting:

ED3501 Innovations and Parent Involvement
ED3502 Elementary Administration (Pre-school)
ED3503 Play in Early Childhood
ED3501 Philosophy and Curriculum in Early Childhood Education taken concurrently with TP1005
SE2000 Learning Problems in the School
ED5004 Introduction to Human Development
ED3907 Child Development: Personality and Gift Concept
ED3908 Child Development: Intellectual Growth

6. General Studies

These are elective programmes in social, cultural, scientific and aesthetic disciplines designed to promote personal academic development within the range of the student's needs and interest.

POST-SERVICE COURSE COMPONENTS

Studies in the fourth year will be by two years of external part-time study after a minimum of one year's professional employment experience.

1. Relationship to the Pre-service Component

The Fourth Year Studies for the Bachelor of Education (Early Childhood) emerge from and build upon those undertaken in the pre-service component. Pre-service modules of study, such as Child Development, Philosophy and Curriculum, Special Education and Language Studies are continued into the fourth year. The general orientation of the post-service studies is to update earlier theoretical knowledge, as well as to provide a forum for discussion and study which will lead to the resolution of problems encountered during the experience component of the course.

2. The Fourth Year Project

Students in the fourth year are provided with the opportunity to undertake an individual research project associated with their studies and experience within the Early Childhood field. The project will normally be commenced after the模块, ED4003 Project Preparation is completed.

A COMMON FIRST YEAR

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

The common first year programme enables the student to discover the particular level of teaching for which he is most suited. Students are able to switch from one programme to the other without penalty up to the start of the third semester.

SEMESTER I MODULE OUTLINES

Those will be supplied in detail at the start of the lecture programme.
BACHELOR OF EDUCATION (EARLY CHILDHOOD) PRE-SERVICE COURSE OUTLINE

A. PROFESSIONAL STUDIES - 122 credit points

1. EDUCATIONAL STUDIES - 48 credit points c.p.
   ED1009 Orientation to Teaching 3
   ED2004 Introduction to Human Development 3
   EN2077 Child Development- Personality & Self Concept 3
   ED2008 Child Development Intellectual Growth 3
   ED3001 School and Society 3
   TP1001 Expository Teaching: Primary E.C. 3
   TP1002 Pupil Centred Teaching: Primary E.C. 3
   TP2005 Unit Planning: Early Childhood 3
   TP2006 Diagnostic Planning: Perceptual Motor Skills 3
   TP3001 Unit Planning for Multiple Groups 3
   BP1000 Block Practice Teaching Year 1 6
   BP2000 Block Practice Teaching Year 2 6
   BP3000 Block Practice Teaching Year 3 6

2. EARLY CHILDHOOD MAJOR - 21 credit points
   MS2020 Planning for Multicultural Curricula in Early Childhood 3
   ED2001 Philosophy & Curriculum in E.C. 3
   ED2002 Play in Early Childhood Education 3
   SC2000 Learning Problems in the School Environment and Treatment 3
   ED2010 Child Health and Nutrition 3
   ED3001 Innovations & Parent Involvement in E.C. 3
   MI3001 Music II for Early Childhood 3
   EN2011 Teaching English as a Second Language 3
   ED3002 Elementary Administration: Pre-School in Early Childhood 3
   EN3000 Integrating Learning Through Language and Reading 3
   ED3023 Story Telling and Story Writing for E.C. 3
   MI1571 Guitar For Early Childhood 3

3. EARLY CHILDHOOD SUBJECT STUDIES - 18 credit points
   3.1 MUSIC (9 credit points)
   EN1000 English Method (Pre-School/Early) 2
   EN1001 English Method (Grades 3-6) 2
   MA1070 Mathematics 2
   AR1016 Art 2
   IA1020 Craft 2
   EN1051 Music 2
   PC1320 Physical Education 2
   MI1300 Multicultural Education & Community Languages 2
   SC1340 Science 2
   SS1320 Social Studies 2
   EN1000 Spelling 2

4. INTEGRATED STUDIES - 15 credit points c.p.
   ID1001 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 (Pre-School/Grades 2) 2
   EN1001 English Method (Grades 3-6) 2
   MA1070 Mathematics 2
   AR1016 Art 2
   IA1020 Craft 2
   EN1051 Music 2
   PC1320 Physical Education 2
   MI1300 Multicultural Education & Community Languages 2
   SC1340 Science 2
   SS1320 Social Studies 2
   EN1000 Spelling 2

* This module to be taken in any of the General Studies areas available. The 2000 level module is chosen from either Computer Studies or the other 1000 module area. This area continues in the post-service (Year 4) to total 5 modules or 15 cp in the General Studies major.

B. GENERAL STUDIES - 9 credit points
   Computer Studies 3
   1000 3
   2000 3

C. FOUNDA TION STUDIES (Cp each module)
   Students study 3 modules Semester 1. The other 4 modules Semester 2 or vice versa.
   MI1305 Multicultural Education and Community Languages 1
   ED1001 Early Childhood - Primary Art 1
   IA1002 Early Childhood - Primary Craft 1
   SS1300 Early Childhood - Primary Social Studies 8
   SC1340 Early Childhood - Primary Science 8
   PE1300 Early Childhood - Primary Physical Education 8
   MU1001 Early Childhood - Primary Music 8

D. BACHELOR OF EDUCATION DEGREE COURSE IN EARLY CHILDHOOD STUDIES

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<tr>
<th>2. POST-SERVICE COMPONENT - 39 credit points</th>
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<td>MA1070 Early Childhood - Primary Mathematics 2</td>
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<td>TP1000 Early Childhood - Primary Craft 3</td>
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<td>PE1300 Early Childhood - Primary Physical Education 8</td>
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<tr>
<td>MU1001 Early Childhood - Primary Music 8</td>
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**TOTAL** 20 or 22

**SEMESTER 1**

| ED1000 Dictation and Spelling 3 |
| TP1000 Expository Teaching 3 |
| ED2005 Language Development and Teaching 3 |
| MA1071 Mathematics Education 1: Teaching for Numeracy 3 |
| EN1000 English Method (Pre-School/Year II) 2 |
| FOUNDATION STUDIES (Top each module) 3 |
| Students study 3 modules Semester 1. The other 4 modules Semester 1, or vice versa. |
| MI1305 Multicultural Education and Community Languages 1 |
| ED1001 Early Childhood - Primary Art 1 |
| IA1002 Early Childhood - Primary Craft 1 |
| SS1300 Early Childhood - Primary Social Studies 8 |
| SC1340 Early Childhood - Primary Science 8 |
| PE1300 Early Childhood - Primary Physical Education 8 |
| MU1001 Early Childhood - Primary Music 8 |

**TOTAL** 20 or 22

**SEMESTER 2**

| ED2004 Introduction to Human Development 3 |
| TP1002 Child Centred Teaching 3 |
| ED2005 Reading 3 |
| EN1001 English Method Year 3 6 |
| MA1070 Early Childhood - Primary Mathematics 2 |
| FOUNDATION STUDIES (Top each module) 3 |
| EN1000 Early Childhood Major 3 |
| TP1000 Early Childhood - Primary Craft 3 |
| SS1300 Early Childhood - Primary Social Studies 8 |
| SC1340 Early Childhood - Primary Science 8 |
| PE1300 Early Childhood - Primary Physical Education 8 |
| MU1001 Early Childhood - Primary Music 8 |

**TOTAL** 20 or 22

**SEMESTER 3**

| ED2000 Diagnostic Planning - Perceptual Motor Skills 3 |
| EN2000 Learning Problems: Recognition and Treatment 3 |
| SS1300 Social Studies Early Childhood 3 |
| ED2001 Music (Movement/Drama) Integrated Studies 3 |
| GENERAL Studies Module (2000 level) 2 |
| PLUS Minimum one, maximum two modules selected from |
| * Group A Alternatives |
| ED2001 Innovations & Parent Involvement in E.C.Ed. 2 |
| MI1300 Music I - Early Childhood (Gr and Kodaly) 2 |
| EN2011 Teaching English as a Second Language 2 |
| EN2023 Story Telling and Story Writing in E.C. 2 |
| * These modules will be offered depending upon student demand and availability of staff. |

**SEMESTER 4**

| TP2000 Unit Planning for Multiple Groups 3 |
| ED2008 Child Development - Intellectual Growth 3 |
| ED2012 Maths/Science Integrated Studies 3 |
| EN2014 Social Studies Early Childhood 3 |
| GENERAL Studies Module (2000 level) 2 |
| PLUS Minimum one, maximum two modules selected from |
| * Group B Alternatives |
| ED2007 Elementary Administration - Pre-School 3 |
| EN2000 Integrating Learning Through Language and Reading 3 |
| MI1071 Guitar for Early Childhood 3 |
| * These modules will be offered depending upon student demand and availability of staff. |

**SEMESTER 5**

| TP3001 Social and Society 3 |
| MS2023 Planning for Multicultural Curriculum in E.C.Ed. 3 |
| ID2003 Art/Craft I Integrated Studies 3 |
| MI1300 Music II - Early Childhood 3 |
| GENERAL Studies Module (2000 level) 2 |
| PLUS Minimum one, maximum two modules selected from |
| * Group B Alternatives |
| ED2007 Elementary Administration - Pre-School 3 |
| EN2000 Integrating Learning Through Language and Reading 3 |
| MI1071 Guitar for Early Childhood 3 |
| * These modules will be offered depending upon student demand and availability of staff. |
Bachelor of Education (Social Sciences)

Students completing the Bachelor of Education (Social Sciences) course will be competent through:
- depth studies in the disciplines of Geography and Economics,
- supplementary courses in Asian Studies and Social Anthropology,
- practical teaching experience in a range of Social Sciences to contribute effectively to the functioning of a Social Sciences Department in a Secondary School. This competence will extend to teaching in the following specialist fields: Geography, Economics, Commerce, Asian Studies and Social Science.

The programme of study involves a major emphasis in Geography and strong supporting work in Economics. A supplementary strand includes modules in Asian Studies and Social Anthropology, 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 full-time or a two-year part-time programme.

Descriptions of the content of the various modules available in 1984 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.

### SOCIAL SCIENCES - B.E.D. FLOW CHART

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<tr>
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* Students complete a minimum of 3 modules in this Strand in Years 1-3 included.
# Bachelor of Education (Science)

## COURSE DESCRIPTION

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

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<tr>
<th>Module Code</th>
<th>Course Title</th>
<th>Credit Points</th>
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<tr>
<td>SC1171</td>
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<td>SC1172</td>
<td>Human Biology</td>
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<tr>
<td>SC1141</td>
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<td>SC3131</td>
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In the second year, the following modules are compulsory:

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<td>SC2141</td>
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<td>SC2131</td>
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<td>SC2132</td>
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## BIOLOGY MODULES

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### 3rd LEVEL

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## CHEMISTRY MODULES

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## GEOMETRY MODULES

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<tr>
<td>SC4151</td>
<td>Geologic Resources and Society</td>
<td>6</td>
</tr>
<tr>
<td>SC4152</td>
<td>Geologic Problems</td>
<td>6</td>
</tr>
<tr>
<td>SC4153</td>
<td>Hydrology</td>
<td>4</td>
</tr>
<tr>
<td>SC4154</td>
<td>Chemistry of Natural Resources</td>
<td>4</td>
</tr>
<tr>
<td>SC4155</td>
<td>Applied Geology</td>
<td>6</td>
</tr>
</tbody>
</table>

## PHYSICS MODULES

### 1st LEVEL

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Course Title</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>SC1131</td>
<td>Mechanics I</td>
<td>3</td>
</tr>
<tr>
<td>SC1132</td>
<td>Mechanics II</td>
<td>3</td>
</tr>
<tr>
<td>SC2131</td>
<td>Atomic Physics</td>
<td>3</td>
</tr>
<tr>
<td>SC2132</td>
<td>Electric Circuits</td>
<td>3</td>
</tr>
</tbody>
</table>

### 2nd LEVEL

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Course Title</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>SC3131</td>
<td>Atoms and Nuclei</td>
<td>3</td>
</tr>
<tr>
<td>SC3132</td>
<td>Electromagnetic Theory and Radiation Physics</td>
<td>3</td>
</tr>
<tr>
<td>SC3133</td>
<td>AC and Devices</td>
<td>3</td>
</tr>
<tr>
<td>SC3134</td>
<td>Electric Circuits</td>
<td>3</td>
</tr>
</tbody>
</table>

### 3rd LEVEL

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Course Title</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>SC4131</td>
<td>Astronomy</td>
<td>4</td>
</tr>
<tr>
<td>SC4132</td>
<td>Electric Systems</td>
<td>4</td>
</tr>
<tr>
<td>SC4133</td>
<td>Energy, Nuclear and Alternate Sources</td>
<td>4</td>
</tr>
<tr>
<td>SC4134</td>
<td>Energy and Chemical Reactions</td>
<td>4</td>
</tr>
<tr>
<td>SC4135</td>
<td>Physics: Technology, Philosophy and System Thinking</td>
<td>8</td>
</tr>
</tbody>
</table>

## Course Modules

Descriptions of modules may be found on pages 83-145.

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

### Semester/Subject

<table>
<thead>
<tr>
<th>Semester</th>
<th>I</th>
<th>II</th>
<th>III</th>
<th>IV</th>
<th>V</th>
<th>VI</th>
<th>VII</th>
<th>VIII</th>
<th>Total Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>4 (3)</td>
<td>4 (3)</td>
<td>4 (3)</td>
<td>4 (3)</td>
<td>6 (6)</td>
<td>6 (6)</td>
<td>12 (16)</td>
<td>12 (16)</td>
<td>56</td>
</tr>
<tr>
<td>Chemistry</td>
<td>4 (3)</td>
<td>4 (3)</td>
<td>4 (3)</td>
<td>4 (3)</td>
<td>6 (6)</td>
<td>6 (6)</td>
<td>12 (16)</td>
<td>12 (16)</td>
<td>56</td>
</tr>
<tr>
<td>Geology</td>
<td>4 (3)</td>
<td>4 (3)</td>
<td>4 (3)</td>
<td>4 (3)</td>
<td>6 (6)</td>
<td>6 (6)</td>
<td>12 (16)</td>
<td>12 (16)</td>
<td>56</td>
</tr>
<tr>
<td>Maths</td>
<td>IA</td>
<td>IB</td>
<td>IA</td>
<td>IB</td>
<td>IA</td>
<td>IB</td>
<td>IA</td>
<td>IB</td>
<td>6</td>
</tr>
</tbody>
</table>

### REQUIREMENTS

- Biology
- Chemistry
- Geology
- Maths
- Physics
- Electric
- Education

### CREDIT POINTS

- 3 (3)
- 3 (3)
- 3 (3)
- 3 (3)
- 3 (3)

### TOTAL HOURS

- 21 21 23 24 21 21 15 16 175
Graduate Diploma in Education (Primary Education)

**SEMESTER 1**

<table>
<thead>
<tr>
<th>Module</th>
<th>Credit Points per Week</th>
<th>Hours per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>EN100-Diction and Spelling</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>IAM552-Group Method Dip Ed</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>PEK314-Health and Physical Education</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>SS1400-Social Studies MP</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>TP4000-Teaching Skills, Dip Ed, Primary</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

**SEMINER 2**

<table>
<thead>
<tr>
<th>Module</th>
<th>Credit Points per Week</th>
<th>Hours per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>AE4071-Art MP</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>MU4140-Music Education in the Primary Schools</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>SC4300-Natural Science MP</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Full Year</th>
<th>Credit Points per Week</th>
<th>Hours per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED4509 - Education IV (Primary)</td>
<td>10</td>
<td>6</td>
</tr>
<tr>
<td>EN4551 - English and Reading MP</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>MA4053 - Mathematics Education Primary Curriculum Studies</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>ED4823 - Essay</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>BF4001 - Teaching Experience, Primar (Dip Ed)</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

Total Credit Points = 36

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

Course Modules Descriptions of modules may be found on pages 83-145.

**Graduate Diploma in Education (Secondary Education)**

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

<table>
<thead>
<tr>
<th>Module</th>
<th>Credit Points per Week</th>
<th>Hours per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>* Principles and Practices of Teaching</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>AE4073-Drawing and Design Method</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>AE4075-Painting and Printmaking</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>AE4077-Programming, Syllabus, Curriculum Studies</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>AE4079-Art History</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

**SEMESTER 2**

<table>
<thead>
<tr>
<th>Module</th>
<th>Credit Points per Week</th>
<th>Hours per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>AE4074 - Three Dimensional Art</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>AE4076-Film, Video and Photography</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>AE4078-Philosophy of Art Education, School Organisation and Administration</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Points = 36

* Students should enrol in the module relevant to their field of specialisation. Descriptions of course modules may be found on pages 56-57.
Graduate Diploma in Education in Technical and Further Education

Candidates for the Graduate Diploma in Education in Technical and Further Education should hold a university degree of at least 3.5 years' duration and be employed full-time in Technical and Further Education. Applicants who have completed appropriate further education. Applicants who have completed a Graduate Diploma in Education in Technical and Further Education are generally required to complete the course necessary to fulfil the requirements for the degree and be employed for concurrent teaching in technical and further education. Applicants who have completed the requirements for a degree in a diploma, e.g., one module may be admitted to candidates. Candidates admitted under this regulation are required to complete the course necessary to fulfil the requirements of the degree diploma concurrently with their candidates for the Graduate Diploma in Education.

The subjects offered to candidates for the Graduate Diploma in Education in Technical and Further Education are generally those available to candidates for the Diploma in Teaching in Technical and Further Education since a number of students is expected to have had previous extensive experience in education. Graduate Diploma in Education students, however, are expected to read much wider and to demonstrate a more critical evaluation of educational theories and research evidence. This distinction is implicit within all module approaches and assessments.

In order to qualify for the award of the Graduate Diploma in Education in Technical and Further Education candidates must follow a part-time course of study of two years duration and gain a total of 100 credit points comprising of modules which contribute to their general and professional preparation as prospective teachers.

Core Programme

All candidates are required to undertake the following areas of study over two years.

<table>
<thead>
<tr>
<th>Credit Points</th>
<th>Module</th>
</tr>
</thead>
<tbody>
<tr>
<td>18</td>
<td>Education</td>
</tr>
<tr>
<td>18</td>
<td>Theory of Teaching</td>
</tr>
<tr>
<td>12</td>
<td>General Studies</td>
</tr>
<tr>
<td>12</td>
<td>Practical Experience</td>
</tr>
<tr>
<td>1</td>
<td>Special Method</td>
</tr>
<tr>
<td>TOTAL CREDIT POINTS</td>
<td>60</td>
</tr>
</tbody>
</table>

For details of programmes see Diploma in Teaching (TAFE) - Core Programme (In-service) on page 30 of this Calendar.

Course Modules

Descriptions of modules may be found on pages 83-146 of this Calendar.

At the time of publication the above course was under review and content may change for 1984. Students should contact the Course Director for possible changes.

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 not achieve as well as their peers.

Graduate Diploma in Educational Studies (Advanced Teaching Method)

<table>
<thead>
<tr>
<th>MODULE</th>
<th>CLASS HOURS</th>
<th>CREDIT POINTS</th>
<th>TEACHING DEPARTMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>SE4006</td>
<td>4</td>
<td>6</td>
<td>Special Education</td>
</tr>
<tr>
<td>ED4023</td>
<td>2</td>
<td>6</td>
<td>Interdisciplinary</td>
</tr>
<tr>
<td>EN4401</td>
<td>2</td>
<td>3</td>
<td>Education</td>
</tr>
<tr>
<td>TP4029</td>
<td>2</td>
<td>3</td>
<td>English</td>
</tr>
<tr>
<td>SE4007</td>
<td>2</td>
<td>6</td>
<td>Professional Studies</td>
</tr>
<tr>
<td>SE4008</td>
<td>2</td>
<td>3</td>
<td>Special Education</td>
</tr>
<tr>
<td>MA4001</td>
<td>2</td>
<td>3</td>
<td>Mathematics</td>
</tr>
<tr>
<td>EN4402</td>
<td>4</td>
<td>2</td>
<td>English</td>
</tr>
<tr>
<td>TP4029</td>
<td>2</td>
<td>3</td>
<td>Professional Studies</td>
</tr>
<tr>
<td>ED4912</td>
<td>2</td>
<td>3</td>
<td>Education</td>
</tr>
<tr>
<td>MA4002</td>
<td>4</td>
<td>2</td>
<td>Mathematics</td>
</tr>
<tr>
<td>TOTALS</td>
<td>35</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

Graduate Diploma in Educational Studies (Drama)

The course aims to develop stimulating and creative expertise in educational drama for practicing teachers and other qualified people working with children and young adults. The main emphasis of the course will be on practical workshops to integrate the elements of the theory and history of drama: psychology, music, theatre, 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, disappointment and joy of such creative activity, he will be better able to empathize with children undergoing that experience under his direction.

Other reasons include the need to reinforce the inseparable interrelationship 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 practicing 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 specialize in either Creative Drama or Theatrecraft. Drama IV requires the student to work with children in a major practical project designed to meet individual needs, interests, specialization and work situation.

The modules are designed to be done in sequence, and each module is a prerequisite for the one succeeding it.

Modules:

<table>
<thead>
<tr>
<th>Semester I - Drama I (Compulsory)</th>
<th>Semester II - Drama II (Compulsory)</th>
<th>Semester III - Drama III (either Stradbroke A (Theatrecraft) or Strand B (Creative Drama))</th>
<th>Semester IV - Drama</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 hrs.</td>
<td>9 hrs.</td>
<td>9 hrs.</td>
<td>9 hrs.</td>
</tr>
</tbody>
</table>

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 the curriculum development at either a regional or within a specific institution. Such people are likely to include:

- Practicing teachers, subject leaders, deputy principals, principals, advisors and inspectors in state and non-state schools, and teachers and lecturers in tertiary institutions;
- Members of the community interested in curriculum development and implementation programmes.

The course aims to:

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

Students undertaking courses, depending on qualifications and previous experience, may be required to undertake some preliminary studies. These studies will be prescribed in terms of individual consultation between students and staff. In order to qualify for the award of the Diploma candidates are required to gain a total of 26 credit points in core and elective modules and a dissertation which is anticipated will demonstrate the candidate's approach to curriculum processes in which the decision processes are associated with analysis and planning as applied to a specific situation.

The Core Programme (23 credit points) consists of:

- EDC902 - Curriculum Theory and Development 6 cp
- EDC903 - Culture, Change and the School 6 cp
- EDC904 - Modes of Inquiry 3 cp
- EDC907 - Curriculum Evaluation 6 cp
- EDC911 - Learning and the Designing of Learning Experiences 3 cp
- EDC905 - Dissertation 9 cp

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

Electives (3 credit points) will be available in:

- EDC927 - Aims and Values of Australian Education 3 cp
- EDC910 - Current Research on Teaching and Curriculum 3 cp
- EDC918 - The Curriculum Groups with Special Needs 3 cp
- EDC906 - Leadership 3 cp

It will also be possible for students to take electives in specialist areas of the school curriculum, as associated with their curriculum development. These electives should be developed in consultation with subject specialists on the staff.

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

<table>
<thead>
<tr>
<th>Code Module</th>
<th>FIRST YEAR</th>
<th>SECOND YEAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDC902</td>
<td>Curriculum Theory and Development</td>
<td>X</td>
</tr>
<tr>
<td>EDC903</td>
<td>Culture, Change and the School</td>
<td>X</td>
</tr>
<tr>
<td>EDC911</td>
<td>Learning and the Designing of Learning Experiences</td>
<td>9 hrs.</td>
</tr>
<tr>
<td>EDC905</td>
<td>Dissertation</td>
<td>9 hrs.</td>
</tr>
</tbody>
</table>

Graduate Diploma in Educational Studies (Curriculum Development)

Programme (In-service) on page 30 of this Calendar.

COURSE MODULES

Descriptions of modules may be found on pages 83-145.
Graduate Diploma in Educational Studies (Special Education)

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

COURSE OUTLINE:

A: Core Modules

Semester I
SE4009 - Developmental Disabilities I 3 cp
SE4005 - Behaviour Management/Data-Based Instruction 6 cp
SE4001 - Assessment, Diagnosis & Remediation I 3 cp
SE4018 - Curriculum Resource Development (provision for Prim/Sec emphasis) 2 cp

Semester II
SE4001 - Assessment, Diagnosis & Remediation II: 2 cp
SE4004 - Communication Disorders: 2 cp

B: Core Electives

Semester II
O.A/Resource Emphasis
SE4014 - Programming for Remediation 4 cp
OR
SE4015 - Programming for Developmental Disabilities 4 cp

C: Electives

Semester I
One of
SE4016 - Parent Training/Consultative Skills: 2 cp
EN2454 - Studies in Reading Education: 2 cp
MS4330 - Education in the Multicultural Classroom: 2 cp
MA3073 - Maths Ed. and the Slow Learner: 2 cp

Semester II
One of
PE3625 - Physical Education - Elective Special Ed.: 2 cp
EN2454 - Studies in Reading Education: 2 cp
EN2452 - Teaching English as a Second Language: 2 cp
IA6682 - Gifted for Special Ed.: 2 cp
MS4330 - Education in the Multicultural Classroom: 2 cp

D: Practical Teaching Experience

Semester I
SE4013 - Clinical & School Practicum (12 hpe)

Semester II
SE4013 - Clinical & School Practicum (12 hpe)

E: Research
SE4000 - Research Essay: 9 cp

Course Modules
Descriptions of modules may be found on pages 83-145.
The wide range of learning needs; to plan, implement and evaluate the Diploma in Administration (Nursing) is a course at UG2 level designed to contribute to personal and professional growth to raise the standard of Health Care in Australia.

The Diploma in Teaching (Nursing) is a course at UG2 level designed to assist the nurse educator to acquire 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 personal relationships, effective communication and problem solving.

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

The course of study for the Associate Diploma in Social Welfare is aimed at creating experience based welfare education which allows students to translate its theoretical component to their own practical experience in the field.

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

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 multicultural-isms in general.

The course is designed to attract students from a wide range of occupations both paid and in a voluntary capacity. Students may come from ethnic groups themselves or may enter because they are professionals working in the area. Students undertake courses including those on the multicultural society, community support systems and interpersonal skills development, understanding of language learning and maintenance, which are expected to underline research in an area of their own interest. Opportunities within the course are given for people to relate with those from ethnic groups other than their own, and to form about a wide range of problems and experiences of ethnic groups in Australian society. The intention of the course is to provide both a theoretical background and the approach of multicultural studies and practical skills for those involved in the field.

In order to qualify for the award of Diploma in Teaching (Nursing), a candidate must gain a total of 108 credit points. The course is composed of modules which are grouped into six strands as follows:

- Introductory modules are designated ‘I’.
- Core (Compulsory) modules are designated ‘C’.
- Elective modules are designated ‘E’.

**Diploma in Teaching (Nursing)**: A 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’.
- Elective modules are designated ‘E’.

**NURSING STUDIES**

- i HSI 110 The Historical Development of Nursing 2 cp
- i HSI 111 Professional Adjustments and Ethical Study 3 cp
- i HSI 112 Concepts and Strategies in Nursing Practice 3 cp
- i HSI 113 Philosophy of Nursing 3 cp
- i HSI 115 Health 3 cp
- c HSI 110 Nursing Studies I: Professional Development of the Nurse Practitioner 3 cp
- c HSI 111 Nursing Studies II: Clinical Teaching - Needs and Opportunities 3 cp
- c HSI 112 Nursing Studies III: Problem-solving in Practice 3 cp
- c HSI 110 Nursing Studies IV: Evaluation of Clinical Practice 3 cp
- c HSI 111 Introduction to Research and Measurement 3 cp

**TEACHING AND LEARNING IN NURSING**

- c HSI 120 Teaching and Learning in Nursing I: 2 cp
- c HSI 121 Teaching and Learning in Nursing II: 2 cp
- c HSI 120 Teaching and Nursing in Nursing III: 2 cp
- c HSI 121 Teaching and Learning in Nursing IV: Method and Nursing Knowledge 1 2 cp
- c HSI 120 Teaching and Learning in Nursing V: Method and Nursing Knowledge 2 2 cp
- c HSI 120 Teaching and Learning in Nursing VI: Method and Nursing Knowledge 3 2 cp
- c HSI 125 Curriculum I: 3 cp
- c HSI 126 Curriculum II: 3 cp
- c HSI 123 Curriculum III: 3 cp
- c EN 317 Effective Communication 3 cp

**PSYCHOSOCIAL ASPECTS**

- i PSY 101 Psychology of Illness 3 cp
- c ED 1004 Human Behaviour - Man as an Organism 3 cp
- c ED 912 Life Span Development 3 cp
- c ED 913 Motivation and Morale 2 cp
- c ED 914 Social Intercourse and Interpersonal Relationships Skills 3 cp
- c ED 8081 Counselling 3 cp

**INTEGRATED BIO-MEDICAL SCIENCES**

- c SC 1261 Bio-medical Sciences 6 cp
- c SC 1262 Nutrition 2 cp
- c SC 1263 Microbiology and Introduction to Pathology 2 cp
- c SC 2251 Anatomy and Physiology 6 cp

**SOCIETY AND ITS INSTITUTIONS**

- c HSI 151 Sociology 3 cp
- c HS 152 Legal Studies 3 cp
- c HS 151 Political and Health Care Systems I: Their Influences on Patient Care and Nurse Education 3 cp
- c HS 153 Community Health - Issues and Services 3 cp

**FIELD EXPERIENCE**

Field experience is a core component of the course and will be gained over 120 days of on-going practical teaching and study practice periods.

Students may choose two of the following fields of study. Each comprises two modules: one from the student’s major-study and one from her/his minor-study.

Students may either take a major in Classroom teaching, and may elect to specialise in Classroom, Clinical or Community Teaching. The following are the possible combinations for each field of experience:

**FIELD EXPERIENCE 1**

- 1 HSI 160 Field Experience 1 - Classroom Major Type B: 3 cp
- 1 HSI 171 Field Experience 1 - Clinical Minor Type B: 3 cp
- 1 HSI 160 Field Experience 1 - Classroom Major 3 cp
- 1 HSI 171 Field Experience 1 - Clinical Minor 3 cp

**FIELD EXPERIENCE 2**

- 1 HSI 160 Field Experience 1 - Classroom Major Type C: 3 cp
- 1 HSI 171 Field Experience 1 - Clinical Minor Type C: 3 cp
- 1 HSI 160 Field Experience 1 - Classroom Major 3 cp
- 1 HSI 171 Field Experience 1 - Clinical Minor 3 cp

**FIELD EXPERIENCE 3**

- 1 HSI 160 Field Experience 1 - Classroom Major Type D: 3 cp
- 1 HSI 171 Field Experience 1 - Clinical Minor Type D: 3 cp
- 1 HSI 160 Field Experience 1 - Classroom Major 3 cp
- 1 HSI 171 Field Experience 1 - Clinical Minor 3 cp
Questions or prerequisite requirements may be written. On the basis of classroom and individual students' progress, students may elect from the Chart of Prerequisites and Corequisites for the course.

ELECTIVES
Candidates may elect to take one, two or three modules, from those written specifically for this course or from any of the modules offered by the College, for which they hold the necessary prerequisites. The electives written specifically for this course are as follows: HS3110 Nursing Studies IV: Evaluation of Clinical Practice (This is a core module for students doing a Clinical Major), HS3122 Curriculum MA, HS3123 Curriculum MB, ED3880 Counselling, HS3150 Community Health - Issues and Services, SC2002 Communication Disorders. Details of prerequisites may be found with module outlines and on the Chart of Prerequisites and Corequisites for the course.

ADVANCED STANDING
Advanced standing is awarded 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 up to 50% of the course requirements.

FIELD EXPERIENCE 2
1. HS2160 Field Experience 2 - Classroom Major and Clinical Minor 3 cp
2. HS2160 Field Experience 2 - Classroom Major and Clinical Minor OR
3. HS2160 Field Experience 2 - Community Minor and Clinical Minor OR
4. HS2160 Field Experience 2 - Classroom Minor and Community Minor OR

FIELD EXPERIENCE 3
1. HS3160 Field Experience 3 - Classroom Major and Clinical Minor 3 cp
2. HS3160 Field Experience 3 - Classroom Major and Clinical Minor OR
3. HS3160 Field Experience 3 - Community Minor and Clinical Minor OR
4. HS3160 Field Experience 3 - Classroom Minor and Clinical Minor 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 time: 2 years full-time OR 3 years part-time OR 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 page 83-145.

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

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
<th>Semester 3</th>
<th>Semester 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURSING STUDIES</td>
<td>HS2110 Nursing Studies I: Professional Development of the Nurse Practitioner 3 cp</td>
<td>NURSING STUDIES</td>
<td>ED3903 Introduction to Research and Measurement 3 cp</td>
</tr>
<tr>
<td>HS2110 Nursing Studies I: Professional Development of the Nurse Practitioner 3 cp</td>
<td>HS2111 Nursing Studies II: Clinical Teaching Needs and Opportunities 3 cp</td>
<td>HS3111 Nursing Studies IV: Clinical Evaluation: Problems &amp; Process 3 cp</td>
<td></td>
</tr>
<tr>
<td>HS2111 Nursing Studies II: Clinical Teaching Needs and Opportunities 3 cp</td>
<td>TEACHING AND LEARNING IN NURSING</td>
<td>HS2120 Teaching and Learning in Nursing IA: Introduction to Teaching Basics 2 cp</td>
<td></td>
</tr>
<tr>
<td>HS2120 Teaching and Learning in Nursing IA: Introduction to Teaching Basics 2 cp</td>
<td>TEACHING AND LEARNING IN NURSING</td>
<td>HS3120 Teaching and Learning in Nursing IIA: Verbal and Interaction Skills 2 cp</td>
<td></td>
</tr>
<tr>
<td>HS3120 Teaching and Learning in Nursing IIA: Verbal and Interaction Skills 2 cp</td>
<td>PSYCHOSOCIAL ASPECTS</td>
<td>HS3130 Teaching and Learning in Nursing III: Method and Nursing Knowledge 1 cp</td>
<td></td>
</tr>
<tr>
<td>PSYCHOSOCIAL ASPECTS</td>
<td>PSYCHOSOCIAL ASPECTS</td>
<td>PSYCHOSOCIAL ASPECTS</td>
<td>INTEGRATED BIO-MEDICAL SCIENCES</td>
</tr>
<tr>
<td>EI2910 Human Behaviour - Man as an Individual 3 cp</td>
<td>EI2912 Life Span Development 3 cp</td>
<td>EI2904 Self Awareness and Intercultural Relations: Skills 3 cp</td>
<td></td>
</tr>
<tr>
<td>EI2912 Life Span Development 3 cp</td>
<td>EI2913 Motivation and Morality 2 cp</td>
<td>SC2162 Nutrition 2 cp</td>
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</tr>
<tr>
<td>EI2913 Motivation and Morality 2 cp</td>
<td>EI2906 Motivation and Morality 2 cp</td>
<td>SC2163 Nutrition and Introduction to Pathology 2 cp</td>
<td></td>
</tr>
<tr>
<td>EI2906 Motivation and Morality 2 cp</td>
<td>INTEGRATED BIO-MEDICAL SCIENCES</td>
<td>SC2201 Anatomy and Physiology 3 cp</td>
<td></td>
</tr>
<tr>
<td>INTEGRATED BIO-MEDICAL SCIENCES</td>
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<td>INTEGRATED BIO-MEDICAL SCIENCES</td>
<td></td>
</tr>
<tr>
<td>SC2162 Nutrition 2 cp</td>
<td>SC2163 Nutrition and Introduction to Pathology 2 cp</td>
<td>SC2201 Anatomy and Physiology 3 cp</td>
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<tr>
<td>SC2163 Nutrition and Introduction to Pathology 2 cp</td>
<td>SC2201 Anatomy and Physiology 3 cp</td>
<td>SOCIOLOGY AND ITS INSTITUTIONS</td>
<td></td>
</tr>
<tr>
<td>SOCIOLOGY AND ITS INSTITUTIONS</td>
<td>SOCIOLOGY AND ITS INSTITUTIONS</td>
<td>HS2150 Legal Studies 3 cp</td>
<td></td>
</tr>
<tr>
<td>HS2150 Legal Studies 3 cp</td>
<td>HS2160 Classroom Major and Clinical Minor 3 cp</td>
<td>HS2160 Classroom Major and Clinical Minor 3 cp</td>
<td></td>
</tr>
<tr>
<td>HS2160 Classroom Major and Clinical Minor 3 cp</td>
<td>HS2160 Classroom Major and Clinical Minor 3 cp</td>
<td>HS3160 Classroom Major and Clinical Minor 3 cp</td>
<td></td>
</tr>
<tr>
<td>HS2160 Classroom Major and Clinical Minor 3 cp</td>
<td>HS2174 Clinical Minor 2 cp</td>
<td>HS3171 Clinical Minor 2 cp</td>
<td></td>
</tr>
<tr>
<td>HS2174 Clinical Minor 2 cp</td>
<td>HS2160 Classroom Major and Clinical Minor 3 cp</td>
<td>HS3160 Classroom Major and Clinical Minor 3 cp</td>
<td></td>
</tr>
<tr>
<td>HS2160 Classroom Major and Clinical Minor 3 cp</td>
<td>HS2181 Classroom Minor and Community Minor 2 cp</td>
<td>HS3161 Community Minor 2 cp</td>
<td></td>
</tr>
<tr>
<td>HS2181 Classroom Minor and Community Minor 2 cp</td>
<td>HS2170 Clinical Minor 3 cp</td>
<td>HS3161 Community Minor 3 cp</td>
<td></td>
</tr>
<tr>
<td>HS2170 Clinical Minor 3 cp</td>
<td>HS2161 Classroom Minor and Community Minor 2 cp</td>
<td>HS3161 Community Minor 3 cp</td>
<td></td>
</tr>
<tr>
<td>HS2161 Classroom Minor and Community Minor 2 cp</td>
<td>HS2180 Community Major and Classroom Minor 3 cp</td>
<td>HS3161 Community Minor 3 cp</td>
<td></td>
</tr>
<tr>
<td>HS2180 Community Major and Classroom Minor 3 cp</td>
<td>HS2181 Classroom Major and Classroom Minor 2 cp</td>
<td>HS3161 Community Minor 3 cp</td>
<td></td>
</tr>
<tr>
<td>HS2181 Classroom Major and Classroom Minor 2 cp</td>
<td>ELECTIVE (S)</td>
<td>ELECTIVE (S)</td>
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</table>
## DIPLOMA IN TEACHING (NURSING) - RECOMMENDED PROGRAMME - THREE YEAR STUDENTS WITH 28 CREDIT POINTS ADVANCED STANDING

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
<th>Semester 3</th>
<th>Semester 4</th>
<th>Semester 5</th>
<th>Semester 6</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NURSING STUDIES</strong>&lt;br&gt;HS2110 Nursing Studies I (Professional Preparation for Nurse Practice)&lt;br&gt;3 cp</td>
<td><strong>NURSING STUDIES</strong>&lt;br&gt;HS2112 Nursing Studies II (Clinical Teaching Needs and Opportunities)&lt;br&gt;3 cp</td>
<td><strong>NURSING STUDIES</strong>&lt;br&gt;HS2113 Nursing Studies III (Practical Strategies for Effective Teaching Skills)&lt;br&gt;3 cp</td>
<td><strong>NURSING STUDIES</strong>&lt;br&gt;HS2114 Nursing Studies IV (Clinical Evaluation: Proficiency and Practice)&lt;br&gt;3 cp</td>
<td><strong>NURSING STUDIES</strong>&lt;br&gt;HS2115 Nursing Studies V (Clinical Evaluation: Proficiency and Practice)&lt;br&gt;3 cp</td>
<td><strong>NURSING STUDIES</strong>&lt;br&gt;HS2116 Nursing Studies VI (Clinical Evaluation: Proficiency and Practice)&lt;br&gt;3 cp</td>
</tr>
<tr>
<td><strong>TEACHING AND LEARNING IN NURSING</strong>&lt;br&gt;HS1120 Teaching and Learning in Nursing I (Integrating Teaching and Learning)&lt;br&gt;2 cp</td>
<td><strong>TEACHING AND LEARNING IN NURSING</strong>&lt;br&gt;HS1121 Teaching and Learning in Nursing II (Integrating Teaching and Learning)&lt;br&gt;2 cp</td>
<td><strong>TEACHING AND LEARNING IN NURSING</strong>&lt;br&gt;HS1122 Teaching and Learning in Nursing III (Integrating Teaching and Learning)&lt;br&gt;2 cp</td>
<td><strong>TEACHING AND LEARNING IN NURSING</strong>&lt;br&gt;HS1123 Teaching and Learning in Nursing IV (Integrating Teaching and Learning)&lt;br&gt;2 cp</td>
<td><strong>TEACHING AND LEARNING IN NURSING</strong>&lt;br&gt;HS1124 Teaching and Learning in Nursing V (Integrating Teaching and Learning)&lt;br&gt;2 cp</td>
<td><strong>TEACHING AND LEARNING IN NURSING</strong>&lt;br&gt;HS1125 Teaching and Learning in Nursing VI (Integrating Teaching and Learning)&lt;br&gt;2 cp</td>
</tr>
<tr>
<td><strong>PSYCHOSOCIAL ASPECTS</strong>&lt;br&gt;ED2912 Human Behaviour 3 cp</td>
<td><strong>PSYCHOSOCIAL ASPECTS</strong>&lt;br&gt;ED2913 Human Behaviour 3 cp</td>
<td><strong>PSYCHOSOCIAL ASPECTS</strong>&lt;br&gt;ED2914 Human Behaviour 3 cp</td>
<td><strong>PSYCHOSOCIAL ASPECTS</strong>&lt;br&gt;ED2915 Human Behaviour 3 cp</td>
<td><strong>PSYCHOSOCIAL ASPECTS</strong>&lt;br&gt;ED2916 Human Behaviour 3 cp</td>
<td><strong>PSYCHOSOCIAL ASPECTS</strong>&lt;br&gt;ED2917 Human Behaviour 3 cp</td>
</tr>
<tr>
<td><strong>INTEGRATED BIO-MEDICAL SCIENCES</strong>&lt;br&gt;SC1262 Nutrition 3 cp</td>
<td><strong>INTEGRATED BIO-MEDICAL SCIENCES</strong>&lt;br&gt;SC1263 Microbiology and Introduction to Pathology 2 cp</td>
<td><strong>INTEGRATED BIO-MEDICAL SCIENCES</strong>&lt;br&gt;SC1264 Anatomy and Physiology 6 cp</td>
<td><strong>INTEGRATED BIO-MEDICAL SCIENCES</strong>&lt;br&gt;SC1265 Nutrition 3 cp</td>
<td><strong>INTEGRATED BIO-MEDICAL SCIENCES</strong>&lt;br&gt;SC1266 Microbiology and Introduction to Pathology 2 cp</td>
<td><strong>INTEGRATED BIO-MEDICAL SCIENCES</strong>&lt;br&gt;SC1267 Anatomy and Physiology 6 cp</td>
</tr>
<tr>
<td><strong>FIELD EXPERIENCE</strong>&lt;br&gt;HS1160 Classroom Major 3 cp and HS1171 Clinical Major 2 cp</td>
<td><strong>FIELD EXPERIENCE</strong>&lt;br&gt;HS1150 Classroom Major 3 cp and HS1181 Community Minor 2 cp</td>
<td><strong>FIELD EXPERIENCE</strong>&lt;br&gt;HS1140 Classroom Major 3 cp and HS1181 Community Minor 2 cp</td>
<td><strong>FIELD EXPERIENCE</strong>&lt;br&gt;HS1160 Classroom Major 3 cp and HS1181 Community Minor 2 cp</td>
<td><strong>FIELD EXPERIENCE</strong>&lt;br&gt;HS1150 Classroom Major 3 cp and HS1181 Community Minor 2 cp</td>
<td><strong>FIELD EXPERIENCE</strong>&lt;br&gt;HS1160 Classroom Major 3 cp and HS1181 Community Minor 2 cp</td>
</tr>
<tr>
<td><strong>SOCIETY AND ITS INSTITUTIONS</strong>&lt;br&gt;HS1150 Sociology 3 cp</td>
<td><strong>SOCIETY AND ITS INSTITUTIONS</strong>&lt;br&gt;HS1150 Sociology 3 cp</td>
<td><strong>SOCIETY AND ITS INSTITUTIONS</strong>&lt;br&gt;HS1150 Sociology 3 cp</td>
<td><strong>SOCIETY AND ITS INSTITUTIONS</strong>&lt;br&gt;HS1150 Sociology 3 cp</td>
<td><strong>SOCIETY AND ITS INSTITUTIONS</strong>&lt;br&gt;HS1150 Sociology 3 cp</td>
<td><strong>SOCIETY AND ITS INSTITUTIONS</strong>&lt;br&gt;HS1150 Sociology 3 cp</td>
</tr>
<tr>
<td><strong>ELECTIVES</strong>&lt;br&gt;</td>
<td></td>
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</tbody>
</table>
The Diploma in Administration (Nursing), is a UG2 course which has been designed to contribute to the personal and professional growth of the nurse specializing in administration at different levels within the health service.

STRUCTURE

In order to qualify for the award of the Diploma in Administration (Nursing), a candidate must gain a total of 128 credit points. The course is composed of modules which are grouped into six strands namely: nursing; administrative studies; psycho social aspects; society and its institutions; communication; field experience and electives. Within the strands: Introductory modules are designated 'i'; Core (compulsory) modules are designated 'c'; and Elective modules are designated 'e'.

NURSING STUDIES
i HS1110 The Historical Development of Nursing
i HS1111 Professional Adjustments and Ethics
i HS1112 Concepts and Strategies in Nursing Practice
i HS1113 Philosophy of Nursing
ii HS2110 Nursing Studies I
ii HS2113 Nursing Studies II
ii HS3111 Introduction to Research and Measurement

SCIENCE
i SC1261 Bio-medical Sciences

ADMINISTRATIVE STUDIES
i HS1140 Administration and Organisational Theory I
i HS2140 Administration and Organisational Theory II
i HS3140 Administration and Organisational Theory III
ii HS2141 Administration Strategies I
ii HS3141 Administration Strategies II
ii HS3130 Health of the Workers
ii HS3131 Health Planning
ii HS3132 Health Economics

PSYCHOSOCIAL ASPECTS
i ED2910 Psychological Aspects of Illness
ii ED3904 Human Behaviour - Man as an Individual
ii ED2912 Life Span Development
ii EC3913 Motivation and Morale
ii EC3904 Self Awareness and Interpersonal Relationships
ii EC3901 Counselling

COMMUNICATION
i EN317 Formal Communication, Skills and Conventions
ii EN317 Formal Communication, Skills and Conventions

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 (for the equivalent). The experience will be structured in keeping with the belief that theory teaching is based on practical experience and that it is essential for the student to apply what he has learned and to correlate theory with actual practice. Placements for Field Experience will be arranged in consultation with the lecturer but the following proposed pattern may be taken as a guide.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Field Experience</td>
<td>Week 1</td>
<td>Field Experience</td>
</tr>
<tr>
<td>Week 2</td>
<td>Week 2 IA</td>
<td>Week 2 IB</td>
<td>Week 2 IB</td>
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<tr>
<td>Week 3</td>
<td>Week 3 IA</td>
<td>Week 3 IB</td>
<td>Week 3 IB</td>
</tr>
<tr>
<td>Week 4</td>
<td>Week 4</td>
<td>Week 4</td>
<td>Week 4</td>
</tr>
</tbody>
</table>

ELECTIVES
Candidates are required to undertake 3 electives, of which they may elect to take one, two or three modules from those written specifically for this course, or 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:

- HS1310 Health of the Workers
- HS1311 Health Planning
- HS1312 Health Economics
- ED3901 Counselling
- HS3150 Community Health and Health Issues and Services

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. This basis, currently practising registered nurses may be granted 28 credit points advanced standing in the introductory modules, and current practising nurses who hold a UG2 award in Nursing Education or Nursing Administration may be eligible for further advanced standing in the course requirements.

LANGUAGE
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 frame:

- 2 years: if undertaking a modified load which may be taken in terms of the study release policy.

PROGRAMME
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 83-145.

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
- HS2110 Nursing Studies I
- HS2113 Nursing Studies II
- HS1140 Admin. and Organ. Theory I
- HS2142 Field Experience I
- Elective

Semester 1, Year 2
- HS2110 Admin. and Organ. Theory II
- HS2151 Political and Health Care I
- HS3140 Admin. and Organ. Theory III
- ED2912 Life Span Development
- Elective

Full Year, Year 1
- HS2142 Field Experience I
- Elective

Semester 2, Year 2
- HS2140 Admin. and Organ. Theory II
- HS2151 Political and Health Care I
- Elective

Semester 2, Year 3
- HS2140 Admin. and Organ. Theory III
- HS2142 Field Experience I
- Elective

Full Year, Year 2
- HS2142 Field Experience I
- Elective

Semester 3, Year 2
- HS2110 Nursing Studies II
- Elective

Semester 3, Year 3
- HS2110 Admin. and Organ. Theory II
- Elective

Full Year, Year 3
- HS2142 Field Experience I
- Elective

Semester 4, Year 3
- HS2110 Admin. and Organ. Theory III
- Elective

Full Year, Year 4
- HS2142 Field Experience I
- Elective

FOUR YEAR ATTENDANCE

Semester 1, Year 1
- HS2110 Nursing Studies I
- ED904 Human Behaviour
- HS1140 Admin. and Organ. Theory I
- * (Tertiary Study Skills for those notified at selection)

Semester 2, Year 1
- ED904 Human Behaviour
- Elective
- Elective

Semester 2, Year 2
- HS2110 Admin. and Organ. Theory II
- HS2151 Political and Health Care I
- Elective
- Tertiary Study Skills cont.)

Semester 3, Year 2
- HS2113 Nursing Studies II
- Elective
- Elective

Semester 3, Year 3
- HS2150 Political and Health Care II
- Elective

Semester 4, Year 3
- HS2150 Political and Health Care II
- Elective

Full Year, Year 2
- HS2142 Field Experience I
- Elective

Semester 4, Year 4
- HS2142 Field Experience I
- Elective

THREE YEAR ATTENDANCE

Semester 1, Year 1
- HS2110 Nursing Studies I
- HS1311 Sociology
- ED904 Human Behaviour - Man as an Individual
- Elective

Semester 2, Year 1
- HS2140 Admin. and Organ. Theory I
- Elective

Full Year, Year 1
- HS2142 Field Experience I
- Elective

Semester 1, Year 2
- HS2110 Nursing Studies II
- Elective

Semester 2, Year 2
- HS2140 Admin. and Organ. Theory II
- Elective

Full Year, Year 2
- HS2142 Field Experience I
- Elective

Semester 1, Year 3
- HS2111 Introductory to Research
- Elective

Semester 2, Year 3
- HS2141 Admin. Strategies I
- Elective

Full Year, Year 3
- HS2142 Field Experience I
- Elective

Semester 1, Year 4
- HS2111 Introductory to Research
- Elective

Full Year, Year 4
- HS2142 Field Experience I
### Associate Diploma in Automated Information Processing

#### COURSE

The course is designed to provide a source of integrated training for suitably qualified applicants to enable them to enter a growing profession producing graduates who are able to enter the workforce maturely as competent contributors to an EDP. This course is designed to provide a source of integrated training for suitably qualified applicants to enable them to enter a growing profession producing graduates who are able to enter the workforce maturely as competent contributors to an EDP. They are academically qualified for membership of the Australian Computer Society, are ready to undertake specialist studies in order to qualify for higher positions.

#### DURATION

It is planned that students will have the opportunity to follow their studies on full-time or part-time basis, however the 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 the award will take four years to complete.

Intending applicants should note that the schedules listed below are designed to complete the course in minimum time. If other arrangements are desired, the applicant should contact the Head of Department of Mathematics and Computing Studies.

#### 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, 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 profession's demands of the vocation.
3. A major project involving systems analysis, systems design, programming and testing together with the associated groups.

#### Course Modules

Descriptions of modules may be found on pages 89-145.

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

<table>
<thead>
<tr>
<th>Semester I (15 weeks)</th>
<th>Semester II (15 weeks)</th>
<th>Semester III (15 weeks)</th>
<th>Semester IV (14 weeks)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA1034</td>
<td>MA2030</td>
<td>EN1300</td>
<td>MA3031</td>
</tr>
<tr>
<td>PASCAL-TO-COBOL</td>
<td>COBOL II</td>
<td>EFFECTIVE</td>
<td>DATA PROCESSING III</td>
</tr>
<tr>
<td>6 hr per wk.</td>
<td>6 hr per wk.</td>
<td>2 hr per wk.</td>
<td>3 hr credit points</td>
</tr>
<tr>
<td>6 credit points</td>
<td>6 credit points</td>
<td>3 credit points</td>
<td></td>
</tr>
<tr>
<td>MA1032</td>
<td>MA2031</td>
<td>MA3032</td>
<td></td>
</tr>
<tr>
<td>DATA PROCESSING I</td>
<td>DATA PROCESSING II</td>
<td>SYSTEMS DESIGN</td>
<td>INFORMATION SYSTEMS</td>
</tr>
<tr>
<td>3 hr per wk.</td>
<td>3 hr per wk.</td>
<td>2 hr per wk.</td>
<td>3 hr per wk.</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>MA1033</td>
<td>MA2033</td>
<td>MA3035</td>
<td></td>
</tr>
<tr>
<td>OPERATING SYSTEMS</td>
<td>SYSTEMS ANALYSIS</td>
<td>PROJECT</td>
<td></td>
</tr>
<tr>
<td>3 hr per wk.</td>
<td>3 hr per wk.</td>
<td>2 semester hr.</td>
<td></td>
</tr>
<tr>
<td>3 credit points</td>
<td>3 credit points</td>
<td>6 credit points over two semesters</td>
<td></td>
</tr>
<tr>
<td>MA1034</td>
<td>MA1030</td>
<td>MA3034</td>
<td></td>
</tr>
<tr>
<td>COMPUTER ARCHITECTURE</td>
<td>BASIC</td>
<td>WORK</td>
<td>TECHNICAL APPLICATIONS</td>
</tr>
<tr>
<td>3 hr per wk.</td>
<td>3 hr per wk.</td>
<td>3 hr per wk.</td>
<td>3 hr per wk.</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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<td>SS1580</td>
<td>SS2580</td>
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</tr>
<tr>
<td>BUSINESS STUDIES I</td>
<td>BUSINESS STUDIES II</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 hr per wk.</td>
<td>3 hr per wk.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 credit points</td>
<td>3 credit points</td>
<td></td>
<td></td>
</tr>
</tbody>
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* Fortran and Technical Applications will be the only elective offered in 1984.
Associate Diploma in Diagnostic Medical Radiography

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

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

<table>
<thead>
<tr>
<th>Semester I</th>
<th>Hours Per Week</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>SC1901 Physics for Radiographers</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>SC1902 Living Anatomy and Physiology A</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>SC1911 Radiographic Anatomy A</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>SC1904 Equipment A</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>HS1905 Hospital Practice</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>SC1913 Techniques and Surface Anatomy A</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:

<table>
<thead>
<tr>
<th>Semester II</th>
<th>Hours Per Week</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>SC2901 Radiation Physics</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>SC2903 Living Anatomy and Physiology B</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>SC1912 Radiographic Anatomy B</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>SC1905 Equipment B</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>ED1905 Psychology - Understanding Human Behaviour</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>SC1914 Techniques and Surface Anatomy B</td>
<td>5</td>
<td>4</td>
</tr>
</tbody>
</table>

Candidates undertake practicums between semesters.

In their third year of studies candidates must enrol in:

<table>
<thead>
<tr>
<th>Quarter I</th>
<th>Hours Per Week</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>SC2921 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:

<table>
<thead>
<tr>
<th>Quarter I</th>
<th>Hours Per Week</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>SC2922 Pathology B</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>SC2933 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>SC2915 Techniques and Surface Anatomy E</td>
<td>5</td>
<td>4</td>
</tr>
</tbody>
</table>
THE COURSE
The Associate Diploma in Social Welfare is a course of vocational study and training lasting two years full-time, or a longer part-time duration. Emphasis is placed on the integration of practical skills with theoretical knowledge. The course comprises three main strands of study: social welfare studies, field experience and vocational forum.

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 a longer part-time duration. Emphasis is placed on the integration of practical skills with theoretical knowledge. The course comprises three main strands of study: social welfare studies, field experience and vocational forum.

The course was developed with the assistance of senior police and officers of the Police Association. Topics covered include human behaviour, administration, spoken and written communication, social welfare and the multicultural nature of 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.

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

Course Modules
Descriptive modules may be found on pages 83-145.

YEAR SEMESTER MODULE POINTS WEEKLY HOURS
1 1 ED1903 Behavioural Studies I 4 3
1 & 2 EN1302 Communication 3 3
1 & 2 ED2909 Behavioural Studies II 4 3
2 1 ID1801 Administration I 4 3
1 & 2 SS2851 Multicultural Studies I 4 3
2 SC1805 Material Hazards and Safety Procedures 4 3
2 SW1801 Social Welfare I 4 3
3 1 SW2802 Social Welfare II 4 3
1 MA1806 Sampling Techniques and Basic Statistics 4 3
2 SS2852 Multicultural Studies II 4 3
2 SC2806 Enquiry Methods and Problem Solving 4 3
4 1 Elective A 3 3
1 & 2 SS1850 Police and Society in N.S.W. 4 3
1 SC2807 Research 8 3
2 D2802 Administrators II 4 3
2 ED2810 Behavioural Studies III 4 3
6 1 Elective B 3 3
1 SS1850 Police and Society in N.S.W. 4 3
1 SC2808 Depth Study 5 3
2 Effective B 4 3
2 D2802 Administration II 4 3
2 ET2810 Behavioural Studies II 4 3

In 1984 the following modules will be available for students completing their programme under the old course structure:

Semester III
SW1501 Social Welfare 3 3
ED1908 Psychology for Social Welfare 4 4
SS1807 Sociology 4 4
SW1502 Research Problems 3 3
SW1503 Development Through Life and Community Services I 3 3

Semester IV
SW1504 Social Work Practice I 3 3
SW1850 Multicultural Studies 3 3
SW1505 Social Welfare Administration 3 3
SW1506 Social Work Practice II 3 3
SW1507 Development Through Life and Community Services II 3 3

Semester V
SW2504 Social Welfare Practice III 3 3
SW2502 Social Policy 3 3
SW2503 Vocational Forum I 3 3

Semester VI
SW2505 Law and Welfare 3 3
SW2506 Part-time Study 3 3
SW2507 Vocational Forum II 3 3
SW2508 Field Practice II (17 hr) 3 3

The Law and Welfare Development through life and 3 3

Field Practice is taken in conjunction with the chief aim of providing an opportunity for students to integrate field practice with other social welfare modules.

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

Course Modules
Descriptive modules may be found on pages 83-145.
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 development 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>Module Code</th>
<th>Module Name</th>
<th>Hours per week</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>MS4901</td>
<td>Australia as a Multicultural Society (Core)</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>MS4902</td>
<td>Interpersonal Relationships and Communication</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Skills (Core)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MS4903</td>
<td>Community Support Systems (Core)</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>MS4904</td>
<td>Ethnic Cultures in Australian Society (Core)</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>MS4905</td>
<td>Effective Curriculum in a Multicultural Society</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>(Core)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MS4906</td>
<td>English Across the Curriculum (Elective)</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>MS4907</td>
<td>Politics and Welfare in Multicultural Australia</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>(Elective)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MS4908</td>
<td>Experiential Learning Through Other Language</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Programmes (Core)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MS4909</td>
<td>Aboriginal Society (Elective)</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>MS4910</td>
<td>Intensive Mother-Tongue Maintenance (Elective)</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>MS4911</td>
<td>Field Study</td>
<td>individual</td>
<td>9</td>
</tr>
</tbody>
</table>

FIELD STUDY
The field study in the second year of the course, 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 be expected to take part in seminars on research design and project progress.

In 1984 the following modules will be offered with students choosing up to 9 credit points dependent on the stage of their programmes.

**Semester I**
- MS4901
- MS4902
- MS4904

**Semester II**
- MS4901
- MS4903
- MS4908

Course Modules
Descriptions of modules may be found on pages 83-145.
The School of Visual and Performing Arts is developing important study opportunities across a broad range of the creative, expressive and communicative arts. A new art building complex providing extensive studies and workshops was opened in 1981 and this has greatly improved the study resources. Other facilities have been updated recently and an expanded photographic unit and new textile complex were completed in 1985.

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 practise as an individual professional artist, or to work collectively in one of the many creative art, design, media or performance professions.

Communication Studies (BA Degree) and visual Arts (MA Degree) or Bachelor of Arts (Visual Arts) (3 years full-time study) are also in planning stages. Courses available in 1984 lead to the following awards:

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

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

The School's current and projected subject offerings include the following:

- Painting
- Sculpture
- Potters wheel and Hand building
- Ceramics
- Graphic Design
- Textiles
- Industrial Design
- Illustration
- Jewellery Design
- Photography
- Environmental Art
- Art History and Theory
- Theatre
- Dance
- Graphic Design
- Textiles
- Industrial Design
- Furniture Design
- Television and Video
- Design History
- Metalcraft
- Leathercraft

The Associate Diploma in Creative Arts and Crafts will be offered in 1984 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 of face-to-face lectures per week and full-time 16 hours per week. This course is intended as a community access course and a student will not necessarily have to complete the course in two or four consecutive years, but may study over a longer period if he or she wishes, taking time off between units. The Associate Diploma 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 with one or more aspects of the creative arts and crafts.

The following subjects in the specialist area of Textiles - weaving will be available in 4 one-year units, one at basic level and three at advanced level: Plus thirty (30) hours face to face of the Art/Craft Forum with each component for the first two years. In addition to the specialist subjects in the last two years, the student is required to select one of the following resource seminars:

- (i) Commercial Kit for Artists and Craftsmen
- Theoretical Perspectives
- 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>(part-time)</th>
<th>Hours per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specialist subject (face to face)</td>
<td>9</td>
</tr>
<tr>
<td>Specialist subject (studio practice)</td>
<td>9</td>
</tr>
<tr>
<td>Art Craft Forum (face to face)</td>
<td>2</td>
</tr>
<tr>
<td>Art Craft Forum (research)</td>
<td>3</td>
</tr>
<tr>
<td>(for Resource Units in latter part of course)</td>
<td>4</td>
</tr>
<tr>
<td>Personal Development (four units of contract work on existing or new subject)</td>
<td>16</td>
</tr>
<tr>
<td>TOTAL:</td>
<td>21-24</td>
</tr>
</tbody>
</table>

**Credit Points**

<table>
<thead>
<tr>
<th>Course</th>
<th>Total Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Course Allocation</td>
<td>86</td>
</tr>
<tr>
<td>Breakdown</td>
<td></td>
</tr>
<tr>
<td>Each Studio Unit</td>
<td>15 cp</td>
</tr>
<tr>
<td>Each Theory Unit</td>
<td>5 cp</td>
</tr>
</tbody>
</table>

**Course Modules**

Descriptions of modules may be found on pages 83-145.

**Associate Diploma in Creative Arts and Crafts**

The Associate Diploma in Creative Arts and Crafts will be offered in 1984 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 of face-to-face lectures per week and full-time 16 hours per week. This course is intended as a community access course and a student will not necessarily have to complete the course in two or four consecutive years, but may study over a longer period if he or she wishes, taking time off between units. The Associate Diploma will be awarded on completion of the total four units of the course. The aims of the course are designed to:

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(iii) enhance the acquisition of creative skills, attitudes and abilities
(iv) expand knowledge of the creative application of the medium
(v) impart an understanding of the essential concepts involved in problem solving in art and design
(vi) assist the student in identifying with one or more aspects of the creative arts and crafts.

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<thead>
<tr>
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</thead>
<tbody>
<tr>
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<td>9</td>
</tr>
<tr>
<td>Specialist subject (studio practice)</td>
<td>9</td>
</tr>
<tr>
<td>Art Craft Forum (face to face)</td>
<td>2</td>
</tr>
<tr>
<td>Art Craft Forum (research)</td>
<td>3</td>
</tr>
<tr>
<td>(for Resource Units in latter part of course)</td>
<td>4</td>
</tr>
<tr>
<td>Personal Development (four units of contract work on existing or new subject)</td>
<td>16</td>
</tr>
<tr>
<td>TOTAL:</td>
<td>21-24</td>
</tr>
</tbody>
</table>

**Credit Points**

<table>
<thead>
<tr>
<th>Course</th>
<th>Total Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Course Allocation</td>
<td>86</td>
</tr>
<tr>
<td>Breakdown</td>
<td></td>
</tr>
<tr>
<td>Each Studio Unit</td>
<td>15 cp</td>
</tr>
<tr>
<td>Each Theory Unit</td>
<td>5 cp</td>
</tr>
</tbody>
</table>

**Course Modules**

Descriptions of modules may be found on pages 83-145.

**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.

**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 art-related fields. The course programme is structured around the following study categories:

(i) **Major Professional Study**

This forms the focal point of the programme. The student is able to select from a wide range of art practice areas which will appropriately complement the Major Professional Study.

(ii) **Support Study**

This study is selected from an art practice area which will appropriately complement the Major Professional Study.

(iii) **Studio Sessions**

This is an art practice time spent within various professional studies.

(iv) **Studio Seminars**

Seminars conducted to discuss aspects of art practice.

(v) **Art History**

The student is encouraged to participate in lecture/seminar situations where historical aspects of visual culture are discussed.

(vi) **Art Theory**

Aspects of art theory are discussed with relevant references to art practices.

**THE MODULAR STRUCTURE**

Studies are offered and administered as semester modules. To complete the BA (Visual Arts) programme a minimum of 131 credit points must be earned in the BA (Visual Arts) modules.

**BA (VISUAL ARTS) MODULES**

This table sets out the programme semester by semester.

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>VA1211 Studio Sessions</td>
<td>15</td>
</tr>
<tr>
<td>VA1251 Studio Seminars</td>
<td>2</td>
</tr>
<tr>
<td>VA1271 Art History</td>
<td>3</td>
</tr>
<tr>
<td>VA1281 Art Theory</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>23 cpts</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester 2</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>VA2241 Studio Sessions</td>
<td>15</td>
</tr>
<tr>
<td>VA2251 Studio Seminars</td>
<td>2</td>
</tr>
<tr>
<td>VA2271 Art History</td>
<td>3</td>
</tr>
<tr>
<td>VA2281 Art Theory</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>23 cpts</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester 3</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>VA3241 Studio Sessions</td>
<td>15</td>
</tr>
<tr>
<td>VA3251 Studio Seminars</td>
<td>1</td>
</tr>
<tr>
<td>VA3271 Art History</td>
<td>2</td>
</tr>
<tr>
<td>VA3281 Art Theory</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>20 cpts</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester 4</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>VA4241 Major Professional Study</td>
<td>15</td>
</tr>
<tr>
<td>VA4261 Support Study</td>
<td>3</td>
</tr>
<tr>
<td>VA4271 Art History</td>
<td>2</td>
</tr>
<tr>
<td>VA4281 Art Theory</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>22 cpts</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester 5</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>VA5241 Major Professional Study</td>
<td>15</td>
</tr>
<tr>
<td>VA5261 Support Study</td>
<td>3</td>
</tr>
<tr>
<td>VS2580 Art Business</td>
<td>2</td>
</tr>
<tr>
<td>VA5281 Dissertation</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>22 cpts</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester 6</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>VA6241 Major Professional Study</td>
<td>18</td>
</tr>
<tr>
<td>VA6281 Dissertation</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>21 cpts</td>
</tr>
</tbody>
</table>
**Graduate Diploma in Art**

**MAJOR STRANDS ARE SUBJECT TO STUDENT DEMAND**

The Graduate Diploma in Art course is designed to enable students to achieve high levels of artistic competence which are not normally anticipated within undergraduate programmes. Studies include historical, theoretical and critical considerations within a studio-oriented experience.

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

Each student is expected to prepare dynamic and aesthetic presentations in the Contextual Studies programme which examines contemporary art practice. A central issue is the placement of individual achievement and the end, formal group contact is kept to a minimum of six hours per week (average) when lectures and seminars take place. The student is expected to participate through the interchange of ideas. Another major aspect of the course is the one-hour personal tutorial where the individual student and members of staff discuss work in progress examining problems arising from the work.

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

- **Contextual Studies**: 90 hours per week (lecture or seminar)
- **Major Strand**: 54 hours per week (lecture or seminar)
- **Total**: 144 hours per week

**TOTAL CREDIT POINTS**: 131

**FIRST YEAR STUDIES**

The programme of studies for the First Year of the BA (Visual Arts) is designed to expose the student to a broad range of creative art experiences. Studio workshops are conducted to allow the student to select study areas relevant to the needs of the individual student. This gives the student an opportunity to explore problems within specific studio areas of the Department of Art. The relationships between creative art practice, theory and art history are explored. A student may select studio studies from the following art practice areas:

- **Painting**
- **Sculpture**
- **Photography**
- **Film and Video**
- **Illustration (Plant & Wildlife)**
- **Graphics**
- **Textiles**
- **Ceramics**
- **Illustration (Plant & Wildlife)**
- **Graphics**

*It should be noted that Graphics is not available as a major professional study in the course.*

**FIRST YEAR COURSE ALLOCATION**

<table>
<thead>
<tr>
<th>COURSE</th>
<th>CREDIT POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Painting</td>
<td>30</td>
</tr>
<tr>
<td>Sculpture</td>
<td>30</td>
</tr>
<tr>
<td>Photography</td>
<td>20</td>
</tr>
<tr>
<td>Film and Video</td>
<td>10</td>
</tr>
<tr>
<td>Illustration (Plant &amp; Wildlife)</td>
<td>10</td>
</tr>
<tr>
<td>Graphics</td>
<td>10</td>
</tr>
<tr>
<td>Textiles</td>
<td>10</td>
</tr>
<tr>
<td>Ceramics</td>
<td>10</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>80</strong></td>
</tr>
</tbody>
</table>

**SECOND YEAR STUDIES**

The second year of the BA (Visual Arts) is designed to enable the student to extend studies through one or various areas of creative art practice. The student is required to demonstrate the capacity for independent, self-directed work and a high degree of creative and imaginative work is expected. Current art practice is examined and contact with professional practitioners is encouraged.

**SECOND YEAR COURSE ALLOCATION**

<table>
<thead>
<tr>
<th>COURSE</th>
<th>CREDIT POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Painting</td>
<td>30</td>
</tr>
<tr>
<td>Sculpture</td>
<td>30</td>
</tr>
<tr>
<td>Photography</td>
<td>20</td>
</tr>
<tr>
<td>Film and Video</td>
<td>10</td>
</tr>
<tr>
<td>Illustration (Plant &amp; Wildlife)</td>
<td>10</td>
</tr>
<tr>
<td>Graphics</td>
<td>10</td>
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<tr>
<td>Textiles</td>
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<tr>
<td>Ceramics</td>
<td>10</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>80</strong></td>
</tr>
</tbody>
</table>

**THIRD YEAR STUDIES**

The programme of studies for the Third Year of the BA (Visual Arts) is designed to encourage individual creative development in an area of studio practice with expert guidance from staff and visiting specialists.

**THIRD YEAR COURSE ALLOCATION**

<table>
<thead>
<tr>
<th>COURSE</th>
<th>CREDIT POINTS</th>
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</thead>
<tbody>
<tr>
<td>Painting</td>
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<td>Ceramics</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>80</strong></td>
</tr>
</tbody>
</table>

**TOTAL CREDIT POINTS**: 131
## Module Descriptions

<table>
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<th>Module Description</th>
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<td>AE</td>
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<tr>
<td>VA</td>
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<td>SC</td>
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<tr>
<td>SS</td>
<td>138</td>
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<tr>
<td>SE</td>
<td>144</td>
</tr>
<tr>
<td>- Teacher Librarianship (refer next page)</td>
<td>145</td>
</tr>
</tbody>
</table>
### Module Descriptions

**Information**

The information contained herein is correct as at October, 1983 however some changes may be effected after this date.

**Coding of Modules**

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

- VA = Visual Arts
- MM = Mathematics
- MU = Music Education
- PE = Physical Education
- ED = Education
- SC = Science Education
- SS = Social Sciences
- SW = Social Welfare
- IA = Industrial Arts
- ID = Interdepartmental
- LA = Languages
- MS = Multicultural Studies
- MJ = Music Education

#### Code Structure

- **0:0** indicates 0 hours per week in Semester 0
- **0:3** indicates 3 hours per week in Semester 0
- **3:0** indicates 3 credit points at 1st level
- **3:3** indicates 3 hours per week for one year
- **3 - 3rd level** indicates 3rd level 3 credit points
- **3SS** indicates 3 credit points in Social Science modules at any level
- **3ST** indicates 3 credit points in Social Studies modules at any level
- **3PI** indicates 3 credit points in Primary Education modules
- **3SE** indicates 3 credit points in Secondary Education modules
- **3TP** indicates 3 credit points in Teacher Education modules

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

### Nature and Availability of Modules

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

- **A** before brackets indicates Automated Information Processing
- **E** before brackets indicates Early Childhood
- **F** before brackets indicates Foundation Studies
- **G** before brackets indicates Generally available
- **P** before brackets indicates Primary
- **PC** before brackets indicates Police Studies
- **PE** before brackets indicates Physical Education
- **S** before brackets indicates Social Welfare
- **SW** before brackets indicates Social Welfare
- **T** before brackets indicates T.A.F.E. (Technical and Further Education)
- **NA** indicates that the module is Not available in 1983
- **(0:0)** indicates 0 hours per week in Semester I
- **(0:3)** indicates 3 hours per week in Semester II
- **(3:0)** indicates 3 hours per week in Semester I
- **(3:3)** indicates 3 hours per week in Semester II
- **(3:1)** indicates 3 hours per week in Semester I or II
- **(3:4)** indicates 3 hours per week for one year
- **3p** indicates 3 credit points at 1st level
- **3d** indicates 3 credit points in Education at 2nd level
- **E** before brackets indicates Education
- **L** before brackets indicates Education
- **S** before brackets indicates Social Science
- **T** before brackets indicates Teacher Education

**Prerequisite:** Where a particular module is cited the code number is used otherwise the following abbreviations are used:

- **3g** indicates 3 credit points at 1st level
- **3d** indicates 3 credit points in Education at 2nd level
- **E** indicates Education
- **L** indicates Education
- **S** indicates Social Science
- **T** indicates Teacher Education

**Corequisite:** Where a conjunctive module is cited the code number is used. The conjunctive is located adjacent to the conjunctive

### Listing of Modules

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
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<tbody>
<tr>
<td>PE</td>
<td>Physical Education</td>
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<tr>
<td>SC</td>
<td>Science Education</td>
</tr>
<tr>
<td>SS</td>
<td>Social Sciences</td>
</tr>
<tr>
<td>ED</td>
<td>Education</td>
</tr>
<tr>
<td>EN</td>
<td>English</td>
</tr>
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</tr>
<tr>
<td>IA</td>
<td>Industrial Arts</td>
</tr>
<tr>
<td>ID</td>
<td>Interdepartmental</td>
</tr>
<tr>
<td>LA</td>
<td>Languages</td>
</tr>
<tr>
<td>MA</td>
<td>Mathematics</td>
</tr>
<tr>
<td>MS</td>
<td>Multicultural Studies</td>
</tr>
<tr>
<td>MJ</td>
<td>Music Education</td>
</tr>
</tbody>
</table>

### Advanced Teaching Method

**ED4001 OPEN METHODS OF TEACHING**

- **(0:3)** 3 credit points in Education at 1st level
- **(0:0)** indicates 0 hours per week in Semester I
- **(0:3)** indicates 3 hours per week in Semester II
- **(3:0)** indicates 3 hours per week in Semester I
- **(3:3)** indicates 3 hours per week in Semester II
- **(3:1)** indicates 3 hours per week in Semester I or II
- **(3:4)** indicates 3 hours per week for one year
- **3p** indicates 3 credit points at 1st level
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- **E** before brackets indicates Education
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- **S** before brackets indicates Social Science
- **T** before brackets indicates Teacher Education

**Corequisite:** Where a conjunctive module is cited the code number is used. The conjunctive is located adjacent to the conjunctive

### Advanced Teaching Method

**ED4001 STANDARD METHODS OF TEACHING**

- **(0:3)** 3 credit points in Education at 1st level
- **(0:0)** indicates 0 hours per week in Semester I
- **(0:3)** indicates 3 hours per week in Semester II
- **(3:0)** indicates 3 hours per week in Semester I
- **(3:3)** indicates 3 hours per week in Semester II
- **(3:1)** indicates 3 hours per week in Semester I or II
- **(3:4)** indicates 3 hours per week for one year
- **3p** indicates 3 credit points at 1st level
- **3d** indicates 3 credit points in Education at 2nd level
- **E** before brackets indicates Education
- **L** before brackets indicates Education
- **S** before brackets indicates Social Science
- **T** before brackets indicates Teacher Education

**Corequisite:** Where a conjunctive module is cited the code number is used. The conjunctive is located adjacent to the conjunctive

### Advanced Teaching Method

**ED4001 SELECTED METHODS OF TEACHING**

- **(0:3)** 3 credit points in Education at 1st level
- **(0:0)** indicates 0 hours per week in Semester I
- **(0:3)** indicates 3 hours per week in Semester II
- **(3:0)** indicates 3 hours per week in Semester I
- **(3:3)** indicates 3 hours per week in Semester II
- **(3:1)** indicates 3 hours per week in Semester I or II
- **(3:4)** indicates 3 hours per week for one year
- **3p** indicates 3 credit points at 1st level
- **3d** indicates 3 credit points in Education at 2nd level
- **E** before brackets indicates Education
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- **S** before brackets indicates Social Science
- **T** before brackets indicates Teacher Education

**Corequisite:** Where a conjunctive module is cited the code number is used. The conjunctive is located adjacent to the conjunctive

### Advanced Teaching Method

**ED4001 ADVANCED METHODS OF TEACHING**

- **(0:3)** 3 credit points in Education at 1st level
- **(0:0)** indicates 0 hours per week in Semester I
- **(0:3)** indicates 3 hours per week in Semester II
- **(3:0)** indicates 3 hours per week in Semester I
- **(3:3)** indicates 3 hours per week in Semester II
- **(3:1)** indicates 3 hours per week in Semester I or II
- **(3:4)** indicates 3 hours per week for one year
- **3p** indicates 3 credit points at 1st level
- **3d** indicates 3 credit points in Education at 2nd level
- **E** before brackets indicates Education
- **L** before brackets indicates Education
- **S** before brackets indicates Social Science
- **T** before brackets indicates Teacher Education

**Corequisite:** Where a conjunctive module is cited the code number is used. The conjunctive is located adjacent to the conjunctive

### Advanced Teaching Method

**ED4001 EXTENDED METHODS OF TEACHING**

- **(0:3)** 3 credit points in Education at 1st level
- **(0:0)** indicates 0 hours per week in Semester I
- **(0:3)** indicates 3 hours per week in Semester II
- **(3:0)** indicates 3 hours per week in Semester I
- **(3:3)** indicates 3 hours per week in Semester II
- **(3:1)** indicates 3 hours per week in Semester I or II
- **(3:4)** indicates 3 hours per week for one year
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- **3d** indicates 3 credit points in Education at 2nd level
- **E** before brackets indicates Education
- **L** before brackets indicates Education
- **S** before brackets indicates Social Science
- **T** before brackets indicates Teacher Education

**Corequisite:** Where a conjunctive module is cited the code number is used. The conjunctive is located adjacent to the conjunctive

### Advanced Teaching Method

**ED4001 INDEPENDENT METHODS OF TEACHING**

- **(0:3)** 3 credit points in Education at 1st level
- **(0:0)** indicates 0 hours per week in Semester I
- **(0:3)** indicates 3 hours per week in Semester II
- **(3:0)** indicates 3 hours per week in Semester I
- **(3:3)** indicates 3 hours per week in Semester II
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- **3p** indicates 3 credit points at 1st level
- **3d** indicates 3 credit points in Education at 2nd level
- **E** before brackets indicates Education
- **L** before brackets indicates Education
- **S** before brackets indicates Social Science
- **T** before brackets indicates Teacher Education

**Corequisite:** Where a conjunctive module is cited the code number is used. The conjunctive is located adjacent to the conjunctive
The development of a working knowledge of the fundamentals of structuring form and colour in 2-3 dimensions.

AT112 BASIC DESIGN
(4-0) 3 cps
S, Si, Prerequisite AT111
An extension of AT112.

AT116 DRAWING
(4-0) 3 cps
S, Si, Prerequisite AT115
The development of basic perceptual and manipulative skills in using both technical and experimental approaches to drawing media.

AT117 DRAWING
(4-0) 3 cps
S, Si, Prerequisite AT116
An extension of AT116.

AT122, AT123 PAINTING
(4-0), (4-0) 3 cps per module
S, Si, Prerequisite AT122 or AT123
These modules are designed to develop perceptual and manipulative skills in painting through the examination of form, space, concepts and techniques from painting movements.

AT127, AT128 JEWELLERY
(2-0), (3-1) 3 cps per module
S, Si, Prerequisite AT127 or AT128
These modules seek to develop creative concepts within the discipline of jewellery and to present a range of technical knowledge and conceptual ideas.

AT172, AT173 PHOTOGRAPHY
(4-0), (4-0) 3 cps per module
S, Si, Prerequisite AT172 or AT173
These modules explore the creative and communicative aspects of photography through selected focus techniques, selected themes, photography and the study of Australian and International photographers.

AT361 HISTORY OF ART
(3-1) 3 cps
S, Si, Prerequisite AT360
The exploration of historical and contemporary art through advanced research and development, including the study of various artists, movements and styles.

AT342, AT343 PRINTMAKING
(4-0),(4-0) 3 cps per module
S, Si, Prerequisite AT342 or AT343
These modules enable Bachelor of Education (Art) students to develop a professional level of competence in printmaking. Both modules may be undertaken simultaneously; however, AT343, an independent studio module, is NOT compulsory, as confirmed by the B.Ed.(Art) course programme requirements.

AT334 SCULPTURE
(4-0) 3 cps
S, Si, Prerequisite AT333
An extension of AT332 with an emphasis placed upon developing an active awareness of contemporary issues in sculpture.

AT322, AT323 CERAMICS
(4-0),(4-0) 3 cps per module
S, Si, Prerequisite AT322 or AT323
These modules enable Bachelor of Education (Art) students to develop a professional level of competence in ceramics. Both modules may be undertaken simultaneously, however, AT323, an independent studio module, is NOT compulsory, as confirmed by the B.Ed.(Art) course programme requirements.

AT332, AT333 SCULPTURE
(4-0),(4-0) 3 cps per module
S, Si, Prerequisite AT332 or AT333
These modules enable Bachelor of Education (Art) students to develop a professional level of competence in sculpture. Both modules may be undertaken simultaneously; however, AT333, an independent studio module, is NOT compulsory, as confirmed by the B.Ed.(Art) course programme requirements.

AT334, AT335 SCULPTURE
(4-0),(4-0) 3 cps per module
S, Si, Prerequisite AT334 or AT335
These modules enable Bachelor of Education (Art) students to develop a professional level of competence in sculpture. Both modules may be undertaken simultaneously; however, AT335, an independent studio module, is NOT compulsory, as confirmed by the B.Ed.(Art) course programme requirements.

AT322, AT323 CERAMICS
(4-0),(4-0) 3 cps per module
S, Si, Prerequisite AT322 or AT323
These modules enable Bachelor of Education (Art) students to develop a professional level of competence in ceramics. Both modules may be undertaken simultaneously, however, AT323, an independent studio module, is NOT compulsory, as confirmed by the B.Ed.(Art) course programme requirements.

AT332, AT333 SCULPTURE
(4-0),(4-0) 3 cps per module
S, Si, Prerequisite AT332 or AT333
These modules enable Bachelor of Education (Art) students to develop a professional level of competence in sculpture. Both modules may be undertaken simultaneously; however, AT333, an independent studio module, is NOT compulsory, as confirmed by the B.Ed.(Art) course programme requirements.

AT334, AT335 SCULPTURE
(4-0),(4-0) 3 cps per module
S, Si, Prerequisite AT334 or AT335
These modules enable Bachelor of Education (Art) students to develop a professional level of competence in sculpture. Both modules may be undertaken simultaneously; however, AT335, an independent studio module, is NOT compulsory, as confirmed by the B.Ed.(Art) course programme requirements.

AT322, AT323 CERAMICS
(4-0),(4-0) 3 cps per module
S, Si, Prerequisite AT322 or AT323
These modules enable Bachelor of Education (Art) students to develop a professional level of competence in ceramics. Both modules may be undertaken simultaneously, however, AT323, an independent studio module, is NOT compulsory, as confirmed by the B.Ed.(Art) course programme requirements.

AT332, AT333 SCULPTURE
(4-0),(4-0) 3 cps per module
S, Si, Prerequisite AT332 or AT333
These modules enable Bachelor of Education (Art) students to develop a professional level of competence in sculpture. Both modules may be undertaken simultaneously; however, AT333, an independent studio module, is NOT compulsory, as confirmed by the B.Ed.(Art) course programme requirements.

AT334, AT335 SCULPTURE
(4-0),(4-0) 3 cps per module
S, Si, Prerequisite AT334 or AT335
These modules enable Bachelor of Education (Art) students to develop a professional level of competence in sculpture. Both modules may be undertaken simultaneously; however, AT335, an independent studio module, is NOT compulsory, as confirmed by the B.Ed.(Art) course programme requirements.
Art Education

AE1001 ART MEDIA WORKSHOP I
P3:3-3
The student will gain introductory experience in practical art activities of the child centered in an open studio environment. Students may select from such subjects as two dimensional studies, three dimensional studies, printmaking, techniques, and applied design.

AE1004 ART EDUCATION: 2D ART
P3:3-3
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.

AE1005 THREE DIMENSIONAL ART
P3:3-3
Opportunity to develop personal art ability through a range of 3D art experiences which might include sculptural processes in a variety of media, jewellery making and fibre construction.

AE1105 ARTISTS AND VISUAL EDUCATION I PRIMARY SCHOOL STUDIES
G2:2-3
This module will bring the student to a heightened awareness of the visual arts through a study of concepts, influences, materials and styles which might include artistic processes in a variety of classroom application.

AE1106 FOUNDATION STUDIES: EARLY CHILDHOOD ART PRIMARY SCHOOL STUDIES
G2:2-3
A compulsory module designed to equip the student with a basic introduction to the teaching of art at the primary level. It will involve a study of child development.

AE1152 FILM AND VIDEOTAPE I
S2:3-3
The planning, production and presentation of videotaped and filmed material using basic techniques.

AE1153 STRUCTURED ART EXPERIENCES FOR PROGRESSIVE DEVELOPMENT
S0:3-2
A comparative analysis of art curricula and consideration of the needs and requirements for planning lessons and organising progressive programmes of art activities suitable for the needs of children.

AE1156 CONCEPT DEVELOPMENT AND TECHNIQUES IN THE TEACHING OF TWO DIMENSIONAL ART FORMS
S2:3-3
The study of art methodology as a means of presenting subject content to children with varying levels of skill and intellectual development. Students will be assisted to:

(i) identify and analyse the difficulties of individuals in both conceptual and practical experiences in art so that step-developments programmes of work can be organized to specialise needs.

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

(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.

AE1158 PRINTMAKING TECHNIQUES IN RELATION TO TEACHING ART IDEAS AS ART MEDIA IN THE SCHOOL SITUATION
G2:2-2
The encouragement of the use of printmaking as creative art media in the schools. Various techniques and materials suitable for schools and different age groups to be explored.

AE1185 THREE DIMENSIONAL ART
P3:3-3
Students develop some of the 3D concepts and skills gained in the AE4004 module and are encouraged to attempt some self-initiated (lecture approved) projects.

AE2006 TWO DIMENSIONAL ART
P3:3-3 AE1004
To develop the student's responses of the 2D concepts and skills gained in the AE1004 module and to encourage students to attempt some self-initiated (lecture approved) projects.

AE2007 THREE DIMENSIONAL ART
P3:3-3 AE2006
Students develop some of the 3D concepts and skills gained in the AE1005 module and are encouraged to attempt some self-initiated (lecture approved) projects.

AE2105 ARTISTS AND VISUAL EDUCATION II
G2:3-3
To bring the student to a heightened awareness of the visual arts through a study of concepts, influences, materials and styles while maintaining a method emphasis by concentrating upon classroom application.

AE2252 FILM AND VIDEOTAPE II
S2:3-3
Experiences in the nature of film-making, following specific limitations, will enable the student to respond expressively to the moving image created at an individual level.

AE2257 CONCEPT DEVELOPMENT AND TECHNIQUES IN THREE DIMENSIONAL ART FORMS
S4:4-3 SAE1
Experiences designed to provide an awareness of the 3D aspects of the material world and to enable the student to respond expressively to the world around them.

AE2258 TEACHING METHODOLOGY RELATED TO PHOTOGRAPHY AND FILM-MAKING
S2:3-2 SAE1
Procedures necessary to initiate and develop in students the capacity to be able to foster in their pupils the ability to conceive, clarify and produce their own three dimensional arts forms.

AE2259 METHODS OF TEACHING ART HISTORY: A RATIONALE
S0:3-2 SAE1
Designed to assist the student in understanding the variety of methods and approaches for teaching the History of Art content to children in the school.

AE2260 TWO DIMENSIONAL ART
GB:3-3 AE2006
A student in this module is expected to plan and present for approval an individual programme of 2D work in his/her area of expertise or interest. The full semester is devoted to developing projects related to the approved theme/s.

AE2270 THREE DIMENSIONAL ART
GB:3-3 AE2007
A student in this module is expected to plan and present for approval an individual programme of 3D work in his/her area of expertise or interest. The full semester is devoted to developing projects related to the approved theme/s.

AE2275 FILM AND VIDEOTAPE III
S2:3-3 SAE1
Experiences designed to make future art educators aware of their professional responsibilities in the area of film and video as development of improved environment through art and environment design will be studied.

AE2277 CONCEPT DEVELOPMENT AND TECHNIQUES IN TEACHING APPLIED THREEDIMENSIONAL ART FORMS
S3:3-3 SAE1
Experiences designed to develop in students the capacity to be able to foster in their pupils the ability to conceive, clarify and produce their own three dimensional arts forms, viz. model making, jewellery, home planning, interior and exterior design and furniture design.

AE2285 THE ART EDUCATOR: PROFESSIONAL RESPONSIBILITIES AND PRACTICE
S3:3-2 SAE1
To make future art educators aware of their professional responsibilities in the field of Art Education.

AE2299 ADVANCED METHODS OF TEACHING ART HISTORY
S3:0-3 SAE1
Aspects to assist students develop their ability to devise and implement a conceptually framed approach to the teaching of Art History and to investigate a variety of philosophical approaches to the content of Art History at Secondary School level.

AE3000 PROJECT
S0:3-2 SAE1
An investigation into an aspect of Secondary School Education through the arts.

AE3041 ART I/P: ART CURRICULUM STUDIES
S0:3-0
A brief introduction to the skills, materials, resources, thought processes and objectives of education through art. Students will gain an insight into the nature of child growth in relation to the child's visual and tactile expression.

AE3074 SECONDARY ART EDUCATION - THE TEACHING OF THREE DIMENSIONAL ART FORMS
S0:2-2
Teaching methodology and educational goals in relation to sculpture, ceramics, fibre construction.

AE3075 SECONDARY ART EDUCATION - PAINTING AND PRINTMAKING
S0:2-2
Application of concepts, processes and techniques through relevant materials, methods and practices to the child's level of experience.

AE3076 SECONDARY ART EDUCATION - FILM AND PHOTOGRAPHY
S0:2-2
Directions for possibilities for the expressive potential of the medium through experimentation at the secondary school level.

AE4077 SECONDARY ART EDUCATION: PROGRAMMING, SYLLABUS, CURRICULUM STUDIES
S0:3-2
Introduction to the concepts and procedures involved in the planning of study units in art for high schools.

AE4078 SECONDARY ART EDUCATION: PHILOSOPHY OF ART EDUCATION, SCHOOL ORGANISATION AND ADMINISTRATION
S0:3-3
Introduction to the philosophy of Art Education with reference to developments in Australia, America, U.K., and Europe. The study aspects of school organisation and art administration and awareness of issues of professional responsibility in art education.

AE4079 SECONDARY ART EDUCATION: ART HISTORY
S0:3-2
To provide an understanding of the basic methodological options for approaching art history and the integration of art history/art appreciation with practical areas of the curriculum.

AE4083 ART THERAPY (B.Ed.Art)
S0:3-3
To identify significant differences in child art development between the products of a normal child, the exceptional child and children with various forms of abnormality. Students will also work in the field of art used as a form of therapy.

AE4084 EDUCATIONAL STUDIES: EDUCATION AND THE INTERNATIONALISATION OF ART
S0:3-3
An examination of certain problems facing art education today.

AE4085 VISUAL EDUCATION (B.Ed.Art)
S0:3-3 AE
To develop sensitivity to the board spectrum of visual communications, analyse the media employed and focus in particular on the evaluation of visual teaching aids and their use. Practical work includes the production of visuals.

AE4086 GROWTH DEVELOPMENT AND RESEARCH IN ART EDUCATION (B.Ed.Art)
S0:3-3 AE
A basic growth and development of Art Education with specific attention to the European, American, Australian and Australasian situations.
Arts and Crafts

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

VA1101 GENERAL FORMER I (2-5)
Provides a forum for discussion for all students of the course and equips them with the basic knowledge of the history of the art forms they are studying. Stress will be placed upon appreciation and analysis.

VA1102 GENERAL FORMER II (2-5)
Prerequisite VA1101
Provides a forum for discussion for all students of the course and equips them with the basic knowledge of the history of the art forms they are studying. Stress will be placed upon appreciation and analysis.

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.

VA1211 PAINTING AND DRAWING - ADV I (6-7-9)
Prerequisite VA1120
Initiates development of personal ideas and feelings in painting and drawing. Develops skills related to the student's personal expression of an idea or feeling.

VA1450 CERAMICS - BASIC (6-7-9)
Heightens students awareness of ceramics as a means of creative expression. Exposes students to the broad technological field of ceramics, so that they may execute their intentions successfully in clay. To examine contemporary theory and related art forms with a vew to perceiving new ceramic works in the tradition of clay.

VA1511 CERAMICS - ADV I (6-7-9)
Prerequisite VA1510
Conveys skill and expression in a creative situation. Continues the analysis of the history of ceramics. Relates drawing and design to the decoration of ceramics.

VA1570 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.

VA1711 PHOTOGRAPHY - ADV I (6-7-9)
Prerequisite VA1170
Develops further understanding of the potential of photography as a creative medium. Students knowledge of the aesthetic traditions of photography through an examination of classic works.

VA1710 PHOTOGRAPHY - ADV II (6-7-9)
Prerequisite VA1171
Develops and explores further the photographic process by establishing a relationship between concepts and the final photographic image. Imparts an awareness of photographic aesthetics, includes an introduction to the principles and theories of colour vision and reproduction.

VA1810 TELEVISION AND VIDEO - ADV II (6-7-9)
Prerequisite VA2181
Expands on current trends in television and video. Refers to children's television and the role of television in society and further encourages creative experimentation.

VA1910 TEXTILES - APPLIED DECORATION - ADV I (6-7-9)
Prerequisite VA1191
Further establishes standard of professional excellence in both black and white and colour photography. It also establishes the interrelationships between history of photography and art.

VA1911 TEXTILES - APPLIED DECORATION - ADV II (6-7-9)
Prerequisite VA2191
Further establishes standard of professional excellence in both black and white and colour photography. It also establishes the interrelationships between history of photography and art.

VA2180 TELEVISION AND VIDEO - ADV I (6-7-9)
Prerequisite VA1280
Introduces photography as a creative art form. Provides a basic understanding of the aesthetic traditions of photography through an examination of classic works.

VA2190 TEXTILES - APPLIED DECORATION - ADV II (6-7-9)
Prerequisite VA2190
Introduces photography as a creative art form. Provides a basic understanding of the aesthetic traditions of photography through an examination of classic works.

VA2211 ART AND CRAFT: THEORETICAL PERSPECTIVES (2-3-5)
Extends understanding of the basic theoretical structures for art and craft from a psychological, philosophical and sociological viewpoint.

VA2220 PRINTMAKING AND DRAWING - ADV I (6-7-9)
Prerequisite VA2211
Develops the students ability to assess and analyse their work and imparts an understanding of the sociology of art as a helpful background to the students development as an independent painter and draughtsman.

VA2270 FALL ARTS AND CRAFTS: THEORETICAL PERSPECTIVES (15-15)
Provides students with the necessary information and understanding to enable the students to produce video products which demonstrate a degree of originality.

VA2280 TELEVISION AND VIDEO - ADV I (6-7-9)
Prerequisite VA2280
Further establishes standard of professional excellence in both black and white and colour photography. It also establishes the interrelationships between history of photography and art.

VA2290 TEXTILES - APPLIED DECORATION - ADV II (6-7-9)
Prerequisite VA2290
Further establishes standard of professional excellence in both black and white and colour photography. It also establishes the interrelationships between history of photography and art.

VA2410 STUDIO SEMINARS (11-12 SL SI)
An extension of the studio work pattern. Students discuss seminar papers or aspects of concern in the visual arts.

VA2424 ART HISTORY (15-15)
A continuation of studies undertaken in Semester I. A further historical study of western visual arts.

VA2425 STUDIO SEMINARS (1-12 SL SI)
An introduction to aspects of art theory pertaining to studio art practice.

VA2431 STUDIO SEMINARS (15-15) Full Time for Part-Time Students
Prerequisite VA2421
Further studies in art theory and practice.

VA2432 STUDIO SEMINARS (15-13) Sl Full Time for Part-Time Students
Prerequisite VA2421
An introduction to aspects of art theory pertaining to studio art practice.

VA2433 STUDIO SEMINARS (15-13) SI
Further studies in art theory and practice.

VA2434 STUDIO SEMINARS (15-13) SI
Further studies in art theory and practice.

VA2435 STUDIO SEMINAR (1-1) SI
This module is related to studio art practice. Aspects of interest and concern are presented through seminar papers.

VA2440 ART HISTORY (15-15)
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
5. The History and Theory of Photography
6. Film Genres
7. Australian Film
8. Women in Art

B.A. Visual Arts
Education

Students who commenced a course before 1981 should refer to the relevant calendar for module details.

**EID101 SENSITIVITY TO OTHERS**
G3:33
The student will develop personal techniques to understand self, cope with emotions, and to interact with others.

**EID101 BASIC ISSUES IN EDUCATION**
G3:33
Definition of concepts related to the educational process and critical analysis of controversial educational issues, with a view to students clarifying their own educational philosophy.

**ED2801 PLANNING AND PRODUCING AUDIO-VISUAL**
(13) TECHNIQUES
This module will be presented at enrolment. The contents of the above module will be presented at enrolment.

**ED2001 CHILD DEVELOPMENT (ADOLESCENCE)**
G3:33
The biological, social, cognitive and emotional factors which influence in the development of adolescents are considered.

**ED2004 HUMAN BEHAVIOUR—MAKING AN INDIVIDUAL**
G3:33
This module provides an introduction to the study of human behavior complemented by psychological and sociological studies.

**ED2005 PSYCHOLOGY FOR SOCIAL WELFARE**
SW4:34
This course gives emphasis to the psychology of human relationship and communication. In addition it conveys something of the scientific basis of the study of human nature.

**ED2009 ORIENTATION TO TEACHING**
G3:33
This course will assist students to prepare for their initial practice teaching session by introducing them to some basic ideas on lesson planning, classroom teaching techniques and classroom management in general.

**ED2101 PSYCHOSOCIAL ASPECTS OF ILLNESS**
G3:33
This module is designed to cause the nurse to consider the implications of illness and its socialization for the individual and the family with respect to the psychosocial aspects of life. In addition, the health agencies and/or modes of support are examined.

**ED2101 CAREERS EDUCATION ACTIVITIES**
G3:33
This will embrace the practical application of theoretical concepts concerned with entry into the workforce and a knowledge of relevant referral agencies.

**ED2001 PHILOSOPHY AND CURRICULUM IN EARLY CHILDHOOD EDUCATION**
EC3:33
This module is concerned with theoretical foundations for curriculum development. Practice will be given in designing appropriate programs.

**ED2002 PLAY IN EARLY CHILDHOOD EDUCATION**
EC3:33
This study is concerned with the development of play and its functions in the psychological, social, cognitive, emotional and language growth of the child.

**ED2011 STRESS AND GROWING**
G3:33
Students will gain an understanding of factors associated with stress generally and in the context of the school. Study will also focus on procedures to minimize stress.

**ED2012 DEVELOPMENT THROUGH LIFE**
G3:33
The student will gain an increased understanding of the factors affecting the interaction between persons and the social environment.

**ED2001 TEACHING/LEARNING PROCESS**
G3:33
The processes of teaching and their relationship to learning outcomes in the classroom are studied by an examination of the major phases of the teaching process and the roles and methods of teaching in the classroom.

**ED2003 ISSUES AND PATTERNS IN CURRICULUM DEVELOPMENT**
G3:33
This module provides a basis for practical social work undertaken in areas of specialization.

**ED2005 CRITICAL PROBLEMS FOR THE CLASSROOM TEACHER**
G3:33
This course is intended as a practical extension of the theoretical ideas given in the Child Development modules and a desirable complement to the first and second year course.

**ED2001 ADOLESCENT DEVELOPMENT**
G3:33
An examination of the basic principles of human development will be provided as a foundation for a study of the adolescent problems generally and in school.

**ED2002 TEACHING/LEARNING IN THE MAIN STREAM CLASS**
G3:33
Students will be involved in experiences associated with the design, implementation and assessment of teaching strategies.

**ED2003 TEACHING/LEARNING IN THE MAIN STREAM CLASS**
G3:33
This course will provide students with some knowledge of the nature and ranges of differences likely to occur among children in the regular class and of a variety of alternative approaches to cater for these differences.

**ED2004 INTRODUCTION TO HUMAN DEVELOPMENT**
G3:33
The student will make a psychological study for human life span development with special emphasis on the period associated with pre-puberty, infancy and early childhood.

**ED2001 MIND AND BODY**
G3:33
This module will examine the meaning of the concepts of motivation and morale to the determinants and complexity of human behavior and the application of these to theories of management. Special emphasis will be made of the questions of the relevance of motivation and morale to selected professional practices.

**ED2001 SCHOOL & SOCIETY (DIPLOMA)**
G3:33
This module will examine the meaning of the concepts of motivation and morale to the determinants and complexity of human behavior and the application of these to theories of management. Special emphasis will be made of the questions of the relevance of motivation and morale to selected professional practices.
ED4708 PARENTS, CHILDREN AND THE COMMUNITY

This module will develop an awareness of the abilities and values of persons from different life styles and especially from life styles modified by misfortune.

ED4709 DEVELOPMENT OF OCCUPATIONAL AWARENESS

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

ED4801 PSYCHOLOGY AND THE ATHLETE

This module is designed to extend the interpersonal and counselling skills of persons whose functions include helping relationships and some personal relevance under the jurisdiction of the Department of Education and the department offering the students enrolment.

ED4802 MOTIVATION

This module is designed to promote an awareness of the possible outcomes of different life styles and especially from life styles modified by misfortune.

ED4803 CURRICULUM DEVELOPMENT

This module examines the possible outcomes from the context of the school through practical observations and case studies.

ED4804 CURRENT ISSUES IN EDUCATION

This module is designed to develop an awareness of the nature of helping relationships and some competency in making helpful contacts. Practical aspects will also be considered.

ED4805 LEADERSHIP

This module is designed to develop an awareness of the possible outcomes from the context of the school through practical observations and case studies.

ED4806 THE TEACHING OF READING: A PSYCHOLOGICAL ANALYSIS

This module will introduce the student to a variety of topics of current research interests. Compulsory for B.Ed. (Early Childhood, and physically handicapped children. Students may opt to specialise.

ED4815 ASSESSMENT PROCEDURES IN THE SECONDARY SCHOOL

Modification of the basic principles and practices of curriculum development in the specific area of interest.

ED4817 THE APPLICATION OF ORGANISATIONAL THEORY TO EDUCATION

This module is designed to assist the student to understand and interpret the problems of school administration and to provide a theoretical background conducive to their solution.

ED4818 OBJECTIVES AND EVALUATION IN EDUCATION

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

ED4819 INTERPERSONAL RELATIONS & COMMUNICATION SKILLS

This module is designed to assist the student to understand and interpret the problems of school administration and to provide a theoretical background conducive to their solution.

ED4820 EDUCATIONAL ADMINISTRATION

This module is designed to assist the student to understand and interpret the problems of school administration and to provide a theoretical background conducive to their solution.

ED4821 PHILosophies of education

This module is designed to assist the student to understand and interpret the problems of school administration and to provide a theoretical background conducive to their solution.

ED4822 AIMS AND VALUES OF AUSTRALIAN EDUCATION

This module is designed to assist the student to understand and interpret the problems of school administration and to provide a theoretical background conducive to their solution.

ED4823 ESSAY

This module is designed to assist the student to understand and interpret the problems of school administration and to provide a theoretical background conducive to their solution.

ED4824 THE ADOLESCENT AND EDUCATION

This module is designed to assist the student to understand and interpret the problems of school administration and to provide a theoretical background conducive to their solution.

ED4825 PERCEPTION

This module is designed to assist the student to understand and interpret the problems of school administration and to provide a theoretical background conducive to their solution.

ED4826 EDUCATIONAL INQUIRY

This module is designed to assist the student to understand and interpret the problems of school administration and to provide a theoretical background conducive to their solution.

ED4827 FIFTH ADVANCES IN CHILD DEVELOPMENT

This module is designed to assist the student to understand and interpret the problems of school administration and to provide a theoretical background conducive to their solution.

ED4828 CHILD DEVELOPMENT - PERSONALITY AND SELF CONCEPT

This module is designed to assist the student to understand and interpret the problems of school administration and to provide a theoretical background conducive to their solution.

ED4829 CHILD DEVELOPMENT - INTELLECTUAL GROWTH

This module is designed to assist the student to understand and interpret the problems of school administration and to provide a theoretical background conducive to their solution.
Education — T.A.F.E. (Technical and Further Education)

ON CAMPUS MODULES*

**ET1000 SPECIAL METHOD 1 PRE-SERVICE**
T2/2
See ET2000 for module description.

**ET1020 PRACTICAL EXPERIENCE 1 PRE-SERVICE**
T3+34
Ongoing supervised practice teaching conducted in another teacher's classroom.

**ET1050 SPECIAL METHOD 2 PRE-SERVICE**
T2+294
See ET2000 for module description.

**ET2000 SPECIAL METHOD 1 IN-SERVICE**
T2+294
Special Method Courses are conducted to meet the requirements of the individual's subject specialisation.

**ET2020 PRACTICAL EXPERIENCE 1 IN-SERVICE**
T2+287
Ongoing supervised practice teaching conducted in the trainee teacher's classroom.

**ET2002 PRACTICAL EXPERIENCE 1 IN-SERVICE**
T1+126
Ongoing supervised practice teaching conducted in the trainee teacher's classroom.

**ET2026 PRACTICAL EXPERIENCE 2 IN-SERVICE**
T16+156
Ongoing supervised practice teaching conducted in the trainee teacher's classroom.

**ET2050 SPECIAL METHOD 2**
T1+12
See ET2000 above for module description.

**ET2110 PLANNING SKILLS**
T2+23
Students will develop competence in systematic procedures for lesson planning and will be expected to apply these to their ongoing teaching.

**ET2120 EVALUATION SKILLS**
T2+23
Students will critically examine assessment as it affects the individual teacher's role within particular schools in technical and further education. Students will also develop appropriate test instruments and will acquire proficiency in methods employed in test item validation.

**ET2130 STUDENTS AND TEACHERS IN T.A.F.E.**
T2+23
This module will examine the special characteristics and diversity of students in T.A.F.E. and will particularly develop an understanding of the young worker at college and the predicament of students in the context of continuing education. The course will also address itself to the requirements of recent T.A.F.E. provision for special groups, e.g. pre-apprenticeship student; minorities.

**ET2150 ISSUES IN T.A.F.E.**
T2+23
This module will examine the major concerns of T.A.F.E. in the 80's and the systems responsiveness to change. It will seek to chart directions for development and students will be encouraged to explore, through comparative study, the potential of general trends, e.g. of the job provision.

**ET2170 CURRICULUM STUDIES**
T2+23
A number of curriculum models are examined in the context of their particular applicability to the T.A.F.E. situation. A curriculum evaluation exercise is undertaken considering the following theories of curriculum assessment. Students are required to sustain alternative modes of curriculum implementation, following upon their curriculum evaluation.

**ET2250 TEACHING SKILLS 1**
T2+23
The focus in this module is on the wide approach to teaching. Teaching skills treated include narration, explanation and demonstration, etc.

**ET2260 INSTRUCTIONAL MEDIA 1**
T2+23
An introduction to basic instructional materials, preparation and use includes: chalkboard; overhead transparencies; visualisation and lettering techniques; mounting, transparency design and production, black photography, audio-visual recording and motion picture film production.

**ET2270 TEACHING SKILLS 2**
T2+23
This module examines ways to increase the quality and quantity of student participation when teaching. Teaching skills treated include basic and higher order questioning and responding.

**ET2280 INSTRUCTIONAL MEDIA 2**
T2+23
This module is designed to extend the basic skills of media selection and production understandings to design, produce, use and evaluate instructional media packages appropriate to the students particular field of specialisation.

**ET2290 TEACHING SKILLS 3**
T2+23
This module focuses on effective aspects of the teaching process. Emphasis is given to interpersonal skills such as attending, listening, self-expression and awareness.

**ET3140 PROCESSES OF LEARNING**
T2+23
The learning process will be explored with regard to the requirements and needs of T.A.F.E. teaching. The course will be complementary to ET2130.

**ET3160 ISSUES IN T.A.F.E.**
T2+23
This module promotes an awareness of the sociological factors which influence student performance and the social forces which help to shape the aim and operation of T.A.F.E. participate in the functional relationship between individuals in such organisations. It should provide a structure for the development of insights gained in ET2130, ET2140 and ET2150.

**ET3300 ALTERNATIVE TEACHING STRATEGIES**
T2+23
In this module, teaching skills mastered in earlier modules are used as a basis for developing various teaching strategies. Strategies include lecturing, discussion, laboratory, workshop and learning resource approaches to teaching.

**ET3320 T.A.F.E. TEACHER DECISION MAKING**
T2+24
Students analyse problem situations which arise in T.A.F.E. teaching, develop a variety of solutions to problems and evaluate the effects of decisions made in the T.A.F.E. teaching context.
ET3642 STUDENT DIFFICULTIES IN TAFE
TG3-34
This module provides teachers with an increased awareness of problems that are encountered in the Technical and Further Education sector. The psychological determinants related to such difficulties are examined, providing students with greater awareness, understanding and methods of class control.

ET3650 MEDIA, TECHNOLOGY AND TAFE
TG3-34
Students will develop an understanding of the role of new technology, particularly the use of audio-visual, computer and satellite media. The curriculum implications of emerging media technologies are examined. Mediated coursework applicable to the TAFE teacher/student context is planned, developed and evaluated by each student.

* Students undertake these modules initially at Newcastle College of Advanced Education campus.

EXTERNAL/OFF CAMPUS MODULES

ET2609 SPECIAL METHOD 1A AND B IN-SERVICE
TG1-14
Special Method Courses are conducted to meet the requirements of the individual students' subject specialisation.

ET2610 PRACTICAL EXPERIENCE 1A AND B IN-SERVICE
TG2-16
Ongoing supervised practical teaching conducted in the trainee teacher's classroom.

ET2619 SPECIAL METHOD 2A AND B IN-SERVICE
TG3-14
Special Method Courses are conducted to meet the requirements of the individual students' subject specialisation.

ET2620 PRACTICAL EXPERIENCE 2A AND B IN-SERVICE
TG4-16
Ongoing supervised practical teaching conducted in the trainee teacher's classroom.

ET2621 SKILLS TO ASSESS EXTERNAL STUDY
TG1-12
This module examines various study skills required by students for external mode study. It particularly develops the skills of assignment writing and literacy usage.

ET2622 COMMUNICATION SKILLS
TG1-12
This module examines oral and non-verbal communication in college, classroom and within the TAFE system generally.

ET2623 STUDENT LEARNING OBJECTIVES
TG1-12
Students are required to devise appropriate learning objectives for their students in various TAFE teaching situations.

ET2624 PLANNING A LESSON
TG1-14
This module provides students with strategies required for planning lessons for TAFE classroom use.

ET2625 LESSON PRESENTATION
TG1-14
This module provides students with approaches for presenting lessons in TAFE colleges.

ET2626 DEVELOPING A CURRICULUM
TG1-14
This module involves the examination of procedures used in curriculum development and the organisation of learning experiences in order to implement the curriculum and TAFE syllabus.

ET2627 AN INTRODUCTION TO TEACHING
TG1-12
Students examine various in and out of class activities TAFE teachers perform in their day to day duties.

ET2628 TEACHING TO ASSIMILATE LEARNING
TG1-12
Students explore various teaching skills such as explaining, questioning, giving feedback, etc. used in college classroom teaching.

ET2629 EXPLAINING
TG1-12
Students examine the teaching skill of explaining and its use in college teaching.

ET2630 GUIDELINES FOR COLLEGE OBSERVATIONS
TG1-12
Students explore the process of observing and evaluating college staff and students' behaviour in a variety of college/workshop situations.

ET2631 INTRODUCTION TO TEACHING STRATEGIES
TG1-12
This module examines various day to day teaching methods used in the classroom and workshop, e.g. demonstration, lecture, workshop, practical laboratory lessons, etc.

ET2632 ALTERNATIVE TEACHING STRATEGIES
TG1-12
The purpose of this module is to provide the student with a range of alternative teaching strategies related at broadening his/her repertoire for TAFE college teaching.

ET2633 INSTRUCTIONAL MEDIA
TG1-12
An introduction to the range of instructional materials used in the TAFE context, e.g. chalkboard, O.H.T., basic photography, etc.

ET2634 PREPARING INSTRUCTIONAL NOTES AND CLASS MATERIALS
TG1-12
This module offers the student a basic introduction to the construction of instructional material, e.g. notes, handouts and audio-visual materials.

ET2635 DEVELOPING PROGRAMMED LEARNING MATERIALS
TG1-12
The production and use of programmed learning materials for college classroom use.

ET2636 MEDIA PACKAGE CONSTRUCTION
TG1-12
The construction and practical implementation of a media package for TAFE college use.

ET2637 THE TAFE ENVIRONMENT
TG1-12
This module examines the physical and social environment of the TAFE college, viz. teacher duties, administrative tasks, physical resources, etc.

ET2638 THE PROCESS OF LEARNING
TG1-12
This module introduces students to the process of learning skills, information and attitudes in a college context.

ET2639 PERSONAL FACTORS IN TEACHING
TG1-12
Students examine personal aspects of class/group behaviour, e.g. intelligence, motivation, interest, etc.

ET2640 CLASSES MANAGEMENT AND ORGANISATION
TG1-12
Students develop and use assessment materials for college classroom use.

ET2641 CURRENT MEASURE OF ASSESSMENT
TG1-12
Students learn how to assess the learning/teaching process in college and classroom situations.

ET2642 DEVELOPMENTS AND USING ASSESSMENT MEASURES
TG1-12
Students will be expected to develop and use assessment measures for college and classroom use.

ET2643 PREPARING A MODULE FOR TAFE TEACHING A
TG1-12
This subject involves:
(i) The preparation of teaching materials for sections of a TAFE course (either new or in existence)
(ii) The trialling of assessment of these teaching/learning materials in a TAFE college.

ET2644 PREPARING A MODULE FOR TAFE TEACHING B
TG1-12
(i) The preparation of teaching materials for sections of a TAFE course (either new or in existence)
(ii) The trialling of assessment of these teaching/learning materials in a TAFE college.

ET2645 LOCAL ISSUES IN TAFE
TG1-12
In this module key local issues in TAFE will be examined, contrasted and compared.

ET2646 NATIONAL ISSUES IN TAFE
TG1-12
In this module key issues in TAFE will be identified and compared with systems in various states of Australia.

ET2647 COMPARATIVE TAFE ISSUES
TG1-12
In this module key issues in TAFE will be identified and compared with systems in various states of Australia and overseas.

ET2648 SOCIAL ISSUES RELATED TO TAFE
TG1-12
The objectives and implications within the TAFE system will be examined in relation to social and technological change as it effects industry, commerce and the community generally.

ET2649 TAFE EXTENSION STUDIES
TG1-14
This module is undertaken within various Departments of N.C.A.E.

ET2650 DEVELOPING A CURRICULUM
TG1-12
This module involves the examination of procedures used in curriculum development and the organisation of learning experiences in order to implement the curriculum and TAFE syllabus.

ET2651 DEVELOPMENT AND USING ASSESSMENT MEASURES
TG1-12
Students will be expected to develop and use assessment measures for college and classroom use.

ET2652 PREPARING A MODULE FOR TAFE TEACHING A
TG1-12
This subject involves:
(i) The preparation of teaching materials for sections of a TAFE course (either new or in existence)
(ii) The trialling of assessment of these teaching/learning materials in a TAFE college.

ET2653 PREPARING A MODULE FOR TAFE TEACHING B
TG1-12
(i) The preparation of teaching materials for sections of a TAFE course (either new or in existence)
(ii) The trialling of assessment of these teaching/learning materials in a TAFE college.

ET2654 LOCAL ISSUES IN TAFE
TG1-14
In this module key local issues in TAFE will be examined, contrasted and compared.

ET2655 NATIONAL ISSUES IN TAFE
TG1-12
In this module key issues in TAFE will be identified and compared with systems in various states of Australia.

ET2656 COMPARATIVE TAFE ISSUES
TG1-12
In this module key issues in TAFE will be identified and compared with systems in various states of Australia.

ET2657 SOCIAL ISSUES RELATED TO TAFE
TG1-12
The objectives and implications within the TAFE system will be examined in relation to social and technological change as it effects industry, commerce and the community generally.

** Students undertake these modules in either a part time/evening or an external, without face to face instruction or part time/off campus situation with face to face instruction in a non metropolitan area of N.S.W.**
Health Studies

HS110 HISTORICAL DEVELOPMENT OF NURSING
(2 hpw for 1 sem 2)
Studies in this module are designed to broaden the perspective of nurses by enabling them to consider present day practices in an historical context and to engage in comparative studies county-by-country.

HS111 PROFESSIONAL ADJUSTMENTS AND ETHICS
(2 hpw for 1 sem 2)
Studies in this module will enable the student to examine the actual and perceived duties of the nurse and to consider the implications for professional practice.

HS112 CONCEPTS AND STRATEGIES IN NURSING PRACTICE
(2 hpw for 1 sem 3)
This module is designed to enable the nurse to understand the concepts of selected diseases and to consider the implications for practice.

HS113 PHILOSOPHY OF NURSING
(2 hpw for 1 sem 2)
This module is designed to enable the student to understand the philosophical and psychological aspects of nursing practice.

HS120 TEACHING AND LEARNING IA
Introduction to Teaching Basics
(2/0/2)
The purpose of the module is to introduce the student to the skills and methods of teaching and learning.

HS121 TEACHING AND LEARNING IB
Method and Nursing Knowledge 1
(2/0/2)
This module is designed to enable the nurse to develop the skills and approaches to teaching and learning.

HS151 SOCIODY
(3/0/3)
This module is designed to introduce the student to the social and cultural factors that influence the way nurses practice.

HS152 HEALTH
(2/0/2)
This module is designed to enable the student to develop the skills and approaches to teaching and learning.

HS153 DISEASE
(2/0/2)
This module is designed to enable the student to develop the skills and approaches to teaching and learning.

HS154 FIELD EXPERIENCE (TEACHING) I - CLASSROOM MAJOR
Corequisite: HS171 or HS181
Students doing a minor study in classroom teaching will complete this module as part of Field Experience 1. It will involve 3 lessons in semester 1 and 2 lessons in semester 2 (2 credit points).

HS155 FIELD EXPERIENCE (TEACHING) I - CLASSROOM MINOR
Corequisite: HS171 or HS181
Students doing a minor study in classroom teaching will complete this module as part of Field Experience 1. It will involve 2 lessons in semester 1 and 2 lessons in semester 2 (2 credit points).

HS180 FIELD EXPERIENCE (TEACHING) I - COMMUNITY MAJOR
Corequisite: HS161
Students doing a minor study in community teaching will complete this module as part of Field Experience 1. It will involve 3 lessons in semester 1 and 2 lessons in semester 2 (2 credit points).

HS181 FIELD EXPERIENCE (TEACHING) I - COMMUNITY MINOR
Corequisite: HS160
Students doing a minor study in community teaching will complete this module as part of Field Experience 1. It will involve 2 lessons in semester 1 and 2 lessons in semester 2 (2 credit points).

HS210 NURSING STUDIES I - PROFESSIONAL DEVELOPMENT OF THE NURSE PRACTITIONER
(3/0/3)
This module is designed to enable the student to develop the skills and approaches to teaching and learning.

HS211 NURSING STUDIES II - CLINICAL TEACHING NEEDS
(3/0/3)
This module is designed to enable the student to develop the skills and approaches to teaching and learning.

HS212 CURRICULUM I
(0/3/0) HS1120, HS1121, HS1110
The purpose of this module is to introduce the student to the philosophy and theory of curriculum design and development.

HS213 ADMINISTRATION AND ORGANISATIONAL THEORIES I
(3/0/3) Corequisite: HS1110
An introduction to the theoretical and organisational aspects of organisations at a basic level and the examination of these theories and concepts in relation to health institutions.

HS214 ADMINISTRATION AND ORGANISATIONAL THEORIES II
(3/0/3) Corequisite: HS1110
An introduction to the theoretical and organisational aspects of organisations at a basic level and the examination of these theories and concepts in relation to health institutions.

HS215 ADMINISTRATION AND ORGANISATIONAL THEORIES III
(3/0/3) Corequisite: HS1110
An introduction to the theoretical and organisational aspects of organisations at a basic level and the examination of these theories and concepts in relation to health institutions.

HS216 ADMINISTRATION AND ORGANISATIONAL THEORIES IV
(3/0/3) Corequisite: HS1110
An introduction to the theoretical and organisational aspects of organisations at a basic level and the examination of these theories and concepts in relation to health institutions.
This module is designed to assist the nurse teacher and health administrator to view teaching in its social context, and to explore the information contained in the planning, delivery of health care and nurse education by influential institutions of society. It is complementary to the module HS2150 Legal Studies.

This module forms the major-study component of Field Experience 2 for those students specializing in classroom teaching. Students completing the course in two years will undertake 4 weeks of block practice in each year and 3 lessons during semester 2, while students taking three years will complete 2 weeks of block practice in each of Years 1 and 2 and 3 lessons in their second semester. (4 credit points)

Students doing a minor-study in classroom teaching will complete this module as part of Field Experience 2. These students completing the course in two years will undertake 2 weeks of block practice in their first year and 3 lessons during their second semester. Students taking three years will complete 7 days of block practice in their first year and 3 lessons in their second semester. (2 credit points)

This module forms the major-study component of Field Experience 2 for students specializing in clinical teaching. Students completing the course in two years will undertake 2 weeks of block practice in Year 1 and 3 lessons during semester 2, while students taking three years will complete 3 lessons during each of semesters 2 and 3. (3 credit points)

Students doing a minor-study in clinical teaching will complete this module as part of Field Experience 2. It will involve 3 lessons during semester 2 for two-year students completing the course in three years. (2 credit points)

This module forms the major-study component of Field Experience 2 for students specializing in classroom teaching. Students completing the course in two years will undertake 2 weeks of block practice in each year and 3 lessons during semester 2, while students taking three years will complete 3 lessons during each of their second and third semesters. (4 credit points)

Students doing a minor-study in classroom teaching will complete this module as part of Field Experience 2. It will involve 3 lessons during semester 3 (or a later semester for three-year students). (2 credit points)

This module forms the major-study component of Field Experience 3 for students specializing in clinical teaching. Two-year students will complete 2 weeks of block practice in their second year and 3 clinical lessons during their third semester. Three-year students will complete 2 weeks of block practice in their third year and 3 lessons during each of semesters 4, 5, and 6 of their course. (6 credit points)

This module forms the major-study component of Field Experience 3 for students specializing in classroom teaching. Two-year students will complete 2 weeks of block practice in Year 2 and 3 lessons during semester 3. Three-year students will complete 7 blocks of block practice in each of Years 2 and 3, and 3 lessons during semester 3. (6 credit points)

This module forms the major-study component of Field Experience 3 for students specializing in clinical teaching. This module is designed to focus the teacher's attention more fully in the planning and utilisation of block practice by examining the concept of management in the utilisation of block practice. This module is designed to introduce the nurse teacher to the problem and process of clinical evaluation and, in so doing, to demonstrate the relationship between evaluation and the stability of care and learning. For this reason the module is designed to illustrate curriculum principles and to reinforce learning from other modules e.g. Teaching and Learning Methods and others.

This module is designed to introduce the student administrator's understanding of the influence of political climate upon the health care system.

This module is designed to extend the student administrator's understanding of the influence of political climate upon the health care system.

This module forms the major-study component of Field Experience 3 for students specializing in classroom teaching. Two-year students will complete 2 weeks of block practice in their second year and 3 clinical lessons during their third semester. Three-year students will complete 2 weeks of block practice in their third year and 3 lessons during each of semesters 4, 5, and 6 of their course. (6 credit points)

This module is designed to assist the student to examine the environments in which health care services are delivered, the impact of these environments on health care delivery and to apply theoretical concepts developed in other modules, e.g. HT1110 Sociology, HT1210 Life Span Development

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This module is designed to extend the student administrator's understanding of the influence of political climate upon the health care system.
Industrial Arts and Craft Education

IA103 DESCRIPTIVE GEOMETRY (S-1)
This study aims at giving the student an opportunity to gain experience in Descriptive Geometry in order to achieve the following objectives: to further develop powers of visualization and the concept of spatial relationship.

IA1123 FUNCTIONAL DESIGN IN TECHNOLOGY (S-2)
Functional design is studied as it applies to a variety of materials and applied processes together with a study of the elements and principles of design. Students will develop an understanding of the limitations imposed on the design of products by the physical properties of the materials used. Emphasis is placed on the evaluation of new advanced materials and their conversion into products from a variety of materials such as paper, cardboard, wood, metal, plastic and clay, and the use of these in functional design.

IA1203 WOODWORKING PRACTICES (S-2)
Students will acquire a fundamental knowledge of woodworking processes and an understanding of the principles associated with the practical work attempted. The safe operation of appropriate woodworking machinery and hand tools will be addressed. Students will acquire a knowledge of technical skills, upon which future experiences will be structured.

IA1213 TIME-FABRICATION (S2-1)
The module aims to develop an appreciation of creativity, quality in design and craftsmanship by experiencing the properties and unique characteristics of materials suitable for timber fabrication and turning on the wood lathe.

IA1303 METALWORKING PRACTICES (S-2)
This module will assist the student to develop personal skills in the safe use of metalworking tools and machinery. In addition, the student will acquire specialized knowledge in metalworking processes and recognized technological procedures.

IA1313 METAL FORMING (S-2)
The intention is to broaden concepts of metalcraft design whilst increasing knowledge acquired in standard metal shaping, forging and finishing of metals. This is to be achieved through direct experience in the use of tools, appliances and machinery.

IA403 MATERIALS OF INDUSTRY (S-2)
This study is designed to broaden the student's knowledge of the role of metal and metal technology. In addition, the student will acquire specialized knowledge in metalworking processes and recognized technological procedures.

IA503 INTRODUCTION TO INDUSTRIAL ARTS EDUCATION (S-2)
This module is designed to assist intending Industrial Arts teachers to develop a conceptual understanding of Industrial Arts through a consideration of the range of subjects, the facilities and the opportunities available to support these offerings.
TEACHING TECHNICAL DRAWING

**IA1513 TEACHING TECHNICAL DRAWING**
SG 2+2 IA 403
This subject aims to provide principles in teaching techniques and practice in practical teaching problems based on the assumptions of complex force systems with constant acceleration. Specific objectives are:

To understand the principles of the teaching methods of the design process can be built.

**IA503 TEACHING TECHNICS**
SG 2+2 IA1203 or IA1303
This subject is designed to a range of teaching strategies appropriate in a multimedia activity laboratory. Students will become aware of the educational significance of developing suitable techniques for group or class instruction and will analyse the demonstration of practical skills to isolate points which need special emphasis.

**IA1513 TEACHING JUNIOR SCHOOL INDUSTRIAL ARTS**
SG 2+2 IA1123
Through involvement in the design process, students will be encouraged to heighten their own design skills, to appreciate the creative skills of others, and to implement strategies which will encourage children, in a school situation, to develop problem solving approaches to design briefs.

**IA003 CRAFT IN THE INFANT SCHOOL**
PG 4+3 IA1613
Based on an analysis of the design process, students will engage in a series of problem solving projects which will require the application of various craft techniques. The limitations and problems of design potential, which results from an understanding of the physical properties of the materials being used, will be investigated, and students will be encouraged to foster creativity and innovation in applying design skills to the various craft projects. Projects will be based on the use of materials such as paper, textiles, pottery, metalic, ceramics, plastics, fabrics, fuses and environment materials.

**IA713 TECHNICAL DRAWING AND GRAPHICAL REPRESENTATION**
SG 2+2 IA1633
This course is for the student who has completed IA1713 or IA1513 and wishes to become more proficient in technical drawing. Advanced drawings in architecture, mechanical components, pictorial representation etc. are undertaken, in addition to plans and specifications of domestic dwellings.

**IA733 ART METALWORK**
SG 2+2 IA1633
The student is challenged to extend his boundaries in the process of designing in metal as well as to appreciate work in metal by others. Emphasis is given to the further development of latent skills and abilities of young children.

**IA773 LEATHERCRAFT II**
GQ 4+3 IA772
This subject is designed to extend the students technical skill and knowledge of leathercraft and in particular will place emphasis on individual research and innovation.
This module aims to develop an understanding of the impact of technology on various aspects of life. The objective is to foster an awareness of the interdependence of technology and society. It is designed to provide an introduction to the level of technological knowledge that is necessary for informed social participation.

**I3303 INTEGRATED WORKSHOP PRACTICE**

S(4:0)3

This module will provide opportunities for the acquisition of skills and knowledge through the use of various media, tools and techniques. It will be achieved through the application of materials and production methods to design and construct articles using a combination of media. In addition, students will be encouraged to develop and establish an understanding of the properties and limitations of materials in design construction.

**I3305 TECHNOLOGICAL CHANGE AND FUTURES FORECASTING**

S(4:0)3

To review the gradual evolutionary process evident in man's inhabitation of Earth and identify the technological significance of change. Anumber of case studies will provide examples of modern industrial development. In addition consideration will be given to the possibilities of technological, educational, and social changes by the year 2000 and implications relative to future leisure activities.

**I3303 ENGINEERING DESIGN**

S(2+2)3 I3103

This is the analytical component of the engineering design process. It covers mechanical properties of materials, effects of loads, stresses, etc. and applications of the theory to the design of structures. It also includes an introduction to stress and strain, as well as an introduction to the use of computer-aided design software.

**I3303 ADVANCED GRAPHICAL REPRESENTATION**

S(2+2)3 I3103

This module aims to give students an insight into modern drafting techniques so as to ensure that students are well grounded in the traditional drawing approach to architectural and structural projection, to the handling of traditional drawing media, such as pencils, pens, and markers, and to consider possible future developments in the field of computer-aided design.

**I3303 WOOD TURNING AND BOAT BUILDING**

S(4:0)3 I3225, I3226 or I3243

Through participation in this module, students will acquire individual experience in the design, planning and construction of boat building projects. In addition, students will extend their experience in wood turning and develop specific expertise in selected skills.

**I3313 ADVANCED FURNITURE DESIGN AND CONSTRUCTION**

S(4:0)3 I3243

All work will be made of the materials and techniques that are employed in the design, planning and construction of boat building projects. In addition, students will extend their experience in wood turning and develop specific expertise in selected skills.

**I3313 ADVANCED METAL PROCESSING**

S(4:0)3 I3243

This module will prepare students for project development, organisation and design of their own projects. Through the development of new skills, attitudes and approaches to work, students will be prepared for productive work in industry and manufacturing. Students will demonstrate their ability to apply this knowledge to selected projects, in addition to satisfying their responsibility for inappropriate visual support, on an agreed topic independently researched.

**I3313 METAL PROJECT**

S(4:0)3 I3103

Students will be required to complete an individual project in metal and allied materials. It is to be determined in consultation with the lecturer and must involve the generation of research and problem-solving. Emphasis on instructional design techniques. Students are required to submit a comprehensive written report on the project and present a seminar or related theoretical studies.

**I3313 ELECTRONICS**

S(4:0)3 I3233

Students will acquire knowledge in the field of electronics and electric power which will enable them to develop systems for secondary schools, as well as appreciating the nature of this aspect of technology.

**I3403 MATERIALS PROCESSES AND APPLICATIONS**

S(2+2)3 I4243

Students will gain an understanding of the mechanics whereby materials are manipulated, and apply this knowledge to a study of materials joining techniques. The design and interpretation of binary and ternary diagrams will be examined, together with methods used in the testing and comparative testing of materials. In addition, students will gain insight to the manufacturing knowledge to the teaching of Technology and Engineering Science in secondary schools.

**I3403 APPLIED MECHANICS**

S(2+2)3 I3233

This module broadens the application of the principles developed in engineering mechanics by investigating and exploring the mechanics of technology and its systems in the context of the environment and society.

**I3443 EXPERIMENTAL ANALYSIS IN MECHANICS**

S(2+2)3 I3423

This module is designed to reinforce the concepts of engineering mechanics established in the laboratory through theoretical experiences. The specific objectives include the development of personal attitudes and practical technical knowledge, together with the understanding and application of the theoretical principles and the use of experimental scientific techniques in the study of friction, machine design, and the design of mechanical systems.

**I3603 INDUSTRIAL ARTS EDUCATION**

S(2+2)3 I3232

Students will become familiar with various professional positions in the field of industrial arts. They will develop the ability to design, plan, and coordinate work in a variety of areas, including the application of industrial arts techniques, to the design of industrial environments.

**I3513 TEACHING SENIOR SCHOOL INDUSTRIAL ARTS**

S(2+2)3 I4203 or I4233

Students entering this module will have completed senior high school syllabuses in Industrial Arts in order to determine the areas and depth of study required to adequately cover the subject content in the classroom. An examination will be made of various teaching techniques appropriate to the needs of a specialist teaching area. In addition, students will be introduced to the design and development of projects, study groups, and the integration of these techniques with the national standard, and the development and assessment of industrial arts curricula.

**I3513 CURRICULUM DEVELOPMENT IN INDUSTRIAL ARTS EDUCATION**

S(2+2)3

This module is designed to prepare students for work in the industrial arts field. It will cover the development and implementation of new curricula. It will also provide an opportunity for students to apply their knowledge to the development and implementation of new curricula.

**I3533 INNOVATION IN INDUSTRIAL ARTS EDUCATION**

S(2+2)3

The module will provide an understanding of the principles and practice of curriculum development. It will identify the philosophy, aims and objectives of current industrial arts education. Students will be required to develop an awareness of the role of the multiple objectives in education and the development of different curricula. They will be required to develop an understanding of the principles of curriculum development and will be expected to use them to develop an awareness of the role played by standard codes in the design of industrial curricula.
IM414 MATERIALS MODIFICATION
S1409 IA4303
A module designed to further develop the concept of the relationship between the properties and their properties with specific reference being made to the reaction of heat to materials and the effects of heat on their properties in the context of structure. Both practical and theoretical studies will be carried out in this area.

IM424 MATHEMATICS IN SERVICE
SD414 IA4303
A module designed to extend the range of materials studied to encompass the classification of composite materials. The behaviour of materials at both high and low temperatures, and their resistance to oxidation and degradation from a number of sources will be considered from both a theoretical and practical point of view.

IM438 MECHANICS IV
S4+9 IA4333 or IA4443
Designed to meet the needs of students who desire to study advanced topics in Engineering Mechanics, this module will overview the concepts of statics and dynamics from a freedom from restriction standpoint and will explore the solution of engineering problems associated with applied mechanics. Laboratory experiences will be provided to support and extend the application of principles developed.

IM444 EXPERIMENTAL MECHANICS
SC124 IA4333 or IA4443
A module designed to produce laboratory skills which can assist in the development of creativity in experimental mechanics. On completion of the module students will be able to display complex skills and knowledge in the implementation of effective Craft Education. From an understanding of this knowledge, students will develop a programme of experiences, suitable for implementation in a classroom, which will be generated in the school environment.

IM454 ADVANCED MECHANICS
S2+0 IA4343 or IA4443
A module designed to overview the concepts of statics and dynamics from a freedom from restriction standpoint. The will be provided to support and extend the application of principles developed.

IM508 INDUSTRIAL ARTS IV/TEACHING TECHNIQUES
SC4-9
A module designed to provide students with a fundamental knowledge of metalworking and woodworking processes associated with techniques. Practical or laboratory work undertaken will place emphasis upon developing skills in teaching practical subjects in secondary schools.

IM518 INDUSTRIAL ARTS IV/TEACHING ENGINEERING TECHNOLOGY
SC4-9
A module designed to develop competence in content and teaching methods related to engineering technology. Specific content will be given to content, lesson preparation, organisation of learning experiences, programming, sequential and processing of evaluation related to teaching engineering materials, engineering mechanics and drawing and design.

IM522 INDUSTRIAL ARTS IV/Teaching Literacy
SC4-9
A module which provides additional skills and knowledge in the practical laboratory situation for students whose undergraduate backgrounds indicate weaknesses in subject content.

IM533 PROJECT DEVELOPMENT IN INDUSTRIAL ARTS EDUCATION
S033
Enrolment in Stage III of the L.A. course. Through participation in this module, students will acquire an understanding of the fundamental concepts and procedures for Industrial Arts Education. Students wishing to undertake the project in Industrial Arts Education must take this module as a prerequisite or corequisite study.

IM556 PROJECT IN INDUSTRIAL ARTS EDUCATION
SC4-36
Enrolment in Stage IV of I.A. course. Pre or Corequisite IA533
The research project requires the student to gain basic skills in subjective and objective measurement and evaluation techniques relevant to teaching and learning in the field of industrial art and design. Students will investigate an area of Industrial Art, drawing from their previous studies, school experiences and the principles dealt within in class to arrive at a solution. The range of problems is large, involving the entire range of the subject area. Students must not have their proposed projects approved prior to commencement and upon completion three bound copies of the final report are required for assessment purposes.

IM563 TECHNOLOGY FOR CHILDREN
FM43 IA5030, IA6013
Students will experience a blend of practical and theoretical studies in establishing an appreciation of the various influences contemporary technological society exerts on Crafts and Craft Education. From an understanding of this knowledge, students will develop a programme of experiences, suitable for implementation in a classroom, which will be generated in the primary age children a greater understanding of the role technology plays in modern society.

IM563 CRAFT RESEARCH AND DEVELOPMENT
RI43 IA5060, IA6013
The context of this module has been developed around the student identifying a specific area of study, conducting research and experimentation within the chosen area, and developing a comprehensive report on the findings of their work. Individual topics will be determined in consultation with the lecturers concerned. However, areas to be examined may include, historical developments in craft education, technological changes in materials and equipment, the relationship of design to craft education, and craft education as an aid to physical and intellectual development.

IM563 COMPARATIVE STUDIES IN CRAFT EDUCATION
RI43 IA5060, IA6013
The comparison of craft curricula in each state of Australia will be drawn by students for the study of international approaches in the field of Craft Education. Working in consultation with the participating lecturers, students will identify the various philosophies, objectives, content and teaching methods of a number of craft programmes in Australia and a selection of overseas countries. A detailed report on their findings will establish a comparison of factors which relate to the various programmes and identify those elements considered to be the most significant in the implementation of effective Craft Education.

IM563 CRAFT HISTORY
ER14 IA4563, IA6523
To accommodate the special interests of individual students, the subject organisation of this module may be developed around the student, in consultation with an academic advisor, identifying a specific area of study from within the field of traditional crafts and craftsmanship, researching information related in the chosen area and developing a detailed account, which sets out in chronological order the stages of development in the historical growth of the selected area.

IM563 CRAFT RESEARCH
EP43 IA5063, IA6523
A module requiring the student to thoroughly research a specific area of craft, the area being established in consultation with an academic advisor, and to prepare a detailed account of their findings. The findings of the investigation will indicate why various trends have occurred rather than summarise events. Factors such as the influence of environmental surroundings, technological influences, the impact of society on the development or modification of materials, economic factors such as marketing, taxation, labour costs and the influence of other craftsmen, should be considered.

IM562 CRAFT METHOD DIP. ED.
P202
This module gives a fundamental knowledge of the principles involved in various aspects of craft. Topics include, the role of craft in education, child growth and development through craft activities, developing a craft curriculum and classroom management in the implementation of craft activities, craft skills which involve the modification of materials with a variety of tools and procedures, the display and presentation of craft activities.

IM562 CRAFT FOR SPECIAL EDUCATION
SSEP2+3
Elective for Graduate Diploma in Educational Studies. This module examines a range of craft processes designed to assist persons with physical and sensory defects, mentally handicapped and learning disabilities. The specific materials and processes examined will vary from time to time, but will be established through an analysis of the specific needs associated with the various difficulties or handicaps. Topics indicative of the areas to be covered include manipulative skill development through the modification of solid and plastic materials, constructional processes using assorted materials and basic printing techniques on fabric and paper.

IM643 COMPARATIVE STUDIES IN TRADITIONAL METHODS
EP43 IA5063, IA6523
This module examines a range of traditional craft processes designed to assist handicapped persons in developing skills or handicaps. The specific craft processes examined will vary from time to time, but will be established through an analysis of the specific needs associated with the various difficulties or handicaps. Topics indicative of the areas to be covered include manipulative skill development through the modification of solid and plastic materials, constructional processes using assorted materials and basic printing techniques on fabric and paper.

IM652 CRAFT METHOD DIP. ED.
P202
This module gives a fundamental knowledge of the principles involved in various aspects of craft. Topics include, the role of craft in education, child growth and development through craft activities, developing a craft curriculum and classroom management in the implementation of craft activities, craft skills which involve the modification of materials with a variety of tools and procedures, the display and presentation of craft activities.

IM652 CRAFT FOR SPECIAL EDUCATION
SSEP2+3
Elective for Graduate Diploma in Educational Studies. This module examines a range of craft processes designed to assist persons with physical and sensory defects, mentally handicapped and learning disabilities. The specific materials and processes examined will vary from time to time, but will be established through an analysis of the specific needs associated with the various difficulties or handicaps. Topics indicative of the areas to be covered include manipulative skill development through the modification of solid and plastic materials, constructional processes using assorted materials and basic printing techniques on fabric and paper.

IM652 CRAFT METHOD DIP. ED.
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This module gives a fundamental knowledge of the principles involved in various aspects of craft. Topics include, the role of craft in education, child growth and development through craft activities, developing a craft curriculum and classroom management in the implementation of craft activities, craft skills which involve the modification of materials with a variety of tools and procedures, the display and presentation of craft activities.

IM652 CRAFT FOR SPECIAL EDUCATION
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This module gives a fundamental knowledge of the principles involved in various aspects of craft. Topics include, the role of craft in education, child growth and development through craft activities, developing a craft curriculum and classroom management in the implementation of craft activities, craft skills which involve the modification of materials with a variety of tools and procedures, the display and presentation of craft activities.

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This module gives a fundamental knowledge of the principles involved in various aspects of craft. Topics include, the role of craft in education, child growth and development through craft activities, developing a craft curriculum and classroom management in the implementation of craft activities, craft skills which involve the modification of materials with a variety of tools and procedures, the display and presentation of craft activities.

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The student will:
- be able to apply the theory and the practice that he has experienced in Drama, Language and Art and Knowledge with children and young adults;
- be aware of developments in educational drama in schools and other educational institutions throughout Australia and in Great Britain and the United States of America;
- be able to plan drama curricula for use in the schools or other educational institutions.

Languages

LA1005 TEACHING LANGUAGES OTHER THAN ENGLISH IN THE PRIMARY SCHOOL I
P (NAP)
Core for Languages. Introduction to General Methodology of teaching languages other than English in the primary school.

LA1215 FRENCH LANGUAGE AND CIVILISATION I
G300 Contract S.C.G.E.
Knowledge of modern French civilization and extension of oral skills through TV, tape, adult audio-visual material.

LA1216 INTRODUCTION TO TWENTIETH CENTURY GERMAN LITERATURE
G300 Contract S.C.G.E.
Developmental history in German literature and interest in German language and style.

LA1256 FRENCH LANGUAGE AND SOCIETY I
Q3.333
Beginning French: a tourist-style spoken French learned through TV, tapes and text.

LA2005 TEACHING LANGUAGES OTHER THAN ENGLISH IN THE PRIMARY SCHOOL II
P (NAP) LA1005
Core for Languages. Implementation of specific courses for teaching languages other than English.

LA2006 TEACHING MULTICULTURAL CHILDREN'S LITERATURE
P (NAP) LA1256
Study of fairytales, folktales, legends for children: Grimm brothers, Andersen, Perrault.

LA2215 FRENCH LANGUAGE AND CIVILISATION II
G (NAP) LA3105 or LA3056
Extension of speaking/listening and investigation of modern French society through TV, audio, film, slides, tapes.

LA2216 GERMAN LANGUAGE AND SOCIETY II
G (NAP) LA 3105
Expansion of spoken and written German and knowledge of German society.

LA2256 FRENCH LANGUAGE AND SOCIETY II
P (NAP) LA2125
Extension of beginning French (LA2125), with basic reading extension.

LA3005 TEACHING LANGUAGES OTHER THAN ENGLISH IN THE PRIMARY SCHOOL III
P (NAP) LA2005
Core for Languages. Major language teaching techniques: audio-visual, audio-taped, pattern practice, resources, testing.

LA3006 APPLIED LINGUISTICS AND AUDIO-VISUAL LANGUAGE LEARNING
P (NAP) LA2006
Core for Languages. Nature of language and foreign/community language acquisition, psychological, social and cultural factors in development and practice in audio-visual approaches.

LA3255 FRENCH LANGUAGE AND CIVILISATION III
P (NAP) LA 3125
Extension of language skills to intelligent conversational and specific format writing skills.

LA351 TENTH CENTURY FRENCH LITERATURE (Emmanuel)
G (NAP) LA3125
Literary appreciation of major writers including Corneille, Racine, Balzac.

LA3747 GERMAN LITERATURE AND LANGUAGE
G (NAP) LA3125
Consolidation of oral/written language and knowledge of contemporary German society.

LA3755 TWENTIETH CENTURY GERMAN LITERATURE
G300 LA 3125
Expansion of multimodal, sociological, Symbolistic, Modern Trends, including Mann, Kafka, Brecht. Heine, Bally.

LA3766 MODERN GERMAN FILM AND DRAMA
G (NAP) LA3125
Film and dramatic representation of social, philosophical and political comment in Germany.

LA4005 LANGUAGE OTHER THAN ENGLISH EDUCATION THEORIES AND PRACTICES
P (NAP) LA3305 and LA3306
Theoretical approaches to foreign language education.

LA4008 RESEARCH IN LANGUAGES OTHER THAN ENGLISH EDUCATION
P (NAP) LA3305 and LA3306
Investigation of research and its relevance in teaching modern languages.

LA4009 RESEARCH PROJECT IN LANGUAGES OTHER THAN ENGLISH EDUCATION
P (NAP) LA3305 and LA3306
Student designs and implements a research study project in languages other than English in the Primary School.

LA4116 GERMAN LITERATURE AND SOCIETY
G300 LA 3125
Expansion of oral/written German and youthful German society.

LA4218 EIGHTEENTH CENTURY FRENCH LITERATURE
G300 LA 3125
Historical, social, philosophical background to eighteenth century. Selected works or extracts of Prevost, Voltaire, Rousseau, Buffon.

LA4220 NINETEENTH CENTURY GERMAN NOVELLE
Q3.333
G (NAP) LA 3125
Themes and style in the German Novelle.

LA4255 FRENCH CIVILISATION ADVANCED STUDIES
G (NAP) LA3125
Development of rapid reading and oral/written communication ability for inquiry purposes. Research briefly in reading for understanding French society and thought.

LA4265 NINETEENTH CENTURY FRENCH POETRY
G (NAP) LA 3125

LA4278 MORALITY AND MATERIALISM IN THE TWENTIETH CENTURY
G (NAP) LA 3125
Modern German dramatists: Brecht, Durremmatt, Frisch, Holmensahl, Weiss.

LA4511 FRENCH IV
S(3+3)8
Method and curriculum study for secondary language teachers.

LA4521 GERMAN IV
S(3+3)8
Method and curriculum study for secondary language teachers.
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MA2001 WORK EXPERIENCE: PROGRAMME AIP
AI 28: A student is attached for 4 days a week for 4 days a week (usually) for part-time students) to gain a realistic concept of the professional demands and expectations of the vocation.

MA2030 COROL II
The construction, testing and documenting of efficient cobol programs. The investigation and understanding of how cobol is used effectively in commercial applications. The development of a logical approach to the creation of sophisticated programs in cobol.

MA2031 DATA PROCESSING II
The underlying concepts of electronic life organisation. The relative segmented and random file handling topics. The implementation of standard and commercial applications. The problems associated with the economics of data storage and methods of data retrieval.

MA2032 FORTRAN AND TECHNICAL APPLICATIONS
This module nurtures the development of mathematical models by considering Plane Projective Geometry and Probability and Statistics from a modelling viewpoint. The study also examining the historical background of some aspects of mathematics which includes consideration of the works of Newton.

MA2037 MATHEMATICS RE
This module requires an understanding of the history of mathematics prior to the Renaissance. The focus is on the development of integral. The concept of distance is generalised and applied in an analytic context.

MA2038 MATHEMATICS IV
This module examines an advanced development, expressed in modern terminology, of one of the other courses leading to the development where appropriate to the history of geometry. This module is fulfilling some modern aspects of number theory and the Hilbert of calculus.

MA2072 MATHEMATICS IV (NC)
(NB: Those with prerequisites see individual modules)

This module is compulsory for all BA. Ed. (Primary/Early Childhood) students. This module counts towards a major/minor in primary education.

MA2073 MATHEMATICS FOR T.A.F.E. TEACHERS 1
This module is an elementary mathematical concepts which pose difficult. Methods of teaching basic mathematics are discussed and procedures for diagnosis and remediation are developed.

MA2074 MATHEMATICS FOR T.A.F.E. TEACHERS 2
This module builds on the knowledge, skills and understanding relevant to the junior secondary mathematics classroom. The students on satisfactory completion of the study, will have undergone relevant teaching practice, leading to a professional attitude to teaching and will be familiar with the resources which are appropriate to their teaching and learning tasks.

MA2071 MATHEMATICS EDUCATION II - GROWTH OF MATH CONCEPTS
This course is a compulsory primary study module for all BA. Ed. primary candidates and counts towards a major/minor in primary studies mathematics.
This subject is a follow-up to module MA1073. Further mathematical topics occurring in the TAFE courses are discussed and teaching strategies are developed.

MA2075 MATHEMATICS EDUCATION: JUNIOR SECONDARY CURRICULUM STUDIES

This module seeks to make the student aware of the problems associated with the teaching of mathematics in the junior secondary school and some possible models of solutions. Consideration will be limited to the 2 Unit and 2 Unit A syllabuses.

MA2076 MATHEMATICS EDUCATION: SENIOR SECONDARY CURRICULUM STUDIES

This strand investigates the primary school background of Year 7 pupils and general guidelines of classroom procedures. In addition a detailed study of selected curriculum topics is undertaken.

MA4053 MATHEMATICS EDUCATION PRIMARY CURRICULUM STUDIES

This module involves the study and discussion of methods of developing number and mathematical concepts in infants and primary grades. The classroom use of environmental and structural mathematics is examined in lectures supplemented by practical workshops.

MA4054 MATHEMATICS EDUCATION JUNIOR CURRICULUM STUDIES

This strand investigates the primary school background of Year 7 pupils and general guidelines of classroom procedures. In addition a detailed study of selected syllabus topics is undertaken.

MA4055 MATHEMATICS EDUCATION: COMPLEMENTARY TO PRIMARY CURRICULUM STUDIES

This strand investigates the organisation of Mathematics courses for Years 11, 12 and the teaching of selected syllabus topics.

MA4072 MATHEMATICS EDUCATION: RESEARCH INTO TEACHING OF MATHEMATICS

This module is compulsory for all students working to complete a primary school major in mathematics to fulfill the requirements of the B.Ed. (Primary) award. To qualify for enrolment in this course a candidate must have passed MA3071 or a course deemed equivalent.

MA4073 MATHEMATICS EDUCATION: ASSESSMENT, DIAGNOSIS AND INTERVENTION

This module is compulsory for all students wishing to complete a primary school major in mathematics to fulfill the requirements of the B.Ed. (Primary) award. To qualify for enrolment in this course a candidate must have passed MA3071 or a course deemed equivalent.

MA4074 MATHEMATICS EDUCATION: ISSUES IN THE TEACHING OF MATHEMATICS IN THE SECONDARY SCHOOL

This strand investigates the particular issues of the 3 Unit and 4 Unit mathematics curriculum and examines in detail the teaching of a variety of topics with bias to the mathematically talented child.

MA4075 MATHEMATICS EDUCATION: MATHEMATICS FOR THE NON-AVERAGE PUPIL IN THE SECONDARY SCHOOL

This strand investigates the particular issues of the 3 Unit and 4 Unit mathematics curriculum and examines in detail the teaching of a variety of topics with bias to the mathematically talented child.

Multicultural Studies

MS1050 MULTICULTURAL EDUCATION AND COMMUNITY LANGUAGES (Foundation Studies)

YEP/216 Foundation Study. Nature of the multicultural classroom, social, emotional and linguistic factors, role of peer groups, family and community, community languages, E.S.L., Aboriginal and other languages.

MS1210 MULTICULTURALISM IN AUSTRALIA (General Studies)

This module is compulsory for all students working to complete a primary school major in mathematics to fulfill the requirements of the B.Ed. (Primary) award. To qualify for enrolment in this course a candidate must have passed MA3071 or a course deemed equivalent.

MS2020 PLANNING FOR MULTICULTURAL CURRICULA IN EARLY CHILDHOOD (Conversion)

This module is compulsory for all students working to complete a primary school major in mathematics to fulfill the requirements of the B.Ed. (Primary) award. To qualify for enrolment in this course a candidate must have passed MA3071 or a course deemed equivalent.

MS2021 PLANNING FOR MULTICULTURAL CURRICULA IN PRIMARY (Educational Studies)

In this module students will complete a primary school major in mathematics to fulfill the requirements of the B.Ed. (Primary) award. To qualify for enrolment in this course a candidate must have passed MA3071 or a course deemed equivalent.

MS2051 MULTICULTURAL CONVERSION (Conversion)

This module is compulsory for all students working to complete a primary school major in mathematics to fulfill the requirements of the B.Ed. (Primary) award. To qualify for enrolment in this course a candidate must have passed MA3071 or a course deemed equivalent.

MS2052 PLANNING FOR MULTICULTURAL CURRICULUM IN PRIMARY (Educational Studies)

In this module students will complete a primary school major in mathematics to fulfill the requirements of the B.Ed. (Primary) award. To qualify for enrolment in this course a candidate must have passed MA3071 or a course deemed equivalent.

MS2110 ETHNIC MINORITIES IN THE COMMUNITY AND SCHOOL (General Studies)/ (Internship/External)

This module is compulsory for all students working to complete a primary school major in mathematics to fulfill the requirements of the B.Ed. (Primary) award. To qualify for enrolment in this course a candidate must have passed MA3071 or a course deemed equivalent.

MS2200 PLANNING FOR MULTICULTURAL CURRICULUM IN SECONDARY SCHOOL (Conversion)

In this module students will complete a primary school major in mathematics to fulfill the requirements of the B.Ed. (Primary) award. To qualify for enrolment in this course a candidate must have passed MA3071 or a course deemed equivalent.
ELECTIVE

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The module is a student chosen, staff supervised field project in an multicultural study, seminars and groups. Elective module for second language speakers in

NA3

second language in Australia, particularly as relevant to ethnic groups. Self-help examinations the relationship between politics and welfare studies.

MS4907 POLITICS AND WELFARE IN MULTICULTURAL AUSTRALIA

The module examines the relationship between politics and welfare in Australia, particularly as relevant to ethnic groups. Self-help studies.

MS4908 EXPERIMENTAL LEARNING THROUGH OTHER LANGUAGE (ELO)

The module aims to allow experience of negotiating in a new language and to give cognitive and affective insights of the linguistic, psychological, emotional and social aspects of contact in a new culture. Required module for students who do not have a second language in PGI multicultural studies.

MS4909 ABORIGINAL SOCIETY (NAS)

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 PGI multicultural studies.

MS4910 INTENSIVE MOTHER TONGUE MAINTENANCE (INM)

The module aims to provide students with a knowledge of the theory and practice involved in maintaining the mother tongue of ethnic groups. Elective module for second language speakers in PGI multicultural studies.

MS4911 MULTICULTURAL FIELD STUDY (MFS)

The module is a student chosen, staff supervised field project in an area of interest in multicultural studies. It is intended as the culmination of the course and should add to material in the field of study. Students and progress reports will be required and students will contact the extent of work.

Music Education

MU1007 GUITAR MELODIC PERCUSSION (PG3:3)

A practical introduction to playing the guitar which combines group instruction in folk and classical music and simple percussion playing. Dates for both the beginner and the student with some previous experience.

MU1009 RECORDER AND RENAISSANCE WIND INSTRUMENTS I (PS:3)

A practical introduction to playing recorders and renaissance wind instruments which includes group instruction in basic technique and simple ensemble performance of music from Elizabeth time to the modern jazz era.

MU1030 EARLY CHILDHOOD MUSIC I (ES:3)

- Early responses to musical stimuli.
- Sources of materials and teaching strategies employed in presenting music to very young children.
- Development of musical perception through active participation in practical music making.
- The nature and development of basic musical concepts e.g. pitch and rhythm, through planned sequencing of musical experiences.
- Integration of music with other fields of activity.

MU1040 MUSIC TEACHING IN THE JUNIOR SECONDARY SCHOOL A (S0:3)

- The development of creative, listening and performing skills which are basic to the educative processes of the primary and secondary child.
- The adaptation and application of the educational philosophies of Kodaly and Orff to Junior Secondary Education.
- Approaches to the development of musics, including an examination of pitch teaching through pentatonicism, and the use of non-trivial harmonic notation in teaching concepts of pitch, time, dynamics and timbre.
- Learning outcomes associated with instrumental performance onorchestrinal instruments.

MU1041 MUSIC TEACHING IN THE JUNIOR SECONDARY SCHOOL B (S0:3)

- Programme planning to allow the integrated development of visual and aural skills in music for the Junior Secondary School.
- The compositional approach
- Application of instrumental study (recorder, guitar, tuned percussion) to the Junior Secondary classroom situation.
- An extension of the instrumental approach, e.g. music and speech, music and movement, and music and theatre.
- Instrumental and vocal arrangement suitable for Junior Secondary classes.
- The study of selected listened works.

MU1051 PRIMARY AND EARLY CHILDHOOD MUSIC TEACHING (P2:2)

The development of a basic understanding of the knowledge necessary for primary and early childhood music teaching. Sequential development of rhythm and pitch skills. Development of skills in teaching singing, listening and musical creativity.

MU1070 LEARNING GUITAR (GQ:3:3)

A practical introduction to playing the guitar with no continuous group instruction in folk and classical styles and simple ensemble playing. Dates for both the beginner and the student with some previous experience.

MU1071 ELEMENTARY GUITAR FOR EARLY CHILDHOOD (ED:3)

A practical introduction to playing the guitar which combines group instruction in folk and classical styles. The emphasis will be on development of ensemble and group performance skills and repertoire suitable for early childhood.

MU1080 VOCAL PERFORMANCE I (GS:3:3)

This module will be developed in conjunction with a wide variety of vocal repertoire associated with ensemble singing and group performance. This will also give students the ability to sing songs of a different character to guitar repertoire.

MU1090 RECORDER AND RENAISSANCE WIND INSTRUMENTS II (GS:3:3)

A practical introduction to playing recorders and renaissance woodwind instruments which includes group instruction in basic technique and simple ensemble performance of music from Elizabeth time to the modern jazz era.

MU1100 MUSIC FOR PHYSICAL EDUCATION (SD:3)

The fundamentals of music which contribute to sport movements, dance and gymnastics are studied and applied to consolidated knowledge and appreciation of rhythmic patterns and music form.

MU2007 GUITAR VOCAL (PS:3) MU1007

Continues to develop skills and basic performance techniques. A variety of performance styles will be explored and work on classical repertoire will be extended.

MU2010 RECORDER AND RENAISSANCE WIND INSTRUMENTS II (PS:3) MU1030

Continues to develop basic skills and basic performance techniques. A variety of performance styles will be explored and work on classical repertoire will be extended.

MU2040 SECONDARY MUSIC TEACHING - ELECTIVE CLASSES A (S0:3) MU1040

- Curriculum planning and the development of an integrated music programme for elective classes in year 8 - 10.
- Listening repertoire, including the use of score reading as an aid in developing analytical skills, harmonic and melodic perception, tone-colour discrimination and knowledge of orchestral techniques.
- Simple orchestra for school instrumental groups.
- Repertoire suitable for various instrumental and vocal ensembles, including recorder consort, tuned and untuned percussion groups.

MU2041 MUSIC EDUCATION IN THE SECONDARY SCHOOL - ELECTIVE CLASSES B (S0:3) MU2040

- Teaching techniques and further examination of suitable repertoire for instrumental and vocal ensambles in elective classes.
- Development of group music relating to the teaching of style, music history and harmony.
- Planning of aural activities.
- Melodic invention, and simple melodic improvisation.
- Experimental composition using improvisation and graphic notation.
- Preparation of examination materials.
- Assessment procedures.

MU2070 LEARNING GUITAR (GQ:3:3) MU1070

Continues to develop skills and basic performance techniques. A variety of folk accompaniment styles will be explored and work on classical repertoire will be extended.

MU2080 VOCAL PERFORMANCE II (GS:3:3) MU1080

Continues to develop vocal skills, performance techniques and musicianship. Repertoire in both solo and ensemble playing will be extended.

MU2090 RECODER AND RENAISSANCE WIND INSTRUMENTS II (GS:3:3) MU1090

Continues to develop basic techniques, performance skills and musicianship. Repertoire in both solo and ensemble playing will be extended.

MU2710 3 cp

Full details of this module are available from the Department of Music.

MU3001 MODERN APPROACHES TO CLASSROOM MUSIC: GUITAR AND RENAISSANCE SKILLS (PS:3) MU3010

The use of music devices to heighten understanding and awareness of rhythmic feeling and integration through a detailed study of Orff and Kodaly materials. Group composition through speech and instrumental percussion ensemble.

MU3007 GUITAR CREATIVE MAKING (GQ:3:3) MU3007

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

MU3009 RECORDER AND RENAISSANCE WIND INSTRUMENTS III (GS:3:3) MU3010

Extension of skills and musicianship acquired in MU3009. Aspects of technique and interpretation will be discussed during class and individual performance.

MU3043 SECONDARY TEACHING - SENIOR CLASSES A (S0:3) MU3040 or MU3014

Development of musical literacy and knowledge through an integrated treatment of the following subjects: music writing and harmonisation; aural perception; orchestration; techniques of composition; listening to varied recorded works and live performances; score reading and analysis; examination requirements of School Certificate and Higher School Certificate, regulations, measurements and graduations. Examination, development and evaluation of teaching procedures associated with the above subjects applicable to senior secondary classes. Principles and practice of conducting.

MU3044 SECONDARY TEACHING - SENIOR CLASSES B (S0:3) MU3040 or MU3014

Development of musical literacy and knowledge through an integrated treatment of the following from the period c1900 to the present: melody writing and harmonisation; aural perception; orchestration; techniques of composition; listening to a variety of recorded music and live performances; examination requirements of School Certificate and HSC, regulations, measurements and graduations. Evaluation, development and evaluation of teaching procedures associated with the above subjects applicable to senior secondary classes. Principles and practice of conducting.

MU3070 LEARNING GUITAR (GQ:3:3) MU2070

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

MU3080 RECODER AND RENAISSANCE WIND INSTRUMENTS II (GS:3:3) MU2080

Extension of skills and musicianship acquired in MU3080. Aspects of technique and interpretation will be discussed during class and individual performance.
Music Education

MUS1071 ELEMENTARY GUITAR FOR EARLY CHILDHOOD
G27.3.3
A practical introduction to playing the guitar which combines group instruction in folk and classical styles and simple ensemble playing. Caters for both the beginner and the student with some previous experience.

MUS1072 GUITAR MELODIC PERCUSSION
P3.1.3
A practical introduction to playing the guitar which combines group instruction in folk and classical styles and simple ensemble playing. Caters for both the beginner and the student with some previous experience.

MUS1073 RECORDER AND RENAISSANCE WIND INSTRUMENTS I
P3.1.3
A practical introduction to playing recorders and renaissance wind instruments which includes group instruction in basic technique and simple ensemble playing of music from the middle ages to the modern era.

MUS1074 MUSIC FOR PHYSICAL EDUCATION
SP.3.3
The fundamentals of music which contribute to sports movement, dance and gymnastics are studied and applied to consolidate knowledge and appreciation of rhythmic patterns and music form.

MUS1075 GUITAR VOCAL
P3.1.3
Continues to develop skills and basic performance techniques. A variety of folk and classical repertoire will be explored and work on classical repertoire will be extended.

MUS1099 RECORDER AND RENAISSANCE WIND INSTRUMENTS II
G27.3.3
Continues to develop skills and basic performance techniques. A variety of folk and classical repertoire will be explored and work on classical repertoire will be extended.

Music History

MUS1020 VOCAL PERFORMANCE II
G27.3.3
Continues to develop vocal skills, performance techniques and musicianship. Repertoire in both solo and ensemble will be extended.

MUS2060 RECORDING AND RENAISSANCE WIND INSTRUMENTS II
G27.3.3
Continues to develop basic techniques, performance skills and musicianship. Repertoire in both solo and ensemble will be extended.

MUS2100 VOCAL PERFORMANCE
G27.3.3
Continues to develop vocal skills, performance techniques and musicianship. Repertoire in both solo and ensemble will be extended.

MUS2107 GUITAR GUITAR
G27.3.3
Continues to develop skills and basic performance techniques. A variety of folk and classical repertoire will be explored and work on classical repertoire will be extended.

MUS2109 VOCAL PERFORMANCE
G27.3.3
Continues to develop vocal skills, performance techniques and musicianship. Repertoire in both solo and ensemble will be extended.

MUS2120 RECORDING AND RENAISSANCE WIND INSTRUMENTS II
G27.3.3
Continues to develop basic techniques, performance skills and musicianship. Repertoire in both solo and ensemble will be extended.

MUS2160 VOCAL PERFORMANCE
G27.3.3
Continues to develop vocal skills, performance techniques and musicianship. Repertoire in both solo and ensemble will be extended.

MUS2180 RECORDING AND RENAISSANCE WIND INSTRUMENTS II
G27.3.3
Continues to develop basic techniques, performance skills and musicianship. Repertoire in both solo and ensemble will be extended.

MUS2200 VOCAL PERFORMANCE
G27.3.3
Continues to develop vocal skills, performance techniques and musicianship. Repertoire in both solo and ensemble will be extended.

MUS2220 RECORDING AND RENAISSANCE WIND INSTRUMENTS II
G27.3.3
Continues to develop basic techniques, performance skills and musicianship. Repertoire in both solo and ensemble will be extended.

MUS2240 VOCAL PERFORMANCE
G27.3.3
Continues to develop vocal skills, performance techniques and musicianship. Repertoire in both solo and ensemble will be extended.

MUS2260 RECORDING AND RENAISSANCE WIND INSTRUMENTS II
G27.3.3
Continues to develop basic techniques, performance skills and musicianship. Repertoire in both solo and ensemble will be extended.

MUS2280 VOCAL PERFORMANCE
G27.3.3
Continues to develop vocal skills, performance techniques and musicianship. Repertoire in both solo and ensemble will be extended.

MUS2310 VOCAL PERFORMANCE
G27.3.3
Continues to develop vocal skills, performance techniques and musicianship. Repertoire in both solo and ensemble will be extended.

MUS2330 RECORDING AND RENAISSANCE WIND INSTRUMENTS II
G27.3.3
Continues to develop basic techniques, performance skills and musicianship. Repertoire in both solo and ensemble will be extended.

MUS2350 VOCAL PERFORMANCE
G27.3.3
Continues to develop vocal skills, performance techniques and musicianship. Repertoire in both solo and ensemble will be extended.

MUS2370 RECORDING AND RENAISSANCE WIND INSTRUMENTS II
G27.3.3
Continues to develop basic techniques, performance skills and musicianship. Repertoire in both solo and ensemble will be extended.

MUS2390 VOCAL PERFORMANCE
G27.3.3
Continues to develop vocal skills, performance techniques and musicianship. Repertoire in both solo and ensemble will be extended.
Physical Education

PE1024 SPORT IN THE SCHOOL (3:0)
Students examine the theoretical and practical foundations of sports recreation in the secondary and/or primary school. Analysis will enable students to organize and evaluate sports programmes offered in the primary or secondary schools.

PE1311 MOVEMENT EDUCATION (3:0)
This module is a compulsory Early Childhood subject for all B.Ed. Early Childhood students. Strategies in movement education are examined through the study of functional and expressive movement, a problem-solving approach to physical education in early childhood.

PE1312 MOVEMENT IN THE PRIMARY SCHOOL (3:3)
This module develops the principles of movement education in the areas of dance and gymnastics. It is the 1000 level core module for students developing an area/major emphasis in physical education for B.Ed. (Primary Education).

PE1320 EARLY CHILDOOD - PRIMARY P.E. (2:3) F/E 192
The development of a basic understanding of the knowledge necessary for teaching primary and early childhood physical education. Skills in teaching games, gymnastics and dance are introduced.

PE1540 DANCE FOR ART (3:3)
A course on dance as a folk, social and creative dance.

PE1700 FOUNDATIONS OF PHYSICAL EDUCATION (3:3)
The study of the theoretical issues related to physical education, both as an academic discipline and a professional area of education. The examination of the student's appreciation of physical education through critical review of its development in Australia. It is available to B.Ed. (Primary/Early Childhood Education) students as a general study.

PE1701 FOUNDATIONS OF HEALTH EDUCATION (3:3)
A development of the student's knowledge and understanding in the area of health science and human sexuality, as they relate to secondary education.

PE1702 COMMUNITY RECREATION (3:3)
The module undertakes an analytical consideration of the structure, functions and processes of leisure, and examines the social context of recreation planning and policy making in Australia.

PE1761 TEACHING OF BASIC MOTOR MOVEMENT/PHYSICAL FITNESS (4:0)
An analysis of the components of basic movement and skills and their relationship to teaching games. Consolidation of these skills by the use of skill drills, practices and minor games. The theoretical constructs and practical knowledge of the concept "fitness" from which student fitness programmes may be drawn.

PE1762 TEACHING OF DANCE (4:2)
A composite course of folk, ballroom and creative dance, teaching methods and techniques.

PE1763 TEACHING OF GYMNASIICS (4:2)
An individualized approach to movement on floor and apparatus, teaching methods and techniques for educational, recreational and formal gymnastics.

Twelve credit points must be taken from the following:

PE1765/1766/1767 TEACHING OF GAMES I, II, IV (4:4)
Skills, rules, offensive and defensive tactics; teaching methods and techniques in each of the following selections: Cricket, netball, soccer, softball, basketball, baseball, football, volleyball, tennis.

PE2046 RECREATIONAL ACTIVITIES IN AUSTRALIAN SCHOOLS (3:0)
This module seeks to develop basic skills and teaching strategies which could be applied in presenting the following activities in the school situation:
(A) Archery
(B) Badminton
(C) Bowls
(D) Curling
(E) Orienteering
(F) Squash

PE2312 DEVELOPMENTS IN THE PRIMARY SCHOOL (3:3) PE332
This course is devoted to analysis of games, skills practices, minor games and lead-up games including team and individual activities and a general introduction to athletics. It is the 700 level core module for students developing a major emphasis in physical education for B.Ed. (Primary Education).

PE2540 DANCE FOR ART I & F.A.E. II (3:0) PE1540
A specialization selected from three of the following areas:
(A) Folk
(B) Social
(C) Square
(D) Modern Jazz Ballet
(E) Primitive Jazz
(F) Contemporary Dance

PE2700 STRUCTURES IN PHYSICAL EDUCATION (3:3) or PE1700
The study and critical evaluation of physical education, health education and recreation curricula and the examination of the foundations of curriculum development in physical education.

PE2701 FACTORS INFLUENCING HEALTH (3:0) PE1701
The development of the student's knowledge and understanding of nutrition and drugs so as to develop and maintain physical health.

PE2702 RECREATION PLANNING (3:3) PE1702 or PE1701 (for Primary students)
This course is based on an understanding of the principles and practices involved in planning and programming for recreation in Australian communities. It is available to B.Ed. (Primary Education) students as a General Study.

PE2705 TESTS AND MEASUREMENTS IN PHYSICAL EDUCATION (3:3) PE1701
The investigation of the implications of testing in the motor domain and in the conducting of tests in physical fitness and sports.

PE2706 INTRODUCTION TO ADAPTED PHYSICAL EDUCATION (3:3) PE1763 or PE1701 (for Primary students)
Students will be introduced to the range of developmental abilities, educationally disadvantaged, and the development of knowledge and skill in the conducting of teaching in physical fitness and sports.

PE2707 COACHING OF SPORTS, DANCE, GYMNASICS (3:0) 3 Credit level relevant coaching area.
Discuss the skills, techniques, physical and psychological development of individuals involved in sport; encourages students to appreciate the combination of these factors in the coaching activities and learning process.

PE2708 COACHING OF SPORTS, DANCE, GYMNASICS II (3:0) PE2707
This course seeks to develop an understanding of the responsibilities and roles of the coach and his athletes or teams, within their own team roles and their potential, and to provide an understanding of the critical factors in decision making in professional coaching.

PE2761 TEACHING/DANCE/GYMNASICS II (3:0) PE3761
Theoretical and practical aspects of dance, the development of activities suitable for the school and the community. Students will be involved in physical and dance activities.

PE2762 TEACHING/DANCE III (3:0) PE3761
Theoretical and practical aspects of dance, the development of activities suitable for the school and the community. Students will be involved in physical and dance activities.

PE2763 TEACHING OF GYMNASICS III (3:0) PE3761
This course develops the theoretical base of gymnastics and examines the scope and relationship of gymnastics to the pupil, the school and the community. Students will be involved in selected practical and teaching areas.

PE2764 TEACHING OF ATHLETICS (3:3) PE1761
Biomechanical analysis, teaching points and progressions for selected track and field events appropriate to the secondary track and field events appropriate to the secondary school programme.

PE2765 TEACHING OF AQUATICS (3:3) PE1761 + PE1762 + PE1763
This module focuses on the teaching of aquatic skills, learn to swim techniques, stroke analysis and fault correction, swimming activities, aquatic games, teaching methods and activities appropriate to the school programme.

PE3100 ADMINISTRATIVE PRACTICES IN PHYSICAL EDUCATION, HEALTH AND RECREATION (Diploma) (3:0) PE2700
An investigation of organizational and administrative procedures in health, physical education and recreation within the secondary school curriculum.

PE3101 MENTAL AND COMMUNITY HEALTH (Diploma) (3:0) PE2702
A development of the student's knowledge and understanding in mental and community health so as to help him function more happily in society.

PE3102 RECREATION LEADERSHIP (Diploma) (3:0) PE2702
This course seeks to develop an understanding of the principles and practices of leadership pertaining to the organization and implementation of both school and community recreation programmes.

PE3103 MOTOR LEARNING (Diploma) (3:0) 3ED2+3PE2
This module is concerned with the processes involved in the acquisition of motor skills, learning patterns, processes of human information, retention time etc. Some of the areas discussed and investigated:
The development of the student's knowledge and understanding in physical education, health and recreation. This module is available to B.Ed. (Primary Education) students as a General Study.

PE3270 RECREATIONAL LEADERSHIP (FOUNDATION) (0:3:3) PE2702
This module is designed to enable students to understand and develop the key concepts and skills necessary for effective leadership in physical education, health and recreation. This module is available to students who have pursued a major emphasis in physical education.

PE3451 PHYSICAL EDUCATION IVB ADVANCED PHYSICAL EDUCATION TEACHING (3:0:3)
Consideration of professional aspects of teaching physical education. Examination of innovative theoretical and practical presentations in the delivery of physical education and recreation, related to secondary schools.

Police Studies

ED51903 BEHAVIOURAL STUDIES 1 - POLICE STUDIES (3:0:3)
A study to promote an awareness of:
• the various stages of transition during the life cycle.
• the physical, psychological and sociological aspects of childhood, adolescence, adulthood and old age.
• the nature of social categories of age during life, and how it may influence behaviour.
• the relationship between architecture and behaviour.

ED51909 BEHAVIOURAL STUDIES 2 - POLICE STUDIES (3:0:3) ED51903
A study to promote an awareness of:
• the problems of growing up in contemporary society.
• the differences between youth groups and youth culture.
• the nature of social categories of age during life, and how it may influence behaviour.
• the relationship between architecture and behaviour.
• the process of differentiation in terms of culture and work.
SC2807 RESEARCH AND RESEARCH II
(6:0) 3 TP2
The student will be assisted to:
- identify test needs or problems associated with police work, through community data gathering, describe or solve problems or in objective ways (deduction).
- suggest appropriate variables and select those most likely to be successful for a particular need or problem (induction).
- reason out the correctness of the suggested solution and test the consequences against further observations and data (deduction).
- produce a warranted conclusion and/or clarification of the need or problem.

SC2808 DEPTH STUDY
(6:0) EN1302 SC2806
This course will be a topic for in-depth study.

ETHI301 ADMINISTRATION
(3:4) EP1801
In this module, the student will:
- study the nature and functions of the society.
- investigate organisational theory in general.
- become aware of the problems faced by individuals and organisations.

ETHI302 ADMINISTRATION
(3:4) EP1801
In this module, the student will:
- study the organisation in which he works and be aware of the duties associated with various functions.
- learn to apply good principles of management to specific situations.
- develop the ability to relate to colleagues and public easily now.

MA1808 SAMPLING TECHNIQUES AND BASIC STATISTICS
(3:0) 1 TP9
On completion of the module the student will:
- have an understanding of computer, its values and short comings.
- have the knowledge to devise elementary programmes.
- have an understanding of sampling techniques and be able to apply those techniques to social data.
- have an understanding towards the contribution of data to generate hypothesis.
- have an appreciation of the limitations of hypothesis related to the nature of the data base.
- be able to effect standard hypothesis testing techniques.

SC1809 MATERIAL HAZARDS AND SAFETY PROCEDURES
(3:3) TP3
This module is based on the premise that a police officer is frequently the first person called to handle emergency situations and he is required to assess the problem, take emergency steps and bring specialised services into operation.

S1980 POLICE AND SOCIETY IN NEW SOUTH WALES
(3:0) 1 TP9
This module will give an awareness of:
- how the attitudes of society to crime and punishment have changed or fluctuations.
- how roles and attitudes have expanded.
- how police and society have viewed police roles.
- how significant events have influenced the nature, the image and the operation of the police force in New South Wales.

SS2950 MULTICULTURAL STUDIES
(3:3) 3 TP1
This module aims to have the student:
- become aware of the multicultural nature of modern Australian Society.
- understand the values, attitudes and processes of selected ethnic groups.
- become alert to communication difficulties that may occur in multi-ethnic situations.
- examine in inter-relationship between the concepts of equality and multiculturalism.
- develop an awareness of and practice in techniques and skills relevant to the management of inter-group relations in multicultural context.

SW1001 SOCIAL WELFARE I
(3:0) 1 TP9
In this module the student will develop his understanding of:
- the development, concerns and situations of social welfare.
- the roles of social welfare personnel.
- the police officer as a social welfare worker.
- the ethics and values of social welfare practice.
- the structure and nature of social welfare organisations and services.
- the nature, advantages and limitations of such intervention processes as casework, group work and community work.

SW2002 SOCIAL WELFARE II
(3:0) 1 TP9
In this module the student will develop his understanding of:
- the needs of people in crisis situations.
- the problem solving abilities available to people.
- how to make appropriate referrals to community support services.
- the need for additional community support services.
- the police officer's role in crisis intervention and resolution.
- how to make the development of existing and additional support services.

The modules are currently under revision.

Professional Studies Programme — Primary/Early Childhood

TP1001 EXPOSITORY TEACHING: PRIMARY/EARLY CHILDHOOD
(3:0) 1 TP9
The focus of this module is a teacher-directed approach to teaching with related teaching skills. Skills treated include Basic Questioning, Explaining and Valuating. These skills are developed in micro-teaching and macro-teaching sessions at school base.

TP2001 PUPIL CENTRED TEACHING: PRIMARY/EARLY CHILDHOOD
(3:0) 1 TP9
The focus of this module is a pupil-centred approach to teaching with related teaching skills. Skills treated 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.

TP2002 DIAGNOSTIC AND REMEDIAL TEACHING: PRIMARY
(3:3) 2 TP89 or TP1001 or TP1002
This module focuses on the diagnosis of pupil-learning strengths and weaknesses at school base. The formulation, implementation of a developmental programme in Reading and Mathematics is studied.

TP2003 UNIT PLANNING PRIMARY
(3:0) 1 TP9 or TP1001 or TP1002
This programme aims to develop skills in curriculum planning at school base using both subject centred and experience centred approaches to curriculum development. Having designed the programmes of work students will be required to teach and evaluate them.

TP2005 UNIT PLANNING PRIMARY
(3:0) 1 TP9 or TP1001 or TP1002
This programme aims to develop skills in planning and teaching units of work at technical and academic levels using both product and process approaches to curriculum development. Having designed the units of work, students will be required to teach and evaluate them in a pre-school environment.

TP2006 DIAGNOSTIC PLANNING IN PERCEPTUAL MOTOR SKILLS: EARLY CHILDHOOD
(3:3) 3 TP1
This module focuses on the diagnosis of pupil-learning strengths and weaknesses of pre-school and kindergarten pupils. Students will produce a diagnostic observation checklist for perceptual-motor development. They will plan for, teach and evaluate individual programmes in the College nursery and at school base.

TP3001 UNIT PLANNING FOR MULTIPLE GROUPS
(3:0) 1 TP9 TP1005 or TP1006
In schools with different social environments this module aims to develop skills in teaching multiple groups in the classroom. Students are required to design appropriate units of work using the skills acquired in the 2nd level modules. To teach these units they will need the success of the teaching. Students will also gain familiarity with the administration of standard instruments and the interpretation of the results of this administration.

TP3002 PRINCIPLES AND PRACTICES OF TEACHING: PRIMARY CONVERSION
(3:0) 1 TP9
Basic teaching skills programme for students converting from a Diploma to a Degree programme.

TP3003 PRINCIPLES AND PRACTICES OF TEACHING: EARLY CHILDHOOD CONVERSION
(3:0) 1 TP9
Basic teaching skills programme for students converting from a Diploma to a Degree programme.

TP3012 CLASSROOM MANAGEMENT AND DISCIPLINE
(3:0) 1 TP9
This module provides opportunities to apply theoretical ideas on classroom management and discipline in a school situation.

TP3014 BEGINNING TO TEACH
(3:0) 1 TP9
This module provides opportunities for students to make actual decisions about issues that they will confront when they first enter the teaching profession.

TP4000 TEACHING SKILLS: PRIMARY EDUC
(3:0) 1 TP9
This module emphasises teacher-directed and pupil-centred approaches to teaching with related teaching skills. Teaching skills treated include Valuating, Explaining, Basic Questioning, Teacher Response and Higher Order Questioning.

TP4011 SUPERVISION IN PRACTICE
(3:0) 1 TP9
External in 1984

TP4016 TECHNIQUES FOR IMPROVING THE LEVEL OF CLASSROOM INTERACTION
(3:3) 2 TP9
External in 1984

This module provides opportunities for the development of specific techniques for improving the level of classroom interaction.

Professional Studies Programme — Art

PS1011 PRINCIPLES AND PRACTICES OF TEACHING ART EDUCATION
(3:0) 1 TP9
The objective of this module is to provide each student with an opportunity to identify and acquire specific teaching skills and behaviour. Students will be presented with an opportunity to practice these skills in the reality of a school situation.

PS1013 PRINCIPLES AND PRACTICES OF TEACHING ART EDUCATION
(3:0) 1 TP9
This module provides opportunities for the student to acquire specific teaching and classroom management skills in a school setting.

PS1014 BEGINNING TO TEACH
(3:0) 1 TP9
This module provides opportunities for students to make actual decisions about issues that they will confront when they first enter the teaching profession.

PS1001 PRINCIPLES AND PRACTICES OF TEACHING ART EDUCATION
(3:0) 1 TP9
This module provides opportunities for students to make actual decisions about issues that they will confront when they first enter the teaching profession.
The focus of this module is on several basic teaching skills and to practise these skills by teaching English to small groups of secondary pupils.

Professional Studies Programme — English/History

TS1011 EXPOSITORY TEACHING: HOME ECONOMICS S3/03 Students will be provided with opportunities to acquire specific teacher-centred behaviours and skills through a programme of micro teaching in a secondary school. Teaching skills introduced will include Basic Questioning, Variability, Explaining, Introductory procedures and Closing.

TS1112 INTERACTIVE TEACHING: HOME ECONOMICS S3/02 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.

TS2113 CREATING TEACHING RESOURCES: HOME ECONOMICS S3/03 Students will be provided with opportunities to acquire basic competencies in using instructional materials. This will involve the development of planning, design and production skills to make and use media and materials to achieve specific learner outcomes.

TS2021 DESIGN AND PRODUCTION OF INSTRUCTIONAL RESOURCES: ENGLISH/HISTORY S3/03 Students will be provided with opportunities to acquire basic competencies in using instructional materials. This will involve the development of planning, design and production skills to make and use media and materials to achieve specific learner outcomes.

TS2008 TEACHING STRATEGIES: ENGLISH/HISTORY S3/03 This module focuses on the theory and practice of teaching strategies for English and History in the secondary school. The module incorporates a theoretical base and practical application in classroom teaching.

TS2006 APPROACHES TO UNIT PLANNING: ENGLISH/HISTORY S3/03 TS2006 This module offers a comprehensive and integrated series of practical experiences at school level to complement the theoretical studies in curriculum undertaken at College.

TS2005 CLASSROOM MANAGEMENT AND DISCIPLINE: ENGLISH/HISTORY S3/03 TS2006 This module provides opportunities to apply theoretical ideas on classroom management and discipline in a school situation.

TS4005 PRINCIPLES AND PRACTICES OF TEACHING: ENGLISH/HISTORY (Ed) S3/02 The focus of this module is on several basic teaching skills and to practise these skills by teaching English to small groups of secondary pupils.

TS4004 PRINCIPLES AND PRACTICES OF TEACHING: HISTORY (Ed) S3/02 The focus of this module is on several basic teaching skills such as Narration, Explanation, Questioning, Introductory/Closing Procedures and Variability and to practise these skills with small groups of secondary pupils.

Professional Studies Programme — Home Economics

TS1015 PRINCIPLES AND PRACTICES OF TEACHING: INDUSTRIAL ARTS S3/03 Students will be provided with opportunities to acquire specific teacher-centred behaviours and skills through a programme of micro teaching in a secondary school. Teaching skills introduced will include Teacher Response, Reinforcement and Advanced Questioning.

TS2015 PRINCIPLES AND PRACTICES OF TEACHING: INDUSTRIAL ARTS S3/03 Students will be provided with opportunities to acquire specific pupil-centred behaviours and skills through a programme of micro teaching in a secondary school. Teaching skills introduced will include Teacher Response, Reinforcement and Advanced Questioning.

TS3015 PRINCIPLES AND PRACTICES OF TEACHING: HOME ECONOMICS S3/03 TS2015 This module provides opportunities to apply theoretical ideas on management and discipline in a school situation.

TS3016 PRINCIPLES AND PRACTICES OF TEACHING: INDUSTRIAL ARTS S3/03 Students will be provided with opportunities to acquire specific teacher-centred behaviours and skills through a programme of micro teaching in a secondary school. Teaching skills introduced will include Teacher Response, Reinforcement and Advanced Questioning.

Professional Studies Programme — Languages

TS40105 PRINCIPLES AND PRACTICES OF TEACHING: MATHEMATICS (Ed) S3/02 This module provides opportunities to apply theoretical ideas on classroom management and discipline in a school situation.

TS40106 PRINCIPLES AND PRACTICES OF TEACHING: MATHEMATICS (Ed) S3/02 This module provides opportunities to apply theoretical ideas on classroom management and discipline in a school situation.

TS40107 PRINCIPLES AND PRACTICES OF TEACHING: MATHEMATICS (Ed) S3/02 This module provides opportunities to apply theoretical ideas on classroom management and discipline in a school situation.

TS40108 PRINCIPLES AND PRACTICES OF TEACHING: MATHEMATICS (Ed) S3/02 This module provides opportunities to apply theoretical ideas on classroom management and discipline in a school situation.

TS40109 PRINCIPLES AND PRACTICES OF TEACHING: MATHEMATICS (Ed) S3/02 This module provides opportunities to apply theoretical ideas on classroom management and discipline in a school situation.
Professional Studies Programme — Music

TS1025 PRINCIPLES AND PRACTICES OF TEACHING: MUSIC S3:0-3
This module focuses on several basic teaching skills and opportunities for practising these skills by teaching music to school pupils.

TS2025 PRINCIPLES AND PRACTICES OF TEACHING: MUSIC S3:0-3
This module emphasises the classroom management and discipline teaching skills. Opportunity is provided to practise these skills by teaching Music to secondary school pupils.

TS4025 PRINCIPLES AND PRACTICES OF TEACHING: MUSIC (B.Mus.Ed.) S3:0-3
Corequisite: MJ0041 Strategies of Teaching. The planning and implementation of a range of lesson types directed toward specific learning outcomes, and the evaluation of pupil performance. Planning a unit of work to be implemented in a school-based programme, emphasising an integrated approach to the development of skills and insights in pupils.

TS4027 PRINCIPLES AND PRACTICES OF TEACHING: MUSIC (Dip.Ed.) S3:0-3
This module emphasises various approaches to teaching with skills which include Variability, Explaining, Basic Questioning, Teacher Response, and Higher Order Questioning.

Professional Studies Programme — Science

TS1035 PRINCIPLES AND PRACTICES OF TEACHING: SCIENCE (PREPARATION FOR PRACTICE TEACHING) S3:0-3
Preparation for practice teaching through school-based demonstrations, seminars on objectives, lesson preparation, control and safety. Followed by peer group teaching, micro-teaching, and half-day school experiences at the practice teaching school.

TS1036 PRINCIPLES AND PRACTICES OF TEACHING: SCIENCE (MICRO-TEACHING) S3:0-3
Theoretical treatment and micro-teaching practice of the skills of Reinforcement, Basic Questioning, and Variability.

TS2035 PRINCIPLES AND PRACTICES OF TEACHING: SCIENCE (TEACHING STRATEGIES) S3:0-3 TS1036
Theoretical treatment and micro-teaching practice of the Advance Organiser Model (Ausubel), the Concept Attainment Model (Bruner), and the Inquiry Training Model (Suchman).

TS2036 PRINCIPLES AND PRACTICES OF TEACHING: SCIENCE (INFLUENCING ATTITUDES) S3:0-3 TS1036
Theoretical treatment and micro-teaching concerning scientific attitudes, attitudes to science, and attitudes to conservation and personal and community health.

TS3035 PRINCIPLES AND PRACTICES OF TEACHING SCIENCE (FOR YEAR 11 AND 12) S3:0-3 TS2036
Detailed study of aims and objectives and content of senior syllabuses. Through micro-teaching, students will develop a concise understanding of the teaching of 12 Unit Sciences and one 2 unit science chosen from Chemistry, Physics or Biology.

TS3036 PRINCIPLES AND PRACTICES OF TEACHING SCIENCE (CHILDREN WITH SPECIAL NEEDS) S3:0-3 TS2036
Ethnic and social awareness programme, Multicultural selection, social class selection, ethnic selection, school children as clients.

TS4035 PRINCIPLES AND PRACTICES OF TEACHING SCIENCE (Dip.Ed.) S3:0-2
The course is divided into two semester units. Initially, students experience a gradual introduction to teaching through attending demonstrations, seminars, micro-teaching and half-day experiences. Later, strategies of teaching designed for different outcomes are studied and practised.

Professional Studies Programme — Social Sciences

TS1041 EXPOSITORY TEACHING: SOCIAL SCIENCES S3:0-3
Students will be provided with opportunities to acquire specific teacher-centred behaviours and skills through a programme of micro-teaching in a secondary school. Teaching skills introduced will include Basic Questioning, Variability, Explaining, Introductory Procedures and Closure.

TS1042 PUPIL CENTRED TEACHING: SOCIAL SCIENCES S3:0-3
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.

TS2041 STRATEGIES OF TEACHING: SOCIAL SCIENCES S3:0-3 TS1041
The purpose of the module is to promote participation in specific teaching strategies identified as being basic to the Social Sciences, including (a) Simulation/Role Play/Socio-drama; (b) Field Studies; (c) Programmed Instruction; (d) Case Studies.

TS2042 DESIGN AND PRODUCTION OF INSTRUCTIONAL RESOURCES: SOCIAL SCIENCES S3:0-3 TS1042
Students will be provided with opportunities to acquire basic competences in using instructional materials. This will involve the development of planning, design and production skills through a programme of micro-teaching and planning the design of instructional materials.

TS2041 APPROACHES TOWARDS PLANNING: SOCIAL SCIENCES S3:0-3 TS2042
This module offers a comprehensive and integrated series of practical experiences at school and at university to complement the theoretical studies in curricular undertaken at college.

TS3042 CLASSROOM MANAGEMENT AND DISCIPLINE: SOCIAL SCIENCE S3:0-3 TS1042
This module provides opportunities to apply theoretical ideas on classroom management and discipline in a school situation.

TS4040 PRINCIPLES AND PRACTICES OF TEACHING SOCIAL SCIENCES (Dip.Ed.) S3:0-3
This module focuses on the development of some basic skills of teaching with practical application to improve competence. Analysis of teacher pupil behavior allows using teaching methods to be appropriately modified.

Professional Studies Programme — Physical Education

TS1031 PRINCIPLES AND PRACTICES OF TEACHING: PHYSICAL EDUCATION I S3:0-2
In this module students undertake lectures in teaching strategies, content, lesson preparation and presentation techniques. Initially the programme involves peer group teaching followed by micro-teaching in the primary school.

TS2031 PRINCIPLES AND PRACTICES OF TEACHING: PHYSICAL EDUCATION II S3:0-2 TS1031
In this module students are given the opportunity to gain teaching experience in the secondary school. The programme comprises preparation lectures, demonstrations and teaching of lower secondary pupils in small groups initially, with the provision for increasing numbers of pupils.

Professional Studies Programme — Teacher Librarianship

TS1060 PRINCIPLES AND PRACTICES OF TEACHING: TEACHER LIBRARIANSHIP (Dip.Ed.) S3:0-3
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 — Advanced Teaching Method

TP1020 STRATEGIES FOR TEACHING INFORMATION PROCESSING MODELS S0:0-3 TS1020
Students will be provided with opportunities to acquire specific teaching strategies using information processing models developed by Bruner, Suchman, Ausubal and Taba.

TP1021 STRATEGIES FOR TEACHING II (SOCIAL AND PERSONAL MODELS) S0:0-3
Students will be provided with opportunities to acquire specific teaching strategies using social and personal models developed by Glasser, Shaffel, Gordon, Rogers and others.
Teaching Experience

Teaching Experience consists of continuous teaching at school bases.

BP4009 TEACHING EXPERIENCE:
BP2015 TEACHING EXPERIENCE:
BP2005 TEACHING EXPERIENCE:
BP4011 TEACHING EXPERIENCE:
BP2011 TEACHING EXPERIENCE:
BP4041 TEACHING EXPERIENCE:
BP4036 TEACHING EXPERIENCE:
BP4027 TEACHING EXPERIENCE:
BP3035 TEACHING EXPERIENCE:
BP3030 TEACHING EXPERIENCE:
BP3015 TEACHING EXPERIENCE:
BP3011 TEACHING EXPERIENCE:
BP3003 TEACHING EXPERIENCE:
BP2001 TEACHING EXPERIENCE:
BP2000 TEACHING EXPERIENCE:
BP1030 TEACHING EXPERIENCE:

Radiography

ED1905 PSYCHOLOGY: UNDERSTANDING HUMAN BEHAVIOUR
0.33
This module aims to assist the student in understanding the individual human being. The module treats such topics as human growth and development, socialisation, motivation, perception and the self.

ED1906 INTERPERSONAL BEHAVIOUR
0.20
This module aims to help the student develop an understanding of self and others and to develop competence in making helpful and reassuring social contacts with others. The module treats such aspects as perception of one person by another and verbal and non-verbal aspects of communication.

HE1906 HOSPITAL PRACTICE
0.20
Basic hospital organisations: relevant nursing procedures; Patient care: observation, measurement, procedure. First aid

SC1901 PHYSICS FOR RADIOGRAPHERS
(4:0)4
An introductory study of basic physical concepts to provide a background for further work.

SC1902 LIVING ANATOMY AND PHYSIOLOGY A
(4:0)4
A sequential treatment of the complete human anatomy and physiology as required by radiographers under general headings: Cell and Tissue biology; Systems Anatomy and Physiology; Skeletal, Muscular, Vascular, Lymphatic, Nervous and Venous; Special senses, ears, eyes and nose. Introduces cells, tissues, upper and lower limbs, respiratory system.

SC1903 LIVING ANATOMY AND PHYSIOLOGY B
(4:0)4
Introduces vertebral column, skull, neck, Overview of neuro-anatomy and physiology.

SC1904 EQUIPMENT A
(3:0)3
Radiographic photography, film, screens, cassettes processors, sonarimeters, densitometers, subtraction and copyng.

SC1905 EQUIPMENT B
(2:0)2
The total radiographic equipment will be studied in sequence. X-ray tube, transformers, safety devices, timers, Dosimeters. Protection, special procedures equipment.

SC1911 RADIOGRAPHIC ANATOMY A
(0.5)0.5
Positions of patients will be integrated with the living-anatomy relevant to that positioning.

SC1912 RADIOGRAPHIC ANATOMY B
(0.5)0.5
Positions of patients will be integrated with the living-anatomy relevant to that positioning.

SC1913 TECHNIQUES AND SURFACE ANATOMY C
(0.5)0.5
The technique and surface anatomy of the various tracts, as the technique and surface anatomy of the various tissues of the head and neck.

SC1914 TECHNIQUES AND SURFACE ANATOMY B
(0.5)0.5
A study of the technique and surface anatomy of skull and vertebral column, sinuses, teeth and abdomen.

SC2901 RADIATION PHYSICS
(3:0)3
A detailed study of electromagnetic and radiation physics under general headings: Electromagnetism, A.C.; Nature of Matter, Radiation, X-rays, Basic Electronics.

SC2902 LIVING ANATOMY AND PHYSIOLOGY C
(3:0)3
Introduces Digestive Tract, Urinary system, Male and Female pelvic.

SC2903 LIVING ANATOMY AND PHYSIOLOGY D
(3:0)3
Introduces vascular system, special senses and more detailed anatomy.

SC2904 EQUIPMENT C
(0.5)0.5
A study of equipment associated with the X-Ray machine, timers, image intensifiers, filters, safety circuitry, maintenance together with a further study of biological effects of radiation, cumulative exposure, dosimeters and other measuring devices.

Science Education

SC131 MECHANICS
(3:0)3
Topics dealt with include linear and rotational kinematics, statics and dynamics of particles and of extended bodies, conservation of energy and momentum, coefficient of restitution, examination of the value of application of principles of mechanics to the study of theorems.

SC132 DIRECT CURRENT ELECTRICITY
(3:0)3
This module will give an understanding of basic direct current electricity and magnetism with an introduction to electrotechnics, semi-conductor diodes and alternating current.

SC1141 CHEMISTRY IA
(4:0)4
Basic aspects of chemistry both from a theoretical and practical approach. Topics include: atomic theory, periodic properties, bonding and physical properties, equilibria, energy changes, electron transfer processes.

SC1142 CHEMISTRY IB
(3:0)3
Aspects of chemistry which find particular application in biological systems. Topics include: introductory organic chemistry; functional groups; amines, carboxylic acids, alcohols and aldehydes.

SC1151 GEOLOGY IA
(4:0)4
An introduction to the structure and composition of the Earth, from minerals, igneous and metamorphic processes. Strato~graphic principles are applied to the study of geological time. Men's geological role is reviewed.
SC1741 BIOLOGY FOR PHYSICAL EDUCATION
(10:2)
Students study the origin of living cells and examine the basic cell structure and function. The course precedes the study of the evolution of specialised cells and organisms.

SC1930 PHYSICAL SCIENCE FOR NON-SCIENTISTS (GENERAL STUDIES)
(10:2)

SC1840 EARLY CHILDHOOD PRIMARY SCIENCE K-6 METHOD (PRIMARY STUDIES)
(10:2)
Identification and development of science process skills in elementary education. New programmes for science teaching such as Science 5/13, S.C.I.S. and New Zealand Units. Practical aspects of teaching and learning and some theories and integration of science with other subjects; use of local resources. Learning theories and their application to the development of learning environments and teaching procedures.

SC1950 SCIENCE AND THE PHYSICAL WORLD (PRIMARY STUDIES)
(10:2)
The nature of forces and machines. Types of energy and energy transformations. Electricity and magnetism. Teaching science with toys.

SC2040 SCHOOL BASED CURRICULUM DEVELOPMENT
(6:3)
Systems analysis and development of curricula in secondary schools.

SC2131 MECHANICS II
S0:03 SC1131
Topics include rotational dynamics, rotational kinetic energy and angular momentum; momentum and conservation of momentum. Simple Harmonic Motion; the sinusoidal wave equation and its application to the study of interference. Special relativity is dealt with in terms of the Lorentz transformation equations, time dilation, length contraction, relativistic addition of velocities and relativistic momentum.

SC2132 OPTICS
S0:49
The nature of light and its velocity. Huygens principle and its application. The physical and geometrical optics of spherical lenses and optical systems. The eye is an optical system; defects of the eye and use of lenses for correction of defects; iridescence and diffraction; the defraction grating and polarisation. Laboratory work based on the above topics.

SC2141 CHEMICAL BONDING
S0:49 SC1141
A more detailed consideration of atomic structure and models of chemical bonding including: covalent, ionic, metallic and van der Waals bonds. Relation of bonding models to physical and chemical properties of compounds. Application of bonding models to physical and chemical properties of compounds. Application of bonding models to physical methods used in modern industry.

SC2142 ENERGY AND CHEMICAL REACTIONS
S0:49 SC1141
Energy relationships in the study of chemical changes is considered with an aim to:
(1) the energy relationships to examine the predictability of chemical reactions and the effect of different conditions and to develop an appreciation of the importance of energy considerations in the chemical reactions of industrial and biological importance.

SC2151 GEOLOGY I
S0:49 SC1151
Elements of cryolithology. Structure and composition of rocks and rocks and their critical properties in thin section. Petrology of igneous rocks.

SC2152 GEOLOGY II
S0:49 SC1152
Economic minerals and fuels: their nature, origin and significance. An introduction to palaeontology. Geological and history of New South Wales. Laboratory and field studied.

SC2171 ECOLOGY AND ECOSYSTEM STUDIES
S0:49 SC1171

SC2172 CELL, CHEMISTRY AND PHYSIOLOGY
S0:49 SC1172

SC2261 ANATOMY AND PHYSIOLOGY IN NURSING
S0:49
The major purpose of this module is to cause the nurse teacher to recognise the systematic organisation of facts in the major con­cepts and principles of an area of anatomy. These are presented and interpreted in such a way that nursing practice is made more effective and meaningful, and therefore rewarding.

SC2370 ALTERNATING CURRENT DEVICES
S0:49 SC1370
The student will be able to describe the operation of electronic devices, measure selected parameters and use the devices in circuits and equipment. The student will be able to:
- master the structure of knowledge within the discipline;
- develop effective problem-solving and discovery methods and to adopt appropriate scientific attitudes;
- become proficient in experimental techniques;
- develop effective communication techniques;
- understand the constraints and influences which society exerts on scientists;
- evaluate the interplay between economic and scientific progress;
- understand the limitations of scientific investigations.

SC2380 ELECTRONIC CONSTRUCTION TECHNIQUES
S0:49 SC1380
To apply the subject matter of courses in electronics and industrial arts to the production of electronic devices, and to the production of electronic and industrial arts devices. To develop proficiency in the interpretation and use of circuit diagrams and other symbolic representations.

SC2470 CHEMICAL BONDING
S0:49 SC1470
Students study a number of models of chemical bonding. The advantages, limitations and applications of each model will be examined.

The student will be assisted to:
- master the structure of knowledge within the discipline;
- develop effective problem-solving and discovery methods and adopt appropriate scientific attitudes;
- develop effective communication techniques;
- trace the historical development of the subject;
- realise the limitations of scientific investigations.

SC2490 ENVIRONMENTAL AND CONSUMER CHEMISTRY
S0:49 SC1490
Chemistry of specific pollutants in air, water. Solid wastes. Com­position of consumer products, food additives and uses.

SC3250 SCIENCE AND THE LIVING WORLD (GENERAL STUDIES)
P0:03 SC1350

SC3840 ENVIRONMENT TAFE
T0:03
Aims to explore the application of scientific concepts, principles and methods. Includes the analysis of environmental phenomena such as air and water quality, ecosystems and the impact of man, occupational health and safety, attitudes and beliefs about the environment, the EIS phenomenon, resources, soils and fertilizers, radiation and nuclear chemistry, energy resources.

SC3311 ATOMS AND NUCLEI
S0:11 SC1311
SC3141 POLYMER CHEMISTRY

SC3148 PHYSIOLOGY OF EXERCISE (I) (DIPLoma)
S(NA)4 SC3142
Emphasis is placed on understanding the relationship between exercise and muscle function, the cardiovascular system and the whole body. The theory is put into practice by measuring such parameters as VO2MAX.

SC3151 GEOLOGY IA
S(NA)4 SC3131 and SC3132
Geological processes, structures, landscape evolution, and vector methods for circuit analysis. Resonant circuits, transformers, and network theory. Analysis of circuits containing vacuum tube: its history and principles of operation. Laboratory work based on these topics.

SC3152 GEOLOGY IB
S(NA)4 SC3141 Either SC2151 or SC2152
Structural and environmental geology. The Earth's gravitational and magnetic fields. Principles and applications of radiometric dating. Structural geology and its influence on geomorphology.

SC3171 MICROBIOLOGY
S(NA)4 SC3171
Classification and general properties of microorganisms. The ubiquity of microorganisms in soil, water, and air. Techniques of microbiology and microorganisms. The role of microorganisms in nature and agriculture.

SC3172 REGULATION AND RESPONSE IN ORGANISMS
S(NA)4 SC3172
Regulation of gene expression and regulation of cellular and organ systems. Homeostasis and the control and responses of the vertebrate body. A study of invertebrates and microorganisms.

SC3243 BIOCHEMISTRY II (DEGREE)
S(NA)4 SC3141
This module covers the biochemistry of the cell, enzyme kinetics, and the molecular basis of gene expression. A study of genetic engineering and biotechnology.

SC3245 SPORTS MEDICINE (I) (DEGREE)
S(NA)4 SC3131 SC3141 SC3143

SC3246 BIOMEDICAL ENGINEERING
S(NA)4 SC3130 and SC3170
The contents of this module will be presented at enrolment.

SC3248 PHYSIOLOGY OF EXERCISE (I) (DIPLoma)
S(NA)4 SC3171
Emphasis is placed on understanding the relationship between exercise and muscle function, the cardiovascular system and the whole body. The theory is put into practice by measuring such parameters as VO2MAX.

SC3260 SCIENCE AND THE UNIVERSE (PRIMARY STUDIES)
SC3261 SCIENCE AND THE UNIVERSE (SECONDARY STUDIES)

SC3262 COMPARATIVE STUDIES IN K-6 SCIENCE CURRICULA (PRIMARY STUDIES)
S(NA)4 SC3141 or SC3260 MSc Science Education: Teaching. Study of innovative science curricula from around the world. Implementing and evaluating a program of work.

SC3340 ENVIRONMENTAL BIOGEOCHEMISTRY (GENERAL STUDIES)
S(NA)4 SC3141
An overview of the relationships between the environment and the biological systems. The study of the interactions between the environment and the biological systems.

SC3413 ASTRONOMY
S(NA)4 SC3131 and SC3132
Astronomical aspects of the solar system and their effects on the Earth. The Sun and its role in the solar system. The stars and the galactic system.

SC3414 PHYSICS TECHNOLOGY, PHILOSOPHY AND SYSTEM THINKING
S(NA)4 SC3141 SC3143
This module has two parts. In the first part a study is made of the relationship of Physics to Technology and Philosophy together with the application of Physics to the Third World and a guess at the future. The second part takes problem solving by the systems or models approach. The students individually choose their own problems.

SC3414 PHYSICAL METHODS IN CHEMISTRY
S(NA)4 SC3141
Basic principles, experimental techniques, and interpretation of data with respect to UV-VIS, IR, NMR, and mass spectrometry. X-ray methods and specific ion electrodes.

SC3415 CHEMISTRY OF NATURAL RESOURCES
S(NA)4 SC3141
A study of the origin, distribution, and extraction of resources for the production of energy, metals, and non-metals. Problems related to resource usage, waste disposal, recycling, and environmental impact.

SC3415 PRODUCT CHEMISTRY
S(NA)4 SC3141
Composition and properties of glycerides, waxes, carbohydrates, proteins, and steroids. Instrumental methods used to elucidate composition and structure.

SC3416 BIOINORGANIC CHEMISTRY
S(NA)4 SC3141 SC3143
A study of the use of metal complexes of biological molecules. Hydride metals and metal-activating enzymes. Oxygen carriers. The alkaline metal and alkaline earth metal cations in Biology and Medicine, with special emphasis on the role of metal ions in biological processes.

SC3417 BIOCHEMISTRY
S(NA)4 SC3141
Biological molecules, metabolism, enzymes, and the principles of enzyme kinetics. The biochemistry of the cell and the regulation of gene expression. The relationship between diet and health.

SC3418 ENVIRONMENTAL AND CONSUMER CHEMISTRY
S(NA)4 SC3141
The chemistry of specific pollutants, their formation, effects, detection, elimination, and control. The chemistry of specific pollutants, their formation, effects, detection, elimination, and control. A reassessment of the composition of various consumer products - reasons why they are used in the product formulations and the consequences of their presence both directly to the consumer and to the environment.

SC3419 COMPUTING WITH SCIENTIFIC APPLIERS
S(NA)4 SC3141
The use of computers in the study of scientific data. An introduction to the use of computers in the study of scientific data. An introduction to the use of computers in the study of scientific data.
Social Science Education

SS1249 HISTORY TEACHING METHOD I
SP-03
A review of the nature and value of History leads to consideration of basic historical methods and skills of teaching the subject. Attention is also focused on the Syllabus for Years 7-10 and on various evaluative procedures.

SS1250 TEACHING GEOGRAPHY I
SP-02
Basic teaching techniques in Geography are analysed and practised. Emphasis is placed on the value and methods for using visual aids, the organisation of teaching space, the need for examples of variety, and methods of pupil-evaluation.

SS1269 TEACHING SOCIAL SCIENCE
SP-02
Current trends and issues in social education are examined with special reference to Sydney schools. In this context, selected topics are considered in detail, with reference to the teaching methods and techniques currently in use. This course aims to develop an understanding of the role of social science in contemporary education, and the need for social education in schools.
SS1840 SOCIAL ANTHROPOLOGY I

The basic concepts of social anthropology are introduced through an examination of the works of some of the discipline's early pioneers, such as the Nuti of Africa and the Chirungo of New Guinea. Specific topics include food production, family formation, law and order, knowledge and beliefs.

SS1850 POLICE AND SOCIETY IN NEW SOUTH WALES

This module will give an awareness of:
- how the attitudes of society to crime and punishment have changed or fluctuated.
- how police and society have viewed police roles.
- how significant personal experiences have influenced the nature, the training and the operation of the police force in New South Wales.

SS2240 HISTORY TEACHING METHOD II

An initial focus on the selection and organisation of content and teaching strategies according to pupil needs leads to a consideration of the construction and use of resource materials, the delay of evidence of acquired historical skills, literature and theme in History teaching, and programme construction. A review of the syllabuses for Years 11 and 12 develops students' concepts of their roles as teachers of History.

SS2250 TEACHING GEOGRAPHY I

The module goes further in practice in the preparation and use of curriculum and the organisation of material and teaching strategies to achieve curriculum objectives. An analysis of new teaching developments is designed to encourage innovative techniques.

SS2330 NEW TRENDS IN SOCIAL STUDIES EDUCATION

A critical study of students' value judgements and of the perceived role of the school in inculcating values is complemented by considerations of the history of the subject and the impact of New Testament principles on the organisation of the teaching of content and methods. Attention is given to the importance of cultural material and teaching strategies to achieve curriculum objectives. An analysis of new teaching developments is designed to encourage innovative techniques.

SS2470 GREECE, ROME AND EARLY MEDIEVAL EUROPE

A study of democracy in Greece is the focus of the breakdown of the city-state and the rise of Hellenism. The history of Rome is followed by a study of the Eastern Roman Empire and the Islamic invasion. Medieval history includes feudalism and society, the Church and the cities.

SS2530 THE ECONOMICS OF INCOME AND EMPLOYMENT

This is a modern and rigorous yet mathematically simple introduction to economic theory. It introduces the basic Keynesian model, but contemporary developments and monetarist criticisms of the approach are also included.

SS2560 ECONOMICS IN SOCIETY II

This module further develops the concept of economics as a skill that involves the methods of economic analysis to the students in general and to the Home Economics students' needs and interests in particular.

SS2580 BUSINESS STUDIES II

An examination of the functional and administrative functions of a business system is undertaken. The role of the automated information professional in the effective management of business systems is examined. Particular emphasis is placed on the application aspects of particular systems, supported by guest managerial speakers and visits to selected E.I.P. sites.

SS2990 COMMERCIAL KIT FOR ARTISTS AND CRAFTSMEN

It develops further the concept of economics as a skill that involves the methods of economic analysis to the students in general and to the Home Economics students' needs and interests in particular.

SS2990 COMMERCIAL KIT FOR ARTISTS AND CRAFTSMEN

A principal objective is competence in the application of skills in the management of inter-group relations in contemporary society. A theoretical segment assesses the value of the community as a resource and the techniques appropriate to use of resource materials.

SS3570 INTERNAL FOUNDATIONS

It develops further the concept of economics as a skill that involves the methods of economic analysis to the students in general and to the Home Economics students' needs and interests in particular.

SS3430 CHINA

This module further develops the concept of economics as a skill that involves the methods of economic analysis to the students in general and to the Home Economics students' needs and interests in particular.

SS3560 MULTICULTURAL STUDIES

A principal objective is competence in the application of functional analysis to the students in general and to the Home Economics students' needs and interests in particular.

SS3630 POLICE AND SOCIETY IN NEW SOUTH WALES

This module further develops the concept of economics as a skill that involves the methods of economic analysis to the students in general and to the Home Economics students' needs and interests in particular.

SS3650 PHYSICAL GEOGRAPHY II

This module further develops the concept of economics as a skill that involves the methods of economic analysis to the students in general and to the Home Economics students' needs and interests in particular.

SS3650 PHYSICAL GEOGRAPHY II

This module further develops the concept of economics as a skill that involves the methods of economic analysis to the students in general and to the Home Economics students' needs and interests in particular.

SS3650 PHYSICAL GEOGRAPHY II

A principal objective is competence in the application of skills in the management of inter-group relations in contemporary society. A theoretical segment assesses the value of the community as a resource and the techniques appropriate to use of resource materials.

SS3690 ECONOMICS IN SOCIETY III

A principal objective is competence in the application of skills in the management of inter-group relations in contemporary society. A theoretical segment assesses the value of the community as a resource and the techniques appropriate to use of resource materials.

SS3720 TEACHING ASIAN SOCIAL STUDIES

A principal objective is to train students in awareness of the growths of corporate power, foreign relations, Indians and blacks, and the development of the American ethos.

SS3970 REFORMATION AND REMODERNAITION

A principal objective is to train students in awareness of the growths of corporate power, foreign relations, Indians and blacks, and the development of the American ethos.

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leads to a review of the analytical tools for employment theory. Attention is given to wage-policy, monetary alternatives, wage-price policies, the Phillips curve and stagflation.

SS3580 ART/BUSINESS (2:0) V2A222 B A Visual Arts students only
A study of business practices pertaining to the artist or related ventures.

SS3440 PHYSICAL GEOGRAPHY III S8:33 S32660
The student extends his studies of the physical and environmental change and to the synthesis studies in the atmosphere and Asian studies. Attention is focused on major processes and changes, including examples from Asia dominated by urban, industrial and agricultural activity. Regional geographical, inequality and conflict are illustrated.

SS3540 SPORT IN AUSTRALIAN HISTORY (DEGREE) P.7 0:3 S3 SS2660
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 and economic impacts and recreation, the significance of the horse and other animals, the gambling ethic, individual and collective activities, participation and spectator sports, and internationalism.

SS3941 SPORT IN AUSTRALIAN HISTORY (FOUNDATION) P6 3:3
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 and economic impacts and recreation, the significance of the horse and other animals, the gambling ethic, individual and collective activities, participation and spectator sports, and internationalism.

SS3960 THE ABORIGINAL FAMILY: PAST AND PRESENT DE/3:3 3 152:3
This study of the form and function of traditional and modern Aboriginal families includes an examination of the factors affecting change. The emphasis is on modern Aboriginal society and the social, political and economic forces influencing the family today.

SS4109 SOCIAL STUDIES IVP P6 3:2 (Ed. Dip.)
The structure provides a varied approach to the teaching of Social Studies focusing on a wide range of traditional and modern topics and techniques and on preparing students for the planning of the integrated units. Theoretical planning and practical application in the classroom are aimed at developing skills in the areas of research, effective communication and the nature of social problems.

SS4200 SOCIAL SCIENCES I/II SE 3:3 3 (Ed. Dip.)
This module is taught on what is taught about man and society, and trends in Social Sciences education and inter-cultural understanding. Coursework, tests and assessment procedures for these subjects are studied, while the major methodological focus is on inquiry procedures, current Social Sciences education and inter-cultural understanding. Coursework, tests and assessment procedures for these subjects are studied, while the major methodological focus is on inquiry procedures, current Social Sciences education and inter-cultural understanding. Coursework, tests and assessment procedures for these subjects are studied, while the major methodological focus is on inquiry procedures, current Social Sciences education and inter-cultural understanding. Coursework, tests and assessment procedures for these subjects are studied, while the major methodological focus is on inquiry procedures, current Social Sciences education and inter-cultural understanding. Coursework, tests and assessment procedures for these subjects are studied, while the major methodological focus is on inquiry procedures, current Social Sciences education and inter-cultural understanding. Coursework, tests and assessment procedures for these subjects are studied, while the major methodological focus is on inquiry procedures, current Social Sciences education and inter-cultural understanding. Coursework, tests and assessment procedures for these subjects are studied, while the major methodological focus is on inquiry procedures, current Social Sciences education and inter-cultural understanding. Coursework, tests and assessment procedures for these subjects are studied, while the major methodological focus is on inquiry procedures, current Social Sciences education and inter-cultural understanding. Coursework, tests and assessment procedures for these subjects are studied, while the major methodological focus is on inquiry procedures, current Social Sciences education and inter-cultural understanding. Coursework, tests and assessment procedures for these subjects are studied, while the major methodological focus is on inquiry procedures, current Social Sciences education and inter-cultural understanding. Coursework, tests and assessment procedures for these subjects are studied, while the major methodological focus is on inquiry procedures, current Social Sciences education and inter-cultural understanding. Coursework, tests and assessment procedures for these subjects are studied, while the major methodological focus is on inquiry procedures, current Social Sciences education and inter-cultural understanding. Coursework, tests and assessment procedures for these subjects are studied, while the major methodological focus is on inquiry procedures, current Social Sciences education and inter-cultural understanding.
Special Education

SE1001 INTRODUCTION TO SPECIAL EDUCATION (ED033) or ED0101
This module provides a basic knowledge of children's learning problems. It is designed to help the classroom teacher to recognize early developmental problems in children's learning. The module focuses on children who are at risk of developing learning difficulties and discusses the characteristics of slow learners and the implications for teachers. It covers: an introduction to the problems and needs of slow learners, the nature and causes of learning difficulties, strategies for teaching slow learners, and the role of special education in supporting children with learning difficulties.

SE1007 EMOTIONAL AND BEHAVIOURAL PROBLEMS IN THE CLASSROOM (ED0103) or SE1001
The objective of this module is to make students aware of disturbances in behavior, unacceptable behavior, or behavior that can improve the learning environment. It covers: the nature of behavior, the causes of behavior, strategies for teaching behavior, and the role of special education in supporting children with emotional and behavioral difficulties.

SE2000 LEARNING DISABILITIES (ED0103) or SE0202
Educators need to be able to identify students with learning disabilities and understand the special needs of these students. This module provides an overview of the nature and causes of learning disabilities, strategies for teaching students with learning disabilities, and the role of special education in supporting students with learning disabilities.

SE2002 SPECIAL EDUCATION IN EARLY CHILDHOOD (ED0103) or SE1001
This module is designed for students interested in working with young children with special educational needs. It covers: an introduction to special education in early childhood, the nature and causes of learning difficulties in young children, strategies for teaching young children with learning difficulties, and the role of special education in supporting young children with learning difficulties.

SE2007 FIELD PRACTICE II (ED0103) or SE2007
To continue development as a welfare worker through practice in an agency under supervision from the agency and the college. The students should develop further skill in relating theory to practice.

SE2009 LEARNING DISABILITIES (ED0103) or SE0203
Educators need to be able to identify students with learning disabilities and understand the special needs of these students. This module provides an overview of the nature and causes of learning disabilities, strategies for teaching students with learning disabilities, and the role of special education in supporting students with learning disabilities.

SE2005 PROGRAMMING FOR LEARNING DIFFICULTIES IN THE SECONDARY CLASSROOM (ED0103) or SE2006
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 SE2005, 2006, this module requires the student to develop an in-depth unit of work in a specific area and to specifically cater for the needs of slow learners. The units developed will reflect an understanding of diagnostic, planning, material adaptation and evaluation skills. This module will be offered by contract only.

SE2007 PROGRAMMING FOR REMEDIATION (ED0103) or SE2004
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 SE2005, 2006, this module requires the student to develop an in-depth unit of work in a specific area and to specifically cater for the needs of slow learners. The units developed will reflect an understanding of diagnostic, planning, material adaptation and evaluation skills. This module will be offered by contract only.

SE2001 CURRICULUM DEVELOPMENT AND DESIGN (ED0103) or SE2002
To provide and examination of approaches to remediation programmes within the resource model and the special class. Emphasis will be placed on organisational and planning skills in each approach.

Teacher Librarianship

ED0101 EDUCATIONAL ADMINISTRATION (ED0103) or ED0101
An examination of such dimensions as administration in education as leadership, decision making, group behaviour and communication in an organizational setting.

EN4601 DATA LIBRARY AND CLASSIFICATION (ED0103) or EN4601
Basic cataloguing and classification information needed to organize a school library. Cataloguing, ordering, processing, purchasing and reappling material.

EN4602 METHODOLOGY, ORGANIZATION AND MANAGEMENT FOR THE SCHOOL LIBRARY (ED0103) or EN4602
The librarian's organizational duties in relation to the wider professional responsibilities as a teacher.

EN4603 ADVANCED REFERENCE AND RESEARCH (ED0103) or EN4603
The provision of assistance in research. The range and scope of reference material and bibliographical aids.

EN4604 RESOURCES TECHNOLOGY (ED0103) or EN4604
The technology of education in relation to the process of education. The production of educational software.

EN4505 CURRICULUM DEVELOPMENT AND DESIGN (ED0103) or EN4505
Basic principles and practices of curriculum theory and development. Application to the student's specific areas of interest.

EN4606 COLLECTION BUILDING AND READING GUIDANCE (ED0103) or EN4606
Library collection building with emphasis on the characteristics of the library users which are reflected in demand for material in the various sections of the library.
The Department of External Studies at Newcastle College of Advanced Education has been helping teachers since 1972 to upgrade their qualifications. 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 on-campus schools to encourage contact between the student and lecturer, to provide access to specialized equipment and to discuss difficulties in “distance teaching”. Enrolments in external courses in 1983 totalled 774.

Courses leading to the following awards are available to teachers with appropriate initial training:

(i) Bachelor of Education (Early Childhood Education)
(ii) Bachelor of Education (Primary Education)
(iii) Bachelor of Education (Secondary Education)

- English
- History
- Home Economics
- Industrial Arts
- Mathematics
- Physical Education
- Science
- Social Sciences

Available to teachers who hold a Diploma in Teaching or an equivalent qualification and who have had at least one year's teaching experience.

Experienced teachers with at least two years of approved initial training may be granted sufficient standing to enable them to complete award courses by external study.

(iv) Diploma in Teaching (T.A.F.E.)
(v) Diploma in Education (T.A.F.E.)

Trained and experienced teachers wishing to qualify for the award of the Diploma in Education (T.A.F.E.) or candidates undertaking initial teacher training, who, by reason of their geographical location are unable to attend the College, may undertake appropriate course modules by external or off-campus modes of study.

The Department of External Studies publishes detailed outlines of the courses available by external study. Pamphlets and application forms are available by writing to the Registrar.

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Services for Students

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Services for Students

STUDENT UNION BUILDING
The Union Building is of colonial design and located adjacent to the Physical Education block. The ground floor comprises a large common room, kitchens and convenience. The shop, students' shop, activities officer room, media room and cool room. A conference room and administration area are located on the mezzanine floor.

STUDENTS' ASSOCIATION
The Students' Association's offices are located in the Union Building and Executive members of the Students' Representative Council are elected at the Annual General Meeting which is held in November of each year. The annual student welfare and activities office in Union Building.

Services provided by the Students' Association are:

Association Shop:
Carries a wide range of equipment, haberdashery, sports supplies, tickets, T-shirts, photographic supplies, postage stamps and has a variety of items available. The shop also sells tickets for student functions and takes payments for intercollegiate and club trips.

Equipment Hire:
Students may hire a variety of equipment on payment of hire charges and deposits, the latter refundable on return of equipment in good condition. Bookings may be made at the shop.

Nursing Service:
The Students' Association with assistance from the College provides a trained nurse for students. It also maintains and provides for all students outdoor facilities.

Students' Insurance:
All students are covered twenty-four hours a day in the case of accidents. Should a student have an accident, she should contact the S.R.C. Office and report the matter.

Student Members on Boards:
Students have representatives on all College boards and these people can be contacted through the Advisory Officer.

Students on Boards:
Students have representatives on all College boards and these people can be contacted through the Advisory Officer.

Commonwealth Bank Agency:
Commonwealth Bank facilities are provided in the College Union Building from 10 a.m. to 3 p.m. Monday to Friday. The hours do not vary in vacations or practical periods.

STUDENT SERVICES CENTRE
The Student Services Centre has been set up to help student solve problems. The college recognises that considerable time may be spent by students attempting to cope with personal and health problems as well as day-to-day contingencies such as employment, accommodation, legal matters, finance, grants and awards, transport. The service is designed to help the student by providing 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 where possible as soon as you make them known, by contacting either the Student Counsellor, the Advisory Officer, the Nursing Sister, or the Students' Services Secretary. Located just off the main concourse between the Inquiry Counter and the Library, the Student Services Centre offers the following services:

COUNSELLING SERVICE
Counsellors are available to discuss any matters related to personal adjustment, academic progress, or personal growth, e.g., academic choices or difficulties, study skills, stress management, interpersonal relationships, family issues, anxiety, etc. All discussions with Counsellors are free and confidential. As well as individual counselling sessions, Counsellors also run various group programmes from time to time. Groups have been run in such areas as: Study Skills, Examination Anxiety, Personal Awareness, Relaxation Training. The Counselling Service welcomes requests or suggestions for these or new group programmes.

ACCOMMODATION SERVICE
The Student Services Centre helps students find suitable accommodation in hostels, private homes, boarding houses, or flats and houses in the Newcastle area and provides assistance in overcoming housing problems that may arise from time to time. Information on accommodation availability may be obtained from the Advisory Office.

EMPLOYMENT SERVICE
In order to assist students to obtain employment on a part-time basis the Centre provides an employment service to all full-time or part-time students. Students in need of part-time employment should contact the Advisory Officer.

CAREERS ADVICE
Careers information is available from the Advisory Officer on teaching, the Public Service, the industrial and the private sectors. Personal advice is also available with regard to such matters as applications, suitability, approach, job demands.

FINANCIAL ASSISTANCE
The College has a 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 to students who have completed or ceased their course. Students are encouraged to repay loans as soon as possible so that the needs of other students can be met.

COLLEGE LOAN FUND
The College has a 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 to students who have completed or ceased their course. Students are encouraged to repay loans as soon as possible so that the needs of other students can be met.

HEALTH SERVICE
An experienced Nursing Sister is available to assist all staff and students of the College. She gives advice, helps with treatment for accidents and sickness, and is happy to discuss any personal health problems which a student or member of staff may have. All discussions are treated in strictest confidence, and necessary patients will be referred to an appropriate specialist. An accident on campus should be reported to the Sister, so that possible danger spots may be dealt with.

The Sister can be seen between the hours of 8.45 a.m. and 4.45 p.m. in the Student Services Centre. No charge is made for this service.

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### General Information

**AUSTRIAN ARMY RESERVE UNIT**

Students from Newcastle College of Advanced Education are eligible to enlist in the University of Newcastle, Australian Army Reserve Unit affiliated with the University. Enrolments in the Company are voluntary and open to all students 17 years of age or over. Inquiries regarding enlistment should be made at the Training Depot, King Street, Newcastle West.

**BANKING FACILITIES**

Banking facilities are provided in the College complex by the Westpac Banking Corporation. The College branch is open during semester hours—
- 9:00 a.m. - 12:30 p.m. Monday to Thursday
- 9:00 a.m. - 12:30 p.m. Monday to Friday
- 1:00 p.m. - 4:00 p.m. (Friday)

The hours during vacation times vary and notices are displayed on the door prior to the vacations.

Travel information is also available from the branch.

A Commonwealth Bank provides banking facilities at the S.R.O. Office, in the Student Union Building from 9 a.m. to 3 p.m. Monday to Friday. The hours do not vary during vacation times or on Public Holidays.

### BUS SERVICES

There are four different buses that students may catch to College.

**Bus Route 109 - Hinton, Stockton West, Rankin Drive**

- Newcastle University - Jesmond

**Bus Route 105**

- Only a selection of 105's pass the College and these buses may display either Newcastle University or Rankin Drive, Newcastle University - Jesmond via Millneck Drive.

**Bus Route 228 - Newcastle via Broadmeadow to Waratah West**

- Rankin Drive.

**Bus Route 236 - Bar Beach/Merewether (Darby Street)**

- Monday to Friday.

Bus timetables are available from the Bus Depot in Denison Street, Hamilton and the Student Counselling Service.

### CASHIER'S OFFICE

The Cashier's office is open Monday to Friday from 9 a.m. - 12.30 p.m. and 1.45 p.m. - 3:30 p.m. Vacation hours 1.45 p.m. - 3 p.m. Monday to Friday. The office will be closed during semester and students will be advised accordingly.

### CHAPLAINCY SERVICE

A Chaplaincy Service is provided within the College by the Christian Churches of Newcastle for the benefit of students and members of staff. Their service offers personal counseling and guidance, and assistance in pastoral and doctrinal matters. Opportunities for liturgical worship are also provided.

### NAMES AND ADDRESSES OF CHAPLAINS

**Anglican:**
- The Reverend James Bronley, 11 Mead Street, WARATAH 2298
- Telephone 86 3204, A.8: 68 3375
- Baptist:
- The Reverend Peter Banks, 135 Kemp Street, HAMILTON SOUTH 2303
- Telephone 61 3606, A.6: 61 0495

### CHARGES FOR USE OF COLLEGE FACILITIES AND SERVICES (Effective as at 1st January 1987)

**Charges:**

- The College charges for use of College facilities and services which are to be used by College personnel or for College purposes.
- The charges are designed to cover the cost of facilities and services provided.

**Categories:**

1. **Business Session/Lecture Facilities**
2. **Performance Charge (with Admission fee)**
3. **Performance Charge (without Admission fee)**
4. **Other charges**

**General Information:**

- No conditional use of College facilities and services is permitted.
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**General Charges:**

- Performance Charge (with Admission fee)
- Performance Charge (without Admission fee)
- Other charges

**Performance Charge (with Admission fee)**

- Monday to Friday: $100 + 10% gross box office takings
- No conditional use of College facilities and services is permitted.

**General Charges:**

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**Performance Charge (without Admission fee)**

- Monday to Friday: $120 per session
- No conditional use of College facilities and services is permitted.

**Other charges:**

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The supplies by lecturers. A mail order and special order service are open from 9 a.m. to 5 p.m. except during March when trading hours for student shows, dances and concerts.

Building. The shop provides at a reduced use of leisure.

courses and enjoy the staff expertise and the drafting, stationery, drawing equipment, art and photographic supplies, calculators, and many other goods. Payment may be made in the shop for club trips and microcomputers, also bookings for student shows, dances and concerts.

COLLEGE PROGRAMMES

The New South Wales Teachers' Federation Health Society provides courses which do not attract sufficient subscribers are cancelled.

courses aimed at broadening interests and promoting constructive

Students' Association Shop.

The Students' Association conducts its own shop in the Union Building. The shop provides a reduced price clothing, haberdashery, stationery, drawing equipment, art and photographic supplies, calculators, and many other goods. Payment may be made in the shop for club trips and microcomputers, also bookings for student shows, dances and concerts.

COMMUNITY PROGRAMMES

College Community Programmes offer the region non award courses and enjoy the staff expertise and the drafting, stationery, drawing equipment, art and photographic supplies, calculators, and many other goods. Payment may be made in the shop for club trips and microcomputers, also bookings for student shows, dances and concerts.

HEALTH SOCIETY FOR TRAINEE TEACHERS

The New South Wales 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 unmarried student up to the age of 26, whose parent is a member of the New South Wales Teachers' Federation, Society is already covered by the parent's 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 29206.

THE LIBRARY

A two-storey, air-conditioned library in the centre of the College houses reference and teaching materials for the academic programmes. The main reading room contains more than 100,000 monograph and serial volumes and 1,000 current periodical titles. Part of the collection was established in 1949, resulting in many valuable back-runs of educational serials.

The reading room contains an extensive reference collection of audio-visuals together with curriculum material and teaching aids. These include 15 mm. films, videos, art prints, synchronised tape/audio sets, reading 'laboratories' and slides. Union listings (including NUCMU) enable participation in nation-wide inter-library loan services, and especially the sharing of library resources within Newcastle itself. Cooperative arrangements with THE UNIVERSITY OF NEWCASTLE include reciprocal borrowing rights for staff and provision for students' special needs. Consultation between the College and the University at the time of ordering precludes duplication of materials which can be shared.

Hours of Opening:

* **During Term:** Monday to Thursday 9 a.m. to 9 p.m.
  * Friday 9 a.m. to 5 p.m.

**VACATIONS:**

9 a.m. to 5 p.m.

LOST PROPERTY

Inquiries regarding lost property should be directed to the Cashier's Office between 9 a.m. and 12.30 p.m. and 1.45 p.m. and 3.30 p.m.

MEDICAL CERTIFICATES AND ADVICE OF ABSENCE

Students who are absent from the College for any reason must inform the College's Administration Office as soon as possible. The College's Administration Office will keep a record of absences and may be required to provide evidence of absence for insurance or other purposes.

N.S.W. TEACHERS' FEDERATION

The Federation provides membership for unemployed teachers for $6.00 per year and membership for Casual and Part Time teachers for $31.00 per year. Membership applications are available from the N.S.W. Teachers' Federation. Further information is available from the Inquiry Counter.

NOTICE BOARDS

College notices are displayed on the official Notice Boards opposite the Inquiry Counter. Students are expected to become acquainted with the contents of these announcement which concern them.

Specific notices concerning examination timetables and procedural matters relating to examinations are displayed on notice boards as well as notices concerning enrolment matters, scholarships, and travel concessions.

All students should consult the notice boards regularly.

The Students' Association has its own Notice Board in the cafeteria near the entrance from the concourse.

POSTAL FACILITIES

A post box is situated on the road side at the rear of the cafeteria. This box is cleared at 8.30 a.m. and 2.30 p.m. Monday to Friday. A post office is situated next to the Staff House and the rear of the Social Sciences building in the grounds of the University of Newcastle.

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 Department of Education, Hunter Regional Office.

TRAINEE TEACHERS' ASSOCIATION

The Trainee Teachers' Association is affiliated with the Teachers' Federation of the University at the time of ordering precludes duplication of materials which can be shared.

TRAVEL CONCESSIONS

Airlines

Most internal airlines give full-time students under 25 years of age discount travel in Australia. Students must purchase an airline card from the company concerned and travel it authorised by the College for travel concessions. 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 high-speed trains. Periodic tickets are available. Cards must be renewed each year prior to April 1 and are not transferable. Cards lost, destroyed or stolen will be replaced only upon submission of a new application with a Statutory Declaration regarding the circumstances, and payment of a fee amounting to $1.00. Further information is available at the Inquiry Counter.

Bus and Rail Concessions

Railways of Australia Student Identification Cards. Application must be made on the prescribed form which is available at the Inquiry Counter. Upon production of the Student Identification Card, the holder is 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 high-speed trains. Periodic tickets are available. Cards must be renewed each year prior to April 1 and are not transferable. Cards lost, destroyed or stolen will be replaced only upon submission of a new application with a Statutory Declaration regarding the circumstances, and payment of a fee amounting to $1.00. Further information is available at the Inquiry Counter.
CHAPTER I

Preliminary

1. (1) This By-law may be cited as the "Newcastle College of Advanced Education By-Law".

2. The By-law applies to the Newcastle College of Advanced Education.

3. This By-law is divided as follows:

Division I - Preliminary

Division II - Interpretation

Division III - Conduct of Council

Division IV - General Provisions Relating to the Council

Chapter V - The President and Vice-President of the Council

Chapter VI - Committees and Boards

Chapter VII - The Principal and Other Officers

Chapter VIII - Staff Matters

Chapter IX - Appointment, Tenure and Conditions of Service

Chapter X - The Conduct and Discipline of Officers

Chapter XI - Affiliation of Educational and Research Establishments and Residential Colleges

Chapter XII - Fees

Chapter XIII - Academic Dress

Chapter XIV - Regulation of Traffic

Chapter XV - Convocation, Associations and Congregations

Chapter XVI - Schedules

Chapter XVII - Conventions

Division II - Conduct of Council

1. In this Chapter:

"academic staff member" means a member of the Council referred to in clause 3 (a);

"non-academic staff member" means the member of the Council referred to in clause 3 (b);

"Roll of Academic Staff" means the roll kept under clause 9 (a); and

"Roll of Non-academic Staff" means the roll kept under clause 9 (b).

2. (1) For the purposes of this Act the provisions of section 7(2)(a) of the Act shall apply.

3. (1) For the purposes of section 7(3)(b) of the Act, the number prescribed as the persons to elect an academic staff member, and

4. The provisions of section 7(2)(a) of the Act shall apply.

5. (1) For the purposes of section 7(2)(a) of the Act, the number prescribed as the persons to elect an academic staff member, and

6. The provisions of section 7(2)(b)(i) of the Act shall apply.

7. The provisions of section 7(2)(b)(ii) of the Act shall apply.

8. The provisions of section 7(2)(b)(iii) of the Act shall apply.

9. The provisions of section 7(2)(b)(iv) of the Act shall apply.

10. The provisions of section 7(2)(b)(v) of the Act shall apply.

11. The provisions of section 7(2)(b)(vi) of the Act shall apply.

12. The provisions of section 7(2)(b)(vii) of the Act shall apply.

13. The provisions of section 7(2)(b)(viii) of the Act shall apply.

14. The provisions of section 7(2)(b)(ix) of the Act shall apply.

15. The provisions of section 7(2)(b)(x) of the Act shall apply.

16. The provisions of section 7(2)(b)(xi) of the Act shall apply.

17. The provisions of section 7(2)(b)(xii) of the Act shall apply.

18. The provisions of section 7(2)(b)(xiii) of the Act shall apply.

19. The provisions of section 7(2)(b)(xiv) of the Act shall apply.

20. The provisions of section 7(2)(b)(xv) of the Act shall apply.

21. The provisions of section 7(2)(b)(xvi) of the Act shall apply.

22. The provisions of section 7(2)(b)(xvii) of the Act shall apply.

23. The provisions of section 7(2)(b)(xviii) of the Act shall apply.

24. The provisions of section 7(2)(b)(xix) of the Act shall apply.

25. The provisions of section 7(2)(b)(xx) of the Act shall apply.
20. Voting shall be by secret ballot.

21. (1) Each ballot-paper shall contain the names of the candidates elected in random order determined by lot by the Secretary in accordance with the following direction:

(a) a ballot-paper;
(b) notice specifying the manner in which the ballot-paper is to be completed and stating the date and time by which the ballot-papers must reach the Secretary;
(c) a form of declaration of identity and of entitlement to vote.

(2) If two envelopes, one marked "Ballot-paper" and the other addressed to the Secretary and shall be regarded as the name of the person in the Ballot for that election.

(3) An election shall not be invalid because a person has applied under subclause (1) did not receive a ballot-paper.

22. Where there is to be a ballot in an election to which this Division applies, on the day specified in a notice referred to in clause 16(2), the Secretary shall cause a polling place to be opened and shall issue to the Secretary or a presiding officer shall, upon being satisfied that a person applying to him for a ballot-paper is qualified to receive it, place a mark against the name of that person in the Ballot for that election and issue to him a ballot-paper and a notice setting the day and time by which the ballot-papers must reach the Secretary. A ballot-paper without a notice shall be invalid and may be rejected as being informal if:

(a) the ballot-paper is not completed in accordance with the instructions printed on it or issued with the ballot-paper; (b) a postcard is not enclosed in an envelope as "Ballot-papers" and that envelope and declaration of identity duly completed and signed in the envelope addressed to the Secretary, or
(c) being a voter other than a postal voter, it is not received by the Secretary not less than 7 days prior to the date of the election.

(3) The Secretary’s decision as to the validity or regularity of any ballot to vote in that election who makes a declaration of identity and of entitlement to vote in an election to which this Chapter applies, and a notice setting the manner in which the votes received by each candidate and is a declaration of the names of the candidates who have been elected and that statement and declaration to the ballot-papers referred to in clause 19.

23. After the end of the counting the ballot papers shall not be removed from the premises of the College.

24. The Secretary shall return 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 such notice board on the premises of the College.

25. Any candidate dissatisfied with the conduct of the election may not in any way dispute or aid in disclosing in what manner any voter voted.

Division 4 — General Provisions

26. An ordinary meeting of the Council shall be held at least once in every 2 months.

27. (1) A meeting of the Council —

(a) may be convened by —

(i) in the absence of the President, the Vice President or the Principal, for the conduct of any business,

(b) may be convened by the Secretary upon the written request of 5 members sitting for the purpose of such business as may be brought before the Council, at any time during the session by the date and time by which ballot-papers must reach the Secretary.

(2) A meeting of the Council convened in accordance with clause 18(1)(b) shall be held within 14 days after the receipt of the request for that special meeting.

28. A member of the Council shall not have the right to be present at any meeting of the Council if he is disqualified from sitting or voting in accordance with the provisions of the By-Laws, or if he is disqualified from voting in accordance with the provisions of the By-Laws.

29. (1) Notice of the meeting and place of meeting of the Council shall be given to the members present otherwise as may be fixed by the Council.

(2) The person presiding at any meeting of the Council (other than the President or the President who is absent or unable to attend) shall have power to regulate proceedings.

30. (1) A special meeting of the Council —

(a) shall be convened by the Secretary upon the written request of 5 members sitting for the purpose of such business as may be brought before the Council, at any time during the session by the date and time by which ballot-papers must reach the Secretary.

(b) shall be convened by the Secretary when any matter of importance shall be brought before the Council.

31. A special meeting of the Council shall be held within 14 days after the receipt of the request for the special meeting.

32. An ordinary meeting of the Council shall be held at least once in every 2 months.

33. (1) A special meeting of the Council —

(a) may be convened by —

(b) may be convened by the Secretary on the written request of 5 members sitting for the purpose of such business as may be brought before the Council, at any time during the session by the date and time by which ballot-papers must reach the Secretary.

(2) A special meeting of the Council shall be held within 14 days after the receipt of the request for that special meeting.

34. A member of the Council shall not have the right to be present at any meeting of the Council if he is disqualified from sitting or voting in accordance with the provisions of the By-Laws, or if he is disqualified from voting in accordance with the provisions of the By-Laws.

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(2) A special meeting of the Council shall be held within 14 days after the receipt of the request for that special meeting.

41. A member of the Council shall not have the right to be present at any meeting of the Council if he is disqualified from sitting or voting in accordance with the provisions of the By-Laws, or if he is disqualified from voting in accordance with the provisions of the By-Laws.

42. Notice of the meeting and place of meeting of the Council shall be given to the members present otherwise as may be fixed by the Council.
The Conduct and Discipline of Officers

1. No question shall be decided by a majority of the members present at a meeting and in the case of an equality of votes, a casting vote shall be exercised.

10. Subject to this By-Law, any regulation, any rule or any resolution of the Council, the Academic Board or any committee constituted by or under this By-Law or a rule made under this By-Law, shall be read, unless copies thereof have been previously circulated to members;

5. The Common Seal of the College shall be affixed to documents which are required by law to be under seal and to such other documents as the Council approves that the Common Seal be affixed.

1. The Common Seal of the College shall be kept in the custody of the Secretary, subject to the custody of the President, or as provided in this Act or by this By-Law or in rules made under this By-Law.

3. The President in his absence, the Vice-President;

2. The President, or in his absence, the Assistant Principal; or

3. The Common Seal of the College shall be affixed to documents which are required by law to be under seal and to such other documents as the Council approves that the Common Seal be affixed.

1. The Common Seal of the College shall be kept in the custody of the Secretary, subject to the custody of the President, or as provided in this Act or this By-Law or in rules made under this By-Law.

2. A special meeting may be called under subsection (1) shall be held within 14 days after the receipt of the requisition referred to therein.

1. No question shall be decided by a majority of the members present at a meeting and in the case of an equality of votes, a casting vote shall be exercised.

5. At all meetings, which constitute the Academic Board shall be decided by a majority of the members present at the meeting, and the member presiding at such meeting shall have a casting vote and in the case of an equality of votes, a casting vote.

10. Subject to this By-Law, any regulation, any rule or any resolution of the Council, the Academic Board or any committee constituted by or under this By-Law or a rule made under this By-Law, shall be read, unless copies thereof have been previously circulated to members;
it may cause the officer to be retired from the service of the College or, with the consent of the officer, transfer him to some other position in the College with salary and other conditions of employment appropriate to that position.

14. The Council may make rules for or with respect to procedures to be adopted in connection with matters arising under this Division.

CHAPTER X
STUDENT CONDUCT AND DISCIPLINE

DIVISION 1—General Provisions

1. In this Chapter "offence against discipline" means any misconduct, a breach of good order and non-compliance with any provision of this By-Law, a regulation, a rule or disobedience of any lawful order of the Principal or an officer.

2. Any action by a student which in the opinion of an officer constitutes an offence against discipline shall forthwith be reported by the officer to the Academic Board.

3. (1) The Assistant Principal, upon receiving a report from any person concerning an offence against discipline shall cause inquiry to be made as to whether the student has committed an offence.

4. In cases of misconduct, a breach of good order and non-compliance with any provision of this By-Law, a regulation, a rule or disobedience of any lawful order of the Principal or an officer, the Assistant Principal may, if in his opinion, that it is proper and expedient to do so, impose any of the following penalties on any student:

(a) a fine not exceeding such amount as is specified in the By-Law
(b) censure the student
(c) imporise a fine not exceeding such amount as is specified in the By-Law
(d) exclude any appeal against a decision of the Assistant Principal from the College
(e) refer any matter relating to the conduct of any student referred to it by the Assistant Principal pursuant to clause 3(1) to the Discipline Committee
(f) refer any appeal referred to in subclause (1) to the Discipline Committee

5. (1) Any student who is, or has been suspended by the Council on a previous occasion for an offence against discipline, or who has committed an offence against discipline, may again be suspended for an offence against discipline.

6. (1) The Council may make rules empowering the Academic Board to determine the academic year, the commencement of the academic year, the continuance of the College with salary and other conditions of employment appropriate to that position.

7. The Council may make rules for or with respect to procedures for and the time or times within which notice of such conduct, or any appeal heard by it under this Chapter impose any of the penalties enumerated in the second paragraph of this section shall forthwith be notified by the Assistant Principal to the Secretary, and shall be dealt with in accordance with rules made by the Council under this By-Law.

8. The Council may make rules for or with respect to the nature of the academic Board that may be appointed by the Vice-President or the Academic Board to determine the academic year, the continuance of the College, the conduct of its students and the discipline of its students.

9. Nothing in this Chapter affects any other provision of this By-Law.
law empowering the making of rules.

2. The council may make rules prescribing any matter that is by any other precept of the By-law required or permitted to be prescribed by rule made by the Council.

3. A rule made under this By-law shall have full force and effect on and from the day on which it is promulgated in accordance with clause 4 or on and from such later date as may be specified in the rule.

4. A rule made under this By-law shall be promulgated by the Secretary's affixing a copy of the rule to an official notice-board on the premises of the College.

5. Where there are more than two vacancies to be filled, the third and subsequent candidates to be elected shall be ascertained in the following manner:

(a) The Secretary shall re-arrange all the ballot-papers under the names of the candidates who have received first preference votes for each candidate.

(b) The candidate who has received the largest number of votes shall be declared elected, and unless that candidate has an absolute majority of votes, the subsequent candidates shall be elected in order of their preference among the candidates at the last count made in connection with the ballot for which one of those candidates received fewer votes than each of the others, or

(c) If that candidate has an absolute majority of votes, the second and subsequent candidates in order of their votes shall be elected until a candidate has received an absolute majority of votes.

(d) If no candidate has an absolute majority of votes, the Secretary shall declare another candidate to be elected.

6. Where there is only one vacancy to be filled, the candidate to be elected or, where there are two vacancies to be filled, the first candidate to be elected shall be ascertained in the following manner:

(a) The Secretary shall arrange all the ballot-papers under the names of the candidates who have received first preference votes for each candidate.

(b) The candidate who has received the largest number of votes shall be declared elected, and unless that candidate has an absolute majority of votes, the subsequent candidates shall be elected in order of their preference among the candidates at the last count made in connection with the ballot for which one of those candidates received fewer votes than each of the others, or

(c) If that candidate has an absolute majority of votes, the candidate to be elected shall be determined as follows:

(i) The Secretary shall determine by lot which of those candidates shall be elected.

(ii) If the count is the second or a subsequent count made in connection with the ballot, the Secretary shall determine by lot which of those candidates shall be elected.

(iii) If the count is the second or a subsequent count made in connection with the ballot, the Secretary shall determine by lot which of those candidates shall be elected.

(iv) If the count is the second or a subsequent count made in connection with the ballot, the Secretary shall determine by lot which of those candidates shall be elected.

(v) If the count is the second or a subsequent count made in connection with the ballot, the Secretary shall determine by lot which of those candidates shall be elected.

(vi) If the count is the second or a subsequent count made in connection with the ballot, the Secretary shall determine by lot which of those candidates shall be elected.

(vii) If the count is the second or a subsequent count made in connection with the ballot, the Secretary shall determine by lot which of those candidates shall be elected.

(viii) If the count is the second or a subsequent count made in connection with the ballot, the Secretary shall determine by lot which of those candidates shall be elected.

7. The provisions of this section shall extend to the case where the number of continuing candidates is reduced to 2 and those candidates have an equal number of votes.

SCHEDULE 2

TEMPORARY PROCEDURE APPLICABLE TO THE CHAIRMAN AND DEPUTY CHAIRMAN OF THE FIRST COUNCIL

1. This Schedule applies to and in respect of the first Council constituted under section 6 of the Act.

2. The Chairman of the Council and the Deputy Chairman of the Council shall be the members, elected to hold first office respectively by the Council.

3. The secretaries shall issue ballots and ballot-papers to the continuing candidate next in order of preference until a candidate has an absolute majority of votes.

4. The candidates who have received an absolute majority of votes shall be declared elected.

5. Where there are more than two vacancies to be filled and the second ballot-paper to be counted is the last ballot-paper to be counted in the order of the votes of the electors, the candidate to be elected shall be ascertained in the following manner:

(a) The Secretary shall re-arrange all the ballot-papers under the names of the respective candidates for the respective offices to which the respective candidates are elected, and the number of votes received by each candidate shall be indicated on the ballot-papers in the order in which they were received at the last count.

(b) The Secretary shall then count the ballot-papers in the order in which they were received at the last count and no ascertain the total number of votes received for each such candidate.

(c) The 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(c), (d), (e) and (f).

(d) In the application of clause 3(c), (d), (e) and (f) a reference to first preference votes shall be read as a reference to all the votes cast to a candidate who was not elected by virtue of clause 3(e).

(e) The provisions of paragraphs (a) to (d) shall apply to and in respect of any re-electing council or any reconstituted council pursuant to an enactment under clause 7 of the Act as if a reference in clause 7(d) of that Chapter to the President and Vice President were a reference to the Chairman and Deputy Chairman respectively.

RULES MADE UNDER THE BY-LAW

RULE II/1 APPOINTMENT TO THE OFFICE OF PRAELECTOR

1. The Chairman or the President, before the appointment of Praelector, may fill the office of Praelector by appointment of a person who has been elected by the Academic Board of the College or by election of such person by the Academic Board.

2. The provisions of this section shall extend to the case where the number of continuing candidates is reduced to 2 and those candidates have an equal number of votes.

3. The provisions of this section shall extend to the case where the number of continuing candidates is reduced to 2 and those candidates have an equal number of votes.
2. The council may make rules prescribing any matter that is, by other regulation or otherwise, required or permitted to be prescribed by rule made by the Council.

3. A rule made under this By-law may be revoked or amended by the Secretary or a person or persons appointed by him to do so.

4. A rule made under this By-law shall be promulgated by the Secretary's affixing a copy thereof to an official notice board on the premises of the College.

SCHEDULE 1
MANNER OF COUNTING VOTES AND ASCERTAINING THE RESULT

1. This Schedule applies only to an election to which this By-law or a rule specified in this Schedule applies.

2. In this Schedule-

(a) "an absolute majority of votes" means a greater number than one-half of all the votes cast at the election;

(b) "the continuing candidate" means a candidate not already elected or excluded from the election by the vote or a rule;

(c) "a rule" means any rule of the College which is in force at the time when the election is held and which is not a By-law;

(d) "the election to which this Schedule applies" means an election to which this Schedule only applies to an election to which this Schedule applies.

3. Where there is only one vacancy to be filled, the candidate to be elected or, where there are two vacancies to be filled, the first candidate to be elected, shall be ascertained 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 preference of votes given by each candidate.

(b) Where on any count 2 or more candidates have an equal number of votes and one of them has, to be elected or excluded as determined by lot.

(c) If no candidate has received an absolute majority of votes, the Secretary shall make another count.

(d) On the other count the candidates who have received the fewest preference votes shall be excluded, and each ballot-paper counted to him shall be counted to the candidate next in order of the voter's preference.

(e) If any candidate then has an absolute majority of votes he shall be declared elected, but if no candidate then has an absolute majority of votes, the process of excluding the candidate who has the least number of votes and counting each of his ballot-papers to the continuing candidate next in order of the voter's preference shall be repeated until a candidate has received an absolute majority of votes.

(f) The candidates who have received an absolute majority of votes shall be declared elected.

4. Where there are two or more vacancies to be filled, the second candidate to be elected shall be ascertained 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 preference of votes given by each candidate.

(b) The Secretary shall then count the ballot-papers in the second count of each continuing candidate and so ascertain the total number of votes given for each continuing 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(a), (d), (e) and (f).

(d) In the application of clause 3(d), (e) and (f) a reference to first preference votes shall be read as a reference to second preference votes and so forth in the same manner as the case of candidates.

(e) A reference to a candidate shall be read as a reference to the candidate in every instance throughout the Schedule, in pursuance of paragraph (a).

(f) Where there are more than two vacancies to be filled, the third and subsequent candidates shall be ascertained in the same manner as the case of candidates in clauses 3(b) to 3(e) inclusive.

(g) The two candidates to be elected to any other Chapter of this law empowering the making of rules.

(h) This Schedule only applies to an election to which this By-law or a rule specified in this Schedule applies.

(i) The procedure shall be as provided in clause 3(a), (d) and (e).

(j) In the application of clause 3(e) and (f) a reference to a continuing candidate shall be read as a reference to a candidate in every instance throughout this Schedule, in pursuance of paragraph (a).

(k) The procedure shall therefore be as provided in clause 3(a), (d) and (e) and in the application of clause 3(e) and (f) a reference to continuing candidate shall be read as a reference to a continuing candidate in every instance throughout this Schedule, in pursuance of paragraph (a).

(l) The procedure shall therefore be as provided in clause 3(a), (d) and (e) and in the application of clause 3(e) and (f) a reference to preference votes shall be read as a reference to continuing candidate in pursuance of paragraph (a).

8. The provisions of clause 7 of Chapter X apply to and in respect of an investigating committee constituted for the purpose of reviewing the decision of the Regional Council pursuant to Section 7 of the Act as a reference to clause 7 of this Chapter to the President and in respect of committees and boards established by the Council as a reference in their clause to the President and Vice President were a reference to the Chairman and Deputy Chairman respectively.

RULES MADE UNDER THE BY-LAW
RULE VI/1 APPOINTMENT TO THE OFFICE OF DEPUTY CHAIRMEN

1. Under no circumstances shall there be carried out any self-service photocopying machine provided for the purpose as is referred to in paragraph (a) of section 53A and 53B of the Copyright Act 1960-1980.

2. Disciplinary action will be taken for any breach of this Rule. No disciplinary action will be recorded in the case of any breach of this Rule.

RULE VI/2 FAIR DEALING COPYING

(Rule to be displayed at all self-service photocopying machines provided as an additional copy for Fair Dealing.)

1. This photocopying machine shall be used only for "Fair Dealing" (single copy purposes under Section 40 of the Copyright Act 1960-1980).

2. Under no circumstances shall there be carried out any self-service photocopying machine provided for the purpose as is referred to in paragraph (a) of section 53A and 53B of the Copyright Act 1960-1980.

3. All general administrative copying and any multiple copying as permitted by Sections 53A and 53B of the Act shall be done on a machine provided elsewhere in the College for these purposes.

4. Disciplinary action will be taken for any breach of this Rule. Any disciplinary action may be recorded in the case of any breach of this Rule.

IX/3X OUTSIDE EARNINGS OF MEMBERS OF STAFF

1. No member of the Principal staff may engage in gainful employment outside the College.

2. Provided also that in the event of any member thereby becoming entitled to any fee or reward, such fee or reward shall be declared to the Principal.

3. Provided also that the amount of any fee or reward shall be taken for any breach of this Rule.

4. Provided also that the amount of any fee or reward shall be taken for any breach of this Rule.

5. Provided also that the amount of any fee or reward shall be taken for any breach of this Rule.

RULING VI/2/2 PHOTOCOPYING

"General Administrative Copying" means the copying of all material other than work which is subject to copyright.

3. Notwithstanding the requirement of Rule 1.2, the President of the College may, for what he considers to be sufficient reason, determine that in the case of work which is subject to copyright is not permitted in the College other than in accordance with the provisions of the Copyright Act 1960-1980.

4. Any copying for any "Fair Dealing" (single copy purposes) as permitted under Section 40(1) of the Act shall be carried out only at the cost of the user of the machine provided for the purpose as is referred to in paragraph (a) of section 53A and 53B of the Copyright Act 1960-1980.

5. Any copying for any "General Administrative Copying" or any multiple copying of insubstantial portions of works as permitted by Section 53A of the Act and any multiple copying of more than insubstantial portions of works under statutory licence as permitted by Section 53B of the Copyright Act 1960-1980.

6. Any copying for any "Fair Dealing" (single copy purposes).
3.1 That an Appeals Committee (Staff) not be given any delegated
2.1 A right of appeal over a matter of appointment will exist for
3.4 That minority reports from the Appeals Committee or from the
POWER
IX/14/1 THE CONDUCT AND DISCIPLINE OF OFFICERS
1.3 That a standing Appeals Committee be established and that
1.4.2 Members of the committee shall be asked by the chairman to
1.4.1 If Council decides to act in terms of clause 7(2)(b), such an action
3.14 Members of the committee shall be asked to identify the parties to the
1.1.8 In the event of a sub-committee being appointed to review
3.2.1 The complaints committee shall be asked to review complaints
1.1.5 Each witness may present his evidence supported, if he so desires,
3.2.2 The committee may adjourn
3.2.17 Only one witness at a time will be admitted
3.2.21 Where a party to the inquiry or a witness satisfies
3.2.23 Where a party to the inquiry or a witness satisfies
3.2.25 The committee may adjourn
1.5 Students shall be made aware that a review of the
1.6 Students shall be made aware that a review of the
1.1 Students shall be made aware at the commencement of each
1.2 These Rules may be cited as the
1.4.1 If Council decides to act in terms of clause 7(2)(b), such an action
1.1.5 Each witness may present his evidence supported, if he so desires,
1.3 Should Council decide to act, in terms of Chapter X, Division
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1.2 These Rules may be cited as the
4. No person other than a bona fide visitor shall be allowed to park a vehicle on the campus (other than a person so employed temporarily or for a particular purpose or project) may apply for a parking permit as the owner of the vehicle on the date of the application to the Assistant Principal. In the event that a vehicle is causing obstruction or inconvenience, it shall be lawful for an Attendee (or Patro), with the consent of the Assistant Principal to move it or cause it to be moved.

5. An Applicant in charge of a vehicle entering upon any part of the campus shall:
(a) stop the vehicle on any part of the campus when signalled to do so by an Attendee (Patro); or
(b) provide the Assistant Principal with such information as he may reasonably require;
(c) obey any directions which an Attendee (Patro) may issue in relation to the driving, parking, or moving of such vehicle;
(d) not drive a vehicle which the vehicle in respect of which it was issued ceases to possess a qualifying status by reason of any change in his position, address, or circumstances said to constitute the breach including the date of such change;
(e) comply with any other powers as belong to the Assistant Principal under these Rules and, in addition, the power to order that a parking permit sticker be cancelled, the power to prohibit a person from driving or from driving a particular vehicle or a particular category of vehicle on the campus or on any specified part thereof and as to whether such other powers as belong to him by virtue of his office.

6. REFERENCE TO AND APPEAL

7. From any decision of the Assistant Principal in respect of an alleged breach of these Rules the decision shall be made by the Principal for the purpose.

8. A person or category of person or vehicle may be exempted from the application of any of the foregoing Rules as the person concerned, the applicable authority, or the Assistant Principal or the Secretary and, in respect of maintenance staff, contractors and service authorities, also by the Planner.

X/III/21 MAKING OF RULES

1. Notice of any proposed rule or amendment to an existing rule with the exception of rules made under clause 2 of Chapter VIII must be given to the Secretary in accordance with the provisions of clause 5(a) of Chapter IX, and be included in the notices sent to each member of Council as prescribed in clause 55(1) of that Chapter.

2. Any rule or amendment to a rule made at a meeting of the Council becomes effective immediately after confirmation by the Council at a subsequent meeting held not less than 29 days later.

3. Rules Made by the Principal.

3.1 Rules made by the Principal under clause 2 of Chapter VIII shall become effective immediately following the publication on a notice-board on the premises of the College or in the records of the Assistant Principal.

3.2 Such rules shall be tested at the earliest available Council meeting.

3.3 The Council may disallow or amend any such rule.

X/III/22 CONSULTATION IN FORMATION OF RULES

2.1 As a matter of general principle Council ordinarily to seek the advice of appropriate groups within the College before determining rules which affect such groups.

2.2 In particular —

(a) It is expected that rules relating to academic matters will originate from or be referred to the Academic Board; or

(b) Rules affecting provisions of service of the College, in general, be referred to appropriate associations of staff members; and

(c) where rules relate to students they will, in general, be referred to the Students' Representative Council.

2.3 Notwithstanding the general principle of intent, Council retains the right to proceed without such consultation or to seek advice from individuals or groups not specified in the examples given.
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ADMISSION

Admission as a Student

A person who has been awarded a certificate or diploma shall be admitted to the College of Advanced Education, if (a) the applicant is an Australian Citizen, and (b) the applicant has completed a three-year diploma in a relevant field or equivalent qualification.

Admission based on the New South Wales Higher School Certificate

A candidate before being deemed eligible to be considered for admission to the College of Advanced Education, must have completed the Higher School Certificate examination and (a) offer at least 11 units in the Higher School Certificate examination, (b) have attained at least 2 units in two other subjects prescribed by the Academic Board of the College, or (c) have satisfied the examination requirements of the Department or Subject.

Approved Subjects

The approved subjects shall include:

- Ancient History
- Mathematics
- Science
- Economics
- Geography
- French
- German
- Classical Greek
- Latin
- Japanese
- Indonesian
- Italian
- Dutch
- Russian
- Spanish
- Hungarian
- Ukrainian

Course Requirements

SCHOOL OF TEACHER EDUCATION

1. Diploma in Teaching (Primary, Early Childhood and Special Education)

� A candidate before being deemed eligible to be considered for admission to the College of Advanced Education, must have completed a three-year diploma in a relevant field or equivalent qualification. A candidate before being deemed eligible to undertake a course or subject or to be deemed suitable for teaching in post-secondary technical and further education, shall have satisfactorily completed a Trade Certificate, or Demonstrate musical ability, or have had at least two years' teaching experience.

2. Bachelor of Education

A candidate for entry to this course shall have satisfactorily completed a three-year diploma in a relevant field or equivalent qualification, and have completed the requirements of an interview or audition conducted jointly by the Teaching Board of the College and other bodies concerned.

3. Bachelor of Music Education

In addition to the General Admission Requirements (a) and (b) above, candidates for entry to this course must satisfy the following special (English) and Departmental entrance prerequisites:

Special English Requirements

- Students entering Art Education, Home Economics, Industrial Arts, Languages, Music, Physics, Science, and Social Science should have achieved at English in the H.S.C. the level of:
  (i) 3 Unit, Percentile 1-10 or better
  (ii) 2 Unit, Percentile 21-30 or better
  (iii) 2 Unit General, Percentile 31-40 or better

- Students offering a 3 Unit course in English at the H.S.C. shall include:
  (i) At least 2 Unit courses in English at the H.S.C.
  (ii) At least a 2 Unit course in another subject, or
  (iii) A2 Unit course in Economics or Art or Music or a Foreign Language.

4. Diploma in Teaching (Technical and Further Education)

In general, candidates should possess recognised specialisation qualification suitable for teaching in post-secondary technical and further education, or similar fields.

(a) An applicant for admission to this course shall have satisfactorily completed:
   (i) A Trade Certificate, or
   (ii) A Certificate of the technician or mid-level level of the Diploma of the Technical and Further Education Course, or
   (iii) A Associate Diploma, or
   (iv) have completed a three-year full-time technical course conducted on a full-time basis.

(b) Students shall have satisfactorily completed the requirements of an interview or audition conducted jointly by the Teaching Board of the College and other bodies concerned.

(c) The requirements of an interview or audition conducted jointly by the Teaching Board of the College and other bodies concerned.

(d) The requirements of an interview or audition conducted jointly by the Teaching Board of the College and other bodies concerned.

(e) The requirements of an interview or audition conducted jointly by the Teaching Board of the College and other bodies concerned.

(f) have such vocational education qualifications as may be deemed by the Academic Board to be equivalent to one of the qualifications listed above.

(g) be eligible for admission to the College as a mature age candidate.

(h) have had, except in cases under (c) and (d) above, no more than 2 years' teaching experience.

5. Diploma in Teacher Librarianship

Candidates shall have satisfactorily completed a three-year diploma in a relevant field or equivalent qualification.

6. Graduate Diploma in Education (Primary and Secondary Education)

Candidates for admission to this course shall have satisfactorily completed a three-year diploma in a relevant field or equivalent qualification.

7. Graduate Diploma in Education (Technical and Further Education)

Candidates for admission to this course shall have satisfactorily completed a three-year diploma in a relevant field or equivalent qualification.

8. Graduate Diploma in Educational Studies (Curriculum Development)

Candidates for entry to this course are required to hold a degree or diploma in a relevant field or equivalent qualification.

9. Graduate Diploma in Educational Studies (Advanced Teaching Method)

Candidates for this course are required to hold a degree or equivalent qualification from a recognised tertiary institution, together with an approved teacher education qualification.

10. Graduate Diploma in Educational Studies (Educational Planning)

Candidates for admission to this course are required to have completed an approved 3-year teacher education programme which includes at least two courses in Drama, or English in which Drama is a significant component, and at least two years of successful teaching experience.

(f) an approved degree or Graduate Diploma in Education which includes at least two courses in Drama, or English in which Drama is a significant component.
Drama is a significant component, and at least two years of successful teaching experience or
2. Students seeking admission to the Diploma in Business (Visual Arts) course must satisfy the following
specialism, or
3. Mature Age Entry
Applicants who are at least 21 years of age on 1 March, 1985 may be granted a deferment
4. A U.C.A.C. Diploma in Creative Arts and Crafts and the
shall have either completed an approved school(s) as approved by the College Admissions Committee of their suitability for admission. PROVISIONS
provide, firm or other evidence of work will be submitted which clearly demonstrates an artistic ability and knowledge of the comprehensive Admissions Committee.
V. Course Requirements
1. Bachelor of Arts (Visual Arts)
In addition to the general admission requirements, candidates for entry to the Bachelor of Arts (Visual Arts) course must satisfy the following special English and course entry prerequisites:
2. Students seeking admission to the Diploma in Business (Visual Arts) course must have completed the A.3 Unit course in Art
Applicants who have not had the opportunity to present the S.C.I. may submit an interview a work which clearly demonstrates artistic ability and a standard comparable to that expected of students who have completed the course. 
C. Other qualifications (e.g. for matriculation purposes) and comparison with the College's standard entry requirements may also be considered on the following:
1. Full-time and part-time entry to the TAFE Art courses are subject to selection criteria and secondary faculties. 
2. Employment as a trainer and completion of one of the certificate courses listed in (i), above; or
2. PROGRAMME: A sequence of NORMAL STUDENT:
PART-TIME STUDENT:
MODULE: A unit of study taken by a student as part of

2.2 This requirement may be exceeded as follows:
(a) The normal semester duration of the course. The aggregate set of modules leading to an equivalency for each credit point shall be
(b) The normal semester duration of the course. The aggregate set of modules leading to an equivalency for each credit point shall be

5.3 A student excluded from a course is excluded from that course only and must apply for admission to other courses in which he/she should not be excluded from the course. Such reasons must be provided in writing to the Academic Board. If a student affects a decision under section (5) of this rule, he/she must apply for admission to another course. Should such application be granted, the student will be notified of the decision and the conditions under which the particular student may so continue.

3.2 Full-time students enrolled in a course having a normal semester duration of eight semesters will require permission of the School Board to proceed after eight semesters.

3.3 Full-time students enrolled in a course having a normal semester duration of eight semesters will require permission of the School Board to proceed after eight semesters.

3.4 In addition to the above, students will be required to complete a minimum of two and two hours of study per week per module unless otherwise specified by the head of the department.

4.1 A student who fails to meet the requirements under Regulation (4) shall be excluded from further study in the course for a period of time determined by the normal semester duration of the course. For purposes of this regulation, a full-time student means a student who enrolls in a course available by correspondence, extension, or external study. A part-time student means a student who enrolls in a course available by correspondence, extension, or external study. If a student has significantly modified the course, the Academic Board shall determine the conditions under which the particular student may so continue.

4.2 The Academic Progression Review Committee will examine any written submission made by a person (if the student so desires) before a decision to exclude the student from the course is implemented. Should the Academic Progression Review Committee, on the receipt of a written submission, as a result of its review, that a student be permitted to continue, the Academic Board may recommend to the Academic Board the readmission of the student under such conditions as it may determine.

4.3 A student excluded from a course is excluded from that course only and must apply for admission to other courses in which he/she should not be excluded from the course. Such reasons must be provided in writing to the Academic Board. If a student affects a decision under section (5) of this rule, he/she must apply for admission to another course. Should such application be granted, the student will be notified of the decision and the conditions under which the particular student may so continue.

5.1 A student who fails to meet the requirements under Regulation (4) shall be excluded from further study in the course for a period of time determined by the normal semester duration of the course. For purposes of this regulation, a full-time student means a student who enrolls in a course available by correspondence, extension, or external study. A part-time student means a student who enrolls in a course available by correspondence, extension, or external study. If a student has significantly modified the course, the Academic Board shall determine the conditions under which the particular student may so continue.

5.2 Such a student may apply for one semester of re-admission to the course. If, at the end of the semester, the student is satisfied that the condition or circumstances of the student have so changed that there is reasonable probability that the student will be able to complete the course successfully, the student may be permitted to continue in the course. It is recommended to the Academic Board the re-admission of the student under such conditions as it may determine.

5.3 A student excluded from a course is excluded from that course only and must apply for admission to other courses in which he/she should not be excluded from the course. Such reasons must be provided in writing to the Academic Board. If a student affects a decision under section (5) of this rule, he/she must apply for admission to another course. Should such application be granted, the student will be notified of the decision and the conditions under which the particular student may so continue.

5.4 Both the applicant and the Academic Board are entitled to apply for admission to the course. If the student is not satisfied with the decision of the Academic Board, the student may appeal to the Academic Board. The Academic Board shall determine the conditions under which the particular student may so continue.

5.5 A student who has failed to meet the requirements under Regulation (4) shall be excluded from further study in the course for a period of time determined by the normal semester duration of the course. For purposes of this regulation, a full-time student means a student who enrolls in a course available by correspondence, extension, or external study. A part-time student means a student who enrolls in a course available by correspondence, extension, or external study. If a student has significantly modified the course, the Academic Board shall determine the conditions under which the particular student may so continue.

5.6 If a student is excluded from a course, the student will be notified of the decision and the conditions under which the particular student may so continue.

5.7 Both the applicant and the Academic Board are entitled to apply for admission to the course. If the student is not satisfied with the decision of the Academic Board, the student may appeal to the Academic Board. The Academic Board shall determine the conditions under which the particular student may so continue.

5.8 A student who has failed to meet the requirements under Regulation (4) shall be excluded from further study in the course for a period of time determined by the normal semester duration of the course. For purposes of this regulation, a full-time student means a student who enrolls in a course available by correspondence, extension, or external study. A part-time student means a student who enrolls in a course available by correspondence, extension, or external study. If a student has significantly modified the course, the Academic Board shall determine the conditions under which the particular student may so continue.

5.9 A student who has failed to meet the requirements under Regulation (4) shall be excluded from further study in the course for a period of time determined by the normal semester duration of the course. For purposes of this regulation, a full-time student means a student who enrolls in a course available by correspondence, extension, or external study. A part-time student means a student who enrolls in a course available by correspondence, extension, or external study. If a student has significantly modified the course, the Academic Board shall determine the conditions under which the particular student may so continue.

6.1 A student excluded from a course is excluded from that course only and must apply for admission to other courses in which he/she should not be excluded from the course. Such reasons must be provided in writing to the Academic Board. If a student affects a decision under section (5) of this rule, he/she must apply for admission to another course. Should such application be granted, the student will be notified of the decision and the conditions under which the particular student may so continue.

6.2 The Academic Progression Review Committee will examine any written submission made by a person (if the student so desires) before a decision to exclude the student from the course is implemented. Should the Academic Progression Review Committee, on the receipt of a written submission, as a result of its review, that a student be permitted to continue, the Academic Board may recommend to the Academic Board the re-admission of the student under such conditions as it may determine.

6.3 A student excluded from a course is excluded from that course only and must apply for admission to other courses in which he/she should not be excluded from the course. Such reasons must be provided in writing to the Academic Board. If a student affects a decision under section (5) of this rule, he/she must apply for admission to another course. Should such application be granted, the student will be notified of the decision and the conditions under which the particular student may so continue.

6.4 A student who has failed to meet the requirements under Regulation (4) shall be excluded from further study in the course for a period of time determined by the normal semester duration of the course. For purposes of this regulation, a full-time student means a student who enrolls in a course available by correspondence, extension, or external study. A part-time student means a student who enrolls in a course available by correspondence, extension, or external study. If a student has significantly modified the course, the Academic Board shall determine the conditions under which the particular student may so continue.

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with the prescribed charge for a review, by the date listed on the
Form of Examination Results posted to the
student.
Special Examinations
A student may be permitted by the Academic Board to undertake
Special examinations where:
1. he has failed to attend at an examination.
2. he is unable to communicate with the Registrar for exceptional
reasons which prevent his attendance.
3. he is unable to communicate with the Registrar because of
unpredicted circumstances which prevent his attendance.

Withholding of Official Transcript
A student who is recorded as having a final examination in a subject
which has been found unsatisfactory in any way must be required to
return an official transcript to the Registrar within one week after his/her
final examination was impaired
a. because of any
b. because of any

VARIATION OF PROGRAMME
Any action taken by a student which involves a variation to the
approved course information provided by him/her at the time of enrolment
must be documented. Appropriate forms are provided for this
purpose and must be lodged immediately with the Programme
Coordinator. A student must use the appropriate form
for any of the following:
Withdraw from a subject/module
Add a subject/module
Seek Leave of Absence
Withdraw from course
Change attendance pattern (e.g. full-time to part-time)
Change from one course to another for equivalent or
dishonorable reasons
Any variance should be referred by the student to the
appropriate Programme Coordinator.

WITHDRAWAL
Withdrawal from Subjects/Modules
A student who withdraws at a time other than the mid-point of the
programme or the duration of a subject/module will be recorded as having
failed the subject/module. However, such students may apply to the
Registrar for permission to withdraw from the subject/module and
be rebilled to the extent that the withdrawal is made before the
end of the semester. The provisions governing student conduct and discipline
are contained in Chapter X of the College By-Law. (Refer to page 194.)

DISCIPLINE
The provisions governing student conduct and discipline
are contained in Chapter X of the College By-Law. (Refer to pages 169.)

TRAFFIC AND PARKING RULES
The Traffic and Parking regulations of the College are prescribed
in Rule XVII. (Refer to page 169.)
Graduate Diploma in Education (Primary Education)

GRACE, Cecily
GARNER, Robyn
OJLEN, Carolan
GOSWELL, Karen Elizabeth
WILLIAMS, Wendy
WALPOLE, Olivia
GARNER, Robyn
GOSWELL, Janeette
GRACE, Cecily
GREEN, Karen Louise
GREENWOOD, Kay Louise
HENDERSON, Gregory John
HILEY, Suzanne Elizabeth
Lupton, Paul Thomas
MCGOVERN, Anne
PEARLSALL, Robyn Lynette
ROBERTSON, David Kelvin
ROSE, Ann Margaret
THOMAS, Jia
WALPOLE, Colin David

Graduate Diploma in Educational Studies (Primary Education)

GRACE, Cecily
GARNER, Robyn
OJLEN, Carolan
GOSWELL, Karen Elizabeth
WILLIAMS, Wendy
WALPOLE, Olivia
GARNER, Robyn
GOSWELL, Janeette
GRACE, Cecily
GREEN, Karen Louise
GREENWOOD, Kay Louise
HENDERSON, Gregory John
HILEY, Suzanne Elizabeth
Lupton, Paul Thomas
MCGOVERN, Anne
PEARLSALL, Robyn Lynette
ROBERTSON, David Kelvin
ROSE, Ann Margaret
THOMAS, Jia
WALPOLE, Colin David

Diploma in Teaching (Primary Education)

ABKOTT, Robert Francis
ALRICH, Lynne Margaret
ALSTON, Mandy Jayne
BARR, Leanne Margaret
BEVAN, Leisleigh Ann
BLAND, Robert William
BOLGER, Marilyn Gay
BUTLER, Mary Ann
CALDHE, Deborah Ruth
CALLAGHAN, Leanne Gai
CAMMILL, Jill Lynette
CANNAPA, Sue Denise
CARTER, Tracey Ann
CASSEL, Merle
CLARKE, Karen Rebeca
CLARKSON, Michael David
COX, Jennifer
COWKU, Isabel Meude
DOLAN, Maree
DROWN, John Arthur
DUNITZ, Nicola
DOYLE, Lorraine Mina
FOCKOMO, Carline
FRISTANT, Wayne Arthur
FITZGERALD, Karen Ann
FRASER, Lorraine Elwin
GARAY, Julie Ann
GAVYNZUCK, Sharramayne Anne
GIBSON, Rhonda Grace
GIGGINS, Sue Ann
GILLOGLY, Helen
GAVENLOCK, Suellen
GARMAN, Anika Maria
GRANT, Lorraine Louise
GREAVES, Linda Ann
HANNAN, Lorraine Maree
HAIRY, Kim
HAGG, Kim Therspe
HEAP, Michelle Fay
HEIRBORN, Margaret Ruth Scott
HEDRETT, Christine Margaret
HOLINS, Jocelyn Anne
HODGE, Susan Judith
HOLZ, Janet Elizabeth
HOPPERS, Sonja Kathleen
HUNA, Giselle Darcy
JOHNSON, Carolyn
JOHNSON, Louise Elizabeth
JORDAN, Lynne Patricia
KAPRICK, Marielle Barbara
KELLENS, Nekleay Gay
KEPRE, Ann
KOUTSOUKOS, Giana
LAMBERT, Jill Patricia

Diploma in Teaching (Primary Education)

ABKOTT, Robert Francis
ALRICH, Lynne Margaret
ALSTON, Mandy Jayne
BARR, Leanne Margaret
BEVAN, Leisleigh Ann
BLAND, Robert William
BOLGER, Marilyn Gay
BUTLER, Mary Ann
CALDHE, Deborah Ruth
CALLAGHAN, Leanne Gai
CAMMILL, Jill Lynette
CANNAPA, Sue Denise
CARTER, Tracey Ann
CASSEL, Merle
CLARKE, Karen Rebeca
CLARKSON, Michael David
COX, Jennifer
COWKU, Isabel Meude
DOLAN, Maree
DROWN, John Arthur
DUNITZ, Nicola
DOYLE, Lorraine Mina
FOCKOMO, Carline
FRISTANT, Wayne Arthur
FITZGERALD, Karen Ann
FRASER, Lorraine Elwin
GARAY, Julie Ann
GAVYNZUCK, Sharramayne Anne
GIBSON, Rhonda Grace
GIGGINS, Sue Ann
GILLOGLY, Helen
GAVENLOCK, Suellen
GARMAN, Anika Maria
GRANT, Lorraine Louise
GREAVES, Linda Ann
HANNAN, Lorraine Maree
HAIRY, Kim
HAGG, Kim Therspe
HEAP, Michelle Fay
HEIRBORN, Margaret Ruth Scott
HEDRETT, Christine Margaret
HOLINS, Jocelyn Anne
HODGE, Susan Judith
HOLZ, Janet Elizabeth
HOPPERS, Sonja Kathleen
HUNA, Giselle Darcy
JOHNSON, Carolyn
JOHNSON, Louise Elizabeth
JORDAN, Lynne Patricia
KAPRICK, Marielle Barbara
KELLENS, Nekleay Gay
KEPRE, Ann
KOUTSOUKOS, Giana
LAMBERT, Jill Patricia

Diploma in Educational Studies (Curriculum Development)

CARTER, Leslie
COLLEY, Frederick Keith
CORNAMAN, Patricia Anne
HUGHES, Alison
OLIVER, Rachael Anne
POWELL, Brenda Joy
SMITH, Denise Wintzer

Diploma in Educational Studies (Advanced Teaching Method)

BRYNE, Peter John
COLMAN, Pamela Anne
GALLAGHER, John
HEIDEL, Dale Margaret
MATTHEWS, James Edward
MOORE, Maree Rowena
NAYLOR-SOLMAN, Kim Karen
NEUSUESS, Cerina Eime
Nicol, Malcolm Rex
O'KEEFE, Cheryl Lesley
PARSONS, Stephen Eric
STRIKLAND, Janet Alison
STONE, Lee Jennifer

Diploma in Teaching (Early Childhood Education)

AHMERY, Stephen John
COLLI, Susanne Theresia
DAVES, Ruth
DARROCCOT, Judith Anne
DITZERIN, Louise Jane
DUNN, Lorraine Adelie
ELWIN, Vicki Leanne
FIELD, Jeanette
HANSEN, Marilyn Rose
HEMISON, Lesanne
HOPPE, Jacqueline Anne
HOSKEN, Brenda Ann
KEYSELL, Susan Helen
KIN, Tracey Anne

Diploma in Special Education

BROWN, Megan
CARLON, Lyndall Jane
OLDEN, Deborah Anne
DAWIT, Margaret Mary
DIX, Helen Mary
DOWNIE, Carole May
FLETCHER, Jennifer Ruth
ROBERTS, Olga
GARNER, Robyn
GOSWELL, Janeette
GRACE, Cecily
GREEN, Karen Louise
GREENWOOD, Kay Louise
HENDERSON, Gregory John
HILEY, Suzanne Elizabeth
Lupton, Paul Thomas
MCGOVERN, Anne
PEARLSALL, Robyn Lynette
ROBERTSON, David Kelvin
ROSE, Ann Margaret
THOMAS, Jia
WALPOLE, Colin David

LASCZUK, Zia Eva
LAWRIE, Elizabeth
MACNAVAR, Marie Kathleen May
MAKGRAGRA, Fiona Susan
MCCARTNEY, Tony Jon
McCOBBISH, Alan Margaret
MCGOOGAN, Marcia Louise
MEYER, Karen Elizabeth
MITCHELL, Dale Maree
MITCHELMAN, Judi
MOUNTFORD, Kay Elizabeth
MUIR, Joanne Louise Trudy
NEWTON, Ian Devon
NEWTON, Joanne Fay
NICHOL, Colleen Elaine
NOBLE, Georgie May
NOBLE, Robyn Alana
O'HOGHIN, Leanne Carol
PAZ-SKOGSTEDT, Marie-Geoffrey
PEARSON, Kathleen Elizabeth
PENGASE, Marina Wynne
PETERS, Maree Patricia
PETTETT, Virginia Elleen
PUNCHI, Michael John
RANDALL, Kerin Janelle
REED, Cheryl Jann
REF, Glenda Donna
ROGAN, Janice Fay
SCOTT, Kerry Leanne
SEBRAUL, Judith Leanne
SMITH, Amanda Jane
SKINNER, Lynda
SMITH, Derrina Maria
SMITH, Kim Elisabeth
SPINNS, Dianne Marie
STEVENSON, Olivia Ann
SUNDERLAND, Annette Ruth
SWAIN, Margaret Patricia
TALBOT, Louise Valmai
TAYLOR, Kathryn Ann
TUCKER, Bettina Louise
UWISHAK, Jennifer Liz
VANDERLAGE, Jennifer Ann
WEELS, Anne-Maree
WEEDENS, Catherine Jane
WILKES, Karina May
WILKINSON, Susan Claire
WILLIAMS, Wendy Elizabeth
WILLIAMSON, Joanna
WILMOTT, Janine Ruth

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Graduate Diploma in Art

COLLINS, Amanda Katherine 
CONROY, Maureen Laurel 
COUNSES, David John 
DOCLAN, Yvonne Debra Anne 
DICKSON, Alan Francis 
HARRIS, Adrian Paul 
HEALTHINGTON, Shane 
JAMES, Kerre Jean 
LONERGAN, Joseph Patrick 
MCCARTHY, Peter James 
OBBIN, Simon 
SHAW, Sandra 
JAMES, Lizette

Associate Diploma in Creative Arts and Crafts

ABEL, Joan Betha 
ASHDOW, Judith Browning 
BIRCH, Mary Patte 
BULLEY, Francescine 
ELLS, Dorothy 
RUSSELL, Linton Winfield 
GOODHOOD, Stephen John 
GRAHAM, Phillip John 
HICKING, Robyn 
HUGHES, Isabella Barbara 
HUNTER, Ronald William 
M'CALLAN, Stephen Thomas 
MULLER, Peter Ronald 
PYCOR, Jan 
QUIGLEY, Kent Thomas 
RIGBY, Virginia May 
ROBINSON, Patricia Mary Dehany 
SIECH, Kathelenn May

Graduate Diploma in Education (Secondary Education)

AIPRICH, Denise Barbara 
BARRETT, Margaret Joy 
BILBROOK, Catherine Michelle 
BRUCE, Carmel Therese 
BUCKLEY, David Paul 
BUCKLEY, Susan Kay 
BUXTON, John Rodney

Diploma in Teacher Librarianship

BOWD, Robert Neil 
CRICK, Lynette Suzanne 
FARRELL, Nade Elizabeth 
GABBOTT, Ann Louise Mary 
GREENWELL, Lesa Mary 
MCLEOD, Dale Yvonne 
WILSON, Gaye Margaret

Graduate Diploma in Art

KING, Lawrence Peter 
KUNDZIEV, Helen Gwen 
LAAM, Deborah Anne 
LAHR, Rosemary Jean 
LEPAGE, Kerriann 
LONGWORTH, Frances Joy 
LOPEZ, Paul De Barros 
MONTANARI, Daniella 
MULLEY, Patricia-Arn 
NECHAVRAEV, Tiaa Janette 
SCANDER, Penny John 
SCOTT, Campbell 
SCOTT, Gavin 
SCOTT, Megan Eleanor 
STUBBS, Gery Lynne 
TRELLAMAN, Karen Marie 
WHITE, Debra May 
WIDDERS, John Joseph 
WILSON, Tanya Joan 
WOOD, Danny Raymond 
YATES, Michelle Lorraine

Graduate Diploma in Education (Secondary Education)

ALDHAM, Catherine Joan 
APERT, Marion 
APMSTRONG, Lesley Anne 
BAGGS, Ruth Gayne 
BATLEY, Simon Francisco 
BOYCE, Christine Bridget 
BRAY, Cathlyne 
BRINNAN, Deidre Maria 
BROHN, Toni 
BUXTON, Mark Gray 
CHESSIE, Brett Edward 
CLANCY, Tania Marie 
COYLE, Susan Rosemary 
DAMES, Debbie 
DE COSTA-SILVA, David Beccy 
DEZ, Glona Ann 
DOUGHERTY, Kerr 
DOBIN, Simon David 
DONALD, Judith Ann 
DUSTING, Amanda Jane 
FALKIN, Lynette Marie 
FELETTI, Lorraine Margaret 
HANNETT, Marianne Joy 
HAWKE, Marianne End 
HILL, Fiona Joy 
HODGSON, Nicholas John 
HOWELL, Victoria Susan Angel 
HUNTER, Leanneh Gae 
HUTCHISON, Pauline Mary Ogilvie 
JONES, Janice Elizabeth

Diploma in Education (Technical and Further Education)

AIPRICH, Denise Barbara 
BARRETT, Margaret Joy 
BILBROOK, Catherine Michelle 
BRUCE, Carmel Therese 
BUCKLEY, David Paul 
BUCKLEY, Susan Kay 
BUXTON, John Rodney

Bachelor of Education (Art Education)

ABRAHAM, Debby Anne 
BANBACH, Doreen Anne 
BUCKETT, Deborah Ann 
COOPER, Judith Anne 
DAWAT, Phyllis Jane 
DAWSON, Sharon Lee 
DUNFLETON, Jane Anne 
EDMISTON, Maree Elizabeth 
ESELEE EVANS, Suzanne Jane 
GUPTA, Peter Francis 
KIF, David Charles 
KILLMANN, Michael Bruce 
LAETZ, Michael 
MCCARTHY, Merida 
McDONALD, Beverley Anne 
MUGGLETON, Julie Anne 
O'BRIEN, Helen Math 
PAULIER, Rhys 
PAYNE, Catherine Lily 
PRATT, Louise Elizabeth 
SHEDDEN, Jan Kathryn 
TAYLOR, Judith Therese 
TIBY, Kim Maree 
WATERS, Jennifer Leanne

Bachelor of Education (Home Science/Textiles Education)

ANDREWS, Gwenda Rosemary 
CAPPS, Norma Jean 
CROOKSHANKS, Judith Mary (with distinction) 
DAVE, Vicky Natelle 
DINNAM, Trudi Jane 
FRANCES, Cheryl Elizabeth 
HOCKEY, Jill Maryjo 
HINDEN, Suzanne Gaye 
KILLER, Fiona 
MASTERS, Catherine Joy (with distinction) 
MIDDLEBROOK, Pamella May 
RAE, Debbie Lyn (with distinction) 
ROSE, Susan Pamela 
SCHRECH, Cheryl Elizabeth 
SKELTON, Wendy Anne 
SOMERVILLE, Debra Kay (with distinction) 
STEWART, Debra Kay 
WILLIAMS, Barbara Lois 
WILSON, Denise
**Outstanding N~astle Industrial Outstanding Ne~castle WILSON, WEAVER, Margaret FLAHER1Y, Susan Mary REYNOLDS, Valerie MORTON, Suzanne MURPHY, MARSH, Gill, Christopher GREENE, Robyn Ann GIGGINS, CASEY, Fay Wood, Paul Michael PARMETER, Paul Michael GILL, Briona Elizabeth CRADDOCK, Margaret Mary SANDERS, Judith Helen WATSON, John Anscombe

**Prizes**

**ART**

Blind A. Datto Rubbo Prize - First in Final Year, Diploma in Art. HUNTER, Leanne Joanne College Certificate for Associate Diploma in Creative Arts and Crafts - Highest Grade in Final Assessment. ROBINSON, Philippa Mary Tilly

**EDUCATION**

Forst J.D. Robson Award in Education - Most Outstanding Student in School of Education. SULLIVAN, Leo_ed

**SPECIAL EDUCATION**

The John Anscombe Memorial Prize for Final Year in Special Education. SMITH, Julie

**INDUSTRIAL ARTS**

Outstanding Final Year Student: BRADLEY, Scott M.S.}

**PHYSICAL EDUCATION**

The H.W. Gill prize for Physical Education - Outstanding Final Year Student. THOMSON, Aimee Margaret

**RADIOGRAPHY**

Australian Institute of Radiography N.S.W. Branch Prize - First Year Radiography. SHEEHAN, Tracey

**SOCIAL WELFARE**

Zonta Club of Newcastle Prize for Final Year Social Welfare - Best Academic Performance. WEAVER, Margaret Rose

**TECHNICAL AND FURTHER EDUCATION**

College Certificate for Diploma in Teaching (TAPE) - Best Grade Point Average in On-Campus Programme: BENDICH, Janelle Loree. Best Grade Point Average in Off-Campus Programme: LEAHY, Michael Oisin.

**SPECIAL AWARD**

The Business and Professional Women's Club of Newcastle Prize - Outstanding Final Year Woman Student with regard to Citizenship, Scholarship and Leadership (Aeq): PENGASE, Marina Wynne, RAE, Debbie Lynne.