NEWCASTLE COLLEGE OF ADVANCED EDUCATION

Postal Address—P.O. Box 84, Waratah, New South Wales 2298
Location—Rankin Drive, Waratah West, New South Wales
Telephone—Newcastle 67 1388
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PREFACE

Newcastle College of Advanced Education occupies extensive, modern, well-appointed buildings in an attractive natural bushland setting of some 24 hectares at Waratah West, adjacent to the University of Newcastle and approximately 11 kilometres from the city of Newcastle.

Newcastle, with an urban population of 280,000, situated 160 km (100 miles) north of Sydney, is the second city of New South Wales. It is a major Australian seaport, a centre of heavy industry and serves the rich Hunter Valley region (total population 430,000), a noted wine producing area. The city and district is well endowed with beaches, lakes, holiday resorts and an attractive hinterland.

The College is being developed as a multi-discipline tertiary institution to cater for the demands of advanced education in the Newcastle and Hunter Valley region. The College was declared a corporate college of advanced education by the New South Wales Minister for Education on 1st October, 1974 when the first corporate Council constituted under the Higher Education Act of 1969 assumed office. The College was thus constituted under its new name “Newcastle College of Advanced Education”, in place of the college of advanced education formerly known as Newcastle Teachers College. Prior to the appointment of the first corporate Council, the College had been served by an Interim Council appointed by the Minister in July 1973 to advise him on the future development of the College and to assist the College in planning its progress to corporate status. The statutory provisions relating to the establishment and governance of colleges of advanced education are now embodied in a new Act, the Colleges of Advanced Education Act, 1975. Under the latter, the College became a fully corporate college upon the gazettal of its By-law on 25th February, 1977 and the reconstitution of its Council from 1st April, 1977.

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

The College’s first four-year degree course, the Bachelor of Education in Industrial Arts, was also introduced in 1975. Studies at degree level have been further extended and the College now offers a Bachelor of Education degree course in Art and in Home Science/Textiles, as well as in Industrial Arts. The College continues to offer the three-year Diploma in Teaching in a wide range of Primary and Secondary education specialisations and in Early Childhood Education, Infant Education and Technical and Further Education. The fine arts studies are offered for prospective teachers of music in the course leading to the Diploma in Music Education. In addition, the College offers post-graduate diploma courses in Education (Primary, Secondary and Technical and Further Education), Special Education and Teacher Librarianship.

External Studies courses, conducted by correspondence, are available for teachers possessing two-year trained certification to convert their qualification to the Diploma in Teaching. These Diploma in Teaching conversion courses were also offered, for the first time in 1977, on a part-time attendance basis for those students who reside within travelling distance of the College.

In accordance with the College’s policy of planned diversification, a further new course, the Associate Diploma in Nursing Education for the training of nurse educators, was introduced in 1977. Other new courses to be introduced from the beginning of the 1978 academic year include an Associate Diploma in Social Welfare and an Associate Diploma in Diagnostic Medical Radiography.

The new College complex at Waratah West was established at a cost of $9 million,
including furniture and equipment. Stage I of the complex was occupied by the Industrial Arts and Art Education departments from the beginning of 1971. Occupation of Stage II commenced when the College moved all of its activities from the previous site in the city in March, 1974. Stage II was finalised with the completion in November, 1974 of an Auditorium incorporating an extensive stage area, excellent facilities for the performing arts and seating on two levels for 970 persons. The Auditorium has been named “The Griffith Duncan Theatre” in honour of the College’s Foundation Principal who retired in March, 1975. The Art Diploma courses continue to be offered in premises of the Department of Technical and Further Education in Hunter Street, Newcastle West, but construction of Stage I of an Art School building on the Waratah West site is planned to commence in 1978.

In the total complex there are art studios; craft rooms; science, woodworking, metalwork and materials science laboratories; geography, history and social science rooms; home science, cooking and food science laboratories; needlework and textiles rooms; mathematics lecture and computer rooms; an observation clinic; music rooms, 20 music practice rooms; general lecture rooms and theatres; student common room, coffee lounge and dining hall; and a Physical Education complex incorporating two fully-equipped gymnasias, a dance studio, health studio, change rooms and lecture facilities, with adjacent courts and playing fields. The Library consists of a single floor reading room, including study rooms, offices, typing rooms, stacks and catalogues; and a second lower floor which includes an audio-visual teaching aids resources centre, tape recording rooms, visual education rooms, a language laboratory, two lecture rooms, and extensive storage space for films, cassettes and records.

An important facility, seen as a community asset, is the Special Education Centre, completed and equipped in 1976 at a total cost of $700,000, which became fully operational in 1977. The new Centre facilitates the consolidation and development of the College’s courses and research in the field of special education. The Centre’s resources provide an excellent opportunity for the teaching of special education courses, particularly where clinical conditions are appropriate, and the conducting of courses for the preparation of resource teachers and teachers of educationally handicapped children. It is the College’s aim that the Special Education Centre should become, in co-operation with other educational institutions, a centre for further development and research in special education.

In 1977, the College had an effective full-time student enrolment of 2,300 made up of some 2,105 in full-time courses, 223 in part-time courses, with a further 167 students undertaking part-time external study courses; an academic staff of 194 located in 13 departments; and a non-teaching staff establishment of 184. The College has reviewed its academic structure and from the beginning of 1978, plans to offer its study programmes through three Schools: the Schools of Community Studies; Visual and Performing Arts; and Education which will contain two divisions, the Division of Primary and Special Education and the Division of Secondary and Further Education.

The governing body of the College, the Council, consists of members drawn from the community, the staff and the students of the College. The Council has the responsibility for the management of the affairs of the College and exercises its powers, duties and authorities under the Colleges of Advanced Education Act, 1975. In discharging its powers, the Council consults the College Academic Board and the senior executive officers. The College Academic Board, in turn, consults and receives recommendations from Boards of Studies, established to co-ordinate and supervise the work of specified academic programmes. The Council has established committees to advise it and make recommendations on matters relating to Finance, Management and Personnel, Planning and Development, Properties and Grounds, Legislative and Academic matters.

The Act empowers the College Council to make By-laws with respect to a wide range of matters for the management and good government of the College, including discipline within the College; the election of elected members of Council; the manner of appointment, promotion and dismissal of staff; the qualifications required for admission to courses; the progress and the examination of students; the terms and conditions upon which awards, fellowships, scholarships and prizes may be conferred; the conduct of meetings of the Council and the membership and appointment of Committees and Boards of the College. The By-laws made by the Council must be transmitted to the Governor for his approval. The College’s Principal By-law was approved early in 1977 and came into effect upon its gazettal on 25th February, 1977.

A corporate college of advanced education established under the Colleges of Advanced Education Act has perpetual succession, a common seal, may take legal proceedings and be proceeded against, deal with property and all matters that a body corporate, by law, may do to further the purposes for which it was constituted. The College is funded by the Australian Government through the agencies of the Tertiary Education Commission and the New South Wales Higher Education Board. The planning of the College’s recurrent and capital programmes is undertaken on a three-year basis in accordance with the policy and requirements of these two instrumentalities, but at the present time is subject to annual review in accord with current policy. The College is entirely responsible for the handling and management of its funds, both capital and recurrent, granted under States Grants (Advanced Education) legislation of the Australian Parliament.
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THE ARMS
OF
NEWCASTLE COLLEGE OF ADVANCED EDUCATION
GRANTED IN 1977

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

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

The College made application to the College of Arms seeking the grant in November 1975. The official Letters Patent for the Grant of Arms which authorises the College to bear and use arms was issued on 2nd June, 1977. The vellum document bears at the top the Royal Arms, those of the Earl Marshal and the College of Arms. In the left hand margin the arms of the grantee are painted. The seals of the granting Kings of Arms are attached to the foot of the document by ribbons.
PRINCIPAL DATES

1978

JANUARY

2 Monday  Public Holiday—New Year's Day
13 Friday  Last day for lodgement of request for review of 1977

Annual Examination results
16 Monday  Special Examinations begin
20 Friday  Special Examinations end
30 Monday  Public Holiday—Australia Day

FEBRUARY

10 Friday  Last day for lodgement of request for review of 1978

Special Examination results
20 Monday  Orientation week commences
23 Thursday  Newcastle Show Day
24 Friday  Last day for lodgement of Re-enrolment forms
27 Monday  FIRST SEMESTER begins
FIRST TERM begins

MARCH

3 Friday  Last day for payment of fees
24 Friday to
27 Monday  Public Holiday—Good Friday
27 Monday  Public Holiday—Easter Monday
28 Tuesday  Last day of Easter Recess

APRIL

21 Friday  Last day for withdrawal without failure from a

subject which is being undertaken in the first
Semester only
25 Tuesday  Public Holiday—Anzac Day

MAY

5 Friday  Graduation Day
8 Monday  FIRST TERM ends
19 Friday  First Semester vacation begins
22 Monday  First Semester vacation ends
SECOND TERM begins

JUNE

5 Monday  Public Holiday—Queen's Birthday
16 Friday  FIRST SEMESTER ends
19 Monday  First Semester Examinations begin
23 Friday  First Semester Examinations end
26 Monday  Block Practice Teaching begins

JULY

21 Friday  Block Practice Teaching ends
24 Monday  Orientation and Enrolment week for Second

Semester
28 Friday  Last day to withdraw without failure from a subject

having duration of one academic year
31 Monday  SECOND SEMESTER begins
AUGUST

18 Friday SECOND TERM ends
21 Monday Second Semester vacation begins

SEPTEMBER

8 Friday Second Semester vacation ends
11 Monday THIRD TERM begins

OCTOBER

2 Monday Public Holiday—Eight Hour Day
13 Friday Last day for withdrawal without failure from a subject which is being undertaken in the Second Semester only

NOVEMBER

17 Friday SECOND SEMESTER ends
THIRD TERM ends
20 Monday Annual Examinations begin
Second Semester Examinations begin

DECEMBER

1 Friday Annual Examinations end
Second Semester Examinations end

PRINCIPAL DATES

1979

JANUARY

12 Friday Last day for lodgement of request for review of 1978 Annual Examinations
15 Monday Special Examinations begin
19 Friday Special Examinations end
19 Friday Last day for lodgement of Appeals Against Exclusion for consideration of Academic Progression Review Committee

FEBRUARY

16 Friday Last day for lodgement of request for review of 1978 Special Examination results
26 Monday FIRST SEMESTER begins
FIRST TERM begins
OFFICERS OF THE COLLEGE

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

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

Secretary
John David Todd, BCom(Newcastle), AASA

THE COLLEGE COUNCIL

President:
Leslie GIBBS, BEM, FAIM

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

Members Appointed by the Minister for Education:
Francis Bruce BENSLEY, BSc, DipEd(Sydney), MACE
Professor Alexander John CARMICHAEL, BE, PhD(New South Wales), ASTC, CEng, FIE Aust, FIMechE(London), MASCE(New York), MSESA(New York), FRSA(London)
Trevor Hamilton DUNN
Professor Clifton Darfield ELLYETT, MSc(New Zealand), PhD(Manchester), FRAS, FRSNZ, FAIP
Andrew John FERGUSSON
James Redriff FOSTER, BA(New England)
Leslie GIBBS, BEM, FAIM
Rodney John HARDEN, BSc(New South Wales), ASTC, MAIMM
Reverend Lance Andrew JOHNSTON, BA, DipEd(Sydney), BD(Edinburgh)
James Alwyn REEVES, BEd, DipEd(Sydney), DipBusStudies(Newcastle)
Right Reverend Monsignor Paul SIMMS, DCL
Kathleen Prescot STEWART, BA(Queensland)
Terence Kevin TOBIN, MIE Aust, MISAust, MAICE
Professor Alan Douglas TWEEDIE, MA(New Zealand)
Clarence Morgan WILLOUGHBY, BEd(Sydney), DipEd(Administration) (New England)

Members being Official Members:
The Principal: Edward RICHARDSON, BSc, PhD, PCertEd(London)
The Assistant Principal: Douglas Rex HUXLEY, BA, LittB(New England), MA, PhD(Newcastle)

Members Elected by Members of the Academic Staff:
Raymond Lewis HODGINS, BSc(New South Wales), ASTC
Joan Evelyn POOLE, MA(Sydney)

Member Elected by Members of the Non-academic Staff:
Walter James PICKERING, FCIS, FASA
Members Elected by the Students of the College:
Katherine Anne PARKER
Paul Stephen DRINKWATER

Members Elected by Members of Council:
James COMERFORD
Alderman Joyce Anne CUMMINGS, OA

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

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The Principal is ex officio a member of every committee

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The Assistant Principal
Co-ordinator of Studies in Primary and Special Education

Co-ordinator of Studies in Secondary Education
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Mr. J. W. Moore

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Current as at 30th September, 1977

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Head of Department and Principal Lecturer
L. A. Ware

Senior Lecturers
Aldona O'Brien, ASTC DipPaint, MA(Royal College of Art, London)
G. Rintoul, DipArt
P. Singleton, ICAC, NDD(Fylde Coll)

Lecturers
Dawn K. Burston, ASTC DipPaint
F. M. Celtlan, ASTC DipPaint
D. M. Hawke, ASTC, DipArt(Ed), BEd, MA(Calgary)
G. W. Jones, ASTC, DipArt(Ed)
J. R. McGrath, ASTC DipPaint
J. Montefiore, ASTC DipPaint
R. J. Morrison, AIAP, AII, ASA
R. J. Ruthven, DipArtDes(Worcester Coll)
Christine A. Sanders, ASTC DipPaint
B. W. Shepherd
R. Ward, BA(N'cleUponTyne), MFA(Reading)
Patricia A. Wilson, ASTC DipPaint

DEPARTMENT OF ART EDUCATION

Head of Department and Principal Lecturer
J. W. Cramp, ASTC DipArt, BA(New England), GradDip(Ind Design) (New South Wales)

Senior Lecturer
D. L. Yorke, NDD(Wallasey College of Art), ARCA(Royal College of Art London), AIBD, IIBID

Lecturers
J. N. Berthold, ASTC, DipArt(Ed)
J. Birkett, BA(Exeter), ATC(London)
Sonya G. Celtlan, ASTC, DipESN(Cambridge)
D. W. Koks
K. G. Wilkinson, ASTC, DipArt(Ed)
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J. Miles, BA, PhD(Newcastle), MAPsS

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W. R. Maley, BA(Sydney), LittB, MEd(New England), MACE, MAPsS, MBPsS
E. J. Manning, BA, DipEd, MA(Sydney), MAPsS
R. R. Milne, BA(Sydney), MACE, MAPsS
B. R. Morison, BA, DipEd, MEd(Sydney), MAPsS

Lecturers
Betty Andersen, DipEd(Nursing) (NSW Coll Nursing), BA(New South Wales)
Rosina Bailey, BA(New England), ATCL, LTCL(Trinity College London), MACE
D. L. Baird, BA(California), MA(Sacramento)
C. T. Burford, DipPE(Sydney), BPE, MEd(Calgary)
J. A. Burke, BA(Sydney), MA(Newcastle), MACE
J. A. W. Caldwell, BA(New South Wales), DipEd, MA(Newcastle), PhD(Macquarie), MACE
R. H. Coulton, BA, LittB(New England), MACE
P. E. Earley, BA(Kent), MA(Essex), PGCEd(Oxon)
Carolyn G. Flanagan, BA(Newcastle), AAPsS
R. D. Hinten, BA, DipEdAdmin(New England), MA(Newcastle)
S. H. Johnson, BA(Sydney), MA, MEd(Newcastle)
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Margaret F. Jurd, BA(Sydney), MA(Newcastle), MAPsS
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Vacant

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HONORARY ASSOCIATES OF THE COLLEGE

1976  Edward Albury Crago, BSc(Sydney)
1976  Gordon Charles Elliott, BA, DipEd(Sydney), MA(New South Wales), ABPsS, MAPsS, MACE

STATUTES, BY-LAWS AND RULES

COLLEGES OF ADVANCED EDUCATION ACT, 1975
COLLEGE BY-LAW
RULES MADE UNDER THE BY-LAW
COLLEGES OF ADVANCED EDUCATION

ACT, 1975

Act No. 11, 1975
(As Amended by Act No. 47, 1975)

Be it enacted by the Queen's Most Excellent Majesty, by and with the advice and consent of the Legislative Council and Legislative Assembly of New South Wales in Parliament assembled, and by the authority of the same, as follows:

1. This Act may be cited as the "Colleges of Advanced Education Act, 1975". Short title.

2. (1) This section and sections 1 and 3 shall commence on the date of assent to this Act.

2. (2) Except as provided in subsection (1), this Act shall commence on such day as may be appointed by the Governor in respect thereof and as may be notified by proclamation published in the Gazette.

Commencement.

3. (1) In this Act, except to the extent that the context or subject-matter otherwise indicates or requires— Interpretation.

"advanced education course" means a course of study approved under the Higher Education Act, 1975, as an advanced education course;

"appointed day" means the day appointed and notified under section 2 (2);

"Board" means the New South Wales Higher Education Board constituted under the Higher Education Act, 1975:

"college" means—

(a) an institution declared under section 4 to be a college of advanced education; and

(b) a college of advanced education constituted under section 5;

"corporate college" means a college of advanced education constituted under section 5;

"regulations" means regulations made under this Act.

(2) A reference in this Act, express or implied, to by-laws in relation to a corporate college is a reference to by-laws made by that college.

4. (1) The Minister may, by order published in the Gazette—

(a) declare any educational institution that forms part of a Department of the Government to be a college of advanced education with the name specified in the order; and

(b) specify the Department of which it forms part.

Incorporation 5. (1) The Minister may, by notification published in the Gazette—

(a) constitute a corporation that is a college of advanced education with the college name specified in the notification; and

(b) appoint the first council of that corporate college, being a council constituted as provided by section 6.

(2) The members of a corporation constituted under subsection (1) consist of the persons who are, for the time being—

(a) members of the council of the college;

(b) servants of the college;

(c) students at the college;

(d) graduates of the college; and

(e) within any other class of persons specified in the by-laws of the college as members of the corporation,

unless, in the case of a person referred to in paragraph (b), (c), (d) or (e), he is exempted by the council of the college, on grounds of conscience, from membership of the corporation.

(3) The governing body of a corporate college is its council which shall act in such manner as to it appears best calculated to promote the purposes and interests of the college.

(4) A decision supported by a majority of votes at a meeting of the council of a corporate college at which a quorum is present is a decision of the corporation of which it is the governing body.

(5) The Minister may, by notification published in the Gazette, change the corporate name of a corporate college.

(6) A change under subsection (5) in the name of a corporate college does not affect the identity of the corporation or any rights or obligations of the corporation or render defective any legal proceedings by or against the corporation, and any legal proceedings that might have been continued or commenced by or against it by its former name may be continued by or against it by its new name.

(7) Except as provided by subsection (8), a corporate college shall not alienate, mortgage, charge or demise any land or interest in land except with the consent in writing of the Minister.

(8) A corporate college may, without the consent in writing of the Minister, demise any land where—

(a) the term of the lease does not exceed 21 years; and

(b) subject to subsection (9) (b), there is reserved for the whole of the term the best rent that may reasonably be obtained without fine.

(9) A lease by a corporate college for the purposes of an affiliated residential college shall—

(a) be for a term not exceeding 99 years.

(b) be at a nominal rent;
as provided by this section.

6. (1) The first council of a corporate college appointed by a notification under section 5 (1) shall consist of not more than twenty-five persons.

(2) The members of the first council of a corporate college shall, subject to subsection (3), hold office for such period as the Minister specifies in the notification by which they are appointed.

(3) The Minister may, by notification published in the Gazette, from time to time extend the period for which the members of the first council of a corporate college specified in the notification hold office.

7. (1) After the expiration of the term of office of the members of the first council of a corporate college, the council of the college shall be reconstituted to consist of—

(a) not more than twenty-five members; or

(b) where the college is a college in respect of which the regulations specify a greater number of members — not more than that greater number of members,

as provided by this section.

(2) The council of a college shall consist of—

(a) official members, comprising—

(i) the principal officer of the college; and

(ii) a full-time servant of the college who is the holder of the office, or the full-time servants of the college who are the holders of the offices (not exceeding two), in the college prescribed by the by-laws for the purposes of this paragraph;

(b) members elected in the manner and (except in the case of subparagraph (iii) by the persons prescribed by the by-laws in respect of each class of member, comprising—

(i) a servant of the college classified by the by-laws as a full-time servant and having the qualifications and experience prescribed by the by-laws or, where the by-laws so provide, not more than a specified greater number (not exceeding three) of servants of the college (including at least one member of the non-academic staff) so classified and having the qualifications and experience prescribed by the by-laws for all of them or having the different qualifications and experience so prescribed for each or any of them;

(ii) a student of the college having the qualifications and experience prescribed by the by-laws or, where the by-laws so provide, two students of the college so qualified and experienced; and

(iii) where the by-laws provide for the election of an additional member, or two additional members, by the other members of the council — a person or, as the case may be, two persons so elected; and

(c) appointed members, being persons (other than servants or students of the college) appointed by the Minister as far as practicable from the following categories—

(i) persons experienced in the field of education;

(ii) persons experienced in industry or commerce;

(iii) persons who are practising, or have practised, a profession;

(iv) persons associated with trade unions;

(v) persons having such other qualifications and experience as the Minister thinks appropriate.

(3) A person may not be elected or appointed under subsection (2) if he is of or above the age of seventy years.

(4) Subject to this Act, a member (other than an official member) of a council holds office—

(a) in the case of an elected member, until—

(i) the expiration of such period (not exceeding four years) after he takes office as is prescribed by the by-laws in respect of that member; or

(ii) the accession to office of his successor, whichever is the later; and

(b) in the case of an appointed member — for a period of four years, and any elected or appointed member is, if otherwise qualified, eligible for re-election or re-appointment, as the case may be.

(5) Notwithstanding subsection (4) (b), where the number of appointed members of a council is less than the maximum number of those members permitted by subsection (1), any member subsequently appointed under subsection (2) (c) otherwise than to fill a casual vacancy holds office for the period specified in the instrument of his appointment.

(6) Notwithstanding subsection (4), section 30 of the Interpretation Act, 1897, applies to and in respect of an appointment made under subsection (2) (c).

8. (1) A member (other than an official member) of the council of a corporate college vacates his office, and there is a casual vacancy in his office, if—

(a) he attains the age of seventy years;

(b) he dies;

(c) he becomes a temporary patient, a continued treatment patient, a protected person or an incapable person within the meaning of the Mental Health Act, 1958, or a person under detention under Part VII of that Act;

(d) he becomes bankrupt, applies to take the benefit of any law for the relief of bankrupt or insolvent debtors, compounds with his creditors or makes an assignment of his estate for their benefit;

(e) he is convicted in New South Wales of a felony or of a misdemeanour punishable by imprisonment for twelve months or longer, or if he is convicted outside New South Wales of an offence which, if committed in New South Wales, would be a felony or misdemeanour so punishable;

(f) he resigns his office by writing under his hand addressed, in the case of an appointed member, to the Minister or, in the case of an elected member, to the principal officer of the college;

(g) he is absent from three consecutive meetings of the council of which reasonable notice has been given to him personally or in the ordinary course of post and is not, within six weeks after the last of those meetings, excused by the council for his absence;

(h) being a member elected under section 7 (2) (b) (i) he ceases to be a servant of the college classified by the by-laws as a full-time servant; or
(i) being a member elected under section 7(2)(b) if he ceases to be a student of the college.

(2) Where a casual vacancy occurs in the office of a member of the council (including the first council) of a corporate college, the vacancy shall be filled by the appointment or election of a member—

(a) in the manner provided by the by-laws; or
(b) where no provision is made by the by-laws— in the same manner as his predecessor in office.

(3) A member elected or appointed to fill a casual vacancy holds office for the balance of the term of office of his predecessor but is eligible for re-election or re-appointment, as the case may be.

9. (1) The procedure for calling meetings of the council of a corporate college and the procedure at those meetings shall, subject to the by-laws, be such as is determined by the council.

(2) A quorum at a meeting of the council of a corporate college shall be the number prescribed by the by-laws or a number calculated in the manner prescribed by the by-laws.

10. (1) Subject to this Act and regulations, a corporate college—

(a) has, by its council, the control and management of any real or personal property vested in or acquired by the college and is, by its council, responsible for its maintenance;
(b) shall, at such place as is, or such places as are, approved by the Minister in respect of the college, provide such advanced education courses as are approved by the Board for the purpose relating to that college;
(c) may confer academic awards and grant and issue certificates evidencing those awards in respect of the classes of students or other persons eligible for such awards;
(d) may acquire any property for the purposes of this Act by gift, devise or bequest and may, by its council, agree to carry out the conditions of any such gift, devise or bequest;
(e) may, within such limits, to such extent and upon such conditions (as to security or otherwise) as the Governor approves, borrow money for the purpose of carrying out and performing any of its powers, authorities, duties or functions, the renewal of loans or the discharge of any indebtedness to a bank;
(f) may invest any funds belonging to or vested in the college in any manner—

(i) for the time being authorised for the investment of trust funds; or
(ii) approved by the Governor, upon the recommendation of the Treasurer, either generally or in a particular case, or in a particular class of cases;
(g) may, under conditions acceptable to the Board, provide courses or programmes of study that are not advanced education courses;
(h) shall, at such times as may be required by the Board, forward to the Board such estimates as are specified by the Board as to the financial and other needs of the college, and such other information as the Board requires in order to discharge its responsibilities.

(2) The rule of law against remoteness of vesting does not apply to or in respect of any condition of a gift, devise or bequest to which a corporate college has agreed.

(3) Where a college is not a corporate college—

(a) subsection (1)(c) applies to it as if it were a corporate college; and
(b) the Minister or other person administering the college shall cause subsections (1)(f) and (1)(h) to be complied with as if the college were a corporate college.

Delegation of 11. (1) The council of a corporate college may, by resolution, delegate to—

(a) a member of the college;
(b) a servant of the college;
(c) the holder for the time being of a specified office in the service of the college;
(d) a committee appointed by the council, the exercise or performance, in any specified case or specified class of cases, of any power, authority, duty or function of the college other than this power of delegation and any power conferred on it under section 23.

(2) A delegation by the council of a corporate college pursuant to subsection (1)—

(a) may be revoked by a resolution of the council; and
(b) does not prevent the exercise or performance by the college of the power, authority, duty or function delegated.

12. (1) Subject to subsection (2), a corporate college may not appoint a person as a member of its academic staff unless the position to which he is appointed is within the academic staff establishment of the college determined by the Board.

(2) To the extent to which a corporate college may, pursuant to a delegation under section 11(5) of the Higher Education Act, 1975, determine its own academic staff establishment, it may appoint a person as a member of its academic staff as if its determination were a determination of the Board.

(3) Subject to subsection (4), a corporate college may not employ a person as a member of the staff (other than academic staff) of the college unless the position in which he is to be employed is within the staff (other than academic staff) establishment of the college determined by the Public Service Board.

(4) To the extent to which a corporate college may, pursuant to a delegation under subsection (9), determine its own staff (other than academic staff) establishment, it may appoint a person as a member of its staff (other than academic staff) as if its determination were a determination of the Public Service Board.

(5) Subject to this Act, a corporate college may—

(a) determine what promotions may be made, whether or not of academic staff;
(b) determine the qualifications required of persons to be appointed or promoted within the academic staff of the college;
(c) in accordance with the by-laws, discipline servants of the college whether or not they are members of the academic staff; and
(d) in accordance with the by-laws, impose penalties for any such breaches of discipline.

(6) Except in so far as provision is otherwise made by law, the conditions of employment (including salary, wages or remuneration) of servants of a corporate college shall be such as are from time to time determined by the council of the college after consultation with, and with the concurrence of, the Public Service Board.
In any proceedings before a tribunal having power to deal with industrial matters within the meaning of the Industrial Arbitration Act, 1940, the Public Service Board shall act for a corporate college in so far as the proceedings involve a matter in respect of which subsection (6) confers power on a college.

A corporate college shall give effect to any order or determination made in respect of the college by a tribunal referred to in subsection (7).

To the extent to which the Public Service Board may, under section 11A of the Public Service Act, 1902, delegate any power, authority, duty or function to an officer it may, under that section, delegate the power, authority, duty or function to a corporate college or to a servant of a corporate college.

13. (1) In this section "superannuation scheme" means a scheme, fund or arrangement under which any superannuation or retirement benefits are provided and which is established by or under an Act.

(2) Where the Minister constitutes a corporate college he may, in the notification that constitutes the college or in another notification published in the Gazette with respect to the college, specify the names of members of the Public Service and of the Teaching Service who are to be transferred to the service of the college, but he shall not so specify the name of a person unless that person—

(a) is a member of the Public Service or Teaching Service employed in connection with the provision of the courses or programmes of study provided or to be provided by the college; and

(b) agrees in writing to the inclusion of his name in the notification.

(3) Where, immediately before the day on which a notification referred to in subsection (2) is published, a person whose name is specified in the notification was a member of the Public Service or the Teaching Service, that person becomes on that day a servant of the college to which the notification relates.

(4) A person who, pursuant to subsection (3), becomes a servant of a college shall be paid salary or wages at a rate not less than the rate that was payable to him immediately before he became a servant of the college, subject to any adjustment necessary to give effect to any fluctuation in the basic wage for adult males, or adult females, as the case may be, for the time being in force within the meaning of Part V of the Industrial Arbitration Act, 1940, until his salary is, or his wages are, varied in accordance with law.

(5) Where any condition of employment of a person who, pursuant to subsection (3), becomes a servant of a college was, immediately before he became such a servant, regulated by an award or industrial agreement, or an agreement made under the Public Service Act, 1902, or the Teaching Service Act, 1970, that condition shall continue to be so regulated until an award or industrial agreement regulating that condition and binding on the college is made by a competent tribunal.

Subject to subsection (7), a person who, pursuant to subsection (3), becomes a servant of a college—

(a) retains any rights accrued or accruing to him as a member of the Public Service or the Teaching Service, as the case may be;

(b) may continue to contribute to any superannuation scheme to which he was a contributor immediately before becoming a servant of a corporate college; and

(c) is entitled to receive annual, sick and long service leave and any payment, pension or gratuity, as if he had continued to be a member of the Public Service or the Teaching Service, as the case may be, and—

(d) his service as a servant of the college shall be deemed to be service as a member of the Public Service or the Teaching Service, as the case may be, for the purposes of any law under which those rights accrued or were accruing, under which he continues to contribute or by which that entitlement is conferred; and

(e) he shall be deemed to be a member of the Public Service or the Teaching Service, as the case may be, for the purposes of any superannuation scheme to which, by the operation of this subsection, he is entitled to contribute.

A person who, but for this subsection, would be entitled under subsection (6) to contribute to a superannuation scheme or to receive any payment, pension or gratuity under that scheme shall not be so entitled upon his becoming a contributor to any other superannuation scheme, and the provisions of subsection (6) (e) cease to apply to or in respect of him in any case where he becomes a contributor to another superannuation scheme.

(8) Subsection (7) does not prevent the payment to a servant of a college, upon his ceasing to be a contributor to a superannuation scheme, of such amount as would have been payable to him if he had ceased, by reason of resignation, to be such a contributor.

Where, pursuant to subsection (6) (b), a person continues to contribute to a superannuation scheme, the college shall contribute to the superannuation scheme the same amount as would have been payable by the Government of New South Wales if that person had remained a member of the Public Service or the Teaching Service, as the case may be, and been paid salary or wages at the rate paid to him by the college.

A person who, pursuant to subsection (3), becomes a servant of a college is not entitled to claim, both under this Act and any other Act, benefits in respect of the same period of service.

Nothing in this section affects the operation of the Industrial Arbitration Act, 1940.

The Governor may, on the recommendation of the Minister, resume or appropriate any land under Division I of Part V of the Public Works Act, 1912, for the purposes of a corporate college.

The Minister shall not make a recommendation for the purposes of subsection (1) unless he is satisfied that adequate provision has been or will be made for the payment, by the college for the purposes of which the resumption or appropriation is to be effected, of compensation for the resumption or appropriation and of all necessary charges and expenses incidental to the resumption or appropriation.

A resumption or appropriation effected pursuant to subsection (1) shall be deemed to be for an authorised work within the meaning of the Public Works Act, 1912, and the Minister shall, in relation to that authorised work, be deemed to be the Constructing Authority within the meaning of that Act.

Sections 34, 35, 36 and 37 of the Public Works Act, 1912, do not, but section 38 of that Act does, apply in relation to a resumption or appropriation under this section.
(a) where it is vested in the Crown — be granted to the college subject to such trusts, conditions, covenants, provisions, exemptions and reservations as the Governor thinks fit; or
(b) where it is vested in a minister of the Crown — be conveyed or transferred to the college for such estate, and subject to such trusts and rights of way or other easements, as the Minister thinks fit.

(2) A grant, conveyance, transfer or other instrument executed for the purposes of subsection (1)—
(a) is not liable to be stamped with stamp duty under the Stamp Duties Act, 1920; and
(b) may be registered under any Act without fee.

16. A college shall not confer any academic award in respect of a course or programme of study conducted by it unless the award is of a nomenclature approved by the Board.

17. (1) Subject to this section, the Minister may fix the fees to be charged by a college.

(2) Subsection (1) does not authorise or require the Minister to fix the fees to be charged—
(a) in respect of residential facilities provided by a college; or
(b) in respect of courses or programmes of study other than advanced education courses.

(3) Before he fixes fees under subsection (1) in respect of a college that forms part of a Department of the Government, the Minister shall take into consideration any representation with respect to those fees made by the Minister administering that Department or made by a person or body nominated by him for the purpose.

(4) Where any fees have been fixed under this section in respect of any matter, a college shall not make any charge, other than the fees so fixed, in respect of that matter.

18. A certificate evidencing any academic award conferred by a corporate college shall be under the seal of the college.

19. (1) A corporate college shall cause to be kept proper books of account in relation to all of its operations and shall, as soon as practicable after the thirty-first day of December in each year, prepare and transmit to the Minister for presentation to Parliament a statement of accounts in a form approved by the Auditor-General exhibiting a true and correct view of the financial position and transactions of the college.

(2) The Minister shall cause each statement of accounts transmitted to him under subsection (1) to be laid before Parliament within fourteen sitting days if Parliament is in session and, if not, within fourteen sitting days after the commencement of the next session.

20. (1) The accounts of a corporate college shall be audited by the Auditor-General who shall have in respect thereof all the powers conferred on the Auditor-General in relation to the audit of public accounts.

(2) The Audit Act, 1902, applies to the members of the Council of a corporate college, and to the servants of a corporate college, in the same way as it applies to accounting officers of a public department.

Annual report of college.

21. A college and any other institution that conducts an advanced education course shall, as soon as practicable and not later than the thirty-first day of March in each year cause a report on its work and activities in relation to advanced education courses during the year that ended on the last preceding thirty-first day of December to be prepared and shall—
(a) cause a copy of the report to be forwarded to the Minister; and
(b) where the college forms part of a Department of the Government not administered by the Minister — also cause a copy to be forwarded to the Minister administering that Department.

Political or religious discrimination prohibited.

22. No political or religious test shall be administered to any person in order to entitle him to be admitted as a student at a college, or to hold office therein, or to be eligible to receive any academic award or to enjoy any benefit, advantage or privilege thereof.

By-laws.

23. (1) A corporate college may, by its council, make by-laws for or with respect to—
(a) all matters that by this Act are required or permitted to be prescribed by by-laws or are necessary or convenient for the purpose of giving effect to this Act;
(b) the discipline of servants of the college and the imposition of penalties for breaches of discipline by servants of the college;
(c) the management and good government of the college, the discipline of students at the college and the imposition of penalties for breaches of discipline by those students;
(d) the use and custody of the common seal of the college;
(e) the conduct of meetings of the council of the college;
(f) the election of the elected members of the council of the college and their accession to office;
(g) the person entitled to preside at a meeting of the council of the college and his voting powers at such a meeting;
(h) the constitution of a quorum at a meeting of the council of the college;
(i) the membership and method of appointment of committees and boards of the college and of the council of the college and the quorum, powers and duties of any such committee or board;
(j) the manner of appointment, promotion and dismissal of servants of the college;
(k) the qualifications for admission and continuation as a student of the college;
(l) the examinations for, and the conferring of, awards and the attendance of candidates therefor;
(m) the examinations for, and the granting of, fellowships, scholarships, bursaries and prizes;
(n) the admission of students of other educational institutions to any status within the college;
(o) the conferring on graduates of other educational institutions, or on other persons, of academic awards without examination;
(p) the establishment of residential colleges and halls of residence and their conduct, and the affiliation of residential colleges within the college;
(q) the affiliation with the college of an educational or research establish­ment;
(r) the payment of out-of-pocket expenses to members of the council;
(s) the powers, authorities, duties and functions of the principal officer of the college;
(t) the establishment and membership of a convocation.

(2) The by-laws may provide for empowering the council or principal officer of the college, subject to any restrictions and conditions specified in the by-laws, to make rules (not inconsistent with this Act or a by-law) for regulating, or providing for the regulation of, a specified matter that is a matter with respect to which by-laws may be made or for carrying out and giving effect to the by-laws, and any such rule has the same force and effect as a by-law.

(3) A by-law made by the council of a college shall be sealed with the seal of the college and submitted for the consideration and approval of the Governor.

(4) A by-law made by a college may be proved by the production of a verified copy under the seal of the college or by the production of a document purporting to be copy of the by-law and to be printed by the Government Printer.

24. (1) The Governor may make regulations for or with respect to—
(a) any matter with respect to which by-laws may be made by a corporate college;
(b) the keeping of records and accounts by corporate colleges and the supply to the Board of information relating to those colleges and to advanced education courses;
(c) the administration and functions of colleges;
(d) prescribing all matters that, by this Act, are required or permitted to be prescribed by regulations or which are necessary or convenient for carrying out or giving effect to this Act.

(2) A regulation made under subsection (1) may apply to all corporate colleges or to a corporate college specified in the regulation and shall, to the extent of any inconsistency with any by-law made by a corporate college to which it applies, prevail over that by-law.

25. Schedule I has effect.

26. The Local Government Act, 1919, is amended by omitting section 132 (1) (fiv) and by inserting instead the following paragraph:

(fiv) land which is vested in a corporate college of advanced education constituted or continued under the Colleges of Advanced Education Act, 1975, and is used or occupied by the college solely for the purposes thereof; and

27. The Metropolitan Water, Sewerage, and Drainage Act, 1924, is amended by omitting section 88 (1) (f2) and by inserting instead the following paragraph:

(f2) land which is vested in a corporate college of advanced education constituted or continued under the Colleges of Advanced Education Act, 1975, and is used or occupied by the college solely for the purposes thereof.
NEWCASTLE COLLEGE OF ADVANCED EDUCATION BY-LAW

CHAPTER I
PRELIMINARY

1. This By-law may be cited as the “Newcastle College of Advanced Education By-Law”.

2. This By-law applies to and in respect of Newcastle College of Advanced Education.

3. This By-law is divided as follows:

CHAPTER I. PRELIMINARY

CHAPTER II. INTERPRETATION

CHAPTER III. THE COUNCIL
Division I. Preliminary
Division 2. Composition — Official and Elected Members
Division 3. Conduct of Council Elections Generally
Division 4. General Provisions Relating to the Council

CHAPTER IV. THE PRESIDENT AND VICE PRESIDENT OF THE COUNCIL

CHAPTER V. COMMITTEES AND BOARDS
Division I. General Provisions
Division 2. The Academic Board

CHAPTER VI. CONDUCT OF MEETINGS

CHAPTER VII. THE COMMON SEAL

CHAPTER VIII. THE PRINCIPAL AND OTHER OFFICERS
Division I. The Principal
Division 2. The Assistant Principal
Division 3. The Secretary

CHAPTER IX. STAFF MATTERS
Division I. Appointment, Tenure and Conditions of Service
Division 2. The Conduct and Discipline of Officers

CHAPTER X. STUDENT CONDUCT AND DISCIPLINE
Division I. General Provisions
Division 2. The Discipline Committee

CHAPTER XI. COURSES OF STUDY, AWARDS AND ENROLMENT OF STUDENTS

CHAPTER XII. AFFILIATION OF EDUCATIONAL AND RESEARCH ESTABLISHMENTS AND RESIDENTIAL COLLEGES

CHAPTER XIII. FEES

CHAPTER XIV. ACADEMIC DRESS

CHAPTER XV. REGULATION OF TRAFFIC

CHAPTER XVI. CONVOCATION, ASSOCIATIONS AND SOCIETIES OF THE COLLEGE

CHAPTER XVII. CONGREGATIONS

CHAPTER XVIII. RULES

SCHEDULE 1. COUNTING OF VOTES
SCHEDULE 2. TEMPORARY PROVISIONS APPLYING TO THE CHAIRMAN AND DEPUTY CHAIRMAN OF THE FIRST COUNCIL.

CHAPTER II
INTERPRETATION

1. (1) In this By-law and in a rule, except in so far as the context or subject-matter otherwise indicates or requires—

“Assistant Principal” means the person duly acting in that position in the College;
“Chapter” means Chapter of this By-law;
“College” means Newcastle College of Advanced Education;
“Council” means Council of the College;
“officer” means servant of the College;
“permanent staff” means any member of staff appointed to a full-time position in the approved establishment of the College with normal expectancy of continued employment in the College until the normal retiring age as specified in any determination made under the Act or this By-law;
“Praelector” means the person appointed to that office by the Council;
“President” means President of the Council;
“Principal” means principal officer of the College;
“regulation” means regulation made under the Act;
“rule” means rule made under this By-law;
“Secretary” means the person duly acting as secretary of the College;
“student” means student of the College;
“the Act” means the Colleges of Advanced Education Act, 1975;
“Vice President” means Vice President of the Council

(2) Except in so far as the context or subject-matter otherwise indicates or requires, a reference in a Chapter to a clause is a reference to a clause of that Chapter.

2. Except in so far as the context or subject-matter otherwise indicates or requires, a reference in a clause or rule to an authority, officer or office shall be construed as a reference to that authority, officer or office in or of the College.

3. Where a clause or rule confers a power or imposes a duty on the holder of an office as such, then, except in so far as a contrary intention appears, the power may be exercised and the duty shall be performed by the person for the time being acting in the office.

4. Where a clause or rule provides for the appointment of a person to an office in the College by virtue of some other office held by him, whether in the College or elsewhere, that person shall, except in so far as a contrary intention appears, hold the appointment ex officio, and in the absence of that person, such other person as may for the time being be acting in that office shall hold that appointment ex officio unless the Council resolves otherwise.

5. A person appointed or elected under a clause or rule to an office in the College for a term shall, on ceasing to hold that office, except in so far as a contrary intention appears, be eligible for re-appointment or re-election to that office.
6. Where a clause or rule refers to a senior academic officer of the College the reference is to an officer designated by the Council as a senior academic officer of the College.

7. Where any vacancy occurs in the office of any person appointed or elected under a clause or rule and no provision is made for the filling thereof, the Council may direct that a person be appointed or elected to the vacant office and may direct that any election shall be held in the same manner as that in which the person whose position is vacant was elected, and the person so appointed or elected shall hold office for the residue of his predecessor's term of office.

8. Any notice or other document which is authorised or required to be served on a person by a clause or rule may be served in any one of the following manners:—
   (a) by delivering it to that person personally;
   (b) where that person is resident at or has an office at the College, by forwarding it to him through the internal mail of the College; or
   (c) by forwarding it by pre-paid post to that person's address as last known to the Secretary.

CHAPTER III
THE COUNCIL
Division 1 — Preliminary

1. In this Chapter—
   "academic staff member" means a member of the Council referred to in clause 3 (2) (a);
   "non-academic staff member" means the member of the Council referred to in clause 3 (2) (b);
   "Roll of Academic Staff" means the roll kept under clause 9 (a);
   "Roll of Non-academic Staff" means the roll kept under clause 9 (b);
   "Roll of Students" means the roll kept under clause 9 (c);
   "student member" means a member of the Council referred to in clause 4.

Division 2 — Composition - Official and Elected Members

2. (1) For the purposes of section 7(2)(a) of the Act the prescribed offices are the office of Assistant Principal and the office of Praelector.
   (2) The Council may make rules for or with respect to the appointment of a person to the office of Praelector.

3. (1) For the purposes of section 7(2)(b)(i) of the Act, the specified number is 3.
   (2) Of the members of the Council referred to in section 7(2)(b)(i) of the Act—
      (a) 2 shall be members of the staff of the College, each of whom is enrolled on the Roll of Academic Staff; and
      (b) one shall be a member of the staff, other than academic staff, of the College, who is enrolled on the Roll of Non-academic Staff.

4. (1) For the purposes of section 7(2)(b)(ii) of the Act, 2 students of the College shall be members of the Council.
   (2) The members of the Council referred to in subclause (1) shall be students of the College each of whom is not classified under clause 11 as a full-time servant.

5. (1) For the purposes of section 7(2)(b)(iii) of the Act, 2 additional members of the Council shall be elected by the other members of the Council.
   (2) The Council may make rules for or with respect to the election of additional members of the Council referred to in subclause (1).

6. For the purposes of section 7(4)(a)(i) of the Act, an elected member of the Council holds office until the expiration of the period of 2 years after he takes office.

7. Where a casual vacancy occurs in the office of an elected member of the Council the Secretary shall conduct an election to fill the vacant office in accordance with Division 3.

Division 3 — Conduct of Council Elections Generally

8. This Division applies to and in respect of an election for elected members of the Council other than additional members referred to in section 7(2)(b)(iii) of the Act.

9. The Secretary shall keep separately—
   (a) a roll of servants of the College, containing the names of the officers entitled to be enrolled as members of the academic staff of the College;
   (b) a roll of servants of the College, containing the names of the officers entitled to be enrolled as members of the staff, other than academic staff, of the College; and
   (c) a roll of students of the College.

10. (1) For the purposes of clause 9(a), an officer of the College—
     (a) who is within the academic staff establishment of the College;
     (b) whose appointment is to a position with tenure in excess of one year and who has been in the service of the College for the 6 months preceding the day of publication of the notice referred to in clause 15; and
     (c) who is classified as a full-time servant under clause 11, is entitled to be enrolled on the Roll of Academic Staff.
   (2) For the purposes of clause 9(b), an officer of the College—
     (a) who is not within the academic staff establishment of the College;
     (b) whose appointment is to a position with tenure in excess of one year and who has been in the service of the College for the 6 months preceding the day of publication of the notice referred to in clause 15; and
     (c) who is classified as a full-time servant under clause 11, is entitled to be enrolled on the Roll of Non-academic Staff.

11. For the purposes of section 7(2)(b)(i) of the Act, an officer of the College, other than an officer whose service with the College is, by the terms of his appointment by, or contract with, the College, stated to be part-time service, is classified as a full-time servant.

12. For the purposes of section 7(2)(b) of the Act—
     (a) the persons enrolled on the Roll of Academic Staff are prescribed as the persons to elect an academic staff member;
     (b) the persons enrolled on the Roll of Non-academic Staff are prescribed as the persons to elect the non-academic staff member; and
     (c) the persons enrolled on the Roll of Students are prescribed as the persons to elect a student member,
being persons so enrolled as at 5.00 p.m. on the date specified in the notice referred to in clause 15 as the date by which nominations in relation to the election must be received by the Secretary.

13. (1) An election to which this Division applies shall be conducted by the Secretary.

(2) The Secretary shall conduct every election to which this Division applies in accordance with this Division.

(3) The Secretary may appoint such presiding officers and other persons to assist him as he deems necessary.

(4) Subject to this Division, the Secretary shall have full power and authority to determine all procedural matters relating to an election to which this Division applies.

14. In the conduct of an election to which this Division applies, the Secretary shall allow the intervals specified hereunder:

(a) between the publication of a notice of an election and the date specified therein as the date by which nominations must be received by the Secretary — not less than 14 days nor more than 28 days;

(b) between the date specified in that notice as the date by which nominations must be received by the Secretary and the issue of ballot-papers — not more than 28 days; and

(c) between the issue of ballot-papers and the date by which ballot-papers must reach the Secretary — not less than 14 days nor more than 28 days.

15. When an election to which this Division applies is to be held, the Secretary shall publish on such notice-boards as the Council nominates as official notice-boards on the premises of the College and by such other means, if any, as he deems desirable, a notice, which shall —

(a) state —

(i) that an election to which this Division applies is to be held;

(ii) the position or positions to be filled; and

(iii) the number of persons to be elected;

(b) invite nominations of persons for election and specify the form in which nominations must be made;

(c) specify a date and time by which nominations must be received by the Secretary;

(d) specify a date and time by which ballot-papers must reach the Secretary; and

(e) specify a date or dates on which, and the places and hours during which, a poll will be conducted.

16. (1) A nomination of a candidate shall be made by delivering a nomination paper in the form specified in the notice under clause 15(b) to the Secretary at his office on or before the date and time specified in the notice referred to in clause 15(c).

(2) A nomination paper shall be signed by the candidate and by 2 persons enrolled on the same roll as that on which the candidate is enrolled.

(3) Only one candidate may be nominated on the one nomination paper.

(4) After the time specified in clause 15(c) a nomination may not be withdrawn.

17. The Secretary shall reject any nomination paper if he is satisfied that —

(a) the nomination is not duly made; or

(b) the person nominated is not eligible to be elected.

18. (1) If at the close of nominations the number of nominations for an election does not exceed the number of vacancies to be filled, the Secretary shall declare the person or persons nominated to be elected.

(2) If at the close of nominations the number of nominations for an election exceeds the number of vacancies to be filled there shall be a ballot.

19. A candidate may nominate one scrutineer who shall be entitled to observe the counting of votes.

20. Voting shall be by secret ballot.

21. (1) Each ballot-paper shall contain the names of the candidates in random order determined by lot by the Secretary and shall be initialled by the Secretary or by a presiding officer.

(2) In this clause, “determined by lot” means determined in accordance with the following direction: —

The names of the candidates concerned having been written on separate and similar slips of paper, and the slips having been folded so as to prevent identification and mixed and drawn at random, the first name drawn shall be the first name appearing on the voting paper, the second name drawn shall be the second name so appearing and the process shall be continued until all the names have been drawn.

22. (1) Where there is to be a ballot in an election to which this Division applies the Secretary shall deliver to any person qualified to vote in that election who makes application to him for a postal vote before the date and time the ballot-paper must reach him—

(a) a ballot-paper;

(b) a notice setting out the manner in which the ballot-paper is to be completed and stating the date and time by which and the manner in which ballot-papers must reach the Secretary;

(c) a form of declaration of identity and of entitlement to vote; and

(d) 2 envelopes, one marked “Ballot-paper” and the other addressed to the Secretary,

and shall place a mark against the name of that person in the Roll for that election.

(2) An election shall not be invalid because a person who has applied under subclause (1) did not receive a ballot-paper.

23. Where there is to be a ballot in an election to which this Division applies, on the day or any of the days specified in a notice referred to in clause 15(e), the Secretary shall cause a polling place or places to be set up where the Secretary or a presiding officer shall, upon being satisfied that a person applying to him for a ballot-paper is qualified to vote at that election, place a mark against the name of that person in the Roll for that election and issue to him a ballot-paper and a notice setting out the manner in which the ballot-paper is to be completed and stating the date, time and manner by which ballot-papers must reach the Secretary.

24. (1) Where there is to be a ballot in an election to which this Division applies, each voter shall mark his vote on the ballot-paper by placing the figure “1” in the square opposite the name of the candidate to whom he desires to give his first preference vote and by placing consecutive figures (commencing with the figure “2”)...
Division 4 — General Provisions Relating to the Council

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—
      (i) the President or in the absence of the President, the Vice President; or
      (ii) the Principal,
   (b) shall be convened by the Secretary upon the written request of 5 members setting forth the purpose for which the meeting is required to be convened.

(2) A special meeting required to be convened under subclause (1)(b) shall be held within 14 days after the receipt of the request for that special meeting.

34. A member of the Council shall not initiate any matter for discussion, or move any motion in respect of that matter, at a meeting of the Council unless—
   (a) notice in writing has been given to the Secretary, in the case of an ordinary meeting, not less than 14 days before the date of the meeting, and, in the case of a special meeting, not less than 10 days before the date of the meeting, that the matter will be so initiated or a motion moved in respect of that matter; or
   (b) the Council by resolution of a majority of the members present otherwise permits.

35. (1) Notice of the time and place of a meeting of the Council and a copy of the business papers accompanied by supporting statements shall be posted or delivered by the Secretary to each member of the Council at least 7 days prior to the meeting.

(2) A special meeting required to be convened under subclause (1)(b) shall be held within 14 days after the receipt of the request for that special meeting.

36. At any meeting of the Council, the quorum shall be one-half of its members for the time being, but, by a further notice so posted or delivered not less than 4 days prior to the meeting, the Secretary may advise of supplementary business to be put before the meeting.

37. (1) At any meeting of the Council a question shall be decided by a majority of the members present.
(2) The person presiding at any meeting of the Council (other than the Secretary presiding under clause 6(1) of Chapter IV) shall have a deliberative vote but not a casting vote.

(3) In the event of an equality of votes, the motion shall lapse.

38. A meeting of the Council may be adjourned to a later time or date by resolution of a majority of members present.

39. At each ordinary meeting of the Council there shall be presented a report from the Academic Board prepared by the Secretary.

40. The Council may make rules for or with respect to the payment of out-of-pocket expenses to members of the Council.

41. The Council may make rules for carrying out and giving effect to this Chapter.

CHAPTER IV

THE PRESIDENT AND VICE PRESIDENT OF THE COUNCIL

1. (1) This Chapter, subclause (2) excepted, applies after the reconstitution of the Council pursuant to section 7 of the Act.

(2) Schedule 2 applies in respect of the Chairman of the Council and the Deputy Chairman of the Council before the reconstitution of the Council pursuant to section 7 of the Act.

2. There shall be a President and a Vice President elected by the Council from among the members referred to in section 7(2)(b)(iii) and section 7(2)(c) of the Act.

3. (1) Subject to this clause, the person elected to be the President and the person elected to be Vice President shall each hold office for 2 years and if otherwise qualified shall each be eligible for re-election.

(2) The person elected to be President or Vice President shall cease to hold office as such if he resigns his office or ceases to be a member of the Council.

4. (1) An election to fill a casual vacancy in the office of the President or the Vice President shall be held at a meeting of the Council within 2 months after the vacancy occurs.

(2) A person elected to fill a casual vacancy in the office of the President or the Vice President shall hold office for the residue of his predecessor's term of office.

5. (1) A nomination for election as the President or the Vice President shall be—

(a) in writing;

(b) endorsed with the signatures of the person nominated and 2 other members; and

(c) delivered to the Secretary before the meeting at which the election is to be held.

(2) There shall be a separate nomination paper for each candidate.

6. (1) The Secretary shall be the Returning Officer for the election of the President and Vice President and shall preside at that part of the meeting at which an election is held.

(2) Where both a President and a Vice President are to be elected at a meeting, the election of the President shall be held first.

7. The following provisions shall have effect in respect of an election under this Chapter:

(a) If only one nomination is duly made and delivered, the Secretary shall declare the candidate so nominated to be elected.

(b) If 2 or more nominations are duly made and delivered, each member shall be entitled to vote at a secret ballot to determine which candidate shall be elected.

(c) Each ballot-paper shall be prepared in the manner prescribed in clause 21 of Chapter III.

(d) Each voter shall mark his vote on the ballot-paper in the manner prescribed in clause 24(1) of Chapter III.

(e) After the votes have been cast the Secretary shall count the votes marked on the ballot-papers and ascertain the result of the ballot, in the manner prescribed in Schedule 1.

8. (1) The President shall preside at any meeting of the Council at which he is present unless he elects not to do so.

(2) Where at a meeting of the Council the President—

(a) is absent;

(b) elects not to preside; or

(c) is unable to preside,
or the office of President is vacant, the Vice President shall preside.

(3) In the absence of the President and Vice President from a meeting of the Council the members present shall elect one of their number to preside at that meeting.

(4) The provisions of this clause have effect subject to clause 6(1).

CHAPTER V

COMMITTEES AND BOARDS

Division 1 — General Provisions

1. Subject to this By-law—

(a) the Council may appoint such committees and boards as it thinks fit;

(b) committees and boards appointed by the Council may include persons who are members of the Council, officers or students of the College and other persons and shall exercise and perform such powers, authorities, duties and functions as the Council may from time to time determine; and

(c) the Council may determine the time at and the manner in which committees and boards may be required to make reports to the Council.

2. Except in the case of the Discipline Committee constituted under clause 8(1) of Chapter X, the President or, in his absence, the Vice President shall, by virtue of his office, be a member of any committee or board appointed by or under this By-law or under any rule or resolution of the Council.
3. Unless otherwise specified in this By-law or in a rule, the quorum at any meeting of a committee or board shall be one-half of its members for the time being, but, if one-half is not a whole number, shall be the next higher whole number.

Division 2 — The Academic Board

4. (1) There shall be an Academic Board of the College consisting of—
   (a) the Principal;
   (b) the Assistant Principal;
   (c) such senior academic officers as the Council shall from time to time determine;
   (d) the Secretary;
   (e) the College Librarian;
   (f) the Senior Student Counsellor; and
   (g) such elected staff and student members and such other persons appointed by the Council as the Council, subject to such conditions as it may specify, shall determine from time to time in rules made under this By-law.

   (2) Schedule I shall apply in respect of the election of persons referred to in subclause (1)(g).

5. (1) The Principal, or in his absence, the Assistant Principal, shall be the Chairman of the Academic Board.

   (2) In the absence of both the Principal and the Assistant Principal from a meeting of the Academic Board, the Board shall elect a chairman from among its members present at the meeting.

6. At least 7 days' notice of any meeting shall be given in writing to the members of the Academic Board by the Secretary, specifying the time, place and agenda of the meeting.

7. The Academic Board may determine how frequently it shall meet and may fix the dates of its meetings but it shall meet in ordinary session not less than 8 times in each year.

8. (1) A special meeting of the Academic Board—
   (a) may be convened by the Principal or, in the absence of the Principal, by the Assistant Principal; or
   (b) shall be convened by the Secretary upon the written request of 5 members of the Academic Board setting forth the purpose for which the meeting is required to be convened.

   (2) A special meeting required to be convened under subclause (1)(b) shall be held within 14 days after the receipt of the request referred to therein.

9. All matters which come before the Academic Board shall be decided by a majority of the members present at the meeting, and the member presiding at the meeting shall have a deliberative 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—
   (a) is the principal academic advisory board to the Council on matters concerned with the educational work of the College;
   (b) shall consider any matter referred to it by the Council;
   (c) may consider any matter affecting the policy and activities of the College as a whole, and may make recommendations thereon to the Council or to any other board, committee or authority within the College;
   (d) may refer matters to other boards or committees responsible to it for consideration and report; and
   (e) shall exercise such other powers and functions and perform such duties as may be determined by the Council from time to time.

11. The Academic Board may establish such committees as it deems fit with such membership as it deems appropriate for the purpose for which any such committee is established.

CHAPTER VI

CONDUCT OF MEETINGS

1. The Council may make rules for or with respect to the convening and conduct of meetings of the Council.

2. The minutes of a meeting shall be entered in a minute book.

3. At each meeting the minutes of the preceding meeting shall—
   (a) be read, unless copies thereof have been previously circulated to members;
   (b) be confirmed or confirmed as amended; and
   (c) be signed by the person presiding at the meeting as confirmed with or without amendment.

4. No question shall be decided at a meeting unless the quorum, appropriate to the meeting, is present.

5. If the quorum appropriate to a meeting is not present within half an hour after the time appointed for the meeting to commence all business which should have been transacted at that meeting shall stand over until the next ordinary meeting and shall take precedence thereat unless a special meeting is summoned in the meantime for the transaction of that business.

6. At a meeting, not being a meeting of the Council or the Academic Board unless otherwise specified in this By-law or in a rule—
   (a) a question shall be decided by a majority of members present; and
   (b) the chairman shall have a deliberative vote and in the case of an equality of votes, a casting vote.

CHAPTER VII

THE COMMON SEAL

1. The Common Seal of the College shall be kept in the custody of the Secretary, and shall not be used except as resolved by the Council or as provided in the Act or this By-law or in rules made under this By-law.
2. 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.

3. The affixing of the Common Seal of the College to any document shall be attested on that document by—
   (a) the President or in his absence, the Vice President;
   (b) the Principal or in his absence, the Assistant Principal; and
   (c) the Secretary.

4. In the absence of the Secretary for any reason, his responsibilities in respect of the affixing and attesting to the affixing of the Common Seal of the College may be exercised by a person approved by resolution of the Council to do so on behalf of the Secretary.

5. A register of the use of the Common Seal of the College shall be maintained by the Secretary and in it shall be recorded the authority for the affixing of the Common Seal, the nature of the document to which the Common Seal is affixed, the date of attestation of the document and the names of the signatories to the document.

CHAPTER VIII
THE PRINCIPAL AND OTHER OFFICERS

Division 1 — The Principal

1. Subject to the Act, this By-law, any regulation, any rule or any resolution of the Council, the Principal—
   (a) is charged with the duty of promoting and maintaining the interests and furthering the development of the College;
   (b) is responsible for the conduct of the academic, administrative, financial and other business of the College; and
   (c) shall exercise general supervision over all officers of the College and over the welfare and discipline of students.

2. Subject to the Act, this By-law, any regulation and to any rules made by the Council, the Principal may make rules for the maintenance of good order and discipline in the College.

3. (1) The Principal is ex-officio a member of every committee or board constituted by or under this By-law or a rule and may, if he so desires, preside at any meeting of a committee or board other than the Council or committees of Council, but the Council may appoint the Principal chairman of any such committee or board.

   (2) The authority of the Principal to preside at a meeting of a committee or board shall not extend to a meeting at which the President or Vice President is present if the President or Vice President desires to preside.

4. Whenever the Council is satisfied that the Principal is unable to perform his duties because of his absence or because of ill-health, the Council may appoint an Acting Principal.

Division 2 — The Assistant Principal

5. (1) The Council may appoint a person to the office of Assistant Principal of the College.

   (2) The Assistant Principal has the authority of the Principal during any period of absence of the Principal.

6. Subject to the provisions of Chapter X, the Assistant Principal shall assist the Principal in such matters as the Principal may from time to time determine.

7. (1) Whenever the Council is satisfied that the Assistant Principal is unable to perform his duties because of his absence or because of ill-health, the Council may appoint an acting Assistant Principal.

   (2) An acting Assistant Principal has the authority of the Assistant Principal during any period of absence of the Assistant Principal.

Division 3 — The Secretary

8. (1) The Secretary shall be the secretary to the Council and all committees of the Council and shall keep the records of the Council and its committees.

   (2) The Secretary may nominate some other person in writing to act in his place as secretary to the Council or to a committee of the Council and that person shall be responsible for keeping the records of the Council or of that committee, as the case may be.

9. Subject to the direction of the Principal, the Secretary shall—
   (a) be responsible for the administrative functions of the College;
   (b) be the secretary or nominate some other person to be the secretary to any committee or board constituted by or under this By-law or a rule;
   (c) keep the registers and financial records of the College;
   (d) conduct the correspondence of the College;
   (e) be responsible for the management and supervision of the examinations of the College and the maintenance of proper academic records; and
   (f) be responsible for the conduct of elections for a committee or a board constituted by or under this By-law or a rule.

CHAPTER IX
STAFF MATTERS

Division 1 — Appointment, Tenure and Conditions of Service

1. (1) The Council may make an appointment to the staff of the College after invitation, or by promotion or transfer within the College, or after open advertisement as determined in each case by the Council.

   (2) Officers shall be notified of and be eligible to apply for all vacant positions.

2. In making any appointment to the staff of the College the Council shall take into consideration the recommendation of any Selection Committee appointed as specified in rules made under this By-law.
3. (1) Subject to the provisions of the Act and any regulation relating to the determination of conditions of employment of servants of a corporate college, the Council shall determine the tenure of office and emoluments of officers of the College.

(2) The determination by the Council concerning tenure of office and emoluments referred to in subclause (1) shall be conveyed to the selected applicant for any position and shall, subject to any agreement between the College and the applicant and any action in respect of a disciplinary matter, become binding upon the College and the applicant upon acceptance of the appointment.

(3) All permanent staff appointed to a full-time position in the approved establishment of the College who elect to transfer to the service of the College pursuant to section 13(3) of the Act continue in that capacity upon transfer to the service of the College.

4. The Council may make rules for or with respect to the manner of promotion of officers and their progression on salary scales.

5. Subject to the provisions of the Act, the conditions of service and resignation of officers of the College shall be determined by the Council in rules made under this By-law.

6. (1) An officer who feels himself aggrieved in any matter of promotion, or progression or transfer within the College, may appeal to the Council, which may appoint such committees as it deems fit to deal with any such appeal.

(2) The Council may make rules for or with respect to the appointment of, membership of and procedures to be followed by, a committee referred to in subclause (1).

Division 2 — The Conduct and Discipline of Officers

7. (1) In this Division—

“appropriate staff association” means, where a complaint is made in respect of an officer who is a member of—

(a) the academic staff — the staff association or union that, in the opinion of the Council, represents the interests of the majority of members of the academic staff; or

(b) the non-academic staff — the staff association or union that, in the opinion of the Council, represents the interests of the majority of members of the non-academic staff;

“good cause” means—

(a) the commission of a breach of any regulation or any provision of this By-law or a rule;

(b) the wilful disobedience or disregard of any lawful order made or given under the Act, a regulation, this By-law or a rule;

(c) gross negligence or gross inefficiency in a person’s performance of his duties as an officer; or

(d) conduct which the Council considers is such as to render the officer unfit to continue to hold his office;

“investigating committee” means a committee constituted in accordance with subclause (3).

(2) Where the Council receives a complaint that it should, for good cause, take action against an officer the Council may thereupon consider the complaint and—

(a) take no action on the complaint;

(b) refer the complaint to the Principal for a report as to the matter contained in the complaint; or

(c) where it is of the opinion, formed either upon receipt of the complaint or after the receipt of a report referred to in paragraph (b), that it is necessary to make further inquiries into the matter contained in the complaint, constitute a committee to investigate that complaint.

(3) An investigating committee shall consist of—

(a) the President or the Vice President who shall be chairman;

(b) 2 members of the Council nominated by the Council; and

(c) not more than 2 persons nominated by the appropriate staff association.

(4) For the purposes of constituting an investigating committee the Secretary shall, as soon as practicable after the Council passes a resolution that it is necessary to make further inquiries into the matter contained in a complaint, forward to the appropriate staff association a notice in writing requesting that association to advise him in writing, within 28 days after the receipt by that association of that notice, of the names and addresses of the persons nominated by that association as members of the investigating committee.

(5) Where the appropriate staff association referred to in subclause (4) fails to comply with the notice referred to in that subclause, the investigating committee shall be deemed to be duly constituted by the members specified in subclause (3)(a) and (b).

8. (1) As soon as practicable after the Secretary is advised in writing of the names and addresses of the persons nominated as referred to in subclause (4) or, where the Secretary is not so notified within the time specified in that subclause, upon the expiration of that time, the Secretary shall, by notice in writing, notify the officer in respect of whom the complaint was made and the members of the investigating committee of the time and place at which the investigating committee shall convene.

(2) An officer in respect of whom a complaint is made—

(a) may be represented at an inquiry referred to in this Division by any person; and

(b) is entitled to a record of the proceedings of any such inquiry.

9. An investigating committee shall, as soon as practicable after the completion of its investigations, make a report thereon to the Council.

10. The Council may, after considering a report made by an investigating committee pursuant to clause 9, reduce in status, suspend, censure or request the resignation of the officer in respect of whom the complaint was made.

11. (1) Where in the opinion of the Principal the circumstances so warrant, the Principal may suspend an officer pending an inquiry.

(2) Where the Principal suspends an officer under subclause (1) he shall forthwith report the matter to the Council.

(3) Where an officer suspended by the Principal under subclause (1) is subsequently restored to his normal duties he is entitled to the salary for the period of suspension and all entitlements shall be restored to him.

12. The Council may determine whether an officer, because of permanent incapacity, is unable to perform the duties of his office.

13. Where the Council determines—
(a) that an officer, because of his invalidity or physical or mental incapacity, is unable to perform the duties of his office; or
(b) that the invalidity or incapacity of an officer is likely to be of a permanent character,
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 service of 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 Assistant Principal.

3. (1) The Assistant Principal, upon receiving a report from any person concerning an offence against discipline shall cause such inquiries to be made concerning the circumstances of the offence as he deems necessary and may—
(a) take no action in the matter;
(b) censure the student;
(c) impose a fine not exceeding such amount as is specified in a rule made for the purpose of this paragraph;
(d) exclude the student from the College for a period not exceeding 4 weeks; or
(e) refer any matter relating to the conduct of the student to the Discipline Committee of the College and may exclude that student from the College and its precincts until the matter has been dealt with by the Discipline Committee.

(2) Where the Assistant Principal takes any action under subclause (1)(c), (d) or (e), he shall forthwith send to that student at his address last known to the Assistant Principal, notice in writing of his decision.

4. A student who has been fined pursuant to clause 3(1)(c) or who has been excluded from the College pursuant to clause 3(1)(d) by the Assistant Principal may appeal to the Discipline Committee of the College.

5. The Council may make rules for or with respect to the procedures for and the time or times within which notice of appeal against a decision, notified by the Assistant Principal pursuant to clause 3(2), may be given.

6. (1) In this clause, "area of the College" includes any place or places where a student is present under the auspices of the College.

(2) Any member of the academic staff, the College Librarian, the Deputy Librarian, the Secretary or any other officer authorised by the Principal may exclude a student for an offence against discipline from that area of the College under his control.

(3) If the exclusion under subclause (2) is for a period of more than one day, the case shall be referred to the Assistant Principal.

(4) When what is prima facie an offence against discipline occurs in an area of the College which is not the location of an organised College activity, any of the officers referred to in subclause (2) who is present is, for the purpose of this Chapter, in charge of that area.

7. The Council may make rules empowering the College Librarian to impose fines on students for failure to return any material borrowed from the Library by the due date.

Division 2 — The Discipline Committee

8. (1) There shall be a Discipline Committee of the College consisting of—
(a) the Principal, or in his absence a senior academic officer nominated in writing by the President;
(b) 2 members of the Academic Board nominated by the Academic Board;
(c) one full-time member of the academic staff, not being a member of the Academic Board, elected annually by the full-time members of the academic staff; and
(d) a student nominated in writing annually by the students' College Association Council.

(2) The proceedings of a Discipline Committee shall not be invalidated by the failure of any group to nominate or elect the members specified in subclause (1)(b), (c) or (d).

(3) The Council may make rules for the conduct of the election referred to in subclause (1)(c).

(4) Where the student referred to in subclause (1) becomes the subject of a hearing by the Discipline Committee he shall cease to be a member of that Committee and the students' College Association Council may nominate some other student to hold office in his place.

9. The Principal or in his absence the senior academic officer referred to in clause 8(1)(a) shall be the chairman of the Discipline Committee.

10. The Discipline Committee shall—
(a) deal with any matter relating to the conduct of any student referred to it by the Assistant Principal under clause 3(1)(c); and
(b) hear any appeal by a student against a decision notified by the Assistant Principal pursuant to clause 3(2).

11. When the Discipline Committee hears an appeal against a decision of the Assistant Principal referred to in clause 10(b) the Assistant Principal shall be entitled to be present but shall not participate in the decision of the Discipline Committee.

12. When the Discipline Committee hears an appeal or deals with a matter referred to it, the student concerned—
(a) shall be notified in writing of the day of the hearing and, where a matter is referred to it, of the terms of the reference at least 7 days before the time set down for the hearing;
(b) shall be entitled to make representations, either orally or in writing or both;
(c) shall be entitled to give and call evidence; and
(d) may at the sole discretion of the Discipline Committee be allowed legal or other representation.

13. When the Discipline Committee hears an appeal against a decision of the Assistant Principal referred to in clause 10(b) it may vary, confirm or quash the Assistant Principal's decision and may in varying the decision increase or reduce any fine or period of exclusion or both.

14. The Discipline Committee may in respect of any matter dealt with or any appeal heard by it under this Chapter impose any one or more of the following penalties—
(a) a fine not exceeding such amount as is specified in a rule made for the purpose of clause 3(1)(c);
(b) in the case of misconduct related to an examination or other forms of assessment, the cancellation of the student's attempt to complete the subject or stage of a course; or
(c) the exclusion of a student from the College permanently or for such period or periods as it may determine.

15. Every penalty imposed by the Discipline Committee shall be reported by that Committee to the next ordinary meeting of the Council.

16. The Council may make rules for or with respect to the procedures for and the time or times within which a meeting of the Discipline Committee shall be held to consider a matter referred to it by the Assistant Principal pursuant to clause 3(1)(e) or an appeal lodged by a student pursuant to clause 4.

17. (1) A student aggrieved by a decision of the Discipline Committee may appeal to the Council against that decision.
(2) An appeal to the Council made under subclause (1) shall be in writing addressed to the Secretary; and
(3) The Council may vary, confirm or quash the decision of the Discipline Committee.
(4) The Council may make rules for or with respect to the matters referred to in this clause.

CHAPTER XI
COURSES OF STUDY, AWARDS AND ENROLMENT OF STUDENTS

1. The Council on the recommendation of the Academic Board may make rules for or with respect to the terms and conditions upon which a student may be admitted to any course of study and the continuance by that student of any course of study.

2. (1) The Council, of its own motion or on the recommendation of the Academic Board, may make an award ad eundem gradum or honoris causa to a person who, in the opinion of the Council, is eligible for or might properly be honoured by such an award.
(2) The Council may make rules for or with respect to the matters referred to in subclause (1).

3. The Council on the recommendation of the Academic Board may make rules for or with respect to—
(a) requirements for courses of study and for the awards of the College;
(b) examinations for, and the conferring of, awards;
(c) examinations for, and the granting of, fellowships, scholarships, bursaries and prizes; and
(d) the recognition of studies undertaken in another educational institution.

4. The Council may limit the number of students in any subject or course.

5. (1) Any student excluded on the grounds of unsatisfactory progress from any course of the College under a rule made pursuant to clause 1 may appeal to the Council.
(2) Any appeal referred to in subclause (1)—
(a) shall be in writing addressed to the Secretary; and
(b) shall be dealt with in accordance with rules made by the Council under this By-law.

6. The Council may make rules for or with respect to the procedures for and the time or times within which a meeting of the Discipline Committee shall be held to consider a matter referred to it by the Assistant Principal pursuant to clause 3(1)(e) or an appeal lodged by a student pursuant to clause 4.

7. Before being admitted as a student any candidate for admission shall meet whatever requirements are prescribed in rules made for the purpose of this clause and have signed an undertaking to comply with the By-laws and rules of the College.

8. The dates and form of and procedure for enrolment of students shall be determined and published in such ways as the Council may deem fit.

CHAPTER XII
AFFILIATION OF EDUCATIONAL AND RESEARCH ESTABLISHMENTS AND RESIDENTIAL COLLEGES

1. The Council may establish or assist in the establishment of residential colleges, whether or not sited on land vested in the College, and may grant affiliation with the College to any such residential college or any educational or research establishment.

2. The constitution of a residential college shall be approved by the Council and shall not be altered or amended without the prior approval of the Council.

3. If the Council is of the opinion that good and sufficient reasons exist to withdraw a grant of affiliation with a residential college or an educational or research establishment it shall—
(a) give 2 months' notice of its intention to withdraw the grant of affiliation to the governing body of the residential college or establishment concerned;
(b) consider any matter put to it by the governing body of that residential college or establishment during the period of notice; and
(c) if the Council is still of the same opinion after the period of notice has elapsed, withdraw the grant of affiliation.

CHAPTER XIII
FEES

1. Subject to the provisions of the Act, the Council may make rules for or with respect to—
   (a) the amount of any fees to be paid for—
      (i) tuition;
      (ii) the use of facilities of the College including facilities associated with student residences and societies;
      (iii) examinations; and
      (iv) the granting of degrees, diplomas or certificates;
   (b) the time at which such fees shall be due and payable; and
   (c) discretionary action that may be taken for or with respect to the collection of fees.

2. Subject to the continuation in force of any arrangement made under any rule made pursuant to clause 1(c), the Principal may—
   (a) exclude from any examination;
   (b) exclude from any class or the use of any facilities of the College;
   (c) withhold the result of any examination, test or other assessment of; or
   (d) take any action, being a combination of any two or all of the actions specified in paragraphs (a) to (c), both inclusive, against, any student who has not paid any fees due by him to the College.

CHAPTER XIV
ACADEMIC DRESS

1. The Council may make rules for or with respect to the nature of academic dress appropriate to—
   (a) the President, Vice President and members of the Council;
   (b) officers of the College;
   (c) the holders of awards of the College; and
   (d) students of the College.
CHAPTER XVIII
RULES

1. Nothing in this Chapter affects any other provision of this By-law empowering the making of rules.

2. The Council may make rules prescribing any matter that is, by any other Chapter of this By-law, required or permitted to be prescribed by rule made by the Council.

3. A rule made under this By-law by the Council 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.

SCHEDULE I
MANNER OF COUNTING VOTES AND ASCERTAINING RESULT OF BALLOT

1. This Schedule only applies to an election to which this By-law or a rule specifies that this Schedule applies.

2. In this Schedule—
   "an absolute majority of votes" means a greater number than one-half of the total number of votes counted;
   "continuing candidate" means a candidate not already elected or excluded from the count; and
   "determine by lot" means determine in accordance with the following direction:
   The names of the candidates concerned having been written on separate and similar slips of paper, and the slips having been folded so as to prevent identification and mixed and drawn at random, the candidate whose name is first drawn shall be excluded.

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 first preference votes indicated thereon, except that each ballot-paper on which a first preference for an elected candidate is indicated shall be placed in the parcel of the candidate next in the order of the voter's preference.
   (b) The Secretary shall then count the ballot-papers in the parcel of each continuing candidate and so ascertain the total number of votes given for each such candidate.
   (c) If no 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) If 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 counted to a candidate in pursuance of paragraph (b).

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 respective candidates in accordance with the highest preference indicated thereon for a continuing candidate.
   (b) The procedure shall then be as provided in clause 4(a), (b) and (c).
   (c) In the application of clause 4(a), (b) and (c), a preference for an elected candidate shall be disregarded and the vote shall be allocated to the continuing candidate next in order of preference.

6. Where on any count 2 or more candidates have an equal number of votes and one of them has to be excluded, the candidate to be excluded shall be determined as follows:—
   (a) if the count is the first made in connection with the ballot, the Secretary shall determine by lot which of those candidates shall be excluded;
   (b) if the count is the second or a subsequent count made in connection with the ballot, that candidate shall be excluded who had the least number of votes among the candidates at the last count made in connection therewith at which one of those candidates received fewer votes than each of the others; or
   (c) if that count is the second or a subsequent count made in connection with the ballot and if at all preceding counts made in connection therewith none of those candidates received fewer votes than each of the others, the Secretary shall determine by lot which of those candidates shall be excluded.

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(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 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 candidate who has received an absolute majority of votes shall be declared elected.

4. Where there are two 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 first preference votes indicated thereon, except that each ballot-paper on which a first preference for an elected candidate is indicated shall be placed in the parcel of the candidate next in the order of the voter's preference.
   (b) The Secretary shall then count the ballot-papers in the parcel of each continuing candidate and so ascertain the total number of votes given for each such 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(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 counted to a candidate in pursuance of paragraph (b).

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7. The provisions of clause 6 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 PROVISIONS APPLYING 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 shall be the member, and the Deputy Chairman of the Council shall be the member, elected to hold that office respectively by the Council.

3. The person elected to be the Chairman of the Council and the person elected to be Deputy Chairman of the Council shall each hold office until his successor is elected or until the Council is reconstituted under section 7 of the Act, whichever first occurs.

4. The person elected to be Chairman of the Council or Deputy Chairman of the Council shall cease to hold office as such if he resigns as such or ceases to be a member of the Council.

5. (1) At any meeting of the Council, the Chairman of the Council shall preside, but if the Chairman of the Council is absent from that meeting, the Deputy Chairman of the Council shall preside.

   (2) In the absence of the Chairman of the Council and Deputy Chairman of the Council from a meeting of the Council the members present shall elect one of their number to preside at that meeting.

6. The provisions of clause 33 of Chapter III apply to and in respect of the Council before the reconstitution of the Council pursuant to section 7 of the Act as if a reference in that clause to the President and Vice President were a reference to the Chairman and Deputy Chairman respectively.

7. The provisions of clause 2 of Chapter V apply before the reconstitution of the Council pursuant to section 7 of the Act as if a reference in that clause to the President and Vice President were a reference to the Chairman and Deputy Chairman respectively.

8. The provisions of clause 7 of Chapter IX apply to and in respect of an investigating committee constituted before the reconstitution of the Council pursuant to section 7 of the Act as if a reference in clause 7(3) 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

IX/5/1 OUTSIDE EARNINGS OF MEMBERS OF STAFF

1.1 Subject to the prior written consent of the Principal (which may be given on conditions) members of staff may undertake outside work of a nature not incompatible with a staff member's employment for a fee or reward, and such fee or reward shall be disclosed to the Principal.

1.2 Provided also that in the event of the nett fees or rewards for all such work received in any financial year exceeding 25% of the gross salary of the said member of staff, all nett fees and rewards in excess of the said 25% shall be paid to the College or to some other authority under the control of the Council of the College.

1.3 Notwithstanding the requirement of Rule 1.2, the Principal may, for what he considers to be sufficient reason, determine that an amount greater than the said 25% may be retained by the member.

XI/3(b)/1 REVIEW OF EXAMINATION RESULTS

1.1 Students shall be made aware at the commencement of each academic year of the precise nature of the course assessment and how the final grade is computed.

1.2 Students shall be made aware promptly of the grades given to class work and assignments during the year.

1.3 Review is deemed to mean a check of the numerical accuracy of the assessment and a re-mark of any final examination paper.

1.4 The charge for a review shall be reviewed annually.

1.5 An objection to a grade on progressive assessment must be made by a student within a fortnight of the return of the work by the lecturer.

1.6 Students shall be made aware that a review of the result of a subject can result in a better grade, no change in grade, or a worse grade.

1.7 An application for a review of a final examination result must be submitted to the Cashier on the appropriate form, together with the prescribed charge for a review, by the date listed on the “Notification of Examination Results” posted to the student.

XV/1 TRAFFIC AND PARKING RULES

1. PREAMBLE

The college campus is private property. It is a privilege to bring a vehicle onto the grounds. These Rules control that privilege.

2. PRELIMINARY AND DEFINITIONS

2.1 These Rules may be cited as the “Newcastle College of Advanced Education Traffic and Parking Rules”, and are made in exercise of all the powers of the Council conferred by the Colleges of Advanced Education Act, 1975 and the By-laws in force thereunder.
2.2 In these Rules and for the purpose of these Rules:
“Assistant Principal” means Assistant Principal for the time being of the College and includes a reference to a person occupying the position of Acting Assistant Principal and during a period when there is no Assistant Principal or Acting Assistant Principal on campus, to a person authorised by the Principal to exercise the powers conferred by these Rules upon the Assistant Principal;
“Attendant (Patrol)” means a person employed by the College as an Attendant (Patrol) and includes the Attendant (Caretaking and Patrol);
“Campus” refers to the whole of the lands of the College and to any part thereof;
“Infringement sticker” means a piece of paper on which particulars of an offence alleged to have been committed against the Rules are recorded and which is affixed to a vehicle pursuant to Rule 4.3;
“Member of the College” includes a member of the staff of the College, whether full-time or part-time and whether academic or non-academic, whether tenure, fixed term, probationary or otherwise, and a student enrolled in any course or subject of the College whether as a candidate proceeding to a degree or a diploma at the College or not;
“Notice” means a written notification signed by the Assistant Principal or by an Attendant (Patrol);
“Parking permit sticker” means a parking permit sticker issued under these Rules;
“Planner” means Planner for the time being of the College and includes a reference to a person occupying the position of Acting Planner;
“Principal” means Principal for the time being of the College and includes a reference to a person occupying the position of Acting Principal;
“Registered person responsible” means the person registered in the Register of Motor Vehicles Authorised to be Parked on Campus as responsible for a motor vehicle;
“Secretary” means Secretary for the time being of the College and includes a reference to a person occupying the position of Acting Secretary;
“Sign” means a notification in language or symbol erected, painted on or affixed to a building or structure or marked on the ground or otherwise displayed by authority of the Principal or the Assistant Principal, and “sign” includes markings which indicate a pedestrian crossing;
“Vehicle” includes bicycle;
“Register of Motor Vehicles Authorised to be Parked on Campus” means the register to be kept pursuant to Rule 3.3 of these Rules.

2.3 The headings of and within these Rules shall be deemed part of the Rules.

2.4 The Interpretation Act 1897 shall apply mutandis to and in respect of these Rules in the same manner as it applies to Acts of Parliament.

3. BRINGING OF VEHICLES ON TO CAMPUS

3.1 The Assistant Principal shall cause to be available forms of application for the issue of parking permit stickers in the form or forms prescribed from time to time by the Assistant Principal for the purpose.

3.2 Any member of the College or person employed on the campus (other than a person so employed temporarily or for a particular purpose or project) may apply for a parking permit sticker. Application shall be made in the form prescribed duly completed and signed by the applicant.

3.3 There shall be a Register of Motor Vehicles Authorised to be Parked on Campus in which shall be recorded particulars of every vehicle in respect of which a parking permit sticker is issued and of the name, address and qualifying status of the applicant for such sticker. A person to whom a parking permit sticker is issued shall notify the College of any change in his name, address or qualifying status.

3.4 A parking permit sticker shall cease to be valid:
(a) when the motor vehicle in respect of which it was issued is disposed of so that it ceases to be owned or available to the person to whom the sticker was issued;
(b) when the person to whom the parking permit sticker was issued ceases to possess a qualifying status by reason of which sticker or stickers of the category in question are issued;
(c) on the date on which the Principal orders that the sticker be cancelled;
(d) on the date on which the Principal orders that all parking permit stickers or all parking permit stickers of the category in question be cancelled;
(e) when the sticker is no longer clearly legible; whichever shall be the earlier. When a parking permit sticker ceases to be valid, the person to whom it was issued shall cause it to be removed from the motor vehicle in respect of which it was issued.

3.5 Any member of the College or person employed on the campus (other than a person so employed temporarily or for a particular purpose or project) who wishes to bring a motor vehicle on to the campus shall not do so unless there has first been obtained in respect of the motor vehicle a parking permit sticker and such sticker is currently valid and is affixed to the windscreen or, in the case of a motor cycle, to a prominent place on the motor cycle. Motor vehicles without a parking permit sticker may be refused entry to the campus.

4. PARKING OF VEHICLES

4.1 No person shall park any vehicle on the campus except in a place set aside for the parking of vehicles of the category in question.

4.2 No person other than a bona fide visitor shall park any motor vehicle on the campus unless the vehicle bears a parking permit sticker relating to the place or category of place in which the vehicle is parked, being a place set aside from time to time for parking of motor vehicles or of motor vehicles of a particular category, or of motor vehicles belonging to persons of a particular category.

4.3 Where a vehicle is parked or left in a place in breach of these Rules or of any parking sign or parking direction, it shall be lawful for an infringement sticker to be affixed to the vehicle by an Attendant (Patrol). If the vehicle is causing obstruction or inconvenience, it shall be lawful for an Attendant (Patrol) with the concurrence of the Assistant Principal to move it or cause it to be moved.

5. TRAFFIC

5.1 A person in charge of a vehicle entering or upon any part of the campus shall:
(a) stop his vehicle on any part of the campus when signalled to do so by an Attendant (Patrol);
(b) give to an Attendant (Patrol) such information as he may reasonably require;
6. BREACH OF RULES AND ENFORCEMENT

6.1 If a vehicle is involved in a breach of these Rules as well as the person actually committing the breach, the registered person responsible for the vehicle or, if there is no person so registered, the person registered under the Motor Traffic Act 1909 (N.S.W.) as the owner of the vehicle on the date of the breach, shall be deemed for all the purposes of these Rules (and in particular but without limiting the generality of the foregoing, for the purpose of the category and degree of sanction to be imposed) to have committed the breach in question.

6.2 Where a breach of these Rules is alleged to have been committed, notice specifying the breach alleged and the facts or circumstances said to constitute the breach including the date, place and time of the alleged breach shall be given to the registered person responsible or the person registered under the Motor Traffic Act 1909 (N.S.W.) as the owner of the vehicle, as the case may be. Notice shall be deemed duly given to such person if it is served on him personally or if it is sent to him by ordinary post addressed to him at the address registered in respect of him in the Register of Motor Vehicles or in the records of the N.S.W. Department of Motor Transport. Notice so posted shall be deemed to have been duly served on the third day following but not including the date of posting.

6.3 Where, after affording the person a period of seven days from the time of serving the notice in which to submit a written statement to him the Assistant Principal is satisfied that the person is in breach of these Rules he may:
(a) warn the person against committing any further breach; or
(b) impose a fine; or
(c) refer the matter to the Principal

6.4 Notice of the Assistant Principal's decision shall be given to the registered person responsible or the person registered under the Motor Traffic Act 1909 (N.S.W.) as the owner of the vehicle, as the case may be. Notice shall be deemed duly served on such person if it is served on him personally or if it is sent to him by ordinary post addressed to him at the address registered in respect of him in the Register of Motor Vehicles Authorised to be Parked on Campus or in the records of the N.S.W. Department of Motor Transport. Notice so posted shall be deemed to have been duly served on the third day following but not including the date of posting.

7. REFERENCES AND APPEALS

7.1 From any decision of the Assistant Principal in respect of an alleged breach of these Rules there is a right of appeal to the Principal exercisable in writing within fourteen days after the date of service of the notice of the decision appealed from.

7.2 The Principal on a reference or an appeal to him under these Rules shall have all the powers of 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 category of vehicle on the campus or on any specified part thereof, and to exercise all such other powers as belong to him by virtue of his office.

8. EXEMPTIONS

8.1 A particular person or vehicle or category of person or vehicle may be exempted from the application of any of the foregoing Rules for a particular time or place or in respect of a particular part of the campus and otherwise upon such conditions as may be specified. This power of exemption shall be exercisable by the Principal or the Assistant Principal or the Secretary and, in respect of maintenance staff, contractors and service authorities, also by the Planner.

XXVII/2/1 MAKING OF RULES

1.1 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 34(a) of Chapter III, and be included in the notice sent to each member of the Council as prescribed in clause 35(l) of that Chapter.
1.2 Any rule or amendment to a rule decided at a meeting of the Council shall be left in abeyance and become effective only after confirmation by the Council at a subsequent meeting held not less than 28 days later.

1.3 Rules Made by the Principal.
   1.31 Rules made by the Principal under clause 2 of Chapter VIII shall become effective immediately following publication on a notice-board on the premises of the College.
   1.32 Such rules shall be tabled at the earliest available Council meeting.
   1.33 The Council may disallow or amend any such rule.

XVIII/2/2 CONSULTATION IN FORMATION OF RULES

2.1 As a matter of general principle Council undertakes 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,
   (b) where rules relate to conditions of service of staff they will, 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 this general statement 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.

(Examples are rules to be made—
   Under 2.2(a), rules under Chapters V (Div.2), X and XI;
   Under 2.2(b), rules under Chapter IX, Divisions 1 and 2; and
   Under 2.2(c), rules under Chapter X, Divisions 1 and 2.)

COLLEGE REQUIREMENTS AND PROCEDURES

ADMISSION
TIMETABLE REQUIREMENTS
ATTENDANCE REQUIREMENTS
DESIGNATION OF STUDENTS
FEES
GENERAL CONDITIONS FOR AWARD OF DIPLOMAS
EXAMINATIONS
CONFERRING OF AWARDS
WITHDRAWAL
LEAVE OF ABSENCE
UNSATISFACTORY PROGRESS — EXCLUSION
APEAL AGAINST EXCLUSION
SHOW CAUSE
RE-ADMISSION
RELAXING CLAUSE
DISCIPLINE
TRAFFIC AND PARKING RULES
ADMISSION

ADMISSION AS A STUDENT

A person who has applied to undertake a course or subject or subjects shall upon the approval of admission to the College and the payment of such fees as may from time to time be determined, become an admitted member of the College and be deemed to have accepted the privileges and obligations of membership of the College.

ADMISSION BASED ON THE NEW SOUTH WALES HIGHER SCHOOL CERTIFICATE

General Admission Requirements

A candidate, before being deemed eligible to be considered for admission to Newcastle College of Advanced Education, is required to:

(a) offer at least 11 units in the N.S.W. Higher School Certificate presented from at least 4 approved subjects (see below), one of which must be English, and

(b) reach a standard accepted as satisfactory by the College Academic Board in the English course attempted (see below, Special English Requirements), and

(c) have attained in that examination the aggregate of marks prescribed by the College Academic Board (aggregate based on 10 best units), and

(d) have satisfied in that examination the departmental entry prerequisites (see below).

Approved Subjects

The approved subjects shall include:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Dutch</th>
<th>Modern History</th>
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<tbody>
<tr>
<td>English</td>
<td>Mathematics</td>
<td>Food &amp; Textile Science</td>
</tr>
<tr>
<td>Science</td>
<td>Latin</td>
<td>Music</td>
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<tr>
<td>Chinese</td>
<td>Modern Greek</td>
<td>Agriculture</td>
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<td>French</td>
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<td>German</td>
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<td>Classical Greek</td>
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<td>Home Science</td>
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<td>Hebrew</td>
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<tr>
<td>Indonesian</td>
<td>Economics</td>
<td>Farm Mechanics</td>
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<tr>
<td>Italian</td>
<td>Geography</td>
<td>Sheep Husbandry &amp; Wool Technology</td>
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COURSE REQUIREMENTS

TEACHER EDUCATION

1. Diploma in Teaching (Primary and Secondary Education, Bachelor of Education)

In addition to the General Admission Requirements (a) and (b) above, candidates for entry to the Diploma in Teaching (Primary Education) and (Secondary Education) and the Bachelor of Education must satisfy the following special English and departmental entry prerequisites:

Special English Requirements

(a) Students entering Art Education, Home Science and Textiles, Industrial Arts, Mathematics, Music, Physical Education, Science and Social Science should have attained in English at the H.S.C. the level of

(i) 3 Unit, Grades 1, 2, 3, 4 or 5

or (ii) 2 Unit, Grades 1, 2, 3, or 4

or (iii) 2 Unit A, Grades 1, 2, or 3

unless otherwise stated by the department concerned.

(b) Candidates for specialist secondary English courses should have attained in English at the H.S.C. the level of

(i) 3 Unit, Grades 1, 2, 3, or 4

or (ii) 2 Unit, Grades 1, 2 or 3

or (iii) 2 Unit A, Grades 1 or 2—provided that they also attained the level of 2 Unit, Grades 1, 2 or 3 in any other two humanities subjects. (Geography, History, Economics or a Foreign Language).

(c) Candidates for entry to the Diploma in Teaching (Primary Education), (Early Childhood Education) and (Special Education) courses should have attained in English at the H.S.C. the level of

(i) 3 Unit, Grades 1, 2, 3, 4 or 5

or (ii) 2 Unit, Grades 1, 2, 3 or 4

or (iii) 2 Unit A, Grades 1, 2 or 3

Preference will be given to candidates with attainments at (c)(i) or (c)(ii) levels.

Admission to Specialist Departments

ART

Prescribed:

At least a 2 Unit course in Art at the H.S.C.

Preferred:

A 3 Unit course in Art at the H.S.C.
ART EDUCATION
Prescribed:
At least a 2 Unit course in Art at the H.S.C.
Preferred:
A 3 Unit course in Art at the H.S.C.

ENGLISH/HISTORY
Prescribed:
At least attained English at the H.S.C. as set out below
(i) 3 Unit, Grades 1, 2, 3 or 4
or (ii) 2 Unit, Grades 1, 2 or 3
or (iii) 2 Unit A, Grades 1 or 2—provided that they also attained the level of 2 Unit, Grades 1, 2 or 3 in any other two humanities subjects. (Geography, History, Economics or a Foreign Language.)

HOME SCIENCE/TEXTILES
Preferred:
(i) a 3 Unit course in Food and Textile Science
or (ii) Two 2 Unit courses from
(a) Home Science
(b) Textiles and Design
(c) Science (Chemistry preferred)

INDUSTRIAL ARTS
Preferred:
Units in Industrial Arts, Mathematics and Science

MATHEMATICS
Students offering a 2 Unit A course in Mathematics are not eligible.
Prescribed:
(i) Students offering the 2 Unit course in Mathematics must attain a Grade 2 or better award.
(ii) Students offering a 3 Unit course in Mathematics must attain a Grade 3 or better award.
Students offering the 4 Unit course in Mathematics will be deemed eligible for consideration.

MUSIC
Preferred:
A course in Music (B.S.S.S.) at the H.S.C.
or Grade VII Practical Study, together with Grade VI Musicianship (or higher grades)
or H.S.C. with special musical abilities.

All three are dependent upon a successful interview with Music Departments at the Conservatorium and College of Advanced Education. (At this interview, students will be asked to demonstrate their performance skills and aural ability.)

PHYSICAL EDUCATION
Preferred:
(i) A 2 Unit course in Mathematics and
(ii) A 2 Unit course in Science.

SCIENCE
Students offering a 2 Unit A course in Science are not eligible.
Prescribed:
(i) At least a 2 Unit course in Science at the appropriate Grade in the H.S.C., and
(ii) At least a 2 Unit course in Mathematics at the appropriate Grade in the H.S.C.
Preferred:
(i) A 4 Unit course in Science at the H.S.C.,
or (ii) A 2 Unit course in Chemistry or Physics at the H.S.C., and
(iii) A 4 or 3 or 2 Unit course in Mathematics (not including a 2 Unit A course) at the appropriate Grade in the H.S.C.

SOCIAL SCIENCE
No specific prerequisites. Lectures will be based on the assumption that students have studied Economics or Geography at the H.S.C.

2. Diploma in Teaching (Technical and Further Education)
In general, candidates should possess recognised specialist technical qualifications suitable as a basis for teaching in post-secondary technical and further education or similar.
An applicant for admission to candidature for the Diploma in Teaching shall possess either
(a) a Trade Certificate, or
(b) a Certificate of the technician or middle level kind of the New South Wales Department of Technical and Further Education, or
(c) an Associate Diploma, or shall
(d) have completed a three-year full-time technical course based upon a School Certificate or Higher School Certificate,
(e) have such specialized training and occupational experience as to have been selected by the Director of Technical and Further Education for employment as a teacher, or
(f) have such other vocational education qualifications as may be deemed by the Academic Board to be equivalent to one of the qualifications (a) to (d) above, or
(g) be eligible for admission to the College as a mature age candidate,
AND
(h) have had, except in cases under (c) and (d) aforementioned, a minimum of three years' occupational experience related to the specialized vocational qualification forming the basis of application for admission.

3. Diploma in Special Education
Candidates must be teachers having at least 2 years' trained certificate attainments with an interest in and potential for this field of teaching and a minimum of 2 years' teaching experience.

4. Diploma in Education (Primary and Secondary Education)
Candidates must be graduates of a recognised university or hold qualifications deemed equivalent. Applicants who have completed the equivalent of 8/9ths of a degree may be considered for admission. Candidates admitted under this regulation are required to complete degree requirements concurrently with their candidature for the Diploma in Education.

5. Diploma in Education (Technical and Further Education)
In general, candidates should have a university degree or other appropriate tertiary qualification and be employed for concurrent teaching in technical and further education.
(i) An applicant for admission to candidature for the Graduate Diploma in Education shall either
(a) have qualified for an appropriate degree at an approved tertiary institution, or
(b) have qualified for an appropriate diploma at an approved tertiary institution, or
(c) hold qualifications approved as equivalent, e.g. membership by examination of a professional association for which degree qualifications are a normal requirement.

(ii) Applicants who have completed all requirements for a degree or a diploma save one course may be admitted to candidature. Candidates admitted under this regulation are required to complete the course necessary to fulfil the requirements of the degree or diploma concurrently with their candidature for the Graduate Diploma in Education.

6. Diploma in Teacher Librarianship
Candidates must be teachers having at least 2 years' trained certificate attainments and a minimum of 2 years' teaching experience.

7. Associate Diploma in Nursing Education
Persons seeking entry to the Associate Diploma in Nursing Education course shall have satisfied the general entry requirements of the College and, in addition, have met the following criteria:
(i) have completed the requirements for registration in any of the fields accredited by the Nurses Registration Board of N.S.W. and be currently registered;
(ii) have completed
(a) two years post-registration experience in the area of specialization, or
(b) one year post-registration experience in each of two areas of specialization;
(iii) (a) be currently engaged in the practice of her/his specialty, or
(b) generally have been absent for not more than 5 years from practising as a nurse specialist.
Nurse specialists who have not practised as nurse specialists within the last two years may be required to undertake preliminary refresher courses before being considered for admission.
Nurse specialists who have not had substantial practice on a reasonably regular basis for more than 5 years will be required to demonstrate to the satisfaction of the Admissions Committee an adequate knowledge of and their competence in current nursing practice.

Applicants who meet the criteria set out in (i), (ii) and (iii) above but do not meet the general entry requirements of the College may apply for admission under the College's Mature Age Entry provisions.
ART

Diploma in Art

In addition to the general Admission Requirements (a) and (c) above, candidates for entry to the Diploma in Art must satisfy the following special English and departmental entry prerequisites:

Special English Requirements

Candidates for entry to the Diploma in Art course should have attained in English at the H.S.C. the level of 2 Unit A, Grades 1, 2, 3, 4 or better.

Admission to Specialist Department

Art

Prescribed:

At least a 2 Unit course in Art at the H.S.C.

Preferred:

A 3 Unit course in Art at the H.S.C.

SOCIAL WELFARE

Associate Diploma in Social Welfare

Candidates for admission to the Associate Diploma in Social Welfare must

EITHER (i) satisfy the General Admission Requirements (a) and (c) as stated above

OR (ii) be recommended for admission with such standing and under such conditions as the College Admissions Committee may determine where the applicant has satisfied the Committee he possesses educational ability sufficient to enable him to pursue his proposed course of study

(iii) applicants who meet the requirements (i) or (ii) above must also satisfy the College Admissions Committee of their suitability for and interest in social welfare work.

RADIOGRAPHY

Associate Diploma in Diagnostic Medical Radiography

Persons seeking entry to the Associate Diploma in Medical Radiography course shall have satisfied the general admission requirements of the College and meet the following special English and departmental entry requirements.

Special English Requirements

Medical Radiography

Have obtained in English at the H.S.C. the level of

(i) 3 Unit, Grades 1, 2, 3 or 4

or (ii) 2 Unit, Grades 1, 2, 3 or 4

or (iii) Unit 2A, Grades 1, 2 or 3

Admission to Specialist Department

Medical Radiography

Prescribed:

At least a 2 Unit course in Mathematics at the H.S.C.

At least a 2 Unit course in Physics at Level 3 or better at the H.S.C.

Where a 4 Unit course in Science is undertaken, Physics must be included and at least a Grade 3 result obtained.

MATURE AGE ENTRY

Applicants who will be at least 21 years of age by 27th February, 1978 may apply for admission as mature age entrants, whether or not they meet the normal entry requirements. Such applicants may be required to attend the College in November, 1977 for a series of entrance tests and interviews. Applicants who are not admitted as mature age entrants will still be considered for admission on the basis of whatever academic qualifications they may hold.

ARTISAN ENTRY

Provision is made for admission into the Diploma in Teaching (Industrial Arts) course with the equivalent of one year's advanced standing of suitable qualified tradesmen with the Higher School Certificate or equivalent. Further details may be obtained from the Student Administration Office at the College.

OTHER ENTRY PROVISIONS

Provision has been made for the admission to courses of applicants who do not possess recognised entry qualifications. The Admissions Committee may recommend the admission of such an applicant under such conditions or with such standing as it may determine where the applicant has satisfied the Committee that he has reached a standard of education sufficient to enable him to pursue his proposed course of study. Any candidate who wishes to apply for admission on the basis of qualifications other than those listed above and is in doubt about his eligibility for admission is invited to approach the College for advice.
APPLICATIONS FOR ADMISSION
Commencing in 1977 the College is participating with other colleges in New South Wales in the centralising of applications for admission to colleges of advanced education through the newly established Joint Admissions Centre for Colleges of Advanced Education in N.S.W. (J.A.C.C.). All applications for admission to the undergraduate courses offered by the College must be made on the joint application form which may be obtained either at high schools throughout the State or from J.A.C.C. by writing to:

The Joint Admissions Centre for Colleges of Advanced Education,
P.O. Box 1330,
NORTH SYDNEY. N.S.W. 2060

All applications for admission to post graduate courses in 1978 must be made direct to the College. Application forms for admission to post graduate courses are available only from the College and may be obtained by writing to:

The Secretary,
Newcastle College of Advanced Education,
P.O. Box 84,
WARATAH. N.S.W. 2298

The closing date for all applications for admission is the 1st October. Every applicant will be advised by letter of the outcome of his application and those accepted will be informed of the procedures to be followed for the completion of enrolment. It should be noted that new students will be required to attend the College in person in mid-February to have their enrolments approved and to pay fees. Students accepted for admission will be advised of these dates.

LIMITATION OF NUMBERS
The Council may limit the number of places available in any subject or course.

ATTENDANCE REQUIREMENTS
1. Attendance at lectures is expected, but optional.
2. The relevant head of department shall be responsible for determining whether attendance at tutorials, workshops, etc. is compulsory and to what extent a student's attendance record will be taken into account in assessment of the student's grading in a particular module.
3. The head of department, in determining the requirements for attendance at tutorials, workshops, etc. shall do so within the following policy guidelines:
   (a) The student must be made aware of the extent to which his failure to comply with any attendance requirement will affect his final assessment. This means that requirements concerning attendance are subject to Clause 1.1 of the Rules Governing Review of Examination Results which states: “Students shall be made aware at the commencement of each academic year of the precise nature of the course assessment and how the final grade is computed.”
   (b) The lecturer/s responsible for each module which has an attendance requirement shall keep an accurate record of each student's attendance.
   (c) A student who has not attended at least 75% of the compulsory tutorials, workshops, etc., relevant to a module shall be deemed to have failed that module.
   (d) Where a student fails a module because of failure to comply with (c) and can demonstrate that there was a legitimate reason for his absences (e.g. illness) the head of department may permit the student to recoup the failure by completion of work of the type that would have been done had the student been able to attend.
4. Where a head of department decided that a module shall have no compulsory attendance requirement, he shall explain the reasons for this decision to Academic Board.

TIMETABLE REQUIREMENTS
No student may enrol in any year for any combination of subjects which is incompatible with the requirements of the timetable for that year.
DESIGNATION OF STUDENTS

1. A student shall enrol as a full time student or as a part time student or as an external student.

2. (a) For the purposes of the requirements a full time student means a student who enrols in more than half of the subjects of a normal course-year, such a student remains a full time student unless and until his application to be classed as a part time student is approved by the co-ordinator of studies in the programme within which the student is enrolled.

(2) For the purposes of the requirements, a part time student means:
(a) a student who enrols in half or less than half of the subjects of a normal course-year; or
(b) a student enrolled in a part time course.

(3) For the purpose of the requirements an external student means a student who enrols in a course available by correspondence.

FEES

The fees payable in respect of attendance at the College shall be determined from time to time by the Council, acting in accordance with the provisions of the Act.
The following schedule of fees and charges has been prescribed by Council.

1. Students Association Fee
All registered full time students must pay a membership fee of $50.00 to the Students Association. All students enrolled in part time courses in the College are required to pay a Students Association fee of $10.00.

2. Library Deposit
All registered students must pay a Library deposit fee of $10.00, refundable upon request at the completion of their course. (Any outstanding Library fine or the value of books lost or not returned will be deducted before a refund is made).

3. Late Enrolment and Re-enrolment Charges
(a) Late lodgement of re-enrolment form charge, where a continuing student fails to lodge a re-enrolment form with the Student Administration Office by Friday, 24th February, 1978 $10.00
(b) Late enrolment/re-enrolment charge, where a student does not lodge the “approved” section of the enrolment form with the cashier by Friday, 3rd March, 1978 $10.00
(c) Late lodgement charge, where an application to sit for examination is lodged after the closing date $8.00
(d) Late payment charge, where payment due under sections (1) and (2) above are not paid within an extension of time to pay fees approved by the Principal $5.00

4. Other Charges
Examination under special supervision (per paper) $12.00
Review of examination results (per subject). (The charge is refundable if the result is altered) $3.00
Academic Statements in excess of six per annum $0.15 per copy
Replacement of student identity card $1.00

GENERAL CONDITIONS FOR AWARD OF DIPLOMAS

In order to qualify for a diploma of the College, every candidate shall satisfy the requirements for admission to the appropriate course of study, follow the courses of study for the prescribed periods, pass the prescribed examinations and assignments, pay the fees prescribed and comply with such procedures and rules as are determined by the College Council.

EXAMINATIONS

General
A student’s work in each subject shall be assessed either by final examination or by progressive assessment or both. The form of the assessment shall be determined by the head of the department concerned.
The Council shall determine the dates upon which final examinations will take place. The head of each subject department shall determine the requirements for the conduct of progressive assessment within his department. All students shall be required to notify the Secretary by the prescribed date of the subjects in which they expect to be given a result.

A late lodgement charge will be applied where a student fails to notify the Secretary by the prescribed date of the subjects which he wishes to present for examination. Late notifications will not be accepted later than two weeks after the prescribed closing date for notification without the approval of the Secretary.

A timetable showing the time and place of each examination will be posted on official notice boards prior to the holding of examinations. Students are expected to acquaint themselves with the details. Misreading of the timetable will not be accepted as a reason for failing to attend at an examination.

Students who are unable to attend an examination by virtue of their religious beliefs may apply to the Secretary in writing to be examined at an alternative time. Where this request is granted a special supervision fee may be charged.

A student may be required by the examiner in a subject to undertake supplementary examinations following the final examinations in order to satisfy the examiner of the student's performance at the final examinations. Such additional examination may take the form of practical, oral or written work and will be regarded as forming part of the final examinations.

Conduct of Examinations
1. Candidates are required to obey any instruction given by a Supervisor for the proper conduct of the examination.
2. Candidates are expected to be in their places in the examination room not less than ten minutes before the time for commencement of the examination.
3. No bag, writing paper, blotting paper, manuscript or book, other than a specified aid, is to be brought into the examination room. Small hand purses for carrying money and/or other valuables may be brought into the examination room. Supervisors have the right to determine what is admissible in this context.
4. No candidate shall be admitted to an examination after thirty minutes from the time for the commencement of the examination. In the case where the same examination will be conducted for a second group of students immediately after the session for the first group of students has concluded, no candidate will be admitted to the second session of the same examination after the time specified for the commencement of the second session or the time the second group is admitted to the examination room, whichever is the later.
5. No candidate shall be permitted to leave the examination room before the expiry of thirty minutes from the commencement of the examination or during the last ten minutes of the examination. No extra time will be allowed to students who arrive late. In special instances candidates may be required to remain in the examination room for the duration of an examination.
6. No candidate shall be re-admitted to the examination room after he has left it unless during the full period of his absence he has been under approved supervision.
7. A candidate shall not by any improper means obtain or endeavour to give assistance to any other candidate, or commit any breach of good order.
8. Candidates are required to complete attendance slips for every examination and to provide all the information sought.
9. Smoking is not permitted during the course of an examination.
10. A candidate who commits any infringement of the rules governing examinations is liable to disqualification at the particular examination and if detected at the time, to immediate expulsion from the examination room, and is liable to such further penalty as may be determined.

Review of Examination Results
A review of an examination result is governed by Rule XI/3(b)/1. (Refer to page 75.)

Special Examinations
A student may be permitted by the Academic Board to undertake Special examinations where:
1. he provides evidence to the Secretary that exceptional circumstances prevented him from attending the final examination in a subject;
2. he can provide to the Secretary, within seven days from the completion of the final examination in the subject, evidence that he was unable to complete the final examination or that his performance at the final examination was impaired through
exceptional circumstance; provided that the Supervisor in charge of the examination is advised during the course of the examination; and
3. he provides evidence to the Secretary that his academic performance in a subject during the year was adversely affected through exceptional circumstances.

Withholding of Examination Results
A student who is indebted to the College for the non-payment of recognised fees or charges or who has not reimbursed the College for books, materials or equipment which the student has borrowed and not returned shall not be entitled to receive an official transcript of his/her academic record until such time as the indebtedness is eliminated.

CONFERRING OF AWARDS
1. The Principal of the College or his nominee shall at the ceremony at which awards are conferred present candidates who have qualified for an award of the College.
2. Where a candidate who has qualified for an award of the College is absent from a conferring ceremony, the Principal or his nominee shall present the candidate's name at that ceremony.

WITHDRAWAL
A student who withdraws at a time after the mid-point of the programmed duration of a subject shall be deemed to have failed in that subject. However, such a student may apply to the Assistant Principal who after consultation with the head of the department concerned may allow him to withdraw without failure.

LEAVE OF ABSENCE
1. A student who has successfully completed the equivalent of at least 2 semesters of a College programme—
   (a) may be granted leave of absence for a maximum of two consecutive semesters with the right of a place in the same course at the end of that time, subject to the following conditions:
   (i) that the course is being offered by the College;
   (ii) that the student applies for readmission at least 2 months before the commencement of the semester in which he seeks to be readmitted.
   (b) Where, during the period of absence, the College has significantly modified a course, the College Academic Board shall, on the advice of the Admissions Committee, determine the requirements for completion of the course.
   (c) Where the course is no longer offered, the College Academic Board may, on the advice of the Admissions Committee, grant the student advanced standing in another course.
2. A student who has not successfully completed the equivalent of 2 semesters of the College programme may take leave of absence only by withdrawing from the course (with or without penalty) and, on seeking readmission to the College, may be re-enrolled subject to there being a place available in the course to which readmission is sought. Should such be available, the College Academic Board, on the advice of the Admissions Committee, shall determine—
   (a) the standing to be granted to the student;
   (b) further requirements the student shall meet to complete the course.
3. The College Academic Board, on the advice of the Admissions Committee, may relax these requirements in special cases.

UNSATISFACTORY PROGRESS — EXCLUSION
1. The head of a department may determine that a student taking a subject or course offered by the department shall be excluded from any examination for which the department is responsible for any of the following reasons:
   (a) unsatisfactory attendance at lectures;
   (b) failure to complete work;
   (c) failure to complete written work or other assignments;
   or
   (d) failure to complete fieldwork.
1.1 Where a head of department has excluded a student from a subject, the student shall have the right to have his case reconsidered by the appropriate Board of Studies.
2. The relevant Board of Studies may review the academic progress of any student who fails in, or is absent from, or is excluded under section 1 of this requirement from any examination and may recommend to the Academic Board:
(a) that the student be excluded from any further study in a subject or course; or
(b) that the student may enrol only in such subject or subjects or course as the Academic Board may determine.

3. The Academic Board in considering a referral under section 2 may determine:
   (a) that the student be excluded from the course; or
   (b) that the student be permitted to continue his course subject to certain conditions which may be recommended to Academic Board by the relevant Board of Studies or Academic Progression Review Committee, as applicable.

4. The Academic Board may, on the recommendation of the appropriate Board of Studies, exclude from the College any student whose academic record, in the opinion of the Academic Board, demonstrates the student's lack of fitness to pursue his studies in the College.

5. A student affected by a decision under section 3 or 4 of this requirement may submit to the Academic Progression Review Committee a written case as to why the decision should be reconsidered.

5.1 The Academic Progression Review Committee will examine any written submission and hear a student in person (if the student so desires) before a decision to exclude the student from a course or from the College is implemented. Should the Committee recommend to the Academic Board, as a result of its review, that a student be permitted to continue in a course, the Committee may recommend to Academic Board the condition(s) under which the particular student may so continue.

5.2 Both the student and the head of department (or his nominee) are permitted to make written submissions and to be heard in person by the Academic Progression Review Committee. In appearing before this Committee a student shall be entitled to legal or such other representation as he desires by way of counsel.

5.3 The Academic Progression Review Committee shall comprise, as an interim measure, the Assistant Principal (Chairman and Convener), two student members appointed by Academic Board, and the Chairmen of the Boards of Studies in Secondary Education, Primary and Special Education and Art, or their nominees.

In the practical application of this procedure, where a head of department proposes to exclude a student from one or more subjects, the student will be given the opportunity to attend an interview with the head of department to discuss his progress in the subject(s). Should the student fail to attend the interview, or the head of department decide, after conducting an interview, to proceed to exclude the student, the student will be notified of the decision in writing. A student may then exercise his right under Clause 1.1 above to have his exclusion reviewed by the relevant Board of Studies. Where a student's case is reconsidered by the Academic Progression Review Committee, its recommendations are presented to Academic Board. The decision made by the Academic Board will be notified to the student in writing.

**APPEAL AGAINST EXCLUSION**

A student excluded from any course of the College may appeal to the Council. Such appeal must be in writing addressed to the Secretary of the College.

**SHOW CAUSE**

1. A student shall show cause why he should be allowed to repeat a course or subject in which he has failed more than once. Cancellation of a student's attempt to complete the subject or stage of a course, under Chapter X, Division 2, Clause 14(b) of the By-law, shall be regarded as a failure.

2. (i) A full time student shall show cause why he should be allowed to continue a course if all subjects of the first year of his course are not completed by the end of his second year in attendance.
   (ii) A part time student shall show cause why he should be allowed to continue a course if all subjects of the first year of his course are not completed by the end of his second year in attendance.

3. (i) A student who has a record of failure at another college, a university or other tertiary institution shall show cause why he should be admitted to the College.

4. A student required to show cause shall have his application considered by the Admissions Committee which shall advise the Academic Board whether the cause shown is adequate to justify the student being permitted to continue his course or to enrol as the case may be.
RE-ADMISSION
Any student excluded from a course or from the College may apply after one academic year to the Admissions Committee for re-admission to any such course or to the College. If the Admissions Committee is satisfied that the condition or circumstances of the student have so changed that there is reasonable probability that he will make satisfactory progress in his studies, it may recommend to the Academic Board the re-admission of the student under such conditions as it may determine.

RELAXING CLAUSE
In order to provide for exceptional circumstances arising in particular cases, the Academic Board may relax any requirement.

DISCIPLINE
The provisions governing student conduct and discipline are contained in Chapter X of the College By-law. (Refer to page 66.)

TRAFFIC AND PARKING RULES
The Traffic and Parking requirements of the College are prescribed in Rule XV/1. (Refer to page 75.)
SERVICES FOR STUDENTS

THE STUDENTS ASSOCIATION

Membership of the Students Association, whose constitution is approved by the College Council, is open to all students who are enrolled in courses leading to a degree or diploma in the College. The governing body of the Students Association is the Students Representative Council, one of whose major aims is to promote the social and intellectual life of the Students Association. The S.R.C. promotes and supports several clubs which have been established to provide cultural, recreational and sporting opportunities and activities for the benefit of all students. These activities are organized and controlled by the students themselves under the auspices of the S.R.C.

CONSTITUTION OF THE STUDENTS ASSOCIATION

1. The Students Association of Newcastle College of Advanced Education (hereinafter termed the Students Association) shall consist of the whole number of students who are duly enrolled in Newcastle College of Advanced Education as students proceeding to a diploma or degree, and in respect of whom an Annual Fee for Membership of the Students Association has been paid.

2. THE COUNCIL

There shall be a Council, the name of which shall be the Students Representative Council of the Students Association of Newcastle College of Advanced Education (hereinafter termed the S.R.C.).

3. The S.R.C. shall be the governing body of the Students Association.

4. The S.R.C. shall consist of:—

(a) VOTING MEMBERS

(i) The President, Vice President, Honorary Secretary and Honorary Treasurer.

(ii) A number of School Representatives determined according to the First Schedule of this Constitution.

(iii) A number of representatives of members of the Association who are enrolled in a recognised Two Semester Course elected by members of the Association enrolled in such courses according to the Second Schedule of this Constitution.

(iv) The S.R.C. Officers—Education Officer, Services Officer, Women’s Affairs Officer, Media Officer, Environment Officer, Race Relations Officer.

(v) The immediate Past President if that person is a member of the Student Association.

(b) OFFICIAL MEMBERS: (NON-VOTING)

(i) The Student members on College Council.

(ii) One other member of College Council appointed by the College Council.

5. The Student Association shall, commencing in the month of September in each year, elect by secret ballot from among its own membership the President, Vice President, Honorary Secretary and Honorary Treasurer, and such elections shall be conducted in accordance with the regulations adopted by the S.R.C.

6. The election of voting members of Council shall be conducted by secret ballot commencing in September each year provided that the election of the Executive, as defined in Clause 24 of this Constitution, shall precede that of Officers which shall precede that of the Representatives nominated in Clause 4(a)(ii) and 4(a)(iii) of this Constitution. Any member defeated in any election shall be entitled to stand in subsequent elections for which that member is eligible in accordance with Clause 4 of this Constitution.

7. The S.R.C. may proceed to the despatch of business notwithstanding—

(a) The failure of the Electoral Group as defined in Clause 15(b) of this Constitution to provide for its representation on the S.R.C.

(b) The failure of the Students Association to provide for the full number of Officers allowed under Clause 4(a)(v).

8. The newly elected President, Vice President, Honorary Secretary, Honorary Treasurer, Representatives and Officers shall hold office from the conclusion of the Annual General Meeting of the Students Association until the conclusion of the next succeeding Annual General Meeting.

MEETINGS OF S.R.C.

9. The first meeting of S.R.C. in any one year shall be within a period of fourteen (14) days from the conclusion of the Annual General Meeting of the Students Association.

10. The S.R.C. shall meet at least once each month during the College term or at such lesser intervals and other times as may be determined by the S.R.C. from time to time, provided, however, that the President, or Vice President may summon an emergency meeting to deal with any matter deemed by either to be urgent.

11. A quorum at any meeting of the S.R.C. shall be one half the number of the voting members of the S.R.C. eligible to be present.

12. Questions arising in the S.R.C. duly moved and seconded by either a voting or an official member shall be determined by a majority of voting members of the S.R.C. voting on the motion, provided, however, that:

(a) The chairperson of the meeting shall have the right to vote and where there is an equality of votes the President only will have the casting vote, but in the absence of the President at the meeting the chairperson will have the casting vote.

(b) The provisions of sub-clause (a) of this Clause shall not apply in regard to the elections referred to in Clause 6 of this Constitution, in which case all voting members of the S.R.C. including the President shall have one vote and no more in respect of each election.

(c) Any member of the Students Association may move a motion to be presented at an S.R.C. meeting. The motion is to be seconded by a member of the S.R.C. at that meeting and debated and voted upon in the
normal manner. If it is not seconded by a member of the S.R.C., the motion will lapse.
(d) All Official Members (non-voting) shall have speaking and moving rights but no voting rights.

13. At every meeting of the S.R.C. the first business of the meeting shall be to elect from its members (voting) a Chairperson to preside over the remainder of the meeting. The President, Vice President or in their absence any member of the Executive shall preside as Chairperson until the Chairperson proper is elected from the meeting. The Chairperson may move, second and vote on motions but must leave the Chair to speak to motions.

14. If any Representative is absent from two meetings of the S.R.C. without leave of the S.R.C. or dies or otherwise becomes incapable of carrying out duties, or tenders a resignation in writing, or ceases to be a registered student of Newcastle College of Advanced Education then the position on the S.R.C. shall become vacant.

REPRESENTATION

15. For the purpose of this Constitution:—
(a) A “School” shall mean a School recognised as such by the College Council.
(b) An “Electoral Group” shall be defined as the total number of students enrolled in a School who are members of the Students Association in accordance with the provisions of Clause 1 of this Constitution.
(c) A “School Representative” shall mean a member of the Students Association elected to the S.R.C. from and by an Electoral Group.
(d) “Officers” shall refer to Education Officer, Services Officer, Women’s Affairs Officer, Media Officer, Environment Officer and Race Relations Officer only, elected to the S.R.C. by the Electorate.
(e) “Electorate” shall mean either an Electoral Group or the whole number of students who are members of the Students Association in accordance with the provisions of Clause 1 of this Constitution.

16. For the purpose of calculating the number of enrolments in each Electorate, actual enrolments at the thirtieth day of April in each and every year shall alone be taken into consideration, and the numbers so determined shall remain unchanged until the next determination is made in the following year.

17. Where the place of a voting member of S.R.C. becomes vacant before the expiration of that voting member’s term of office, a by-election shall be held to fill that position within two weeks of the vacancy being acknowledged by a meeting of the S.R.C. The person elected shall hold office for the remainder of the predecessor’s term of office.

18. (a) A representative elected in accordance with Clause 4(a)(ii) or Clause 4(a)(iii) of this Constitution shall cease to be a member of the S.R.C. on the receipt by the Honorary Secretary of a petition requesting the termination of office, provided that such petition shall be signed by at least one half plus one of the Electoral Group.
(b) An Executive member or an Officer shall cease to be a member of the S.R.C. on a motion to this effect being passed at a Special General Meeting summoned in accordance with Clause 28 of this Constitution.

OBJECTS

19. The objects of the S.R.C. shall be:—
(a) To represent the Students Association in all matters affecting its interests.
(b) To promote the social and intellectual life of the Students Association.
(c) To promote the interests of the Students Association and the College.
(d) To protect and enhance the general well-being of members of the Students Association.
(e) To afford recognised means of communication between the Students Association and other bodies within the Newcastle College of Advanced Education.

20. Subject to this Constitution the S.R.C. shall have power to do all things incidental and conducive to the attainment of any of the objects of the S.R.C. and in particular without limiting in any way the generality of this Clause the S.R.C. shall have power;—
(a) To summon and conduct a General Meeting of the Students Association.
(b) To make representation to the College authorities on behalf of the Students Association or any Affiliated Body of the S.R.C.
(c) To delegate to any sub-committee any matter for investigation and report.
(d) To appoint, remove and prescribe the duties of non-voting officers as it thinks fit.
(e) To open a banking account or accounts and operate thereon.
(f) To enter into contracts with and to employ persons on such terms as it thinks fit.
(d) To acquire property and to manage, deal with and dispose of any property so acquired.
(h) To invest monies in any authorised trustee investments and to vary and realise such investments.
(i) To borrow money and give security over any property of the Students Association.
(j) To publish or authorise the publication of any magazine, newspaper of other printed matter on behalf of the S.R.C.
(k) To co-operate and affiliate with any body having similar objects providing that affiliation with any body external to the College shall have been approved by two-thirds of membership present and voting at a General Meeting.
(l) To enact, amend and repeal Regulations not inconsistent with this Constitution prescribing any matters necessary or convenient to be prescribed for giving effect to this Constitution.
(m) To submit at its discretion to a Referendum of Members of the Students Association any proposal relevant to the objects of the Association.
(n) To make donations to bodies external to the Students Association.

21. The S.R.C. shall be bound by resolutions passed at a General Meeting of the Students Association and no other General Meeting.
CENSURE AND REMOVAL FROM OFFICE OF MEMBERS OF THE S.R.C.

22. (a) At a Special General Meeting called for the purpose, a simple majority can pass a censure motion against the S.R.C., the Executive or any individual member or members of the S.R.C.

(b) Censure of S.R.C. members may be with particular regard to breach of regulations, abuse of office, general negligence, failure to implement resolutions passed by a referendum or General meeting or any other action which these bodies or persons have taken in the name of the Students Association or in their capacities as Students Association officials.

(c) In order to dismiss members of the S.R.C., a second Special General meeting must be called for not less than two weeks after the first. This meeting may censure or remove from office by a two-thirds majority any or all members of the S.R.C. that were censured at the first meeting, with the provision that no person may be so removed without having had ten days’ notice by mail of the meeting and of that person’s possible dismissal.

(d) Any person dismissed as in (c) cannot stand for that position or for any Executive position or for any position as one of the Officers until the next annual election, but may stand for any other position. This condition holds in the event of a dismissal of the whole S.R.C. in which case a general election will be held within a fortnight of the dismissal. The dismissed S.R.C. shall hold office until the first meeting of the new S.R.C. or new Executive (whichever comes first).

MEMBERSHIP FEES

23. (a) The Annual Fee for Membership of the Students Association shall be determined by the Council of the Newcastle College of Advanced Education after report and recommendation by the S.R.C. through the Secretary of the College at or before a date to be fixed by the Secretary of the College.

(b) Such annual fee shall be refunded to a student who after paying fees has withdrawn from the course by the dates determined by the College as the last day by which a Student may withdraw from a course without penalty provided that a student who withdraws after the last day for withdrawal without penalty from a course having a duration of one academic year, or after the last day for withdrawal without penalty from Semester II subjects shall be refunded only part of the fee, providing that a written application has been made by the student concerned for a refund.

EXECUTIVE

24. The Executive of the S.R.C. shall consist of the President, Vice President, Honorary Secretary and Honorary Treasurer, elected in accordance with Clause 5 of this Constitution. In the event of a casual vacancy in the positions of President, Vice President, Honorary Secretary and Honorary Treasurer, a Returning Officer appointed by the S.R.C., shall within seven days of the positions falling vacant, proceed to conduct a by-election for these positions in accordance with the rules governing elections.

25. At meetings of the Executive:—

(a) Three members of the Executive shall form a quorum.

(b) The President or in his/her absence the Vice President, shall preside as Chairperson.

(c) All members present shall have one vote and in the case of an equality of votes, the Chairperson shall have a casting vote.

GENERAL MEETINGS OF THE STUDENTS ASSOCIATION

26. Meetings of the Students Association shall be either Annual General Meetings or Special General Meetings.

27. The Annual General Meeting of the Students Association shall be summoned in the first week of November of each year when the S.R.C. shall submit a report of its proceedings, and an audited Statement of the Accounts and the Balance Sheet for the past financial year.

28. Special General Meetings of the Students Association shall be summoned:—

(a) Under the direction of the President.

(b) Under the direction of the S.R.C.

(c) Within 28 days of the receipt of a requisition signed by at least 20 members and specifying the purpose for which the meeting is requisitioned.

29. At least seven (7) days notice shall be given by the Honorary Secretary of any General Meeting or adjourned General Meeting which notice shall be displayed for the full seven (7) days on the S.R.C. Notice Board in each of the Schools and shall specify the time, place and specific business of the Meeting, except in Clause 22(c).

30. At every General Meeting including a Special General Meeting, a quorum shall consist of seventy five members. If, at any such meeting, a quorum be not present within half an hour of the time appointed for holding the Meeting the Meeting shall stand adjourned for a minimum of seven (7) days, except under Clause 22(c), and the members present shall constitute a quorum for that adjourned meeting.

31. (a) At every General Meeting the President may preside as Chairperson but may nominate as Chairperson any member of the Students Association at the meeting who is willing to chair. Having delegated the Chair, the President may, however, return to it whenever the president so wishes. In the event of the President being unable to find a person willing to Chair the meeting, the President must chair the meeting.

(b) If the President is absent, the Vice President shall take the President’s place with exactly the same rights and responsibilities with respect to the Chair as the President has.

(c) If the President and Vice President are absent then an Executive member shall conduct an election for a Chairperson from the members of the S.R.C. present.
32. (a) Subject to this Constitution all questions submitted to a General Meeting (except in relation to Clauses 33 and 40) shall be decided by a majority of the votes of the members present and voting.
(b) The Chairperson shall have the right to vote and where there is equality of votes the President shall have the casting vote but in the absence of the President at the meeting the Chairperson shall have the casting vote.

HONORARY LIFE MEMBERSHIP

33. Honorary Life Membership may be conferred by the resolution of two-thirds of those Members present and voting at a General Meeting of the Students Association.

FINANCE AND AUDIT

34. The S.R.C. shall cause to be kept proper books of Accounts dealing with the finances and property of the Students Association and shall present to the Students Association at each Annual General Meeting an audited Statement of Accounts and the Balance Sheet for the past financial year.

35. The Financial Year of the S.R.C. shall end on the last day of August.

36. At the Annual General Meeting an Auditor shall be appointed who shall be a registered Public Accountant and shall hold office until the appointment of a successor. The Auditor shall be eligible for re-appointment.

37. (a) The Auditor shall report:
(i) that he/she has received all of the information and explanation he/she required;
(ii) whether in his/her opinion proper accounting and other records have been kept; and
(iii) whether in his/her opinion the Balance Sheet and Statement of Income and Expenditure are properly drawn up in accordance with the Rules of the Association so as to give a true and fair view of the state of the affairs of the Association as at the last day of August in any year and of the results for the year ended on that date.

(b) A copy of the Auditor's report and the Audited Accounts of the S.R.C. shall be submitted to the President of the College Council within twenty-one days of receipt from the Auditor.

CONTRACT AND PROPERTY

38. (a) All property of the Students Association shall be vested in the S.R.C. on behalf of the members of the Students Association.
(b) The S.R.C. shall appoint trustees of any property of the Students Association and shall vest such property in such trustees.
(c) Three trustees shall be appointed annually from the members of the Executive by the S.R.C. at the first meeting of each S.R.C. or at such other times as the S.R.C. may determine.

(d) The Trustees shall deal with all property vested in them as directed from time to time by the S.R.C. and in no other manner whatsoever. Any entry in the minutes of the S.R.C. when duly confirmed shall be conclusive evidence of such direction.

39. All contracts entered into on behalf of the Students Association shall be made in the name of the S.R.C.

ALTERATION TO CONSTITUTION

40. Any recommendation for the alteration of this Constitution shall be transmitted by the S.R.C. to a General Meeting of the Students Association and upon its approval by two-thirds of members present at that General Meeting, to the Council of the College which may approve or disapprove of such recommendation immediately or may require that a referendum of the members of the Students Association be taken in accordance with the provisions of Clause 43(a) and 43(b) of this Constitution before a final determination is made by the College Council.

41. Whenever so requested by a petition signed by at least 15% of the membership of the Students Association, the S.R.C. shall submit to a referendum of the Students Association any alteration to the Constitution proposed in such a petition.

42. The S.R.C. shall give at least fourteen (14) days notice of its intention to submit the proposed alteration.

REFERENDA

43. Notwithstanding anything contained in this Constitution,
(a) The S.R.C. may on delivery to the President or Honorary Secretary of a petition, signed by not less than 15% of members of the Students Association to submit to a Referendum of Members of the Students Association a proposal relevant to the affairs of the S.R.C., or constitutional changes, the S.R.C. shall within twenty-eight (28) days of receipt of same so submit such proposal, and provided that at least one half plus one of the members of the Students Association vote at such Referendum, the S.R.C. shall act to implement the decision of the Referendum notwithstanding that such action requires the abrogation or amendment of an earlier decision of the S.R.C.
(b) At least seven (7) days notice shall be given by the Honorary Secretary of the intention to conduct the Referendum which notice shall be displayed for the full seven (7) days on the S.R.C.'s notice board in each of the Schools and shall specify the time and place at which voting shall be conducted. The Referendum shall be conducted by Secret Ballot.

OPERATION OF THE CONSTITUTION

44. This Constitution and all Regulations and decisions made by the S.R.C. under this Constitution, shall be binding on all members of the Students Association.

45. This Constitution shall be subject to the Colleges of Advanced Education Act, 1975 and the By-laws made thereunder.
FIRST SCHEDULE

There shall be one School Representative for every One Hundred and Fifty (150) members of the Students Association or part thereof, of each School within the Newcastle College of Advanced Education.

SECOND SCHEDULE

There shall be one Representative of members enrolled in a recognised Two Semester Course for every One Hundred and Fifty (150) members of the Students Association or part thereof enrolled in such courses regardless of which School they are enrolled in.

CHAPLAINCY SERVICE

A Chaplaincy Service is provided within the College by the Christian Churches of Newcastle for the benefit of students and members of staff. The service offers personal counselling and guidance, and also assistance in biblical and doctrinal studies. Opportunities for liturgical worship are also provided.

NAMES AND ADDRESSES OF CHAPLAINS

Anglican:

The Reverend Canon Edwin Harold Victor Pitcher, MA(Sydney), ThSchol
The Rectory, MEREWETHER.
Telephone 63 1388

Baptist:

The Reverend Thomas Harold Binks,
133 Kemp Street,
HAMILTON.
Telephone 61 4048

Presbyterian:

The Reverend Harold Gilbert Durbin, ED, BA(Newcastle)
40 Stewart Avenue,
HAMILTON.
Telephone 61 1455

Roman Catholic:

The Reverend Father Roman Everett Allen Carter, OP, ST Lic et Lect(Fribourg), BPhil(Anselmianum)
Our Lady of Victories,
Catholic Priory,
Sandgate Road,
SHORTLAND.
Telephone 55 9364

The Uniting Church:

The Reverend Wilfred John Death,
19 Metcalfe Street,
WALLSEND.
Telephone 55 9529
COUNSELLING SERVICE
A free, confidential Counselling service is available at the College. Students may consult the Counsellor on matters affecting their academic, social or private lives. Help is also given in areas such as study skills and the relief of examination anxiety. When demand is sufficient, groups are formed to help promote, for example, social interaction and personal growth. The Counselling Service is located in Room A189 and an appointment may be made to see the Counsellor through his office assistant, telephone ext 224.

STUDENT ACCOMMODATION SCHEME
The College's Student Administration Office assists students in finding suitable accommodation in hostels, private homes or boarding houses in the Newcastle Area and provides assistance in overcoming housing problems that may arise from time to time. In the interests of both students and homeowners it is the policy of the College to visit all accommodation offered to students so that they can be made fully aware of the facilities and terms under which the accommodation is offered. Information on accommodation available may be obtained from the Student Administration staff after January, 1978.

STUDENT LOAN FUND
The Students Association has established a student loan fund managed by a committee of officers of the Association. Loan application forms may be obtained from the Students Association office. The decision of the committee is final and not subject to appeal and the borrower is required to enter into an agreement for repayment. Since the intention of the fund is to provide temporary financial assistance only, the amount of the loan will not exceed a figure which, in the opinion of the committee, can be repaid in a reasonable time.

COLLEGE LOAN FUND
Needy Student Financial Assistance
The Australian Government has funded a scheme to enable the College to provide financial assistance for needy students. These funds are used to provide assistance to students in the form of loans. The scheme supplements the Students Association's short term loan arrangements and the time of credit extended by the College Bankers whereby final year students may obtain loans repayable after graduation. Assistance may be made available to needy students, both full time and part time, in accordance with the following guidelines:
(a) Funds will be allocated normally as loans.
(b) The maximum loan or grant to a student will normally not exceed $500.
(c) Loans will be interest free for a period of up to twelve (12) months from the end of the year in which the student completes or ceases his course.
(d) After this time interest will be payable on the unpaid balance of the loan, calculated at five per cent (5%) per annum reducing, on monthly rests.
(e) Loans are to be repaid within three (3) years of the completion or cessation of a course.
(f) Undertakings to repay loans will be required to be completed by students prior to any loan being made.
Forms are available from the Assistant Secretary (Finance) and should be lodged with the Secretary upon completion.

TEACHER EDUCATION ADVISORY OFFICE
The New South Wales Department of Education has established on the College site a Teacher Education Advisory Office, which is situated close to the Gymnasium. The office provides a variety of services to students and to the general public, including such functions as payment of allowances to scholarship holders on a regular basis; the provision of advice and assistance to students regarding their course patterns and the relationship those patterns bear to the needs of the teaching service, and the provision of information to the schools of the Hunter Region on teacher-training courses and upon teaching as a career. The Advisory Office is staffed with both administrative and professional personnel. Enquiries are welcomed and students engaged in teacher-training courses are invited to bring their problems to the Advisory Staff, particularly if those problems relate to entry into the teaching service, appropriateness of course patterns for teaching or directly to scholarship matters.
Students enrolled in the College who are holders of a N.S.W. Department of Education Scholarship in Teacher Education are advised that, in the event of their sustaining an injury in the course of their studies, they should seek the advice of the Teacher Education Advisory Office.

THE LIBRARY

The College Library has been developed and expanded to some 69,000 monograph volumes, 1,100 serial titles, 850 of which are currently being received, and 7,000 audio-visuals.

Among the collections, begun with the establishment of the Teachers' College in 1949, are many valuable backruns of education serials. The recent acquisition of audio-visuals, for reference purposes, practice teaching, curriculum studies, and self-paced learning, includes cassettes, art prints, pictures, maps, kits, slides, strip and loop films, 16mm films and video cassettes.

While the primary function of the Library is to meet the needs of the students and staff, teachers and other professional groups connected with the College are welcome to use the Library and to apply for external membership. Students of other colleges of advanced education are also offered external membership.

Reciprocal borrowing rights for academic staff of the College and the University, and cooperation between tertiary and other library services ensure regional resources are shared and readily available. Such cooperation has extended between the University and the College to acquisition of material—especially in the case of serials and 16mm films.

*Hours of Opening*
Monday to Friday 8.15 a.m. - 5 p.m.
During term extended hours - Tuesday and Wednesday to 9 p.m.
COMMUNITY PROGRAMMES

Since 1975, the College has been conducting programmes in Adult Education in association with the University of Newcastle Department of Community Programmes. Emphasis has been placed on programmes in practical, creative and artistic fields such as Art, Music Making, Spinning and Weaving, Photography, Batik, Ceramics, Theatre Arts, Jewellery and Exotic Cookery. In addition to evening courses throughout the year, a Summer School of the Arts is held in January in conjunction with the Newcastle Arts Council and the Newcastle Society of Artists. Another activity commenced in 1977 is the School of Languages conducted in association with the W.E.A. and the University of Newcastle. Emphasis is placed on the learning of modern languages such as French, German, Italian, Indonesian, Japanese and Russian, according to demand. The courses are held in the evening to allow people from industry and commerce to attend.

Other fields of adult and continuing education are under investigation and the College plans to offer further service to the community in this important activity.

AWARD OF DIPLOMAS

1977

GRADUATE DIPLOMA IN EDUCATION
(Primary Education)

BARRAT, Katherine Heather BA(Otago) MacDONALD, Amanda Jane BA(ANU)
BEATH, Margaret BSc(NcIe) McPHerson, Julie Ann BA(ANU)
BRYANT, Judith Ann BA(NcIe) MARTIN, Belinda Anne BA(NcIe)
COWIE, Mark Croft BA(Macq) MARTIN, Catherine Anne BA(NSW)
KEATINGS, Ruth Ann BA(Canb.CAE) POWER, Guy William BA(NcIe)
KENNEWELL, Dorothy Kaye BA(NcIe) STEEL, Lesley Ann BA(UNE)
LENTFER, Carol Joy BBrurSc(UNE)

GRADUATE DIPLOMA IN EDUCATION
(Secondary Education)

ALLEN, Sue BA(NSW) HARTCHER, John Thomas BA(NcIe)
BARCLAY, Allen Robert HILL, Gwenyth May BA(NcIe)

BSc(Tech)(NSW) HILL, Peter Francis BA(NcIe)

BAYLEY, Melanie Irene Dip.Art HOLMES, Catherine Margaret BSc(NcIe)
BORTKEVITCH, Gayle Maree HORTON, Stephen Anthony BMath(NcIe)
BA(NcIe) HUISH, Bronwyn Joy BMath(NcIe)

BOWLES, Peter John BCom(NcIe) JOHNSTON, Stuart James BMath(NcIe)
BROWN, Stefania ASTC(Paint) JONES, David Alan BA(NcIe)
BUCKINGHAM, Carol Mary JONES, Gregory Ross BCom(NcIe)
BA(Wellington) JONES, Robyn Elizabeth BA(NcIe)

CHECKLIN, Jannell Gai BSc(NcIe) JONES, Susan Gai BSc(NcIe)
CONNERS, Jennifer Ann BA(NcIe) JORDAN, Christine Anne BMath(NcIe)
COREN, Janet Elizabeth BA(NcIe) KANE, Peter John BCOn(NcIe)
CRAMP, Helen Susan BCom(NcIe) KELSO, Ian Alexander Reid BSc(NcIe)
CUNNINGHAME, Warren Keith KENNEDY, Michael Dallas BSc(NcIe)
BSc(NcIe) KERR, Janice Rayner BCom(NcIe)
DARROCH, Marie Helen BA(NcIe) KLOOS, Nicolas BScEng(NcIe)
DAVIDSON, Stephen Alexander LYNCH, Susan Betty BCom(NcIe)
BSc(NcIe) McBRIDE, David John Dip.Art
DE CARVALHO, Fernao Henrique McBRIDE, Jane Dip.Art
BArch(NcIe) McBRIDE, Raymon John BCom(NcIe)
DONKIN, Michael Wayne BCom(NcIe) McELROY, Warren Thomas BMath(NcIe)
EDWARDS, Rodney Neville Dip.Art MCLELAND, Patricia Anne BSc(NcIe)
FARRELL, Robert William BA(NcIe) McNAIR, Richard Mark BCom(NcIe)
FLYNN, Peter John BA(NcIe) MARSHALL, William Anthony BSc(NcIe)
FRASER, Diane Rosemary Dip.Art MELMETH, Paul Owen BSc(NcIe)
GAUT, Richard Edward BSc(NcIe) MONCRIEFF, Rhonda Gai BA(NcIe)
GILBERT, Bruce Norman BA(NcIe) MORLING, Steven Robert BCom(NcIe)
GILLETT, Robert Stephen BSc(NcIe) MUDWAY, Gordon Dip.Art
GRAY, Coralie Anne BSc(NcIe) O'CONNOR, Denis John Dip.Art

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WARD, Heather Jean
WARDLEY, Karen Ann
WATKINS, Julia Mary
WEBB, Colin Gregory
WEBB, Gail Susan
WHETHAM, Christine Ann
WIELAND, Cathy Peat
WILKINS, Katherine Frances
WILLIAMS, Debra Lynne
WILLIAMS, Denise Joan

DIPLOMA IN TEACHING (Secondary Education)

ADDISON, William John
AMIDY, Julie Fae
ANDERSON, William Robert
ANSELL, Rodney Charles
ANTCLIFFE, Terry Graeme
APPLEBY, Clyde Malcolm
ARTHUR, John Graham
ARNOT, Walter Leslie
ASHDOWN, Mark Irving
ATTWOOD, Mark
BAGULEY, Bruce John
BAILEY, William
BAILLIE, John Andrew
BAKER, Wendy Louise
BALLANTINE, Malcolm
BATTERHAM, Narelle Christine
BERRY, Julie-Ann
BIRD, Malcolm John
BISSETT, Judith Ethel
BLAND, Darrell Leslie
BLUNDELL, Suzanne Faye
BOWLES, Janette Marce
BRECKENRIDGE, Bruce
BRENNAN, Sherie Anne
BRITZA, Ross Allan
BROWN, James Charles
BROWN, Susan
BRUGGESTRASS, Michael Josef
BUCHANAN, Ross Edward
BULL, Kevin Franklyn
BULL, Shane Joseph
BULLEN, Jennifer Robyn
BURROWS, James Arthur
BURTON, Hedley
BUTLER, Marion Doreen
BUTTERWORTH, Christopher Edmund
WILLIAMS, Yvonne Margaret
WILLIAMSON, Jeffrey Ian
WILSON, Anne Doreen
WISEMANTHEL, Therese Frances
WOJCICK, Wieslawa Romualda
WOO, Carol Clare
WRIGHT, Susanne
YOUNG, Gail Susan
ZAMBERLAN, Lou Mario
ZUGAI, Wieslawa Romualda

DIPLOMA IN TEACHING (Primary Education) (Cont.)

BYRNE, Ian Rex
CAMPBELL, Douglas Earl
CAMPBELL, Peter Stuart
CAMPION, Robyn Maree
CARTWRIGHT, Wayne
CHAMBERLAIN, Grahame Stewart
CHAMBERS, John Albert
CHENERY, Mark
CHESWORTH, Narelle Gladys
CHORLTON, Valerie May
CLAPHAM, Kym Elizabeth
CLAPHAM, Peter Leslie
CLARK, Alan Gregory
CLARK, John William
CLEMENTS, Paul John
COCKAYNE, Robyn Francis
COCKBURN, Donald George
COLLINS, Denise Faye
CONNELL, Paul Edward
COOPER, Graeme Edwin
COTTONE, Davide Antonio
COX, Ann Veronica
COX, Rita
COX, William Randal
CROSSINGHAM, Julie Anne
CROW, Gregory John
CUMMINGS, Anthony John
DALEY, Lesley
DAVES, Martin Noel
DAVIES, Suzanne Kay
DAWES, Noeline Joy
DAWSON, Christopher John
DE BRUEYS, Janice Alain
DENSLEY, Robert James
DICKENSON, John Cameron
DI LORENZO, Dino Domenico
DONNE, Denise Ann

DIPLOMA IN TEACHING (Secondary Education) (Cont.)

FORBES, Alison Margaret
FORD, Geoffrey Maxwell
FORDHAM, Peter John
FOSTER, Gary Earle
FRY, Rhonda Ellen
GALLOWAY, Suzanne Dawn
GARATY, Michael David
GARRAWAY, Brian Alexander
GARRIER, Jennifer Anne
GLASSON, William George
GOLDBERG, Rosalind Ona
GRACE, Douglas John
HARMAN, CherylAnn
HARRIS, Susan Gay
HARTCHER, Brian Maxwell James
HARTCHER, Eva
HAWKINS, Albert Austin
HAYES, Barry John
HEATHER, Neville Harold
HEGVOld, Ian
HENDERSHON, Colin John
HIND, Ivar Roy
HINDMARSH, Norman James
HOOK, Jennifer Anne
HOR, Gail
HUGHES, Margaret
HUME, Suzanne Mac
JANALKSNIS, Maris Alnis
JEFFREY, Douglas John
JESSOP, Robert Merten
JOHNSON, Fiona Mary
JOHNSON, Bruce
JONES, Belinda-May
JONES, Grace Patricia
JORAN, Bruce Anthony
KAUTER, Anne Marie
KEEP, John Richard
KELLY, Kieran James
KING, Lawrence Gabriel
KLEEMAN, Rodney Deane
KOOS, Robin Lesley

DIPLOMA IN TEACHING, Charles Joseph
DORN, Jennifer Marie
DOUGLAS, Glen David
DUNN, Ann Catherine
DYSON, Thomas Edward
ERNST, Sandra Margaret
EVANS, Lloyd Anthony
FAQUHRSON, Robert Neil
FARRELLY, Terry John
FARRUGIA, Jane Maree
FISHER, Melvyn Leigh
FORDHAM, Peter John
FOSTER, Gary Earle
FRY, Rhonda Ellen
GALLOWAY, Suzanne Dawn
GARATY, Michael David
GARRAWAY, Brian Alexander
GARRIER, Jennifer Anne
GLASSON, William George
GOLDBERG, Rosalind Ona
GRACE, Douglas John
HARMAN, CherylAnn
HARRIS, Susan Gay
HARTCHER, Brian Maxwell James
HARTCHER, Eva
HAWKINS, Albert Austin
HAYES, Barry John
HEATHER, Neville Harold
HEGVOld, Ian
HENDERSHON, Colin John
HIND, Ivar Roy
HINDMARSH, Norman James
HOOK, Jennifer Anne
HOR, Gail
HUGHES, Margaret
HUME, Suzanne Mac
JANALKSNIS, Maris Alnis
JEFFREY, Douglas John
JESSOP, Robert Merten
JOHNSON, Fiona Mary
JOHNSON, Bruce
JONES, Belinda-May
JONES, Grace Patricia
JORAN, Bruce Anthony
KAUTER, Anne Marie
KEEP, John Richard
KELLY, Kieran James
KING, Lawrence Gabriel
KLEEMAN, Rodney Deane
KOOS, Robin Lesley

KOOMAN, Joseph
KURANTY, Richard Joseph
LACEY, Yvonne Anne
LAMB, Russell
LAUFF, Jeffrey Stacey
LEARY, Susan Elizabeth
LEE, Vivien
LEONARD, Pamela Joy
LEWIS, Jeffrey
LIDDELL, Ronald Neil
LINDSAY, Steven Douglas
LITTLEWOOD, Ian Warrick
LIVERMORE, James Patrick
LIVINGSTONE, Merrilyn Leigh
LOCKING, Gregory Alexander
LONDON, Joan McMenagh
LOWE, Deborah Anne
LUTHERBORROW, Colin Harold
LYDIARD, David Power
McCLUNG, Merrilyn Anne
MCKINNON, Brian James
MCLAUGHLAN, Amanda
MCNEIL, Janice Ann
MADDEN, Boyd
MANWARRING, Carolyn Anne
MASON, Garry William
MASSON, Sandra Gay
MATTHEWS, Christine Mary
MATTILA, Neil Alexander
METCALFE, Neil Robert
MILTAIDES, Dulcie Margaret
MOORCROFT, Elizabeth Anne
MOORE, Kenneth Brent
MORRIS, Julian
MORRIS, Phillip Ross
MORRIS, Pamela Ruth
MULHOLLAND, Peter Martin
MURPHY, Phillip John
MURRAY, Ross Malcolm
MYERS, Douglas Gladstone
NAPPER, John William
NETTLE, Pamela Helen
NORDSVAN, Gregory Leslie
NOSSITER, Maureen
O'HEARN, Kerry-Anne
OLIVER, Joanne
ORMEROD, Donald Arthur
PAGE, Jennifer Lesley
PEARSON, Heather Faye

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PRIZES

I. D. Renwick Prize (Aeq.)
Norah Doyle Prize
Infants Mistresses Association Prize
J. W. Staines Prize

Institute of Industrial Arts Prize for General Proficiency in Industrial Arts-Artisan Course
The H. W. Gillard Prize
Institute of Industrial Arts Prize for General Proficiency in Industrial Arts Course
D. Burton Prize
The Frances Baker Prize
College Prize for Social Science
The New South Wales Department of Education Prize
Sydna Leslie Memorial Prize
The Huldah Turner Prize
New South Wales Bank Prize for Final Year Commerce
College Prize for Science
Home Economics and Needlework Association Prize
The Leila Whittle Prize
College Prize for Home Science
The Colin C. Doyle Memorial Prize for Mathematics
College Prize for Music
The Keith Noake Memorial Prize (Conservatorium of Music Prize)
College Prize for Art Education (Aeq.)

The George Hutchinson Prize
Signor A. Dattilo Rubbo Prize
New South Wales Bank Prize for Second Year Commerce
New South Wales Bank Prize for First Year Commerce
The John Anscombe Memorial Prize

CALLEN, Elizabeth Anne
O'BRIEN, Marie Louise
SAVAGE, Greta Elizabeth
O'BRIEN, Marie Louise
HILL, Gwenyth May

APPLEBY, Clyde Malcolm
BRITZA, Ross Allan
CUMMINGS, Anthony John
DAVIS, Suzanne Kay
HARRIS, Susan Gay

PENGLASE, Bethia Margaret
PENGLASE, Bethia Margaret
PENGLASE, Bethia Margaret

PETTET, Donna Cecilia
ROBERTSON, David Andrew

RYAN, Margaret Ann
RYAN, Margaret Ann

TRUSTUM, Debra Lucille
VANDERHOUT, Margriet Nicoline

FARRAR, Julie Marelle
FARRAR, Julie Marelle

DAWSON, Helen Catherine
McRAE, Catherine Alice
McINTYRE, Julie Maree
LEVIDO, Bradley Kevin

STOTT, Margaret Ann

McCocker, Timothy
TREDINNICK, Maureen Louise
DIPLOMA IN TEACHING (PRIMARY EDUCATION)
DIPLOMA IN TEACHING (SECONDARY EDUCATION)

COURSE OBJECTIVES

The courses are intended to provide general theoretical and professional preparation for prospective teachers.

The overall plan for each three-year course contains:

A. General Theoretical Preparation which is divided into Education, Educational Studies and Subject Content Studies.
   For secondary students the Subject Content is divided between:
   (a) Special Subject Content, which relates to the special secondary area in which the student proposes to teach, and
   (b) General Subject Content, which includes all other studies of subject content. It is possible for a student not preparing to teach in a certain special secondary area to select modules from that area as part of his General Subject Content.
   For students preparing to teach at a sub-secondary level the Subject Content is not subdivided into Special and General.

B. Professional Preparation is divided between Special Theory and Practical Experience.

   The area termed Special Theory is divided between:
   (a) General Theory of Teaching and
   (b) Theory Specific to a Subject.

   The Practical Experience section includes both:
   (i) Simulation approaches, and
   (ii) Practice in the Field

COURSE STRUCTURE

1. Definitions:
   Semester Subject—
   a subject occupying approximately half an academic year.
   Credit Points—
   an indication of the minimum amount of work required for any particular subject course. Credit points are totalled to indicate the extent of work required for any particular group of subjects or the programme as a whole.
   Levels—
   an indication of the relative difficulty of the course. Levels range upwards from a starting level of 100 through to 300.

2. The duration of the diploma courses shall be a minimum period of six semesters full-time or some part-time equivalent.
3. The courses are conducted in general, on a semester basis.
4. The courses are organized on a credit points basis, the minimum number of credit points required for the award of the Diploma being 108.
   (a) Candidates for the Diploma in Teaching (Secondary Education) are required to score a minimum of 75 credit points in Part A General Theoretical Preparation, and a minimum of 33 credit points in Part B, Professional Preparation, subject however to the provision that candidates may transfer up to 9 credit points from the specific methods area (B:b) to the special subject content area (A.iii.a). Should approval for the transfer of the 9 credit points be given:
      (i) 3 of the 9 credit points must be gained at the 300 level;
      (ii) the minimum number of credit points required in Professional Preparation will be 24, of which at least 15 must be gained in the section Special Theory (including at least 6 credit points in the General sub-section) and 6 in the section Practical Experience.

   (b) Candidates for the Diploma in Teaching (Primary Education) are required:
      (i) to score a minimum of 72 credit points in Part A General Theoretical Preparation and a minimum of 36 credit points in Part B Professional Preparation.
      (ii) select modules to the value of 42 credit points from modules recommended by the Board of Studies in Primary and Special Education;
      (iii) select modules from at least four of the following specialist subject areas; Art, Craft, English, Languages, Mathematics, Music, Physical Education, Science, Social Science.
      (iv) allocate 6 of the 42 credit points to the following two compulsory modules in Educational Studies Mathematics Education: The Teaching of Elementary Mathematics (3 credit points) The Teaching of Elementary Reading (3 credit points)
      (v) gain a major of at least 21 credit points in a recognized Primary Teaching Area, Early Childhood Education, Ethnic Studies or Special Education;
(vi) to gain the 21 credit points for a major in a Primary Teaching Area from modules in Art, Craft, English, Languages, Mathematics, Music, Physical Education, Science or Social Science;

(vii) to include within the major in a Primary Teaching area the four modules (12 credit points) recommended for the specialist subject area by the subject department;

(viii) to choose the remaining 9 credit points in the major in a Primary Teaching Area from within the Subject Content modules prepared by the particular department;

(ix) to gain the 21 credit points for a major in Early Childhood Education, Ethnic Studies or Special Education from the core and elective modules designated by the Board of Studies in Primary and Special Education for each specialization;

(x) gain 10 credit points in the General section of Special Theory — Professional Preparation B(i)(a) — 4 credit points at the 100 level, 4 credit points at the 200 level, 2 credit points at the 300 level;

(xi) gain 20 credit points from compulsory 100 level modules in the following Primary School curriculum areas: Art, Craft, English, Languages, Mathematics, Music, Physical Education, Science, Social Science, with the provision that:
(a) compulsory English modules are studied for two hours per week for two semesters;
(b) candidates choose one of the following Languages modules:
Teaching Foreign Languages in the Primary School
Teaching Languages Across Cultures
Teaching Ethnic Minorities in the Primary School
for study over two hours per week for one semester;
(c) the compulsory modules in each of the subject areas other than English are studied for two hours per week for one semester;
(d) each candidate for the Diploma in Teaching (Primary Education) undertakes four hours per week per semester in Primary School curriculum modules in each of the first five semesters of his course.

5. Forty eight hours of work per week are accepted as the norm for an average student.

6. The norm for all semester modules is 3 credit points but modules of 2 or 4 credit points will be acceptable and other credit point loadings may be permitted in special cases (There is not necessarily a one to one correlation between the number of credit points and the hours per week allocated to a particular module).

7. Not more than 42 credit points in the area of General Theoretical Preparation may be credited towards the Diploma at 100 level.

8. The maximum number of points a department may require of its secondary specialists in the Special area of Subject Content will be 45 plus such points as may be transferred to the Special area of Subject Content Studies.

9. The minimum number of credit points in Education is 15 of which at least 3 credit points must be gained at the 300 level.

10. A candidate must gain a minimum of 9 credit points in a recognized specialist area at the 300 level.

11. Candidates are encouraged to spread their studies across disciplines and no programme from a department may be so prescriptive as to deny access to subjects in other areas.

12. A full-time student is one who is expected to gain about 36 credit points in a year. Programmes of study of between 37 and 43 credit points per year may be approved by the Head of Department in which the student is taking his major studies or, in the case of a primary student, by the Co-ordinator of Primary Studies. Permission of the appropriate Board of Studies will be required before a student is allowed to undertake a course of study of between 44 and 48 credit points in a year: such permission shall be granted only in exceptional circumstances.*

13. A part-time student is one who is expected to gain about 18 credit points in a year. Permission of the appropriate Board of Studies will be required for a student wishing to undertake a programme of study of more than 18 credit points up to a maximum of 24 credit points in a year.*

These details are summarised on the following Table.

* On enrolment or re-enrolment the student will be required to submit for approval his proposed course of studies for both semesters of the year.
DIPLOMA PROGRAMMES

COURSE COMPONENTS

<table>
<thead>
<tr>
<th>COMPONENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>SECONDARY SPECIALISTS</td>
</tr>
<tr>
<td>A. General Theoretical Preparation (inc. Max. 42 at 100 level)</td>
</tr>
<tr>
<td>(i) Education (inc. 3 at 300 level)</td>
</tr>
<tr>
<td>(ii) Educational Studies</td>
</tr>
<tr>
<td>(iii) Subject Content Studies</td>
</tr>
<tr>
<td>(a) Special (inc. 9 at 300 level)</td>
</tr>
<tr>
<td>(+9 from B.i.b.)</td>
</tr>
<tr>
<td>(b) General</td>
</tr>
<tr>
<td>B. Professional Preparation</td>
</tr>
<tr>
<td>(i) Special Theory</td>
</tr>
<tr>
<td>(a) General</td>
</tr>
<tr>
<td>(b) Specific to Subject</td>
</tr>
<tr>
<td>(-9 to A.iii.a.)</td>
</tr>
<tr>
<td>(ii) Practical Experience</td>
</tr>
<tr>
<td>(a) Simulation</td>
</tr>
<tr>
<td>(b) Practice in Field</td>
</tr>
</tbody>
</table>

* Candidates for the Diploma in Teaching (Primary) are required to undertake the following modules:
(i) Mathematics Education: The Teaching of Elementary Mathematics (3 credit points)
(ii) The Teaching of Elementary Reading (3 credit points)
Other Educational Studies Modules may be available within the category of Subject Content Studies.

SCHEDULE OF MODULES

The following schedule lists those modules which have been endorsed by the College’s Academic Board for candidates undertaking courses structured on a modular/credit point basis.
All candidates are asked to note:
(i) that modules will only be available if staffing resources are adequate and if sufficient enrolment numbers can be achieved;
(ii) that they will be advised during the enrolment period if modules are not to be offered in the semester nominated in this schedule;
(iii) that modules may be added to, or deleted from this Schedule from time to time;
(iv) that the modules have been classified in terms of the various sub-sections of the course structure;
(v) that they should be aware of the modules specifically recommended for each course specialization (see requirements for each award).
### 1. **EDUCATION MODULES:**

Candidates for the Diploma in Teaching must gain a minimum of 15 credit points in Education of which at least 3 must be at the 300 Level. It is expected that at least one module will be in an area of Child Growth and Development, one in the area of Curriculum and one in the area of Sociology.

<table>
<thead>
<tr>
<th>Title</th>
<th>Level</th>
<th>Credit point value</th>
<th>Hours per week</th>
<th>Duration</th>
<th>Prerequisites</th>
<th>Co-requisites</th>
<th>Comments</th>
<th>Availability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Issues in Education</td>
<td>100</td>
<td>3</td>
<td>3</td>
<td>1 Semester</td>
<td>Nil</td>
<td>Nil</td>
<td>Semester I or II</td>
<td>1978</td>
</tr>
<tr>
<td>Child Development</td>
<td>100</td>
<td>3</td>
<td>3</td>
<td>1 Semester</td>
<td>Nil</td>
<td>Core module for Early Childhood/ Primary</td>
<td>Semester I or II</td>
<td>1978</td>
</tr>
<tr>
<td>Child Development (Adolescence)</td>
<td>100</td>
<td>3</td>
<td>3</td>
<td>1 Semester</td>
<td>Nil</td>
<td>Core module for Secondary</td>
<td>Semester I or II</td>
<td>1978</td>
</tr>
<tr>
<td>Issues and Patterns in Curriculum Development</td>
<td>200</td>
<td>3</td>
<td>3</td>
<td>1 Semester</td>
<td>3 credit points in Education at 100 Level</td>
<td>Nil</td>
<td>Available for B.Ed(Art) only</td>
<td>1978</td>
</tr>
<tr>
<td>Procedures in Curriculum Development</td>
<td>200</td>
<td>3</td>
<td>3</td>
<td>1 Semester</td>
<td>3 credit points in Education at 100 Level</td>
<td>Core module for Early Childhood - alternative to Processes of Curriculum Development (Early Childhood)</td>
<td>Semester II</td>
<td>1978</td>
</tr>
<tr>
<td>The Teaching Learning Process</td>
<td>200</td>
<td>3</td>
<td>3</td>
<td>1 Semester</td>
<td>3 credit points in Education at 100 Level</td>
<td>Nil</td>
<td>Internal choice available in Middle Childhood or Adolescence</td>
<td>Semester II</td>
</tr>
<tr>
<td>Classroom Processes</td>
<td>200</td>
<td>3</td>
<td>3</td>
<td>1 Semester</td>
<td>3 credit points in Education at 100 Level</td>
<td>Nil</td>
<td>Semester II</td>
<td>1978</td>
</tr>
<tr>
<td>Child Development (Early Childhood)</td>
<td>200</td>
<td>6</td>
<td>3</td>
<td>2 Semesters</td>
<td>3 credit points in Child Development at 100 Level</td>
<td>Nil</td>
<td>Core module for Early Childhood. Parts A or B available to Primary students</td>
<td>Semester II</td>
</tr>
<tr>
<td>Trends and Developments in Early Childhood Education</td>
<td>200</td>
<td>3</td>
<td>3</td>
<td>1 Semester</td>
<td>3 credit points in Education at 100 Level</td>
<td>Nil</td>
<td>Core module for Early Childhood - alternative to Innovations and Issues in Early Childhood Education</td>
<td>Not available 1978</td>
</tr>
<tr>
<td>Processes of Curriculum Development (Early Childhood)</td>
<td>200</td>
<td>3</td>
<td>3</td>
<td>1 Semester</td>
<td>3 credit points in Child Development at 100 Level</td>
<td>Nil</td>
<td>Core module for Early Childhood - alternative to Procedures in Curriculum Development</td>
<td>Not available 1978</td>
</tr>
<tr>
<td>The School and Society</td>
<td>300</td>
<td>3</td>
<td>3</td>
<td>1 Semester</td>
<td>3 credit points in Education at 200 Level</td>
<td>Nil</td>
<td>Enrolment preference will be given to students in 5th and 6th Semesters of study</td>
<td>Not available 1978</td>
</tr>
<tr>
<td>Title</td>
<td>Level</td>
<td>Credit point value</td>
<td>Hours per week</td>
<td>Duration</td>
<td>Prerequisites</td>
<td>Co-requisites</td>
<td>Comments</td>
<td>Availability 1978</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>-------</td>
<td>--------------------</td>
<td>---------------</td>
<td>-----------</td>
<td>--------------------------------------------------------------------------------</td>
<td>---------------</td>
<td>---------------------------------------------------------------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>Measurement and Evaluation in the Classroom</td>
<td>300</td>
<td>3</td>
<td>3</td>
<td>1 Semester</td>
<td>3 credit points in Education at 200 Level</td>
<td>Nil</td>
<td></td>
<td>Not available 1978</td>
</tr>
<tr>
<td>Personality Development and Mental Health</td>
<td>300</td>
<td>6</td>
<td>3</td>
<td>2 Semesters</td>
<td>3 credit points in Education at 200 Level</td>
<td>Nil</td>
<td>Students to choose Primary or Secondary</td>
<td>Not available 1978</td>
</tr>
<tr>
<td>Innovations in Primary/Secondary Education</td>
<td>300</td>
<td>3</td>
<td>3</td>
<td>1 Semester</td>
<td>3 credit points in Education at 200 Level</td>
<td>Nil</td>
<td>Enrolment preference will be given to students in 5th and 6th Semesters of study</td>
<td>Not available 1978</td>
</tr>
<tr>
<td>The Sociology of the School</td>
<td>300</td>
<td>3</td>
<td>3</td>
<td>1 Semester</td>
<td>3 credit points in Education at 200 Level</td>
<td>Nil</td>
<td></td>
<td>Not available 1978</td>
</tr>
<tr>
<td>The History of Education in New South Wales</td>
<td>300</td>
<td>3</td>
<td>3</td>
<td>1 Semester</td>
<td>3 credit points in Education at 200 Level</td>
<td>Nil</td>
<td></td>
<td>Not available 1978</td>
</tr>
<tr>
<td>Innovations and Issues in Early Childhood Education</td>
<td>300</td>
<td>3</td>
<td>3</td>
<td>1 Semester</td>
<td>3 credit points in Trends and Developments in Early Childhood Education at 200 Level</td>
<td>Nil</td>
<td>Core module for Early Childhood - alternative to Trends and Developments in Early Childhood Education</td>
<td>Not available 1978</td>
</tr>
<tr>
<td>Parent and Community Involvement in Early Childhood Programmes</td>
<td>300</td>
<td>3</td>
<td>3</td>
<td>1 Semester</td>
<td>3 credit points in Education at 200 Level or Child Development (Early Childhood)</td>
<td>Nil</td>
<td>Core module for Early Childhood</td>
<td>Not available 1978</td>
</tr>
</tbody>
</table>

2. EDUCATIONAL STUDIES MODULES

DEPARTMENT OF ART EDUCATION

<table>
<thead>
<tr>
<th>Title</th>
<th>Level</th>
<th>Credit point value</th>
<th>Hours per week</th>
<th>Duration</th>
<th>Prerequisites</th>
<th>Co-requisites</th>
<th>Comments</th>
<th>Availability 1978</th>
</tr>
</thead>
<tbody>
<tr>
<td>Environmental Influences and Child Art</td>
<td>300</td>
<td>3</td>
<td>3</td>
<td>1 Semester</td>
<td>3 credit points in Education or Art Education at 200 Level</td>
<td>Nil</td>
<td>Appropriate for Primary/Infants/Early Childhood</td>
<td>Not available 1978</td>
</tr>
<tr>
<td>Growth, Development and Research in Art Education</td>
<td>300</td>
<td>3</td>
<td>3</td>
<td>1 Semester</td>
<td>3 credit points in Education or Art Education at 200 Level</td>
<td>Nil</td>
<td></td>
<td>Not available 1978</td>
</tr>
<tr>
<td>Art Therapy</td>
<td>300</td>
<td>3</td>
<td>3</td>
<td>1 Semester</td>
<td>3 credit points in Education at 200 Level or 6 credit points in Art Education at 200 Level</td>
<td>Nil</td>
<td>Appropriate for Special Education - not intended as Training for Psychotherapeutic Diagnosis</td>
<td>Not available 1978</td>
</tr>
<tr>
<td>Visual Education</td>
<td>300</td>
<td>3</td>
<td>3</td>
<td>1 Semester</td>
<td>6 credit points in Art Education at 200 Level</td>
<td>Nil</td>
<td>Appropriate for Special Education</td>
<td>Not available 1978</td>
</tr>
<tr>
<td>Title</td>
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<tr>
<td>The Application of Organizational Theory to Education</td>
<td>400</td>
<td>3</td>
<td>3</td>
<td>1 Semester</td>
<td>15 credit points in Education Including 3 at 300 Level</td>
<td>Nil</td>
<td>Available to B.Ed. Students only</td>
<td>Not available 1978</td>
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<td>Classroom Interaction</td>
<td>400</td>
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<td>Objectives and Evaluation in Education</td>
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<td>Interpersonal Relationships and Communication Skills</td>
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<td>Educational Administration</td>
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<td>*Curriculum Development and Research</td>
<td>400</td>
<td>3</td>
<td>3</td>
<td>1 Semester</td>
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<td>*Philosophy of Education</td>
<td>400</td>
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<td>3</td>
<td>1 Semester</td>
<td>15 credit points in Education Including 3 at 300 Level</td>
<td>Nil</td>
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<td>*Comparative Education</td>
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<td>15 credit points in Education Including 3 at 300 Level</td>
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<td>Not available 1978</td>
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<td>*To be offered in conjunction with the relevant subject departments</td>
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<td>English 110 - The Teaching of Elementary Reading</td>
<td>100</td>
<td>3</td>
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<td>Nil</td>
<td>Nil</td>
<td>Compulsory module for Primary or II</td>
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<td>English 215 - English as a second Language</td>
<td>200</td>
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<td>English 303 - Linguistics in Education</td>
<td>300</td>
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<td>1 Semester</td>
<td>3 credit points in English 203</td>
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<td>English 305 - Experimental Theories of the Functions of Reading/Language Interaction</td>
<td>300</td>
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<td>3 credit points in any of English 203, 204, 210,212</td>
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<td>English 310 - Literature in Education</td>
<td>300</td>
<td>3</td>
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<td>Duration</td>
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<td>English 313 - Overcoming Failure in the Secondary School</td>
<td>300</td>
<td>3</td>
<td>1 Semester</td>
<td>6 credit points at 200 Level</td>
<td>Nil</td>
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**DEPARTMENT OF INDUSTRIAL ARTS AND CRAFTS**

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<tr>
<td>Industrial Arts 101 - Handwork in Child Development A</td>
<td>100</td>
<td>3</td>
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<td>Nil</td>
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<td>Appropriate for Dip. Teach. (Primary)</td>
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<td>Industrial Arts 102 - Development of Technology</td>
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<td>Industrial Arts 101</td>
<td>Nil</td>
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<tr>
<td>Industrial Arts 201 - Handwork in Child Development B</td>
<td>200</td>
<td>3</td>
<td>1 Semester</td>
<td>Industrial Arts 101 or any of Industrial Arts 124-136</td>
<td>Nil</td>
<td>Appropriate for Dip. Teach. (Primary)</td>
<td>Semester II</td>
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<tr>
<td>Industrial Arts 202 - Crafts in Education</td>
<td>200</td>
<td>3</td>
<td>1 Semester</td>
<td>Minimum of 6 credit points in Industrial Arts at 200 Level and 6 credit points in Education at 200 Level</td>
<td>Nil</td>
<td>Students who have successfully completed this module may not enrol in Curriculum Development and Research (400 Level)</td>
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<tr>
<td>Industrial Arts 301 - Curriculum Development in Industrial Arts Education</td>
<td>300</td>
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<td>1 Semester</td>
<td>Minimum of 12 credit points in Education</td>
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<tr>
<td>Industrial Arts 302 - Alternatives in Industrial Arts Education</td>
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<td>Minimum of 12 credit points in Education</td>
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<tr>
<td>Industrial Arts 303 - Innovations in Industrial Arts Education</td>
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<td>Minimum of 12 credit points in Education</td>
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<tr>
<td>Industrial Arts 304 - Comparative Industrial Arts Education</td>
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<td>Minimum of 12 credit points in Education</td>
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<td>Industrial Arts 305 - History of Industrial Arts Education</td>
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<td>1 Semester</td>
<td>Minimum of 12 credit points in Education</td>
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<td>Industrial Arts 306 - Technology for Children</td>
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<td>Minimum of 3 credit points in Industrial Arts and 3 credit points in Education at 200 Level</td>
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<tr>
<td>Industrial Arts 307 - Curriculum Integration Through Handwork</td>
<td>300</td>
<td>3</td>
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<td>Industrial Arts 201</td>
<td>Nil</td>
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<td>LANGUAGES</td>
<td>Languages 2E - Fundamental Issues in Foreign Language Learning</td>
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<td>3</td>
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<td>3 credit points in a Foreign Language at 1B-2, IS, or IL Level or H.S.C. in a 2 unit Foreign Language subject</td>
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<td>Languages 3E - Applied Linguistics and Audio-Visual Language Learning</td>
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<td>1 Semester</td>
<td>3 credit points in Languages 2E</td>
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<td>DEPARTMENT OF MATHEMATICS</td>
<td>Mathematics Education: The Teaching of Elementary Mathematics</td>
<td>100</td>
<td>3</td>
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<td>Satisfactory Level of Arithmetical Calculation</td>
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<td>Mathematics Education: General Primary Curriculum Studies</td>
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<td>IIA: Mathematics and the Primary Child</td>
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<td>3</td>
<td>3</td>
<td>1 Semester</td>
<td>Mathematics Education: General Primary Curriculum Studies</td>
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<td>3</td>
<td>1 Semester</td>
<td>Mathematics Education: General Primary Curriculum Studies</td>
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<td>3</td>
<td>1 Semester</td>
<td>Mathematics Education: General Primary Curriculum Studies</td>
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<td>IIC: Mathematics and the Remedial Child</td>
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<td>IIBB: Special Education in Mathematics</td>
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<td>Music in Early Childhood I</td>
<td>200</td>
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<td>3</td>
<td>1 Semester</td>
<td>Music I - Primary and Lower Primary Teaching or Knowledge of Basic Musical Skills</td>
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<td>Music in Early Childhood II</td>
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<td>Introduction to Special Physical Education</td>
<td>200</td>
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<td>3</td>
<td>1 Semester</td>
<td>Any 100 Level Physical Education Module</td>
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<td>Implementation of Programmes for Special Physical Education</td>
<td>300</td>
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<td>3</td>
<td>1 Semester</td>
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<td>Special Physical Education for Community Living</td>
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<td>1 Semester</td>
<td>Introduction to Special Physical Education</td>
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<td>Appropriate for Special Education</td>
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<td>An Innovative Curriculum - The Integrated Curriculum in the Primary School</td>
<td>300</td>
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<td>1 Semester</td>
<td>Integrated Studies (300 Level) or completion of three 200 or 300 Level modules in Educational Studies or Specific Subject Areas</td>
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<tr>
<td>A number of Art Subject Content Modules are available to candidates for the Diploma in Teaching provided that appropriate prerequisites are held. Candidates should seek the advice of the Head of the Department of Art concerning modules available for courses other than the Diploma in Art and the Bachelor of Education (Art) in any particular year.</td>
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<td>Art and Preschool Activities</td>
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<td>1 Semester</td>
<td>Nil</td>
<td>Nil</td>
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<td>Understanding Visual Arts Curricula for Primary Schools</td>
<td>100</td>
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<td>1 Semester</td>
<td>Nil</td>
<td>Nil</td>
<td>Appropriate for Primary/Infants/ Special Education</td>
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<td>Hours per week</td>
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<td>Two Dimensional Art I (three streams)</td>
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<td>3</td>
<td>1 Semester</td>
<td>Stream I - Nil</td>
<td>Stream III available to Industrial Arts students only</td>
<td>Semester I or II</td>
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<td>Three Dimensional Art I (three streams)</td>
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<td>3</td>
<td>3</td>
<td>1 Semester</td>
<td>Stream I - Nil</td>
<td>Stream III available to Industrial Arts students only</td>
<td>Semester I or II</td>
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<td>Early Childhood Art Concepts and Experience</td>
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<td>The Environment as Stimulus and Resource for Art Education Experiences</td>
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<td>Two Dimensional Art II</td>
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<td>Two Dimensional Art III</td>
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**DEPARTMENT OF EDUCATION**

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<td>Basic Processes in Human Behaviour</td>
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<td>Semester I or II</td>
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<td>3</td>
<td>1 Semester</td>
<td>Nil</td>
<td>Nil</td>
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<td>Semester I or II</td>
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<td>Planning and Producing Audio-Visual Materials</td>
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<td>3</td>
<td>1 Semester</td>
<td>Nil</td>
<td>Nil</td>
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<td>Semester I or II</td>
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<td>1 Semester</td>
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<td>Co-requisites</td>
<td>Comments</td>
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<tr>
<td>Australian Religion: The Ethnic Impact</td>
<td>100</td>
<td>3</td>
<td>3</td>
<td>1 Semester</td>
<td>Nil</td>
<td>Nil</td>
<td>Appropriate for Ethnic Studies Major in Dip. Teach. (Primary)</td>
<td>Semester II</td>
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<tr>
<td>The Physiological Base of Behaviour</td>
<td>200</td>
<td>3</td>
<td>3</td>
<td>1 Semester</td>
<td>3 credit points in Psychology at 100 Level</td>
<td>Nil</td>
<td>Not available 1978</td>
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<tr>
<td>Issues and Enquiry in Psychology</td>
<td>200</td>
<td>3</td>
<td>3</td>
<td>1 Semester</td>
<td>3 credit points in Psychology at 100 Level</td>
<td>Nil</td>
<td>Not available 1978</td>
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<tr>
<td>Technology of Education</td>
<td>200</td>
<td>3</td>
<td>3</td>
<td>1 Semester</td>
<td>3 credit points in Education at 100 Level</td>
<td>Nil</td>
<td>Not available 1978</td>
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<tr>
<td>Play in Early Childhood Education</td>
<td>200</td>
<td>3</td>
<td>2</td>
<td>1 Semester</td>
<td>3 credit points in Child Development at 100 Level</td>
<td>Nil</td>
<td>Elective module for Early Childhood Major</td>
<td>Not available 1978</td>
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<tr>
<td>Foundations of Learning (Early Childhood)</td>
<td>200</td>
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<td>2</td>
<td>1 Semester</td>
<td>3 credit points in Child Development at 100 Level</td>
<td>Nil</td>
<td>Elective module for Early Childhood Major</td>
<td>Not available 1978</td>
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<tr>
<td>Processes of Curriculum Development (Early Childhood)</td>
<td>200</td>
<td>3</td>
<td>3</td>
<td>1 Semester</td>
<td>3 credit points in Child Development at 100 Level</td>
<td>Nil</td>
<td>Core module for Early Childhood - alternative to Procedures in Curriculum</td>
<td>Not available 1978</td>
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<tr>
<td>Education and the Disadvantaged II</td>
<td>300</td>
<td>6</td>
<td>3</td>
<td>2 Semesters</td>
<td>6 credit points in Education at 200 Level</td>
<td>Nil</td>
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<tr>
<td>Individual Differences A</td>
<td>300</td>
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<td>3</td>
<td>1 Semester</td>
<td>3 credit points in Psychology at 200 Level</td>
<td>Individual Differences A</td>
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<tr>
<td>Individual Differences B</td>
<td>300</td>
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<td>3</td>
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<td>3 credit points in Psychology at 200 Level</td>
<td>Individual Differences B</td>
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<tr>
<td>Psychological Statistics</td>
<td>300</td>
<td>3</td>
<td>3</td>
<td>1 Semester</td>
<td>3 credit points in Psychology at 200 Level or 6 credit points in Special Education (Exceptional Child Development)</td>
<td>Nil</td>
<td>Not available 1978</td>
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<td>Perception</td>
<td>300</td>
<td>3</td>
<td>3</td>
<td>1 Semester</td>
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<td>Not available 1978</td>
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<td>Hours per week</td>
<td>Duration</td>
<td>Prerequisites</td>
<td>Co-requisites</td>
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<tr>
<td>Educational and Psychological Tests</td>
<td>300</td>
<td>3</td>
<td>3</td>
<td>1 Semester</td>
<td>3 credit points in Psychology at 200 Level or 3 credit points in Special Education (Exceptional Child Development)</td>
<td>Nil</td>
<td>Not available</td>
<td>Not available 1978</td>
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<tr>
<td>Environmental Psychology</td>
<td>300</td>
<td>3</td>
<td>3</td>
<td>1 Semester</td>
<td>3 credit points in Psychology at 200 Level or 6 credit points in Special Education (Exceptional Child Development)</td>
<td>Nil</td>
<td>Not available</td>
<td>Not available 1978</td>
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<tr>
<td>Introduction to Organizational Theory</td>
<td>300</td>
<td>3</td>
<td>3</td>
<td>1 Semester</td>
<td>50 credit points in modules in General Theoretical Preparation</td>
<td>Nil</td>
<td>Not available</td>
<td>Not available 1978</td>
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<tr>
<td>Administration in Early Childhood Education</td>
<td>300</td>
<td>3</td>
<td>3</td>
<td>1 Semester</td>
<td>3 credit points in Education at 200 Level</td>
<td>Nil</td>
<td>Elective module for Early Childhood Major</td>
<td>Not available 1978</td>
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<tr>
<td>*Play and Play Therapy</td>
<td>300</td>
<td>3</td>
<td>3</td>
<td>1 Semester</td>
<td>Child Development - 200 Level or 6 credit points in Special Education</td>
<td>Nil</td>
<td>Elective module for Early Childhood Major</td>
<td>Not available 1978</td>
</tr>
<tr>
<td>*Offered in conjunction with the Special Education Department</td>
<td></td>
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<tr>
<td>Planning, Resources and Evaluation in Early Childhood Education</td>
<td>300</td>
<td>3</td>
<td>3</td>
<td>1 Semester</td>
<td>6 credit points in Early Childhood Education at 200 Level</td>
<td>Nil</td>
<td>Elective module for Early Childhood Major</td>
<td>Not available 1978</td>
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<tr>
<td>Parent and Community Involvement in Integrated Early Childhood Programmes</td>
<td>300</td>
<td>3</td>
<td>3</td>
<td>1 Semester</td>
<td>Child Development - 200 Level or 3 credit points in Education at 200 Level</td>
<td>Nil</td>
<td>Core module for Major in Early Childhood</td>
<td>Not available 1978</td>
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<tr>
<td>Education and the Disadvantaged I (Ethnic and Aboriginal)</td>
<td>300</td>
<td>3</td>
<td>3</td>
<td>1 Semester</td>
<td>3 credit points in Education at 200 Level</td>
<td>Nil</td>
<td>Core module for Ethnic Studies Major in Dip. Teach. (Primary)</td>
<td>Not available 1978</td>
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<tr>
<td>Designing and Implementing Curricula for Disadvantaged Groups</td>
<td>300</td>
<td>3</td>
<td>3</td>
<td>1 Semester</td>
<td>3 credit points in Education at 200 Level</td>
<td>Nil</td>
<td>Appropriate for Ethnic Studies Major in Dip. Teach. (Primary)</td>
<td>Not available 1978</td>
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<tr>
<td>An Empirical Investigation into the Expectancy Effects of Belief</td>
<td>400</td>
<td>3</td>
<td>3</td>
<td>1 Semester</td>
<td>6 credit points in Psychology at 300 Level</td>
<td>Behavioural Engineering</td>
<td>Available to B.Ed. Students only</td>
<td>Not available 1978</td>
</tr>
<tr>
<td>Title</td>
<td>Level</td>
<td>Credit point value</td>
<td>Hours per week</td>
<td>Duration</td>
<td>Prerequisites</td>
<td>Co-requisites</td>
<td>Comments</td>
<td>Availability 1978</td>
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<tr>
<td>Behavioural Engineering</td>
<td>400</td>
<td>3</td>
<td>3</td>
<td>1 Semester</td>
<td>3 credit points in Psychology at 300 Level</td>
<td>Nil</td>
<td>Available to B.Ed. Students only</td>
<td>Not available 1978</td>
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<tr>
<td>Brain and Behaviour</td>
<td>400</td>
<td>3</td>
<td>3</td>
<td>1 Semester</td>
<td>15 credit points in Education and 3 credit points in Psychology at 300 Level</td>
<td>Nil</td>
<td>Available to B.Ed. Students only</td>
<td>Not available 1978</td>
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<tr>
<td>The Counselling Role of the Teacher</td>
<td>400</td>
<td>3</td>
<td>3</td>
<td>1 Semester</td>
<td>9 credit points in Psychology at 300 Level and/or Special Education</td>
<td>Nil</td>
<td>Available to B.Ed. Students only</td>
<td>Not available 1978</td>
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<tr>
<td>The Helping Relationship</td>
<td>400</td>
<td>3</td>
<td>3</td>
<td>1 Semester</td>
<td>9 credit points in Psychology at 300 Level and/or Special Education</td>
<td>Nil</td>
<td>Available to B.Ed. Students only</td>
<td>Not available 1978</td>
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<tr>
<td>Human Memory</td>
<td>400</td>
<td>3</td>
<td>3</td>
<td>1 Semester</td>
<td>3 credit points in Psychology at 300 Level</td>
<td>Nil</td>
<td>Available to B.Ed. Students only</td>
<td>Not available 1978</td>
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<tr>
<td>Administration</td>
<td>400</td>
<td>3</td>
<td>3</td>
<td>1 Semester</td>
<td>Introduction to Organizational Theory</td>
<td>Nil</td>
<td>Available to B.Ed. Students only</td>
<td>Not available 1978</td>
</tr>
<tr>
<td>Leadership</td>
<td>400</td>
<td>3</td>
<td>3</td>
<td>1 Semester</td>
<td>Introduction to Organizational Theory</td>
<td>Nil</td>
<td>Available to B.Ed. Students only</td>
<td>Not available 1978</td>
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**DEPARTMENT OF ENGLISH**

<p>| English 101 - Creative Arts A - Writing   | 100   | 3                  | 3             | 1 Semester | Nil                                                                          | Nil           | Generally available. Recommended for Dip. Teach. (Secondary)          | Semester I       |
| English 102 - Creative Arts B - Performing| 100   | 3                  | 3             | 1 Semester | Nil                                                                          | Nil           | Generally available. Recommended for Dip. Teach. (Secondary)          | Semester II      |
| English 103 - The Acquisition of English  | 100   | 3                  | 3             | 1 Semester | Nil                                                                          | Nil           | Generally available. Appropriate for Dip. Teach. (Primary and L. Primary) | Semester II      |
| English 104 - Language and Reading        | 100   | 3                  | 3             | 1 Semester | Nil                                                                          | Nil           | Generally available. Appropriate for Dip. Teach. (Primary)             | Semester II      |
| English 105 - Contemporary Australian Literature | 100 | 3 | 3 | 1 Semester | Nil | Nil | Generally available. Appropriate for Dip. Teach. (Secondary)             | Semester I       |
| English 106 - Contemporary World Literature | 100 | 3 | 3 | 1 Semester | Nil | Nil | Generally available. Appropriate for Dip. Teach. (Secondary)             | Semester II      |</p>
<table>
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<th>Title</th>
<th>Level</th>
<th>Credit point value</th>
<th>Hours per week</th>
<th>Duration</th>
<th>Prerequisites</th>
<th>Co-requisites</th>
<th>Comments</th>
<th>Availability 1978</th>
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<tr>
<td>English 107 - Literature for Children</td>
<td>100</td>
<td>3</td>
<td>3</td>
<td>1 Semester</td>
<td>Nil</td>
<td>Nil</td>
<td>Generally available. Recommended for Dip. Teach. (Primary)</td>
<td>Semester I or II</td>
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<tr>
<td>English III - Twentieth Century Inland Australia</td>
<td>100</td>
<td>3</td>
<td>3</td>
<td>1 Semester</td>
<td>Nil</td>
<td>Nil</td>
<td>Generally available. Appropriate for Dip. Teach. (Secondary)</td>
<td>Semester II</td>
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<tr>
<td>English 112 - Language and Reading Across the Curriculum</td>
<td>100</td>
<td>3</td>
<td>3</td>
<td>1 Semester</td>
<td>Nil</td>
<td>Nil</td>
<td>Appropriate for Dip. Teach. (Secondary) Conversion, UG2 and PGI courses</td>
<td>1978 Timetable available from Department</td>
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<tr>
<td>English 113 - Developmental Drama</td>
<td>100</td>
<td>3</td>
<td>3</td>
<td>1 Semester</td>
<td>Nil</td>
<td>Nil</td>
<td>Generally available. Appropriate for Dip. Teach. (Primary, L. Primary, Secondary)</td>
<td>Semester I or II</td>
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<tr>
<td>English 114 - Effective Communication</td>
<td>100</td>
<td>3</td>
<td>3</td>
<td>1 Semester</td>
<td>Nil</td>
<td>Nil</td>
<td>Generally available. Recommended for Dip. Teach. (Secondary)</td>
<td>Semester I or II</td>
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<tr>
<td>English 201 - Drama - Practical Theatrecraft</td>
<td>200</td>
<td>3</td>
<td>3</td>
<td>1 Semester</td>
<td>Nil</td>
<td>Nil</td>
<td>Generally available only in 2nd year of course. Appropriate for Dip. Teach. (Secondary)</td>
<td>Semester II</td>
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<tr>
<td>English 202 - Film Appreciation</td>
<td>200</td>
<td>3</td>
<td>3</td>
<td>1 Semester</td>
<td>Any of English 101, 102, 105, 106, 114 or equivalent studies</td>
<td>Nil</td>
<td>Generally available. Appropriate for Dip. Teach. (Secondary)</td>
<td>Semester II</td>
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<tr>
<td>English 203 - Linguistic Concepts</td>
<td>200</td>
<td>3</td>
<td>3</td>
<td>1 Semester</td>
<td>Any of English 101-104 or 114</td>
<td>Nil</td>
<td>Generally available. Appropriate for Dip. Teach. (Secondary), Conversion.</td>
<td>Semester II</td>
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<tr>
<td>English 204 - Studies in Reading</td>
<td>200</td>
<td>3</td>
<td>3</td>
<td>1 Semester</td>
<td>Either of English 103 or 104</td>
<td>Nil</td>
<td>Generally available. Recommended for Dip. Teach. (Primary, L. Primary)</td>
<td>Not available 1978</td>
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<tr>
<td>English 205 - Nineteenth Century Literature</td>
<td>200</td>
<td>3</td>
<td>3</td>
<td>1 Semester</td>
<td>Generally any one of English 101, 102, 105, 106, 107 or equivalent studies</td>
<td>Nil</td>
<td>Generally available. Appropriate for Dip. Teach. (Secondary)</td>
<td>Not available 1978</td>
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<tr>
<td>Title</td>
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<td>Hours per week</td>
<td>Duration</td>
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<td>Co-requisites</td>
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<tr>
<td>English 206 - Nineteenth Century Australia in Literature</td>
<td>200</td>
<td>3</td>
<td>3</td>
<td>1 Semester</td>
<td>Generally English 105, 106, 107 or equivalent studies</td>
<td>Nil</td>
<td>Generally available. Appropriate for Dip. Teach. (Secondary)</td>
<td>Not available 1978</td>
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<tr>
<td>English 207 - Literature for Adolescents</td>
<td>200</td>
<td>3</td>
<td>3</td>
<td>1 Semester</td>
<td>Any one of English 101-107 (107 provides initial advantage)</td>
<td>Nil</td>
<td>Generally available. Appropriate for Dip. Teach. (Secondary) or Social Welfare</td>
<td>Not available 1978</td>
</tr>
<tr>
<td>English 208 - Studies in Popular Fiction</td>
<td>200</td>
<td>3</td>
<td>3</td>
<td>1 Semester</td>
<td>Generally any one of English 101, 102, 105, 106, 107 or equivalent</td>
<td>Nil</td>
<td>Generally available. Appropriate for Dip. Teach. (Secondary)</td>
<td>Semester II</td>
</tr>
<tr>
<td>English 209 - Chaucer</td>
<td>200</td>
<td>3</td>
<td>3</td>
<td>1 Semester</td>
<td>Any one of English 105, 106 or 107</td>
<td>Nil</td>
<td>Appropriate for Dip. Teach. (Secondary)</td>
<td>Not available 1978</td>
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<tr>
<td>English 214 - The Disturbed Individual in Contemporary Fiction</td>
<td>200</td>
<td>3</td>
<td>3</td>
<td>1 Semester</td>
<td>Generally any one of English 101, 102, 105, 106, 107 or equivalent</td>
<td>Nil</td>
<td>Generally available. Appropriate for Dip. Teach. (Secondary)</td>
<td>Not available 1978</td>
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<tr>
<td>English 301 - Trends in Popular Culture</td>
<td>300</td>
<td>3</td>
<td>3</td>
<td>1 Semester</td>
<td>Any one of English 201, 202, 205, 206, 207, 208, 210, 212</td>
<td>Nil</td>
<td>Generally available. Recommended for Dip. Teach. (Primary)</td>
<td>Not available 1978</td>
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<tr>
<td>English 302 - Fictional Film Making</td>
<td>300</td>
<td>3</td>
<td>3</td>
<td>1 Semester</td>
<td>3 credit points in any of English 201, 202, 301</td>
<td>Nil</td>
<td>Generally available</td>
<td>Not available 1978</td>
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<tr>
<td>English 304 - Creative Writing</td>
<td>300</td>
<td>3</td>
<td>3</td>
<td>1 Semester</td>
<td>Any of English 201, 202, 204-209 or 212</td>
<td>Nil</td>
<td>Generally available</td>
<td>Not available 1978</td>
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<tr>
<td>English 307 - Drama of the Elizabethan and Jacobean World</td>
<td>300</td>
<td>3</td>
<td>3</td>
<td>1 Semester</td>
<td>3 credit points in any of English 202, 205-209 or 212</td>
<td>Nil</td>
<td>Generally available. Appropriate for Dip. Teach. (Secondary)</td>
<td>Not available 1978</td>
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<tr>
<td>English 308 - Twentieth Century Poetry and Drama</td>
<td>300</td>
<td>3</td>
<td>3</td>
<td>1 Semester</td>
<td>3 credit points in any of English 202, 205-209</td>
<td>Nil</td>
<td>Generally available. Appropriate for Dip. Teach. (Secondary)</td>
<td>Not available 1978</td>
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<tr>
<td>English 311 - Studies in Commonwealth Literature</td>
<td>300</td>
<td>3</td>
<td>3</td>
<td>1 Semester</td>
<td>Completion of a 200 Level module in English or a Foreign Language</td>
<td>Nil</td>
<td>Generally available. Appropriate for Dip. Teach. (Primary/Secondary)</td>
<td>Not available 1978</td>
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<td>Level</td>
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<td>Hours per week</td>
<td>Duration</td>
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<td>Co-requisites</td>
<td>Comments</td>
<td>Availability 1978</td>
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<tr>
<td>English 315 - Curriculum and Research in Reading and Language</td>
<td>300</td>
<td>3</td>
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<td>1 Semester</td>
<td>English 204 or equivalent studies</td>
<td>Nil</td>
<td>Generally available. Recommended for Dip. Teach. (Primary/L. Primary)</td>
<td>Not available 1978</td>
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<td><strong>DEPARTMENT OF HOME SCIENCE/TEXTILES</strong></td>
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<tr>
<td>Food Studies for the Non-Specialist</td>
<td>100</td>
<td>3</td>
<td>4</td>
<td>1 Semester</td>
<td>Nil</td>
<td>Nil</td>
<td>Not available to Degree/Diploma students in Home Science/Textiles</td>
<td>Semester II</td>
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<tr>
<td>Textiles for the Non-Specialist</td>
<td>100</td>
<td>3</td>
<td>4</td>
<td>1 Semester</td>
<td>Nil</td>
<td>Nil</td>
<td>Not available to Degree/Diploma students in Home Science/Textiles or students who have undertaken Fibre Arts</td>
<td>Semester I</td>
</tr>
<tr>
<td>Fibre Arts</td>
<td>100</td>
<td>3</td>
<td>4</td>
<td>1 Semester</td>
<td>Nil</td>
<td>Nil</td>
<td>Not available to Degree/Diploma students in Home Science/Textiles. Applied Art study for B.Ed (Art)</td>
<td>Semester II</td>
</tr>
<tr>
<td>Nutrition I</td>
<td>100</td>
<td>3</td>
<td>4</td>
<td>1 Semester</td>
<td>Nil</td>
<td>Nil</td>
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<tr>
<td>Food Science I</td>
<td>100</td>
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**DEPARTMENT OF INDUSTRIAL ARTS/CRAFTS**

- Industrial Arts III - Technical Drawing
  - Level: 100
  - Credit point value: 3
  - Hours per week: 4
  - Duration: 1 Semester
  - Prerequisites: Nil
  - Co-requisites: Nil
  - Comments: Not available 1978

- Industrial Arts 112 - Functional Design in Technology
  - Level: 100
  - Credit point value: 3
  - Hours per week: 2
  - Duration: 2 Semesters
  - Prerequisites: Nil
  - Co-requisites: Prescribed module Dip. Teach./B.Ed. (Ind. Arts)
  - Comments: Semester I and II

- Industrial Arts 113 - Engineering Science
  - Level: 100
  - Credit point value: 3
  - Hours per week: 4
  - Duration: 1 Semester
  - Prerequisites: Nil
  - Co-requisites: Prescribed module Dip. Teach./B.Ed. (Ind. Arts)
  - Comments: Semester II
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<td>Techniques and Furniture Construction</td>
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<td>Industrial Arts 418 — Properties and Uses of Wood</td>
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<td>1 Semester</td>
<td>Industrial Arts 217, 218, 221, 224, 317, 318 or 321</td>
<td>Nil</td>
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<td>Not available 1978</td>
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<td>Industrial Arts 419 — Commercial Forestry</td>
<td>400</td>
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<td>4</td>
<td>1 Semester</td>
<td>Industrial Arts 217, 218, 221, 224, 317, 318 or 321</td>
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<td>Industrial Arts 431 — Craft Research and Development</td>
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**LANGUAGES**

**French IB-1: Beginning French I**

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<td>Appropriate for Primary/Infants/Early Childhood where a language has not previously been studied to School Certificate level</td>
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**French IB-2: Beginning French II**

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**French IL: Film and Song Study**

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<th>Co-requisites</th>
<th>Comments</th>
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<td>French IL: Film and Song Study</td>
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<td>1 Semester</td>
<td>School Cert. or Higher School Cert. French or equivalent</td>
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**French IS: French Language and Civilisation**

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**DEPARTMENT OF MATHEMATICS**

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**DEPARTMENT OF SCIENCE**

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**DEPARTMENT OF SOCIAL SCIENCES**

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<td>Black Studies I - Black Society in Africa</td>
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<td>Aboriginal Studies II (Contemporary Society)</td>
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<td>1 Semester</td>
<td>Aboriginal Studies I</td>
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<td>Religion and Society A</td>
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<td>Semester I or II</td>
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<td>Special Education 201 - Exceptional Child A: Cognitive Disabilities</td>
<td>200</td>
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<td>1 Semester</td>
<td>Introduction to Special Education or Child Development</td>
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<td>1 Semester</td>
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<td>Appropriate for Dip. Teach. (Primary)</td>
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<td>Special Education 203 - Exceptional Child C: Psychomotor Disabilities</td>
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<td>Introduction to Special Education or Child Development</td>
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<td>Appropriate for Dip. Teach. (Primary)</td>
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<td>Special Education 204 - Behavioural Principles in Classroom Management of Children with Learning Problems</td>
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**DEPARTMENT OF SPECIAL EDUCATION**

Religion and Society B                                     | 300   | 3                  | 3              | 1 Semester     | 3 credit points in a 200 Level module   | Nil          | Not available                                | 1978             |
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<th>Credit point value</th>
<th>Hours per week</th>
<th>Duration</th>
<th>Prerequisites</th>
<th>Co-requisites</th>
<th>Comments</th>
<th>Availability 1978</th>
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<td>Special Education 205 - Teaching the Gifted Child</td>
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<td>1 Semester</td>
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<td>Special Education 206 - Classroom Management for Slow Learner Groups</td>
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<td>1 Semester</td>
<td>3 credit points at 100 Level in Education and Special Education</td>
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<td>Appropriate for Dip. Teach. (Secondary) — Suitable for Teachers and Potential Teachers of O.A., G.A. and Other Similar Classes</td>
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<td>Special Education 301 - Assessment Diagnosis and Remediation of Children with Learning Problems</td>
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<td>Special Education 302 - Instructional Programming for Children with Learning Problems</td>
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<td>Introduction to Special Education and Child Development</td>
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<td>Appropriate for Dip. Teach. (Primary and Secondary)</td>
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<td>Appropriate for Dip. Teach. (Primary)</td>
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<td>Special Education 305 - Education of High Risk Infant and Preschool Children</td>
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<td>Special Education 307 - Curriculum Resources in Special Education</td>
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<td>Not available 1978</td>
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<td>Personal Development IIIA — Curriculum Construction for Personal Development</td>
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<td>Not available 1978</td>
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**MODULES IN PROFESSIONAL PREPARATION**

**(i) MODULES IN SPECIAL THEORY:**

**(a) GENERAL**

**DEPARTMENT OF ART EDUCATION**

Theory and Practice of Teaching 100 3 2 1 Semester Nil Required for B.Ed. (Art) Semester I or II

Theory and Practice of Teaching 200 3 2 1 Semester Theory and Practice of Teaching 100 Level Nil Required for B.Ed. (Art) To be advised

Theory and Practice of Teaching 300 3 2 1 Semester 4 credit points in Theory and Practice of Teaching Nil Required for B.Ed. (Art) Not available 1978

**DEPARTMENT OF ENGLISH**

English 109: Principles and Practice of Teaching I 100 3 2 1 Semester Nil Required for Dip. Teach. (Secondary) — English/History Semester I or II

English 211: Principles and Practice of Teaching II 200 3 2 1 Semester English 109 Nil Required for Dip. Teach. (Secondary) — English/History Not available 1978

English 314: Principles and Practice of Teaching III 300 3 2 1 Semester English 211 Nil Required for Dip. Teach. (Secondary) — English/History Not available 1978

**DEPARTMENT OF INDUSTRIAL ARTS AND CRAFTS**

Industrial Arts 141: Theory and Practice of Teaching 100 2 3 1 Semester Enrolment in Industrial Arts course Nil Required for B.Ed. (Industrial Arts) and Dip. Teach. (Secondary) Industrial Arts Semester I or II
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<tr>
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<th>Level</th>
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<th>Hours per week</th>
<th>Duration</th>
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<td>Industrial Arts 214: Theory and Practice of Teaching</td>
<td>200</td>
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<td>Industrial Arts 341: Theory and Practice of Teaching</td>
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**DEPARTMENT OF MATHEMATICS**

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<td>Principles and Practice of Mathematics Teaching I</td>
<td>100</td>
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<td>Nil</td>
<td>Mathematics Education: Junior Secondary Curriculum Studies I</td>
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<td>Semester I and II</td>
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<tr>
<td>Principles and Practice of Mathematics Teaching II</td>
<td>200</td>
<td>2</td>
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<td>2 Semesters</td>
<td>Principles and Practice of Mathematics Teaching I</td>
<td>Nil</td>
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<tr>
<td>Principles and Practice of Mathematics Teaching III</td>
<td>300</td>
<td>2</td>
<td>3</td>
<td>2 Semesters</td>
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**DEPARTMENT OF PROFESSIONAL STUDIES**

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**DEPARTMENT OF SCIENCE**

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**DEPARTMENT OF SOCIAL SCIENCE**

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<td>Teaching Methodology</td>
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<td>Methods of Teaching English</td>
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<td>Nil</td>
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<td>Utilisation of Resources in Teaching Art</td>
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<td>1 Semester</td>
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<td>The Art Educator-Professional Responsibilities and Practice</td>
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<td>3</td>
<td>1 Semester</td>
<td>5 credit points at 200 Level</td>
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<td>English 120 — Teaching English — Early Childhood, Infant and Primary</td>
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<td>English 210 — Contemporary Approaches to Secondary English Teaching</td>
<td>200</td>
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<td>Nil</td>
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<td>English 312 — Advanced English Method</td>
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<td>1 Semester</td>
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**DEPARTMENT OF HOME SCIENCE/TEXTILES**

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<th>Duration</th>
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<th>Co-requisites</th>
<th>Comments</th>
<th>Availability 1978</th>
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<tr>
<td>Principles and Practice of Teaching IA</td>
<td>100</td>
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<td>1 Semester</td>
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<td>Required for Dip. Teach. (Secondary) Home Sc./ Textiles</td>
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<td>2 Semesters</td>
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<td>Required for Dip. Teach. (Secondary) Home Sc./ Textiles</td>
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<td>Principles and Practice of Teaching III</td>
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<td>3</td>
<td>2 Semesters</td>
<td>Nil</td>
<td>Required for Dip. Teach. (Secondary) Home Sc./ Textiles</td>
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**DEPARTMENT OF INDUSTRIAL ARTS AND CRAFTS**

<table>
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<th>Co-requisites</th>
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<tr>
<td>Industrial Arts 155 — Craft Teaching Method</td>
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<td>Dip. Teach (Primary) Curriculum Studies module</td>
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<td>Industrial Arts 150 — An Introduction to Industrial Arts Education</td>
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<td>3</td>
<td>4</td>
<td>1 Semester</td>
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<td>Industrial Arts 151 — Teaching Technical Drawing</td>
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<tr>
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<td>Industrial Arts 153 — Teaching Technics -- Metal Lobes</td>
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<td>Semester I</td>
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<td>Pass in a Foreign Lang. at School Cert. Level or 3 credit points at the Languages IB-i Level</td>
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<td>1 Semester</td>
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<td>Nil</td>
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**DEPARTMENT OF MATHEMATICS**

<p>| Mathematics Education: General Primary Curriculum Studies           | 100   | 2                  | 2             | 1 Semester | Mathematics Education: The Teaching of Elementary Mathematics | Nil           | Dip. Teach. (Primary) Curriculum Studies module | To be advised     |
| Mathematics Education: Junior Secondary Curriculum Studies I        | 100   | 3                  | 3             | 1 Semester | Principles and Practice of Mathematics Teaching I | Nil           | Required module for Dip. Teach. (Secondary) Mathematics | To be advised     |
| Mathematics Education: Senior Secondary Curriculum Studies I        | 200   | 3                  | 3             | 1 Semester | Mathematics Education: Junior Secondary Curriculum Studies I | Nil           | Required module for Dip. Teach. (Secondary) Mathematics | Not available 1978 |
| Mathematics Education: Junior Secondary Curriculum Studies II       | 200   | 3                  | 3             | 1 Semester | Mathematics Education: Junior Secondary Curriculum Studies I | Nil           | Required module for Dip. Teach. (Secondary) Mathematics | Not available 1978 |
| Mathematics Education: Senior Secondary Curriculum Studies II       | 300   | 3                  | 3             | 1 Semester | Mathematics Education: Senior Secondary Curriculum Studies I | Nil           | Required module for Dip. Teach. (Secondary) Mathematics | Not available 1978 |</p>
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<tr>
<th>Title</th>
<th>Level</th>
<th>Credit point value</th>
<th>Hours per week</th>
<th>Duration</th>
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<th>Co-requisites</th>
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<th>Availability 1978</th>
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<td>Mathematics Education: Junior Secondary Curriculum Studies II</td>
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<td>Science, Society and Science Teaching</td>
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<td>2</td>
<td>2</td>
<td>1 Semester</td>
<td>Nil</td>
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<td>To be advised</td>
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<td>Social Science Education</td>
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<td>1 Semester</td>
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<td>Nil</td>
<td>Required module for Dip. Teach. (Secondary) Social Sciences</td>
<td>To be advised</td>
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<td>Geography Education</td>
<td>100</td>
<td>3</td>
<td>3</td>
<td>1 Semester</td>
<td>Nil</td>
<td>Nil</td>
<td>Required module for Dip. Teach. (Secondary) Social Sciences</td>
<td>To be advised</td>
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<tr>
<td>The Teaching of History I</td>
<td>100</td>
<td>3</td>
<td>3</td>
<td>1 Semester</td>
<td>Nil</td>
<td>Enrolment in at least one History module at 100 Level</td>
<td>Required module for Dip. Teach. (Secondary) Eng./Hist.</td>
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<td>Economics and Commerce Education</td>
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<td>1 Semester</td>
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<td>Credit Points</td>
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<td>Pre-requisites</td>
<td>Remarks</td>
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<tr>
<td>The Teaching of History I</td>
<td>3</td>
<td>1</td>
<td>Nil</td>
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<td>The Teaching of History II</td>
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<td>Satisfactory completion of 200 Level module</td>
<td>Required module for Dip. Teach. (Secondary)</td>
<td>Required module for Dip. Teach. (Secondary)</td>
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<tr>
<td>Inter-disciplinary Approaches to Curriculum in Asian Social Studies</td>
<td>3</td>
<td>1</td>
<td>Module of equivalent at 200 Level</td>
<td>A History module of equivalent at 300 Level</td>
<td>A History module of equivalent at 300 Level</td>
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**MODULE OUTLINES**

Candidates are asked to note that outlines of only those modules which will be available in 1978 have been included in this section.

**EDUCATION MODULES**

**BASIC ISSUES IN EDUCATION**

This course examines some basic assumptions underlying current education and explores the complexity of educational endeavour. Topics include: the need for schools, the extent of education, economic and political factors involved in education, some brief comparisons with other educational systems, the accountable teacher and the future of education. It is anticipated that the study of these topics will lead students to a better understanding of the nature of education and educational systems.

Topics treated in lectures will be explored in detail in tutorial and seminar/workshop sessions.

**CHILD DEVELOPMENT**

This course is directed towards students intending to teach in the early childhood or primary fields. Developmental characteristics of children are studied, with an emphasis given to appropriate methods of child study. Students consider factors which help to shape development, including genetic, environmental, and cultural influences. Areas receiving special consideration are those of social development and cognitive development, with topics which include friendship patterns, play, moral concepts and origins of individual differences in conceptual thinking. The self concept is also studied, consideration being given to the relationship of the self to group identity, competition, co-operation and value development.

**TEXTBOOK**


**CHILD DEVELOPMENT (ADOLESCENCE)**

This course is directed towards students intending to teach in the secondary field and is designed to provide an understanding of the biological social and emotional factors occurring during adolescence, and the way they relate to each other. Five major areas are considered: physical, social, emotional, cognitive and attitude development. Among the topics studied are patterns of growth...
The Teaching Learning Process (Middle Childhood)

This course aims to produce sound knowledge of the psychological and educational aspects of classroom learning for children in their middle years of schooling, so that the student will be able to apply such knowledge and understanding to the practical design of instructional activities. Areas to be treated include the nature of human learning, the essentials of the teaching learning process (motivation, individual differences, learning styles, reinforcement, evaluation), some models of learning (Bruner, Taba, Skinner) and an investigation of the variables which influence teacher effectiveness in the classroom.

Classroom Processes

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, the roles of the teacher and the learner in this process, and an investigation of various strategies of classroom teaching, their possible outcomes and implications. Planning for teaching (e.g. teacher roles and strategies, classroom organization/management, alternatives to traditional formal education); the interactive phase of teaching (e.g. factors affecting classroom efficiency, discipline, motivation, group dynamics) and the evaluative phase (analysis of teaching methods and their effectiveness) are the areas of major emphasis.

Child Development (Early Childhood)

Child Development (Early Childhood) is a core course for an early childhood major. The course covers 2 semesters, 6 credit points. A developmental approach to growth is taken and in depth studies of social, physical, intellectual and emotional development from birth to eight years of age are made. Students will design and use observation schedules to test children on an individual basis. Theoretical background is developed for planning of early childhood education programmes and structuring educational experiences for the young child at school.
Primary students can take the second section 5-8 year olds for 3 credit points (3 h.p.w., 1 semester) if they have completed Child Development 100 level.

TEXTBOOKS
Ambron, S.R.
Liebert, Poulou and Strauss
McCandless, M.
Smarts, M.S. and Smart, R.C.

OR
OR
OR

EDUCATIONAL STUDIES MODULES

DEPARTMENT OF ENGLISH

E110 — THE TEACHING OF ELEMENTARY READING

A compulsory module for all students undertaking subjects of study leading to the award of the Diploma in Teaching (Primary Education, Infant Education, Early Childhood Education)

In introducing students to basic approaches to the teaching of reading and understanding of the reading process this module places particular emphasis upon reading as a component of language development, integrated with listening, speaking and writing skills. The nature of reading skills and their development; testing, diagnosis and assessment of reading attainment, organization of reading programmes and methods of programme evaluation receive special attention.

TEXTBOOKS
Nicholson, Tom
S.A. Department of Education. Reading Development Centre.


DEPARTMENT OF INDUSTRIAL ARTS AND CRAFTS

IA101 — HANDWORK IN CHILD DEVELOPMENT A

The module aims to identify the range of skills, processes and techniques which contribute to the collective term Handwork, and to establish an understanding of the significance of these skills in the development of young children. Initially students will be involved in the development of a working knowledge of the nature and role of manipulative Handwork Skills as a means of fostering the development of both large and fine muscle co-ordination in young children.

IA201 — HANDWORK IN CHILD DEVELOPMENT B

Students will examine the modes of sensory awareness by which young children gain experience and relate this information to the development of practical Handwork Activities which will assist in the extension of the child's capacity for cognitive growth. Discussion related to the planning and implementation of procedures which will lead children to an identification and understanding of colour, shape, line and texture in everyday experiences will form the foundation upon which will be structured other approaches for the development of cognitive growth through
the child's participation in practical experiences designed to
generate interest and understanding in all areas of curriculum
content.

IA202 — CRAFTS IN EDUCATION

The module aims to provide the student with an understanding of
the past, present and possible future place and function of craft as
part of the curriculum for primary education. Consideration will be
given to the types of implemenation procedures in craft, skills and
knowledge related to past and present craft activities, provisions for
individual expression, involvement and exploration; community
involvement in school craft, the nature of products developed and
the way in which they make provision for differing abilities, interests
and maturation levels of children.

DEPARTMENT OF MATHEMATICS

MATHEMATICS EDUCATION: THE TEACHING OF
ELEMENTARY MATHEMATICS

This module is a compulsory course for all prospective primary,
infant and early childhood teachers. This course entails the study of
(i) the nature of mathematics
(ii) methods of developing number and mathematical concepts in
the infant and primary schools.

DEPARTMENT OF MUSIC

MUSIC IN EARLY CHILDHOOD I

To provide opportunity for the development of the student's
individual skills and general background in music;
To develop in the student an appreciation of the contributions of
music in child development;
By demonstration and discussion of contemporary philosophies in
Music Education to stimulate an awareness of the need for
continual search for fresh methods, material and approaches in
presenting music experiences to young children.
Tradition — Rhythms, musical games, finger plays, songs;
Sources of material for varied and effective presentation of music to
young children;
Music in the general development of young children — social,
emotional, intellectual;
Aural awareness — development of rhythmic perception, listening
skills and memory. Basic musical concepts — dynamics, tempo and
rhythm, pitch;

Music for movement — expressive skills developed on the basis of
appreciation of the quality and variety of sounds and music of
varied types.

TEXTBOOK
Andress, B.L. et al

DEPARTMENT OF PHYSICAL EDUCATION

INTRODUCTION TO SPECIAL PHYSICAL EDUCATION

The student is made aware of the problems and needs of
handicapped children in the field of physical education. Posture,
loco-motor movement, gross motor movement, perceptual motor,
physical well being, and dance and water activities are introduced so
that adapted programmes may be constructed for the individual.

TEXTBOOK
Sherrill, Claudine
Adapted Physical Education and Recreation — A Multidisciplinary Approach.
DEPARTMENT OF ART EDUCATION

ART MEDIA FOR THE INFANTS/PRIMARY SCHOOL

A study of available art media suitable for use in drawing, painting, graphics and three dimensional experiences with Infants/Primary children. Examining the suitability of media to the child at each of the recognised developmental stages.

ART AND PRESCHOOL ACTIVITIES

Designed particularly for students with limited experience in Art who desire an understanding of its practical value in educating young children. This module will help to develop a greater understanding and appreciation of the visual arts and children's progress in art expression in relation to their physical and mental development.

UNDERSTANDING VISUAL ARTS CURRICULA FOR PRIMARY SCHOOLS

A module designed to provide students with an understanding of contemporary art education in Primary Schools by an expansive study of current curricula. Appropriateness of curricula to the child at various stages of his development and projected development in this field will be considered.

TWO DIMENSIONAL ART I

Stream I

Objectives
Opportunity to explore the creative use of two-dimensional art materials as an introduction to experiences in the visual arts.

Topics
1. Design
2. Drawing
3. Observation Techniques
4. Painting
5. Photography
6. Graphic Art
7. Art Appreciation

Approach
1. Practical Studies or workshop sessions
2. Demonstrations and/or lectures
3. Lectures, seminars, discussions, films, gallery visits
4. Private study and experimentation

Textbooks
Barrio, R.
Bestin, M.E.
Burnett, Calvin
Scott, R.G.

Stream II

Objectives
To add breadth to the creative use of two-dimensional art materials and to further develop understanding of the processes involved.

Topics
1. Drawing
2. Design
3. Painting
4. Printmaking
5. Photography
6. Art History

Approach
1. Practical Studio and Workshop sessions
2. Lectures and/or demonstrations
3. Lectures, Seminars, Discussions, Films, Visits
4. Private study, experimentation or research

Textbooks
Barrio, R.
Bestin, M.E.
Burnett, Calvin
Scott, R.G.
Spencer, Harold

Stream III

Objectives
A unit designed to meet the needs of Industrial Arts students in discovering their own creative talents in Art and to promote involvement and understanding of the creative process.

Topics
1. Design — Basic application to art processes and the man-made environment.
3. Painting — an introductory study.
4. Overview of Twentieth Century Art.

Textbooks
Approach
Studio activities, lectures, discussions and films.

TEXTBOOKS
Barrio, R.
Bestin, M.E.
Burnett, Calvin
Scott, R.G.


THREE DIMENSIONAL ART I

Stream I
Objectives
To explore the creative use of three dimensional materials and techniques as an introduction to broad experiences in the visual arts.

Topics
- Space, Form and Time concepts.
- Motivation and sources of ideas.
- Basic three dimensional construction techniques.
- Material properties.
- Use and care of equipment.
- Historical study in three dimensional products.

Approach
Lectures, discussions and workshop activities.

Stream II
Objectives
To extend the students' knowledge of three dimensional experiences through a study of three dimensional materials and techniques. Students will also develop their understanding of three dimensional concepts.

Topics
- Three dimensional techniques involving modelling, casting, carving, construction and assemblage in relation to ceramics, sculpture, jewellery and fibre arts.
- Material properties and their significance in 3 dimensional products.
- Ideas and motivation for 3D activities.
- Use and care of equipment.
- Contemporary relationships and boundaries existing between traditional 3D areas.

Approach
Lectures, discussions and workshop activities.

Stream III
Objectives
A unit designed to meet the needs of Industrial Arts students in discovering their own creative talents in Art and to promote involvement and understanding of the creative process. Experiences in Art are programmed to develop imagination and creativity and to develop skills in techniques appropriate to the creative use of materials and concepts.

Topics
- Twentieth century study involving sculpture, ceramics, fibre arts and jewellery.
- Ideas and motivation for three dimensional art activities.
- Three dimensional materials and techniques involving modelling, casting, carving, construction and assemblage.
- Space, form and time concepts in relation to three dimensional art activities.

Approach
Lectures, discussions and workshop activities.

TWO DIMENSIONAL ART II

Objectives
To provide opportunity to students to continue developing their skills in working with Two Dimensional concepts and materials. To explore the developments in Twentieth Century Art.

Topics
Students may seek development in—
- Concepts and techniques involving Design, Painting, Drawing, Graphic Arts, Silk Screen Printing, Photography.
- Materials, and their properties related to two dimensional design.
- Twentieth Century Art — a study involving Painting, Decorative Forms in Architecture, Design, Photography and Printmaking.
- Individual based student projects.

Approach
Lectures, discussions and studio activities.

THREE DIMENSIONAL ART II

Objectives
- To further extend the students skill in working with three dimensional concepts and materials.
- To explore the developments in Twentieth Century three dimensional art.
Topics
- Concepts and techniques involving Sculpture, Ceramics, Fibre Arts and Jewellery.
- Material properties and their use in 3D design.
- Twentieth Century historical study involving Sculpture, Ceramics, Fibre Arts and Jewellery.
- Individual based student projects.

Approach
Lectures, discussions and workshop activities.

TWO DIMENSIONAL ART III

Objectives
To provide students with an opportunity to plan an individual programme of experience in Two Dimensional Art on an approved Theme or Concept.

Topics
- Historical study or research related to approved Theme.
- Individual student based projects.

Approach
Discussion, library/gallery/museum research, studio activity.

THREE DIMENSIONAL ART III

Objectives
To enable students to plan and execute an individual programme of Three Dimensional Art activities based on an approved Theme or Concept.

Topics
- Historical study related to selected Theme or Concept.
- Individual based student projects.

Approach
Discussions and workshop activities.

DEPARTMENT OF EDUCATION

BASIC PROCESSES IN HUMAN BEHAVIOUR

This module introduces the student to some of the major areas and concepts in psychology. Topics studied include maturation and development, theories of learning, motivation, perception, and experimental design and statistics. (Students who have successfully completed the statistics course in Understanding Human Behaviour do an alternative practical assignment.) In addition to lectures and tutorials, students are involved in practical experimental work.

TEXTBOOKS

UNDERSTANDING HUMAN BEHAVIOUR

Students are introduced to major areas and concepts in the study of behaviour. Among the topics studied are group influences, socialization, prejudice, emotional development, personality disorders and psychology in the community. Students who have not completed Basic Processes in Human Behaviour study experimental design and statistics, an alternative practical assignment is set for those who have already completed the statistics unit. In addition to lectures and tutorials, students are involved in field studies and observations.

TEXTBOOKS

PLANNING AND PRODUCING AUDIO-VISUAL MATERIALS

This course is designed to familiarise students with the planning and production of a variety of audio-visual materials. A range of materials will be evaluated and the use in classrooms will be explored. Such areas as still pictures, audio recordings, simulation and games, graphic representations, motion pictures and television will be included. Students will become familiar with what is available both in the field and in educational institutions.

TEXTBOOKS

INTRODUCTION TO ETHNIC STUDIES

Recommended module for major in Ethnic Studies. This module is designed as an introduction to the series of modules in Ethnic Studies. It therefore is an interdisciplinary study which considers factors affecting ethnic groups in Australia. Areas such as history, family relationships, culture contact and conflict in Australia, language and schooling will be examined. It is intended that there will be contact with guest speakers and agencies dealing with ethnic groups in the community.
AUSTRALIAN RELIGION: THE ETHNIC IMPACT

To investigate the religion, culture and society of selected ethnic migrant groups in Australia; to increase an awareness of the problems faced by those groups; to equip the student with a methodology so that he/she will be able to investigate any ethnic migrant group.

Content
The official teachings of the religion of selected migrant groups with special emphasis on the concept of deity, man, society and morality. How the official teaching was conditioned in the home country by local culture, geography and history. The crisis in religious, moral, behavioural and cultural beliefs caused by transplantation into the Australian setting.

DEPARTMENT OF ENGLISH

E101 — CREATIVE ARTS A — WRITING

The unit aims at developing awareness, resourcefulness and competence over a wide range of practical and creative writing situations together with opportunities for original production in the areas of poetry prose and drama.

E102 — CREATIVE ARTS B — PERFORMING

This unit aims at the development of student competence and resourcefulness in the practical aspects of interpreting and presenting a number of literary and artistic genres.

E103 — THE ACQUISITION OF ENGLISH

The module examines under practical circumstances, the views of psychologists and linguists on the processes involved in a child’s acquisition of his language, and to introduce students to concepts and practices used to facilitate such acquisition.

E104 — LANGUAGE AND READING

This module covers various aspects of language growth in children with particular reference to concept formation, language structures and speaking and listening skills. The relationship of these to the development of reading skills at particular levels of pre-school, primary and secondary education is treated, the major areas of emphasis being determined by the special interest of the students. An introduction to methods of determining and developing pupil competence in language and reading skills is provided by the unit of study.

TEXTBOOKS

E105 — CONTEMPORARY AUSTRALIAN LITERATURE

The main objectives of this study are to explore the major role played by city environments in contemporary Australian literature and the reasons for their influence and also to foster the ability of students to comment on authorial attitudes, styles and structures.

RECOMMENDED READING

E106 — CONTEMPORARY WORLD LITERATURE

This subject unit explores the emphasis in contemporary literature on the disharmony existing between the needs of individuals and the pressures of a social environment or political system and examines ways in which contemporary writers have shaped their work in order to communicate perceptions of reality.

RECOMMENDED READING

E107 — LITERATURE FOR CHILDREN

The unit is concerned with developing standards for the consideration of literature written for children — stories, novels and verse — literary material which, produced originally for adults, has been appropriated by children.

E111 — TWENTIETH CENTURY INLAND AUSTRALIA

By exploration of such topics as the theme of growing up in an Australian environment, the consideration of land as an elemental force and perspectives of the country town and the outback, students examine perceptions of twentieth century Australian literature and film, together with the structures and styles used to communicate these perceptions.
E112 — LANGUAGE AND READING ACROSS THE CURRICULUM

Objectives
To introduce students to language processes relating to: reading in the classroom; written work in the classroom; and oral communication in the classroom.

Topics
An introduction to language as communication; analysis of oral communication processes in the classroom; written work in the classroom; children's reading processes and reading skills particularly in relation to subject textbooks and research reading (e.g., precis, skim reading, note taking); and development of language skills in specific subjects areas (e.g., vocabulary, syntax, etc. connected with science, mathematics or geology).

ASSESSMENT
Progressive evaluation based on classwork and tests.

TEXTBOOKS
Karlin, R. 

Wilkinson, A.

E113 — DEVELOPMENTAL DRAMA

An experience of drama as a form of self development and as a medium for teaching is provided by this module. Students are directed into a variety of fields of study through discussion research, scripting and interpretation of roles and situations leading to understanding of the process of dramatic communication.

E114 — EFFECTIVE COMMUNICATION

In considering the various communication roles of the teacher and in gaining understanding of the skills and interactions involved in Effective Communication, the student is called on to investigate the functions of effective speaking and writing and to extend his competence in language by active engagement in a variety of forms of communication within a range of personal, social and professional situations.

E201 — DRAMA — PRACTICAL THEATRE CRAFT

By study of the development of dramatic and theatrical forms and styles students gain a sense of historical perspective in the development of drama as an art form and learn through practical involvement in acting, directing and technical work the basic skills and techniques of theatrical production.

E202 — FILM APPRECIATION

The unit of study aims to develop sound critical techniques for appreciating the art of films. Screenings lectures and seminars explore such topics as the language of films, genre films, the documentary film, film and society and the Australian film.

E203 — LINGUISTIC CONCEPTS

This module investigates the types of basic theory and evaluation procedures used in modern linguistics and demonstrates the relevance of these procedures to natural language situations.

E208 — STUDIES IN POPULAR FICTION

This subject investigates thematic and structural patterns in science fiction and in detective, crime and spy fiction; historical and biographical perspectives and the characteristics of that popular fiction which, through designed primarily for entertainment, exhibits seriousness of theme.
making, and be tolerant of differing cultural food patterns of Australians from a variety of ethnic origins.

TEXTBOOKS
Brown, L.R. and Finsterbusch, G.W.
Fisher, Patty and Bender, Arnold
Pyle, Magnus
Tannahill, Raey

TEXTILES FOR THE NON-SPECIALIST
(Not available for Degree/Diploma Home Science/Textiles students)

Textiles for the non-specialist is a study of textile design. Students will construct experimental exercises using techniques from ancient times such as spindle and wheel spinning, simple loom weaving and off loom construction.

It is hoped that students will develop an appreciation of and approach to clothing as expressive of surrounding culture, social structure and ideals. A further study of consumer selection techniques for textiles will give understanding of tradition and social attitudes as determiners of clothing behaviour.

FIBRE ARTS
(For B.Ed. (Art) Not available for Degree/Diploma Home Science/Textiles students)

Contemporary textile manufacturing techniques are the result of centuries of discovery, experimentation and tradition in the areas of spinning, weaving and dyeing.

Unaided by sophisticated techniques for fibre, yarn or fabric modification, cloth represented the sum of the qualities inherent in the raw material and the means of conversion into a flat, two-dimensional form.

It is hoped that this module will give students an appreciation and working knowledge of fibre and yarn characteristics, early looms and construction techniques, off loom construction, and dyeing, through a systematic exploration of techniques since ancient times.

TEXTBOOKS
Handweavers and Spinners Guild of Victoria.
Held, S.E.
Marein, S.
Waller, I.

NUTRITION I

This subject introduces the student to the effects of food intake on nutritional status of all groups within a community.

Topics of study include: availability of staple foods; food chains; food groups; photosynthesis, C and N cycles; taste and smell; hunger and thirst; functions of mineral salts, water and watersoluble vitamins; digestion, absorption and metabolism of food; structure and function of the animal cell; recommended daily dietary allowances; nutritional problems.

TEXTBOOKS
Corden, Margaret and Thomas, Sacy
Davidson, Stanley


FOOD SCIENCE I

This subject introduces the student to the processes involved in food production, handling, storage and preservation, preparation and service. Using an experimental approach where applicable, topics to be studied include: Water: solubility, crystallinity, ionization, osmosis, pH, electrolysis, buffer systems, water and air pressures. Water in the home, portable water supply. Structure and function of plant cell. Reactions of fruits and vegetables to different methods of storage, preparation, preservation and service. Introduction to colloid chemistry and colloidal food systems. Household science: detergency; disposal of waste; heating in the home; refrigeration.

TEXTBOOK
Paul, Pauline and Palmer, Helen (ed.)


FAMILY AND CULTURE I

Students are introduced to aspects of scientific method as a tool of research. The hypothesis and research structure, involving delineation between controlled and uncontrolled variables, are treated in-depth so that students may apply such knowledge to both laboratory and social research.

Kinship and the associated interpersonal relationships that contribute to the solidarity of family structure are examined from the use of research of an anthropological and sociological nature. Total life styles of families through history and culminating in the 18th century are treated in overview to establish familiar patterns as determined by environment.

FOOD IN HISTORY I

This is a chronological study of food from early historical times, with emphasis on the importance of food as a maintenance factor in the family. Students will be expected to acquire competence in food preparation and service; apply the basic principles of food science
and nutrition; analyse the taste and form of foods, the effects of the gradual sophistication of cooking and serving utensils, and the effects of the refinement of basic foods.

TEXTBOOK
Tannahill, Raey

FIBRE SCIENCE I

Fibre science is a molecular approach to the properties of textile raw materials. Fundamental textile chemistry theory required for understanding the significance of the chemical composition of polymers comprises approximately one-half of this module. Such a study includes a suitable introduction to bonding into discrete and infinite atomic arrays; molecular shape; intermolecular forces; physical states and thermal transitions; reactions and chemical nomenclature. These basic principles are illustrated in applications to the theory of polymer synthesis and fibre spinning; and extended through examination of theories of polymer fine structure referenced to observable fibre properties. Student familiarity with individual fibre characteristics is facilitated through laboratory exercises in fibre histology and other identification techniques.

TEXTBOOK
Ault and Lawrence

TEXTILES AND SOCIETY I

This module equips the student to make a wise choice of manufactured textiles, and to appreciate some traditional or domestic textile crafts. The first objective is served by a study of the motivation and perceptual processes of the consumer. The second objective includes a theoretical study of traditional textile crafts and some practical experience with them. Examples are hand spinning and off-loom weaving. The distinctive properties of handmade textiles thereby become a matter of direct experience.

TEXTBOOKS
Engel, J.F., Kollat, D.T., and Blackwell, R.

Vernon, M.D.

TEXTILE ARTS I

There are two kinds of design: the structural and the decorative. A structural design is created by the size, form, colour and texture of an object. A decorative design enriches the quality or the surface of a structural design.

TEXTBOOKS
Risley, C. C.

Snook, B.

Squire, G.

FASHION DESIGN I

This is a study of the aesthetics of fashion and the basic concepts of design applied to fashion. The student will experiment with a) two dimensional form methods for skirt, bodice and sleeve. b) preparation of individual shells and blocks. c) methods of manipulating design to create and construct fashion styles. d) applications of the knowledge of the physical and mechanical properties of textiles in fashion design.

TEXTBOOK
Bray, Natalie

DEPARTMENT OF INDUSTRIAL ARTS/CRAFTS

IAI12 — FUNCTIONAL DESIGN IN TECHNOLOGY

Functional design is studied as it applies to a variety of materials and allied processes together with a study of the elements and principles of design and their inter-relationship, students will investigate the limitations imposed on the design of products by the physical properties of the materials involved. Experience in designing and the construction of products from a variety of materials such as paper, cardboard, wood, metal, plastic and clay will be encouraged.

IAI13 — ENGINEERING SCIENCE

This subject intends to provide an introduction to Engineering Science by considering industrial processes and practices with regard to materials and manufacturing techniques. The specific objectives are to acquire knowledge concerning the broad spectrum of materials available to manufacturers with respect
to their advantages and limitations for various uses and to understand some of the effects on the cost of articles by such factors as anticipated usage, volume of production and choice of manufacturing methods.

IA115 — APPLIED METALS

By gaining a knowledge of various metals and working techniques appropriate to creative metalcraft, students should develop basic concepts of metalcraft design in its aesthetic, structural and industrial context. Through individual expression of design in jewellery, copperware and enamelling, it is intended to develop skill and confidence in applying this knowledge to practical achievement.

TEXTBOOK

IA116 — METAL FORMING

The intention is to broaden concepts of metal craft design whilst increasing knowledge and skill in the shaping, joining and finishing of metals. This is to be achieved through direct experience in the use of tools, appliances and machines.

TEXTBOOK

IA117 — BASIC WOODWORK

An introductory subject aiming to provide individuals with a fundamental knowledge of processes included in working wood and allied materials. Students will develop practical skills through development of manual dexterity and be aware of proper use and care of hand and machine tools used in woodwork. The subject is “practical orientated” and safe working habits will be developed throughout the course.

TEXTBOOKS

IA118 — TIMBER FABRICATION AND BASIC WOODTURNING

The subject aims to develop an appreciation of creativity, quality in design and craftsmanship by experiencing the properties and uses of materials suitable for framed fabrication and turning on the wood lathe. It is hoped, students will elect a course tailored to their needs and construct articles which they see as worthwhile, and gain experience and basic knowledge in the turning of timber.

TEXTBOOKS

IA126 — INTEGRATED WORKSHOP PRACTICES

This course has been designed specifically to provide a comprehensive range of basic skills and experiences in the areas of wood, metal and plastics. In addition to the handworking operations involved in the three areas, low-rate and mass production techniques will be considered together with machine tool operation.

TEXTBOOKS

IA131 — EXPRESSIVE PAPER CRAFT

The subject intends to provide an opportunity for students to establish an understanding of the variety of commercial, recreational and educational applications of two dimensional techniques in paper with these objectives in view: to explore and analyse a variety of two dimensional techniques in paper; to identify applications of paper skills to advertising and display techniques; to investigate a variety of recreational applications of paper skills in the community and to analyse the application of two dimensional paper craft activities to aspects of the social, physical and intellectual development of children. Practical application will aim at developing skills and techniques using a variety of papers and relating these to specific purposes such as pattern cutting, festive decorations and window displays.

IA132 — CRAFTS IN THE COMMUNITY

The specific crafts studied will vary from time to time, but could include, paper crafts, leatherwork, ceramics, printing, weaving etc. Students will become aware of the techniques involved in the mastery of beginning skills in a number of crafts and to appreciate the recreational and educational applications of these crafts within the community. The student will be required to investigate current trends in craft activities and to recognise the social factors which influence these trends.
The module focuses attention on experiences involving the modification of materials with various tools and processes designed for persons with intellectual handicaps, physical and sensory defects, mild to moderate behavioural disorders and those with learning disabilities. The student will be expected to develop skill in the application of a number of materials and processes; recognise the application and limitations of selected materials and processes in providing for the special needs of the educationally disadvantaged; and to identify a variety of methods involving tools and materials designed to alleviate and overcome disabilities. The following is suggestive of the areas to be covered:— weaving with a range of materials, modelling in a variety of plastic materials, basic printing techniques on fabric and paper and construction activities using solid materials.

**IA135 — EXPLORING PLASTIC MATERIALS**

Plastic materials will be studied in two significant areas. A study will be made of a selected number of plastic materials traditionally used by man. Examples include clay, plaster, papier mache and cane. Through this study it is hoped that students will become aware of the influence these materials have had on the development of plastic materials and their use and application in contemporary society. Laboratory research and experience is designed to develop a variety of skills and techniques to enable the student to use plastic materials as a means of construction and expression.

**IA231 — CREATIVE PAPER CRAFT**

The subject aims to extend the students understanding of paper as a material suitable for giving rise to a wide variety of experiences in both a two and three dimensional field and to further examine the commercial, recreational and educational applications of techniques in paper. Its objectives are: to develop skill in the application of a number of two and three dimensional techniques in paper; to examine and develop an appreciation of the qualities of paper as a means of three dimensional expression; to investigate a variety of recreational applications in the community of three dimensional paper skills; and to analyse the application of three dimensional paper activities to aspects of the social, physical and intellectual development of children.

**IA233 — CRAFTS FOR THE HANDICAPPED B**

The aim of this subject is to investigate craft activities appropriate to the needs of a specific handicap — intellectual, physical or sensory and to experiment with the applications of these activities. No specific topics will be covered. Rather, students will be required to identify their area of study and, through reading, laboratory programmes and implementation in schools, hospitals and institutions, develop a series of products and processes relating to the needs of persons educationally at risk because of some specific handicap.

**TEXTBOOKS**

Specific references will depend upon the craft areas individual students choose to use and the type and extent of the handicaps examined.

**LANGUAGES**

**FRENCH IB-1**

*Beginning French I*

This is a streamlined study designed to introduce students as directly as possible to the fundamentals of understanding and speaking French through exciting modern tourist-style B.B.C. texts.

**TEXTBOOKS**

*Bonjour, Ca va, Rendez-vous.*

**FRENCH IB-2**

*Beginning French II*

This module extends the listening and speaking skills of French IB-I with additional emphasis on the basic reading skills directly related to tourist language and the everyday vocabulary of Le Français fondamental (a scientific assessment of the most frequently used French vocabulary).

**TEXTBOOKS**

*Chez nous, Toute la famille.*

**FRENCH IS**

*French Language and Civilisation*

This module applies previous knowledge of basic French to useful listening and speaking competence and knowledge of contemporary
French society through an adult audio-visual programme, radio and television comprehension and language laboratory exercises.


GERMAN IB-1

Beginning German I

This is an audio-visual course, which makes use of films and slides, as well as programmed dialogues and drills, for use in the language laboratory. Work in the language laboratory is partly supervised and partly undertaken privately. The course is supplemented by simple related reading material from German magazines.


GERMAN IB-2

Beginning German II

This module extends the development of listening and reading skills and oral responses begun in German IB-1.


GERMAN IL

Introduction to German Literature

The objectives of this study are to promote an interest in modern German literature and to develop fluency in reading. The following short stories are read and discussed:

Andersch, A. Grausiges Erlebnis eines venezianischen Ofensetzer.

Böll, H. So ein Rummel.

Borchert, W. Das Brot.

Brecht, B. Die Unwürdige Greisin.

Broch, H. Eine leichte Enttäuschung.


Dürrenmatt, F. Der Tunnel.

Kafka, F. Auf der Galerie.

Kästner, E. Ein Unfall.

BILINGUALISM IN THE SCHOOL

This module treats the main factors influencing bilingual education (linguistic, psychological, social, cultural and intellectual) and the materials and methods appropriate to a sequential presentation of experiences where both native and second languages are needed to interpret the surrounding world.

DEPARTMENT OF MATHEMATICS

MAKING A MATHEMATICS I

This study is the first of two lobes intended to provide the not so mathematical student with an insight into mathematics. The emphasis in these lobes is placed on overview and understanding rather than explicit computational skills as we search for those factors which combine to make mathematics.

In this first lobe problems associated with quantification, the infinite and the infinitesimal and ordered structure will be investigated. Doors will be opened which lead to more sophisticated and serious studies, however it is not the purpose of this lobe to proceed through these doors.

ALGEBRA I

This study is designed to supplement the secondary algebra content and to introduce students to basic algebraic concepts common to other aspects of mathematics.

The first unit considers sets and their properties, elementary logic and the techniques of proof. This unit then gives way to an investigation of the nature and properties of the basic sets of numbers which in turn leads to a more general examination of mathematical structures. The study is completed by considering the elementary properties and application of complex numbers and matrices.


GEOMETRY I

This module revises and extends the geometry sections of the N.S.W. Higher School Certificate courses in Mathematics. Vectors, vector algebra and vector methods are introduced and applied specifically to three dimensional geometry.

CALCULUS I
The study revises and extends the calculus of the H.S.C. courses, with stress placed upon understanding. By developing concepts and techniques associated with differentiation and integration a sound foundation is laid for all College courses demanding a knowledge of the calculus.

CALCULUS IB
This study consolidates and extends the concepts and techniques associated with both differentiation and integration. The properties of common transcendental functions are examined and competence is developed in the applications of the calculus to both geometrical and physical problems.

TEXTBOOK

APPLIED MATHEMATICS: ELEMENTARY STATISTICS AND CALCULATING DEVICES
This module provides an introduction to and appreciation of elementary statistical procedure. It also demonstrates the applications of programmable calculators and computers to problem solving situations in statistics. Topics include: collection, classification and tabulation of data; measures of central tendency — mean, median, mode; measures of variability — range, interquartile range, mean deviation, standard deviation; interpretation of individual scores; elementary probability; binomial distribution; normal distribution and standard scores; sampling theory; hypothesis testing; correlation on regression.

DEPARTMENT OF MUSIC
HARMONY AND CREATIVE WRITING I: COMPOSING FOR THE BEGINNER
The purpose of this module is to interest students in exploring sound and its application to creative composition. A previous background in music is not required as the approach will encourage the beginner to explore creative music making techniques in simple stages. Basic composition techniques of both a traditional and an experimental nature will be examined in activities on instruments which can be handled by the beginner. From the introductory stages the student will be able to create musically satisfying works.

INTRODUCTORY PRACTICAL INSTRUMENTAL/VOCAL PERFORMANCE A
This subject unit aims to develop basic techniques and musicianship in either piano, guitar, voice and wind instrument (the wind instrument to be recorder only in 1978). A combination of group instruction and individual practice is employed to take the beginning student into the interesting realm of music making. Guitar work will include both folk and classical styles and simple ensemble playing. Recorder repertoire will allow scope for the development of individual technical facility and for simple consort performance of music from Elizabethan times to modern Jazz.
Voice training will be given in conjunction with the development of vocal repertoire. Students will be given the opportunity to develop sight singing skills through ensemble singing.
Initial formation of groups will depend upon student demand.

TEXTBOOKS
To be advised according to class grouping, dependent on instrument chosen.

INTRODUCTORY PRACTICAL INSTRUMENTAL/VOCAL PERFORMANCE B
This subject unit further aims to develop basic techniques and musicianship in either piano, guitar, voice and wind instrument (the wind instrument to be recorder only in 1978). A combination of group instruction and individual practice is employed to take the beginning student into the interesting realm of music making. Guitar work will include both folk and classical styles and simple ensemble playing. Recorder repertoire will allow scope for the development of individual technical facility and for simple consort performance of music from Elizabethan times to modern Jazz.
Voice training will be given in conjunction with the development of vocal repertoire. Students will be given the opportunity to develop sight singing skills through ensemble singing.
Initial formation of groups will depend upon student demand.

TEXTBOOKS
To be advised according to class grouping, dependent on instrument chosen.

MUSIC AND THE LISTENER
This module caters particularly for students who will enjoy listening to music of many different types which are chosen from the period C1650 to the present. Previous musical knowledge is neither
assumed nor regarded as necessary. The emphasis is on the
development of understanding based on increasing knowledge,
interest and experience rather than on minute analysis. The
lecture/discussion programme will also look at some of the
influences (for example, changing technology, social conditions)
which helped to shape composers' attitudes towards their work.

BEGINNING TO UNDERSTAND MUSIC

This unit is offered especially to students with a limited background
in music. By the use of varied and interesting approaches such as the
playing of percussion instruments, listening critically to the shorter,
popular classics and music making in a workshop atmosphere it
aims to provide basic skills.

Basic folk styles are examined as a prelude to class exercises.
Evaluation takes place through a progressive assessment of
contributions made in lectures, workshops and seminars.

UNDERSTANDING MUSIC

To treat at increasing depth works selected from a wide range of
popular classical music.
To continue development of musical literacy.
To extend range of musical skills.
To apply acquired skills in varied and interesting contexts e.g.
classroom teaching; playing instruments; singing; listening for
pleasure.
Activities designed to consolidate and extend the skills acquired
through previous experience including rhythm exercises in simple
and compound time; melodies in major and minor keys;
harmonisation including relatively advanced vocabulary; graphic
notation.

ELEMENTARY GYMNASTICS

The course provides in theory and practice the materials and
methods for the teaching of basic gymnastics in the primary and
secondary schools.

TEXTBOOKS
Drury, B.J. and
Schmidt, A.B.
Stirrat, M.
Introducing Educational Gymnastics in Primary School. Wollstonecroft, P.E.

ELEMENTARY DANCE TECHNIQUES

The scope of dance in the Infants and Primary Physical Education
Curriculum will be examined. Emphasis shall be placed on the skills
of national, social and creative dance.
Time will be spent on the use and purchase of equipment e.g.
records, tapes, cassettes, grams etc.

TEXTBOOK
Physical Education
Branch of the Department
of Education, New Zealand

EARLY CHILDHOOD MOVEMENT ORIENTATION

This course is directed towards the preschool situation. Basic
movement themes derived from Rudolf Laban's theories will be
expounded through games, gymnastics and dance. It is hoped to
develop an understanding of the theory and mechanics of movement
and an appreciation of good movement.

ELEMENTARY HOCKEY

The aim of this course is to introduce students to the basic skills and
methods of teaching hockey. The student will be made aware of the
basic skills, the enjoyment and the importance of fitness in the
participation in hockey.

PHYSICAL FITNESS

Definitions of "fitness" will be introduced to clarify the Specific
versus Generality concept. From this basis the student will be
provided with a sound factual platform from which various fitness
programmes may be derived.
Personal fitness and health will be fostered.

TEXTBOOK
Larson, L.A. (ed.)
ELEMENTARY VOLLEYBALL

The rules, skills and strategies of volleyball will be covered to give students an understanding and practical facility in this sport. Team offense and defense will be included.

TEXTBOOK
Current Association Rule Book.

FOOTBALL

A basic coverage of the contact sports of football (League, Union, Aussie Rules, etc.) highlighting the fundamental skills and rules necessary to participate in and control the game. Teaching skill drills and minor games will be introduced as well as common sense safety precautions.

ELEMENTARY NETBALL

The student is introduced to the game of netball. Teaching strategies involving basic skills, skill practices and lead up games will be included.

TEXTBOOK
Current Association Rule Book.

PHYSICAL EDUCATION

The aims, objectives, scope, planning and evaluation of physical education for primary school are considered in this basic course. Sport and recreational administration of equipment facilities and programmes will be related to the school and the community. In consideration of health, personal hygiene and human sexuality two issues are considered. Care of the body, nutrition, and anti-health substances make up the first component whilst the second examines human sexuality.

FOUNDATIONS OF PHYSICAL EDUCATION

Part A — Physical Education

Theoretical issues which underlie the formal study of Physical Education as an academic discipline are considered in this basic course. For example an attempt is made to answer the questions “What does it mean to be physically educated?” and “What are the observed characteristics of the physically educated girl and boy?”

TEXTBOOK

Part B — Health

In consideration of health, personal hygiene and human sexuality two salient issues are considered. Care of the body including hair, skin, eyes, ears, mouth, excretory organs, feet and nails makes up the first component. The second examines human sexuality and family life.

TEXTBOOKS

Part C — Music

The fundamentals of music which contribute to the meaning of sport movements, dance and gymnastics are studied and applied to consolidate knowledge and appreciation of rhythmic patterns and music form.

TEXTBOOK

BASIC MOTOR MOVEMENT

This subject aims to develop the student's knowledge, understanding and skill in the basic motor movements in physical education. Basic sports movements and skills will be analysed into their various components applicable to teaching and performance. The application of basic skills to minor games.

TEXTBOOK

INTRODUCTORY DANCE

The student will be given the opportunity to develop an awareness of rhythm and basic skills of varying elementary levels of dance. Social, folk and creative dance will be introduced, with a brief history of dance in this course.

TRACK AND FIELD (ATHLETICS)

A module designed to give the student a background of knowledge, understanding and skill in Track and Field, as a participant, coach and official.

BEGINNING BASKETBALL

This course aims to present to the student the history, terminology, rules and fundamental skills of basketball. The theory and practices
associated with basketball will be introduced as well as teaching methods for the classroom.

TEXTBOOKS
Current Association Rule Book

ELEMENTARY SOFTBALL
This course will give the student a basic knowledge of softball, the analysis of basic skills and an understanding of fundamental rules. Class organisation in warm-ups, skill drills, minor and major games will be covered.

AQUATICS
The student is encouraged to develop both a personal expertise in swimming as well as a basic knowledge of stroking and life saving suitable for class involvement.

SOCCER
The aim of this course is to introduce and acquaint the student with the game of soccer. The history, basic skills and fundamental play will be given through theoretical and practical application.

ELEMENTARY TENNIS
The aim of this course is to introduce students to the basic skills and methods of teaching tennis to beginners.

ELEMENTARY CRICKET
The student is introduced and acquainted with the game of cricket. A knowledge of the basic fundamental laws and historical perspectives of the game will be established. Skill practices and modified games will be utilised for the teaching situation.

DEPARTMENT OF SCIENCE
PHYSICAL SCIENCE FOR NON-SCIENTISTS
This module will allow the specialists in areas outside science to study science as a laboratory centred investigation of a limited range of topics in chemistry and physics with emphasis on the processes of science. Very little mathematics will be required. Students will be introduced to the concept structure of science and, through practise of process skills, develop learning skills.

TEXTBOOK

ENVIRONMENTAL PHYSICAL SCIENCE
Students will study selected principles of the physical sciences of astronomy, physics and chemistry to acquire an integrated fund of knowledge in these disciplines. Related topics will also be considered. A study will be made of the application of the scientific principles to the students environment and problems existing in the environment.
Only quite limited mathematical aptitude will be required and there will be an emphasis on problem solving skills and relevance in teaching science to children.

TEXTBOOK

HUMAN BIOSCIENCE
This module aims to develop an understanding of selected fundamental scientific, technological and medical advances which are affecting all aspects of present-day human life. Important aspects of the study will include: the systems approach to a study of living organisms; normal and abnormal states, the concept of homeostasis; important physiological mechanisms and biochemical systems; the evolutionary perspective — origins of man and a consideration of man in the twentieth century; the developmental view of man: specific stages in the life-span; diet in human health and endeavour; reproduction and survival of the human species; human performance and limitations; the biological basis of human behaviour; community health, stress and disease; and the future of man with respect to perspectives in modern genetics and environmental pressures.

TEXTBOOK

SCIENCE AND SOCIETY
This module throws the spotlight on the interaction between Western society and those issues which have a strong scientific component. Thus controversial issues such as the uranium debate, genetic engineering and man-made carcinogenic substances in the environment, will provide obvious themes for analysis. Important components of the course will include: the nature of science, the history of science and technology, disillusionment with science, the nature of research, the "scientific" attitude, the future of science, the apparent conflict between science and religion. Other topics will comprise: Conservation of renewable resources, science policies and
governments, freedom or restriction upon the work of scientists, communication in science, science technology and sociology.

TEXTBOOK

BASIC BIOLOGY
Biology will be looked at in relation to other sciences. Living systems will be examined taking examples at the cellular, organism and community level, and looking at the inter relationship of organisms and environment. Students will also study Biogenesis, cell theory, the modern gene theory and living cells as energy transducers.
Concepts and systems of classification will lead to a study of the mechanism of evolution.
The course will consist of lectures and practical laboratory work.

TEXTBOOK

HUMAN BIOLOGY
Students will study the characteristics of mammals and man's place in the animal Kingdom. Basic structure and function will be studied as well as specialised systems such as the digestive system, circulation, respiration, the transformation of energy and the regulation of the internal environment. The skeletal and muscular system will be studied in relation to co-ordination and response. Man's life cycle and diseases will be analysed.
Finally man's place and activities in the environment will be considered.

TEXTBOOK

BASIC CHEMISTRY
The purpose of this subject is to provide the student with some basic aspects of chemistry which may be expanded and/or extended in later modules. Practical work is an essential part of this module, and students will develop practical skills from the laboratory programme.
Topics which will be covered include: atomic theory — historical development up to the wave-mechanical model; periodic properties of the elements; bonding and physical properties; equilibria — solution and gas studies; energy changes in chemical reactions; reactions involving electron transfer.

TEXTBOOKS
OR
OR

CHEMISTRY OF LIFE
This module is designed to introduce the student to some aspects of chemistry which find particular application in biological systems. Through guided laboratory activities, the student will develop the skills required to measure chemical parameters and to critically evaluate such data.
Topics which will be covered include: introduction to organic chemistry; functional groups of biological significance; stereoisomerism; important classes of compounds — carbohydrates, lipids and proteins; enzymes; buffer systems; the nucleic acids; metal ions in biological systems.

TEXTBOOKS
OR

GEOLOGY IA
Earth Materials and Processes
The chemical aspects of the earth are studied by applying some basic principles of chemistry to the composition of rocks and minerals using specimens and some structural models. The internal processes of the earth are integrated around the concepts of plate tectonics and continental drift.

TEXTBOOK

GEOLOGY IB
Surface Alteration Processes
Surface alteration processes of the earth are studied using, where practicable, regional and Australian examples of alteration processes and the landforms by surface processes. Stratigraphic
principles are studied and applied in the study of the geologic time scale and the changing pattern of life on earth.

TEXTBOOK

MECHANICS I

Skill is developed in the manipulation and application of the basic constructs of classical mechanics. The student learns how to perform mathematical operations required for 200 level physics courses, and to explain the origin of physical principles by relating them to first principles. Competence is increased in planning, executing and evaluating relevant investigations in the physics laboratory. Phenomena are dealt with by the application of quantitative methods whenever such methods are appropriate. Topics dealt with include linear and rotational kinematics, statics and dynamics of a particle 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 thermodynamics. The concept of moment of inertia will be introduced.

TEXTBOOK

DIRECT CURRENT ELECTRICITY

The module will give an understanding of basic direct current electricity and magnetism. Electrostatics, current electricity, magnetism and an introduction to thermionic and semiconductor electronics will be studied. The approach will be more practical than mathematical.

TEXTBOOK

DEPARTMENT OF SOCIAL SCIENCES

INQUIRY SOCIAL STUDIES

This module aims to develop an understanding of the principles underlying investigation-oriented strategies. It includes:

a) The development in students of the skills necessary for the application of investigation strategies to the Social Sciences

b) The examination of the role of young children (5-12) as active investigators of questions, problems and conflict situations

c) The study of basic inquiry strategies such as the following: Individual research, Role play, Simulation activities, Field studies.

UNDERSTANDING SOCIETY I: COMPARATIVE FAMILY STUDIES

This subject examines the concept of ‘family’ in several different societies, for example traditional Aboriginal, Greek, Chinese, and, contemporary industrial society. It investigates the expectations of these societies in relation to marriage, divorce and the roles of individual members. It analyses the impact of change on the structure and function of the family and discusses alternative forms of social groupings which have been devised to modify or replace the family.

UNDERSTANDING SOCIETY II: SOCIAL CHANGE

The subject examines examples of social change in different societies in the modern world, for example industrialism in England, colonialism and war in Africa, revolution in Latin America and bureaucratisation in contemporary Australia. It analyses some major theories that seek to explain social change and investigates the mechanism and possible direction of social change.

PHYSICAL GEOGRAPHY I

The aim of this module is to establish fundamental facts and concepts concerning the planet Earth. The Earth’s origin, position in space, surface features and the interrelationships that exist between climate and the other elements of the natural environment are studied by means of lectures, reading and field observations.

TEXTBOOK

URBAN GEOGRAPHY: PROBLEMS AND POSSIBILITIES

This introductory module aims to have students develop an appreciation of the various urban environments that can exist within a city. An understanding of the problems of contemporary urban society is developed so that students will be motivated to seek solutions to some of these problems. Special areas of concern include: the different social areas in a city; the debate over high density living; the migrant in the city; health and welfare in the city; the distribution of real income; future possibilities.

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THE SKILLS OF THE GEOGRAPHER
This module is designed to equip students with the basic mapping, map interpretation and spatial analysis skills necessary for geographic understanding, interpretation and explanation. It assumes that more detailed treatment of specific techniques will take place in later modules as appropriate.

ASIAN AND SOUTH-WEST PACIFIC DEVELOPMENT STUDIES: EAST ASIA
This is the first of a series of Asian regional depth studies designed to show the fascinating variety of responses in Asia to raising and changing the living standards of the people. In East Asia, Japan and China are the main study areas, with an examination of the contrasts in industrial and agricultural responses since 1949 a major concern. However, the variety of man-land relationships in East Asia is not overlooked; nor are the social changes that accompany economic development. Travel to and/or close contact with recent travellers in China and Japan is encouraged in addition to the use of much recent audio-visual material.

CONSUMERISM AND SOCIETY
This subject provides an introduction to consumer education through a consideration of the contributions of the behavioural sciences, psychology, anthropology and sociology. Topics include consumer brand choice, subject perceptions of price and impact of advertising, and the influence of motivation and personality on consumer choice. There is an examination of the consumer movement, Naderism, the Australian Consumer Law, and the consumer and corporate accountability.

ECONOMICS AND SOCIETY
The aim of this subject is to introduce students with a limited economics background to the study of economics. It seeks to develop an awareness of economics methods without resorting to a formal mathematical approach. Instead, students are introduced to the economic way of thinking by examining problems outside the traditional subject matter of economics. Topics include the economics of the following: marriage, conscription, poverty, drug use, the energy crisis, decision-making in government, inflation and unemployment.

TEXTBOOK

THE CLASSICAL BASES OF EUROPEAN CIVILISATION
A study is made of the three bases of our civilisation, viz., the Hebrews, the Greeks and the Romans. In particular, these aspects will be emphasized: religious ideas in relation to history; the development of civilisation, cities and political institutions; the impact of philosophy; imperialism; the advent of Christianity.

TEXTBOOK

ANCIENT CIVILISATION
A survey is made of prehistory followed by an examination of the urban revolution. The development of civilisation is studied with Egypt, Mesopotamia and the Indus Valley as examples. Then follows a study of the interaction between nations in these areas to about 500 B.C. Emphasis is placed on geographical and cultural factors and on how the civilisations worked.

TEXTBOOK

MIGRATION IN HISTORY: THE EXPERIENCE OF THE U.S.A. AND AUSTRALIA — A COMPARATIVE STUDY
This study of the experience of two new nations peopled substantially by European immigrants not only examines the similarities and differences in their experiences but also is mindful that attitudes to immigration and immigrants are still significant issues in both societies. A number of aspects of migration are studied: the varying motives for immigration by different people at different times; the effects of the immigrant on the environment and vice versa; relationships between immigrants and indigenous peoples; tensions among immigrant groups, and movements towards immigration restrictions.

SOCIAL STUDIES AND THE PRE-SCHOOL CHILD
This module has two strands. Strand A focuses on the family as the most significant environment of the pre-school child. It is designed to make students aware of the different values of ethnic and socio-
economic groups in Australian society. Strand B deals with the study of the conceptualisation process of the pre-school child as it relates to the home and school environment.

NEW TRENDS IN SOCIAL STUDIES EDUCATION

This module aims at making a comparative study of the N.S.W. Social Studies Curriculum and other Australian and international curricula. It deals with the psychological background, the thinking, valuing, feeling and acting objectives, the areas of inquiry, the unit structure and the purpose of evaluation.

TEXTBOOK
N.S.W. Department of Education
N.S.W. Curriculum Guidelines for Primary Social Studies.

CONTEMPORARY AUSTRALIAN SOCIETY I

Contemporary Australian Society is studied from several points of view: its geographic and historical setting; its cultural structure in terms of ethnic, social, economic, religious and political factors; the origin and nature of the Australian life-style; and minority groups such as the underprivileged, the aged, migrants and Aborigines. Additional emphasis is given to the problems of the individual in the complex modern community. A basic objective is to promote an awareness of and a capacity to deal effectively with the contemporary environment.

TEXTBOOKS
Davies, A.F. and Encel, S.
Edgar, D.E. (ed.)

URBAN GEOGRAPHY: PATTERNS AND PROCESSES

To develop skills in interpreting data and an appreciation of the dynamic character of urban patterns, the following topics are studied:

THE IMMIGRANT IN AUSTRALIA

Tension among ethnic groups is a fact of history. Before Europeans came to Australia there were tensions among Aboriginal groups but with the coming of white immigrants the scope of ethnic tensions widened. Naturally, there were collisions between white and black but even among the Europeans there was ethnic tension. The Irish in particular were a group apart from the other British settlers. During the 19th Century an "Australian" attitude to outsiders, especially Chinese, developed and was consolidated with Federation and the White Australia Policy. The 20th Century, with world wars and the end of white dominance in Asia, had its own influence on both the ethnic composition of Australia and Australian attitudes to ethnic groups. The causes and effects of tensions due to ethnic differences and factors involved in changes of attitudes to ethnic groups will be the foci of study in this unit.

TEXTBOOKS
Price, Charles A.
Stevens, Frank S.

A CULTURAL HISTORY OF ASIA

This module aims to prepare students for the study of the problems of countries in the Asian region in the Twentieth Century by developing an awareness of the long historical and cultural traditions of these countries. Finally students should reach a point where they are prepared to consider problems in the Asian region from the point of view of the indigenous people and not entirely from a Western ethos.

DEPARTMENT OF SPECIAL EDUCATION

SE101 — INTRODUCTION TO SPECIAL EDUCATION

Students will be introduced to the range of developmental disabilities in children, (e.g. mental retardation, learning disabilities, emotionally disturbed, sensory and neurological handicaps, communication disorders, autism, physical handicaps, giftedness, etc.). Emphasis will be given to those developmental disabilities commonly encountered in normal classrooms, and recent trends in the field of special education. The module is intended for students wishing to begin a major or minor in special education as part of
their diploma programme, OR for students seeking a brief overview of exceptionality.

TEXTBOOKS
Jones, R.L. and Macmillan, D.L. (eds.)
O'Connor, P.D. and Wyne, M.


SE204 — BEHAVIOURAL PRINCIPLES IN CLASSROOM MANAGEMENT OF CHILDREN WITH LEARNING PROBLEMS

This module is designed to provide students with precise knowledge of behaviour management principles and practical applications to deal with a variety of behaviour and learning problems in the classroom, preschool, or home setting.

TEXTBOOKS
Becker, W.C., Engelmann, S. and Thomas, D.
O'Leary, K.


INTERDEPARTMENTAL MODULES

ENGLISH/HISTORY IA (INTEGRATED): AUSTRALIAN COLONIAL LIFE

This integrated study surveys Australian colonial life by historical appraisal and reviews of the literature emanating from and reflecting the social environment. Other disciplines such as music and art are also drawn upon to further illustrate the life-styles of Australia's pioneer society. Broad areas of the colonial environment such as the colonial frontier, crime and punishment, and an emerging free society, are introduced by lectures in History and Literature. Depth studies within the fields focus on specific aspects of these areas. A number of practical supplementary sessions add realism to the study. The emphasis throughout is on the multi-disciplinary approach to examining Australian society in the nineteenth century and on student participation in seminars and other activities.

PERSONAL DEVELOPMENT IA

The objective of this course is to develop the student's knowledge and understanding of the structure and function of the human body and the acquisition and maintenance of good nutrition.

PERSONAL DEVELOPMENT IB

This course offers theoretical consideration of biophysical and psychosocial sexual development; personal physical fitness; caring for classroom emergencies; and the drug scene in Australian society.
MODULES IN PROFESSIONAL PREPARATION

(i) SPECIAL THEORY
(a) GENERAL

DEPARTMENT OF ART EDUCATION
THEORY AND PRACTICE OF TEACHING 100
Refer to page 339.

DEPARTMENT OF ENGLISH
E109 — PRINCIPLES AND PRACTICE OF TEACHING I
English/History
This module introduces the teaching skills of basic questioning, reinforcement, variability and introductory and closure procedures. The model for each cycle includes preparation, teaching experiences and demonstrations.

DEPARTMENT OF INDUSTRIAL ARTS AND CRAFTS
IA141 — THEORY AND PRACTICE OF TEACHING
This compulsory subject for Industrial Arts students is designed to provide each student with an opportunity to acquire specific teaching skills and to apply theory acquired in other subjects. Through a series of micro-teaching experiences the student will be able to develop confidence when placed in the teaching situation. In addition the student will be able to begin to develop a personal teaching style.

DEPARTMENT OF MATHEMATICS
PRINCIPLES AND PRACTICE OF MATHEMATICS TEACHING I
Students are introduced to the classroom by carefully preparing and presenting mini-lessons to small groups of children. Opportunity is given to analyze micro lessons by means of video recordings and to observe demonstration lessons by practising teachers. Attendance at all sessions is compulsory.

DEPARTMENT OF PROFESSIONAL STUDIES
PRINCIPLES AND PRACTICE OF TEACHING I
PRINCIPLES AND PRACTICE OF TEACHING IA
The focus of this module is a teacher-directed approach to teaching with related teaching skills. Skills treated include basic questioning, explaining and introductory procedures and closure. These skills are developed in micro-teaching and macro-teaching settings at school base.

TEXTBOOKS

PRINCIPLES AND PRACTICE OF TEACHING IB
The focus of this module is a pupil-centred approach to teaching with related teaching skills. Skills treated include reinforcement, variability, higher order questioning and teacher responsible 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.

TEXTBOOKS

PRINCIPLES AND PRACTICE OF TEACHING II
This programme aims to develop skills in writing units of work at school base using both product (Gagne and competency-based) and process (Taba and Bruner) and approaches to curriculum development. Having designed the units of work students will be required to teach and evaluate the units.

TEXTBOOK

DEPARTMENT OF SCIENCE
PRINCIPLES AND PRACTICE OF TEACHING SCIENCE I(A): INTRODUCTION TO TEACHING
The subject aims at inducting the students gradually into their first teaching practice. There are three phases.
Phase I — through attending demonstrations and seminars at a local high school the students will develop competence in using performance objectives and in elementary lesson preparation and lesson analysis.
Phase II — self awareness will be developed through videotaped peer group sessions.
Phase III — the students will be attached each to a teacher for one half day per week, for gradual introduction to the school setting and classes to be taught during practice teaching.

TEXTBOOKS
Northfield, J. (ed.)
Tisher, R. P.
ASTEP, a Project in Teacher Education. Monash University, 1976.

PRINCIPLES AND PRACTICE OF TEACHING SCIENCE II(B): TEACHING SKILLS PROGRAMME
The course aims at assisting students to master a series of basic teaching skills, using a micro-teaching format. The skills will be the Sydney Micro Skills of: basic questioning, reinforcement, variability.

TEXTBOOK
Turney, C. et al

DEPARTMENT OF SOCIAL SCIENCES
PRINCIPLES AND PRACTICE OF TEACHING IA
This subject aims to develop competence in several basic teaching skills. The teaching skills introduced are basic questioning, variability, and introductory procedures and closure. After the theory of each skill is treated, opportunity is provided for the practice of each skill in the following sequential pattern: preparation, teaching and review.

TEXTBOOK
Turney, C. et al

PRINCIPLES AND PRACTICE OF TEACHING IB
This subject aims to develop competence in several basic teaching skills. The teaching skills introduced are reinforcement, explaining, and advanced questioning. After the theory of each skill is treated, opportunity is provided for the practice of each skill, in the following sequential patterns: preparation, teaching and review.

TEXTBOOK
Turney, C. et al

MODULES IN PROFESSIONAL PREPARATION
(i) SPECIAL THEORY
(ii) SPECIFIC TO SUBJECT

DEPARTMENT OF ART EDUCATION
ART TEACHING METHOD FOR PRIMARY SCHOOLS
A preparation for prospective Infants/Primary teachers by the planning of graded educational experiences in art. The teachers' responsibility in this area and classroom organizational aspects will be considered in detail.

Candidates for the B.Ed. (Art) should refer to pages 340-1, 343-344 for details of those modules available in 1978.

DEPARTMENT OF ENGLISH
E108 — TEACHING ENGLISH IN THE SECONDARY SCHOOL
The prospective teacher of English is introduced to significant trends, opportunities, resources and methodologies associated with the creative teaching of English to secondary students and the unit is specifically designed to provide a broad perspective on the teaching of English which complements studies in Principles and Practice of Teaching.

E120 — TEACHING ENGLISH (EARLY CHILDHOOD, INFANT AND PRIMARY)
This is a two semester module which provides students with an overview of methods of introducing and extending the skills of Oracy (talking and listening) and Literacy (reading and writing) in Early Childhood, Infant and Primary years. Students are introduced to appropriate strategies for programming and evaluating individual progress as part of the process of developing pupils' skills, and attend and participate in lectures, workshops and demonstrations.

TEXTBOOKS
Saxby, H.M. and
Turney, C. (eds.)
S.A. Department of Education. Reading Development Centre.

* Note — Part A is offered in Semester I.
Part B is offered in Semester II.
Candidates should refer to the course Handbook for details of those modules listed in the Schedule as being available in 1978.

DEPARTMENT OF INDUSTRIAL ARTS AND CRAFTS

IA155 — CRAFT TEACHING METHOD

This subject intends to provide the intending Early Childhood, Infants, Primary or Special Education teacher with an insight into ways in which activities involving the modification of materials with a variety of tools and processes can be used as a means of more effectively implementing those teaching strategies, techniques and curricula appropriate to the educational needs of children. More specifically the subject is designed to help the prospective teacher; to introduce and examine procedures which will assist teachers in the effective planning and presentation of a range of practical learning experiences; to suggest ways of establishing an attractive working environment in which children can gain sensory and perceptual awareness; to involve students in curriculum development relating to the integration and correlation of activities; and to give experience in identification of topics for classroom use and methods of application.

IA150 — INTRODUCTION TO INDUSTRIAL ARTS EDUCATION

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

IA151 — DRAWING AND DESIGN TEACHING METHOD

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

TEXTBOOK


IA152 — ENGINEERING SCIENCE TEACHING METHOD

The aim of this subject is to analyse N.S.W. Higher School Certificate and School Certificate syllabi in “Industrial Arts” and to determine the areas and depth of study required to adequately cover the required material in the classroom. The objectives are to analyse junior and senior high school syllabi in Industrial Arts and determine the areas and depth of study required to cover adequately the required material in the classroom; to provide examples of a variety of teaching techniques that need to be employed in this specialist teaching area; and to plan programmes of an integrated nature in this field, having taken into consideration the various factors that influence the task.

TEXTBOOKS


IA153 — METAL TECHNOLOGY TEACHING METHOD

It is intended that the Industrial Arts student not only becomes aware of the educational significance of developing his own skills in the basic areas of metalworking processes used in schools, but also to recognise sound techniques for group or class instruction in these skills.

The student should realise teacher responsibility in the areas of safe working practices and care and maintenance of tools and appliances. He should also be able to consider alternatives in workshop organization.

TEXTBOOK


IA154 — WOOD TECHNOLOGY TEACHING METHOD

The aim is to give Industrial Arts Student Teachers a fundamental knowledge of woodworking processes and an understanding of principles associated with practical work attempted so that they may be applied to teaching in schools. Student teachers will acquire technical skills and an awareness of techniques in imparting these skills to pupils in their charge. In addition they will gain experience with, and be particularly aware of the safety operations of appropriate hand and machine woodworking tools. Students will develop an awareness for the need of wise and prudent use of
materials, processes and operations to enrich the experience of pupils attempting industrial Arts subjects.

TEXTBOOK

LANGUAGES

TEACHING ETHNIC MINORITIES IN THE PRIMARY SCHOOL

A module designed to enable students to develop a methodology appropriate to the teaching of classes containing one or more ethnic groups. It provides students with the opportunity to develop and practise approaches that may be utilised when linguistic and cultural differences and difficulties are encountered by the pupil and/or the teacher.

TEACHING FOREIGN LANGUAGES IN THE PRIMARY SCHOOL

This module is designed to provide students with an appropriate methodology for the teaching of foreign languages in the primary school. The study deals with teaching strategies, construction and use materials and competence in the application of specific primary foreign language programmes.

TEACHING LANGUAGES ACROSS CULTURES

This module is designed to develop a methodology appropriate to the cross-cultural teaching of languages in the primary school. After a basic introduction to the linguistic and cultural factors affecting second language learning, the main emphasis is on the development of teaching strategies, programmes and resources for the teaching of a second language to pupils of another culture and for the promotion of learning exchanges between ethnic and native speakers.

DEPARTMENT OF MATHEMATICS

MATHEMATICS EDUCATION: GENERAL PRIMARY CURRICULUM STUDIES

This module is a compulsory course for all prospective primary, infant and early childhood teachers. This course entails the study of
(i) the underlying principles and theories of current infant-primary mathematics teaching programmes
(ii) classroom methods and approaches stressed in these programmes
(iii) the elementary mathematics which is essential knowledge for teachers who are responsible for implementing these programmes.

TEXTBOOK

MATHEMATICS EDUCATION: JUNIOR SECONDARY CURRICULUM STUDIES I

This course provides a broad background knowledge of selected methods in the mathematics education of pupils within the junior secondary school.

MATHEMATICS EDUCATION: SENIOR SECONDARY CURRICULUM STUDIES I

This module examines the teaching of mathematics in the senior secondary school. Class organization, programming, assessment and equipment are considered in relation to topics of the senior high school curriculum. Participation in tutorial workshop sessions is essential. Students must display an adequate mastery of senior school syllabus topics.

DEPARTMENT OF MUSIC

PRIMARY AND LOWER PRIMARY MUSIC TEACHING

Objectives
To introduce approaches that are basic to music education; to develop skills vital to the teaching of singing, listening and musical creativity; to develop repertoire; and to provide students with insights into ways by which they might integrate their developing methodological competence with their personal level of musical literacy.

Topics
Examination of a choice of teaching materials for Primary and Lower Primary classes; development of reading and writing skills through creative work and thematic study; study of and writing for tuned and rhythmic percussion instruments; analysis of listening
activities related to the classroom situation; and curriculum study and programming.

ASSESSMENT
Progressive evaluation including tests, assignments and practical work.

TEXTBOOKS
Heading, R. and Timmins, Maxwell D.

DEPARTMENT OF SCIENCE

K-6 SCIENCE CURRICULUM STUDY

In this module students will study the practical aspects of teaching science in the primary school. Students will be trained in inquiry methods using science processes in the course of laboratory and environmental study exercises. Students will be required to study at least one of the new elementary science programmes as sources of innovation in teaching.

DEPARTMENT OF SOCIAL SCIENCES

SOCIAL STUDIES

This module introduces the basic strategies used in the teaching of Social Studies to children at the 3-12 age levels. Students also study the use of audio, video and structured materials.

SOCIAL SCIENCE EDUCATION

This subject aims to develop an awareness of the issues and procedures of Social Science Education. Current trends in Social Science Education are examined with particular reference to the N.S.W. Social Science Syllabus. Basic Social Science teaching strategies, such as inquiry procedures, are studied, and curriculum making skills, such as unit construction and programming are developed.

GEOGRAPHY EDUCATION

The aim is to prepare students to teach geography in secondary schools, and opportunities are provided for students to: examine the existing N.S.W. Geography Curricula and the principles of curriculum construction on which they are based, develop the ability to select and organize content material and to choose and develop teaching strategies so that curriculum objectives will be met, examine new movements in the study and teaching of geography so they will be aware of curriculum alternatives and be able to implement change as this inevitably occurs in the schools, evaluate existing resource materials and develop their own, and develop skills in using fieldwork and surveys as teaching techniques.

THE TEACHING OF HISTORY I

The aim of this module is to begin the preparation of students as History teachers. A discussion of the rationale of historical study leads to an examination of syllabuses and their structure. Basic methods of teaching used in History are presented and classroom techniques are examined.

TEXTBOOKS
Little, N. and Machinolty, J. (eds.)
Mays, P.
Walsh, R.D. and Little, N.A.

A New Look at History Teaching. Sydney, History Teachers' Association of N.S.W., 1977.
Ways We Teach History. Sydney, History Teachers' Association of N.S.W., 1977.
DIPLOMA IN TEACHING (PRIMARY EDUCATION)

The course of study leading to the award of the Diploma in Teaching (Primary Education) has recently been reorganized on a modular credit point basis to allow students to achieve greater freedom of choice in the selection of subjects, flexibility in transferring to other courses offered by the College and the opportunity to be taught alongside students from disciplines other than their own. Within such a framework students may elect to specialize in one of the recognized Primary curriculum areas or alternatively to specialize in Early Childhood Education, Special Education or Ethnic Studies as a supplement to their general training. The modular mode of presenting the course has, however, yet to be approved by the New South Wales Higher Education Board. If such approval has not been obtained by the College before the beginning of the 1978 academic year candidates will undertake the programme that was available in 1977 (see course outline page 278).

A feature of the Primary course offered by the College is that a selected number of students may be permitted to undertake the subjects of the course on a contract basis. This mode of enrolment has been entitled the “Crago Plan” after a former Head of the Social Sciences Department who was instrumental in introducing the scheme to the College. The Crago Plan is based on the concept of humanistic education. In this programme the person sees himself as responsible for his own development within his chosen profession. As a consequence there is a tendency for Crago students to take a proportion of course modules under the contract system. Crago students are required to attend a weekly seminar.

The general pattern for modules undertaken by contract is as follows:

1. An introductory set of lectures in which aspects of the subject are opened up.
2. Interviews in which initial contracts (which may involve essays, development of teaching programmes and/or materials, multimedia presentations, or other forms of work) are agreed upon by lecturer and individual students.

This procedure is repeated as required.

As with any programme in the College, the Crago programme can be offered only if an appropriate number of students elect to take it. The essential component is the weekly, one-hour seminar/discussion period which is additional to all other commitments. In this seminar students share personal experience and problems related to their course.

This programme can be joined in any semester.

DIPLOMA IN TEACHING (PRIMARY EDUCATION)

Candidates for the Diploma in Teaching (Primary Education) may undertake a major study in one of the Primary Teaching Areas or specialize in Early Childhood Education, Ethnic Studies or Special Education to supplement their general training. In each case candidates should construct their major study in terms of the modules recommended for each specialization.

The following provisions apply to candidates who wish to qualify for the Diploma in Teaching (Primary Education).

PART A:
General Theoretical Preparation — 72 credit points

A maximum of 42 credit points may be gained at the 100 level. The following divisions are made within the 72 credit points:

- 15 credit points in Education
  - 3 credit points at the 300 level
- 57 points in Subject Content/Educational Studies/ General Studies

42 of the 57 credit points are allocated to modules recommended by the Board of Studies in Primary and Special Education.

(a) The 42 credit points must be gained from modules involving at least 4 specialist subject areas.

(b) 9 of the 42 credit points must be gained at the 300 level.

(c) 6 of the 42 credit points are allocated to two compulsory modules in Educational Studies, viz.,

Mathematics Education: The Teaching of Elementary Mathematics (3 credit points)
The Teaching of Elementary Reading (3 credit points)

(d) Students must gain a major of at least 21 credit points in:

(i) a Primary Teaching Area (with a bias towards the teaching of children aged 0-8 or 5-12);
(ii) Early Childhood Education;
(iii) Ethnic Studies; or
(iv) Special Education.

(e) Students undertaking a major in a Primary Teaching Area must gain the 21 credit points in one of the following specialist subjects: Art, Craft, English, Languages, Mathematics, Music, Physical Education, Science or Social Science. 6 of these credit points must be at the 300 level.

(i) A major must include the 4 modules (12 credit points) recommended by the specialist subject department.
specialist subject department.

(ii) The remaining 9 credit points in the major are chosen from the Subject Content modules proposed by the particular department.

(f) Students undertaking a major in Early Childhood Education, Ethnic Studies or Special Education must gain the 21 credit points within the Core and Elective modules designated for each of the specializations. In addition, students must undertake at least one module in four of the following curriculum areas: Art, Craft, English, Languages, Mathematics, Music, Physical Education, Science or Social Science.

The remaining credit points within the 42 credit points allocated to modules recommended by the Board of Studies in Primary and Special Education must be chosen from modules deemed appropriate for each of the specializations by subject department.

N.B. Students will be permitted, if they choose appropriate modules, to gain a double major within their course.

15 of the 57 credit points are allocated for student free choice from all modules offered by College departments.

PART B:
Professional Preparation — 36 credit points

The following divisions are made within the 36 credit points:

30 credit points in Theory of Teaching
6 credit points in Practical Experience (3 modules at 2 c.p. each)

N.B. The following divisions are made within the 30 credit points for Theory of Teaching:

1. General Theory of Teaching — 10 credit points
   (a) 100 level — 4 credit points
   200 level — 4 credit points
   300 level — 2 credit points

2. Theory Specific to Subject — 20 credit points
   (a) The 20 credit points are gained from compulsory modules in the following Primary School curriculum areas: Art, Physical Education, Social Science, Music, Mathematics, Science, Craft, Languages, English, with the provisions that:
      (i) compulsory English modules are studied for 2 hours per week for 2 semesters;
      (ii) Students must choose one of the following Language modules:
           Teaching Foreign Languages in the Primary School.
           Teaching Languages Across Cultures.

   (b) Each student in the Primary course undertakes a total of 4 hours per week per semester in these Primary School curriculum modules in each of the first 5 semesters of his/her course.

   (c) All Primary School curriculum modules are at the 100 level.

A statement of the modules recommended by the Board of Studies in Primary and Special Education will be circulated to candidates at the beginning of the 1978 Academic Year. Outlines of all those modules which will be available in 1978 may be found on pages 215-259.

MAJOR IN EARLY CHILDHOOD EDUCATION
Candidates who wish to specialize in Early Childhood Education should structure a major study as outlined on page 274.

MAJOR IN ETHNIC STUDIES
Candidates who wish to specialize in Ethnic Studies should structure a major study as outlined on page 275.

MAJOR IN SPECIAL EDUCATION
Candidates who wish to specialize in Special Education should structure a major study as outlined on page 276.

MAJOR IN EARLY CHILDHOOD EDUCATION AND SPECIAL EDUCATION
Candidates who wish to gain a double major in both Early Childhood Education and Special Education should include the elements outlined on page 277 in their course. Candidates should note that they will need to gain more than the minimum number of 108 credit points in order to achieve the double major.
EARLY CHILDHOOD EDUCATION MAJOR

CORE

CHILD DEVELOPMENT 100 LEVEL

Child Development
200 level (2 semesters) = 6 credit points

Trends and Developments in Early Childhood Education (200 level)

OR

Innovations in Early Childhood Education (300 level)

Parent and Community Involvement in Early Childhood Programmes (300 level)

FACULTY OF EDUCATION REQUIREMENTS

Processes of Curriculum Development (Early Childhood) (200 level)

OR

Procedures in Curriculum (200 level)

Candidates undertake normal Primary Training, but undertake 21 credit points in Early Childhood Education as a major.

In addition, candidates must include in their course at least ONE module in FOUR of the following curriculum areas: ART, CRAFT, MUSIC, P.E., SOCIAL SCIENCE, SCIENCE, ENGLISH, MATHEMATICS AND LANGUAGES.

ELECTIVES

Planning, Resources and Evaluation in Early Childhood Education (300 level)

Foundation of Learning (Early Childhood) (200 level)

Administration in the Pre-school (300 level)

Play in Early Childhood Education (200 level)

Play and Play Therapy (300 level)

Plus choice of all subject content area recommended modules, e.g. Art, Craft, P.E., Social Science, including modules from Special Education *

School and Society (Sociology-Early Childhood) (300 level)

* Selection of 7 modules in Special Education suitable for Early Childhood Education will constitute a double major in Early Childhood and Special Education.

ETHNIC STUDIES MAJOR

CORE

INTRODUCTION TO ETHNIC STUDIES 100 LEVEL

Teaching English as a Second Language (200)

OR

Learning a Second Language (200)

The Family in Australian Culture (200)

Education and The Disadvantaged I (Ethnic and Aborigines) (300)

Candidates undertake normal primary training, but undertake 21 credit points in Ethnic Studies as a major.

In addition, candidates must include in their course at least ONE module in FOUR of the following curriculum areas: ART, CRAFT, MUSIC, P.E., SOCIAL SCIENCE, SCIENCE, ENGLISH, MATHEMATICS AND LANGUAGES.

The Immigrant in Australia (200)

Australian Religion — The Ethnic Impact (200)

Aboriginal Studies I (300)

Aboriginal Studies II (300)

Food in Australian History (200)

Ethnic Minorities in the Community and School (200)

Bilingualism in the School (100)

Designing Curricula for Disadvantaged Groups (300)

Teaching English as a Second Language (200)

OR

Learning a Second Language (200)
### SPECIAL EDUCATION MAJOR

**CORE**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exceptional Child A: Cognitive Disabilities (200 level)</td>
<td>300</td>
</tr>
<tr>
<td>Education of High Risk Infant and Preschool Children (300 level)</td>
<td>300</td>
</tr>
<tr>
<td>Early Identification, Diagnosis and Assistance for the Learning Disabled Child (300 level)</td>
<td>300</td>
</tr>
</tbody>
</table>

**ELECTIVES**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavioural Principles in Classroom Management of Children with Learning Problems (200 level)</td>
<td>300</td>
</tr>
<tr>
<td>Exceptional Child B: Affective Disabilities (200 level)</td>
<td>300</td>
</tr>
<tr>
<td>Exceptional Child C: Psychomotor Disabilities (200 level)</td>
<td>300</td>
</tr>
<tr>
<td>Teaching the Gifted Child (200 level)</td>
<td>300</td>
</tr>
<tr>
<td>Classroom Management for Slow Learner Groups (200 level)</td>
<td>300</td>
</tr>
<tr>
<td>* Early Identification, Diagnosis and Assistance for the Learning Disabled Child (300 level)</td>
<td>300</td>
</tr>
<tr>
<td>** Assessment, Diagnosis and Remediation of Children with Learning Problems (300 level)</td>
<td>300</td>
</tr>
<tr>
<td>** Instructional Programming for Children with Learning Problems (300 level)</td>
<td>300</td>
</tr>
<tr>
<td>* Education of High Risk Infant and Preschool Children (300 level)</td>
<td>300</td>
</tr>
<tr>
<td>Educating Children with Moderate and Severe Developmental Disabilities (300 level)</td>
<td>300</td>
</tr>
<tr>
<td>Curriculum Resources in Special Education (300 level)</td>
<td>300</td>
</tr>
<tr>
<td>Issues in Special Education (300 level)</td>
<td>300</td>
</tr>
</tbody>
</table>

* Recommended Core module for Early Childhood students: Elective for Primary students.
**Recommended Core module for Primary students: Elective for Early Childhood students.

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### EARLY CHILDHOOD MAJOR AND SPECIAL EDUCATION MAJOR

**REQUIREMENTS:** 9 Credit Points at 300 Level.

- 21 Credit Points constitutes a major in Early Childhood (7 modules – Core + 3 Electives from 'A').
- 21 Credit Points constitutes a major in Special Education (7 modules – Core + 3 Electives from 'C').
- 15 Credit Points in Education — COMPULSORY.

3 Hours per week from subject/content areas.

*In addition,* students must include at least ONE module from FOUR of the following curriculum areas:

- ART, CRAFT, MUSIC, P.E., SOCIAL SCIENCE, SCIENCE, ENGLISH, MATHEMATICS AND LANGUAGES.

**CORE**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child Development (2 Semesters) (200 Level)</td>
<td>300</td>
</tr>
<tr>
<td>Trends and Developments in Early Childhood Education (200 Level).</td>
<td>300</td>
</tr>
<tr>
<td>Innovations in Early Childhood Education (300 Level).</td>
<td>300</td>
</tr>
<tr>
<td>Parent and Community Involvement in Early Childhood Programmes (300 Level).</td>
<td>300</td>
</tr>
<tr>
<td>Processes of Curriculum Development (Early Childhood) (200 Level).</td>
<td>300</td>
</tr>
<tr>
<td>Procedures in Curriculum (200 Level).</td>
<td>300</td>
</tr>
</tbody>
</table>

**A. CHILD DEVELOPMENT (100 Level)**

**OR**

**B. FACULTY OF EDUCATION REQUIREMENTS**

**C. INTRODUCTION TO SPECIAL EDUCATION (100 Level)**

**ELECTIVES**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning Resources and Evaluation in Early Childhood Education (300 Level).</td>
<td>300</td>
</tr>
<tr>
<td>Play in Early Childhood Education (300 Level).</td>
<td>300</td>
</tr>
<tr>
<td>Play and Play Therapy in the Preschool (300 Level).</td>
<td>300</td>
</tr>
<tr>
<td>Innovations in Early Childhood Education (300 Level).</td>
<td>300</td>
</tr>
<tr>
<td>Trends and Development in Early Childhood Education (200 Level).</td>
<td>200</td>
</tr>
<tr>
<td>Administration in the Preschool (300 Level).</td>
<td>300</td>
</tr>
<tr>
<td>School and Society. (Sociology — 300 Level).</td>
<td>300</td>
</tr>
<tr>
<td>Assessment, Diagnosis and Remediation of Children with Learning Problems (300 Level).</td>
<td>300</td>
</tr>
<tr>
<td>Behavioural Principles in Classroom Management of Children with Learning Problems (200 Level).</td>
<td>200</td>
</tr>
<tr>
<td>Instructional Programming for Children with Learning Problems (300 Level).</td>
<td>300</td>
</tr>
<tr>
<td>Exceptional Child B: Affective Disabilities (200 Level).</td>
<td>200</td>
</tr>
<tr>
<td>Exceptional Child C: Psychomotor Disabilities (200 Level).</td>
<td>200</td>
</tr>
<tr>
<td>Teaching the Gifted Child (200 Level).</td>
<td>200</td>
</tr>
<tr>
<td>Curriculum Resources in Special Education (300 Level).</td>
<td>300</td>
</tr>
</tbody>
</table>
Candidates are asked to note that the modular presentation of the Diploma in Teaching (Primary Education) planned for students commencing the course in 1978 has yet to be approved by the New South Wales Higher Education Board. Should this variation to the course not be approved before the 1978 enrolment period candidates will follow the following Year I programme and Years II and III as outlined for students who commenced in 1977.

DIPLOMA IN TEACHING (PRIMARY EDUCATION)

<table>
<thead>
<tr>
<th>Year I</th>
<th>Hours per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education I</td>
<td>3</td>
</tr>
<tr>
<td>Principles and Practice of Teaching I</td>
<td>3</td>
</tr>
<tr>
<td>English I</td>
<td>3</td>
</tr>
<tr>
<td>Primary and Curriculum Studies I</td>
<td>8</td>
</tr>
<tr>
<td>Mathematics IP</td>
<td>4*</td>
</tr>
<tr>
<td>Music I</td>
<td>4*</td>
</tr>
<tr>
<td>Physical Education I</td>
<td>4*</td>
</tr>
<tr>
<td>Social Science I</td>
<td>4*</td>
</tr>
<tr>
<td>*Any additional available subject</td>
<td>3</td>
</tr>
</tbody>
</table>

*semester subjects

Should it be necessary for candidates to enrol in this alternative Year I programme full information concerning the subject prescriptions will be made available in the course Handbook which will be distributed prior to the enrolment period in 1978.

STUDENTS CONTINUING IN 1978

<table>
<thead>
<tr>
<th>Year II</th>
<th>Hours per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education II</td>
<td>3</td>
</tr>
<tr>
<td>Principles and Practice of Teaching II</td>
<td>3</td>
</tr>
<tr>
<td>English II</td>
<td>3</td>
</tr>
<tr>
<td>Primary and Curriculum Studies II</td>
<td>8</td>
</tr>
<tr>
<td>Art II</td>
<td>4*</td>
</tr>
<tr>
<td>Crafts III or IIP</td>
<td>4*</td>
</tr>
<tr>
<td>Science III or IIP</td>
<td>4*</td>
</tr>
<tr>
<td>Social Studies II</td>
<td>4*</td>
</tr>
<tr>
<td>*Any additional available subject</td>
<td>3</td>
</tr>
</tbody>
</table>

*semester subjects

Year II (For Candidates who commenced in 1977 only)

<table>
<thead>
<tr>
<th>Year II</th>
<th>Hours per week</th>
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<tbody>
<tr>
<td>Education II</td>
<td>3</td>
</tr>
<tr>
<td>Principles and Practice of Teaching II</td>
<td>3</td>
</tr>
<tr>
<td>English II</td>
<td>3</td>
</tr>
<tr>
<td>Primary and Curriculum Studies II</td>
<td>8</td>
</tr>
<tr>
<td>Art II</td>
<td>4*</td>
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<tr>
<td>Crafts III or IIP</td>
<td>4*</td>
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<tr>
<td>Science III or IIP</td>
<td>4*</td>
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<tr>
<td>Social Science GS</td>
<td>4*</td>
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<tr>
<td>*Any additional available subject</td>
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</tbody>
</table>

*semester subjects
### Year III

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours per week</th>
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<tbody>
<tr>
<td>Education III</td>
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<tr>
<td>Principles and Practice of Teaching III</td>
<td>3</td>
</tr>
<tr>
<td>Curriculum Studies III</td>
<td>9</td>
</tr>
<tr>
<td>Art</td>
<td></td>
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<tr>
<td>Crafts</td>
<td></td>
</tr>
<tr>
<td>Education</td>
<td></td>
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<tr>
<td>English</td>
<td></td>
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<tr>
<td>Mathematics</td>
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<tr>
<td>Music</td>
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<tr>
<td>Natural Science</td>
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<tr>
<td>Physical Education</td>
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<tr>
<td>Science</td>
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<tr>
<td>Social Science</td>
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<tr>
<td>Any additional available subject</td>
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</tbody>
</table>

**Choose three, each of 3 hours from approved list.**

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### ALL STUDENTS WITHOUT EXCEPTION UNDERTAKING SUBJECTS OF STUDY LEADING TO THE AWARD OF THE DIPLOMA IN TEACHING (PRIMARY EDUCATION, EARLY CHILDHOOD EDUCATION, INFANT EDUCATION) MUST DEMONSTRATE A SATISFACTORY STANDARD OF WRITTEN ENGLISH, INCLUDING SPELLING, AS AN INTEGRAL COMPONENT OF THE COURSE.

The following alternative programme is offered to students who wish to undertake training in the field of Early Childhood Education.

### Year II

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education II</td>
<td>3</td>
</tr>
<tr>
<td>Principles and Practice of Teaching II</td>
<td>3</td>
</tr>
<tr>
<td>Early Childhood Studies IIA</td>
<td>4</td>
</tr>
<tr>
<td>Early Childhood Studies IIB</td>
<td>4</td>
</tr>
<tr>
<td>Child Psychology II</td>
<td>3</td>
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<tr>
<td>General Studies</td>
<td>3</td>
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</tbody>
</table>

### Year III

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours per week</th>
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</thead>
<tbody>
<tr>
<td>Education III</td>
<td>3</td>
</tr>
<tr>
<td>Principles and Practice of Teaching III</td>
<td>3</td>
</tr>
<tr>
<td>Early Childhood Studies IIIA</td>
<td>2</td>
</tr>
<tr>
<td>Early Childhood Studies IIIB</td>
<td>4</td>
</tr>
<tr>
<td>Child Psychology III</td>
<td>3</td>
</tr>
<tr>
<td>General Studies*</td>
<td>3</td>
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</tbody>
</table>

*In 1978 students may choose a level III elective or an approved third year Curriculum Study.

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### SPECIAL EDUCATION OPTION

Students who wish to obtain training in Special Education should complete by the end of third year the equivalent of four two semester subjects in the Special Education area. One of the subjects must be Diagnosis and Learning Disorders (a third year subject). Special Education subjects include Special Education IAE and Special Education II AIE and at third year level Special Education subjects will be available as the Education core elective (Exceptional Children) and in the three Advanced Curriculum Studies.

Third year students who wish to undertake the Special Education Option will have the following Year III Programme available in 1978.

<table>
<thead>
<tr>
<th>Education</th>
<th>*Advanced Curriculum Study 1</th>
<th>*Advanced Curriculum Study 2</th>
<th>*Advanced Curriculum Study 3</th>
<th>Elective</th>
<th>P.P.T.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sociology: Compulsory</td>
<td>Diagnosis &amp; Learning Disorders</td>
<td>Diagnosis &amp; Learning Disorders</td>
<td>Diagnosis Disorders</td>
<td>3 hrs. 3 hrs.</td>
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<tr>
<td>2 hrs.</td>
<td>OR</td>
<td>OR</td>
<td>OR</td>
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<td>2 hrs.</td>
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<tr>
<td>Exceptional Children**</td>
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</tbody>
</table>

**Exceptional Children is an introductory course and is not available to students who have already completed Special Education IAE.

* Each A.C.S. is a two semester strand.
YEY II SUBJECTS

ENGLISH II
Three integrated strands extend and develop the student’s knowledge of the teaching of English throughout the primary school.

Strand A — Language
The nature of language and language learning is considered, as are modern approaches to linguistic description and the application of the findings of linguistic research to the teaching of English.

ASSESSMENT
Progressive evaluation including exercises, essays and final examination.

Strand B — Literature for the Teacher
This section examines major authors, themes and developments in contemporary fiction and poetry and traces thematic connections with literature for children.

ASSESSMENT
Progressive evaluation including exercises, seminar papers and final examination.

RECOMMENDED READING

Strand C
EITHER Teaching English in the Primary School
Major methods and techniques used in the teaching of reading and writing and means of eliciting and stimulating response to literature are examined.

OR Teaching English in the Lower Primary School
The development of fluency in spoken communication; of pre-reading and pre-writing skills; of beginning reading and the mastery of handwriting as a communication skill, together with response to drama and literature form the concerns of this unit.

ASSESSMENT
Progressive evaluation including essays, assignments, practical work and examination.

ART II
A basic introduction to the skills, materials, resources, thought processes and objectives of Art and education through Art. The subject involves three elements: theories of art education and their relationship to classroom experience, practical art experience, practical classroom techniques and procedures.

ASSESSMENT
Progressive evaluation including practical work and methods book, assignments, class tests, participation in seminars, discussions and teaching expositions.

TEXTBOOKS

CRAFT III
To effectively plan and implement craft activities within the lower primary school, the teacher must have an understanding of the creative capacity of the young child, with specific emphasis on the relationship of craft activities to physical, social and intellectual development, together with a sound knowledge of the various handwork skills and approaches for integrating their application to other areas of the curriculum.

This unit aims at establishing these objectives and utilising them in the planning of craft activities by covering a variety of aspects in different fields.

ASSESSMENT
Progressive evaluation including written assignments, practical projects, contributions to group discussions and individual research activities.

CRAFT IIIP
This subject is designed to develop an understanding of the significance of craft activities in the overall education of the primary school pupil by examining manipulative skills and applications, core activities in two and three dimensional surface treatment, with emphasis on different materials and on the application of found materials. Extension activities are conducted in the open laboratory with team teaching of a selection of a variety of materials. Curriculum implementation is demonstrated through development of a variety of activities and procedures organized and presented by students.

ASSESSMENT
Progressive evaluation including practical work, student demonstration, compilation of a practical work book and assignments.

TEXTBOOKS
Corney, D.E.  Macdonald  Williams, P.H.M.

SCIENCE III

Science for the Infants School

This unit focuses attention on the investigation of elementary biological and physical phenomena by young children. The areas of study covered include educational objectives for the teaching of Elementary Science, the concept of "pre-science" experiences, the science component of environmental education, and a consideration of man's impact on the environment, learning theories and the application of these to the construction of effective learning environments for Elementary Science, the selection and programming of content in Elementary Science including a study of various curricula and innovation, creativity in the exploration of elementary scientific phenomena and integration into the total infants school learning programmes, as well as a science enrichment component.

ASSESSMENT
Progressive evaluation incorporating a points system.

SCIENCE IIIP

Science for the Primary School

This unit enables students to gain an understanding of the role of Science in the primary school and introduces the student to a variety of teaching procedures for use in schools. This is achieved by examining the aims of Science teaching in the primary school and the behavioural objectives, the nature and processes of science and their relation to teaching, classroom techniques of teaching Science including models of teaching procedures and the use of teaching aids in the classroom, learning and teaching outside the classroom, and an examination of recently devised Science programmes.

ASSESSMENT
Progressive evaluation and a final examination.

TEXTBOOKS
N.S.W. Department of Education  

Curriculum for Primary Schools. Natural Science, Health and Physical Education, 1965

SOCIAL STUDIES II

Contemporary Australian Society

This subject treats the main issues facing Australian society in this last quarter of the 20th century, and provides an opportunity to examine in depth selected areas of Australian society.

PRINCIPLES AND PRACTICE OF TEACHING II

This unit is a two semester programme of continuous school-based work, one at infants level and the other at primary level. The school-based work is made up of four phases.

(a) Orientation Phase
Students will be attached to a class for a period of two weeks. During this time they will be required to contract with the class teacher to teach an integrated unit of work together with topics in Mathematics and Reading.

(b) Planning Phase
Students will be required to develop programmes for the previously contracted work. This will entail specifying sets of objectives in performance based terms, criterion exercises and prerequisite learnings.

(c) Teaching Phase
The teaching sessions will be done on individual, small group and team teaching bases for Mathematics, Reading, Natural Science and Art/Craft.

(d) Evaluation Phase
At the end of the teaching phase students will administer various measuring devices to diagnose and analyse pupil performance in the programmes taught. The research data on
child development will also be collated and analysed during this phase.

**ASSESSMENT**

Students will be evaluated in terms of reaching a satisfactory standard in each of the following areas:

(a) Attendance  
(b) Programme Workbook  
(c) Teaching performance  
(d) Planned programmes of work  
(e) Methods used to evaluate programmes of work  
(f) Completed research activities

**TEXTBOOKS**

Gronlund, N.E.  
Gronlund, N.E.  
Reading Development Centre  

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**ALTERNATIVE YEAR II (EARLY CHILDHOOD)**

**EDUCATION EII**

The subject includes a background study of the work of some early childhood educators and of the development of organised programmes of pre-school education leading to an examination of these historical influences on current provisions for early childhood education.

**Objectives**

To promote an understanding of the emergence and development of early childhood education programmes;  
To develop an understanding and knowledge of different types of education programmes currently available; and  
To examine and evaluate these programmes.  
Topics include theories and practice of some innovators in early childhood education, the development of early childhood education programmes, present day trends and issues in pre-school education.

**ASSESSMENT**

Students are assessed by consideration of:

(a) Written assignments  
(b) Papers prepared for discussion in seminars  
(c) Half yearly tests.

**TEXTBOOKS**

Ashby, G.F.  
de Lemos, M.  

**PRINCIPLES AND PRACTICE OF TEACHING II**

A practical course to develop observation, recording and teaching skills.

**Objectives**

To develop skills in observing and recording the behaviour of children from 0-5 years;  
To develop competence in working with young children during routine and play periods;  
To practise micro-teaching on a one to one basis and with small groups.  
Students plan and critically evaluate their own work; and  
To plan and conduct group activities.  
Topics include observations and recordings of the behaviour of infants, observations and recordings of behaviour of children in a pre-school, micro-teaching with a small group, and planning and conducting group activities.  
The section is divided into two groups. Each group alternates by spending one morning in practical work and the next week meeting
at College to discuss and evaluate their experiences and to plan for the next week.
During second term students have a four-week continuous practice experience. The course is closely integrated with work in EARLY CHILDHOOD STUDIES IIA — Structuring the Educational Experience and with CHILD PSYCHOLOGY II — Child Development.

ASSESSMENT
Students are assessed on their practical skills in observation, recording, preparation of work and teaching skills.

TEXTBOOK

EARLY CHILDHOOD STUDIES IIA

SECTION (1) — Structuring the Educational Experience
The course is integrated with and provides a theoretical background for PRINCIPLES AND PRACTICE OF TEACHING II.

Objectives
To develop competence in providing and guiding educational experiences for young children;
To develop skills in planning and evaluating educational experiences; and
To develop teaching skills.
Topics include planning routines of toileting, eating, dressing, washing and resting, role of play, learning through discovery in the environment, as well as other topics relevant to the subject.

ASSESSMENT
Students are assessed by consideration of practical assignments in workshop activities.

TEXTBOOKS
Brearley, M. and Bott, R. et al
Mills, B.C. and Mills, R.A.

SECTION (II) — Social Science and English

Part I — Social Science
(A) Understanding the Society of a Pre-School Child
Section A of the Social Science Syllabus is designed to provide an understanding of the cross-cultural background against which the English syllabus can be appreciated.
At this point of integration the factors influencing language development will be considered with specific reference to those systems, functions and roles pertinent to the family unit as it exists in selected societies. (A2 Social Science Syllabus.)
Students are required to undertake research to develop a cross-cultural perspective of the family. Research is undertaken on an individual contract basis. Regular meetings with a tutor to plan work and discuss progress are required.
The study focuses on the family as the social environment of the pre-school child.
Topics include types of family structure, child rearing practices, the family circle, and the family as a socialising agency.

(B) Techniques and Resources
Section B will include as resources picture boards, books, music, poetry, excursions and realia which relate to the home, family and neighbourhood.
The language development skills referred to in Topic 3 of the English syllabus will be biased towards these types of resources and experiences.
The following activities based on the child's personal, family and neighbourhood experiences are treated:
Preparation of concrete material for unstructured/structured situations;
Audio-video techniques in classroom strategies;
The use of multi-media learning kits designed for individual/group/class learning experiences; and
Field study techniques.

Assignments
(A) Understanding the Society of a Pre-School Child
1. A minor written assignment studying the family as a social institution in various cultures. Maximum of 1,500 words.
2. A major written assignment in which two societies are examined in detail. Maximum of 3,000 words.

(B) Techniques and Resources
A series of practical exercises are given. These are completed during the organised workshops and in the students' free time.

ASSESSMENT
Progressive assessment based on class exercises and assignments.

Part II — English
By study of language development in pre-school society and the role of language in that society this subject aims to develop teacher sensitivity to the child's growing understanding of his role in social and family interaction and his management of himself and his environment.

ASSESSMENT
Assessment is by progressive evaluation based on assignments, reports of practical work, participation in seminars and an annual examination.
Art and Craft

Objectives
To prepare teachers for the professional education of children from two to five years of age through art and craft, and this objective is pursued by a systematic course of study designed to establish the necessary knowledge, skills and attitudes required to plan and implement programmes relevant to the needs of children and to create an atmosphere conducive to their creative development.

ART
Topics include fundamental concepts of art, relationship between child art, play and imagination, learning processes and creativity, creative art materials and techniques, evaluation and progression.

CRAFT
Topics include the role of craft activities in early childhood education, concept development and the extension of the child's scientific and mechanical comprehension through involvement in craft activities, administrative procedures in the planning and implementation of craft activities.

Child Psychology II

Child Development
The purpose of this subject is to develop an understanding of the growth and development of children from conception to the early school years.

Objectives
To deepen the students' awareness of the child as a developing individual and to increase their insight into the inter-relationship of all aspects of development — physical, motor, intellectual, social and emotional;
To provide a theoretical background to guide the students' observations, the planning of early childhood education programmes and the structuring of educational experiences; and
To foster an interest in and a respect for the child as a unique individual.

Topics include the field and methods of child psychology, pre-natal period, neonate, infancy.
The subject is covered by lectures, seminars and films. It includes contributions from several subject departments, and is closely related to practical work in PRINCIPLES AND PRACTICE OF TEACHING II and EARLY CHILDHOOD STUDIES II Section A. STRUCTURING THE EDUCATIONAL EXPERIENCE.

Assessment
Students are assessed by consideration of:
1. Written assignment.
2. Preparation of papers for discussion in seminars.
3. Half yearly tests.

Textbook
YEAR III SUBJECTS

ART III

Infant Art

Prerequisite — Art II

A study at advanced level of the theoretical bases and practical approaches to the teaching of Art at infant level, covering the years of child growth from two to eight. Theoretical studies in art education extend the student's knowledge and understanding of established methods and examine current thinking and research on the subject. Topics covered include re-evaluation of the aims of education through art, the nature of the child, his development and his art, cultural influences on the development of expression, the teacher's changing role, child-teacher-parent relationships, visual perception, visual logic and imagination. Practical art experiences extend previous experience in the use of a wide range of media and techniques. A study is made of practical classroom procedures by examining the establishment of creative teaching environments and the provision of opportunities for the child to enrich his experiences and develop his powers of expression.

ASSESSMENT
Progressive evaluation including practical work and teaching method notes, one major assignment, essays, participation in discussions and seminars, group experiences.

TEXTBOOKS
Barkan, M.
Eisner, E.W. and Ecker, D.W.
Hastie, W.R. (ed.)
Lansing, K.M.
McFee, J.K.

Through Art to Creativity. Boston, Allyn and Bacon, 1960.

CRAFT III

This subject provides depth of knowledge and technique in the field of craft activities for lower primary teaching. It includes child development and the role of craft activities. Developing aesthetic, sensory, conceptual and perceptual awareness through involvement in craft activities. Skill development — extending the boundaries of manipulative skill in solid and plastic media. Curriculum development and implementation. Educational Technology — preparation of audio-visual aids through the application of craft activities. Special education and the role of craft activities in the education of the physically and intellectually handicapped child. Extension activities provide an opportunity for students to develop their own aesthetic response through involvement in practical, theoretical and research projects.

ASSESSMENT
Progressive evaluation including both written and practical assignments, contribution to group discussion and individual research projects.

CRAFT III

This subject reinforces and enlarges upon the primary craft curriculum. Increased emphasis is placed upon application to the classroom situation, particular attention being given to a variety of possible implementation techniques. Topics include the place and function of craft activities in the primary school and their planning so as to acquaint the prospective teacher with the basic techniques of planning and drawing as well as develop the basic competencies necessary for success. Experience is extended in the use of a variety
of constructional materials such as wood, plastics, casting with a variety of materials, leatherworking and copperwork. A study of graphic communications provides the opportunity for prospective teachers to investigate some of the more traditional methods of printing.

ASSESSMENT
Progressive evaluation including term tests, written and practical assignments.

TEXTBOOK

DIAGNOSIS AND LEARNING DISORDERS

Diagnosis and Learning Disorders was formerly offered as an elective within Education. Third year students wishing to include this subject in their diploma programme are advised that the following two modules should be taken as the equivalent:

Semester I
ASSessment, Diagnosis and Remediation for Children with Learning Problems

The latest information on the strengths and weaknesses of formal standardized and informal achievement and diagnostic tests will be reviewed as well as specific remediation suggestions that may be implemented in the regular classroom. Diagnosis of language, reading and math deficits will be stressed as well as behaviour observation procedures for determining degree of distractability, etc. Specific remediation suggestions will be discussed in some detail to assist teachers with establishing their own diagnostic-prescriptive programmes for children with learning problems in their classroom. This module is appropriate for infant, primary and secondary teachers.

Semester II
Early Identification, Diagnosis and Assistance for the Learning Disabled Child

This module is aimed at giving early childhood and primary trainees a critical overview of the literature related to identifying those children with learning disabilities and developmental delay early in their school career. Students will be exposed to screening tests, diagnosis of conceptual and perceptual and language problems, observation scales, and other means of diagnosing and assisting the children with a specific disability. This module should assist regular classroom teachers in identifying and catering for developmental and learning disabilities in the preschool and infants school. This module would also be appropriate for social workers and paramedical personnel.

TEXTBOOK

ENGLISH IIID

The Teaching of Reading

A practical and theoretical subject which provides extended knowledge of and ability in the teaching of reading in the primary school by examining and practising various approaches to the teaching of reading. There is a planned programme integrating theory with practice through school experiences in both group and full class situations, observing practising teachers at work, visiting innovative classrooms, attending conferences, forums, reading centres, programmes and lectures of visiting speakers.

ASSESSMENT
Progressive evaluation

ENGLISH IIIL

Infant English

An in-depth study of the various modern theories of teaching language development and reading competence with special reference to the infant school child. Relationship of these theories to the overall development of the child's personality and to the structuring of knowledge across all subject fields through hearing and speech. Heavy weighting is given to practical work with individual children or class groups in the teaching situation as research topics are followed up.

ASSESSMENT
Progressive evaluation including assignments, practical work and final examination.

ENGLISH IIIP

Creativity in English

This subject is designed for those students who strongly desire to centre much of their English teaching on the creative development of children through literature and writing. Methods are looked at for their potentiality in nurturing creativity and also for fostering skills and abilities in English in the areas of oral and written communication.
MATHEMATICS III
Advanced Studies of the Infant Curriculum in Mathematics
Comparative curriculum studies between N.S.W. and another Australian State is made, each student being required to prepare a comparative study on an approved topic not treated in lectures. A study of the verbal and activity approaches in the teaching of Mathematics including discovery techniques, structured materials, environmental methods, etc., commonly used in the infant school. Opportunity is provided for students to obtain practical experience with structured materials, environmental materials, laboratories and audio-visual aids. Each student is expected to engage in a research assignment with report involving the analysis of some aspect of the curriculum in terms of problems associated with readiness, remedial difficulties and so on.

ASSESSMENT
Progressive evaluation including assignments, class exercises and final examination.

MATHEMATICS IIIP
Advanced Studies of the Primary Curriculum in Mathematics
Comparative curriculum studies between N.S.W. and another Australian State is made, each student being required to prepare a comparative study on an approved topic not treated in lectures. A study of the verbal and activity approaches in the teaching of Mathematics including discovery techniques, structured materials, environmental methods, etc., commonly used in the primary school. Opportunity is provided for students to obtain practical experience with structured materials, environmental materials, laboratories and audio-visual aids. Each student is expected to engage in a research assignment with report involving the analysis of some aspect of the curriculum in terms of problems associated with readiness, remedial difficulties and so on.

ASSESSMENT
Progressive evaluation including assignments, class exercises and final examination.

MUSIC III
Prerequisite — Music I
A subject designed to provide practical skills for use in the lower primary classroom, and develop musical background. Topics include the writing of melody, songs, rounds, simple part songs, experiments in graphic notation; scoring for percussion; chime bar accompaniments; application of Carl Orff principles; Kodaly music education; song and listening repertoire; development of understanding of rhythm and notation through speech patterns; and significant development in western music from 1650 to the present day.

ASSESSMENT
Progressive evaluation including assignments, class exercises, assignments and tests.

MUSIC IIIP
Prerequisite — Music I
A subject designed to provide practical skills for use in the primary classroom, and develop the student’s musical background. Topics include melody writing — songs and rounds; use of graphic notation; writing of chime bar and percussion accompaniments for songs; musical composition with primary classes; guitar class; organization of choirs, festivals, instrumental groups; principles of Orff and Kodaly; programming; teaching materials and equipment.

ASSESSMENT
Progressive evaluation including creative work, tests, assignments.

NATURAL SCIENCE III
Science Education for Infants and Primary School
Prerequisite — Science II
This unit includes examination of the nature and processes of science as applicable to the teaching of Science in both the infant and the primary school; and in-depth study of a selected science topic relevant to Science in the elementary school; a study of the ideas of such writers as Bloom, Krathwohl, Romey, Piaget and Bruner and the application of their theories at this level; a study of new curriculum projects and other innovative techniques in the infant and primary school.

ASSESSMENT
Progressive evaluation including seminars, assignments and practical activities.

PHYSICAL EDUCATION III
Part A
Current trends in physical education in lower primary education; Development of concepts of health and fitness through applied physiology, principles of exercise and fitness, body mechanics and movement fundamentals;
Environmental influences on the natural form of movement; their implications for the teaching of physical education; and Contribution of creative movement to modern programmes of education; its integration with poetry, music, art, natural science, etc.

Part B
Advanced study of the three lesson types as outlined by the physical education syllabus. Development of the problem solving approach to games, dance and gymnastics; Programme planning; the improvisation of equipment and facilities for the implementation of a balanced programme for Physical Education;
Physical education for:
(a) the handicapped child
(b) the migrant child with language difficulties
(c) the disadvantaged child-enrichment programmes involving adventure playgrounds; and
Safety education; the development of an awareness of the need for safety precautions in physical education activities and the development of responsible behaviour in relation to individual safety and that of others.

Part C
The organization of school displays, open days and clubs; and Practical teaching and the appreciation of demonstration lessons.

ASSESSMENT
All demonstrations, practical exercises and assignments are required elements of this study and with a Research Report will be the bases of final assessment.

PHYSICAL EDUCATION IIIP
This is a laboratory oriented consideration of patterns of pupil learning and performance of basic motor skills; investigation of implications of laws of learning when related to individual acquisition of complex motor skills. It provides students with practical experience of investigations of pupil learning and performance in physical education.

ASSESSMENT
Progressive evaluation and semester examinations.

TEXTBOOKS
Lockhart, Aileen and Johnson, Jo
Singer, Robert N.

SOCIAL STUDIES III: PLANNING AND PRESENTATION IN THE INFANT SCHOOL
This subject deals with the planning and presentation of Social Studies in the Infant School.
Strand A deals with the attainment of objectives through the inquiry thinking process. The great range of inquiry techniques, from simple traditional methods to complex inquiry processes, are studied.
Strand B deals with the construction of school based teaching units. Strand C involves a detailed practical study of teaching and learning resources.

ASSESSMENT
Progressive evaluation including two major assignments, class exercises and final examination if necessary.

TEXTBOOK
N.S.W. Department of Education
N.S.W. Curriculum Guidelines for Primary Social Studies

SOCIAL STUDIES IIIIP: PLANNING AND PRESENTATION IN THE PRIMARY SCHOOL
This subject deals with the planning and presentation of Social Studies in the Primary School.
Strand A deals with the attainment of objectives through the inquiry thinking process. The great range of inquiry techniques, from simple traditional methods to complex inquiry processes, are studied.
Strand B deals with the construction of school based teaching units. Strand C involves a detailed practical study of teaching and learning resources.

ASSESSMENT
Progressive evaluation including two major assignments, class exercises and final examination if necessary.

TEXTBOOK
N.S.W. Department of Education
N.S.W. Curriculum Guidelines for Primary Social Studies

PRINCIPLES AND PRACTICE OF TEACHING III
This unit is the equivalent of a two semester programme of continuous school-based work at either infants or primary level. As well as improving teaching competence the programme aims at developing social and ethnic sensitivity towards children with special needs. The school-based work will be made up of three phases.
(a) Diagnostic and Planning Phase
Each student will be required to diagnose the learning problems of a small group of children with different needs and then construct a learning programme for purposes of remediation.
Special emphasis will be given to literacy and numeracy. In addition students will be required to plan an integrated unit of work.

(b) **Teaching Phase**
Each student will be responsible for teaching the planned units of work.

(c) **Evaluation Phase**
Following the teaching phase students will be required to administer various measuring devices to diagnose and analyse pupil performance on the constructed remedial and integrated programmes.

**ASSESSMENT**
Students will be evaluated in terms of reaching a satisfactory standard in each of the following areas:
(a) Attendance
(b) Programme Workbook
(c) Teaching performance
(d) Planned programmes of work
(e) Methods used to evaluate programmes of work

**TEXTBOOKS**
Gronlund, N.E.
Reading Development Centre

ALTERNATIVE YEAR III (EARLY CHILDHOOD)

**EDUCATION EIII**

**Sociology of Pre-School Education**
The study aims to promote an understanding of the interaction between home, school and community in the education of young children.

**Objectives**
To acquaint the students with some basic sociological concepts used in the analysis of society and social processes; To analyse the school as an ongoing social system; and To develop an understanding of the interaction between the school, the family and the community. Topics include Fields and methods of enquiry used in sociology of education, socialization, Group processes within the school and others appropriate to the sociology of pre-school children.

**ASSESSMENT**
Students are assessed by consideration of:
(a) Written assignment.
(b) Papers prepared for discussion in seminars.
(c) Half yearly tests.

**TEXTBOOKS**
Brown, R.K.

PRINCIPLES AND PRACTICE OF TEACHING III

Practical activities to improve teaching skills in a variety of programmes and to develop an understanding of planning programmes in early childhood education.

**Objectives**
To provide opportunities for students to work with teachers in a variety of programmes; To develop competence in planning and implementing programmes to meet individual and community needs; and To foster the desire and ability to work with parents and other professional people in related disciplines. Students to have practical experience in at least two of the following types of programme:
(a) Residential institution.
(b) Centre providing full day care.
(c) Compensatory programmes.
(d) Centre for atypical children.
(e) Play group.
Students to have opportunity to plan and implement a programme for a complete session. A four-week period of intensive practical experience in one centre. Visits to Community Agencies.

- Baby Health Centre
- Community Health Centre
- Visiting Speakers from Community Agencies.

**ASSESSMENT**
Students are assessed by reference to their practical work in schools and workshops.

**EARLY CHILDHOOD STUDIES IIIA**

*Child Health and Welfare*

This subject aims to give an understanding of basic principles and practice of child health and to acquaint students with the various functions of related governmental agencies in education, health, and child welfare.

**Objectives**

To provide a knowledge of health practices, safety requirements and first aid; To give an understanding of basic nutrition as it affects the growth, development and health of young children; To develop an awareness of the role of the Federal, State and Local Governments and of voluntary organizations in the provision of services for young children; and To acquaint students with legislation concerning children in this age group.

Topics include Common childhood illnesses, Hygiene in the school, Nutrition, Public health and related services available for young children.

**ASSESSMENT**

Students are assessed by progressive evaluation of assignments.

**EARLY CHILDHOOD STUDIES IIIB**

**SECTION (I) — Physical Education and Music**

This is a team teaching unit presentation on an interdisciplinary basis designed to consider both the teacher as an individual and, at the same time, present professional platforms related to Physical Education and Music.

**Objectives**

To provide opportunity for the development of the student’s individual skills in Physical Education and Music; To develop in the student an appreciation of the contributions of Physical Education and Music in the child’s early development; and To stimulate the student’s awareness of the need for continual search for new methods and approaches in presenting experiences in Physical Education and Music to young children.

**ASSESSMENT**

Progressive evaluation to include: reading and written assignments, practical work and formal examination.

**TEXTBOOKS**


**SECTION (II) — Natural Science and Mathematics in Early Childhood**

**Objectives**

To enable the student to generate environments for the pre-school child which will:

(a) provide opportunities appropriate to the development of pre-number and elementary natural science concepts.

(b) stimulate enquiry about quantitative and qualitative differences and likenesses; and

To encompass the development of mathematical and natural science concepts and skills beyond the pre-school level to the stage of concrete operations in the Piagetian context.

**MATHEMATICS**

This strand is an extension of the studies engaged in by students preparing for lower primary teaching. It is designed to cater for students who wish to specialize as teachers of Pre-school children. Topics include the first number and mathematical experiences of the child, The application of number to the Pre-school environment, Attribute recognition and discrimination, The study of geometrical properties of figures and measurement — development of spatial and geometric concepts in the child, General Evaluation. Techniques to determine understanding of experiences, and Mathematics for students — workshop activities to develop an awareness of the mathematics that occur naturally in the environment of the child.

**ASSESSMENT**

Assessment is by means of assignments, class tests, and final examination.

**SCIENCE**

1. A study of content and techniques through which young children might initiate and develop concepts in science and other areas through the following topics and areas of study. Experiences with: sound and music; light; air; water; clay, sand, plasticine, dough; and magnets.
Experiences with constructional and other toys to initiate and develop concepts of size, weight, shape, texture, sequence and with simple tools to help in work.

Excursions to farms, parks, gardens, zoos.

2. A study of the ways of using local resources and improvised or everyday things to provide experiences for young children.

ASSESSMENT
Assessment is to be by progressive evaluation based on tests, excursion reports, practical work and an annual examination.

CHILD PSYCHOLOGY III

Theories of Child Development and Atypical Children

The subject aims to explain some of the theories of child development in its various aspects and to enable students to recognise anomalies in development.

Objectives
To extend the second year course by: Giving a knowledge of some theories of child development. Developing an understanding of behavioural problems in the early childhood years; and Alerting students to possible deviances which may require medical and/or special educational diagnosis and treatment.

Topics include Theories of child development, Contributions of linguists to theories of language development, and Atypical Children in the Pre-School.

ASSESSMENT
Students are assessed by consideration of:
(a) Written assignments.
(b) Preparation of papers for discussion in seminars.
(c) Reports of visits.
(d) Half yearly tests.

SPECIAL EDUCATION OPTION

DIAGNOSIS AND LEARNING DISORDERS
(Details of this subject may be found on page 294.)

EDUCATION OF HIGH RISK INFANT AND PRESCHOOL CHILDREN

The combination of Education of High Risk Infant and Preschool Children (Semester I) and Education of Children with Moderate and Severe Developmental Disabilities (Semester II) will be offered as an advanced curriculum study. This study will assist students in catering for developmentally disabled children in the classroom situation.

Semester I

EDUCATION OF HIGH RISK INFANT AND PRESCHOOL CHILDREN

This module directs students in the study of specialized needs of high risk infant and preschool children, and to present details of a variety of early stimulation programmes for high risk and handicapped children.

Several of the most outstanding stimulation programmes in the United States and Australia will be reviewed to glean the common threads of effectiveness. This module is particularly appropriate for early childhood students, paramedical personnel and social workers.

Semester II

EDUCATING CHILDREN WITH MODERATE AND SEVERE DEVELOPMENTAL DISABILITIES

Students will be instructed in discrete aspects of programming for children with specific skill deficits. Emphasis will be placed on the formation of programmes for children within 0-5 developmental age range in the six following skills areas—
1. conceptual development skill
2. communication skills
3. perceptual skills
4. gross motor skills
5. fine motor skills
6. self help and socialization skills.

Practical experience in the formation, teaching and evaluation of such programmes will enable a careful analysis of related theory. This module is particularly appropriate for early childhood students.
BEHAVIOUR MANAGEMENT AND INSTRUCTIONAL PROGRAMMING

The combination of Behaviour Management (Semester I) and Instructional Programming for Children with Learning Problems (Semester II) will be offered as an advanced curriculum study elective for 3rd year students. The elective would assist teachers in catering for children with language, reading, mathematics and behaviour problems in the regular classroom.

**Semester I**

**BEHAVIOURAL PRINCIPLES IN CLASSROOM MANAGEMENT OF CHILDREN WITH LEARNING PROBLEMS**

This module is designed to provide students with precise knowledge of behaviour management principles and practical applications to deal with a variety of behaviour and learning problems in the classroom, preschool, or home setting.

**Semester II**

**INSTRUCTIONAL PROGRAMMING FOR CHILDREN WITH LEARNING PROBLEMS**

Students will be trained in precise techniques of instructional programming which will enable them to deal with learning problems in either the regular classroom or specialized settings. Observation, techniques and intervention procedures for reading, mathematics, spelling, writing and behaviour problems will be emphasized. Constant data collection on students' performance will enable continuous change and modification of programmes in the home, preschools, infant, primary and secondary classrooms.

**TEXTBOOKS**


**TEXTBOOKS**


*Exceptional Teaching.* Ohio, C. Merrill, 1976.

**DIPLOMA IN TEACHING (PRIMARY EDUCATION)**

**ONE YEAR CONVERSION**

<table>
<thead>
<tr>
<th>Semester I</th>
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<td></td>
<td>Hours per week</td>
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<tr>
<td>Education IIIY</td>
<td>6</td>
<td>Education IIIY</td>
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<tr>
<td>Principles and Practice of Teaching III</td>
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<tr>
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<td>Natural Science IIIY</td>
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<td>Music IIIY</td>
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<td>Art IIIY</td>
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<tr>
<td>Craft IIIY</td>
<td>2</td>
<td>Practice Teaching</td>
<td>2</td>
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</tbody>
</table>

Candidates will generally be required to undertake five weeks of continuous Practice Teaching between semesters and a further period of three weeks continuous Practice Teaching at the end of Semester II.
EDUCATION IIIY

Perspectives in Education

Aim
To provide a general theoretical orientation to teaching for students who have completed a university degree.

Objectives
To provide an opportunity for students to examine some of the more basic issues facing Australian education and to examine a variety of philosophies of education and relate them to basic classroom management practices.

Topics
Section A: Definition of terms (education, indoctrination, socialization, training, instruction); The purpose of the school in society; Education in other societies; The economy, politics and education; and Problems of equality in education.

Section B: Theories of Curriculum Development; Learning theories and preparation of subject matter; Motivation; Classroom management; Catering for individual differences; and Evaluation of pupil progress and co-operation with parents.

ASSESSMENT
Students will be assessed on written assignment work, participation in seminars and a final examination will be conducted at the conclusion of each section of the course.

TEXTBOOKS
Harley, B.
Johnston, J. A. (ed.)

The Sociology of Education

Aim
To provide prospective teachers with a knowledge of current features and trends in our society and prepare them to critically analyse and relate these to the educational needs of children and adolescents; To study schools as social systems in society having regard to group processes and organizational patterns which affect the development of individuals; and To observe and analyse the patterns of human interaction in schools and other institutions in our society.

Objectives
To promote an awareness of the following: Basic sociological concepts; The functions of the school in our society; How individuals become socialized beings and the importance of the various agencies responsible; Group processes as they affect the teaching situation; The social forces which modify the role of the teacher and the school and the sociological factors which impinge on an individual’s performance at school; and The way individuals and organizations relate to each other and in particular how schools as organizations and people interact.

Topics
The wide range of topics introduced deal respectively with The School and Society (Part A) and The Sociology of Education (Part B) and include the following: Part A Basic Concepts regarding society and culture, the socialization process, the agencies of socialization, the functions of education in society, and the teacher in society, and Part B The school as an organization, group processes in the classroom, attitude and attitude change, the teacher in the school system and local education systems.

ASSESSMENT
Assessment is by progressive evaluation based on a minor essay for the first part, a major essay for the latter part, semester examinations and workshop involvement for each section.

PRINCIPLES AND PRACTICE OF TEACHING III

All the activities for this programme are undertaken at school base on an integrated basis with Education IIIY. The specific activities in the programme will be determined by content of Education IIIY and related to the expressed needs of students. These needs will be treated at both theoretical and practical levels. At the completion of the course it is anticipated that students will be able to:
(a) Apply teacher-directed and pupil-centred approaches to teaching, together with related teaching skills;
(b) Design, teach and evaluate units of work using both product and process approaches to curriculum development;
(c) Organize and teach multiple groups in a full class setting;
(d) Diagnose pupil learning difficulties in specific subject areas and, from these, design and teach an appropriate remedial programme;
(e) Understand the complexities of the teacher’s role in the classroom.

ASSESSMENT
Progressive evaluation including teaching performance and written assignments.

ART IIIY

Art Curriculum Studies

A basic introduction to the skills, materials, resources, thought processes and objectives of education through art by encouraging awareness of the nature of the child and the developmental stages through which he passes, planning activities calculated to foster this development.
Practical experiences are undertaken in two-dimensional expression—basic design, drawing, composition, picture making and printmaking; three-dimensional art forms; creative use of the environment—training the eye to observe and appreciate visual patterns in the environment. A study is made also of the primary art curriculum, programming, lesson preparation and evaluation.

ASSESSMENT
Progressive evaluation including performance in practical experiences, seminars and discussions; assignments and other school activities.

TEXTBOOKS
Lowenfeld, V. and Brittain, W.L.  
McFee, J.K.  
Read, H.  

**CRAFT IIY**

This subject gives a fundamental knowledge of the principles involved in various aspects of craft work. Topics include a basic introduction to the aims, organization of requirements, assessment, primary syllabus, attitudes and approach to various age levels; followed by various aspects of design, bookcrafts, paper craft, cane craft, metal craft, woodcraft, leather craft, papier mache, graphic arts, classroom environment and administration, including an examination of the development of atmosphere and procedures conducive to safe successful craft work.

ASSESSMENT
Progressive evaluation of project and bookwork.

**ENGLISH AND READING IIY**

This subject develops knowledge of the principles and methodology of teaching English in the Primary School. Interpretation and implementation of curricula is undertaken in respect of language—its development, approaches within the N.S.W. syllabus, associated skills and their development, the concept of "Oracy" and its central position in language learning; reading and literature—its significance and nature, the development and interpretation within N.S.W. syllabus, need for individualising and solving problems, choosing literature and fostering responses, place of the library; drama—includes practical and theoretical work in various areas, spelling and handwriting—including modern approaches to spelling instruction and the teaching of handwriting skills; and planning for language arts instructions—covering varied approaches, programming in the language arts, use of the thematic approach effectively and language arts in experimental classroom arrangements.

ASSESSMENT
Progressive evaluation including class exercises, assignments and final examination.

**TEXTBOOK**

N.S.W. Department of Education  

**MATHEMATICS IIY**

*Mathematics in the Infant and Primary School*

This unit involves study and discussion of methods of developing number and mathematical concepts of children in the infant and primary schools. Topics include an examination of the general methods and lesson structure; research into the learning of mathematics including that of Piaget, Dienes and Bruner; the use and value of structural materials; sets, cardinal numbers and whole numbers, numeration, history of numeration, systems of numeration; algorithms, calculating devices, elementary properties of whole numbers, tests of divisibility and the general properties of place—valued numeration; rational numbers; mathematical structures, field of real numbers, quantities and experimental procedures, problems, spatial relationships and elementary topology, graphs and statistics. Comparative curriculum studies between N.S.W. and another Australian State are made. A study of the verbal and activity approaches in the teaching of Mathematics including discovery techniques, structured materials, environmental methods, etc., commonly used in the Primary school. Opportunity is provided for students to obtain practical experience with structured materials, environmental materials, laboratories and audio-visual aids.

ASSESSMENT
Progressive evaluation including tests, assignments and practical work.

**MUSIC IIY**

*Primary and Lower Primary Music Teaching*

This subject examines lesson procedures in primary and lower primary teaching of music. Creative work includes scoring for percussion, writing pitched percussion accompaniments for songs, musical composition in primary and infant classes. Programming, teaching materials and equipment, and practical work with recorder, rhythmic and tuned percussion are studied.

ASSESSMENT
Progressive evaluation including tests, assignments and practical work.
NATURAL SCIENCE IIIY

Science for the Primary School

This unit enables students to gain an understanding of the role of science in the Primary school and introduces a variety of teaching procedures for use in schools. Topics include the aims of science teaching in the Primary school, behavioural objectives in teaching, the nature and processes of science and their relation to teaching of science, classroom techniques of teaching science, including models of teaching procedures, the use of teaching aids in the classroom, learning and teaching outside the classroom including projects, excursions, fieldwork covering specimen collections and natural phenomena.

ASSESSMENT
Progressive evaluation including assignments and final examination.

TEXTBOOKS
N.S.W. Department of Education
Rockcastle, V.N. et al

PHYSICAL EDUCATION IIIY

Strand A — Personal Health and Physical Fitness
This strand is designed to develop some knowledge and understanding in the areas of hygiene, human sexuality, nutrition, drug education, safety and first aid. Topics cover assessment of personal physique and physical fitness, consideration of plans, techniques and routines commonly advocated for personal health and physical fitness, maintenance procedures — fitness for living, and regular reassessment and personal checks to ensure success of programme.

Strand B — Theory and Practice in Teaching Motor Skills
Topics include essential conditions for effective motor learning, motor learning theory, motor performance laboratory and assessment — a personal consultation.

Strand C — Personal Recreation in Physical Education
Topics are selected recreational activities considered for skill components, teaching procedures and personal playing strategies.

Strand D — Personal Project: Research in Health Education, Physical Education, Recreation

Each student must propose a personal research project. When approved the topic must be methodically researched and the results collated to bring the project to a conclusion.

ASSESSMENT
Progressive evaluation including process participation and productive personal reports, group papers and reports, class discussion, clinics and demonstrations.

SOCIAL STUDIES IIIY

This unit aims to develop a varied approach to the teaching of Social Studies by focusing on the wide range of traditional and inquiry techniques. It also prepares students for the planning of Social Studies and integrated units.

ASSESSMENT
Progressive evaluation including assignments, class exercises and final examination if necessary.

TEXTBOOKS
N.S.W. Department of Education
Pryde, N.D.

N.S.W. Curriculum Guidelines for Primary Social Studies.
DIPLOMA IN EDUCATION
(PRIMARY EDUCATION)

Semester I

<table>
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<th>Course</th>
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<th>Credit Points</th>
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<td>English and Reading IVP</td>
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<td>Mathematics IVP</td>
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Semester II

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<tbody>
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<tr>
<td>Practice Teaching</td>
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Candidates will generally be required to undertake five weeks of continuous Practice Teaching between semesters and a further period of three weeks continuous Practice Teaching at the end of Semester II.

A substantial essay is required of all Diploma in Education (Primary Education) students. The topic chosen must relate to the field of Education. The essay topic must be approved by the Principal Lecturer in Education and must be submitted to him prior to the annual examinations.

EDUCATION IV

Perspectives in Education

Aim
To provide a general theoretical orientation to teaching for students who have completed a university degree.

Objectives
To provide an opportunity for students to examine some of the more basic issues facing Australian education and to examine a variety of philosophies of education and relate them to basic classroom management practices.

Topics
Section A: Definition of terms (education, indoctrination, socialization, training, instruction); The purpose of the school in society; Education in other societies; The economy, politics and education; and Problems of equality in education.

Section B: Theories of Curriculum Development; Learning theories and preparation of subject matter; Motivation; Classroom management; Catering for individual differences; and Evaluation of pupil progress and co-operation with parents.

ASSESSMENT
Students will be assessed on written assignment work, participation in seminars and a final examination will be conducted at the conclusion of each section of the course.

TEXTBOOKS


The Sociology of Education

Aim
To provide prospective teachers with a knowledge of current features and trends in our society and prepare them to critically analyse and relate these to the educational needs of children and adolescents; To study schools as social systems in society having regard to group processes and organizational patterns which affect the development of individuals; and To observe and analyse the patterns of human interaction in schools and other institutions in our society.

Objectives
To promote an awareness of the following: Basic sociological concepts; The functions of the school in our society; How individuals become socialized beings and the importance of the
various agencies responsible; Group processes as they affect the teaching situation; The social forces which modify the role of the teacher and the school and the sociological factors which impinge on an individual's performance at school; and The way individuals and organizations relate to each other and in particular how schools as organizations and people interact.

**Topics**
The wide range of topics introduced deal respectively with The School and Society (Part A) and The Sociology of Education (Part B) and include the following: Part A Basic concepts regarding society and culture, the socialization process, the agencies of socialization, the functions of education in society, and the teacher in society, and Part B The School as an organization, group processes in the classroom, attitude and attitude change, the teacher in the school system and local education systems.

**ASSESSMENT**
Assessment is by progressive evaluation based on a minor essay for the first part, a major essay for the latter part, semester examinations and workshop involvement for each section.

**PRINCIPLES AND PRACTICE OF TEACHING IVP**
All the activities for this programme are undertaken at school base on an integrated basis with Education IV. The specific activities in the programme will be determined by content of Education IV and related to the expressed needs of students. These needs will be treated at both theoretical and practical levels. At the completion of the course it is anticipated that students will be able to:
(a) Apply teacher-directed and pupil-centred approaches to teaching, together with related teaching skills;
(b) Design, teach and evaluate units of work using both product and process approaches to curriculum development;
(c) Organize and teach multiple groups in a full class setting;
(d) Diagnose pupil learning difficulties in specific subject areas and, from these, design and teach an appropriate remedial programme;
(e) Understand the complexities of the teacher's role in the classroom.

**ASSESSMENT**
Progressive evaluation including teaching performance and written assignments.

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

**MATHEMATICS IVP**

*Mathematics in the Infant and Primary School*
This module involves the study and discussion of methods of developing number and mathematical concepts of children in the infant and primary schools. Topics include an examination of the general methods and lesson structure; research into the learning of mathematics including that of Piaget, Dienes and Bruner; the use and value of structured materials; sets, cardinal numbers and whole numbers, numeration, history of numeration, systems of numeration; algorithms, calculating devices, elementary properties of whole numbers, tests of divisibility and the general properties of place — valued numeration; rational numbers; mathematical structures, field of real numbers, quantities and experimental procedures, problems, spatial relationships and elementary topology, graphs and statistics.

Comparative curriculum studies between N.S.W. and another Australian State are made.
A study of the verbal and activity approaches in the teaching of Mathematics including discovery techniques, structured materials, environmental methods, etc., commonly used in the primary school. Opportunity is provided for students to obtain practical experience with structured materials, environmental materials, laboratories and audio-visual aids.

**ASSESSMENT**
Progressive evaluation including class exercises, assignments and final examination.

**TEXTBOOK**

**ART IVP**

*Art Curriculum Studies*
A basic introduction to the skills, materials, resources, thought processes and objectives of education through Art by encouraging awareness of the nature of the child and the developmental stages through which he passes, planning activities calculated to foster this development.

Practical experiences are undertaken in two-dimensional expression-basic design, drawing composition, picture making and printmaking; three-dimensional art forms; creative use of the environment-training the eye to observe and appreciate visual patterns in the environment.
A study is made also of the primary art curriculum, programming, lesson preparation and evaluation.

ASSESSMENT
Progressive evaluation including performance in practical experiences, seminars and discussions; assignments and other school activities.

TEXTBOOKS

CRAFT IVP

This module gives a fundamental knowledge of the principles involved in various aspects of craft work. Topics include a basic introduction to the aims, organisation of requirements, assessment, primary syllabus, attitudes and approaches to various age levels; followed by various aspects of design, bookcrafts, paper craft, cane craft, metal craft, woodcraft, leather craft, papier mache, graphic arts, classroom environment and administration, including an examination of the development of atmosphere and procedures conducive to safe successful craft work.

In addition, particular attention is given to the development of an understanding of the place and function of craft activities in the Primary School (or equivalent) in other States, Canada and the U.S.A.

ASSESSMENT
Progressive evaluation including project and bookwork.

MUSIC IVP

Primary and Lower Primary Music Teaching

This module examines lesson procedures in primary and lower primary teaching of Music. Creative work includes scoring for percussion, writing pitched percussion accompaniments for songs, musical composition in primary and infant classes. Programming, teaching materials and equipment, and practical work with recorder, rhythmic and tuned percussion are studied.

ASSESSMENT
Progressive evaluation including tests, assignments and practical work.

NATURAL SCIENCE IVP

Science for the Primary School

This module enables students to gain an understanding of the role of Science in the primary school and introduces a variety of teaching procedures for use in schools. Topics include the aims of Science teaching in the primary school, behavioural objectives in teaching, the nature and processes of Science and their relation to teaching of Science, classroom techniques of teaching Science, including models of teaching procedures, the use of teaching aids in the classroom, learning and teaching outside the classroom including the projects, excursions, fieldwork covering specimen collections and natural phenomena.

TEXTBOOKS
N.S.W. Department of Education

PHYSICAL EDUCATION IVP

Strand A — Personal Health and Physical Fitness

This strand is designed to develop some knowledge and understanding in the areas of hygiene, human sexuality, nutrition, drug education, safety and first aid. Topics cover assessment of personal physique and physical fitness, consideration of plans, techniques and routines commonly advocated for personal health and physical fitness, maintenance procedures — fitness for living, and, regular reassessment and personal checks to ensure success of programme.

Strand B — Theory and Practice in Teaching Motor Skills

Topics include essential conditions for effective motor learning, motor learning theory, motor performance laboratory and assessment — a personal consultation.

Strand C — Personal Recreation in Physical Education

Topics are selected recreational activities considered for skill components, teaching procedures and personal playing strategies.

Strand D — Personal Project: Research in Health Education, Physical Education, Recreation

Each student must propose a personal research project. When approved the topic must be methodically researched and the results collated to bring the project to a conclusion.

ASSESSMENT
Progressive evaluation including process participation and productive personal reports, group papers and reports, class discussion, clinics and demonstrations.
This module produces a varied approach to the teaching of Social Science by focusing on a wide range of traditional and inquiry techniques and preparing students for the planning of Social Science and integrated units. Theoretical planning and practical application in the classroom of appropriate strategies are suggested. The structuring of learning situations is examined in a range of lessons from simple inquiry-based studies to complex units of work, with particular reference to individual pupil research, the local community, current affairs, simulation games, and role play.

A depth study of integrated programming must be conducted also, involving adequate presentation of areas of inquiry, focus questions, formulation of objectives, teaching and learning strategies — lesson sequencing, resources, evaluation, and integration with other subjects.

**ASSESSMENT**
Progressive evaluation including assignments and class exercises with the possibility of final examination being required.

**TEXTBOOKS**
N.S.W. Department of Education *N.S.W. Curriculum Guideline for Primary Social Studies*.

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**DIPLOMA IN EDUCATION (PRIMARY EDUCATION) — OLD COURSE**

Candidates are asked to note that the following programme will be offered in 1978 if the presentation of the course based on credit points is not approved by the New South Wales Higher Education Board.

<table>
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<th>Subject</th>
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<td>6</td>
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<tr>
<td>Physical Education IVP*</td>
<td>2</td>
</tr>
<tr>
<td>Art IV*</td>
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<tr>
<td>Craft IV*</td>
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<td>English IV</td>
<td>3</td>
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<tr>
<td>Mathematics IV*</td>
<td>3</td>
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<tr>
<td>Music IV*</td>
<td>3</td>
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<tr>
<td>Science IV*</td>
<td>3</td>
</tr>
<tr>
<td>Social Science IV*</td>
<td>3</td>
</tr>
<tr>
<td>Teaching Experience IV</td>
<td>3</td>
</tr>
</tbody>
</table>

* These subjects are conducted for one semester only.

A substantial essay is required of all Diploma in Education (Primary Education) students. The topic chosen must relate to the field of Education. The essay topic must be approved by the Principal Lecturer in Education and must be submitted to him prior to the annual examinations.
BACHELOR OF EDUCATION (ART)

The College has been given approval to offer the Degree of Bachelor of Education (Art).
The course is a four year full time course intended to provide general theoretical and professional preparation for prospective art teachers. The aim of the course is to prepare for entry into the teaching service students, who with experience, should become skilled teaching practitioners with a sound understanding of educational principles and procedure, and who will possess expert knowledge in the specialist field of Art Education.

The overall plan for the course structure contains two major sections:

PART A:
General Theoretical Preparation is divided between
(i) Education;
(ii) Education Studies; and
(iii) Art Subject Content.

PART B:
Professional Preparation is divided between
(i) Special Theory; and
(ii) Practical Experience.

The area termed Special Theory is divided between
(a) The Theory and Practice of Teaching;
(b) Theory Specific to the Practice of Art Education.

The Practical Experience section includes:
(a) Simulation Approaches; and
(b) Practice in the Field.

General Provisions for the Course

1. Definitions
   - Semester Module — a module occupying approximately half an academic year.
   - Credit Points — an indication of the minimum amount of work required for any particular module. Credit points are totalled to indicate the extent of work required for any particular group of modules or the programme as a whole.
   - Levels — an indication of the relative difficulty of the course. Levels range upwards from a starting level of 100 through to 400.

2. The duration of the degree course shall be a minimum period of eight semesters full time.
3. The course shall be conducted, in general, on a semester basis.
4. The course shall be organized on a credit points basis; the degree requiring a minimum of 144 credit points. A student shall be required to score a minimum of 114 points in Part A, General Theoretical Preparation and a maximum of 30 points in Part B, Professional Preparation.
5. 48 hours of work per week shall be accepted as the norm for an average student.
   (i.e. one credit point equals 1.1/3 hours of work for a full year’s course, or 2.2/3 hours of work per week for a semester course)
6. The norm for all semester modules shall be three credit points but courses of two or four credit points shall be acceptable.
   (Other credit point loadings may be permitted in special cases.)
7. Not more than 42 credit points in the area of ‘General Theoretical Preparation’ may be credited towards the degree at 100 level.
8. The maximum number of points a Department may require of its Secondary specialists in the ‘Special’ area of ‘Subject Content’ shall be 45 plus such points as may be transferred from the ‘Specific’ area to ‘Special Theory’.
9. The minimum number of credit points in ‘Education’ shall be 18 (a student gaining 6 credit points in Education at 300 level).
10. A student must gain a minimum of 9 credit points in a recognised specialist area at 300 level.
11. Students shall be encouraged to spread their studies across disciplines and no programme from a department may be so prescriptive as to deny students access to subjects in other areas.
12. In order to qualify for the award a student must gain a total of 144 credit points — 30 at 400 level of which at least 9 shall be in Educational Studies, 12 in Subject Content Studies, and 9 credit points in a project.
13. A further condition for the award of the degree is that the student has gained at least 12 credit points in Art History (3 at 100 level)
(3 at 200 level)
(3 at 300 level)
(3 at 400 level)
Teaching Practice
All students will be expected to undertake four weeks of continuous teaching practice at the end of Semester I in each year. Such teaching practice will be allocated a total of 6 credit points over the entire programme and will be classified as 'Practice in the Field'.

BACHELOR OF EDUCATION (ART)
Course Content and Requirements
Four years full time study

<table>
<thead>
<tr>
<th>Study Area</th>
<th>Credit Points</th>
<th>Modules</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>(i) Education</td>
<td>18</td>
<td>Major Study 27 Painting, Sculpture, Printmaking</td>
<td>Gain 6 credit points in Education at 300 level</td>
</tr>
<tr>
<td>(ii) Educational Studies</td>
<td>9</td>
<td>Support Study 12 Drawing, Design, Photography, Media Study</td>
<td>Gain 9 credit points in Educational Studies at 400 level</td>
</tr>
<tr>
<td>(iii) Subject Content Studies</td>
<td>9</td>
<td>Applied Art Study 9 Jewellery, Ceramics, Printed Textiles &amp; Fibre Arts</td>
<td>(3 credit points have been transferred to this area from Professional Preparation —</td>
</tr>
<tr>
<td>(a) Special</td>
<td></td>
<td>Theoretical Study 12 Art History</td>
<td>6 credit points at 100, 200, 300 &amp; 400 levels</td>
</tr>
<tr>
<td>(b) General Studies</td>
<td></td>
<td>Project 9 Subjects available outside the student's area of speciality</td>
<td>Select 2 modules for study at 100 level gaining 6 credit points at 100 level, then either study one through to 300 level or both to 200 level</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Any subject at any level</td>
<td>9 credit points at 400 level (see Project requirements)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>TOTAL credit points (A) 114</td>
<td></td>
</tr>
</tbody>
</table>
### Study Area

<table>
<thead>
<tr>
<th>Credit Points</th>
<th>Modules</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td></td>
<td>2 credit points to be gained at 100, 200 and 300 levels</td>
</tr>
<tr>
<td>18</td>
<td></td>
<td>7 credit points at 100 level</td>
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<tr>
<td></td>
<td></td>
<td>7 credit points at 200 level</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4 credit points at 300 level</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2 credit points at 100, 200 and 300 levels</td>
</tr>
</tbody>
</table>

### Part A:

General Theoretical Preparation 100 Level

(i) Education

Semester I:
- Child Development (Adolescence)
  - Three hours per week for one semester
  - (3 credit points)

Semester II:
- Basic Issues in Education
  - Three hours per week for one semester
  - (3 credit points)

(ii) Subject Content Studies

(a) Special

Semester I:
- Art Study
  - Select one of the following
    - Painting 151
      - OR
    - Sculpture 161
      - OR
    - Printmaking (Paper) 171
  - Four hours per week for one semester
  - (3 credit points)
- Support Study
  - Drawing 104.01
  - Four hours per week for one semester
  - (3 credit points)
  - Design 106.01
  - Four hours per week for one semester
  - (3 credit points)

Semester II:
- Art Study
  - Select one of the following
  - (do not select alternative completed in Semester I)
    - Painting 151
      - OR
    - Sculpture 161
      - OR
    - Printmaking (Paper) 171
  - Four hours per week for one semester
  - (3 credit points)
Applied Art Study
Select one of the following
Jewellery and Silversmithing 191
  OR
Ceramics 181
  OR
Textiles 141
  OR
Fibre Arts
Four hours per week for one semester
(3 credit points)

Theoretical Study
History of Art 121
Three hours per week for one semester
(3 credit points)

(b) General
One module to be selected from the following and made available in either Semester I or Semester II
Film and Videotapes — Tools for the Artist
Creative Arts A — Writing
Creative Arts B — Performing
Drama — Practical Theatrecraft
Dance
Harmony and Creative Writing I
Music and the Listener
Man and Environment IA
Ancient Civilisation
Three hours per week for one semester
(3 credit points)

PART B:
Professional Preparation 100 Level
(i) Special Theory
(a) General
Semester I:
  Theory and Practice of Teaching
  Three hours per week for one semester
  (2 credit points)
(b) Specific to Subject
Semester I:
  Select one of the following
  Concept Development and Techniques in the Teaching of Two Dimensional Art Forms
  Three hours per week for one semester (3 credit points)
  OR
  Printmaking Techniques in Relation to Teaching various processes and ideas as an Art Media in the School Situation
  Three hours per week for one semester (2 credit points)
  PLUS
  Structured Art Experience for Progressive Development
  Three hours per week for one semester (2 credit points)

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

All candidates are asked to note that outlines of the Subject Content Studies modules offered by the Department of Art which are not specific to the Bachelor of Education (Art) may be found on pages 560-596.
BACHELOR OF EDUCATION (ART) — 200 LEVEL
PROGRAMME FOR 1978

PART A:
General Theoretical Preparation 200 Level

(i) Education
Semester I:
The Teaching/Learning Process (Adolescence)
Three hours per week for one semester
(3 credit points)
Prerequisite 3 credit points at 100 level in Education
Semester II:
Issues and Pattern in Curriculum Development
Three hours per week for one semester
(3 credit points)
Prerequisite 3 credit points at 100 level in Education

(ii) Subject Content Studies
(a) Special
Semester I:
Art Study
Prerequisite 3 credit points at 100 level in appropriate module.
Select one of the following for indepth study to 400 level
EITHER
Painting 259.01
OR
Sculpture 269.01
OR
Printmaking (Paper) 279.01
Support Study
Photography 174
Four hours per week for one semester
(3 credit points)

Applied Art Study
Select one of the following
Jewellery and Silversmithing 191
OR
Ceramics 181
OR
Textiles 141
OR
Fibre Arts
Four hours per week for one semester
(3 credit points)

Semester II:
Art Study
Select one of the following
EITHER
Painting 259.02
Prerequisite Painting 259.01
OR
Sculpture 269.02
Prerequisite Sculpture 269.01
OR
Printmaking 279.02
Prerequisite Printmaking 279.01
Four hours per week for one semester
(3 credit points)

Theoretical Study
History of Art 221
Survey of the Visual Arts (European)
Three hours per week for one semester
(3 credit points)

(b) General — One module to be selected in each semester from the following
Semester I and Semester II:
Film and Videotapes
Creative Arts A — Writing
Creative Arts B — Performing
Drama — Practical Theatrecraft
Dance
Harmony and Creative Writing I
Man and Environment IA
Ancient Civilisation
Three hours per week for one semester
(3 credit points)

PART B:
Professional Preparation 200 Level

(i) Special Theory
(a) General
Semester I:
Theory and Practice of Teaching 200 level
Prerequisite 2 credit points in Theory and Practice of Teaching
Three hours per week for one semester
(2 credit points)

(b) Specific to Subject
Semester I: Select one of the following
- Concept Development and Techniques in Teaching Three Dimensional Art Forms
  Prerequisite: 5 credit points in Art Education at 100 level
  Four hours per week for one semester
  (3 credit points)

  OR

  Teaching Methodology Relative To Photography and Film Making
  Prerequisite: 5 credit points in Art Education at 100 level
  Three hours per week for one semester
  (2 credit points)

OR

Methods of Teaching Art History: A Rationale
Prerequisite: 5 credit points in Art Education at 100 level
Three hours per week for one semester
(2 credit points)

Semester II: Select two or one of the following not selected in Semester I
- Concept Development and Techniques in Teaching Three Dimensional Art Forms
  Prerequisite: 5 credit points in Art Education at 100 level
  Four hours per week for one semester
  (3 credit points)

  OR

  Teaching Methodology Relative to Photography and Film Making
  Prerequisite: 5 credit points in Art Education at 100 level
  Three hours per week for one semester
  (2 credit points)

  OR

  Methods of Teaching Art History: A Rationale
  Prerequisite: 5 credit points in Art Education at 100 level
  Three hours per week for one semester (2 credit points)

All candidates are asked to note that outlines of the Subject Content Studies modules offered by the Department of Art which are not specific to the Bachelor of Education (Art) may be found on pages 560-596.

PAINTING 259.01
Available only to Bachelor of Education (Art) students

Objectives
To develop skills which establish the capacity to express a specific concept through painting, and extends the students conceptual development and creativity.

Topics
Research of Development of Individual Concepts.
Research of Natural and Technological Sources.
Research into Historical and Contemporary Issues.
Theoretical, Practical and Experimental Studies in Painting as Applied to the Individual Student's Speculative Concepts.

Assessment
(a) Satisfy the requirements of the specific module.
(b) Present practical works in progress and relevant research material to review panels.
(c) Submit required works to the lecturer or assessment panels on the completion of the module. In theoretical areas, the term progressive evaluation requires the student to submit written material, tutorial assignments, attend fieldwork, exhibitions and other activities required in the module.

PAINTING 259.02
Available only to Bachelor of Education (Art) students

Objectives
To further develop skills which establish the capacity to express a specific concept through painting, and extend the students conceptual development and creativity.

Topics
Research and Development of Individual Concepts.
Research of Natural and Technological Sources.
Research into Historical and Contemporary Issues.
Theoretical Practical and Experimental Studies within self selected topics.

Assessment
(a) Satisfy the requirements of the specific module.
(b) Present practical works in progress and relevant research material to review panels.
(c) Submit required works to the lecturer or assessment panels on the completion of the module. In theoretical areas, the term progressive evaluation requires the student to submit written material, tutorial assignments, attend fieldwork, exhibitions and other activities required in the module.

SCULPTURE 269.01
Available only to Bachelor of Education (Art) students

Objectives
To gain an understanding of creative possibilities through the study and application of processes and materials in relation to purposes and intentions.
Topics
(a) Research into historic and contemporary issues.
(b) Techniques and materials.
(c) Safety care of equipment and tools.
(d) To investigate and transform aspects of visual reality for literary and/or non-literary significance in objects.
(e) Modelling, casting and carving or construction.

ASSESSMENT
(a) Satisfy the requirements of the specific module.
(b) Present practical works in progress and relevant research material to review panels.
(c) Submit required works to the lecturer or assessment panels on the completion of the module. In theoretical areas, the term progressive evaluation requires the student to submit written material, tutorial assignments, attend fieldwork, exhibitions and other activities required in the module.

TEXTBOOKS

SCULPTURE 269.02
Available only to Bachelor of Education (Art) students

Objectives
To gain further understanding of creative possibilities through the study and application of processes and materials in relation to purposes and intentions.

Topics
(a) Research into historic and contemporary issues.
(b) Techniques and materials.
(c) Safety care of equipment and tools.
(d) To investigate and transform aspects of visual reality for literary and/or non-literary significance in objects.
(e) Modelling casting and carving or construction.
(f) Self selected and/or formal problem solving topics.

ASSESSMENT
(a) Satisfy the requirements of the specific module.
(b) Present practical works in progress and relevant research material to review panels.
(c) Submit required works to the lecturer or assessment panels on the completion of the module. In theoretical areas, the term progressive evaluation requires the student to submit written material, tutorial assignments, attend fieldwork, exhibitions and other activities required in the module.

TEXTBOOKS

PRINTMAKING 279.01
Available only to Bachelor of Education (Art) students

Objectives
To study the processes related to aspects of paper printing technology and to explore the creative and innovative possibilities using one or more of:
- Intaglio
- Planographic
- Relief Printing

Topics
Self selected themes and processes of working.

ASSESSMENT
(a) Satisfy the requirements of the specific module.
(b) Present practical works in progress and relevant research material to review panels.
(c) Submit required works to the lecturer or assessment panels on the completion of the module. In theoretical areas, the term progressive evaluation requires the student to submit written material, tutorial assignments, attend fieldwork, exhibitions and other activities required in the module.

TEXTBOOKS

PRINTMAKING 279.02
Available only to Bachelor of Education (Art) students

Objectives
To further study the processes related to aspects of paper printing technology and to explore the creative and innovative possibilities using one or more of the following traditional and contemporary techniques —
- Intaglio
- Planographic
- Relief Printing

Topics
Self selected themes and processes of working.

ASSESSMENT
(a) Satisfy the requirements of the specific module.
(b) Present practical works in progress and relevant research material to review panels.
(c) Submit required works to the lecturer or assessment panels on the completion of the module. In theoretical areas, the term progressive evaluation requires the student to submit written material, tutorial assignments, attend fieldwork, exhibitions and other activities required in the module.

TEXTBOOKS
FIBRE ARTS
(Not available for Degree/Diploma Home Science/Textiles students)

Contemporary textile manufacturing techniques are the result of centuries of discovery, experimentation and tradition in the areas of spinning, weaving and dyeing.

Unaided by sophisticated techniques for fibre, yarn or fabric modification, cloth represented the sum of the qualities inherent in the raw material and the means of conversion into a flat, two-dimensional form.

It is hoped that this module will give students an appreciation and working knowledge of fibre and yarn characteristics, early looms and construction techniques, off loom construction, and dyeing, through a systematic exploration of techniques since ancient times.

TEXTBOOKS
Handweavers and Spinners
Guild of Victoria
Hold, S.E.
Marein, S.
Waller, I.


HISTORY OF ART 221 — SURVEY OF THE VISUAL ARTS (EUROPEAN)

Objectives
To provide students with knowledge of the influences and developments in painting, sculpture and architecture from the earliest art products to the beginning of the twentieth century.

Topics
The Ancient World — (prehistoric, Egyptian, Ancient Near East, Aegean, Greek, Etruscan, Roman, Early Christian and Byzantine).
The Middle Ages — (Islamic, early Medieval, Romanesque, Gothic).
The Renaissance — (Late Gothic, Early and High Renaissance in Italy, Mannerism, Northern Renaissance, Baroque).
The Modern World — (Neoclassicism and Romanticism, Realism and Impressionism, Post Impressionism, Twentieth Century).
Developments in Australia in relation to — Colonial Art, Heidelberg School, Landscape Figuration, Expatriatism and Post Impressionism.

For Degree students a supplementary requirement is the completion of an in-depth research project as determined by the lecturer(s). This project will be conducted outside lecture time.

ASSESSMENT
(a) By satisfying the requirements of the specific module.
(b) By submission of required work to the lecturer(s) and/or any other person(s) nominated by the Board of Studies in Art.
(c) By the progressive evaluation of submitted material and tutorial assignments and of participation in fieldwork and other activities required in the module.

FILM AND VIDEOTAPES — TOOLS FOR THE ARTIST

After completing the lecture, demonstration and workshop segments of this course the student will be able to plan, produce and present videotaped and filmed material using the basic techniques presented to him in the short course. Detailed statements of behavioural objectives for each segment of the course will be given to the student with printed outlines preceding each session, and the evaluation of his achievement will be based upon these behavioural objectives (see below).

Topics
General Introduction
1. Planning for production — visualisation and sound scripting.
2. Standards for graphic production for film and television — legibility and formats.
3. Sound — basic principles for microphone use and other instrumentation — audio tape recording.
4. Lighting.

Video
1. Equipment assembly
   a) basic one-camera
   b) basic two-camera
2. Camera Operation
3. VTR operation
4. Editing problems
5. Video cassette — the U-matic system

Film
1. Camera operation
2. Exposure considerations
3. Film sound and lighting
4. Film editing
   a) vision
   b) sound
5. Animation and pixilation
6. Special effects — fades, dissolves, fast and slow motion, time lapse, reverse motion
7. Use of filters
8. Formats: super 8 and 16 millimetre — 35mm.
DANCE

The objective of this course is to give the student an appreciation of dance movement to modern programmes of education and self expression through the following topics:

- Creative Dance
- Primitive Dance
- Jazz Dance
- Ballroom Dance
- Folk Dance
- Modern Dance

Basic techniques and elements of dance composition
Selection of specialties in the above areas will be encouraged.

MAN AND ENVIRONMENT IA

Aim
To develop an informed awareness of and sensitivity towards issues and problems which bear on man's total environment.

Objectives
1. To focus attention on specific environmental phenomena, issues and conflict situations at local, national and global levels.
2. To analyse criteria for assessment of environmental phenomena and environmental change.
3. To establish rationale and parameters for citizen involvement in environmental issues.

Topics
Considerations of the various perspectives from which man's total environment may be viewed: ecological, sociological, technological, aesthetic, economic, etc.
Field observations of environmental phenomena and conflict situations. Laboratory experiments related to aspects of air and water pollution. Considerations and case studies in:
- natural resources utilisation
- population
- environmental degradation (pollution)
- human life styles
- the problem of energy sources
- urban planning
- disposal of waste, garbage and sewage.

ANCIENT CIVILISATION

Objectives
To study the development of civilisation in ancient times.

Topics
Prehistory and the urban revolution.
The beginning and development of civilisation in Egypt, Mesopotamia, Palestine and the Indus valley, with emphasis on geographical and cultural factors.
The political, social and economic interaction between nations in the defined areas to 500 B.C.

TEXTBOOK

THEORY AND PRACTICE OF TEACHING

Objectives
To provide each student with an opportunity to identify and acquire specific teaching skills and behaviour. Students will be presented with an opportunity to practise these skills in the reality of a school situation.

Specific Objectives
Identify and practise specific teaching skills.
Develop self-awareness of personal presentation in a teaching situation.
Relate theories of education to the practical teaching situation.
Apply expository model of teaching at secondary level.

Topics
Introduction to the theory and practice of Education.
School and pupil orientation with specific reference to Art Education.
Education aims and objectives, with specific references to Art Education.
Creativity.
Lesson Preparation.
Determining learning outcomes.
(Information, intellectual skills, motor skills, cognitive strategies, attitude).
Writing objectives in performance based terms.
Distinguishing between content and procedure.
Formulating criterion achievement measures.

TEXTBOOK
CONCEPT DEVELOPMENT AND TECHNIQUES IN THE TEACHING OF TWO DIMENSIONAL ART FORMS

Objectives
To make future art educators aware of art methodology as a means of presenting subject content to children with varying levels of skill and intellectual development.
To identify and analyse the difficulties of individuals in both conceptual and practical experiences in art, so that step-development programmes of work can be organized to satisfy special needs.
To understand processes and concepts related to art experience so that appropriate materials, methods and practice can be applied at the child’s level of experience in the school situation.
To develop a language of vision to enable children to communicate and express their personal experiences.
To 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.

Topics
Teaching methods and their educational value in relation to the following:
Drawing.
Methods of observation and objective approaches.
Materials and their application including manipulative skills.
Creative drawing and expressive use of line.
Translating three dimensional objects onto a dimensional plane.
Analytical drawing.
Figure drawing and anatomical structure.
Concepts of depth, space and tonal implications.
Free hand perspective.
Painting.
Transition between drawing and painting (contrast of edges).
Colour involvements and paint qualities.
Composition and the organization of space and form.
Painting materials and application.
Subject content related to picture making.
Design.

Environment as a source of ideas.
Design concepts including elements and principles.
Applied and functional design.

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

Objectives
To encourage printmaking processes to be used as a creative art media in the schools.
To explore various techniques and materials suitable for schools and different age groups.
To understand the limitations and possibilities of autographic processes in relation to methods adopted by children in preparing art work for printing.

Topics
A brief history and development of printing in relation to education.
Concepts and methods dealing with the basic processes of printmaking for school purposes. Equipment and materials available to schools.
Ideas and alternatives in relation to methods of teaching printmaking.
Graphic design and process reproduction: aims discussed in relation to art education.
Exercises and lesson types related to printmaking.
The application of photographic techniques.
Applied design in relation to printmaking and school projects.

STRUCTURED ART EXPERIENCE FOR PROGRESSIVE DEVELOPMENT

Objectives
To make a comparative analysis of art curricula.
To consider the needs and requirements for planning lessons and organizing progressive programmes of art activities suitable for the needs of children.

Topics
Comprehensive survey of art curricula.
Art Curriculum objectives with specific attention to Junior and Senior Schools.
Determining criteria for curriculum and programme implementation.
Programming structure concepts, breadth and depth development.
The organization, planning and implementation of Art Study units with attention to special needs of individuals. Relationship and integration of school subjects with art. Programme evaluation.

THEORY AND PRACTICE OF TEACHING 200

Prerequisite — 2 credit points at 100 level in Theory and Practice of Teaching Art

Objectives
To provide each student with an opportunity to identify and acquire specific teaching skills. Students will be presented with an opportunity to practise these skills in the reality of a school situation and implement a programme of work.

Specific Objectives
- Identify and practise specific teaching skills.
- Apply enquiry oriented model of teaching at secondary level.
- Use relevant theoretical data and practical experience to construct and evaluate a short programme of work.

Topics
- Introduction to enquiry teaching.
- Teaching skills.
- Introductory procedures and closure.
- Explaining.
- Classroom management and control.
- Collection of diagnostic data and construction of short teaching programmes relevant to the data.

Theoretical Phase
- Reading basic sources and related research.
- Listening to and discussing summary lectures on the salient features of the skill or model.

Practical Phase
- Viewing and analysing video tape of skill/model.
- Lesson preparation.
- Application of skill/model in a micro teaching situation.
- Analysis of teaching experience through peer group.
- Live demonstration of specific skill/model.
- Application of planned programme to a full class situation.

ASSESSMENT
Evaluation is in terms of teaching a satisfactory standard in each of the following:
- Theoretical objective tests.
- Teaching performance.
- Programme workbook.

CONCEPT DEVELOPMENT AND TECHNIQUES IN TEACHING THREE DIMENSIONAL ART FORMS 201

Prerequisite — 5 credit points in Art Education at 100 level

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

Topics
- Teaching methods and educational value in relation to the following:
  - Sculpture, Ceramics, Fibre Construction:
  - Processes and production, properties and potentials of materials, elements and principles, concepts, motivation, sources of ideas and themes, manipulative skills, safety procedure and precautions in the art workshop.

ASSESSMENT
Progressive evaluation of workshop activities and written assignments.

TEACHING METHODOLOGY RELATIVE TO PHOTOGRAPHY AND FILM MAKING 202

Prerequisite — 5 credit points in Art Education at 100 level

Objectives
To make future art educators aware of art methodology as a means of presenting specific subject content to children with varying levels of skill and intellectual development.

Topics
- Teaching methods in relation to photography, video and film-making.
- An analysis of the educational value and procedure in relation to photographic processes and production; making of simple cameras; concepts, motivation and sources of ideas; manipulative skills. Programmes of work relative to photography and film-making.
- Film production and group activities.
- Teaching aids relative to photography.

ASSESSMENT
Progressive evaluation of written assignments and workshop activities.
METHODS OF TEACHING ART HISTORY — A RATIONALE 203

Prerequisite — 5 credit points in Art Education at 100 level

Objectives
This course is 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.

Topics
The following issues will be presented for comparison and interpretation as to methodological implications:
- Linear presentation and chronological system.
- Thematic approach and enquiry.
- A study of works of art through the implications of cause and effect viz. social, political, religious.
- Relating cross-cultural influences.
- Problems of relationship — the individual artist and art movements.
- Appreciation of art from practical art experience.
- Psychological and philosophical approaches.
- Problems of definition.
- Utilisation of audio-visual resources and reference material.
- Individual art historians: an analysis.
- Workshop activities and practice in teaching Art History.

ASSESSMENT
Progressive evaluation of workshop activities and written assignments.

DIPLOMA IN TEACHING (SECONDARY EDUCATION) ENGLISH/HISTORY

To qualify for a Diploma a student must gain at least 108 credit points distributed as follows:

PART A:
General Theoretical Preparation
(i) Education — 15 credit points with at least 3 at 300 level.
(ii) Subject Content Studies — minimum of 48 credit points in English and History over six semesters.
- 100 LEVEL: Minimum of 6 credit points in each of English and History including—
  3 credit points in English 105 (Contemporary English Literature)
- 3 credit points in English 101 (Creative Arts A).
- 200 LEVEL: Minimum of 6 credit points in each of English and History including—
  3 credit points in English 203 (Linguistic Concepts)
  3 credit points in either English 205 (19th Century Literature) or English 206 (19th Century Australia in Literature)
- 300 LEVEL: Minimum of 6 credit points in each of English and History including—
  3 credit points in either English 306 (20th Century Fiction) or English 308 (20th Century Poetry and Drama)
- 3 credit points in English 313 (Overcoming Failure in Secondary School)
  PLUS a minimum of 12 credit points in English and/or History. (No more than 6 credit points at 100 level)
(iii) Subjects in any area — 15 points

PART B:
Professional Preparation
(i) Special Theory (6 credit points)
(a) General
- 100 LEVEL: Principles and Practice of Teaching I — 2 credit points
- 200 LEVEL: Principles and Practice of Teaching II — 2 credit points
- 200 LEVEL: Principles and Practice of Teaching III — 2 credit points
(b) Specific to Subject (18 credit points)
100 LEVEL: English 108 (Teaching English in the Secondary School) — 3 credit points
The Teaching of History I — 3 credit points
200 LEVEL: English 210 (Contemporary Approaches to Secondary English Teaching) — 3 credit points
The Teaching of History II — 3 credit points
300 LEVEL: English 312 (Advanced English Method) — 3 credit points
The Teaching of History III — 3 credit points
Practical Experience (6 credit points)
Practice teaching in the field — 6 credit points over 6 semesters.

Candidates are asked to note that the modular presentation of the Diploma in Teaching (Secondary Education) English/History planned for students commencing the course in 1978, has yet to be approved by the New South Wales Higher Education Board. Should this variation to the course not be approved before the 1978 enrolment period candidates will follow the following Year I programme and Years II and III as outlined for students who commenced in 1977. Advice will be given at enrolment concerning the course pattern which will be available in 1978.

DIPLOMA IN TEACHING (SECONDARY EDUCATION)
ENGLISH/HISTORY

Pattern: English 6 Units/History 3 Units
Year I
Education I
Principles and Practice of Teaching I
Science GS
English/History GS (Integrated)
English IA
History I

Hours per week
3
3
3
3
4
3

Pattern: English 5 Units/History 4 Units
Year I
Education I
Principles and Practice of Teaching I
Science GS
English/History GS (Integrated)
English IA
History I

3
3
3
3
4
3

Pattern: English 4 Units/History 5 Units
Year I
Education I
Principles and Practice of Teaching I
Science GS
English/History GS (Integrated)
English IA
History I

3
3
3
3
4
3

Pattern: English 3 Units/History 6 Units
Year I
Education I
Principles and Practice of Teaching I
Science GS
English/History GS (Integrated)
English IA
History I

3
3
3
3
4
3
Students entering the Diploma in Teaching (Secondary English/History) course in 1978 are required to refer to the modular structure of their course and to ensure that suitable choices from the modular subjects offered are made to complete requirements for the Diploma in Teaching award. Students continuing in the second and third years of their course in 1978 and those admitted with advanced standing beyond Year I for 1978 will follow the revised English/History course which was available for students commencing in 1976 and 1977. Careful attention to the range of course patterns available is essential. Detailed syllabuses for Education subjects, General Studies units and Elective units may be found elsewhere under the appropriate headings.

**STUDENTS CONTINUING IN 1978 OR ENTERING WITH ADVANCED STANDING IN 1978**

**Pattern: English 6 Units/History 3 Units**

<table>
<thead>
<tr>
<th>Year II</th>
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<th>Hours per week</th>
</tr>
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<tbody>
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<tr>
<td>Principles and Practice of Teaching II</td>
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<td>3</td>
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<tr>
<td>English IIA</td>
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<tr>
<td>English IIB or IIC</td>
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<tr>
<td>History IIA</td>
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<tr>
<td>Elective I</td>
<td></td>
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</tr>
</tbody>
</table>

**Year III**

| Education III | 4 |
| Principles and Practice of Teaching III | 3 |
| English IIA | 3 |
| Elective I | 3 |
| History IIIA | 3 |
| History IIB | 3 |

**Pattern: English 4 Units/History 5 Units**

**Year II**

| Education II | 3 |
| Principles and Practice of Teaching II | 3 |
| English IIA | 3 |
| English IIB or IIC | 3 or 4 |
| History IIA | 3 |
| History IIB | 3 |

| Education III | 4 |
| Principles and Practice of Teaching III | 3 |
| English IIA | 3 |
| Elective I | 3 |
| History IIIA | 3 |
| History IIB | 3 |

**Pattern: English 3 Units/History 6 Units**

**Year II**

| Education II | 3 |
| Principles and Practice of Teaching II | 3 |
| English IIA | 3 |
| English IIB | 3 |
| English IIC | 3 |
| History IIIA | 3 |

| Education III | 4 |
| Principles and Practice of Teaching III | 3 |
| English IIA | 3 |
| Elective I | 3 |
| History IIIA | 3 |
| History IIB | 3 |

**Pattern: English 5 Units/History 4 Units**

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<thead>
<tr>
<th>Year II</th>
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<th>Hours per week</th>
</tr>
</thead>
<tbody>
<tr>
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<td>3</td>
</tr>
<tr>
<td>Principles and Practice of Teaching II</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>English IIA</td>
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<tr>
<td>English IIB or IIC</td>
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<td>3 or 4</td>
</tr>
<tr>
<td>History IIA</td>
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</tr>
<tr>
<td>History IIB</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

**Year III**

| Education III | 4 |
| Principles and Practice of Teaching III | 3 |
| English IIA | 3 |
| History IIIA | 3 |
| History IIB | 3 |
| History IIC | 3 |
In certain instances, the head of a particular subject department may permit a student who is undertaking a lower level subject because of a failure in that subject, to undertake the higher level subject concurrently.

Students wishing to do this, MUST seek approval from the head of the subject department within the first two weeks of first term.

ALL STUDENTS WITHOUT EXCEPTION UNDERTAKING ENGLISH SUBJECTS OF STUDY WITHIN THE COURSE LEADING TO THE AWARD OF THE DIPLOMA IN TEACHING (SECONDARY ENGLISH/HISTORY) MUST DEMONSTRATE A SATISFACTORY STANDARD OF WRITTEN ENGLISH, INCLUDING SPELLING, AS AN INTEGRAL COMPONENT OF THE COURSE.
ENGLISH II B

World Literature

This unit introduces on a comparative basis a variety of major authors and literary trends on the world scene. It is based on selections from American fiction, drama and poetry, European and Russian literature and Commonwealth and Asian literature.

ASSESSMENT
Assignments, seminar papers, final examination.

ENGLISH II C

Stage and Film

Strand A — Film

This strand develops techniques of critical appreciation in studying the art of film. In addition, there is study of the techniques of teaching film appreciation in secondary schools. The following matters are emphasised; historical perspective; elements of film language; the documentary; the animated film; producers and directors; and the use of film extracts. Film making: the techniques available to the film-maker. Study of visual composition and movement, shot and sequence arrangement, use of light and colour, and correlation of visuals and sound as they relate to the use of 8mm and 16mm equipment and to the use of CCTV.

ASSESSMENT
Progressive evaluation based on assignments, participation, seminars and practical exercises.

Strand B — Theatre

An introduction to practical theatre involving elements of acting, directing and technical work is provided by this section.

ASSESSMENT
Progressive evaluation based on assignments, participation, seminars and practical exercises.

RECOMMENDED READING

HISTORY II A: BRITISH HISTORY TO 1815

This unit studies the development of the British people from the Norman Conquest. It has a brief overview of the pre-conquest period and then examines the centralising impulses in England after the Normans which led to the formation of national institutions and the early nation state. It investigates the constitutional crises of the Wars of the Roses which led to Tudor despotism. The Renaissance and Reformation are studied as part of European movements. The conflict between King and Parliament in Stuart times and the revolutionary settlement are studied with reference to modern constitutional crises. The "Georgian era" of national expansion, agrarian and industrial expansion and the effect of the French Revolution are studied.

ASSESSMENT
Progressive evaluation including class exercises, assignments and semester tests.

HISTORY II B: ASIAN HISTORY

This subject examines the countries of the Asian region by a study of their historical and cultural backgrounds, as well as their modern history. In this way it encourages an appreciation of the viewpoint of various Asian countries on modern world events and tries to avoid judgements based on Western values. Because a detailed and comprehensive study of the whole of the Asian region is not possible in one year, lectures and student research are depth studies along lines of individual interest. The themes of Migration, Power and Authority, and Ideas and Technology are used as guidelines to the study.

ASSESSMENT
Progressive evaluation including assignments, tests and examination.

PRINCIPLES AND PRACTICE OF TEACHING II

Secondary English/History

The unit has 3 components: (a) The theory of teaching strategies; (b) In-school experiences; (c) Block practice teaching. The purpose of this unit is to develop an awareness of and participation in specific teaching strategies in secondary English and History. Such strategies include the theory and practice of advanced questioning, evaluation, advanced explanation and group learning. These studies are complemented by demonstration lessons. The techniques are treated theoretically and followed by practical in-school implementation. Practice teaching will include pre- and post-practice seminars as well as the block practice.

TEXTBOOK
ENGLISH IIIA

Part A — Teaching English in the Secondary School III

Objectives
To extend the study of the theory and practice of teaching English with particular attention to problems associated with specific strands, techniques and/or age groups.

Syllabus
English for Years 11 and 12 — trends, strategies and teaching problems in Language and Literature.
Approaches to evaluation of students during Years 7-12.
Themes, centres of interest and projects for secondary English, especially in adolescent literature.
English teaching materials revisited, a reassessment of aids, texts, kits, audiovisual resources: their compatibility with criteria and strategies examined during studies in Education and Principles and Practice of Teaching. Film in teaching English.
Teaching English as a Foreign Language. (Brief introduction only)

ASSESSMENT
Progressive assessment — assignments and unit tests.

Part B — Themes in Contemporary Australian Literature

Developments in the form and subject matter of Australian novels, poems, short stories and plays since 1945 are examined by pursuit of themes such as Personal Conflicts; Freedom; Minority Groups; Social Criticism and Childhood and Adolescence.

ASSESSMENT
Assignments, seminar papers, final examination.

RECOMMENDED READING
Blake, L.I.
Rees, Leslie

ENGLISH IIIB

The Individual and Society in British Literature

In this subject which examines change and development in themes and forms of literature much attention is given to authorial comment on society; to the treatment of personal relationships and human eccentricity; to social, political and cultural background and to the literary influences of writers on one another.

ASSESSMENT
Assignments, seminar papers, final examination.

ENGLISH IIC

Studies in English Method — Advanced and Compensatory

This elective is designed to provide studies in greater depth for prospective teachers desirous of fostering excellence in English and in recognising and alleviating some of the major obstacles to growth in English at the secondary school level.

ASSESSMENT
Assignments, presentation of and, participation in seminars, research project and case work.

HISTORY IIIIA: A HISTORY OF AUSTRALIA

This subject is designed to promote an appreciation of contemporary Australian society and Australia’s position in the world through an investigation of our historical background. A second major objective is the extension of historical skills from a close acquaintance with Australia’s recorded history and by an application of the historian’s techniques.

Broad aspects of Australian history are studied, such as the frontier society, changing life-styles, law and government, national security, the Australian legend and current society.

ASSESSMENT
Progressive evaluation based on participation in lectures and seminars, a major research task, and examination.


Prerequisite — Completion of History IIA and IIB, and enrolment in History IIIA

Both countries are studied through an examination of four elements in their national pasts: migration, technological change, ideas and political authority. Where appropriate, comparisons and contrasts are made.

Competition and confrontation abroad are examined and finally the attempts at accommodation following the emergence of China as a world power.

ASSESSMENT
Progressive evaluation including assignments, class work and examination.
HISTORY IIIC: THE PRACTICE OF HISTORY

Prerequisite — Enrolment in History IIIA and History IIIB

An appreciation of the nature of History is sought through experience in the principal research skills, including the interpretation of historical evidence. In the search for truth and order, a theoretical element focuses on philosophies of history, cause-effect relationships and personalities in History. A practical element involves actual historical investigation in various sources. This emphasis on involvement as practising historians is reinforced by a practical study of a local region according to established historical principles.

ASSESSMENT
Progressive evaluation based on theoretical and practical research tasks.

TEXTBOOKS
Geeves, P.
Gilbert, L. and Driscoll, P.
LaNauze, J.A.
History Around Us. Sydney, Hicks Smith, 1974.

PRINCIPLES AND PRACTICE OF TEACHING III

Secondary English/History

Internship and Practice Teaching.
An internship of one half-day per week throughout the year provides for the further professionalization of student teachers in the total teaching situation. Interns' tasks include developing complete units of study, selection and design of appropriate resource materials, teaching a wide range of age and ability levels, and familiarising themselves with those aspects of class and school administration appropriate to the beginning teacher. Greater opportunities for consecutive teaching are provided in the block practice period.

DIPLOMA IN TEACHING (SECONDARY EDUCATION) HOME SCIENCE/TEXTILES

The award of the Diploma in Teaching (Secondary Education) — Home Science/Textiles requires a minimum of 108 credit points comprised of:

PART A:
General Theoretical Preparation (84 credit points)
(i) Education — 15 credit points to include 3 credit points at 300 level
(ii) Education Studies — elective
(iii) Subject Content Studies — 69 credit points
* (a) Special Subject Content (Home Science/Textiles) — 54 credit points

100 LEVEL: (24 credit points)
Nutrition I
Food Science I
Family and Culture I
Food in History I
Fibre Science I
Textiles and Society I
Textile Arts I
Fashion Design I

200 LEVEL: (18 credit points)
Six modules (three each semester) to be selected from:
Nutrition II
Food Science II
The Family in Australian Culture II
Food in Australian History II
Yarn and Fabric Technology II
Textile Arts II
Fashion Design II
Textiles and Society II

300 LEVEL: (12 credit points)
Four modules (two each semester) to be selected from:
Nutrition III
Food Science III
The Contemporary Family III
Food in Contemporary Society III
Dyeing and Finishing III
Textiles and Society III
Textiles Arts III
Fashion Design III
Year II modules not previously studied
*(b) General Subject Content — 15 credit points
To include:
Aboriginal Studies A (300 level)
— Traditional Society
AND
Aboriginal Studies B (300 level)
— Contemporary Society
OR
Contemporary Australian Society A (200 level)
AND
Contemporary Australian Society B (200 level)
The remainder being elected at any level from modules offered in:
Education
Educational Studies
Special Subject Content (Home Science/Textiles)
General Electives

PART B:
Professional Preparation (24 credit points)
(i) Special Theory — 18 credit points
* (a) General Theory of Teaching
2 English modules (6 credit points)
* (b) Theory Specific to Subject — 12 credit points
Principles and Practice of Teaching IA (2 credit points)
Principles and Practice of Teaching IB (2 credit points)
Principles and Practice of Teaching II (4 credit points)
Principles and Practice of Teaching III (4 credit points)
(ii) Practical Experience — 6 credit points (2 credit points each year)
* existing accredited subjects reorganized and divided into semester modules.

BACHELOR OF EDUCATION (HOME SCIENCE/TEXTILES)
The award of Bachelor of Education (Home Science/Textiles) requires a minimum of 144 credit points comprised of:

PART A:
General Theoretical Preparation (117 credit points)
(i) Education — 15 credit points to include 3 credit points at 300 level,
(ii) Educational Studies — 9 credit points at 400 level,
(iii) Project — 9 credit points,
(iv) Subject Content Studies — 84 credit points
* (a) Special Subject Content (Home Science/Textiles) — 72 credit points
100 LEVEL: (24 credit points)
Nutrition I
Food Science I
Family and Culture I
Food in History I
Fibre Science I
Textiles and Society I
Textile Arts I
Fashion Design I
200 LEVEL: (18 credit points)
Six modules (three each semester) to be selected from:
Nutrition II
Food Science II
The Family in Australian Culture II
Food in Australian History II
Yarn and Fabric Technology II
Textiles and Society II
Textile Arts II
Fashion Design II
300 LEVEL: (12 credit points)
Four modules (two each semester) to be selected from:
Nutrition III
Food Science III
The Contemporary Family III
Food in Contemporary Society III
Dyeing and Finishing III
Textiles and Society III
Textile Arts III
Fashion Design III
Year II modules not previously studied.
400 LEVEL: (18 credit points)
A minimum of 12 credit points from Nutrition IV, Food Science IV, The Family as a Consumer IV, Consumer Education for the Family IV, Textile Technology IV. Other credits may be taken from 200-300 modules not previously studied.

**PART B: Special Subject Content (Home Science/Textiles)**

The remainder being elected at any level from modules offered in:

- *Aboriginal Studies A (200 level)*
- OR *Contemporary Australian Society A (200 level)*
- AND *Contemporary Australian Society B (200 level)*
- AND *Aboriginal Studies B (300 level)*
- OR *Contemporary Society*  

**General Electives**

A minimum of 12 credit points from Textile Arts IV, Textile Technology IV.

**PART A: Basic Subject Content**

- *English modules (6 credit points)*
- *Principles and Practice of Teaching I (2 credit points)*
- *Principles and Practice of Teaching II (4 credit points)*
- *Principles and Practice of Teaching III (4 credit points)*

Practical Experience — 6 credit points. The block practice will qualify the student for a teaching recommendation and therefore not contribute to a point score.

*existing accredited subjects reorganized and divided into semester modules.

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**THE MODULAR STRUCTURE FOR THE DIPLOMA IN TEACHING (SECONDARY EDUCATION) — HOME SCIENCE/TEXTILES**

**THE BACHELOR OF EDUCATION (HOME SCIENCE/TEXTILES)**

<table>
<thead>
<tr>
<th>SEMESTER 1</th>
<th>SEMESTER 2</th>
<th>SEMESTER 3</th>
<th>SEMESTER 4</th>
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<tbody>
<tr>
<td>Basic Issues in Ed.</td>
<td>Child Development</td>
<td>Curriculum Development</td>
<td>Teaching/Learning Process</td>
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<tr>
<td>Nutrition I</td>
<td>Food Sc.I</td>
<td>3 modules</td>
<td>3 modules</td>
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<tr>
<td>Fam. &amp; Culture I</td>
<td>Food in History I</td>
<td>H.Sc./Tex.II</td>
<td>H.Sc./Tex.II</td>
</tr>
<tr>
<td>Fibre Sc.IA</td>
<td>Textiles &amp; Soc. I</td>
<td>2 module electives</td>
<td>1 module elective</td>
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<tr>
<td>Textile Arts I</td>
<td>Fashion Design I</td>
<td>P.P.T.III</td>
<td>P.P.T.III</td>
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<tr>
<td>P.P.T.IA</td>
<td>P.P.T.IB</td>
<td>20 cp 23 hrs</td>
<td>17 cp 21 hrs</td>
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<tr>
<td>17 cp 22 hrs</td>
<td>17 cp 22 hrs</td>
<td>17 cp 21 hrs</td>
<td>17 cp 21 hrs</td>
</tr>
</tbody>
</table>

( ) represents practice teaching and/or school experience for the credit points indicated.

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<table>
<thead>
<tr>
<th>SEMESTER 5</th>
<th>SEMESTER 6</th>
<th>SEMESTER 7</th>
<th>SEMESTER 8</th>
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<tbody>
<tr>
<td>1 module in Ab.Stud.300</td>
<td>1 module in Ab.Stud.II 300</td>
<td>Project</td>
<td>Project</td>
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<td>OR Cont.Aust.Soc. 200</td>
<td>OR Aust.Soc.II 200</td>
<td>3 modules from subject</td>
<td>3 modules from subject</td>
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<tr>
<td>2 modules</td>
<td>2 modules</td>
<td>3 modules</td>
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<tr>
<td>from subject</td>
<td>from subject</td>
<td>2 at 400 lev.</td>
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</tr>
<tr>
<td>20 cp 23 hrs</td>
<td>17 cp 21 hrs</td>
<td>12 cp</td>
<td>(q) 12 cp + 9 cp</td>
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<td>2 modules</td>
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<td>from subject</td>
<td>from subject</td>
</tr>
<tr>
<td>1 module elective</td>
<td>2 modules elective</td>
</tr>
<tr>
<td>P.P.T.III</td>
<td>P.P.T.III</td>
</tr>
<tr>
<td>17 cp 21 hrs</td>
<td>17 cp 21 hrs</td>
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</tbody>
</table>
Candidates are asked to note that the modular presentation of both the Diploma in Teaching (Secondary Education) Home Science/Textiles and the Bachelor of Education (Home Science/Textiles) planned for students commencing the course in 1978 has yet to be approved by the New South Wales Higher Education Board. Should this variation to the course not be approved before the 1978 enrolment period candidates will follow the following Year I programme and Years II, III and IV as outlined for students who commenced in 1977.

Advice will be given at enrolment concerning the course pattern which will be available in 1978.

### DIPLOMA IN TEACHING (SECONDARY EDUCATION)
**HOME SCIENCE/TEXTILES**

**BACHELOR OF EDUCATION**
**HOME SCIENCE/TEXTILES**

#### Year I

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours per week</th>
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<tbody>
<tr>
<td>Education I</td>
<td>3</td>
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<tr>
<td>Principles and Practice of Teaching I</td>
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<tr>
<td>Nutrition and Food Science</td>
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<tr>
<td>(a) Nutrition I</td>
<td></td>
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<td>(b) Food Science I</td>
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<tr>
<td>Family Studies</td>
<td>4</td>
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<tr>
<td>(a) Family and Culture I</td>
<td></td>
</tr>
<tr>
<td>(b) Food in History I</td>
<td></td>
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<tr>
<td>Textile Science</td>
<td>4</td>
</tr>
<tr>
<td>(a) Fibre Science I</td>
<td></td>
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<td>(b) Textiles and Society I</td>
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<td>Textile Design</td>
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<tr>
<td>(a) Textile Arts I</td>
<td></td>
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<tr>
<td>(b) Fashion Design I</td>
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</tbody>
</table>

#### DIPLOMA IN TEACHING (SECONDARY EDUCATION)
**HOME SCIENCE/TEXTILES**

**BACHELOR OF EDUCATION**
**HOME SCIENCE/TEXTILES**

**COURSE PATTERN FOR STUDENTS WHO COMMENCED IN 1977 OR EARLIER**

#### Year II

<table>
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<th>Course</th>
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<td>3</td>
</tr>
<tr>
<td>Three of:</td>
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<tr>
<td>Nutrition and Food Science</td>
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<tr>
<td>(a) Nutrition II</td>
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<tr>
<td>(b) Food Science II</td>
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</tr>
<tr>
<td>Family Studies</td>
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<td>(a) Family and Australian Culture II</td>
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<tr>
<td>(b) Food in Australian History II</td>
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<td>Textile Science</td>
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<tr>
<td>(a) Yarn and Fabric Technology II</td>
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<td>(b) Textiles and Society II</td>
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<tr>
<td>Textile Design</td>
<td>4</td>
</tr>
<tr>
<td>(a) Textile Arts II</td>
<td></td>
</tr>
<tr>
<td>(b) Fashion Design II</td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>3</td>
</tr>
<tr>
<td>Any two English modules for which students have the prerequisites. Recommended modules are: Language and Reading Across the Curriculum (100 level) Effective Communication (100 level)</td>
<td></td>
</tr>
</tbody>
</table>
### DIPLOMA IN TEACHING (SECONDARY EDUCATION)
#### HOME SCIENCE/TEXTILES

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours per week</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year III</strong></td>
<td></td>
</tr>
<tr>
<td>Education III</td>
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<tr>
<td>Principles and Practice of Teaching III</td>
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<td>Two of:</td>
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<tr>
<td>Nutrition and Food Science</td>
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<tr>
<td>(a) Nutrition IIB</td>
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<td>(b) Food Science IIB</td>
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<td>Family Studies</td>
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<tr>
<td>(a) The Contemporary Family IIB</td>
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<tr>
<td>(b) Food in Contemporary Society IIB</td>
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<tr>
<td>Textile Science</td>
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<tr>
<td>(a) Dyeing and Finishing IIB</td>
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<td>(b) Textiles and Society IIB</td>
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<td>Textile Design</td>
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<tr>
<td>(a) Textile Arts IIB</td>
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<td>(b) Fashion Design IIB</td>
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<td>Social Science General Study</td>
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<td>Aboriginal Studies</td>
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<tr>
<td>or Contemporary Australian Society</td>
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<td>Elective or Home Science/Textile Unit</td>
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### BACHELOR OF EDUCATION
#### (HOME SCIENCE/TEXTILES)

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<thead>
<tr>
<th>Course</th>
<th>Hours per week</th>
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<tr>
<td><strong>Year III</strong></td>
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<td>(b) Food Science IIA</td>
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<td>Elective or Home Science/Textile Unit</td>
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| Year IV                                      |                |
| Education IV                                | 4              |
| Four of:                                    |                |
| Nutrition and Food Science                  | 4              |
| (a) Nutrition IV                            |                |
| (b) Food Science IV                          |                |
| Consumer Studies IV                          | 4              |
| (a) The Family as a Consumer IV             |                |
| (b) Consumer Education for the Family IV    |                |
| Textiles                                    | 4/4            |
| (a) Textile Technology IV                    |                |
| (b) Textile Arts IV                         |                |
| Year II or III subject not previously studied | 4  |
| (at least two subjects must be taken at Year IV level) | |
| Elective or Home Science/Textile Unit       | 3              |
PRINCIPLES AND PRACTICE OF TEACHING IA

Home Science and Textiles

Each student will be provided with the opportunity to acquire specific teaching behaviours and skills through a programme of micro-teaching in the secondary school. Each cycle of the programme consists of five experiences:
(a) details of teaching skill or behaviour to be practised
(b) viewing videotape models.
(c) initial teaching lesson (videotaped).
(d) second teaching lesson (audio recording).
(e) demonstration lesson by experienced teacher.

TEXTBOOK

PRINCIPLES AND PRACTICE OF TEACHING IB

The Functioning School is studied through a variety of approaches designed to orient the prospective Home Science/Textiles teacher to the school and community relations, school organization, Home Science/Textiles Department, curriculum content and development, programming and general classroom organization. Visiting speakers provide insight into the expectations of others (administrators, colleagues, pupils, parents) and first-hand information relating to current trends and procedures in Home Science/Textiles. Arrangements are made for students to experience additional micro-teaching in secondary schools.

TEXTBOOK

NUTRITION II

This subject provides a basic understanding of the nutritional properties of Lipids and Carbohydrates.
Topics studied include: calorimetry — direct and indirect; cellular systems involved with energy metabolism; digestion, absorption and metabolism of lipids and carbohydrates; inborn errors of metabolism; the fat soluble vitamins; malnutrition of affluence; plant polysaccharides.

TEXTBOOK

FOOD SCIENCE II

This subject provides a basic understanding of the physical and chemical changes which occur in lipid and carbohydrate foods, and methods of controlling these reactions.
Using an experimental approach where applicable, topics studied include: colloidal food systems involving carbohydrates and lipids; solubility, crystallinity and sweetness of sugars; synthetic sweeteners; handling, storage, preservation and deterioration of lipid and carbohydrate food systems; food labelling; new food products; household science; soaps and detergents; waxes and polishes; fabric stiffeners.

TEXTBOOK

FAMILY AND AUSTRALIAN CULTURE II

Recommended module for major in Ethnic Studies.
This semester module is designed to familiarise students with a more detailed understanding of family structures and functioning in specific cultures. The two cultures selected for detailed study are the Australian Family and either those of the more tribal form as found in the Pacific Islands or cultural differences in family organizational patterns e.g. Greeks, Italians, Yugoslavs, Turks. An historical perspective is used to note the change in life style as well as in the role of family members. It is anticipated that students of these cultural studies will be able to identify life style characteristics of various cultures and of various eras within the culture concerned, especially through housing and architecture. Along with such identification students should also be capable of recognising the relevant change agents, e.g. culture contact through invasion or immigration.

FOOD IN AUSTRALIAN HISTORY II

This module concentrates on 200 years of developments in food preparation in Australia.
A comparative study of native ingredients with those of North America and Georgian England introduces the student to the adaptive needs of the early colonists and the development of a distinctive cultural heritage. Students will also evaluate the effects of historical factors and the contributions of non-British cultures to Australian cuisine.
Opportunity will be given to pursue personal interests with in-depth studies of aspects of food in the Australian culture.

YARN AND FABRIC TECHNOLOGY II

Yarn and fabric technology emphasises the nature of the construction technique as a determinant of the end-use behaviour of textile products. Physical and mechanical properties of textiles are studied through the principles and technology of measurement and the interpretation of experimental data. Geometric models of simple yarns and fabrics are utilised to provide a theoretical basis to the interdependence of structure and properties. A knowledge of the principles of yarn and fabric manufacture requires a detailed survey of major methods of manufacture supported where possible by excursions to industrial establishments. The acquisition of some skills in knit and multi-shaft weave design techniques completes the unit to ensure that the student is able to analyse consumer textiles for design and structure, to identify the manufacturing methods, and to predict a set of structurally dependent properties contributing to textile performance.

TEXTILE ARTS II

Design, as decoration has related to man's physical environment, beliefs about himself and others, and religious practices. It has been used as a means of communication and bodily ornamentation, as decoration for the ornamentation of utilitarian objects and as decoration for its own sake. Man's practice throughout history, of enriching his surroundings survives today and among other things is expressed in decorative fabrics, wall murals and soft hangings, emphasis on make-up and fashion. The methods employed in traditional textile arts, their historical development and cultural significance will form the core of this unit of study. Students will be given an opportunity to develop their understanding of the basic concepts of textile design and appreciation of the aesthetic qualities of textiles through experimental work with traditional textile art forms, their application in modern forms and for specific purposes. It is hoped that the student will come to appreciate the personal and social significance of clothing as decoration by examining folk costume, primitive clothing and fashion of today.

FASHION DESIGN II

This module continues the development of aesthetic appreciation and sound understanding of the basic concepts of fashion design. The student will experiment with the

(a) interpretation of design lines in relation to fibre, texture, weight and colour effects.
(b) alteration of two dimensional blocks to create three dimensional forms.
(c) applications of knowledge of physical properties of sheer fabrics in fashion design.

TEXTILE ARTS II

Yarn and fabric technology emphasises the nature of the construction technique as a determinant of the end-use behaviour of textile products. Physical and mechanical properties of textiles are studied through the principles and technology of measurement and the interpretation of experimental data. Geometric models of simple yarns and fabrics are utilised to provide a theoretical basis to the interdependence of structure and properties. A knowledge of the principles of yarn and fabric manufacture requires a detailed survey of major methods of manufacture supported where possible by excursions to industrial establishments. The acquisition of some skills in knit and multi-shaft weave design techniques completes the unit to ensure that the student is able to analyse consumer textiles for design and structure, to identify the manufacturing methods, and to predict a set of structurally dependent properties contributing to textile performance.

TEXTILES AND SOCIETY II

The first part of this module is a theoretical and experimental analysis of perceptual processes that are exploited in the design of textiles and home furnishings. Perception of texture, real and simulated; illusions of size and direction. The second part is a study of textile crafts that originated in South and South East Asia, South America and Scandinavia, in ancient times, and of their modern revival in Europe and Australia. Students assemble their own educational reference unit on a selected number of techniques.

PRINCIPLES AND PRACTICE OF TEACHING II

The student will study—

(a) Methods and aids in lesson presentation developed through a study of: demonstration techniques for a given situation or medium; design versatility, availability and use of aid materials; organizational needs for a practical lesson; innovatory teaching methods; the open class room methods and techniques.
(b) Present trends in the structure of Home Science and Textiles programming of lessons.
(c) Contribution of the Home Science/Textiles Department to the functioning of the school as a whole.

NUTRITION IIIA (Degree)

The student is led to distinguish between nutritional, inherited and microbial influences on health. Topics of study include:
(a) cell structures concerned with protein synthesis; bioenergetics and enzyme systems.
(b) digestion, absorption and metabolism of proteins.
(c) the water soluble vitamins.
(d) problems of protein metabolism.

TEXTBOOK

NUTRITION IIIB (Diploma)

This module is a study of new development in the science of nutrition especially of proteins and related nutrients. Topics of study include:
the cellular concept of nutrition and biosynthesis of protein; digestion, absorption and metabolism of protein foods; human requirements of proteins, and associated minerals and vitamins; investigation of problems of protein-calorie nutrition.

TEXTBOOK

FOOD SCIENCE IIIA (Degree)

This module develops the study of food science with particular emphasis on proteins. Topics of study include:
- enzymes in food preparation;
- proteins in colloidal food systems;
- muscle fibre composition and meat tenderness;
- differing reactions of plant, animal and simulated proteins in food preparation;
- development of simulated protein and unconventional sources of protein;
- hygiene in food handling and household ecology;
- shelf life, deterioration, microbial spoilage of protein foods;
- legislation concerning proteins products;
- stain removal techniques.

TEXTBOOK

FOOD SCIENCE IIIB (Diploma)

This module is an investigation by application of theory and experiment of the major protein foods.
Students will study the production of conventional and alternative
protein foods, the reactions of protein foods to various methods of handling, storage, processing, preparation and preservation. Students will become aware of development in current concepts of food labelling and packaging in Australia and the importance of hygiene in handling and legislation concerning this aspect of food science.

TEXTBOOK

THE CONTEMPORARY FAMILY IIIA (Degree)

In this module the emphasis is on the nucleated family form. Contemporary family, in its broadest sense, is examined in Britain, America and Australia to discern the effects of technology on both male and female roles within and external to the home. The phases of the life cycle are studied with emphasis being placed on social pressures that occur at each stage and the ensuing social problems that often result when families fail to resist or counteract such pressures. With this background of understanding, students should be competent in analysing and carrying out research of a micro nature on family management, health standards, poverty and community needs.

THE CONTEMPORARY FAMILY IIIB (Diploma)

The primary focus of this module is on the composition of the household and the interdependency of both household and nuclear family unit. The stages in the family life cycle and the accompanying internal changes are also studied to gain an understanding of the necessary processes of individual adaption that must take place to cope with environmental pressure. Organization within the household is treated from a management skills perspective emphasizing the need for knowledge in areas of finance, home purchase, land tenure, personal and public rights, social responsibilities incurred in parenthood and legal and social aid available to families.

FOOD IN CONTEMPORARY SOCIETY IIIA (Degree)

The purpose of this subject is to project the principles of food science and family studies into those areas of food preparation which serve the needs of people to express feelings of hospitality, celebration and commemoration through food; develop the students skills in demonstration technique and Haute Cuisine; promote an understanding of food choices by ethnic sub groups through the study of international cuisine.

FOOD IN CONTEMPORARY SOCIETY IIIB (Diploma)

The purpose of this subject is to project the principles of Food Science and Family Studies into those areas of food preparation which enable the student to explore: those limits of varying family finances which dictate food choices and preparation techniques; lifestyle expressed through food; consumer aspects of food trends, new food vending techniques, and the effect of the media upon food choices.

DYEING AND FINISHING IIIA (Degree)

Dyeing and finishing is a science based study of the alteration of fabric properties in the industrial dyeing and finishing technologies. Both technologies proceed largely from heated water-baths, and a knowledge of aqueous equilibria, moisture in textiles, thermal properties of fibres and fibre chemistry (especially for cellulosios and proteins) is extended in this module. The finishing component accentuates the attainment of specific objects through physical chemical and mechanical changes in grey-state cloth. Textile dyeing is predominantly a study of the dye-bath/fabric system and dye fixation as applications of physical and organic chemistry principles. Students are expected to successfully simulate industrial processes on a laboratory scale, and to analyse consumer textiles for evidence of specific dyeing and finishing treatments.

TEXTBOOK

DYEING AND FINISHING IIIB (Diploma)

This is a unit introduction to three aspects of textile production: dyeing technology, finishing technology and serviceability evaluation. Both dyeing and finishing studies are approached through a series of laboratory assignments using synthetic dyestuffs and commercial finishing agents. Students are to become sufficiently familiar with the principles and natures of the various treatments to facilitate the development of skills in flow-chart planning for consumer fabrics. Serviceability evaluation is largely a consideration of textiles as a
consumer product for which a knowledge of methods of testing, of textile standards and of relevant legislation is required. It is hoped that students will form into perspective all of the factors involved in the make-up and marketing of textile products and determine the relative roles of these factors in product selection, care and use.

TEXTBOOKS
Joseph, M.L.
Lyke, D.

TEXTILES AND SOCIETY IIIA (Degree)

The first part of this module is a study of the aesthetics and psychophysics of colour. Topics include basic dimensions of colour, principles of colour mixing, after-images, refraction, theories of colour vision and colour blindness.

Applications of colour to clothing, home furnishing, and food are considered so that students gain practical guidance as well as theory. The applications are to consumer choice of commercial products as well as to hand crafts. The second part of the module is a practical oriented examination of the domestic craft methods of making and dyeing textiles, such as tie and dye, block printing and batik. Modern European and Australian revivals and adaptations of Ancient techniques are included.

TEXTBOOK
Christman, R.J.

TEXTILES AND SOCIETY IIIB (Diploma)

The first part of this two part module is a study of the aesthetics and psychophysics of colour. Topics include the nature of colour harmony and contrast, the spatial effects of colour, the physical bases of hue, saturation and brightness, colour mixing, and the relationships between form and colour.

The second part is a theoretical and practical study of colour in domestic textile crafts. Traditional craft methods of Asia and Europe are given special attention. These include tie and dye, block printing and batik. The applications of these crafts to home decoration and apparel are studied in historical and geographical perspective, and with regard to the effects of migration.

TEXTBOOKS
Christman, R.J.
Itten, J.

TEXTILE ARTS IIIA (Degree)

Twentieth century textile and fashion design has derived its inspiration from symbols of contemporary life and evocations of the past. With an emphasis on geometric forms has arisen an interest in the highly organized, structurally planned forms of nature. A consideration of the function of objects and a knowledge of science has led designers to explore and use three-dimensional form.

Through a study of past and present sources of inspiration, the means for translating a diversity of design material into textile and fashion form, and the kinds of social development that lead to distinctive national design characteristics and growth of designers, it is hoped the student will further develop in knowledge, appreciation and execution the ingredients of quality design.

Students will be expected to experiment with fibre, yarn, fabric and related material, and to create good design, using both two-dimensional and three-dimensional form.

TEXTBOOKS
Howard, C.
Martyn, N.

TEXTILE ARTS IIIB (Diploma)

Nature and technology are two sources of design inspiration. It is hoped that this module will develop in the student a sensitivity toward the principles and resultant shapes and patterns found in nature and technology, and inspire the student to explore these sources for design material that will translate into textile form, employing fibre, yarn, fabric and related material.

The designs of clothing and home decoration, adopted by a society at any given point in time are not always unique to that time either in their elements of final composition. In order to determine and describe those sets or events that have affected recurring style changes, students will study some of the major styles in clothing and home furnishing, and associated events throughout history.

TEXTBOOKS
Constantine, M and Larsen, J.
Evans, H.M.
Pistolese, R. and Horsting, R.

FASHION DESIGN IIIA (Degree)

This is an advanced study of the aesthetics and creative possibilities of textile design applied to fashion.
The student should develop creative ability in textile media through individual interpretation of fashion design, with particular applications in Tailoring methods. An experimental approach will be the basis of the study of new fabrics and fashion trends; the design and construction of tailored garment; and in the application of knowledge of physical properties of textiles used in tailored design.

TEXTBOOK

FASHION DESIGN IIIB (Diploma)

The student's creative ability is developed through an experimental approach to the study of 
(a) new fabrics and fashion trends, 
(b) tailored design, 
(c) adaptation of current commercial patterns to the individual, 
(d) construction techniques.

TEXTBOOK

PRINCIPLES AND PRACTICE OF TEACHING III

The student will study—
(a) The organization and administration of the Home Science/Textiles Department through such topics as: timetabling; conditions of employment and duties of ancillary staff; costing and financial organization; accident insurance, legal implications of industrial awards; compiling an organization book and filing official instructional material; record keeping; the reliability and validity of testing as a teaching technique.

(b) *Programme development* by: examining Home Science and Textile programmes; investigating the philosophies and goals; considering the role of professional associations; programme compilation and syllabus interpretation; subject inter-relatedness.

c) The challenge of *sound decision making*: in teaching, personal attitudes and inter-relationships with both teachers and pupils; and in evaluating problems within the classroom.

**DIPLOMA IN TEACHING (SECONDARY EDUCATION) INDUSTRIAL ARTS**

To qualify for the award of the Diploma in Teaching (Secondary Education) — Industrial arts candidates require a minimum of 108 credit points distributed as follows:

**PART A:**

General Theoretical Preparation (81 credit points)
(i) Education — 15 credit points to include 3 credit points at 300 level,
(ii) Educational Studies — elective,
(iii) Subject Content Studies — 66 credit points. 
   (a) Special Subject Content (Industrial Arts) — 51 credit points including 6 credit points transferred from Part B. 
      100 LEVEL: (12 credit points) 
      IA112 Functional Design in Technology 
      IA113 Engineering Science 
      IA116 Metal Forming 
      IA118 Timber Fabrication and Basic Wood Turning 
      200 LEVEL: (24 credit points) 
      IA210 Engineering Design Drawing 
      IA212 Descriptive Geometry 
      IA213 Materials Science A 
      IA214 Engineering Mechanics 
      IA215 Metal Techniques 
      IA216 Design in Metal 
      IA217 Cabinet Making and Free Form Woodworking 
      IA218 Building Construction and Wood Machining 
      300 LEVEL: (9 credit points) 
      Minimum of 9 credit points from IA310, 311, 312, 313, 314, 315, 316, 317, 318, 321, 332 
      100-300 LEVEL (6 credit points) 
      Minimum of 6 credit points from IA111, 120, 121, 122, 123, 132, 133, 136, 211, 221, 222, 223, 224, 225, 232, 233, 234, 235, 310, 311, 312, 313, 314, 315, 316, 317, 318, 321, 332

(b) General Subject Content — 15 credit points

To include at least:
3 credit points in English, and
3 credit points in Social Science.
The remainder being elected at any level from modules offered in:
PART B:
Professional Preparation (27 credit points)
(i) Special Theory — 21 credit points
   (a) General Theory of Teaching (6 credit points)
       IA141 Theory and Practice of Teaching (2 credit points)
       IA241 Theory and Practice of Teaching (2 credit points)
       IA341 Theory and Practice of Teaching (2 credit points)
   (b) Theory Specific to Subject (15 credit points)
       IA150 An Introduction to Industrial Arts Education
       IA151 Teaching Technical Drawing
       IA152 Teaching Engineering Science
       IA153 Teaching Technics — metal lobes
       IA154 Teaching Technics — wood lobes
(ii) Practical Experience — 6 credit points (2 credit points each year).

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

PART A:
General Theoretical Preparation (114 credit points)
(i) Education — 15 credit points to include 6 credit points at 300 level,
(ii) Education Studies — 9 credit points at 400 level, (iii) Project — 9 credit points, IA420 Project in Industrial Arts,
(iv) Subject Content Studies — 81 credit points.
   (a) Special Subject Content (Industrial Arts) — 63 credit points including 6 credit points transferred from Part B.
       100 LEVEL: (12 credit points)
       IA112 Functional Design in Technology
       IA113 Engineering Science
       IA116 Metal Forming
       IA118 Timber Fabrication and Basic Wood Turning
       200 LEVEL: (24 credit points)
       IA210 Engineering Design Drawing
       IA212 Descriptive Geometry
       IA213 Materials Science A
       IA214 Engineering Mechanics
       IA215 Metal Techniques
       IA216 Design in Metal
       IA217 Cabinet Making and Free Form Woodworking
       IA218 Building Construction and Woodmachining
       300 LEVEL: (12 credit points)
       Minimum of 12 credit points from IA310, 311, 312, 313, 314, 315, 316, 317, 318, 321, 332.
       400 LEVEL: (12 credit points)
       Minimum of 6 credit points from IA411, 416, 417, 418, 419, 431
       Minimum of 6 credit points from IA412, 413, 414, 415
       100-400 LEVEL: (3 credit points)
       Minimum of 3 credit points.
(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 module offering
in the College.

PART B:
Professional Preparation (30 credit points)
(i) Special Theory — 21 credit points
(a) General Theory of Teaching (6 credit points)
IA141 Theory and Practice of Teaching (2 credit points)
IA241 Theory and Practice of Teaching (2 credit points)
IA341 Theory and Practice of Teaching (2 credit points)
(b) Theory Specific to Subject (15 credit points)
IA150 An Introduction to Industrial Arts Education
IA151 Teaching Technical Drawing
IA152 Teaching Engineering Science
IA153 Teaching Technics — metal lobs
IA154 Teaching Technics — wood lobs

(ii) Practical Experience — 9 credit points
Four weeks block practice (2 credit points) in each of
years 1, 2, and 3.
Four weeks in-school experience with report from
student in year 4* (3 credit points)
* Practising teachers are required to substitute 3 credit
points in General subject content in lieu of the year 4
practical experience.
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<td>IA101</td>
<td>Handwork in Child Development A</td>
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Candidates are required to note that the modular selection of both the Diploma in Teaching (Secondary Education) Industrial Arts and the Bachelor of Education (Industrial Arts) Industrial Arts will be given at enrollment concerning the course pattern for the New South Wales Higher Education Board.
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<td>1A217, 218, 221, 224, 317, 318 or 321</td>
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<tr>
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<td>IA420</td>
<td>Project in Industrial Arts</td>
<td>Enrolment in 7th semester</td>
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<td>Craft Research and Development</td>
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</tbody>
</table>

0 Module not available  
1 Module offered in 1st semester  
* Module offered between 1st and 2nd semester  
2 Module offered in 2nd semester  
3 Module offered in 1st and 2nd semester

The following course outline is relevant for students who commenced studies in 1977 or earlier. Detailed syllabuses for Education subjects, General Studies units and Elective units may be found elsewhere under the appropriate headings.
Year III
Education III 4
Industrial Arts Education II 3
Two of:
(Drawing and Design III 4
(Technology IIIA 4
(Technology IIIB 4
(Materials Science II 4
(Mechanics II 4
Social Science GS 3
Elective or Industrial Arts Unit 3 or 4

Year IV
Education IV 4
Industrial Arts Education II 3
Three of following including at least one at level IV:
(Drawing and Design III or IV 4
(Technology IIIA or IVA 4
(Technology IIIB or IVB 4
(Materials Science II or III 4*
(Mechanics II or III 4*
Elective or Industrial Arts Unit 3 or 4

* In their course students MUST undertake either Materials Science III or Mechanics III as well as Science IBE or Mathematics IAE.

Additional degree requirements may be completed by students in Year III of the diploma course.

BACHELOR OF EDUCATION (INDUSTRIAL ARTS)

This degree course is only available to a small number of students as a full time course.

There is no difference in requirements between diploma and degree courses in Years I and II and anyone admitted with standing as an artisan would be expected to reach the appropriate standard by the end of their first year in the College, to be able to enter the Year III degree programme on the same basis as those who had already completed two years of full time study. While some components of the Year III degree programme are similar to that of the Year III diploma programme, additional requirements are placed on students in the degree course and more depth is expected of these students.

Following is an outline of Years III and IV of the degree course.

Year III

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours per week</th>
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<tbody>
<tr>
<td>Education III</td>
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<tr>
<td>(Drawing and Design III</td>
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</tr>
<tr>
<td>(Technology IIIA</td>
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<td>(Technology IIIB</td>
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<td>(Materials Science II</td>
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<tr>
<td>(Mechanics II</td>
<td>4</td>
</tr>
<tr>
<td>Social Science GS</td>
<td>3</td>
</tr>
<tr>
<td>Elective or Industrial Arts Unit</td>
<td>3 or 4</td>
</tr>
</tbody>
</table>

Year IV

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours per week</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
<td>Industrial Arts Education II</td>
<td>3</td>
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<tr>
<td>(Drawing and Design III or IV)</td>
<td>4</td>
</tr>
<tr>
<td>(Technology IIIA or IVA</td>
<td>4</td>
</tr>
<tr>
<td>(Technology IIIB or IVB</td>
<td>4</td>
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<tr>
<td>(Materials Science II or III</td>
<td>4*</td>
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<tr>
<td>(Mechanics II or III</td>
<td>4*</td>
</tr>
<tr>
<td>Elective or Industrial Arts Unit</td>
<td>3 or 4</td>
</tr>
</tbody>
</table>
**INDUSTRIAL ARTS EDUCATION Ia**

*Principles and Practice of Teaching (Artisan)*

This subject aims to provide each student with an opportunity to acquire specific teaching behaviours or skills, to put into practice some of the theory acquired in other subjects and to orient himself to the realities of the school situation with particular emphasis on his field of specialization.

Topics include (a) micro-teaching, (b) block practice, and (c) the functioning school.

**ASSESSMENT**

(a) Objective tests to evaluate student mastery of the theory of the teaching skill component.

(b) A personal folder containing evidence of completion of prescribed preparation at each station of the micro-teaching cycle and during the block practice teaching period.

(c) A series of brief but specific assignments designed to provide students with a permanent record of information relating to topics covered in C above — the Functioning School.

(d) A final test covering the general content of the subject.

**TEXTBOOK**

Turney, C. et al


**ENGINEERING SCIENCE I**

Modern society is being continually altered by the application of science and technology. Stress is laid on the importance of coping with rapid technological change and expansion and the concrete manifestation of these developments. Study of the relevance and interdependence of materials and manufacturing processes, analysis methods including the use of computers, and a study of the history of technological change.

**ASSESSMENT**

Progressive evaluation including written assignments, unit quizzes, programming exercises, submission of work applicable to the teaching of the subject.

**TEXTBOOKS**

Higgins, R.A.


Oxley, A.


**EDUCATION SIIa**

Artisan

*Strand A* — Educational Psychology

This strand contributes to professional competence and the general education of the student. Applications of psychology are presented so as to make them available to the student in the form of effective teaching behaviour.

Topics include: child and adolescent development — study of child development, nature and interaction of heredity and environment, socialisation, cognitive development, Piaget; the learning process — types of learning and the classroom, behavioural objectives, conditioning, reinforcement, learning, teaching strategies; motivation and the self-physiological bases of motivation, the place of motivation in education, long and short term motivation, the role of the teacher; measurement and evaluation—basic statistics of central tendency and dispersion, rank order methods, correlation, nature and purposes of measurement and evaluation, characteristics of a good measuring instrument, planning classroom evaluations, standardised tests; abilities—individual abilities, their correlates and assessment.

**ASSESSMENT**

Progressive evaluation including exercises and essays. A final examination may be required.

*Strand B* — The Learner and the School

This strand provides knowledge of the changing administrative structure within teaching and the underlying theoretical bases of these changes, provides knowledge of the developmental characteristics of pupils at the secondary school level and studies modern approaches to the teaching-learning process in relation to the above.

The school in context is presented by examining current trends in the administration of education in Australia, the N.S.W. system, teacher induction and evaluation, and issues of change in aims and procedures; as well as this, alternatives in education are studied including multi-media centres, open education, the deschooling concept and individualised instruction.

The high school student is considered in the light of cognitive and emotional development during the high school years, preparation for a vocation, the minority group member at school, the high school student in cross-cultural perspective and the school leaver.

The teaching-learning process is examined in terms of what shall be taught including values, aims and objectives; as well as the curriculum — its purpose, principles, types and machinery for change. An examination is also made of how the curriculum should be taught covering organization of content and learning experiences, the contribution of learning theories to teaching practice, provision for inequalities, educational technology, evaluating and reporting pupil progress.

**ASSESSMENT**

Progressive evaluation including assignments, term tests, workshop and tutorial exercises and field reports, a final examination may be required.
DRAWING AND DESIGN II

Part A — Technical Drawing and Graphical Representation


ASSESSMENT
Progressive evaluation including projects and assignments, tests and final examination.

TEXTBOOK

Part B — Descriptive Geometry

Principles of descriptive geometry. Third angle projection. Reference planes and principles of orthographic projection. New Principal planes, traces, projections. Oblique planes, intersection of planes, projections on the oblique plane and conversion of the oblique plane. Intersection of lines and the oblique plane, projections including that of solids on, or cut by the oblique plane, mining problems. Distances related to the oblique plane. Dihedral angles. Developments of the cone, oblique cone, cylinder, oblique cylinder, transition pieces by triangulation. Intersection of solids with parallel or inclined axes. Fillet curves and rod ends. Conic sections.

ASSESSMENT
Progressive evaluation including class work, assignments and final examination.

TEXTBOOKS

DRAWING AND DESIGN IIa

Descriptive Geometry and Drawing (Artisan)

This subject provides sound concepts and principles of technical drawing as well as develop understanding of the principles of projection theories as related to points, lines and surfaces to increase powers of object visualisation and spatial relationship.

TECHNOLOGY IIa

Metal and Applied Materials

This subject leads to an understanding of the interrelation between new technological discoveries and sociological needs, as well as the expansion of design boundaries. Students are required to investigate the practical problems of metalworking processes which influence
tool or machine design and consider limitations of metals, materials and techniques available. Artisans are also required to become familiar with school technology courses, become aware of the different approaches needed to teach technology as compared with technology in industry, through skill analysis be able to develop methods relating to their trade experiences to school pupil, and be fully conversant with those safe working practices expected in school workshops. Investigations should probe both the history and the technology of metal extraction, machining, art metalwork, metal spinning, basic electricity and electronics as well as considering the application to domestic and commercial uses.

ASSESSMENT
Progressive evaluation and final examination.

TEXTBOOK

TECHNOLOGY IIa

**Metal and Allied Materials (Artisan)**

Students admitted to this subject must have completed a recognised industrial training course at either trade or technician Certificate level. This subject aims to use each students’ previous training as background and add to this new areas of study to broaden his concept of technology and design boundaries. The areas of study prescribed for students undertaking Technology IA and IIA are dealt with as part of this subject. These are: Fitting, Machining, Fabrication, Sheetmetalwork, Art Metalwork, Metal Spinning, Basic Electricity and Electronics. However, because of their past training, students will concentrate on those areas of study in which they have not previously been trained. This enables them to be assessed at the same final examination as students undertaking Technology IIA.

Students will be expected to design and construct models associated with those areas of study undertaken. Theoretical and historical aspects of the above work will reinforce practical assignments and student lecturettes. Safe working practices and care of tools, appliances and machines are fundamental aspects of the subject.

ASSESSMENT
By progressive evaluation and final examination.

TEXTBOOK

TECHNOLOGY IIb

**Wood and Allied Materials**

This subject emphasises the approach to problems of design and places importance upon creativity rather than reproduction. Emphasis is directed towards practical skills to a greater extent than would be found in courses not specifically designed for vocational purposes, such skills being of significance to the occupational needs of the students.

Topics included are cabinet making, wood technology, timber finishing and decorative treatment of timber, wood machining.

ASSESSMENT
Progressive evaluation including practical and written assignments and final examination.

TEXTBOOKS
Keable, J.E. and Leadbeatter, B.R.


TECHNOLOGY IIb a

**Wood and Allied Materials (Artisan)**

This subject aims to give students a fundamental knowledge of processing wood and allied materials and an understanding of the principles associated with the practical work attempted. It provides a sound foundation of practical skills and an awareness of techniques involved in imparting these techniques to pupils in their charge.

Topics include: Hand tools and processes, Machine tools and processes, Timber products, Allied materials — e.g. Plastics, G.R.P., Laboratory organization and maintenance, and Finishing processes.

Short formal lectures, to establish guidelines for further research are followed by practical demonstrations in all aspects of the work. Students are encouraged to actively apply the principles learned by designing and constructing articles from various articles.

ASSESSMENT
(a) Progressive evaluation of written and practical assignments.
(b) Submission of an historical essay (1200 words).
(c) Final examination.

TEXTBOOKS
Keable, J.E. and Leadbeatter, B.R.

INDUSTRIAL ARTS EDUCATION II

This area of study aims to provide the intending teacher of industrial arts with an understanding of industrial arts curriculum development and application through an investigation into current industrial arts programmes. In particular, the student is expected to consider and evaluate the place and function of industrial arts in secondary education in N.S.W. through involvement in current curriculum and by investigating and experimenting with possible changes in curriculum structure and/or application.

Students are encouraged to use College facilities to develop software and other materials involved with the presentation of various innovative application techniques. A field experience programme and the block period of practice provides students with the opportunity of testing and evaluating various teaching procedures. Arrangements will be made for students to visit selected schools and inspect a variety of curriculum applications in industrial arts.

ASSESSMENT

Assessment will be by progressive evaluation, based on seminars, practice teaching and field experience reports, class exercises and a major assignment.

TEXTBOOKS

No specific text or texts adequately cover the overall content of this subject. Journal articles will be extensively used.

DRAWING AND DESIGN III

This unit broadens experiences in Engineering Drawing through conceptual design, as well as introducing the student to design procedures.

Part A — Engineering Drawing (Degree and Diploma)

Students are required to produce design solutions, correctly drawn to current Australian standards, from design briefs. Details depend on information supplied in such brief.

ASSESSMENT

Progressive evaluation including drawings submitted and final examination.

TEXTBOOKS

Eiger, A.J. and Busch, E.K.
Standards Association of Australia
The Institute of Engineers


Part B — Applied Strengths of Materials (Degree Only)

This strand is the catalyst giving interaction between Mechanics, Materials Science and the Engineering Drawing and Design which may be taken in Year IV. It is a branch of applied mechanics with content including a brief coverage of the important mechanical properties of materials, methods of testing, effects of loadings, and the determination of stresses and deformations which occur as a result of these loadings.

ASSESSMENT

Progressive evaluation and final examination.

TEXTBOOK

Parker, B., Jensen, A., and Chenoweth, H.

Part C — Craft (Diploma Only)

Graphic Arts and Photography: an extension of work undertaken in Drawing and Design II. Students are able to select an area of specific interest and study it in depth.

Ceramics: clay winning and shaping, drying and firing, slip casting, glaze composition and preparation, glass firing and decoration.

Ceramics and electricity. Refractories and industry.

ASSESSMENT

Progressive evaluation and final examination.

TEXTBOOKS

Chandler, M.
Kay, A.

TECHNOLOGY IIIA

Metal and Allied Materials

This subject develops individual ability for integrated design and construction. To foster this approach the major project for the year is designed and produced by the student for the purpose of content and personal development or experimentation in lobe programming. Opportunity is provided for experience in the areas of advanced machining, fabrication, flow-forming, and power mechanics. While practical work is as intense as possible, it can only represent a sample of the work covered in theoretical research.

Degree Extension

A research topic, chosen in consultation with the lecturer, must be presented in writing in approximately four-thousand (4,000) to five-thousand (5,000) words. The topic must be related to one of the areas of study and the report should indicate in-depth research.

ASSESSMENT

Progressive evaluation including a comprehensive written report on the major project and two written assignments of approximately two thousand (2,000) words, prepared by individual research. A final examination is required.

TEXTBOOKS

Mosely, S., Johnson, P., and Koenig, H.
TECHNOLOGY IIIB

Wood and Allied Materials

A study of man's utilisation of the forest for his creative and manufacturing pursuits. These investigations may show how the properties of wood and its derivatives lead to the development of processes satisfying his aims. Fulfilment of design projects in the laboratory is encouraged. Fields using wood as a constructional material are researched to enable the student to find its relative importance, e.g. marine and aeronautical usage, domestic and engineering applications and as an excellent material to satisfy creative urges.

Degree Extension

Degree students are required to submit course work of a high standard and written assignments covering the following topics:
(a) The functions of the Forestry Commission of N.S.W. as established under Forestry Act, 1916.
(b) Silvicultural practices and characteristics for indigenous and exotic species.
(c) Relationship of forest industries to raw materials, processing facilities, distribution outlets and protection agencies.

ASSESSMENT

Assessment is by progressive evaluation and final examination.

TEXTBOOKS

Keable, J.E. and Leadbeatter, B.R.

MATERIALS SCIENCE II

Most products of our highly industrialised society are no longer the result of the activity of single individuals, but rather reflect the skills of many people applied through industrial organizations. Materials Science overlaps and complements the fields of studies covered by Mathematics, Physics and Chemistry, and recognises the interdependence of the pure scientist and the technologists in the production of the material objects of our modern society. This unit is concerned with the understanding and teaching of the structure of common man-made materials and the way in which variations in their structures lead to widely different physical, chemical and mechanical properties. Laboratory — tensile behaviour of materials, strength of glass fibres, impact and hardness testing of materials, physical properties of ferro magnets, solidification of materials, ceramics testing, materials choice, and stacking of equal spheres.

Degree Extension

Students are required to complete satisfactorily a research project in this field of study. The project undertaken should involve both theoretical background and experimentation.

ASSESSMENT

Progressive evaluation including written assignments and submission of practical work.

TEXTBOOKS

OR

MECHANICS II

This subject provides a specialist content and method study in Engineering Mechanics and establishes a base on which the analysis phase of the design process can be built. It develops expertise in the solution of engineering problems based on the assumption of uniform acceleration as well as developing the student's ability to carefully prepare and effectively present Elementary Engineering Mechanics in the schoolroom situation. Laboratory work associated with the theory is a requirement. The means by which fundamental and derived quantities are measured is discussed. Variability in measured data is described and in introduction to error analysis including propagation of error, analysis of variance and regression is given so that results from experiments can be analysed in a meaningful manner. Computer programming is used by the student to aid in experimental analysis.

Degree Extension

A research project involving collection of data and analysis of results. The project undertaken should involve both theoretical background and experimentation.

ASSESSMENT

Progressive evaluation including written assignments on specific topics, laboratory work and examinations.

TEXTBOOKS

EDUCATION IV
The student is required to select two parts from the four parts available. These are:

**Part A — Adolescent Development and Education**

The objectives of Part A like those of the alternative parts, are directed towards the student's conception of the ultimate purposes of secondary education, or, more specifically, secondary schooling. It is assumed that the student has a basic understanding of the way in which the school system now works and of the pressures for change.

To help the student explore the possibilities for constructive change in secondary schooling he is given a background knowledge of adolescent development, of the degree to which such development influences and is influenced by the functions of the high school and the extent to which change in secondary schooling is limited by constant characteristics of the age groups.

The topics to be studied are: Physical development during adolescence; Cognitive development; Development of Personal Identity; and High School and Occupational Decisions.

**ASSESSMENT**
Assessment is made on the basis of seminar performances, a major essay and a final examination.

**TEXTBOOKS**

**Part B — Comparative Education**

This area of study considers educational provision in certain countries. Educational philosophies, organizational structures, types of schools, methods of finance and control are compared with existing approaches in N.S.W. Within the general framework of education in each country studied the Industrial Arts student will be expected to consider and evaluate approaches to Industrial Arts education.

The main objective is to provide students with the opportunity for a breadth and depth of intellectual insight into educational provisions generally, through comparative educational studies. It is expected that as well as acquiring a general understanding of various approaches to education in a wide spectrum of countries the student will gain a fuller appreciation of the ongoing advanced thought, study and research in his own chosen field of specialization.

The topics include: Theories and perspectives from which studies of comparative education have been based; Comparative analysis applied to educational systems; and Comparative research on practical problems of education in specialist subject area.

**ASSESSMENT**
Assessment is through progressive evaluation (based on seminar papers, essays and other assignments) and a final examination.

**TEXTBOOKS**

**Part C — Educational Research**

**Prerequisite — Education III, Strand B, Part 2**

The objectives are:
(a) To develop some appreciation of the usefulness of scientific method in general and of educational research in particular.
(b) To develop some appreciation of the interacting factors likely to be influential in student performance.

A graded series of empirical investigations is carried out to examine the relationship between academic performance and some of the following variables: ability, socio-economic status, locus of control, introversion-extroversion, teaching style (e.g. open classroom v conventional teaching).

**ASSESSMENT**
Assessment is based on three written research reports (class, small group, individual).

**TEXTBOOKS**

**Part D — Philosophies of Education**

Within this part the student is presented with the theses of some great thinkers. These theses are expounded and an indication is given of how they have affected educational practice throughout the centuries.

The study attempts to enable the the student to appreciate how some educators have worked out a conception of the universe and man's place in it. The student is given opportunities to speculate on more or less questionable hypotheses concerning the nature of man, the nature of truth, and the aims of education in specific eras and societies. The student is given insights that will guide his future educational actions through his discovery and formulation of goals, norms or standards on which his individual teaching actions will be based.
He should gain from the course the ability to critically evaluate the assumptions and methods used by thinkers and writers in education today and the ability to define the terms used in systematic educational thought. Finally, the course should provide the student with an opportunity to develop conceptual clarity and methodological understanding.

Topics of study include: The educational thought on the ancient Greek philosophers: Plato, Socrates, Aristotle; The Christian Era and the rise of a Christian philosophy of education; The Renaissance and the rise of Scholasticism under the aegis of the philosopher and theologian, Thomas Aquinas.

ASSESSMENT
Assessment is based on the presentation of seminar papers to the group, contributions during discussion of presented papers, two major essays and tests at the end of each term.

TEXTBOOKS

DRAWING AND DESIGN IV

The purpose of this subject is to integrate the students' knowledge of mathematics, mechanics, and mechanical drawing to form a sound basis for further study leading to the design of machine components, machines, and structures.

Principles and current practices in Engineering Design are treated and some typical design problems solved during first term.

Reports on each project include all calculations and either a full set of detailed drawings, an assembly drawing or a freehand drawing as required. The appropriate Australian Standards are used for limits and fits, gears, pressure vessels, keys and key ways, and materials.

Final examination work in this subject will be determined by a major project requiring application of the principles taught to a more comprehensive situation involving analysis, ingenuity, proportioning of parts, use of codes, drawing and sketching, specifications, selection of materials, safety considerations, economic factors, life expectancy. A field sketch book to record observations of engineering techniques is required. Assignments of design problems are due June, September and October.

ASSESSMENT
Progressive evaluation of practical work and assignments, yearly examinations.

TEXTBOOKS

TECHNOLOGY IVA

**Industrial Design**

The aim is to develop an understanding of design for industry. The Industrial Design process is to be fully investigated in order to provide experience in: Constructive analysis of the design problem, development of the proto-type model, and eventual satisfactory achievement of the design product. It is necessary for students to consider aspects of consumer demand, the economics of industry, problems of creativity, adoption as a requirement of product development, the role of the laboratory and the historical development of modern design.

A research project forms the basis of this course. In addition formal lectures, seminars, workshop and field fact finding excursions support the development of the above project.

ASSESSMENT
Assessment is by progressive evaluation which includes a research report, two 2000 word written assignments and a yearly examination.

TEXTBOOK

TECHNOLOGY IVB

**Wood and Allied Materials**

The concept of wood and allied materials as products of complex living organisms and systems being controlled and consumed in the service of man, will be presented. The availability of natural resources may be modified by human activities and may be balanced also by implementation of programmes of resource use and long range policy decisions. These means will be reviewed and evaluated in the light of present needs.

Formal lectures, demonstrations and displays will be presented. Laboratory activities will be conducted with related formal lectures. Submission of laboratory reports will be required. Audio-visual material will be used in support, or in lieu, of fieldwork.

ASSESSMENT
Assessment will be gauged by progressive evaluation, assignments, laboratory work and final examination. Written reports will be called to show evidence of prior planning, searching and programming of the individual field of work selected. A final evaluation and detailed analysis of the programme will be presented for assessment. A pass in the final examination will be required to satisfy requirements.

TEXTBOOK
MATERIALS SCIENCE III

This subject to be a logical extension of Materials Science II in that the various structures, properties and applications of more complex materials will be studied. Emphasis is placed on the influence of temperature, time, radiation and environment on the structures and properties of engineering materials. Additional research and experimentation in these fields is a necessary component of the course.

Formal lectures, group discussions, tutorials, student research and laboratory work are approaches used in the course.

ASSESSMENT
Progressive evaluation; by written assignments, unit quizzes, experimental results and research conclusions.

TEXTBOOK

MECHANICS III

This subject has been designed to cater for the needs of Industrial Arts students who desire to study advanced topics in Engineering Mechanics. By providing a wide range of experience the subject aims at developing expertise in the solution of Engineering problems associated with applied mechanics. The subject will be presented by means of formal lectures, tutorials and laboratory sessions.

ASSESSMENT
Progressive evaluation on the basis of written assignments on specific topics, laboratory work, a research project and examinations.

TEXTBOOKS

DIPLOMA IN TEACHING (SECONDARY EDUCATION)
MATHEMATICS

In order to qualify for the award of a Diploma a student must gain at least 108 credit points.

Students are required to gain 54 points in Theoretical Studies in mathematics and 24 points in Professional Studies. The 54 points will be distributed in the manner indicated below.

PART A:
General Theoretical Preparation

(a) Compulsory modules
Algebra I (100 Level)
Calculus IA (100 Level)
Calculus IB (100 Level)
Geometry I (100 Level)
Matrics and Vector Spaces (200 Level)
Number Theory and Related Topics (200 Level)
Real Analysis (200 Level)
Boolean Algebra and Computer Studies (200 Level)
Applied Mathematics: Mechanics (200 Level)

Total: 27 points

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

Total: 27 points

Grand Total: 54 points

N.B. Students enrolled in the Diploma in Teaching Secondary Mathematics are excluded from
(i) Social Mathematics
(ii) Making a Mathematics I and II

PART B:
Professional Preparation

The 24 points in Professional Studies distributed as indicated below

(a) Compulsory modules
Practice teaching (6 points)
Principles and Practice of Mathematics Teaching I
Principles and Practice of Mathematics Teaching II
Principles and Practice of Mathematics Teaching III
Mathematics Education: Junior Secondary Curriculum Studies I
Mathematics Education: Junior Secondary Curriculum Studies II
Mathematics Education: Senior Secondary Curriculum Studies I

Total: 21 points

(b) Elective modules
One of:
Mathematics Education: Senior Secondary Studies II
Mathematics Education: The Slow Learner

Total: 3 points

Grand Total: 24 points

Students are required to gain a minimum of 15 points in Education in the Theoretical Studies segment of their course. The remaining 15 points necessary for the award of a Diploma may be gained by taking modules, inside or outside the discipline of mathematics, for which the appropriate prerequisites are held.

Candidates are asked to note that the modular presentation of the Diploma in Teaching (Secondary Education) Mathematics planned for students commencing the course in 1978 has yet to be approved by the New South Wales Higher Education Board. Should this variation to the course not be approved before the 1978 enrolment period candidates will follow the following Year I programme and Years II and III as outlined for students who commenced in 1977. Advice will be given at enrolment concerning the course pattern which will be available in 1978.

DIPLOMA IN TEACHING (SECONDARY EDUCATION) MATHEMATICS

Year I

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours per week</th>
</tr>
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<tbody>
<tr>
<td>Education I</td>
<td>3</td>
</tr>
<tr>
<td>Principles and Practice of Teaching I</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics IA</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics IB</td>
<td>4</td>
</tr>
<tr>
<td>English GS</td>
<td>3</td>
</tr>
<tr>
<td>Social Science GS</td>
<td>3</td>
</tr>
</tbody>
</table>

Should it be necessary for candidates to enrol in this alternative Year I programme full information concerning the subject prescriptions will be made available in the course Handbook which will be distributed prior to the enrolment period in 1978.
DIPLOMA IN TEACHING (SECONDARY EDUCATION) MATHEMATICS

The following course outline is relevant for students who commenced studies in 1976 or earlier. Detailed syllabuses for Education subjects, General Studies units and Elective units may be found elsewhere under the appropriate headings. Students admitted with standing to undertake the Diploma in Teaching (Secondary Education) One Year Conversion Course should refer to the appropriate course outline.

STUDENTS CONTINUING IN 1978 OR ENTERING WITH ADVANCED STANDING IN 1978

<table>
<thead>
<tr>
<th>Year</th>
<th>Subject</th>
<th>Hours per week</th>
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<tbody>
<tr>
<td>II</td>
<td>Education II</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Principles and Practice of Teaching II</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Mathematics IIA</td>
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<tr>
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<td>Mathematics IIB</td>
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<tr>
<td>III</td>
<td>Education III</td>
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<tr>
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<td>Principles and Practice of Teaching III</td>
<td>3</td>
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<tr>
<td></td>
<td>Mathematics IIIA</td>
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<tr>
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<tr>
<td></td>
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<tr>
<td></td>
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<td>4</td>
</tr>
<tr>
<td></td>
<td>Teaching Experience III</td>
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</tr>
</tbody>
</table>

In certain instances, the head of a particular subject department may permit a student who is undertaking a lower level subject because of a failure in that subject, to undertake the higher level subject concurrently. Students wishing to do this MUST seek approval from the head of the subject department within the first two weeks of first term.

PREREQUISITES 1978

<table>
<thead>
<tr>
<th>Subject</th>
<th>Prerequisite</th>
</tr>
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<tbody>
<tr>
<td>Education II</td>
<td>Education I</td>
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<tr>
<td>Principles and Practice of Teaching II</td>
<td>Principles and Practice of Teaching I</td>
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<td>Students should consult subject syllabuses</td>
</tr>
<tr>
<td>Mathematics IIB</td>
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<td>Education III</td>
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<tr>
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<td>Two of: (Mathematics IIIC)</td>
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<td>(Mathematics IIIID)</td>
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<td>(Mathematics IID)</td>
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<tr>
<td>(Mathematics IIE)</td>
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</tbody>
</table>
The specialist studies are determined by various combinations of two hour strands. These studies are available to all students but some restrictions apply to specialist mathematics students. The combinations and available strands are listed below.

Mathematics IIA: Two of the strands (a), (b) and (i). Strands (a) and (b) are compulsory for students training as secondary mathematics teachers.

Mathematics IIB: Two of the strands (c), (d) and (e). Strands (c) and (d) are compulsory for students training as mathematics teachers.

Mathematics IIC: Two of the strands (e), (f) and (g).

Mathematics IID: Two of the strands (g), (h) and (j).

Mathematics IIE: Two of the strands (i), (j) and (f).

Note: Third year students who elect two second year subjects may find that their second year selection has made listed combinations impossible. In such cases strand (h), with the approval of the head of department, may be substituted for a nominated strand to effect an approved combination.

**Strand | Title**
---|---
(a) | Matrices and Elementary Vector Spaces.  
(b) | Theory of Number and Related Topics.  
(c) | Mathematics Education: Junior Curriculum Studies.  
(d) | Real Analysis.  
(e) | Calculus.  
(f) | Applied Mathematics: Mechanics.  
(g) | Finite Mathematics.  
(h) | Geometry.  
(i) | Computer Studies.  

**Prerequisite**
- Mathematics IA
- Mathematics IB
- Mathematics IA

**ASSESSMENT**
A final examination together with a number of shorter class tests.

**TEXTBOOK**

**Strand (b) — Theory of Number and Related Topics**

Sets and elementary logic.  
Relations and mappings.  
Combinations and permutations.  
Primes — Composites — divisibility — congruences.  
Special numbers.  
Continued fractions.

**ASSESSMENT**
A final examination together with short class tests and assignments.

**TEXTBOOK**

**Strand (c) — Mathematics Education: Junior Curriculum Studies**

This study is designed to explore the junior secondary curricula in mathematics, to highlight the responsibilities of the beginning teacher and lay the foundations for his future professional development.  
Aims, goals and objectives are studied and in addition to important selected topics from the secondary curricula attention is paid to Primary School Algorisms, instructional media, integrated studies, methods of evaluation and teaching aids.

**ASSESSMENT**
Students are progressively assessed by consideration of written assignments, participation throughout the programme, and final examination.

**Strand (d) — Real Analysis**

This study is designed to formally establish the intuitive concepts developed in Mathematics IB and link these concepts, where appropriate, to general topological ideas.  
Topics studied include: Real numbers — axioms and properties;  
Sequences — convergence, completeness, compactness; Series — convergence, Power series; Continuity — continuous mappings;  
Linear mappings — The relationship between linear maps and matrices.  
Singular and non-singular linear transformations.  
Linear Operators.
Differentiation — differentiability; and Integration — integrable mappings.

ASSESSMENT
The study is assessed by means of assignments, class tests and final examination.

TEXTBOOK

Strand (e) — Calculus

This strand treats some extensions of differential and integral calculus studied in Mathematics IB. Topics include: First order differential equations and some applications; Taylor’s formula with remainder; Taylor and Maclaurin series for a function; Partial derivatives and applications to space curves and surfaces. Multiple integrals and some applications.

ASSESSMENT
The study is assessed by means of assignments, class tests and final examination.

TEXTBOOK

Strand (f) — Applied Mathematics: Mechanics

This strand aims to relate pure mathematics to the solution of problems arising in the physical world and to provide a background to some applied mathematics topics being introduced to secondary school courses. Topics studied include: Dynamics of a particle and a body in one dimension; Dynamics of a particle moving in more than one dimension; Vector Methods; and Statics — particle and rigid body.

ASSESSMENT
The study is assessed by means of assignments, class tests and final examination.

TEXTBOOK

Strand (g) — Finite Mathematics

This strand is designed to introduce teachers to some aspects of modern applied mathematics and to provide a background to some topics being introduced to secondary school courses. Linear programming.

(i) The Algebra of Linear inequalities.
(ii) Graphing of linear inequalities — convex polygons.
(iii) The linear programming problem.
(iv) Graphical solution.
(v) Fourier-Motzkin method of solution.
(vi) The Simplex Algorithm.
(vii) Dual programmes.

Solution of matrix games.

Networks.

(i) Maximum flow.
(ii) Shortest paths and minimal spanning trees.
(iii) Activity networks and critical paths.

ASSESSMENT
The study is assessed by means of assignments, class tests and final examination.

Strand (h) — Geometry may not be offered in 1978.

Strand (i) — Computer Studies


Introduction to numerical analysis.

ASSESSMENT
The study is assessed by means of assignments, class tests and final examination.

Strand (j) — Applied Mathematics: Mathematical Astronomy, Navigation and Surveying may not be offered in 1978

PRINCIPLES AND PRACTICE OF TEACHING II

Mathematics

In this study, students will be given the opportunity to demonstrate a variety of lesson types, learning aids and teaching skills. Preparation sessions are followed by micro-teaching and macro-teaching experiences in sequences. Lessons are video-recorded for post-lesson evaluation.
The specialist studies are determined by various combinations of two hour strands. These studies are available to all students but some restrictions apply to specialist mathematics students. The combinations and available strands are listed below.

**Mathematics IIIA:** Two of the strands (k), (l) and (p).

**Mathematics IIIB:** Two of the strands (m), (n) and (o).

Strands (m) and (n) are compulsory for students training as secondary mathematics teachers.

**Mathematics IIIC:** Two of the strands (q), (r) and (o).

**Mathematics IIID:** Two of the strands (r), (s) and (p).

<table>
<thead>
<tr>
<th>Strand</th>
<th>Title</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>(k)</td>
<td>Group theory</td>
<td>Mathematics IA</td>
</tr>
<tr>
<td>(l)</td>
<td>Linear Algebra</td>
<td>Strand (a)</td>
</tr>
<tr>
<td>(m)</td>
<td>Mathematics Education: Senior Curriculum</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Studies</td>
<td></td>
</tr>
<tr>
<td>(n)</td>
<td>Analysis of Metric Spaces</td>
<td></td>
</tr>
<tr>
<td>(o)</td>
<td>Differential Equation</td>
<td>Strand (d)</td>
</tr>
<tr>
<td>(p)</td>
<td>Complex Variable</td>
<td>Strand (e)</td>
</tr>
<tr>
<td>(q)</td>
<td>Projective Geometry</td>
<td></td>
</tr>
<tr>
<td>(r)</td>
<td>Probability and Statistics</td>
<td>Strand (e)</td>
</tr>
<tr>
<td>(s)</td>
<td>Numerical Analysis</td>
<td></td>
</tr>
</tbody>
</table>

**Strand (k) — Group theory**

Groups: Definition and examples — numerical, geometrical, abstract, finite infinite, cyclic, abelian groups.

Basic properties of groups; permutation and the symmetric group Sn; homomorphism and isomorphism, Cayley's theorem.

Subgroups, cosets, Lagrange's theorem, subgroups of a cyclic group; normal subsets, quotient groups, homomorphism theorems.

**ASSESSMENT**

Progressive evaluation including assignments, class tests and final examination.

**TEXTBOOK**


**Strand (l) — Linear Algebra**


Similarity — similarity of real symmetric matrices. Reduction of quadratic forms. Classification of quadric surfaces.


**ASSESSMENT**

Progressive evaluation including assignments, class tests and final examination.

**TEXTBOOK**

N.S.W. Department of Education, Mathematics Syllabus and Notes Forms V and VI. Sydney, N.S.W. Government Printer.

**Strand (n) — Analysis of Metric Spaces**

Sets, functions and relations. Metric spaces, examples of metric
The specialist studies are determined by various combinations of two hour strands. These studies are available to all students but some restrictions apply to specialist mathematics students. The combinations and available strands are listed below.

Mathematics IIIA: Two of the strands (k), (l) and (p).
Mathematics IIIB: Two of the strands (m), (n) and (o).
Mathematics IIIC: Two of the strands (q), (r) and (o).
Mathematics IIID: Two of the strands (r), (s) and (p).

<table>
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<tr>
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<tr>
<td>(q)</td>
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<tr>
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<td>Probability and Statistics.</td>
<td></td>
</tr>
<tr>
<td>(s)</td>
<td>Numerical Analysis.</td>
<td></td>
</tr>
</tbody>
</table>

Strand (k) — Group theory

Groups: Definition and examples — numerical, geometrical, abstract, finite infinite, cyclic, abelian groups. Basic properties of groups: permutation and the symmetric group Sn; homomorphism and isomorphism, Cayley’s theorem. Subgroups, cosets, Lagrange’s theorem, subgroups of a cyclic group; normal subsets, quotient groups, homomorphism theorems.

ASSESSMENT: Progressive evaluation including assignments, class tests and final examination.


Strand (m) — Mathematics Education: Senior Curriculum Studies

The organization of Mathematics courses in Years 11 and 12. An examination of the syllabus content and of methods of presentation of:
(a) the four unit Mathematics course
(b) the three unit Mathematics course
(c) the computing strand of the two unit B Mathematics course.


ASSESSMENT: Progressive evaluation including regular assignments and final examination.

TEXTBOOK: N.S.W. Department of Education Mathematics Syllabus and Notes Forms V and VI. Sydney, N.S.W. Government Printer.

Strand (n) — Analysis of Metric Spaces

Sets, functions and relations. Metric spaces, examples of metric...

ASSESSMENT
Progressive evaluation including assignments, class tests and final examinations.

Strand (o) — Differential Equation


ASSESSMENT
Progressive evaluation including assignments, tutorial exercises, class tests and final examination.

TEXTBOOK

Strand (p) — Complex Variable

Complex numbers

ASSESSMENT
Progressive evaluation including tutorial exercises, class tests and final examination.

TEXTBOOK

Strand (q) — Projective Geometry


ASSESSMENT
Progressive evaluation including assignments, class tests and final examination.

TEXTBOOK

Strand (r) — Probability and Statistics

Introduction — discussion of type of problems that statistical methods were designed to solve. Description of sample data — classification, graphical representation, descriptive measures. Elementary probability, sample space, Bayes theorem, random variables, frequency function, distribution function. Frequency distributions of one variable (for discrete and continuous variables). Binomial, Poisson, Rectangular, normal distributions. Change of variable. Statistical inference, hypothesis testing, types of error, power function, elementary sampling theory for one variable. Frequency distributions of the mean, difference of two means, t, F distributions.

ASSESSMENT
Progressive evaluation including assignments, class tests and final examination.

Strand (s) — Numerical Analysis

The Finite — Difference Calculus using Desk Calculators. Numerical Differentiation. Numerical Integration. Fortran Programme for Trapezoidal Integration—Computer, Simpson's Rule—Computer, and Gaussian Integration—Computer. This strand requires limited access to a high speed computer using Fortran as a programming language and/or ready access to programmable desk calculators of not less than seven memories plus Jump facilities.

ASSESSMENT
Progressive evaluation including assignments, class tests and final examination.

TEXTBOOK

PRINCIPLES AND PRACTICE OF TEACHING III

Mathematics

This module seeks to strengthen abilities in task analysis and programming. Skills and strategies are practised, the student approximating the role of the in-service teacher. Regular attendance is essential.

DIPLOMA IN TEACHING (SECONDARY EDUCATION)
PHYSICAL EDUCATION

To qualify for the award of the Diploma in Teaching (Secondary Education) Physical Education a candidate must gain 108 credit points distributed as follows:

PART A:
General Theoretical Preparation — 78 credit points
(i) Education — minimum of 15 credit points to include 3 at 300 level. All candidates must undertake a module in Child Growth and Development.
(ii) Subject Content Studies — 63 credit points
(a) Special
   (i) 18 credit points — minimum are required for accreditation in Physical Education Activities. The following modules are compulsory at the 100 level.
      A. Basic Motor Movement
      B. Elementary Dance
      C. Elementary Gymnastics
      D. A Racquet Game Module
      E. A Ball Game Module
      F. Athletics 2
      G. Aquatics 2
   (ii) 18 credit points — minimum are required as in the following 300 level modules:
      Comparative Physical Education
      Health III
      Music
      Graduation Essay
      Adapted Physical Education
      Sports Medicine
      Tests and Measurements II
(b) General —
   (i) At least 12 credit points must be gained in modules generally available to Secondary students. Effective Communication, Language and Reading across the Curriculum and Contemporary Australian Society I and II are recommended.
   (ii) 15 credit points must also be taken in modules provided by the Department of Science. Biomechanics, Biochemistry, Human Biology and Anatomy and Physiology I are recommended.
PART B: Professional Preparation — 30 credit points

(a) Special Theory
   (i) General —
      100 Level — Principles and Practice of Teaching Physical Education IA and IB
      200 Level — Principles and Practice of Teaching Physical Education II
      300 Level — Principles and Practice of Teaching Physical Education III
   (ii) Specific to Subject
      100 Level — Foundations of Physical Education
      200 Level —
         Curriculum Studies
         Health II
         Tests and Measurements I

Community Service: No credit points

Field Service in the community is a graduation requirement. To fulfill this requirement the following conditions must be met:
A. Four (4) umpire credentials (Two (2) of these to be secured in the first year of the course).
B. Annual participation in competitive sport.
C. Annual participation in a community service project e.g. camping, play centre, coaching, club leadership etc.

(b) Practice in the Field

Practice teaching modules are compulsory in each year.

Candidates are asked to note that the modular presentation of the Diploma in Teaching (Secondary Education) Physical Education planned for students commencing the course in 1978, has yet to be approved by the New South Wales Higher Education Board. Should this variation to the course not be approved before the 1978 enrolment period candidates will follow the following Year I programme and Years II and III as outlined for students who commenced in 1977.

Advice will be given at enrolment concerning the course pattern which will be available in 1978.

DIPLOMA IN TEACHING (SECONDARY EDUCATION) PHYSICAL EDUCATION

Year I

<table>
<thead>
<tr>
<th>Subject</th>
<th>Hours per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education I</td>
<td>3</td>
</tr>
<tr>
<td>Principles and Practice of Teaching I</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education IA</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education IB</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education IC</td>
<td>3</td>
</tr>
<tr>
<td>English GS</td>
<td>3</td>
</tr>
</tbody>
</table>

Should it be necessary for candidates to enrol in this alternative Year I programme full information concerning the subject prescriptions will be made available in the course Handbook which will be distributed prior to the enrolment period in 1978.
DIPLOMA IN TEACHING (SECONDARY EDUCATION)
PHYSICAL EDUCATION

The following course outline is applicable to students who entered the Diploma in Teaching (Secondary Education) Physical Education course prior to 1978. Detailed syllabuses for Education subjects, General Studies units and Elective units may be found elsewhere under the appropriate headings. Students admitted with standing to undertake the Diploma in Teaching (Secondary Education) One Year Conversion course should refer to the appropriate course outline.

STUDENTS CONTINUING IN 1978 OR ENTERING WITH ADVANCED STANDING IN 1978

Year II
- Education II
- Principles and Practice of Teaching II
- Physical Education II A
- Physical Education II B
- Physical Education II C
- Social Science GS

Year III
- Education III
- Principles and Practice of Teaching III
- Physical Education III A
- Physical Education III B
- Physical Education III C
- One of:
  - English GS
  - Elective
  - Physical Education Unit

PHYSICAL EDUCATION IIA

Strand A — Physical Education Curriculum
A study of Physical Education, Sports and Recreation in N.S.W. with a detailed examination of its nature and values, particularly in relation to the selection of activities for Physical Education programme.

ASSESSMENT
Progressive assessment including at least five presentation assignments, critiques and reviews. Final assessment may include formal examination sessions.

Strand B — Health Nutrition and Drug Education
This strand helps understanding and practice in good nutrition, as well as the legal and illegal use of drugs and their effects on health. The kinds, quantities and sources of nutrients that are needed for good health, and the effects of nutritional deficiencies on the individual. Nutrition and weight control. Drug problems in school. Philosophy of the drug scene and legal sanction of drugs.

ASSESSMENT
Progressive evaluation including assignments and final examinations.

Strand C — Tests and Measurements I
To present statistics and test and measurements material so that the student may determine pupil status; design effective programmes and evaluate progress with emphasis on recent developments in the field of tests and measurements.

ASSESSMENT
Progressive evaluation including a laboratory book, test administration and data treatment plus final examination.

PHYSICAL EDUCATION III A

Strand A — Comparative Physical Education
An introductory review of the political, socio-economic and cultural influences on the development of Physical Education throughout modern civilisation. Special emphasis is placed on the following countries or areas: Scandinavia, Russia, United Kingdom, Canada, United States of America, New Zealand, China and Asia.

ASSESSMENT
Progressive evaluation including two written papers, class tests, critiques and final formal examination.

Strand B — Graduation Project
An individual study in depth of a topic selected by the student and completed under the guidance of a Faculty member. Students must submit the topic in writing for approval before the end of first term. The final submission should represent an individual research project.
of Newcastle College of Advanced Education to be preserved in Library holdings.

**ASSESSMENT**
Submission of completed Graduation Essay prior to last day of lectures constitutes assessment requirements of this course. Two (2) typed A4 copies of the assignment are to be submitted.

**Strand C — Research Method in Health, Physical Education and Recreation**
Procedures of research endeavour, philosophically, historically, culturally and experimentally. Application of pure research endeavour to teaching of Health Education, Physical Education and Sports Recreation. Investigation of applied research; solution of issues confronting new teaching climates in N.S.W. secondary schools.

**ASSESSMENT**
Progressive evaluation including class quizzes, reports, assignments and final examination.

**Strand D — Health Education III**
Mental Health, First Aid, Community Health and Services; this strand aids the understanding of education for mental health, caring for emergencies which face the teacher in a school setting, and health at the community level and services for its members.

**ASSESSMENT**
Progressive evaluation including assignments and final examination.

**Strand E — Music**
This strand is designed to develop the student’s understanding of some of the ways by which a knowledge of basic elements in Music may contribute to the teaching of Physical Education at both the school and recreational levels.

**ASSESSMENT**
Progressive evaluation.

**PHYSICAL EDUCATION IIIB**

**Strand A — Biochemistry**
This subject gives specialist students of Physical Education a basic understanding of the chemical processes occurring within the body. In particular, the processes relating to the utilisation of energy within the body and the biochemical control and integration of various processes.

**ASSESSMENT**
Progressive evaluation including practical reports, a major assignment, tutorial contributions and final examination.

**Strand B — Human Anatomy and Physiology**
An in-depth study of the structure and function of the human body to help understanding of the human body and to use this knowledge in the pursuit of advanced units. Topics include the respiratory system, the endocrine system, the urinary system, the lymphatics system, the special senses, and the skin.

**ASSESSMENT**
Progressive evaluation including assignments and examinations.

**PHYSICAL EDUCATION IIIIB**

**Strand A — Biomechanics**

**ASSESSMENT**
Progressive evaluation including major book assignment, laboratory work and examinations.

**Strand B — Tests and Measurements II**
To familiarise the student with the use of descriptive statistics; to develop expertise in administering modern methods of evaluation pertaining to Exercise Physiology, Motor Learning and Health and Physical Education curricula.

**ASSESSMENT**
Progressive evaluation. Submission of laboratory workbook. Final Examination.

**Strand C — Special Physical Education**
This strand involves study of the problems and needs of physically handicapped children. Areas to be covered include mental retardation, orthopaedic handicaps, visual and auditory handicaps and other organic conditions contributory to retardation in children. Methods and principles related to programme implementation are studied.

**ASSESSMENT**
Progressive evaluation including class visitation reports, child study reports, research study project and a final examination.

**Strand D — Sports Medicine**
This strand examines means of reducing the incidence of injury at the school level and methods of treatment. Injury prevention, treatment of injury and rehabilitation are also examined.

**ASSESSMENT**
Progressive evaluation including programme construction, term paper and class assignments.
PHYSICAL EDUCATION IIC

The physical education strand designated "C" is the physical education activity strand in which units of study are presented in the theory and practice of aquatics, athletics, dance, games and gymnastics.

PRINCIPLES AND PRACTICE OF TEACHING II

*Physical Education*

The subject aims to extend the opportunity for the acquiring of specific teaching skills in Physical Education through micro and macro practice situations in the first and second semesters in the secondary schools.

PRINCIPLES AND PRACTICE OF TEACHING III

*Physical Education*

This subject aims to further extend the opportunity for the acquisition of those teaching skills specific to the specialist in Physical Education and the realisation and observation of individual differences in the processes of motor skills achievement and motor learning generally.

DIPLOMA IN TEACHING (SECONDARY EDUCATION)

*Science*

The Science Diploma course is a three-year course designed to prepare students to teach integrated science at the junior and senior level and at least one of the strands of Biology, Chemistry, Geology or Physics at the senior level. In order to qualify for the award of a Diploma a student must gain at least 108 credit points.

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

**PART A:**

**General Theoretical Preparation (84 credit points)**

(i) Theoretical Education (at least 5 semester modules) — 15 credit points including at least 3 at 300 level.

<table>
<thead>
<tr>
<th>Level</th>
<th>Modules</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>Basic Issues in Education 100 level</td>
</tr>
<tr>
<td></td>
<td>Child Development 100 level</td>
</tr>
<tr>
<td>200</td>
<td>Procedures in Curriculum Development 200 level</td>
</tr>
<tr>
<td></td>
<td>The Teaching/Learning Process 200 level</td>
</tr>
<tr>
<td>300</td>
<td>Measurement and Evaluation in the Classroom 300 level</td>
</tr>
</tbody>
</table>

(ii) Science (at least 18 semester modules) — 54 credit points

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

<table>
<thead>
<tr>
<th>Level</th>
<th>Modules</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>6 credit points in each of Biology, Chemistry, Geology and Physics.</td>
</tr>
<tr>
<td>200</td>
<td>6 credit points in each of Chemistry and Physics.</td>
</tr>
<tr>
<td></td>
<td>6 credit points in Biology and/or Geology.</td>
</tr>
<tr>
<td>300</td>
<td>12 credit points</td>
</tr>
</tbody>
</table>

(iii) Elected modules (at least 5) in Education, Science, Mathematics or any other area — 15 credit points.

**PART B:**

**Professional Preparation (24 credit points)**

(i) Block Practice — 4 weeks in each year.
(ii) Principles and Practice of Science Education — 2 semester modules in each year.
This component is school based and is intended to relate educational theory to the realities of the classroom and laboratory.

(iii) A 200 level module “School Science Curriculum Evaluation” which is intended to bring the student into contact with science curriculum development and science educational research.

(iv) A 300 level module “Science, Society and Science Teaching” which is designed to encourage students to look at science education in its widest context and to integrate all their experience of science education in schools and at College into a practical philosophy.

100 LEVEL: (6 credit points)
2 credit points in Block Practice.
4 credit points in Principles and Practice.

200 LEVEL: (9 credit points)
2 credit points in Block Practice.
4 credit points in Principles and Practice.
3 credit points in Curriculum Study Module.

300 LEVEL: (9 credit points)
2 credit points in Block Practice.
4 credit points in Principles and Practice.
3 credit points in Curriculum Study Module.

Candidates are asked to note that the modular presentation of the Diploma in Teaching (Secondary Education) Science planned for students commencing the course in 1978, has yet to be approved by the New South Wales Higher Education Board. Should this variation to the course not be approved before the 1978 enrolment period candidates will follow the following Year I programme and Years II and III as outlined for students who commenced in 1977. Advice will be given at enrolment concerning the course pattern which will be available in 1978.

DIPLOMA IN TEACHING (SECONDARY EDUCATION) SCIENCE

Year I

<table>
<thead>
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<th>Education I</th>
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Should it be necessary for candidates to enrol in this alternative Year I programme full information concerning the subject prescriptions will be made available in the course Handbook which will be distributed prior to the enrolment period in 1978.
DIPLOMA IN TEACHING (SECONDARY EDUCATION)

The following course outline is relevant for students who commenced studies in 1977 or earlier. Detailed syllabuses for Education subjects, General Studies units and Elective units may be found elsewhere under the appropriate headings.

Students admitted with standing to undertake the Diploma in Teaching (Secondary Education) One Year Conversion Course should refer to the appropriate course outline.

STUDENTS CONTINUING IN 1978 OR ENTERING WITH ADVANCED STANDING IN 1978

Year II

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Year III

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STUDENTS CONTINUING IN 1978 OR ENTERING WITH ADVANCED STANDING IN 1978

Year II

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Year III

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<tr>
<td>Elective or Science Unit</td>
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</tbody>
</table>

To be awarded a diploma a student must have 10 Science subjects including four Science subjects at 100 level, Physics and Chemistry at 200 level, at least one other subject at 200 level, at least two Sciences at 300 level.

PREREQUISITES 1978

<table>
<thead>
<tr>
<th>Subject</th>
<th>Prerequisite</th>
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<td>Physics II</td>
</tr>
<tr>
<td>Teaching Experience III</td>
<td>Teaching Experience II</td>
</tr>
</tbody>
</table>

In certain instances, the head of a particular subject department may permit a student who is undertaking a lower level subject because of a failure in the subject, to undertake the higher level subject concurrently. Students wishing to do this, MUST seek approval from the head of the subject department within the first two weeks of first term.
BIOLOGY II

Prerequisite — Biology I or equivalent

Strand A — Cell Physiology

The cellular basis of life, variation in size and form of cells, the cell and its environment, structure of cells, organic molecules in cells, energy conversion processes in the cell, structure of the nucleus, mitosis, meiosis, cell reproduction, gamete formation, fertilisation, chemical organization of the nucleus, the role of D.N.A. biosynthesis of proteins, extracellular substances, cell differentiation, ageing and death of cells. Laboratory work of satisfactory standard is an essential part of the subject.

ASSESSMENT
Progressive evaluation including laboratory exercises and written examination.

TEXTBOOK

Strand B — Ecology and Field Studies

This strand covers ecology and the nature of the ecosystems, energy flow through ecosystems, biogeochemical cycles, ecology of populations, organization and dynamics of ecological communities, ecology and man. It includes field techniques and procedures, teaching ecology in the secondary school, conservation studies and supplementary topics.

ASSESSMENT
Progressive evaluation including field excursion, research projects, exercises, displays and final examination.

TEXTBOOKS

CHEMISTRY II

Prerequisite — Chemistry I or equivalent

Outline of Content:
1. Wave mechanical model of atomic structure.
2. Theories of chemical bonding and the relation of these theories to observable physical and chemical properties of elements and compounds.
3. Energy changes in chemical reactions; use of \( \Delta H \), \( \Delta S \) and \( \Delta G \) changes.
4. Co-ordination chemistry (3d elements); an introduction including stereochemical aspects, bonding theories (including ligand field theory) and a consideration of the importance of co-ordination compounds in analytical chemistry and biological systems.
5. Analytical chemistry. Importance of analytical chemistry to pure science and to social issues. Range of techniques used in analytical chemistry. Difficulties and limitations of each technique.

ASSESSMENT
Progressive evaluation including assignments, practical work, periodic tests and final examination.

TEXTBOOKS

PHYSICS II

Prerequisite — Physics I or equivalent

Topics include: electricity — electrostatics, electrodynamics, electromagnetism; astronomy — observation and solar system, star types, stellar evolution; wave motion — properties of waves, optical implications, acoustic implications; modern physics — waves and
particles, valves, semi-conductors and basic radio. A high component of practical work is included in the unit.

ASSESSMENT
Progressive evaluation including a one-thousand-five-hundred (1,500) word assignment, periodic tests, practical work and final examination.

TEXTBOOK

PRINCIPLES AND PRACTICE OF TEACHING II

Science Education

Prerequisite — Principles and Practice of Teaching I

In the first semester, students are assisted to master some basic models of science teaching, and to demonstrate competence in elementary analysis of lessons. The models are Ausubel’s advance organiser model, Bruner’s concept attainment model, Suchman’s inquiry training model, and the ASEP and JSSP models. Experiences include theory treatment at Newcastle College of Advanced Education, macro-teaching under video conditions, and analysis of lessons. After practice teaching, the course in the second semester is concerned with strategies for influencing secondary pupils’ attitudes, through the development of interesting curriculum materials, especially experimental materials, and through relating the science curriculum more meaningfully to life processes.

ASSESSMENT
Progressive assessment based on assignments, analysis of lessons, and teaching.

BIOLOGY III

Prerequisite — Biology II or equivalent

Strand A — Microbiology

Topics of study include the microbial worlds, bacteria, viruses, fungi, algae, protozoa; micro-organisms in soil, water and air; techniques of microbiology — the microscope, staining, fixing, culture in sterile media, the use of Millipore (membrane filtration) apparatus; the role of micro-organisms in natural ecosystems; microecology — micro-organisms and man, human disease, food (manufacture, spoilage), industrial processes, fundamental research in biology.

ASSESSMENT
Progressive evaluation including laboratory and practical work, research topics and final examination.

TEXTBOOK

Strand B — Regulation and Response in Organisms

This strand deals with internal and external environments of the organism, exchange of materials, principles of homeostasis, the role of hormones in plants and animals, neural integration, receptors, functional anatomy of the vertebrate nervous system. Behaviour is also examined in relation to stereotyped behaviour, learning and social behaviour.

ASSESSMENT
Progressive evaluation including satisfactory performance in laboratory exercises, individual projects and final examination.

TEXTBOOK

CHEMISTRY III

Prerequisite — Chemistry II or equivalent

A lecture programme covering the following:
1. Molecules in organic chemistry; bonding and stereochemistry of aliphatic, alicyclic, aromatic and heterocyclic molecules.
2. Basic organic reactions; conversion and identification. This will be largely by laboratory work.
3. Factors which affect the properties and reactions of organic molecules.
4. Mechanism of selected organic reactions: addition reactions of alkenes and carbonyls, substitution and elimination reactions of alkyl halides and alcohols, electrophilic aromatic substitution, free radical reactions.

5. Polymers — addition and condensation.

6. Natural product chemistry — a consideration of the composition and properties of naturally occurring compounds which are relevant to Senior High School courses.

7. Instrumental techniques used to elucidate molecular structure with particular emphasis on infra-red spectroscopy.

8. A consideration of the relationship between chemistry and society. This is carried out by assignment and seminars.

ASSESSMENT
Progressive evaluation including practical work, periodic tests, assignments, seminars and final examination.

TEXTBOOKS
Aylward, G.H. and Findlay, T.J.V. 
Brown, W.H. 
Hogg, D.R.

GEOLOGY III

Prerequisite — Geology II or equivalent

Further studies in petrology, to include the petrology of sedimentary and metamorphic rocks and the processes of their formation.

Geology of the Sydney basin.

Geophysical education — the place of Geology in science education and the development of some curriculum materials.

Geophysical topics including the earth's magnetic and gravitational fields; radiometric dating; some principles of seismology.

Fieldwork will involve several days excursion.

ASSESSMENT
Progressive evaluation including tests, assignments, practical and fieldwork, plus a final examination.

PHYSICS III

Prerequisite — Physics II or equivalent

This subject includes electromagnetic waves radio theory and particle physics. A topic entitled "Measurement in Physics" stresses the experimental and quantitative aspects of Physics and extends work completed in earlier years. A further topic chosen by the student in consultation with staff is undertaken and provided it is capable of treatment in depth, has a practical aspect, and bears some relevance to the teaching situation. A unit on some aspects of Modern Physics involving its philosophy and social implications is studied on a seminar basis.

ASSESSMENT
Progressive evaluation including seminar work, individual topic report, periodic tests and final examination.

TEXTBOOKS
Halliday, D. and Resnick, R. 
Jamieson, Rowe

PRINCIPLES AND PRACTICE OF TEACHING SCIENCE III

This course is made up of two components. The first component (Children with Special Needs) aims at developing sensitivity towards, and providing for the needs of children with different academic, social, and ethnic backgrounds, through reality testing of theoretical courses in the sociology of education.

TEXTBOOKS
Blishen, E. (ed.) 
Rubinstein, D. and Stoneman, C.

The second component (Science for Years Eleven and Twelve) aims to assist students to develop a beginning competence in teaching: the 2 unit A integrated science course (N.S.W.); one 2 unit course selected from biology, chemistry, geology, or physics (N.S.W.). The students will write programmes, teach at a local high school, and evaluate pupils' progress.

TEXTBOOKS
Extensive use of journals will be expected.
DIPLOMA IN TEACHING (SECONDARY EDUCATION) 
SOCIAL SCIENCES

To qualify for a diploma a student must gain at least 108 credit points distributed as follows:

PART A:
General Theoretical Preparation
(i) Education — 15 with at least 3 at 300 level
(ii) Elected modules inside or outside Social Sciences — 15 points
(iii) Subject Content Studies — 48 points over 3 years
   100 LEVEL: minimum of 18 credit points
   Commerce 6 credit points
   Geography 6 credit points
   Social Science 6 credit points
   200 LEVEL: minimum of 9 credit points
   Within Commerce/Geography/Social Science
   300 LEVEL: minimum of 12 credit points
   The other 9 credit points shall be obtained within Social Science.

PART B:
Professional Preparation
(i) Special Theory
   (a) General
   100 LEVEL: Principles and Practice of Teaching I A — 3 credit points
   100 LEVEL: Principles and Practice of Teaching I B — 3 credit points
   200 LEVEL: Principles and Practice of Teaching II — 3 credit points
   300 LEVEL: Principles and Practice of Teaching III — 3 credit points
   (b) Specific to Subject
   100 LEVEL: Social Science Education — 3 credit points,
   Geography Education — 3 credit points
   200 LEVEL: Economics and Commerce Education — 3 credit points
   300 LEVEL: Interdisciplinary Approaches to Asian Social Sciences — 3 credit points
(ii) Practical Experience
   Block Practice 6 credit points over 3 years

Candidates are asked to note that the modular presentation of the Diploma in Teaching (Secondary Education) Social Sciences planned for students commencing the course in 1978, has yet to be approved by the New South Wales Higher Education Board. Should this variation to the course not be approved before the 1978 enrolment period candidates will follow the following Year I programme and Years II and III as outlined for students who commenced in 1977. Advice will be given at enrolment concerning the course pattern which will be available in 1978.

DIPLOMA IN TEACHING (SECONDARY EDUCATION) 
SOCIAL SCIENCES

Year I

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<th>Course</th>
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<tr>
<td>English/History GS (Integrated)</td>
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Should it be necessary for candidates to enrol in this alternative Year I programme full information concerning the subject prescriptions will be made available in the course Handbook which will be distributed prior to the enrolment period in 1978.
DIPLOMA IN TEACHING (SECONDARY EDUCATION)
SOCIAL SCIENCES

The following course outline is relevant for students who commenced studies in 1977 or earlier. Detailed syllabuses for Education subjects, General Studies units and Elective units may be found elsewhere under the appropriate headings. Students admitted with standing to undertake the Diploma in Teaching (Secondary Education) One Year Conversion Course should refer to the appropriate course outline.

STUDENTS CONTINUING IN 1978 OR ENTERING WITH ADVANCED STANDING IN 1978

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SOCIAL SCIENCES IIA: GEOGRAPHY AND ECONOMICS/COMMERCE EDUCATION

This unit introduces the curriculum and teaching methodology of Geography and Economics/Commerce.

**Strand A — Geography Education**

Current trends in the teaching of Geography and the place of Geography in the integration of the Social Sciences form the context in which the curriculum process in Geography is studied. Recent changes in Geography curricula are examined with special emphasis on the role of the teacher in Geography curriculum development and pupil evaluation. Methodology considers methods common to many of the Social Sciences but emphasis is on uniquely geographic learning experiences. Aids are integrated into planned learning experiences to achieve curriculum aims.

**Strand B — Economics and Commerce Education**

The consumer education movement and modern trends in Economics Education form the context within which the aims and objectives of the Economics Education curriculum is considered. Content selection, organization, programming, development of teaching units, resources and evaluation procedures are discussed. Methodology covers the traditional methods of teaching Commerce and Economics as well as advanced teaching procedures. Accounting matters are included for those students who have an inadequate background in this area. Topics include the nature and purpose of accounting, measurement and reporting, the accounting process, the measurement and reporting of income, accounting for and control of assets, funds flow analysis, analysis and interpretation of accounting reports.

**SOCIAL SCIENCE IIB: ASIAN SOCIAL STUDIES AND INTERCULTURAL EDUCATION**

**Strand A — Forces at Work in Society**

Depth studies of selected Asian countries are undertaken in order to appreciate the nature of tradition and change in society. Attention is focused on the countries of southern and eastern Asia. The study examines change as it is experienced in the modern society and that experienced by traditional societies under the impact of colonialism and modernisation.

**Strand B — The teaching of Asian Social Studies**

This strand applies the general principles of curriculum study to the N.S.W. Asian Social Studies Syllabus. An examination is made of the specific aims of the syllabus as they relate to general educational aims, programming, unit formulation, resources development, and teaching — learning strategies. Students need to refer to the relevant syllabuses, memoranda and guideline documents issued by the N.S.W. Department of Education.

**ASSESSMENT**

Evaluation of lesson preparation, organization of resources, application of teaching strategies in the classroom, and reports.

GEOGRAPHY II: AUSTRALIA AND ASIA

Contrasts in development in the major Asian countries. Special attention is given to the Indian subcontinent, China and Japan. In addition, annual selection is made of material from other Asian countries in order to emphasise the variety of resource development, cultural patterns, population pressures and relations that are typical in this area. A flexibility is maintained so that significant developments in Asia may be considered as they arise.

**ASSESSMENT**

Progressive evaluation and final examination.

ECONOMICS II: ECONOMICS AND COMMERCIAL PRINCIPLES

This unit aims to examine the basic macroeconomic concepts as they exist in theoretical models. There is an analysis of income determination, employment and business activity together with details of economic forecasting and an analysis of current economic policies. The structure of the monetary sector is examined with descriptions of monetary institutions and their operations. Monetary aspects of inflation and techniques of monetary control are examined. Commercial principles as applied to the structure and roles of different types of business organizations are examined.

**ASSESSMENT**

Progressive evaluation including practical work, assignments and tests.
PRINCIPLES AND PRACTICE OF TEACHING II (SOCIAL SCIENCES)

The programme has two components:

a) Rotating In-School Experiences.
b) Block Practice Teaching.

The purpose of the programme is to promote participation in specific teaching strategies in the Social Sciences subjects.

a) Rotating In-School Experiences

Structure — This component is developed around in-depth studies of specific teaching strategies identified as being familiar to the Social Sciences. The studies are complemented by visits to secondary schools which have expertise in the practices of these strategies in the classroom.

The programme is structured around several teaching strategies, such as:

(a) Simulation/role play/socio-drama
(b) Field studies
(c) Programmed instruction
(d) Social research.

The approach is based on four cycles, with the focus in each cycle being on a specific teaching strategy. Each cycle has four elements:

(i) Introduction to the strategy:— review of the literature, presentation of basic structure, view films/video tapes, or listen to audio tapes.

(ii) Demonstration lesson by a secondary school teacher specialist in the presentation of the teaching strategy.

(iii) Preparation of lesson and organization of resource materials, critical appraisal of lesson by peer group and staff.

(iv) In-school experience presenting the specific teaching strategy and evaluation of procedures.

b) Practice Teaching

Each student undertakes a period of continuous practice in a secondary school to practise the specific teaching skills introduced in the course and to extend their competencies as classroom teachers in the Social Sciences subjects.

SOCIAL SCIENCE IIIA: CURRICULUM CONSTRUCTION IN THE SOCIAL SCIENCES

Prerequisite — Social Science IIA
Corequisite — Principles and Practice of Teaching III

This subject is designed to promote the development of curriculum construction skills in the area of Social Sciences education. Opportunities provided for the development of year 7-10 teaching programmes in specific Social Sciences subjects. Particular emphasis is placed on the development of aims and objectives for complete programmes of work, and on evaluation techniques, particularly in the area of assessing the teaching of attitudes and values.

ASSESSMENT
Progressive evaluation including exercises and examination.

ECONOMICS IIIA: PUBLIC FINANCE AND CONTEMPORARY ECONOMICS

Strand A —

Public Finance: government budgeting; scope and limitations of government programmes; economic effects of taxation; inter-governmental fiscal relations; public debt and debt management; analysis of fiscal theory and policy.

Strand B —

Contemporary Economic Issues: specialization in interest areas related to current issues. Areas may include the economics of pollution; inflation/stagflation; the role of non-banking financial institutions in the monetary sector; Federal-states financial relations; tariff policy.

ASSESSMENT
Progressive evaluation including two major essays upon which seminars are based, and final examination.

GEOGRAPHY IIIA: AUSTRALIA AND THE WORLD

Using specific examples, themes from the following list are studied:

The Impact of man’s increasing numbers and developing technology on natural systems; pluralism, nationalism and stability; underdevelopment; resource inter-dependence and economic alliance; independence, inter-dependence and changing political boundaries.

ASSESSMENT
Progressive evaluation and examination.
SOCIAL SCIENCE IIIB: CONTEMPORARY AUSTRALIAN SOCIETY

This unit is designed to focus attention on characteristics, issues and institutions of Australian society. To encourage research and enlightened debate, in the first semester a broad survey is made of economic, geographical, historical and sociological areas. In the second semester there are a number of elective aspects of contemporary society available in which students can specialize. A feature of the unit is the team-teaching approach to allow subject specialists to make specific contributions.

ASSESSMENT
Progressive evaluation based on assignments and semester tests.

TEXTBOOK

PRINCIPLES AND PRACTICE OF TEACHING III (SOCIAL SCIENCES)

This unit has two components, Internship for a half-day per week in schools, and a Block Practice period. The Internship incorporates opportunities for students to implement educational theory in a practical classroom application. Major activities include the development of units of study, the organization of resource materials and teaching aids, teaching a range of age and ability levels, and familiarisation with aspects of class and school administration.

Practice teaching involves a continuous period of several weeks of teaching in a secondary school, where a range of teaching activities are experienced as a culmination of previous preparation.

ASSESSMENT
Progressive evaluation based on achievement in teaching skills and on organization of units of work and resources.

DIPLOMA IN TEACHING (SECONDARY EDUCATION)
ONE YEAR CONVERSION COURSE

The following one year conversion course is available to candidates who have completed six-ninths of an Arts degree course or the equivalent.

Semester I

<table>
<thead>
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<th>Course</th>
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<tbody>
<tr>
<td>Education IIIXU</td>
<td>6</td>
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<tr>
<td>Principles and Practice of Teaching III*</td>
<td>3</td>
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<tr>
<td>Health and Physical Education IIIS</td>
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<tr>
<td>Two of the following:</td>
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<tr>
<td>Art IIIXA</td>
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<tr>
<td>Art IIIXB</td>
<td>3</td>
</tr>
<tr>
<td>English IIIXA</td>
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<tr>
<td>English IIIXB</td>
<td>3</td>
</tr>
<tr>
<td>French III</td>
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<tr>
<td>German III</td>
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<td>History III</td>
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<td>Home Science/Textiles IIIXB</td>
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<tr>
<td>Industrial Arts IIIXA</td>
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<td>Latin III</td>
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<td>Mathematics IIIXB</td>
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<td>Music IIIXA</td>
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<tr>
<td>Music IIIXB</td>
<td>3</td>
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<tr>
<td>Physical Education IIIXB</td>
<td>3</td>
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<td>Science IIIXB</td>
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<td>Social Science IIIXB</td>
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</tr>
<tr>
<td>Teacher Librarianship IIIXB</td>
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</tr>
</tbody>
</table>
All candidates for the course should enquire before enrolment about the availability of the teaching specialization they intend to undertake.

All candidates must:
(i) Undertake four weeks of continuous practice teaching and two other weeks as can be most conveniently arranged; and
(ii) Enrol for both subject options when enrolling for a specialization which is categorised as a double teaching method i.e. Art, English, Home Science/Textiles, Industrial Arts, Mathematics, Music, Physical Education, Science, Social Science and Teacher Librarianship.

(iii) Undertake qualifying subjects if enrolling in the Science option and are deemed by the Head of the Science Department to have insufficient background knowledge in the subjects required for teaching.

The qualifying subjects which may be required of science students who are deficient in certain areas are:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Modular equivalent</th>
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<tbody>
<tr>
<td>Biology I</td>
<td>Basic Biology and Human Biology</td>
</tr>
<tr>
<td>Chemistry I</td>
<td>Basic Chemistry and Chemistry of Life</td>
</tr>
<tr>
<td>Geology I</td>
<td>Geology IA and Geology IB</td>
</tr>
<tr>
<td>Physics I</td>
<td>Mechanics I and Direct Current Electricity</td>
</tr>
</tbody>
</table>

* A statement of the requirements pertaining to each teaching specialization may be obtained from the relevant Department at the commencement of the 1978 Academic Year.
EDUCATION IIIIXU

Students must undertake Perspectives in Education and one of:
  Educational Psychology
  Exceptional Children
  The Sociology of Education

Perspectives in Education

Aim
To provide a general theoretical orientation to teaching for students who have completed a university degree.

Objectives
To provide an opportunity for students to examine some of the more basic issues facing Australian education and to examine a variety of philosophies of education and relate them to basic classroom management practices.

Topics
Section A: Definition of terms (education, indoctrination, socialization, training, instruction); The purpose of the school in society; Education in other societies; The economy, politics and education; and Problems of equality in education.
Section B: Theories of Curriculum Development; Learning theories and preparation of subject matter; Motivation; Classroom management; Catering for individual differences; and Evaluation of pupil progress and co-operation with parents.

Assessment
Students will be assessed on written assignment work, participation in seminars and a final exam will be conducted at the conclusion of each section of the course.

Textbooks
Harley, B.
Johnston, J.A. (ed.)

Educational Psychology

Aim
To provide students with a basic knowledge of all aspects of child development.

Objectives
Section A: To provide students with knowledge of the pattern of physical, social and emotional growth of children.
Section B: To provide students with a knowledge of a variety of theories of cognitive development and to relate these to the teaching/learning situation.

Topics
Section A: The concept of stages of development; Physical development (birth to adolescence); Social development (birth to adolescence); and Emotional development (birth to adolescence).
Section B: Piaget — Theory of Cognitive Development; Bruner — A Theory of Instruction; and Ausubel — Meaningful Verbal Learning.

Assessment
Students will be required to submit one written assignment for each section and sit for a final exam after each section.

Textbooks
Lefrancois, G.R.
Perkins, H.V.

Exceptional Children

Semester I: Introduction to Special Education.
Students will be introduced to the range of developmental disabilities in children, (e.g. mental retardation, learning disabilities, emotionally disturbed, sensory and neurological handicaps, communication disorders, autism, physical handicaps, giftedness, etc.). Emphasis will be given to those developmental disabilities commonly encountered in normal classrooms, and recent trends in the field of special education. The module is intended for students wishing to begin a major or minor in special education as part of their diploma programme, OR for students seeking a brief overview of exceptionality.

Textbooks
Jones, R.L. and Macmillan, D. L. (eds.)
O'Connor, P.D. and Wyne, M.

Semester II: Behavioural Principles in Classroom Management.
This module is designed to provide students with precise knowledge of behaviour management principles and practical applications to deal with a variety of behaviour and learning problems in the classroom, preschool, or home setting.

Textbooks
Becker, W.C., Engelman, S., and Thomas, D.
O'Leary, K.
Sociology of Education

Aim
To provide prospective teachers with a knowledge of current features and trends in our society and prepare them to critically analyse and relate these to the educational needs of children and adolescents; To study schools as social systems in society having regard to group processes and organizational patterns which affect the development of individuals; and To observe and analyse the patterns of human interaction in schools and other institutions in our society.

Objectives
To promote an awareness of the following: Basic sociological concepts; The functions of the school in our society; How individuals become socialized beings and the importance of the various agencies responsible; Group processes as they affect the teaching situation; The social forces which modify the role of the teacher and the school and the sociological factors which impinge on an individual’s performance at school; and The way individuals and organizations relate to each other and in particular how schools as organizations and people interact.

Topics
The wide range of topics introduced deal respectively with The School and Society (Part A) and The Sociology of Education (Part B) and include the following:
Part A: Basic concepts regarding society and culture, the socialization process, the agencies of socialization, the functions of education in society, and the teacher in society, and
Part B: The school as an organization, group processes in the classroom, attitude and attitude change, the teacher in the school system and local education systems.

ASSESSMENT
Assessment is by progressive evaluation based on a minor essay for the first part, a major essay for the latter part, semester examinations and workshop involvement for each section.

HEALTH AND PHYSICAL EDUCATION III

Strand A — Personal Health and Physical Fitness
This strand is designed to develop some knowledge and understanding in the areas of hygiene, human sexuality, nutrition, drug education, safety and first aid. Topics cover assessment of personal physique and physical fitness, consideration of plans, techniques and routines commonly advocated for personal health and physical fitness, maintenance procedures — fitness for living, and, regular reassessment and personal checks to ensure success of programme.

Strand B — Theory and Practice in Teaching Motor Skills
Topics include essential conditions for effective motor learning, motor learning theory, motor performance laboratory and assessment — a personal consultation.

Strand C — Personal Recreation in Physical Education
Topics are selected recreational activities considered for skill components, teaching procedures and personal playing strategies.

ASSESSMENT
Progressive evaluation including process participation and productive personal reports, group papers and reports, class discussion, clinics and demonstration.

ART IIIA
ART IIIB

Art Education
Both of these modules must be undertaken together
This provides preparation for teaching Art at High School level. Practical teaching experience and studies of school organization is related particularly to the N.S.W. Secondary Schools system. A detailed study and evaluation of the specific tasks of the Art Educator is undertaken to establish an effective professional orientation, increase confidence in teacher-pupil relationships and relate teaching skills and resources to an effective personal impact. Topics covered include art and the adolescent — individual differences and their manifestation in child art, creative teaching procedures and the role of the teacher in fostering creativity, the relevance of Art History, composition, aesthetics, theory and design, art programming and utilisation of the syllabus, both the exceptionally gifted and handicapped child and art, research into personal skills, media, areas of history and personal endeavour relevant to Art Education.

Students undertaking the Diploma in Teaching (Secondary Education) Conversion English subjects Course must demonstrate a satisfactory standard in written English (including Spelling).
The Teaching of English in the Secondary School

Prerequisite — Adequate University background in English as determined by Department
Corequisite — English IIIXB

This module covers such topics as the centrality of literature and the language of literature in teaching English, major theorists, recent developments in teaching English at the primary school level, approaches to literature in the junior school, the novel as a focal point for integrating the activities of English, approaches to literature in the senior school including background reading of relevant literature and consideration of classroom possibilities, helping backward readers — general language enrichment, sustaining a focus on creativity, literature for backward readers, wide reading programmes, major authors of fiction for children, the library and the English teacher, creative writing — its relevance to language learning and responding to the children's work.

Also examined are focal points — themes, centre of interest, projects; improving listening and comprehension, especially through literature with an analysis of the limitations of machines, laboratories and comprehension exercises; improving correctness in written expression; media-integrating with literature and creative writing — extending interests beyond mass media; the relevance of linguistics; dramatic and oral expression — an integral role in the teaching of English.

ASSESSMENT
Progressive evaluation including exercises, essays and final examination.

Strand A — Speech and Listening

This module investigates the requirements for effective speaking both for the students and in the classroom and aims to attain an acceptable standard in the various uses of speech. Topics include voice production and the dynamics of speech, phonetics and the phoneme theory, Australian speech, speech improvement in the classroom, creativity and speech, discussion and debating.

ASSESSMENT
Progressive evaluation including assignments, seminars and practical exercises.

Strand B — Drama

This strand examines expression and communication through drama, stagecrafts and basic acting, production, design and stagemanagement skills, drama in the secondary school including practical work — exercises, production and presentation of short play or excerpts. Visits to professional and other theatrical productions are arranged as well as demonstration lessons.

FRENCH III

Language Methodology

Prerequisite — Adequate University background in French or German as determined by Department. Additional studies may be required to remedy any deficiency.

Strand A — Theory, Practice and Methodology

This covers the nature of language, linguistics and foreign language teaching, the psychological bases of language learning, a review of the history of foreign language teaching methods and current methods, audio-lingual techniques, a study of the N.S.W. syllabus, performance objectives and individualisation, pattern drills — their composition and use, practical consideration of the methods used in the various branches of foreign language instruction, the observation and discussion of demonstration lessons, teaching practice — the application of theory and an examination of foreign languages in the primary schools.

Methodology is studied by considering approaches to difficulties and sources of error, audio-visual aids, the Language Laboratory, division of material — lesson plans, making a programme, use of the School Library and the testing of proficiency.

Strand B — Curriculum Study

Regular language assignments form the basis of revisionary drills and exercises designed to strengthen the student's ability to use the language and teach it more effectively.

ASSESSMENT
Progressive evaluation including assignments, seminars and final examination.

TEXTBOOK
Allen, E.D. and Valette, R. M.
Classroom Techniques: Foreign Language and English as a Second Language.
HISTORY III: THE TEACHING OF HISTORY

Prerequisite — University History I and II or equivalent

This module examines the case for teaching History and considers basic lesson procedures — including oral presentation, study and use of textbooks, documents, cartoons, maps; observation, including audio-visual, pictorial, movie-film and television aids; use of literature such as the novel, poetry and drama; discussion; recording techniques; activity lessons such as simulation games, model making, charts, diagrams; enquiry techniques; role-playing techniques. The role of the History teacher is considered on matters such as syllabus, approach to interpretation, programmes, unit organization, source materials, registration of work, teaching of graded and ungraded classes, means of assessment, and the History Room. Training is undertaken in various activity methods such as the making of aids, models, slide making techniques and involvement of pupils in depth studies. New ideas in the teaching of History in Australia and overseas are analysed, as well as the role of the teacher of History in relation to pupils, the school and the community and curriculum.

ASSESSMENT
Progressive evaluation involving exercises, assignments and final examination.

TEXTBOOKS

HOME SCIENCE/TEXTILES IIIXA

Students wishing to enrol in the Diploma in Teaching (Secondary Education) One Year Conversion course in Home Science/Textiles should consult with the Head of the Department regarding submission of an individual programme. In general, students should refer to Year IV level subjects in the B.Ed. programme for indication of specialty subjects available.

ASSESSMENT
Progressive evaluation including exercises, assignments and final examination.

TEXTBOOKS

INDUSTRIAL ARTS IIIXA

This module develops skills in the teaching of Industrial Arts subjects in secondary schools, examining current trends and procedures in teaching. Content and standards used in teaching drawing will be analysed and practised in detail so that students develop a sound knowledge of drawing and design and overcome any deficiencies of knowledge in this area. The elements of practical operations requiring skill will also be analysed so that by suitable demonstration and description the student will be able to effectively communicate in the school situation.

ASSESSMENT
Progressive evaluation involving assignments and final examination.

TEXTBOOKS

INDUSTRIAL ARTS IIIXB

This module deals with the specific areas of material science and engineering mechanics.
Development of research material for lesson preparation and logical programme sequences are considered and practical demonstrations in the teaching situation are undertaken, dealing with the structure, properties and selection of engineering materials — metals, polymers and ceramics, as well as, objectives, organisation of learning experiences and processes of evaluation in the teaching of engineering mechanics. Students are expected to develop a sound knowledge in these areas and overcome any deficiencies.

ASSESSMENT
Progressive evaluation including exercises, assignments and final examination.

TEXTBOOKS

INDUSTRIAL ARTS IIIXC (Qualifying)

This module provides an opportunity to qualify in technological aspects of Industrial Arts covering problems associated with the use of various hand and machine tools used in secondary schools, logical planning and sequential procedure techniques and skills in working with various media.

ASSESSMENT
Progressive evaluation including assignments and final examination.

TEXTBOOKS
MATHEMATICS IIIXA

**Prerequisite** — Mathematics I and II at a recognized University or equivalent

**Corequisite** — Mathematics IIIXB

**Strand A**
This strand investigates the background of Mathematics of Year 7 pupils with reference to the curriculum and the common approaches used in the primary school. General principles of classroom procedures are examined including class management, questioning, motivation and fixing techniques, use of teaching aids, testing, lesson preparation and lesson notes. Years 7 and 8 curriculum study covering number and geometry are considered in detail.

**Strand B**
This strand extends topics introduced in the first strand above. Curriculum study includes an extension of the study of Mathematics courses to Year 10 at all levels with selection of topics to illustrate development and structure of various lesson types. The Higher School Certificate two unit A syllabus involves intensive study of selected topics.

Instructional media includes a brief review of audio-visual equipment such as film, strip-film, loop film, television, colour slides, tapes; preparation of overhead projector transparencies.

Teaching and learning theories covering the aims and principles of the secondary Mathematics curriculum are discussed with an introduction to the work of Piaget, Dienes, Bruner, Ausubel, Fehr and Mathew (The Nuffield Project). The concept of "readiness" and its assessment is analysed as well as the notion of the "spiral curriculum" related to current policy and practice in N.S.W.

Classroom management examines topics such as getting acquainted with pupils, catering for individual differences, grouping; progressive assessment, innovative teaching methods and extra-mural experiences.

Evaluation covers elementary topics and the need for feedback, the Education Department's Public Examinations, an analysis of Statewide assessment and progressive evaluation; the classroom testing programme and item analysis and the assessment of "other aims" of the syllabus.

ASSESSMENT
Progressive evaluation including assignments, reports and final examination.

**TEXTBOOK**
N.S.W. Department of Education

MATHEMATICS IIIXB

**Prerequisite** — Mathematics I and II at a recognized University or equivalent

**Corequisite** — Mathematics IIIXA

The organization of Mathematics courses in Years II and 12. An examination of the syllabus content and of methods of presentation of:
(a) the four unit Mathematics course
(b) the three unit Mathematics course
(c) the computing strand of the two unit B course in Mathematics.


ASSESSMENT
Progressive evaluation based upon assignments, participation in tutorials and seminars and demonstrated competence in the content of the Senior Secondary School Syllabus in Mathematics.

**TEXTBOOK**
N.S.W. Department of Education
Mathematics Syllabus and Notes Forms V and VI. Sydney, N.S.W. Government Printer.

MUSIC IIIXA

**Music Education in the Secondary School**
Curriculum study and choice of teaching material related to junior non-elective classes in the secondary school. Integration and planning of classroom activities. Programming for the integrated development of aural and visual skills. The composite lesson. Interdisciplinary approaches — music and speech, music and movement, music theatre. The adaptation and application of the educational philosophies of Kodaly and Orff to Secondary Music Teaching. Instrumental activities in non-elective classes: percussion arrangements, Harmonisation of rounds and songs. Listening: analysis of compositions. Recorder work at advanced level, recorder ensemble.

ASSESSMENT
Progressive evaluation of class tests, assignments, practical work.

**TEXTBOOKS**
Fiske, R.

Heading, R.

N.S.W. Department of Education

MUSIC IIIXB

Music Education in the Secondary School — Senior Classes


ASSESSMENT
Progressive evaluation, class tests, written work, contribution to discussion groups and seminars.

PHYSICAL EDUCATION IIIXA

Administration of Physical Education and Sport

Prerequisite — Either a B.Ed. (Physical Education) or its equivalent, or a major study area in Physical Education in a recognized Bachelor's degree programme.

A detailed study of the theoretical issues relating to organization and administration of physical education and sports recreation offered at the secondary school.

Objectives
To encourage an appreciation of modern administrative procedures in the conduct of secondary school sports, recreation, health and physical education; To promote critical review of sports administration; and To develop varied styles of organization within physical education.

Topics
The topics to be treated include: Theories of administration; Programmes in health, physical education and recreation; Annual competitive sports carnivals; Intra-mural and intercollegiate sports activities; Finance and budget; Legal liability; and Evaluation and assessment.

ASSESSMENT
A progressive assessment format will be used to incorporate laboratory exercises, tutorial reports and a term paper.

TEXTBOOKS

SCIENCE IIIXA

Junior Science Education

Corequisite — Science IIIXB

This module is concerned with the teaching of Science to pupils in N.S.W. Years 7-10 or their equivalent.

Theoretical foundations of Science teaching examines Science, its place in general education and its objectives, the psychological and educational basis of Science teaching including the learning experiences involved, as well as the principles of evaluation in Science teaching.

Teaching techniques analyses and practises the planning of learning within lessons, units of work and programmes; the organization and presentation of specific classroom, laboratory and field activities; as well as the planning and organization of testing procedures.

Laboratory techniques, organization of the laboratory, equipment, safety precautions. The future of Science teaching.

ASSESSMENT
Progressive evaluation including assignments and final examination.
SCIENCE IIIXB

Senior Science Education

Corequisite — Science IIIXA

This module is concerned with the teaching of Science at the level of Years 11 and 12 (N.S.W.) or their equivalent. Knowledge of the general ideas treated in Junior Science Education is assumed. The educational basis of Senior Science is considered in terms of its objectives, appropriate learning experiences and evaluation. Specific courses at senior level are examined and related to overseas experiences as well as being analysed as multistrand and integrated courses. Classroom techniques are discussed in the organization of senior practical work and group studies, the stimulation and guidance of individual study and the use of textbooks and reference books.

ASSESSMENT

Progressive evaluation including assignments and final examination.

SOCIAL SCIENCES IIIXA

This module introduces the curriculum and teaching methodology of Social Science and Asian Social Studies.

In this context an examination is made of what is taught about man and society, modern trends in Social Sciences Education and the aims of such teaching as well as the implications of the Base Paper on the Total Curriculum. Inter-disciplinary approaches to teaching and the curriculum, with particular reference to Social Science, and Asian Social Studies subjects in the secondary school, are examined in detail. The development of programmes, teaching units, resources and assessment procedures for these subjects are studied. Methodology consists of an examination of traditional procedures, inquiry procedures, role playing and socio-drama, teaching about social controversy and the use of technology in teaching the Social Sciences.

Students who have an inadequate background in Accounting must also complete the Accounting portion of Strand A of Social Science IIIXB if they are not doing that subject in its entirety.

ASSESSMENT

Progressive evaluation including resource units, seminar papers, assignments, and final examination.

TEXTBOOK


SOCIAL SCIENCES IIIXB

This module introduces the curriculum and teaching methodology of Geography and Economics/Commerce.

Strand A — Economics and Commerce Education

The consumer education movement and modern trends in Economics Education form the context within which the aims and objectives of the Economics Education curriculum is considered. Content selection, organization, programming, development of teaching units, resources and evaluation procedures are discussed. Methodology covers the traditional methods of teaching Commerce and Economics as well as advanced teaching procedures. Accounting matters are included for those students who have an inadequate background in this area. Topics include the nature and purpose of accounting, measurement and reporting, the accounting process, the measurement and reporting of income, accounting for and control of assets, funds flow analysis, analysis and interpretation of accounting reports.

Strand B — Geography Education

Current trends in the teaching of Geography and the place of Geography in the integration of the Social Sciences form the context in which the curriculum process in Geography is studied. Recent changes in Geography curricula are examined with special emphasis on the role of the teacher in Geography curriculum development and pupil evaluation. Methodology considers methods common to many of the Social Sciences but emphasis is on uniquely geographic learning experiences. Aids are integrated into planned learning experiences to achieve curriculum aims.

ASSESSMENT

Progressive evaluation including exercises, seminar papers and resource units.

TEACHER LIBRARIANSHIP IIIXA AND IIIXB

These co-requisite units of study provide theoretical background and practical experience concerning school libraries and multi-media resources centres. Areas of study include: The Library in Education; School Library Systems and Materials; Reference and Research — Techniques and Resources (Semester 1); The Library in Society; Collection Building and Reading Guidance; Organization and Management of the School Library (Semester 2).

A satisfactory performance is required in the practical teaching situation to qualify for a pass in these subjects.
DIPLOMA IN ART EDUCATION

STUDENTS WHO COMMENCED IN 1976 OR EARLIER

Year III

<table>
<thead>
<tr>
<th>Hours per week</th>
<th>per semester</th>
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<tr>
<td>Professional Studies</td>
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<td>Education II</td>
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<td>Art Education III (Art Education IIIX and Art Education IIIZ)</td>
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<td>One of the following categories (a-c)</td>
<td>(3-1) (3-1)</td>
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<tr>
<td>(a) Design 306.01 Semester I</td>
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<tr>
<td>Design 306.02 Semester II</td>
<td>(3-1) (3-1)</td>
</tr>
<tr>
<td>(b) Design 306.01 Semester I</td>
<td></td>
</tr>
<tr>
<td>Drawing 304.01 Semester II</td>
<td>(3-1) (3-1)</td>
</tr>
<tr>
<td>(c) Drawing 304.01 Semester I</td>
<td></td>
</tr>
<tr>
<td>Drawing 304.02 Semester II</td>
<td>(3-1) (3-1)</td>
</tr>
</tbody>
</table>

Two subjects may be selected from the following subject units or additional specialization units or from Year II (200 level module equivalents) (NOTE: A maximum of 3 Year II Specialist Studies may be undertaken).

| Painting 351.01 | (3-1, 3-1) |
| Painting 351.02 | (3-1, 3-1) |
| Sculpture 361.01 | (3-1, 3-1) |
| Sculpture 361.02 | (3-1, 3-1) |
| Printmaking 370.01 | (3-1, 3-1) |
| Printmaking 370.02 | (3-1, 3-1) |
| Printmaking 371.01 | (3-1, 3-1) |
| Printmaking 371.02 | (3-1, 3-1) |
| Film Media 372.01 | (3-1, 3-1) |
| Film Media 372.02 | (3-1, 3-1) |
| Graphic Communication 373.01 | (3-1, 3-1) |
| Graphic Communication 373.02 | (3-1, 3-1) |
| Photography 374.01 | (3-1, 3-1) |
| Photography 374.02 | (3-1, 3-1) |
| Ceramics 381.01 | (3-1, 3-1) |
| Ceramics 381.02 | (3-1, 3-1) |
| Glass 382.01 | (3-1, 3-1) |
| Glass 382.02 | (3-1, 3-1) |
| History of Art 391.01 | (3-1, 3-1) |
| History of Art 391.02 | (3-1, 3-1) |

* Restrictions may limit the availability of these units in 1978.

Outlines of the specialist and professional studies offered by the Department of Art may be found on pages 560-606.

Year IV

<table>
<thead>
<tr>
<th>Hours per week</th>
<th>per semester</th>
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<tbody>
<tr>
<td>Professional Studies</td>
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</tr>
<tr>
<td>Education III</td>
<td>4</td>
</tr>
<tr>
<td>Art Education IV (Art Education IVX and Art Education IVZ)</td>
<td>4</td>
</tr>
<tr>
<td>History of Art 409</td>
<td>3</td>
</tr>
<tr>
<td>Philosophy and Sociology of Art 401.01</td>
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</tbody>
</table>

| General Studies |  |
| Elective from approved list | 3 |

Specialist Studies

Two subjects may be selected from the following subject units or additional specialization units or from Year II or Year III level units, BUT at least one unit MUST be taken at Year IV level (NOTE: A maximum of three Year II Specialist Studies may be undertaken towards an award):

| Painting 451.01 | (3-1, 3-1) |
| Painting 451.02 | (3-1, 3-1) |
| Sculpture 461.01 | (3-1, 3-1) |
| Sculpture 461.02 | (3-1, 3-1) |
| Printmaking 470.01 | (3-1, 3-1) |
| Printmaking 470.02 | (3-1, 3-1) |
| Printmaking 471.01 | (3-1, 3-1) |
| Printmaking 471.02 | (3-1, 3-1) |
| Film Media 472.01 | (3-1, 3-1) |
| Film Media 472.02 | (3-1, 3-1) |
| Graphic Communication 473.01 | (3-1, 3-1) |
| Graphic Communication 473.02 | (3-1, 3-1) |
| Photography 474.01 | (3-1, 3-1) |
| Photography 474.02 | (3-1, 3-1) |
| Ceramics 481.01 | (3-1, 3-1) |
| Ceramics 481.02 | (3-1, 3-1) |
| Glass 482.01 | (3-1, 3-1) |
| Glass 482.02* | (3-1, 3-1) |
| History of Art 491.01 | (3-1, 3-1) |
| History of Art 491.02 | (3-1, 3-1) |

Outlines of the specialist and professional studies offered by the Department of Art may be found on pages 560-606.
ART EDUCATION IIIX

Semester I

Strand A — Art Education and its practical application
Three hours per week for one semester
This strand analyses the practical application of Art Education in teaching art to senior high school students.

Topics
Senior High School Syllabus
Programming Methods and Examination Requirements
Art Education as a Discovery Process
Teaching Aids
Senior School Practical Workshop Methods
Fibre Construction Method
Preparation for Teaching Practice

ASSESSMENT
Progressive evaluation including satisfactory participation in lectures, seminars, discussions, essays or assignments.
Four weeks in school teaching practice.

ART EDUCATION IIIZ

Semester II

Strand A — Art Education and its practical application
Three hours per week for one semester
This strand further analyses the practical application of Art Education in the senior high school.

Topics
The Place of Art History in the Curriculum
Art History Teaching Methods
Art History Teaching Aids
Art Workshop as a Learning Environment
Museums/Galleries as Extensions of the Art Room
Evaluation for Progressive Development
Art History Texts
Practical Workshop Methods

ASSESSMENT
Progressive evaluation including satisfactory participation in lectures, seminars, discussions, essays or assignments.
**Strand B — Philosophy and Sociology of Art**

One hour per week

This strand is a presentation of the major philosophic and aesthetic streams of the twentieth century.

**ASSESSMENT**

Progressive evaluation including essays, tutorial papers and group participation.

**ART EDUCATION IVX**

This is an intensive study seeking development of a professional attitude towards art teaching with an understanding of the relationship between Art Education and Special Education.

Topics
- Art Education and Atypical Children
- Art Therapy
- Study of Gifted Children and Art
- Student Research into Traditional Art Values and their Place in the "now" Society
- New Media and the Teaching of Art
- Photography, Film and Video Method
- Preparation for Teaching Practice

**ASSESSMENT**

Progressive evaluation including satisfactory participation in lectures, seminars, discussions, essays or assignments.

Four weeks in school teaching practice.

**ART EDUCATION IVZ**

This is an intensive study seeking further development of a professional attitude towards art teaching and an understanding of significant administrative procedures within schools.

Topics
- The Art Teacher and the School Administration
- Examination Systems and Requirements
- Sources of materials and Supplies
- Audio Visual Teaching Aids
- Safety Procedures and Precautions in Practical Workshops
- Student Art Education Research Related to the Teaching of Art to High School Students
- Practical Teaching Methods Related to Art

**ASSESSMENT**

Progressive evaluation including satisfactory participation in lectures, seminars, essays and assignments and personal research.

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**PHILOSOPHY AND SOCIOLOGY OF ART 301.01**

This unit is a presentation of the major philosophic and aesthetic streams of the twentieth century.

**ASSESSMENT**

Progressive evaluation including essays, tutorial papers and group participation.

**PHILOSOPHY AND SOCIOLOGY OF ART 401.01**

This unit traces the origins of twentieth century thought through both the Eastern and Western philosophic traditions and develops personal aesthetic concepts within a contemporary framework.

**ASSESSMENT**

Progressive evaluation including essays, tutorial papers and group participation.

**HISTORY OF ART 409**

This fosters analytical attitudes towards the social courses of contemporary art movements including the modern industrial, technological and social revolution; comparison of contemporary art with pre-industrial revolution art, various aspects of modern society, contemporary art movements and their social courses.

**ASSESSMENT**

Progressive evaluation including essays, tutorial papers and group participation.

**THEORY AND PRACTICE OF ART TEACHING**

Contemporary trends in Art Curriculum and instruction from the viewpoint of the practising teacher.

**ASSESSMENT**

By progressive assessment of submitted and seminar papers.
DIPLOMA IN MUSIC EDUCATION

The Diploma in Music Education is an award presented jointly by Newcastle College of Advanced Education and the New South Wales State Conservatorium of Music (Newcastle branch). The following course outlines relate ONLY to components conducted by this College; for specialist preparation studies in Music students should consult publications of the Newcastle Branch of the New South Wales State Conservatorium of Music. Detailed syllabuses for Education subjects, General Studies units and Elective units may be found elsewhere under the appropriate headings.

STUDENTS WHO COMMENCED IN 1975, OR EARLIER

Year III
Music Education III 3
Elective 3
Teaching Experience III

Year IV
Education III 4
Music Education IV 4
Elective 3
Physical Education II 2
Teaching Experience IV

STUDENTS WHO COMMENCED IN 1976 OR 1977

Year II
Education II 3
Music Education II 3
(includes Principles and Practice of Teaching)
English GS 3

Year III
Music Education III 3
(includes Principles and Practice of Teaching)
Social Science GS 3
(Contemporary Australian Society)

Year IV
Education III 4
Music Education IV 4
Elective 3
Principles and Practice of Teaching 2

STUDENTS COMMENCING IN 1978

Year I
Education I
(a) Child Psychology (Adolescence)
(b) Basic Issues in Education
Music Education
(includes Principles and Practice of Teaching)
(a) Music Education in the Primary School
(b) Introduction to Music Education in the Secondary School Years 7-10
Teaching Experience I

Year II
Education II
(a) The Teaching/Learning Process (Adolescence)
(b) Issues and Patterns in Curriculum Development
Music Education
(includes Principles and Practice of Teaching)
(a) Music Education in the Secondary School—Non-Elective Classes A
(b) Music Education in the Secondary School—Non-Elective Classes B
English General Studies
Any two modules for which students have the prerequisites
Recommended modules are:
(a) Language and Reading Across the Curriculum (100 Level)
(b) Effective Communication (100 Level)
Teaching Experience II

Year III
Music Education
(includes Principles and Practice of Teaching)
(a) Music Education in the Secondary School—Elective Classes A
(b) Music Education in the Secondary School—Elective Classes B
Social Science General Studies
Contemporary Australian Society I
Contemporary Australian Society II
Teaching Experience III
Candidates are asked to note that the modular presentation of the Diploma in Music Education planned for students commencing the course in 1978 has yet to be approved by the New South Wales Higher Education Board. Should this variation to the course not be approved before the 1978 enrolment period candidates will follow the following Year I programme and Years II, III and IV as outlined for students who commenced in 1977.

Advice will be given at enrolment concerning the course pattern which will be available in 1978.

**DIPLOMA IN MUSIC EDUCATION**

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<tr>
<th>Year I</th>
<th>Hours per week</th>
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<td>Education I</td>
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<td>Music Education I</td>
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<tr>
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</table>
MUSIC EDUCATION IN THE PRIMARY SCHOOL

The significant contribution of music to the educative processes of the primary child will be examined. Students will be made aware of the progressive development of aural perception in children and will investigate a variety of participatory activities which may be used to increase aural acuity. Aspects to be investigated include the establishment of basic rhythm skills through movement, speech and performance and the increasing awareness and control of pitch. A comparative study will be made of the approaches to Primary Music education in N.S.W. with Kodaly music education in Hungary and Orff Schulwerk in Austria. Instrumental work — recorder and tuned percussion.

TEXTBOOKS

INTRODUCTION TO MUSIC EDUCATION IN THE SECONDARY SCHOOL YEARS 7-10

The place of music education in the development of the secondary student will be investigated. Approaches to the further development of perception will include an examination of pitch training through pentatonicism and the use of non-traditional graphic notation in teaching concepts of pitch, time, dynamics and timbre. Learning outcomes associated with instrumental performance on pitched instruments will be examined.

TEXTBOOKS
Gert, W. A.
Paynter, J. and Aston, P.

MUSIC EDUCATION IN THE SECONDARY SCHOOL — NON-ELECTIVE CLASSES A

The adaptation and application of the educational philosophies of Kodaly and Carl Orff to junior secondary education will be examined. An introduction to inter disciplinary approaches; e.g. music and speech, music and movement, music theatre. Instrumental and vocal arrangements suitable for junior secondary classes as well as selected, listening works will be studied.

TEXTBOOKS
Paynter, J. and Aston, P.
Self, G.

MUSIC EDUCATION IN THE SECONDARY SCHOOL — ELECTIVE CLASSES B

Programme planning to allow the integrated development of visual and aural skills in music will be examined as well as the composite approach. Application of instrumental study (recorder, guitar, tuned percussion) to the junior secondary classroom situation will be studied as well as the extension of repertoire of vocal arrangements, rounds and songs, and listening works suitable for the junior secondary school.

TEXTBOOKS
Fiske, R.
Self, G.

MUSIC EDUCATION IN THE SECONDARY SCHOOL — ELECTIVE CLASSES B

Students will study teaching techniques and will further examine suitable repertoire for instrumental and vocal ensemble in elective classes. The application of group music making to the teaching of style, music history and harmony will be examined as well as melodic invention, and simple melodic improvisation. Experimental composition using improvisation and graphic notation. Preparation of examination materials. Assessment procedures.

TEXTBOOKS
Paynter, J. and Aston, P.
Self, G.
MUSIC EDUCATION IN THE SECONDARY SCHOOL — SENIOR CLASSES A

Students will study the development of musical creativity and knowledge through an integrated treatment of the following from Cl300 to Cl900:

- Melody writing and harmonization;
- Aural perception;
- Orchestration;
- Techniques of composition;
- Listening to a variety of recorded works and live performances; and
- Score reading and analysis.

Examination, development and evaluation of teaching procedures associated with the above topics as appropriate to senior elective classes. Students will also study the principles and practice of conducting.

MUSIC EDUCATION IN THE SECONDARY SCHOOL — SENIOR CLASSES B

Students will study the development of musical creativity and knowledge through an integrated treatment of the following from the period Cl900 to the present:

- Melody writing and harmonization;
- Aural perception;
- Orchestration;
- Techniques of Composition;
- Listening to a variety of recorded works; and
- Score reading and analysis.

Examination, development and evaluation of teaching procedures associated with the above topics as appropriate to senior elective classes.

SPORT IN THE SECONDARY SCHOOL

Students will study the administration of sport — officiating at athletic and swimming carnivals, tournaments and draws as well as selected major games — skills, practices, lead up games, rules and umpiring. Basic fitness for sport.

PRINCIPLES AND PRACTICE OF TEACHING IV

Music

The topics to be studied include:

1. Strategies of Teaching

   The planning and implementation of a variety of lesson types directed towards specific learning outcomes; e.g. composite approaches to teaching strategies.
   Implications arising from creative approaches.
   The evaluation of lessons in terms of pupil performance.

2. Planning Units of Work

   The selection and organisation of content for a unit of work to be followed in the school based programme. Emphasis will be on an integrated approach to the development of skills and insights in pupils.

TEXTBOOKS

Turney, C. et al
MUSIC EDUCATION I

Music Education in Primary and Secondary Schools

Rhythm and time; an investigation into approaches to rhythmic development, but aurally and in relation to notation skills in the classroom. Speech and movement as a means of developing rhythmic facility.
The progressive development of pitch perception in children. Pitch training through pentatonicism. Pitched percussion as an aid to teaching pitch and notation.
The development of perception through participatory activities in listening lessons. Teaching concepts of pitch, time, dynamics and timbre using non-traditional graphic notation.
A comparison of the approaches to Primary Music Education in N.S.W. with Kodaly music education in Hungary and Orff Schulwerk in Germany.
Descant recorder, rhythmic and tuned percussion.

ASSESSMENT
Progressive evaluation by class tests, assignments, practical work.

TEXTBOOKS

MUSIC EDUCATION II

Music Education in the Secondary School

Prerequisite — Pass in Music Education I

Curriculum study and choice of teaching material related to junior non-elective classes in the secondary school. Integration and planning of classroom activities. Programming for the integrated development of aural and visual skills. The composite lesson. Interdisciplinary approaches — music and speech, music and movement, music theatre. The adaptation and application of the educational philosophies of Kodaly and Orff to Secondary Music Teaching. Instrumental activities in non-elective classes: percussion arrangements, harmonisation of rounds and songs.
Listening: analysis of compositions. Recorder work at advanced level, recorder ensemble.

ASSESSMENT
Progressive evaluation of class tests, assignments, practical work.

TEXTBOOKS

MUSIC EDUCATION III

Music Education in the Secondary School

Prerequisite — Pass in Music Education II

Curriculum planning for elective and non-elective music classes in Years 8-10. Orchestral techniques and styles. Score reading. Preparation of examination material. Rhythmic and tuned percussion; recorder ensemble; choir, instrumental groups. Melody-making; chime bar arrangements; simple orchestration for school groups experimental composition using graphic notation. Film music.

ASSESSMENT
Progressive evaluation, class tests, assignments, practical work.

TEXTBOOKS

MUSIC EDUCATION IV

Music Education in the Secondary School — Senior Classes

Prerequisite — Pass in Music Education III


ASSESSMENT
Progressive evaluation, class tests, written work, contribution to discussion groups and seminars.
PHYSICAL EDUCATION II

Physical Education in the Secondary School

A study of the general principles and practice of physical education, games and sport in the secondary school together with investigation of the theory and scope of sport, especially games coaching in schools. Games and sports suitable for secondary students are examined in theoretical and practical detail with particular emphasis on the teaching and the learning of basic skills in these. The games lesson, its planning and programming are treated.

A study of human anatomy and elementary physiology permit a more meaningful programme of personal fitness and healthy living to be followed.

Additional Requirements

One assignment of approximately 3,000 words due in mid-year. This assignment is to be included in the final assessment.

ASSESSMENT

All demonstrations, practical exercises and assignments are required elements of this study.

DIPLOMA IN EDUCATION
(Secondary Education)

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<tr>
<th>Semester I</th>
<th>Hours per week</th>
<th>Credit points</th>
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<td>Education IV</td>
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<td>History IV</td>
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<td>Home Science/Textiles IVA</td>
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<td>Latin IV*</td>
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<td>Art IVB</td>
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Students must undertake Perspectives in Education and one of:

- Education Psychology
- Exceptional Children
- The Sociology of Education

**Perspectives in Education**

**Aim**

To provide a general theoretical orientation to teaching for students who have completed a university degree.

**Objectives**

To provide an opportunity for students to examine some of the more basic issues facing Australian education and to examine a variety of philosophies of education and relate them to basic classroom management practices.

**Topics**

Section A: Definition of terms (education, indoctrination, socialization, training, instruction); The purpose of the school in society; Education in other societies; The economy, politics and education; and Problems of equality in education.

Section B: Theories of Curriculum Development; Learning theories and preparation of subject matter; Motivation; Classroom management; Catering for individual differences; and Evaluation of pupil progress and co-operation with parents.

**ASSESSMENT**

Students will be assessed on written assignment work, participation in seminars and a final exam will be conducted at the conclusion of each section of the course.

**TEXTBOOKS**

- Harley, B.
- Johnston, J.A. (ed.)


**Educational Psychology**

**Aim**

To provide students with a basic knowledge of all aspects of child development.

**Objectives**

Section A: To provide students with knowledge of the pattern of physical, social and emotional growth of children.

Section B: To provide students with a knowledge of a variety of theories of cognitive development and to relate these to the teaching/learning situation.
**Topics**

Section A: The concept of stages of development; Physical development (birth to adolescence); Social development (birth to adolescence); and Emotional development (birth to adolescence).

Section B: Piaget — Theory of Cognitive Development; Bruner — A Theory of Instruction; and Ausubel — Meaningful Verbal Learning.

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**ASSESSMENT**

Students will be required to submit one written assignment for each section and sit for a final exam after each section.

**TEXTBOOKS**


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**Exceptional Children**

Semester I: Introduction to Special Education

Students will be introduced to the range of developmental disabilities in children, (e.g. mental retardation, learning disabilities, emotionally disturbed, sensory and neurological handicaps, communication disorders, autism, physical handicaps, giftedness, etc.). Emphasis will be given to those developmental disabilities commonly encountered in normal classrooms, and recent trends in the field of special education. The module is intended for students wishing to begin a major or minor in special education as part of their diploma programme, OR for students seeking a brief overview of exceptionality.

**TEXTBOOKS**


Semester II: Behavioural Principles in Classroom Management

This module is designed to provide students with precise knowledge of behaviour management principles and practical applications to deal with a variety of behaviour and learning problems in the classroom, preschool, or home setting.

**TEXTBOOKS**


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**The Sociology of Education**

**Aim**

To provide prospective teachers with a knowledge of current features and trends in our society and prepare them to critically analyse and relate these to the educational needs of children and adolescents; To study schools as social systems in society having regard to group processes and organizational patterns which affect the development of individuals; and To observe and analyse the patterns of human interaction in schools and other institutions in our society.

**Objectives**

To promote an awareness of the following: Basic sociological concepts; The functions of the school in our society; How individuals become socialized beings and the importance of the various agencies responsible; Group processes as they affect the teaching situation; The social forces which modify the role of the teacher and the school and the sociological factors which impinge on an individual's performance at school; and The way individuals and organizations relate to each other and in particular how schools as organizations and people interact.

**Topics**

The wide range of topics introduced deal respectively with The School and Society (Part A) and The Sociology of Education (Part B) and include the following:

Part A: Basic concepts regarding society and culture, the socialization process, the agencies of socialization, the functions of education in society, and the teacher in society, and

Part B: The school as an organization, group processes in the classroom, attitude and attitude change, the teacher in the school system and local education systems.

**ASSESSMENT**

Assessment is by progressive evaluation based on a minor essay for the first part, a major essay for the latter part, semester examinations and workshop involvement for each section.

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**HEALTH AND PHYSICAL EDUCATION IV**

**Strand A — Personal Health and Physical Fitness**

This strand is designed to develop some knowledge and understanding in the areas of hygiene, human sexuality, nutrition, drug education, safety and first aid. Topics cover assessment of personal physique and physical fitness, consideration of plans, techniques and routines commonly advocated for personal health and physical fitness, maintenance procedures — fitness for living, and, regular reassessment and personal checks to ensure success of programme.

**Strand B — Theory and Practice in Teaching Motor Skills**

Topics include essential conditions for effective motor learning, motor learning theory, motor performance laboratory and assessment — a personal consultation.
Strand C — Personal Recreation in Physical Education
Topics are selected recreational activities considered for skill components, teaching procedures and personal playing strategies.

ASSESSMENT
Progressive evaluation including process participation and productive personal reports, group papers and reports, class discussion, clinics and demonstration.

ART IVA
ART IVB

Art Education
Both of these modules must be undertaken together
This provides preparation for teaching Art at High School level. Practical teaching experience and studies of school organization is related particularly to the N.S.W. Secondary Schools system. A detailed study and evaluation of the specific tasks of the Art Educator is undertaken to establish an effective professional orientation, increase confidence in teacher-pupil relationships and relate teaching skills and resources to an effective personal impact. Topics covered include art and the adolescent — individual differences and their manifestation in child art, creative teaching procedures and the role of the teacher in fostering creativity, the relevance of Art History, composition, aesthetics, theory and design, art programming and utilisation of the syllabus, both the exceptionally gifted and handicapped child and art, research into personal skills, media, areas of history and personal endeavour relevant to Art Education.

Students undertaking the Diploma in Education English subjects must demonstrate a satisfactory standard in written English (including Spelling).

ENGLISH IVA

The Teaching of English in the Secondary School
Prerequisite — Adequate University background in English as determined by Department
Corequisite — English IVB

This module covers such topics as the centrality of literature and the language of literature in teaching English, major theorists, recent developments in teaching English at the primary school level, approaches to literature in the junior school, the novel as a focal point for integrating the activities of English, approaches to literature in the senior school including background reading of relevant literature and consideration of classroom possibilities, helping backward readers — general language enrichment, sustaining a focus on creativity, literature for backward readers, wide reading programmes, major authors of fiction for children, the library and the English teacher, creative writing — its relevance to language learning and responding to the children's work. Also examined are focal points — themes, centre of interest, projects; improving listening and comprehension, especially through literature with an analysis of the limitations of machines, laboratories and comprehension exercises; improving correctness in written expression; media-integrating with literature and creative writing — extending interests beyond mass media; the relevance of linguistics; dramatic and oral expression — an integral role in the teaching of English.

ASSESSMENT
Progressive evaluation including exercises, essays and final examination.

ENGLISH IVB

Corequisite — English IVA

Strand A — Speech and Listening
This module investigates the requirements for effective speaking both for the students and in the classroom and aims to attain an acceptable standard in the various uses of speech. Topics include voice production and the dynamics of speech, phonetics and the phoneme theory, Australian speech, speech improvement in the classroom, creativity and speech, discussion and debating.

ASSESSMENT
Progressive evaluation including assignments, seminars and practical exercises.

Strand B — Drama
This strand examines expression and communication through drama, stagecrafts and basic acting, production, design and stagemanagement skills, drama in the secondary school including practical work — exercises, production and presentation of short play or excerpts. Visits to professional and other theatrical productions are arranged as well as demonstration lessons.
FRENCH IV
GERMAN IV

Language Methodology

Prerequisite — Adequate University background in French or German as determined by Department. Additional studies may be required to remedy any deficiency.

Strand A — Theory, Practice and Methodology
This covers the nature of language, linguistics and foreign language teaching, the psychological bases of language learning, a review of the history of foreign language teaching methods and current methods, audio-lingual techniques, a study of the N.S.W. syllabus, performance objectives and individualisation, pattern drills — their composition and use, practical consideration of the methods used in the various branches of foreign language instruction, the observation and discussion of demonstration lessons, teaching practice — the application of theory and an examination of foreign languages in the primary schools.
Methodology is studied by considering approaches to difficulties and sources of error, audio-visual aids, the Language Laboratory, division of material — lesson plans, making a programme, use of the School Library and the testing of proficiency.

Strand B — Curriculum Study
Regular language assignments form the basis of revisionary drills and exercises designed to strengthen the student’s ability to use the language and teach it more effectively.

ASSESSMENT
Progressive evaluation including assignments, seminars and final examination.

TEXTBOOK

HISTORY IV: THE TEACHING OF HISTORY

Prerequisite — University History I and II or equivalent

This module examines the case for teaching History and considers basic lesson procedures — including oral presentation, study and use of textbooks, documents, cartoons, maps; observation, including audio-visual, pictorial, movie-film and television aids; use of literature such as the novel, poetry and drama; discussion; recording techniques; activity lessons such as simulation games, model making, charts, diagrams; enquiry techniques; role-playing

ASSESSMENT
Progressive evaluation involving assignments and final examination.

TEXTBOOKS

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INDUSTRIAL ARTS IVB

This module deals with the specific areas of material science and engineering mechanics. Development of research material for lesson preparation and logical programme sequences are considered and practical demonstrations in the teaching situation are undertaken, dealing with the structure, properties and selection of engineering materials — metals, polymers and ceramics, as well as, objectives, organisation of learning experiences and processes of evaluation in the teaching of engineering mechanics. Students are expected to develop a sound knowledge in these areas and overcome any deficiencies.

ASSESSMENT
Progressive evaluation including assignments and final examination.

TEXTBOOKS

INDUSTRIAL ARTS IVC QUALIFYING

This module provides an opportunity to qualify in technological aspects of Industrial Arts covering problems associated with the use of various hand and machine tools used in secondary schools, logical planning and sequential procedure techniques and skills in working with various media.

ASSESSMENT
Progressive evaluation including assignments and final examination.

TEXTBOOKS

MATHEMATICS IVA

Prerequisite — Mathematics I and II at a recognized University or equivalent
Corequisite — Mathematics IVB

Strand A
This strand investigates the background of Mathematics of Year 7 pupils with reference to the curriculum and the common approaches used in the primary school. General principles of classroom procedures are examined including class management, questioning, motivation and fixing techniques, use of teaching aids, testing, lesson preparation and lesson notes. Years 7 and 8 curriculum study covering number and geometry are considered in detail.

Strand B
This strand extends topics introduced in the first strand above. Curriculum study includes an extension of the study of Mathematics courses to Year 10 at all levels with selection of topics to illustrate development and structure of various lesson types. The Higher School Certificate two unit A syllabus involves intensive study of selected topics. Instructional media involves a brief review of audio-visual equipment such as film, strip-film, loop film, television, colour slides, tapes; preparation of overhead projector transparencies. Teaching and learning theories covering the aims and principles of the secondary Mathematics curriculum are discussed with an introduction to the work of Piaget, Dienes, Bruner, Ausubel, Fehr and Mathews (The Nuffield Project). The concept of "readiness" and its assessment is analysed as well as the notion of the "spiral curriculum" related to current policy and practice in N.S.W. Classroom management examines topics such as getting acquainted with pupils, catering for individual differences, grading and grouping; progressive assessment, innovative teaching methods and extra-mural experiences.

Evaluation covers elementary topics and the need for feedback, the Education Department's Public Examinations, an analysis of Statewide assessment and progressive evaluation; the classroom testing programme and item analysis and the assessment of "other aims" of the syllabus.

ASSESSMENT
Progressive evaluation including assignments, reports and final examination.

TEXTBOOK

MATHEMATICS IVB

Prerequisite — Mathematics I and II at a recognized University or equivalent
Corequisite — Mathematics IVA

The organization of Mathematics courses in Years II and 12. An examination of the syllabus content and of methods of presentation of:
(a) the four unit Mathematics course
(b) the three unit Mathematics course
(c) the computing strand of the two unit B course in Mathematics. The assessment of pupils studying Mathematics. The preparation and presentation of learning aids — teacher made and departmentally supplied. The organization of a Mathematics Department within a school — the maintenance of records. Library work for the Mathematics student. An introduction to professional journals. Catering for individual differences. Research into the learning of Mathematics. The views of Dienes, Bruner, Ausubel, Skemp and Biggs. Comparative studies. School Mathematics outside N.S.W. Trends in Mathematics teaching. The component skills of teaching, in a mathematical context, will be illustrated through live demonstrations and viewing of filmed models.

ASSESSMENT
Progressive evaluation based upon assignments, participation in tutorials and seminars and demonstrated competence in the content of the Senior Secondary School Syllabus in Mathematics.

TEXTBOOK
Mathematics Syllabus and Notes Forms V and VI. Sydney, N.S.W. Government Printer.

MUSIC IVA

Music Education in the Secondary School

Curriculum study and choice of teaching material related to junior non-elective classes in the secondary school. Integration and planning of classroom activities. Programming for the integrated development of aural and visual skills. The composite lesson. Interdisciplinary approaches — music and speech, music and movement, music theatre. The adaptation and application of the educational philosophies of Kodaly and Orff to Secondary Music Teaching. Instrumental activities in non-elective classes: percussion arrangements, Harmonisation of rounds and songs. Listening: analysis of compositions. Recorder work at advanced level, recorder ensemble.

ASSESSMENT
Progressive evaluation of class tests, assignments, practical work.

TEXTBOOKS

MUSIC IVB

Music Education in the Secondary School — Senior Classes


ASSESSMENT
Progressive evaluation, class tests, written work, contribution to discussion groups and seminars.

PHYSICAL EDUCATION IVA

Administration of Physical Education and Sport

Prerequisite — Either a B.Ed. (Physical Education) or its equivalent, or a major study area in Physical Education in a recognized Bachelor's degree programme.

A detailed study of the theoretical issues relating to organization and administration of physical education and sports recreation offered at the secondary school.

Objectives
To encourage an appreciation of modern administrative procedures in the conduct of secondary school sports, recreation, health and physical education; To promote critical review of sports administration; and To develop varied styles of organization within physical education.

Topics
The topics to be treated include: Theories of administration; Programmes in health, physical education and recreation; Annual competitive sports carnivals; Intra-mural and intercollegiate sports activities; Finance and budget; Legal liability; and Evaluation and assessment.

ASSESSMENT
Progressive assessment will be employed utilizing: Final formal examination 40%; Workshop reports 20%; and Tutorial presentation 20% with the provision that each student must perform satisfactorily in each phase of assessment.

TEXTBOOKS

PHYSICAL EDUCATION IVB

Advanced Physical Education Teaching

Prerequisite — Either a B.Ed. (Physical Education) or its equivalent, or a major study area in Physical Education in a recognized Bachelor's degree programme.

Corequisite — Physical Education IVA
Treatment of professional aspects of teaching physical education. Consideration of varied theoretical and practical presentations of health, physical education and recreation as other approved studies in the senior secondary school.

**Objectives**

To assist the student to appreciate and understand the scientific bases of human sports movement patterns; To foster consideration of innovative teaching processes in health, physical education and recreation; and To examine modern professional developments in these areas.

**Topics**

Analysis of sports movements in scientific terms of mechanics, kinesiology and physiology of exercise; and Movement orientation in gymnastics and dance, personal development and health education.

**ASSESSMENT**

A progressive assessment format will be used to incorporate laboratory exercises, tutorial reports and a term paper.

**TEXTBOOKS**


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**SCIENCE IVB**

**Senior Science Education**

**Corequisite — Science IV A**

This module is concerned with the teaching of Science at the level of Years II and 12 (N.S.W.) or their equivalent. Knowledge of the general ideas treated in Junior Science Education is assumed. The educational basis of Senior Science is considered in terms of its objectives, appropriate learning experiences and evaluation. Specific courses at senior level are examined and related to overseas experiences as well as being analysed as multistrand and integrated courses. Classroom techniques are discussed in the organization of senior practical work and group studies, the stimulation and guidance of individual study and the use of textbooks and reference books.

**ASSESSMENT**

Progressive evaluation including assignments and final examination.

**SOCIAL SCIENCES IV A**

This module introduces the curriculum and teaching methodology of Social Science and Asian Social Studies. In this context an examination is made of what is taught about man and society, modern trends in Social Sciences Education and the aims of such teaching as well as the implications of the Base Paper on the Total Curriculum. Inter-disciplinary approaches to teaching and the curriculum, with particular reference to Social Science, and the Asian Social Studies subjects in the secondary school, are examined in detail. The development of programmes, teaching units, resources and assessment procedures for these subjects are studied.

Methodology consists of an examination of traditional procedures, inquiry procedures, role playing and socio-drama, teaching about social controversy and the use of technology in teaching the Social Sciences.

Students who have an inadequate background in Accounting must also complete the Accounting portion of Strand A of Social Science IVB if they are not doing that subject in its entirety.

**ASSESSMENT**

Progressive evaluation including resource units, seminar papers, assignments, and final examination.

**TEXTBOOK**

SOCIAL SCIENCES IVB

This module introduces the curriculum and teaching methodology of Geography and Economics/Commerce.

Strand A — Economics and Commerce Education
The consumer education movement and modern trends in Economics Education form the context within which the aims and objectives of the Economics Education curriculum is considered. Content selection, organization, programming, development of teaching units, resources and evaluation procedures are discussed. Methodology covers the traditional methods of teaching Commerce and Economics as well as advanced teaching procedures. Accounting matters are included for those students who have an inadequate background in this area. Topics include the nature and purpose of accounting, measurement and reporting, the accounting process, the measurement and reporting of income, accounting for and control of assets, funds flow analysis, analysis and interpretation of accounting reports.

Strand B — Geography Education
Current trends in the teaching of Geography and the place of Geography in integration of the Social Sciences form the context in which the curriculum process in Geography is studied. Recent changes in Geography curricula are examined with special emphasis on the role of the teacher in Geography curriculum development and pupil evaluation. Methodology considers methods common to many of the Social Sciences but emphasis is on uniquely geographic learning experiences. Aids are integrated into planned learning experiences to achieve curriculum aims.

ASSESSMENT
By progressive evaluation including exercises, seminar papers and resource units.

TEACHER LIBRARIANSHIP IVA AND IVB

These corequisite modules of study provide theoretical background and practical experience concerning school libraries and multimedia resources centres. Areas of study include: The Library in Education; School Library Systems and Materials; Reference and Research — Techniques and Resources (Semester I); The Library in Society; Collection Building and Reading Guidance; Organization and Management of the School library (Semester II).

A satisfactory performance is required in the practical teaching situation to qualify for a pass in these subjects.

ASSESSMENT
By progressive evaluation based upon seminar paper, semester tests, major assignment and practical experience component; final examination.

TEXTBOOKS

PRINCIPLES AND PRACTICE OF TEACHING IV

Art

Objectives
To provide each student with an opportunity to identify and acquire specific teaching skills and behaviour. Students will be presented with an opportunity to practise these skills in the reality of a school situation.

Specific Objectives
Identify and practise specific teaching skills. Develop self awareness of personal presentation in a teaching situation. Relate theories of education to the practical teaching situation. Apply an expository model of teaching at secondary level.

Topics (Semester I)
Topics (Semester II)
Introduction to pupil centred strategies of teaching.
Identification of teaching skills relevant to guiding discovery learning and fostering creativity.
Collection of data and construction of short teaching programmes relevant to the data.

ASSESSMENT
Evaluation is in terms of teaching a satisfactory standard in each of the following: Theoretical Objective Tests; Teaching Performance and Programme Workbook.

PRINCIPLES AND PRACTICE OF TEACHING IV

English

Consideration of the principles and practice of teaching relevant to the teaching of English in Secondary Schools will be treated in the following way:
1. Visits to schools and observation of lessons presented by skilled, experienced teachers.
2. Discussions with Heads of Departments on such matters as: lessons observed; teaching techniques in English generally; modes of discipline; facilities — textbooks, audio-visual aids, library resources; and departmental records.
3. Set exercise, involving the use of sound effects and tape recorders.
4. Block Practice Teaching.
5. Commencing in Semester 2, a weekly programme (one half-day per week) in which students: teach two lessons per visit; undertake additional tasks as set by the English Department at the school; according to the student’s felt needs, observe teachers at work in the classroom; and/or gain further experience in such areas as the preparation of stencils, the use of duplications, film making, departmental records, school assemblies, list book stocks, and other such aspects of the everyday operation of the school; and/or marking tests and written expression; informal discussions with Heads of Departments and teachers on discipline, teaching technique, and school organization; and analysing and discussing problems in presenting particular lessons.

Home Science and Textiles

This area of study aims to provide the intending teacher of Home Science/Textiles with an understanding of curriculum development and application through an investigation into current programming. In particular, the student is expected to consider and evaluate the place and function of Home Science/Textiles in secondary education in N.S.W. and at the local level.

Objectives

The subject is designed to acquaint the prospective Home Science/Textiles teacher with: The organization and administration of the Home Science/Textiles department within the school; The programme development within the secondary school; The importance of co-operative behaviour as a staff member; and Suitable procedures for coping with problems in the classroom.

Part A — The Home Science and Textile Department Organization and Administration: Timetabling; Conditions of employment and duties of ancillary staff; Legal implications of industrial awards; Costing and financial organization for supplies for practical lessons and demonstrations and of equipment; Ownership of equipment donated or on loan; Accident insurance; Compiling an organization book, and filing of instructions, official instructional material; and Assessment procedures and record keeping. Compiling tests; evaluation of validity; usefulness as a teaching technique, and at different levels of study and ability.

Part B — Programme Development
Examination of selected contemporary Home Science/Textiles
programme. Investigation of the philosophies and goals of the Home Science/Textiles curricula in Australia. The role of professional associations. Programme compilation, and syllabus interpretation: Breakdown of syllabus into workable units; and Assessment of reasonable expectation of progress for a particular level of study.

Part C — Sound Decision Making
The challenge of student teaching in personal attitudes and inter-relationships with both staff and students. Critical evaluation and testing of problems within the classroom.

Part D — Block Practice and Rolling Practice
A block period of four weeks of supervised practice teaching in secondary schools followed by one term of one day per week rolling practice teaching.

ASSESSMENT
Assessment is by progressive evaluation based on seminars, practice teaching, and field experience reports, class exercises and a major assignment.

PRINCIPLES AND PRACTICE OF TEACHING IV

Industrial Arts

This module aims to provide each student with an opportunity to acquire specific teaching behaviours or skills, to put into practice some of the theory acquired in other subjects and to orient himself to the realities of the school situation with particular emphasis on Industrial Arts Education.

Topics include (a) micro-teaching, (b) block practice, and (c) the functioning school.

ASSESSMENT
(a) Objective tests to evaluate student mastery of the theory of the teaching skill component.
(b) A personal folder containing evidence of completion of prescribed preparation at each station of the micro-teaching cycle and during the block practice teaching period.
(c) A series of brief but specific assignments designed to provide students with a permanent record of information relating to topics covered in C above — the Functioning School.
(d) A final test covering the general content of the subject.

TEXTBOOK

PRINCIPLES AND PRACTICE OF TEACHING IV

Modern Languages (French and German) Module 2

Objectives
This subject aims to provide for the development of a series of teaching skills and competencies. The programme is closely integrated with specific modern Languages methodology and is designed to put into practice elements of the methodology programmes.

Topics
Basic organizational skills: lesson notes, chalkboard techniques, classroom management, student notetaking, marking; Teaching skills: exposition, inductive approaches, division of teaching points, objectives, programme learning; Use of resources: technology, textbook, sources of cultural materials, construction and use of pattern practices, filmstrip and slides as oral stimuli, television programmes, “cloze” tests, games for teaching and testing, magazines and cartoons, library, charts, flashcards, figurines and feltboards, song, simulation of foreign context; and Practice in fundamental teaching areas: “oral” grammar, progressive development of reading skills, integration of cultural materials with units of work, writing skills, lessons based on structured materials, systematic pronunciation development, catering for individual abilities and difficulties, assessment and evaluation.

ASSESSMENT
Progressive assessment based on preparation and classroom performance.

TEXTBOOKS
Mathematics

Part A
Students are introduced to the classroom through the preparation and presentation of mini-lessons to small groups of children. Opportunity is given for the analysis of micro-lessons by means of video recordings. Demonstration lessons by practising teachers are arranged. Attendance at all sessions is compulsory.

Part B
Following a period of practice teaching, students are allocated to local secondary schools for one morning per week. The skills and strategies developed earlier are practised and developed. Attention is given to programming of lessons and evaluation of pupil success. Opportunity is given to approximate the role of the in-service teacher. Attendance at all sessions is compulsory.

Music

Objectives
This module will integrate theoretical approaches to teaching with practical experiences aimed at developing knowledge, skills and attitudes regarded as fundamental to successful teaching. The focus will be on teacher directed and pupil centred approaches and will lead to the planning of integrated units of work.

Topics
1. Strategies of Teaching — The planning and implementation of a variety of lesson types directed towards specific learning outcomes e.g. Composite approaches to teaching strategies, Implications arising from creative approaches. The evaluation of lessons in terms of pupil performance.
2. Planning units of work — The selection and organization of content for a unit of work to be followed in the school based programme. Emphasis will be on an integrated approach to the development of skills and insights in pupils.

Physical Education

Corequisite — Physical Education IVA and Physical Education IVB

Objectives

Unit 1 — First Semester
The first semester of this course will examine the theoretical principles of teaching in the secondary sphere and the technical implications of the use of educational skills. This phase will see the dispersion of student personnel into micro strands initially, and then into macro teaching strands within the junior secondary school. The ratio of student/pupil numbers will be gauged to the progress of pupils and the increasing competence of the individual student.

Topics
1. Investigation of lesson structures and association of lesson strategies; the implication in the junior secondary school of introductory and closure procedures, reinforcement, demonstration, basic questioning, explaining in both theory and practice.
2. Videotape practice; filming and replay for student and pupil edification; editing of strategies for pupil and student records.
3. Replay programme; examination and revision of listed educational strategies.
4. Revision of lesson structures and demonstrations by specialist teachers.

Unit 2 — Block Practice
This second phase will occupy four weeks of teaching practice in the secondary school. The student should be confident enough to enter an enlarging macro-teaching situation with co-operation of the Sportsmaster or Sportsmistress and administer a variety of
gymnastics, dance and games lessons to pupils of Years 7 to 10. Class sizes and numbers of lessons may be varied to accommodate the ability of the student and his professional confidence.

Unit 3 — Macro-teaching in the Secondary School — Second Semester

The second semester will be devoted to macro practice within the junior secondary school at first, extending to the more senior secondary pupils at a rate to accommodate both pupils themselves and the practising students. Provision for remedial work and general assistance to students is envisaged. This unit will involve four phases comparable with the micro extension unit of the first semester, but different because of students' experience and competence.

Topics
1. The revision of lesson structures; educational implications of reinforcement, demonstration, introductory and closure techniques re-examined; higher order questioning and evaluation investigated.
2. Videotape practice; aspects of filming and replay; continuity of material for replay, editing.
3. Initial macro teaching session; junior secondary school in increasing numbers; individual and team teaching practices; team recapitulation and modification procedures.
4. Demonstrations by specialist teachers; discussion/evaluation.

ASSESSMENT
(a) By degree of student involvement in the programme.
(b) By assignment particular to each unit of the course.
(c) By written examination and exposition of the educational principles and practices of the course content and methodology.
(d) By presentation and examination of the student Practice Record File as compiled by the student.

PRINCIPLES AND PRACTICE OF TEACHING IV

Science

The module will be divided into two semester modules, occupying approximately fourteen weeks each. Module I is concerned with a gradual induction into the practice of teaching, using demonstration lessons and seminars at a local high school, followed by micro-teaching and, finally, a series of half days when the student is an assistant to a teacher. Module II deals with ways of influencing pupils' attitudes through strategies derived from models of teaching devised by Ausubel, Bruner, Gordon, Suchman, and Massialas and Cox. This is associated with macro-teaching to years eleven and twelve and to slow learner groups.

ASSESSMENT
Progressive evaluation based on assignments, lesson preparation, and teaching.

TEXTBOOKS

PRINCIPLES AND PRACTICE OF TEACHING IVA

Social Sciences

Objectives
To develop some basic skills of teaching.
To develop and practice competence in several basic teaching skills.
To analyse teacher-pupil behaviour, and to modify teaching strategies appropriately.

Topics
The teaching skills introduced are:
(a) Basic Questioning
(b) Variability
(c) Introductory Procedures and Closure
(d) Explaining

Approach
The module has four cycles, with each cycle focusing on a specific teaching skill. The module for each cycle is repeated every three weeks, with each component in the model being sequential. The components of the model are as follows:
(a) Theory and Preparation.
(b) Teach and Reteach (full class for 20 minutes with video feedback).
(c) Teaching Review.

ASSESSMENT
Progressive evaluation based on tests, exercises, lesson preparation, and teaching skill performance at both practical and theoretical levels.

PRINCIPLES AND PRACTICE OF TEACHING IVB

Social Sciences

Prerequisite — Principles and Practice of Teaching IVA

Objectives
To provide opportunities for the practice of basic teaching skills and strategies.
a) To develop complete units of study under the guidance of a teacher.
b) To observe, procure and organize resource materials suitable for the needs, abilities and interests of a particular class.
c) To teach a wide range of age and ability levels.
d) To familiarise themselves with those aspects of class and school administration appropriate to the beginning teacher.

Topics
a) Unit construction.
b) Teaching resources.
c) Allowing for individual differences.
d) Class and school administration.

Approach
This course is designed to provide student teachers with opportunities to implement educational theories, by placing them in the field where they will have continuous involvement with children and teachers. Each student is required to practice the teaching skills and related activities determined by the master teacher and supervising lecturer.

ASSESSMENT
Progressive evaluation based on students completion of the tasks set.

PRINCIPLES AND PRACTICE OF TEACHING IV

Teacher Librarianship

Candidates for the Diploma in Education undertaking training as teacher librarians should note that the principles and practice of teaching will be considered as part of the subject content of the module Teacher Librarianship IVA and IVB.

DIPLOMA IN EDUCATION
(SECONDARY EDUCATION) — OLD COURSE

<table>
<thead>
<tr>
<th>Subject</th>
<th>Hours per week</th>
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<tbody>
<tr>
<td>Education IVS</td>
<td>6</td>
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<tr>
<td>Principles and Practice of Teaching IV**</td>
<td>3</td>
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<tr>
<td>Health and Physical Education IV</td>
<td>2</td>
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<td>Two of the following:</td>
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<tr>
<td>Art IVA</td>
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<td>Art IVB</td>
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<tr>
<td>English IVA</td>
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<td>English IVB</td>
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<tr>
<td>French IV</td>
<td>3</td>
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<td>German IV</td>
<td>3</td>
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<tr>
<td>Greek IV*</td>
<td>3</td>
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<tr>
<td>History IV</td>
<td>3</td>
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<tr>
<td>Industrial Arts IVA</td>
<td>4</td>
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<td>Industrial Arts IVB</td>
<td>4</td>
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<tr>
<td>Latin IV*</td>
<td>3</td>
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<tr>
<td>Mathematics IVA</td>
<td>3</td>
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<td>Mathematics IVB</td>
<td>3</td>
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<tr>
<td>Nutrition and Food Science IV†</td>
<td>3</td>
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<tr>
<td>Science IVA</td>
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<td>Science IVB</td>
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<tr>
<td>Social Science IVA</td>
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<td>Social Science IVB</td>
<td>3</td>
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<tr>
<td>Teacher Librarianship IVA</td>
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<tr>
<td>Teacher Librarianship IVB</td>
<td>3</td>
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<tr>
<td>Textiles IV</td>
<td>4</td>
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* Not offered in 1978.
** The practice teaching requirement is four (4) weeks block practice and two additional weeks as can be most conveniently arranged.
† Students may consult the head of the department regarding submission of an individual programme.

All candidates for the Diploma in Education (Secondary Education) must:

(i) Complete a substantial essay. The topic chosen must relate to either the field of specialization or the field of Education and must be approved by the Principal Lecturer in Education. Exemption from the essay may be granted in special circumstances by the Academic Board if an additional qualifying subject is being undertaken;
(ii) Undertake four weeks of continuous practice teaching and two other weeks as can be most conveniently arranged; and

(iii) Enrol for both subject options when enrolling for a specialization which is categorised as a double teaching method i.e. Art, English, Home Science/Textiles, Industrial Arts, Mathematics, Music, Physical Education, Science, Social Science and Teacher Librarianship.

Candidates are asked to note that this programme will be offered in 1978 if the presentation of the course based on credit points is not approved by the New South Wales Higher Education Board.

GRADUATE DIPLOMA IN SPECIAL EDUCATION

The Special Education Department offers a one year full-time or two year part-time Diploma in Special Education for experienced teachers who hold a Diploma in Teaching from an approved teacher training institution. Full-time trainees will be released on full salary by agreement with their employing authority. Part-time trainees will attend lectures two evenings per week and be released on salary one day per week for four semesters (2 years).

In order to qualify for the award of the Diploma in Special Education candidates must:

(i) gain a total of 42 credit points;

(ii) successfully complete those modules listed as Core Modules;

(iii) successfully complete two Core Elective Modules from those listed for each of the three categories of training available;

(iv) successfully complete two Elective Modules from the list of Modules nominated; and

(v) satisfactorily complete all practical work.

A. CORE MODULES

<table>
<thead>
<tr>
<th>Module</th>
<th>Credit Points</th>
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<tbody>
<tr>
<td>Developmental Disabilities</td>
<td>3</td>
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<tr>
<td>Behaviour Management Principles and Applied Research</td>
<td>3</td>
</tr>
<tr>
<td>Assessment, Diagnosis and Remediation for Children with Learning Problems</td>
<td>3</td>
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<tr>
<td>Instructional Programming for Children with Learning Problems</td>
<td>3</td>
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<tr>
<td>Seminar in Learning Disabilities</td>
<td>3</td>
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<tr>
<td>Issues in Special Education</td>
<td>3</td>
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<tr>
<td>Consultative Skills Workshop</td>
<td>2</td>
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<tr>
<td>Interdisciplinary Seminar</td>
<td>2</td>
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<tr>
<td>Workshop Design and Implementation</td>
<td>3</td>
</tr>
<tr>
<td>Educational Sociology</td>
<td>3</td>
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<tr>
<td>Clinic and School Practicum</td>
<td>6</td>
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</table>

B. CORE ELECTIVES (2 credit points per module)

- Primary Resource Teachers
- Curriculum Resources (Primary)
- Parent Training Workshop
- Communication Disorders
- Secondary Resource Teachers
- Curriculum Resources (Secondary)
- Remediation in Secondary School
- Vocational Preparation and Sheltered Workshops for Developmentally Disabled Adolescents
Teachers of Disabled Preschoolers and O.F. Teachers
Parent Training Workshop
Education of Children with Severe and Moderate Developmental Disabilities
Education of High Risk Infant and Preschool Children
Communication Disorders

C. ELECTIVES (2 credit points per module)
   English as a Second Language
   Mathematics Education IIB: Special Education in Mathematics
   Developmental Drama
   Studies in Reading
   Art Therapy
   Crafts for the Handicapped
   Modern Approaches to Music — Orff and Kodaly
   Implementation of Programmes for Special Physical Education
   Administration in Early Childhood
   Introduction to Organizational Theory
   Education and the Disadvantaged
   Play and Play Therapy

Elective modules will generally be available only in Semester II of each year. The selection of modules available will be contingent upon achieving viable enrolment numbers and satisfactory staffing arrangements.

CORE MODULES

DEVELOPMENTAL DISABILITIES
The aim is to stimulate students to rethink categorical handicaps in terms of a continuum of degree in developmental disabilities. Traditional approaches based on the medical, psychodiagnostic and educational models will be re-examined in terms of recent trends in Special Education. The module will focus on cognitive and psychomotor developmental disabilities.

BEHAVIOUR MANAGEMENT PRINCIPLES AND APPLIED RESEARCH
On completion of the course students will have sufficient knowledge of behavioural principles and the way in which these have been applied to be able to design and implement data based programmes to deal with a variety of behaviour and learning problems in school, pre-school and home, and institutional settings. Emphasis will be placed on a sound knowledge of empirical studies demonstrating the application of behavioural principles for behaviour and learning difficulties.

ASSESSMENT, DIAGNOSIS AND REMEDICATION FOR CHILDREN WITH LEARNING PROBLEMS
The latest information on the strengths and weaknesses of formal standardized and informal achievement and diagnostic tests will be reviewed as well as specific remediation suggestions that may be implemented in the regular classroom. Diagnosis of language, reading and math deficits will be stressed as well as behaviour observation procedures for determining degree of distractability, etc. specific remediation suggestions will be discussed in some detail to assist teachers with establishing their own diagnostic-prescriptive programmes for children with learning problems in their classroom. This module is appropriate for infant, primary and secondary teachers.

INSTRUCTIONAL PROGRAMMING FOR CHILDREN WITH LEARNING PROBLEMS
Students will be trained in precise techniques of instructional programming which will enable them to deal with learning problems in either the regular classroom or specialized settings. Observation, techniques and intervention procedures for reading, math, spelling, writing and behaviour problems will be emphasized. Constant data collection on students' performance will enable continuous change and modification of programmes in the home, preschools, infant, primary and secondary classrooms.

TEXTBOOK

SEMINAR IN LEARNING DISABILITIES
The Seminar is designed to direct a more in depth study of content related to specific learning disabilities in children and adolescents. The Seminar is intended to build on background gained in exceptional child development. The emphasis will be on assiduous synthesis of the issues and research pursuant to informed opinion, directions in research and educational practices reflective of both. The selected readings are intended to explore theories that dominate the field of learning disabilities and to place these in perspective of sound research and rational pedagogical practice.
ISSUES IN SPECIAL EDUCATION
Critical, topical and controversial issues in special education will be examined. These will include criteria for classifying and labelling children; diagnostic procedures; early intervention; genetic counselling; IQ and psychological testing; placement in special classes; role of the resource teacher; drugs and special education; the law and the handicapped; parent training; mainstreaming; ethical issues such as abortion; amniocentesis, etc. Emphasis will be on regular teachers and paramedical personnel understanding the complex educational, medical and social issues surrounding the education of exceptional children and their parents.

CONSULTATIVE SKILLS WORKSHOP
1. The aim is to provide students with simulated experiences to develop consultative skills necessary to function effectively with other professionals.
2. To develop critical analysis of their own performance based on discussion of video playback.
3. At the completion of the workshop students will have satisfied evaluation criteria by peers and faculty in a variety of consultative situations.

INTERDISCIPLINARY ASPECTS OF CHILDREN WITH DEVELOPMENTAL AND LEARNING PROBLEMS
The aim is for students to be informed concerning the contributions of the various professionals who frequently are involved with developmentally disabled children and their families.
1. Knowledgeable of the perspectives of a variety of professionals.
2. Knowledgeable of the diagnostic and professional skills they emphasize.

WORKSHOP DESIGN AND IMPLEMENTATION
The aim is to make students aware of the variety of methods of implementing various intervention/remedial programmes and to develop in students the ability to select a method suitable to the situation in which they are placed.

EDUCATIONAL SOCIOLOGY
The aim is to make students aware of the social influences on the learning disabled and how they influence behaviour particularly in the family and school setting.

CORE ELECTIVES

CURRICULUM RESOURCES IN SPECIAL EDUCATION
1. The aim to familiarise students with available commercial materials designed for children with developmental behavioural and learning problems.
2. To foster design of teacher-made materials based on sound programming techniques.
3. To train students in evaluation of materials in terms of stated objectives.
4. To familiarise students with available media packages for teaching handicapped children and training parents.
5. To enable students to develop a resource kit of annotated descriptions of curricula materials for use with specific groups of children.

PARENT TRAINING WORKSHOP
The aim is to provide an overview of communication disorders in children and adolescents; to describe current research on children's learning and behaviour problems.

COMMUNICATION DISORDERS: AN OVERVIEW OF ETIOLOGY, ASSESSMENT, AND INTERVENTION
The aim is to provide an overview of communication disorders in children and adolescents; to describe current research on assessment, and to present details of major intervention programmes for communication disorders.

REMEDIATION IN SECONDARY SCHOOL
The aim is to identify problems in diagnosis, remediation/intervention and the organization of programmes that are particularly relevant to the secondary school setting.

VOCATIONAL PREPARATION AND SHELTERED WORKSHOPS FOR DEVELOPMENTALLY DISABLED ADOLESCENTS
The aim is to inform students of vocational requirements and skills involved in work activities for handicapped. To prepare students to design and direct exemplary sheltered workshops for handicapped, including administrative arrangements.
Candidates are asked to note that the modular presentation of the Diploma in Special Education planned for students commencing the course in 1978, has yet to be approved by the New South Wales Higher Education Board. Should this variation to the course not be approved before the 1978 enrolment period candidates will follow the programme outlined below.
Advice will be given at enrolment concerning the course pattern which will be available in 1978.

**DIPLOMA IN SPECIAL EDUCATION**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Child</td>
<td>A1 — 3 hours</td>
</tr>
<tr>
<td></td>
<td>A2 — 3 hours</td>
</tr>
<tr>
<td>The Child in Society</td>
<td>B1 — 2 hours</td>
</tr>
<tr>
<td></td>
<td>B2 — 1 hour</td>
</tr>
<tr>
<td></td>
<td>B3 — 1 hour</td>
</tr>
<tr>
<td></td>
<td>B4 — 1 hour</td>
</tr>
<tr>
<td>The Child in School</td>
<td>C1 — 2 hours</td>
</tr>
<tr>
<td></td>
<td>C2 — 2 hours</td>
</tr>
<tr>
<td></td>
<td>C3 — 4 hours</td>
</tr>
</tbody>
</table>

* Subject undertaken for one semester only
** Two hours per week only in Semester II

**THE CHILD A1**

*Education and the Atypical Child*

This unit will comprise two sections:

1. Most aspects of developmental disabilities will be examined in terms of prevalence, known courses, research on prevention, and educational interventions. Problems of children ranging from known neurological damage to marginal disorders and behaviour problems will be examined for ages 0-15 years. Categories such as mental retardation, emotional disturbance, learning disabilities, physical and sensory disabilities, and behavioural problems will be covered.

2. Behaviour management techniques will be examined in detail to enable teachers to design and implement data-based interventions for a variety of behavioural disturbances, ranging from self-injurious behaviour to mild disturbances in the normal classroom and problems parents have with children at home.

**ASSESSMENT**
Progressive evaluation, including weekly exercises, mid-semester and terminal tests.

**TEXTBOOKS**

**THE CHILD A2**

*Education — Learning Disorders and Diagnostic Techniques*

This unit comprises two sections:

1. Students will be made knowledgeable of a wide range of diagnostic instruments covering reading disabilities, math disabilities, conceptual, perceptual and language disabilities. Students will be trained to administer and interpret tests, and design interventions with several selected tests. Specific programming techniques will be covered in detail to enable students to establish data-based interventions as a resource teacher in both the primary and secondary school.

2. Detailed procedures in instructual programming, data-based instruction and evaluation based on actual situations in schools will be stressed. Design and appropriate use of criterion-referenced tests will be covered.

**ASSESSMENT**
Progressive assessment and design of intervention in connection with practica in the Special Education Centre and schools.

**TEXTBOOK**
THE CHILD IN SOCIETY B1

Educational Sociology

This unit examines the personal and social development of the individual and his interactions with societal subgroups as background to a study of the function of education in society. Sociology of Education as a discipline is also discussed and a study is made of the various agencies of socialisation. Institutional and sub-institutional structures are included in an analysis of the school as an agent of social control and integration, communication structure, power and authority, leadership, social climate, morale, cohesion of subgroups, group processes in the classroom including the influence of peer groups in the educative process and political action within an institution. The school as an organization in its formal and informal aspects is used to examine a number of issues.

ASSESSMENT
Progressive evaluation including two assignments and semester examinations.

TEXTBOOKS

THE CHILD IN SOCIETY B2

Language and Linguistics: The Problems of Disadvantaged Children

This unit discusses language acquisition and development — behavioural explanations; the theories of Piaget and Noam Chomsky. Linguistics — an introduction to transformational grammar. Specific language learning disabilities; language in disadvantaged groups and the influence of social class on language. An examination of linguistic teaching materials and their correlation to personal and curriculum aims and objectives. Teaching programmes.

ASSESSMENT
Progressive evaluation including seminars, research reports and a two-thousand (2,000) word essay.

TEXTBOOKS
development of mathematical concepts, illustrated in practice by the use of structured and environmental materials. The value and use of individualised kits and programmed instruction such as Triad, I.M.P., S.R.A., and Distar systems are examined. Testing and evaluation are discussed as well as the incidence of conceptual difficulties and erroneous calculations in mathematics with consideration of remedial approaches. Reinforcement exercises and materials such as Wirtz, Botel and the value of games as reinforcement aids are considered. Deviations from normal expectancy arising from particular handicaps are analysed with visiting speakers from special schools. Research in the teaching of Mathematics to handicapped children with emphasis on readiness of pupil and appropriateness of approach is also examined as well as the use of the calculator as an aid to problem solving.

**ASSESSMENT**
Progressive evaluation based upon assignments, reports and contribution to seminars.

**THE CHILD IN SCHOOL C3**

**The Creative Arts**

Creative Arts is an interdisciplinary study consisting of four areas — Art, Crafts, Music and Physical Education — each contributing to work related to the teaching of handicapped children and to the solving of difficulties and problems resulting from specific handicaps. Integration is achieved through a co-ordinated planning of activities in each area. By analysis of difficulties or handicaps, in a cross-disciplinary approach the student is introduced to methods and materials pertinent to each area as well as developing a better understanding of the place of the creative arts in the teaching of mentally retarded, emotionally disturbed, deaf, partially hearing or sighted and physically handicapped children.

**ASSESSMENT**
Progressive assessment based on assignments and effectiveness of work.

**TEXTBOOKS**
Dobbs, J.P.B.
Fast, H.F.
Gaston, E. Thayer
Haring, N.G. and Schiefelbusch, R.L.
Harvat, R.W.
Jameson, K.
Kephart, N.C.
McFee, J.K.
Nordoff, P. and Robbins, C.
Oxendine, J.B.
Rashbone, J.L.
Roach, E.G. and Kephart, N.C.
Sparkes, R.

The Slow Learner in the Classroom. Columbus, Ohio, Merrill, 1971.
The Purdue Perceptual-Motor Survey. Columbus, Ohio, Merrill, 1968.

**DIPLOMA IN TEACHING (TECHNICAL AND FURTHER EDUCATION)**

**Admission Requirements**
In general, candidates should possess recognized specialist technical qualifications suitable as a basis for teaching in post-secondary technical and further education or similar.

1. An applicant for admission to candidature for the Diploma in Teaching shall possess either
   (a) a Trade Certificate, or
   (b) a Certificate of the technician or middle level kind of the New South Wales Department of Technical and Further Education, or
   (c) an Associate Diploma, or
   (d) have completed a three-year full-time technical course based upon a School Certificate or Higher School Certificate, or
   (e) have such specialized training and occupational experience as to have been selected by the Director of Technical and Further Education for employment as a teacher, or
   (f) have such other vocational education qualifications as may be deemed by the Academic Board to be equivalent to one of the qualifications (a) to (d) above, or
   (g) be eligible for admission to the College as a mature age candidate, and
   (h) have had, except in cases under (c) and (d) aforementioned, a minimum of three years’ occupational experience related to the specialized vocational qualification forming the basis of application for admission.

**Major Requirements for the Award**
For the award of Diploma in Teaching, candidates must successfully complete a total of 108 credit points of which a minimum of 15 must be in Education, a minimum of 15 in Special Theory — Professional Preparation and a minimum of 51 from Subject Content.

A programme for the Diploma in Teaching requires the completion of at least two years of part-time study.
Core Programme
The following studies together constitute a programme for the basic core of the Diploma in Teaching: 17 credit points in Education Theory Studies, 17 Credit points in Professional Preparation Studies and 6 credit points in Subject Content studies. Where a student is in full-time teaching employment and his practical experience is supervised, a maximum of 9 credit points is available. If practice is limited to brief block practices and micro-teaching or equivalent, a maximum of 6 credit points is available.

Subject Content Studies
Subject content will generally be related to the candidate's field of teaching and may be wholly formal studies to be undertaken in one or more approved institutions or may be individual study programmes which combine formal studies and project or thesis work, but in all cases proposed programmes must adhere to such guidelines as the Academic Board may prescribe for the field and be submitted for the approval of the Academic Board. Criteria to be used by the Board will include a preference for some sequential studies over at least two years where these are available in an approved institution and a strand of studies consistent with the other part of the Diploma in Teaching course.

Admission with Credits
Candidates on admission to the Diploma in Teaching programme may apply with documentary evidence for entry with credits for previously completed Subject Content studies beyond the core programme requirements, and the Academic Board shall determine the number of further credit points to be completed by an individual study programme to meet the requirements of the general Diploma programme.

The guide to credit points will be similar to that available to Sydney technical education students, e.g.
1. Completion of an appropriate 4-stage part-time certificate course with New South Wales Department of Technical and Further Education — 62 credit points.
2. Completion of an approved programme of Post-trade courses totalling a minimum of approximately 540 hours following an approved trade qualification.

DIPLOMA IN EDUCATION (TECHNICAL AND FURTHER EDUCATION)

Admission Requirements
In general, candidates should have a university degree or other appropriate tertiary qualification and be employed for concurrent teaching in technical and further education.
1. An applicant for admission to candidacy for the Graduate Diploma in Education shall either
   (a) have qualified for an appropriate degree at an approved tertiary institution, or
   (b) have qualified for an appropriate diploma at an approved tertiary institution, or
   (c) hold qualifications approved as equivalent, e.g. membership by examination of a professional association for which degree qualifications are a normal requirement.
2. Applicants who have completed all requirements for a degree or a diploma save one course may be admitted to candidacy. Candidates admitted under this regulation are required to complete the course necessary to fulfil the requirements of the degree or diploma concurrently with their candidacy for the Graduate Diploma in Education.

Major Requirement for the Award
For the award of the Graduate Diploma in Education, candidates shall satisfy requirements for a programme of 17 credit points in Education, 6 credit points in General Theoretical Preparation — Educational Studies, 17 credit points for Professional Preparation and 9 credit points for Practical experience if in full-time employment where teaching is supervised or 6 credit points if more limited practical experience is available. These studies together constitute a core programme.
A programme for the Graduate Diploma in Education requires two years of part-time study or its equivalent.

Distinction Between the Diploma in Teaching and the Diploma in Education
These courses are basically similar since neither group of students is expected to have previous extensive experience in education. Diploma in Education students, however, are expected to read more widely and to demonstrate a more critical evaluation of theories and research evidence. This distinction is implicit within all module approaches and assessments. In addition some modules are extension topics to be undertaken by Diploma in Education students only.

Course programmes differ for the two diplomas. Whereas Diploma in Teaching students gain 6 credit points from electives in General Theoretical Preparation at 100, 200 or 300 levels, Diploma in
Education students gain 6 credit points from Educational Studies in 300 or 400 level courses.

**College Diploma in Teaching Structure**

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>a. General</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theoretical</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Preparation</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>(incl. Max. 42 at 100 level)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(i) Education</td>
<td>15</td>
<td></td>
<td>17**</td>
<td>17**</td>
</tr>
<tr>
<td>(ii) Educational</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Studies</td>
<td></td>
<td></td>
<td>6**</td>
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</tr>
<tr>
<td>(iii) Subject</td>
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</tr>
<tr>
<td>Content Studies</td>
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<td></td>
<td>90</td>
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</tr>
<tr>
<td>Studies</td>
<td>51</td>
<td></td>
<td>6</td>
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<tr>
<td>B. Professional</td>
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</tr>
<tr>
<td>Preparation</td>
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</tr>
<tr>
<td>(i) Special</td>
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<td>Theory</td>
<td>15</td>
<td>33</td>
<td>17</td>
<td>17</td>
</tr>
<tr>
<td>(ii) Practical</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Experience</td>
<td>6-9</td>
<td>6-9</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total credit points for each course = 108
* Minimum of 3 at 300 level
** 6 at 300 level

**Course Curriculum**

The programme is preceded by a Technical College introductory course in which Newcastle College of Advanced Education staff assist with units on lesson-planning, peer-group micro-teaching, the use of audio-visual equipment and library and study skills. The core programme is designed in three consecutive units. Initially it is proposed that these units provide a two-year, part-time programme occupying 1 day (5 hours) in the 1st year, and two days (10 hours) in the second year.

This programme includes all required education studies and for the Diploma in Teaching course some elected Subject Content studies. In view of their ongoing work experience 9 credit points are awarded to all technical teachers for practical experience provided that, in the opinion of a small committee of C.A.E. and Technical College staff who have been involved in the guidance and supervision of the student’s work, such teaching is of a satisfactory standard. Students who are not members of the technical college staff may gain 6-9 credit points depending on the amount of supervised practical experience available to them.

**Programme for Courses**

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Credit Points</th>
<th>Hours</th>
<th>Sem.1</th>
<th>Sem.2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychology of Adolescents and Adults</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Curriculum Development</td>
<td>3</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional Preparation I</td>
<td>8</td>
<td>6</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Practical Experience</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>17</td>
<td>10</td>
<td>5</td>
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Year 2 Semester 1

<table>
<thead>
<tr>
<th>Unit 2</th>
<th>Credit Points</th>
<th>Hours</th>
<th>Sem.1</th>
<th>Sem.2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cognitive Processes</td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identification and Assessment of Objectives</td>
<td>3</td>
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<td></td>
</tr>
<tr>
<td>Professional Preparation II</td>
<td>5</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Electives</td>
<td>3</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practical Experience</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>16</td>
<td>10</td>
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</table>

Year 2 Semester 2

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Credit Points</th>
<th>Hours</th>
<th>Sem.1</th>
<th>Sem.2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sociology of Education</td>
<td>3</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principles of TAFE</td>
<td>3</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional Preparation III</td>
<td>4</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Electives</td>
<td>3</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practical Experience</td>
<td></td>
<td></td>
<td>16</td>
<td>10</td>
</tr>
</tbody>
</table>

**MODULE GROUPS**

1. **MODULES IN EDUCATIONAL THEORY**

<table>
<thead>
<tr>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychology of Adolescents and Adults (lectures, discussion, seminars)</td>
</tr>
<tr>
<td>Cognitive Processes (lectures, discussion and class exercises)</td>
</tr>
<tr>
<td>Curriculum Development (workshops and contracts)</td>
</tr>
<tr>
<td>Identification and Assessment of Objectives (individualised and programmed instruction)</td>
</tr>
<tr>
<td>Sociology of Education (workshops and small group discussion)</td>
</tr>
<tr>
<td>Principles of TAFE (lectures, seminars)</td>
</tr>
</tbody>
</table>

17
2. MODULES IN PROFESSIONAL PREPARATION

<table>
<thead>
<tr>
<th>Professional Preparation I</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Preparation II</td>
<td>5</td>
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<tr>
<td>Professional Preparation III</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>17</td>
</tr>
</tbody>
</table>

3. GENERAL ELECTIVES

A variety of modules are generally available to students within the College. A module in Effective Communication will be highly recommended to beginning teachers. Each of these modules will occupy three hours a week for one semester and will carry three credit points.

MODULE OUTLINES

PSYCHOLOGY OF ADOLESCENTS AND ADULTS

Students should gain some understanding of the way in which people learn to perceive themselves and others. He should be able to apply this understudy to his own role as educator and to his relationship with students. Topics include self-concept, abilities and motivation.

COGNITIVE PROCESSES

Cognitive processes which display different levels and complexity of thinking are explored and related teaching strategies designed to promote the development of these processes are considered.

CURRICULUM DEVELOPMENT

The course is workshop oriented and provides opportunities for students to examine basic principles and practices of curriculum development in order that they might understand these and apply them to their own specific areas of interest. Topics include defining the curriculum, formulation of objectives in curriculum, developing the curriculum, organization of the curriculum, mechanisms for implementation of the curriculum, some strategies for review and modification of the curriculum.

THE IDENTIFICATION AND ASSESSMENT OF EDUCATIONAL OBJECTIVES

The course is designed to provide students with skills in the identification of educational assessment aims and behavioural objectives, the creation of appropriate tests and the interpretation and reporting of test results. Individualised instructional exercises use real data supplemented with some lectures and tutorials.

SOCIOLOGY OF EDUCATION

The course promotes awareness of
a) Processes as they operate in small and complex groups.
b) The relationship between individuals and organizations in general and further educational institutions in particular.
c) The sociological factors which influence a student's performance and the social forces which help to shape the role of the teacher and the institution.

The approach is through workshops and small group discussions.

PRINCIPLES OF TECHNICAL AND FURTHER EDUCATION

The course aims to make students aware of the nature of further education, not only in their own context, but within the state and in the framework of technical and further education in developed countries. The topics include an historical perspective, system perspective, educational theory perspective, sociological perspective, organization of further education in Australia, comparative post-school education and an analysis of reports on technical and further education.

EDUCATION — PROFESSIONAL PREPARATION — 100 LEVEL — DIPLOMA IN TEACHING AND DIPLOMA IN EDUCATION

This course, consisting of two semesters is an attempt to resolve the apparent conflict between the theory and practice of teaching. Its design is unified in that a number of strategies and objectives taken from the work of various learning theorists, psychologists and educators are treated at a theoretical level and attempts are immediately made to put them into practice with special emphasis on the TAFE context.

TEXTBOOK

The course includes micro teaching sessions, (to peers) where specific teaching skills are practised, and macro teaching sessions, (to normal strand Technical College students under Special Method Tutor Supervision) where associated skills are practised in a more realistic context.

Emphasis is placed on the planning and formulation of lesson objectives, content and criterion achievement measures. A course in orientation and effective use of the Technical College library resources is also included.

ASSESSMENT
Assessment will be by way of multiple choice exercises, major assignment, micro and macro teaching effectiveness and other reading assignments deemed necessary by the lecturer concerned. Diploma in Education students will be required to fulfill all above commitments at a level of proficiency commensurate with a Diploma course as well as seminar work.

TEXTBOOK

ASSOCIATE DIPLOMA IN NURSING EDUCATION

The Associate Diploma in Nursing Education is a post registration course intended to develop further the general and specific competence of experienced general, mental retardation and psychiatric trained nurses who now plan to specialise in their respective fields.

DESCRIPTION OF THE COURSE

1. DEFINITIONS
Semester subject—
a subject occupying half an academic year
Credit points—
an indication of the minimum amount of work required for any particular subject/course. Credit points are totalled to indicate the extent of work required for any particular group of courses or the programme as a whole.
Levels—
an indication of the placement of the course. Levels range from a starting level of 100 through to 300.

2. The duration of this part-time diploma course shall be a minimum period of four semesters.
Programmes in all semesters are based on a two day a week release for registered nurses.

3. The course shall be conducted, in general, on a semester basis.

4. The course shall be organised on a credit points basis, the Associate Diploma requiring a minimum of 36 credit points.

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NURSING STUDIES
PROFESSIONAL DEVELOPMENT OF THE NURSE PRACTITIONER I
Two hours per week for a semester
(2 credit points)
This subject enables the nurse teacher to explore and develop those concepts which form the theoretical basis for nursing.

Objectives
The course is designed to enable the nurse teacher to:
1. explore the relationships between theory and nursing practice in general and outcomes in patient care in particular;
2. develop a philosophy of nursing and to demonstrate and justify its applicability to nursing education;
3. identify the component concepts constituting a comprehensive nursing theory and to explore the relationships of the components to each other and their relevance to the total curriculum;
4. recognise the centrality of the subject of nursing as the direction giver and integrating factor in the curriculum, and to place the supporting subjects in their true context;
5. engage in the use of higher order thinking skills such as analysis, synthesis and evaluation so that he/she will be better able to make sound judgments.

Topics
1. The rationale of theory construction in nursing practice and education.
2. A comparative analysis of the theoretical models of nursing proposed by various theorists.
3. The construction of theoretical models appropriate to the contemporary nursing scene in Australia.
4. The directional influences in the development of nursing practice namely historical, medical, technological, sociological and political.
5. The issues and problems in nursing in Australia.

Approach
It is intended to involve the nurse teacher actively in the strategies involved in theory-model construction and analysis. Group activities will provide a suitable means of allowing the nurse teacher to draw on his/her knowledge and experience in organising theory models.

ASSESSMENT
Continuous assessment on the basis of group participation, an essay, and the development of theory models or paradigms.
PROFESSIONAL DEVELOPMENT OF THE NURSE
PRACTITIONER II

Administrative and Legal Aspects of Health Care

Two hours per week for one semester
(2 credit points)

This subject enables the nurse teacher to explore the relationship between the Australian political system, and the Australian health care system and the Australian legal system.

Objectives
At the end of the course the student will be able to:

1. identify the effect of varying administrative and legal decisions on the determination of health;
2. recognise the constitutional and statutory foundations of the Federal, N.S.W. State health care systems and to use this knowledge in planning classroom teaching;
3. evaluate the role of the nurse in the health care system;
4. interpret acts and regulation pertaining to nursing;
5. influence student nurses to follow safe working practices which conform with legal requirements;
6. use common legal terms, understand the hierarchy of the courts and bases of the Australian legal system.

Topics
1. Determinants of health — personal, physical, social and community.
2. Federal responsibility for health care.
4. The role of local government and welfare services in health care.

6. Administrative structure and function of the various types of health care institutions and organisations.
7. Systems of payment for health care services, e.g., Medibank and private funds.
8. Nursing and nursing services within the health care system.
10. The hierarchy of the courts and the constitutional framework.
11. The theory of precedent particularly related to hospital care.
12. The law of torts.
13. The law of contract.
14. Law and industrial relations in Australia.
15. Consent.
16. Acts particularly relevant to nursing.

Approach
Work is covered by lectures, class discussion, assignments and visits to relevant courts and law enforcement agencies.

ASSESSMENT
Assignments and examinations.

TEXTBOOKS

PROFESSIONAL DEVELOPMENT OF THE NURSE
PRACTITIONER III

Three hours per week for one semester
(4 credit points)

This module includes Professional Preparation III

Part A — Clinical Education Practice
The subject aims to give opportunity for the nurse teacher to acquire specific clinical teaching skills. This behaviour is to be developed because of the central significance attached to this component of the curriculum. Further, the course is designed to require the student to apply the principles of education, in general, and curriculum, in particular, when examining and developing clinical learning programmes, and to develop a self-directed approach to learning.

Objectives
The course is designed to enable the nurse teacher to

1. perceive the central significance of organised clinical learning and practice to the total curriculum.
2. practise as a role model by participating in direct patient care, by demonstrating and interpreting nursing care to others.
3. Structure the clinical environment by creating and maintaining an environment conducive to self-directed learning, growth in learner-nurse confidence, to problem solving, and therefore to safe patient-centred care.

4. Define clearly the objectives to be set for clinical practice and evaluation.

5. Select and plan learning experiences in direct patient care which enable the learner nurse to translate basic theoretical knowledge into the provision of patient-centred care and, in so doing, to gain practice in a variety of intellectual, psychomotor and effective skills.

**Topics**

1. The relationship of experience and practice to the total curriculum.
2. The scope of clinical teaching and learning: identification of the components and their relationships to each other and to the common goal of the curriculum so as to service both hospital and community care.
3. The identification of the behaviours and practitioner characteristics inherent in clinical practice.
4. The establishment of the climate for teaching and learning in clinical practice in both the administrative and teacher roles.
5. The designing of clinical learning: planning and selecting and organising.
6. The methods and approaches designed to foster the range of skills involved in patient-centred care.
7. The evaluation of clinical learning — general introduction only, as a detailed study of this topic constitutes Nursing Studies V in Semester 4.
8. The responsibilities of the clinical teacher and learner.

**Approach**

Lecture and group activity accompanied by laboratory sessions in the development of teaching techniques.

**Assessment**

Continuous throughout the semester involving written submissions and an evaluation of student performance as a teacher in clinical situations.

**Part B — Professional Preparation III**

Two hours per week for one semester

**Aim**

The purpose of this component of the module will be to provide some theoretical background and practical experience on interaction relevant to classroom teaching, clinical practice and clinical teaching.

**Topics**

1. The classroom and the clinical field as fields of personal and non-personal interaction experiences.
2. Analysis of actual interaction events.
3. Theories of interaction — comparative views.
4. Development of interpersonal interaction skills on a one-to-one, small group and larger group basis.
5. Structuring the environment to facilitate learning and recovery.

**Approach**

Approach will be such that active participation is emphasised and that opportunity is provided for practical enactment and experience of the theories presented.

**Assessment**

Assessment will consist of assignments submitted together with an assessment of participation by the staff. A self evaluation will also be sought from students and will contribute to the overall assessment.

**Textbook**

Daniels, V. and Honowitz, L. *Being and Caring*. Mayfield, California, 1976.

**Professional Development of the Nurse Practitioner IV**

Three hours per week for one semester (3 credit points)

**Objectives**

The course is designed to enable the nurse teacher to:

1. Differentiate between principles and fixed method rules and to devise principles appropriate to a range of nursing procedures;
2. Convey a clear and total approach to the activity of nursing to the student nurse;
3. Design meaningful learning experiences in nursing;
4. Recognise the relationship of problem solving to the activity of nursing and to strengthen her behaviour in the cognitive abilities involved.

**Topics**

1. The relationship of principles to methodology.
2. The evolving of principles appropriate to different categories of procedural practices in nursing.
3. The identification of specific concepts crucial to understanding the basis of care and to the making of informed clinical judgements.
4. The analysis of concepts to identify the sequential development of skills.
5. The principles and strategies of management in different care categories.

Approach
Lectures, group activities and individual work.

ASSESSMENT
Written examination and the submission of a project related to an aspect of methodology.

PROFESSIONAL DEVELOPMENT OF THE NURSE PRACTITIONER V
PRACTICE EVALUATION MODULE
Four hours per week for one semester
(3 credit points)

Aims
The module is designed to enable the student nurse teacher,
1. to uncover the relationship between quality patient care and clinical supervision and evaluation.
2. to explore the dual nature of performance evaluation, namely diagnostic and/or remedial ends and the awarding of class progression.
3. to enable the student teacher to examine a range of care activities in terms of the 'behaviours' inherent in their effective performance.
4. to explore the various techniques available for adoption or adaptation as evaluation instruments in the clinical setting, e.g. observation, critical incident techniques.
5. to design and test out different methods or instruments whereby the quality of care activities as performed by nurses can be evaluated.
6. to identify the problems associated with developing effective evaluation techniques in the clinical field and to establish realistic goals of achievement.

Topics
1. Toward better patient care through clinical evaluation — The present position in N.S.W.; the issues involved.
2. The analysis of care activities — Identification of behaviours inherent in effective performances designed to achieve integrated care.
3. The Process — Rationale; Scope; Methods; The educational bases.
4. The Process — Test development and implementation, (to compliment and make use of Introduction to Research).
5. The Process — Evaluation of testing — an examination of a N.S.W. report.
6. The problems of clinical evaluation.

INTRODUCTION TO RESEARCH AND MEASUREMENT
A component of the Practice Evaluation Module
20 hours

Aims
The purpose of the programme is to conduct an introductory course in research method which will develop in the nurse a research attitude and enable the student...

(i) to identify the purposes and underlying principles of research.

(ii) to appreciate the contribution competent research can make to nursing theory and clinical practice and to be convinced of its value so that she/he will co-operate intelligently in research projects with which she/he may be confronted.

(iii) to acquire the skills required for attacking and solving a problem from a scientific basis and for analysing critically a piece of research, and that which she/he sees occurring in clinical practice.

(iv) to develop the habit of using, to the maximum advantage, the professional journals available to her/him.

Approach
An approach will be taken which integrates this component with the Nursing Practice Evaluation Studies.
Further, the theory of research method will be explored by taking a problem to be researched and working through the necessary steps.

Topics
1. Introduction
   (2 hours)
   (a) What is research?

   (b) Of what value is it to nursing?

2. Research Design
   (3 hours)
   (a) Pseudo-experimental design and its limitations

   (b) True experimental design and its limitations

Objectives
The student should be able to:
1.1 differentiate between the role of facts and opinions
1.2 explain selected terms
1.3 discuss and illustrate the relationship between knowledge as a basis for action compared with tradition as a basis
2.1 distinguish between pseudo-experimental designs and true experimental designs
2.2 demonstrate an understanding of the sources of internal and external validity
3. Rationale
(1 hour)
(a) Identification of problem
(b) Hypothosize problem

3.1 identify, justify and state a researchable problem
3.2 appreciate the difference between null and alternate hypothesis
3.3 state null hypothesis in the appropriate form and demonstrate an awareness of the relevant alternative hypothesis

4. Sampling Techniques
(1 hour)

4.1 to demonstrate an understanding of the various sampling techniques used in research
4.2 to implement at least one sampling technique in a research project

5. Instruments
(4 hours)
(a) Survey
(b) Questionnaire
(c) Observation
(d) Interview
(e) Reliability and validity

5.1 demonstrate an understanding of the various instruments used in research
5.2 indicate, for a given project, an appropriate instrument
5.3 demonstrate an understanding of the limitations of research instruments
5.4 design and administer an appropriate instrument in a research context

6. Analysing Data
(4 hours)

6.1 distinguish between descriptive and inferential statistics
6.2 distinguish between parametric and non-parametric statistical techniques
6.3 understand and interpret the results of a statistical test

7. Evaluating and Writing up Research
(4 hours)

7.1 present a research report in scientifically acceptable fashion
7.2 demonstrate a knowledge of the limitations of any research report

STUDIES IN EDUCATION
LIFE SPAN DEVELOPMENT
Three hours per week for one semester (3 credit points)

Objectives
Students are expected to gain an understanding of the factors which interact throughout a person's life and to appreciate the possible implications of these for health education and hospital care.

Topics
Development through life — the concept of developmental tasks
Continuity and change in cognitive development
Socialisation and personality
Focal points of experience and identity — birth, vocation (work, religion), marriage, parenthood, illness and hospitalisation, separations and bereavements, aging and retirement, death.
Person-perception and perception of life span development.

Approach
Lectures, seminars, case studies, role plays.

ASSESSMENT
Class participation, seminar presentation, case study.

EFFECTIVE COMMUNICATION
Two hours per week for one semester (2 credit points)

Aim
To promote an understanding of the skills and interactions involved in effective communication.
Objectives
1. To investigate the functions of effective speaking and writing and to develop the abilities required to attain professional competence.
2. To extend the students' cultural background through the use of variety of forms of communication and to offer these forms as examples of oral and written expression.
3. Through creative work, to develop the effectiveness of the students' personal presentation in social and professional situations.

Topics
1. Voice quality and speech production.
2. Expressive speaking and effective listening.
3. Language and personality.
4. Communicating in various situations and at different registers.
5. Non-verbal communication.
6. Improving spoken and written language structures.
7. Functional and creative writing.
8. Reading skills.

Approach
The unit consists of lectures, seminars, films and practical exercises.

ASSESSMENT
Progressive evaluation by means of class exercises, a project, tutorial participation and seminars.

TEXTBOOKS

MOTIVATION AND MORALE
Two hours per week for one semester
(2 credit points)

Objectives
1. To provide students with an understanding of the motivation of human behaviour and the relevance of motivation to education.
2. To examine the relationship between motivation and morale and to outline some of the factors influencing job morale.

Topics
1. Motivation
   a. Physiological and learned drives, human needs, motivating conditions, the complexity of motivation.
   b. The place of motivation in education.
   c. Motives and methods in education; long and short term motivation in the planning, introduction and conducting of learning.

   d. The self; its nature, development and influence on behaviour.
   e. The role of the teacher.

2. Morale
   a. Morale as the satisfaction of human growth needs, the congruence of ideal and real self, the provision of optimum levels of arousal.
   b. The importance to morale of interpersonal relations, job satisfaction and mobility, freedom and responsibility, involvement and identification.
   c. Morale and uncertainty, anxiety and conflict resulting from unrealistic expectations, information overload and values and ethics problems.

Approaches
EITHER
1. The course will be taught through a programme of lectures, tutorials and student seminars.
 OR
2. Students will pursue a programme of study, drawn up in consultation with the lecturer, which will involve reading and study in all aspects of the course.

ASSESSMENT
EITHER
1. Assessment will be on the basis of written assignments, presentation of seminar and by a final examination.
 OR
2. Assessment will be on the basis of written assignments, regular consultation and discussion with the lecturer and by final examination.

SOCIOLOGY: SOCIETY, GROUP LEARNING AND THE HEALTH WORKER
Three hours per week for one semester
(3 credit points)

Objectives
To promote an awareness of the following:
(a) The major concepts and perspectives used in Sociology illustrated through an analysis of material relevant to the health worker;
(b) Group processes as they operate on learning;
(c) The relationships between individuals and organizations in general and individuals within health care and establishments in particular;
(d) The sociological factors which influence a student's performance and the social forces which help to shape the role of the health worker in the hospital.
Topics

1. Society and Culture
   Sociology and social science, the tools of the sociologist, meaning and content of culture, social structure, the Australian scene, a study of society in another culture.

2. Socialization and Self
   Role theory, status, role, norms, major approaches to individual and group learning, attitudes, social control, social learning, transmission of heritage, motivational models, reference groups, concept of self.

3. Institutions in Society
   Family, religion, education, health care services.

4. Social Organization
   Groups and non-groups, formal organizations and primary groups, social stratification (socio-economic status, social class and behaviour, social mobility), the Health Unit as an organization — formal and informal aspects.

5. Processes in Small Groups
   Leadership, group climate, power, authority, communication, morale, intergroup conflict, cohesiveness, attraction, organizational norms, group influence on motivation and achievement, conformity, peer group pressures, personal and group reinforcers.

6. Industrial and Occupational Analysis
   Work and alienation, industrialization, careers, technical development and innovation.

7. The Health Worker in Society and the Health System
   Background, recruitment, training, status, roles and relationships, role strain and role conflict, agent of social change, teacher-student relationships, the problem of professionalization.

Approach
Lectures, group discussions and workshops.

ASSESSMENT
Assessment by progressive evaluation based on a major essay, class tests and workshop involvement.

STUDIES IN BIOLOGICAL SCIENCES

 Introductory Statement
The following three modules are to be viewed as a sequential, integrated course under the general heading:

MAN AS A MULTICELLULAR ORGANISM IN HEALTH AND DISEASE

The three modules will comprise a unified course integrating structure and function in health and disease. Personnel contributing to the course will include hospital based scientists and clinicians in addition to lecturers in science and education from the College. The topics will relate theoretical aspects with practical skills essential for the teaching of student nurses. The following set of aims and objectives applies to the course as a whole (i.e. all three modules).

General Aims
1. To develop a background of specific knowledge, skills and attitudes in areas of biological science especially relevant to nursing.
2. To develop a background of specific knowledge, skills and attitudes in areas of biological science especially relevant to the process of nurse education.
3. To establish an overview of human biosciences and its application to patient care and the needs of nurse educators.

Performance Objectives
At the conclusion of the course the student nurse educator will have the respective cognitive psychomotor and affective abilities to:

(a) synthesize from a knowledge of human bioscience appropriate course content for student nurses; interpret and apply microbiological principles in the detection, prevention and treatment of disease; apply a knowledge of physiological and pathological principles to interpretation of common laboratory investigation; demonstrate an understanding of therapeutic principles underlying patient management; apply a problem solving approach to patient care.

(b) instruct the student nurse in appropriate microbiological, pathological and physiological techniques; make effective use of aids to learning; perform specific laboratory procedures to demonstrate normal and abnormal structure and function.

(c) show concern for community health problems by seeking wider acquaintance with such problems and by relating teaching practice to the prevention or solution of these problems; view the training of nurses as a function of an integrated approach using contributions from the different elements of modern medical practice; show empathy towards the student who experiences difficulty in establishing an effective approach to patient care.
Approach
Lectures, tutorials, laboratory work, visits to local hospitals, laboratories.

ASSESSMENT
Practical reports, assignments, examinations.

TEXTBOOKS

BIOLOGICAL SCIENCES I
Three hours per week for one semester
(3 credit points)
Corequisite — Students who find that their background of chemical knowledge is inadequate may be required to undertake supplementary studies in chemistry.
Aims
See earlier introductory statement.
Topics
The cell and its environment
— genetic influences — cellular changes (a) injury (b) disease
Infections — the body’s defence mechanisms. Host susceptibility.

ASSESSMENT
See earlier introductory statement.

TEXTBOOKS
See earlier introductory statement.

BIOLOGICAL SCIENCES II
Two hours per week for one semester
(2 credit points)
Prerequisite — Biological Sciences I
Aims
See earlier introductory statement.
Topics
Transport Systems
— “The river of life” — maintaining flow of life’s essential elements and elimination of waste by-products from the cellular environment.
Respiratory
— ventilation and transport monitoring of gases.
Cardio-vascular
— movement of body fluids. The heart and blood vessels.
Composition of blood. Interstitial and intercellular fluids; diffusion and osmosis.
Homeostatic Mechanisms
— fluid and electrolyte balance. The kidney and renal function.
Genito-urinary tract.

ASSESSMENT
See earlier introductory statement.

TEXTBOOKS
See earlier introductory statement.

BIOLOGICAL SCIENCES III
Three hours per week for one semester
(3 credit points)
Prerequisite — Biological Sciences II
Aims
See earlier introductory statement.
Topics
Metabolism and related nutritional problems:
— the alimentary canal; demand and supply of nutrients; metabolic processes
Temperature control mechanisms
— regulation in health and disease
Movement
— musculo-skeletal system
Communications
— special senses and perception; smell, touch, sight, hearing, pressure, balance

ASSESSMENT
See earlier introductory statement.

TEXTBOOKS
See earlier introductory statement.

PROFESSIONAL STUDIES
PROFESSIONAL PREPARATION — STAGES I, II AND III
This course aims at providing students with a repertoire of teaching strategies so that they will be able to provide a more personalized education for those whom they eventually teach. The basis for this aim is the accepted view of educators that there is no one best method of teaching that fits all situations.
The course is made up of three stages with each stage concentrating on a number of teaching strategies with a similar orientation. The third stage is presented in conjunction with Nursing Studies - Professional Development III: Clinical Education Practice.

Objectives
At the end of the course each student will be able to
(a) identify the various teaching strategies and describe the theoretical positions that underlie them;
(b) plan and execute lessons using each of the various strategies;
(c) identify a basic repertoire of teaching strategies that relates to his particular subject area and execute them in a teaching situation;
(d) implement teaching strategies that utilize contemporary technical support systems.

Approach
Each stage of the programme is made up of two phases, and moves in sequence through:

(a) The Theoretical Phase
   (i) Reading basic sources and related research on the model
   (ii) Listening to and discussing summary lectures on the salient features of the model
   (iii) Reading annotated transcripts and narrative accounts of the model

(b) The Practical Phase
   (i) Viewing and analyzing a videotape or live demonstration of the model
   (ii) Practising exercises on aspects of the model
   (iii) Applying the model in a peer-practice micro-teaching situation
   (iv) Implementing the model in a full teaching situation

ASSESSMENT
Assessment is progressive and is based on the preparation and implementation of the various teaching strategies together with tests on the theoretical material in the course. For Stage Two of the course students will be required to do a major assignment involving the production of multi-media material, its evaluation and presentation supported by accompanying written material.

PROFESSIONAL PREPARATION I
Three hours per week for one semester
(2 credit points)
Topics
1. The identification of various teaching strategies and the theories underlying them, the logical and psychological aspects of learning.
   1.1 (a) Gage and lecturing effectiveness
   1.2 (a) Determining learning outcomes
   (b) Writing objectives in performance and leased terms
   (c) Distinguishing between content and procedure
   (d) Formulating criterion achievement measures

2. Approaches to individualised instruction-teaching strategies and underlying theories.
   2.1 (a) Skinner and operant conditioning
   (b) Instructional systems-theories

2.2 (a) Producing programme material suitable for defined purposes and specific populations
   (b) Manipulating various types of equipment

PROFESSIONAL PREPARATION II
Three hours per week for one semester
(2 credit points)
Topics
1. Approaches to Small Group, Inquiry and Laboratory Teaching
   (a) Bruner's concept attainment model;
   (b) Glasser's classroom meeting (discussion) model;
   (c) Parson's inquiry-oriented analysis system.

2. Related Teaching Skills
   (a) Reinforcement;
   (b) Basic questioning techniques;
   (c) Advanced questioning techniques.

PROFESSIONAL PREPARATION III
This module is integrated with Nursing Studies - Professional Development of the Nurse Practitioner III: Clinical Education Practice.

PROFESSIONAL PREPARATION — Stages I, II and III Practice Teaching—
Because of the vocational nature of nursing, the nurse teacher must be able to exercise her skill as a teacher in two different fields, namely,
   (i) the classroom and
   (ii) in the ward or wherever the trainee nurse is learning by gaining practical or clinical experience under the guidance of the clinical teacher.

Therefore, practice teaching experience will be gained by the nurse teacher students in both areas.
1. Practice Teaching (Classroom)

Aims
The Practice Teaching component is designed to enable the student to put into practice knowledge of the skills of teaching and to develop those skills and attitudes seen as fundamental to effective teaching.

Pattern of Practice Teaching Experience—
Because of the integrated nature of the course it will be necessary to include aspects of the theory components into this phase.

Professional Preparation Stages I and II are organized in blocks of 4 weeks — the pattern is repeated to encompass the essential theory and skills development and practice.

WEEK 1 Theory with specific related teaching skill
WEEK 2 Students MICRO TEACHING practice related to Week 1 theory
WEEK 3 Theory and specific related teaching skills Classroom, i.e. MACRO practice teaching in work days in the real situation between weeks 3 and 4 — video recorded
WEEK 4 Review and analysis of classroom teaching by students and college staff

Notes—
1. For Micro teaching, which is conducted within the college, students are allocated to one of three groups — teaching practice is with peers in the group or with other appropriate groups brought into the college. Recordings are retained for reviewing at any time by students.
2. For Macro teaching the students will be allocated to take full classes outside the college in the various institutions where nurse training is conducted. The college nurse educator will be in attendance. Should this not be possible at any given time, supervision and reporting will be arranged with the help of qualified and experienced nurse educators. Video arrangements will be made so all students can participate in the evaluation of different types of nurse teaching. Recordings are retained and available for replay at any time.

Evaluation
Evaluation is continuous with immediate feedback and remedial action being available for the student. It will take the form of both written (lesson outlines, plans and exercises) and oral performance (teaching) at both the micro and macro-lesson levels. Evaluations will be made by both content specialists and educationalists involved in the theory presentation of the course. The skill of self-evaluation will also be developed so that the students may evaluate their own performances and likewise encourage their own students to develop the same skill and attitude to practical performances.

II CLINICAL TEACHING PRACTICE

Aims
The purpose of the initial clinical teaching programme is,
1. to develop an awareness of the relative value of planned clinical teaching/learning in his/her own practice field, to quality patient care as well as nurse growth;
2. to enable the student nurse teacher to gain practical experience in analysing her clinical practice field and then designing, implementing and evaluating micro-learning experiences.

Concurrent with Clinical nursing theory in semesters 3 and 4 it is intended that the clinical teaching programme will enable the nurse teacher
3. to analyse, design, implement and evaluate "total" learning experiences in the clinical field.

Pattern of Clinical Practice Teaching Experience—
Students will be allocated to one of five groups according to the field of nursing in which they expect to practise as a nurse teacher. Tentative groupings will be as follows — general, midwifery, psychiatric, community and other.

In semesters one and two a series of micro-practice assignments will be undertaken by each student back in her/his working situation. They are designed to enable the clinical teacher to experience different sequential teaching skills essential to effective clinical instruction. They reflect, and will reinforce in principle, the micro practice-teaching oriented to the development of classroom skills discussed previously. In addition this introductory practical-experience will form the basis of theory studies related to clinical practice in semesters three and four.

Supervision—
The college nurse educator will visit the grouped students in rotation to evaluate and advise on the achievement of the objectives. It is anticipated that other practising experienced nurse educators may be able to assist with additional evaluations for each student.

In semesters three and four the clinical practice experience again will be integrated with the nursing theory courses mentioned previously. This time the student will be expected to develop gradually "total" clinical based learning experiences and demonstrate her skill in implementing these plans. The parallel here is to the macro-classroom teaching practice.
The College nurse educator/s will engage in supervising, on a rotation basis, the students' clinical practice teaching on days outside college attendance by arrangement with the employing institutions. Again it is envisaged that additional guidance and supervision will be given to the students by "on the job" educators and practising registered nurses who have undertaken the college "briefing" courses designed for this purpose.

Evaluation—
Ongoing assessment will provide the student with the necessary feedback and remedial help. Written plans and outlines of practice teaching tasks will be submitted and assessed as well as the selected teaching tasks. The project set for the nursing studies (clinical) will further contribute to the evaluation of clinical teaching competence.

Clinical Practice — Work Programme
A workshop manual specifying sequential tasks, skills and objectives is under construction. This manual will act as a guide to the teacher student and can be added to by the student. It will constitute a valuable means of introducing clinical learning concepts to the practising staff who may have close association with the student teachers.

### DIPLOMA IN TEACHER LIBRARIANSHIP

The Diploma in Teacher Librarianship is a part time (evening) course offered over two years. The course is available to experienced teachers with at least two years' training. The following subjects are required elements of the course but the order in which they are offered is subject to availability of staff and student acceptance. Students entering the course in 1978 will undertake the subjects marked with an asterisk.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Hours per week for one year</th>
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<tbody>
<tr>
<td>Cataloguing and Classification</td>
<td>2</td>
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<tr>
<td>*Method, Organization and Management for the School Library</td>
<td>2</td>
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<tr>
<td>Advanced Reference and Research</td>
<td>2</td>
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<tr>
<td>*Resource Technology</td>
<td>2</td>
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<tr>
<td>*Curriculum Development, Design and Research</td>
<td>2</td>
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<tr>
<td>Educational Administration</td>
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<tr>
<td>*Collection Building and Reading Guidance</td>
<td>2</td>
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<tr>
<td>Sociology of Education</td>
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In addition library observation and experience will be included in each year.
CATALOGUING AND CLASSIFICATION
METHOD ORGANIZATION AND MANAGEMENT FOR THE
SCHOOL LIBRARY

These modules provide the basic cataloguing and classification
information needed to organise a school library; how library
material is obtained, cared for and circulated; the functions of the
school librarian and the wider professional responsibilities of the
librarian as a teacher.

ADVANCED REFERENCE AND RESEARCH SKILLS AND
METHODS
RESOURCE TECHNOLOGY

These two modules deal with reference and research material and
techniques especially as applicable in the school library and
introduce students to concepts of educational technology, to the
process of education and the roles of the teacher, pupils and
administrator together with problems of management in traditional
school buildings and organizational systems.

CURRICULUM DEVELOPMENT, DESIGN AND RESEARCH
EDUCATIONAL ADMINISTRATION

The basic principles and practice of curriculum theory and
development are reviewed in the first of these modules and applied
to specific areas of student interest.
Educational Administration places emphasis on the use of theory as
a guide to new knowledge, research and action in all matters
involving relationships with staff, pupils, educational authority,
parents and the community.

COLLECTION BUILDING AND READING GUIDANCE
SOCIOLOGY OF EDUCATION

The first module explores the needs and interests of young children,
adolescents and the community as they are related to building
library collections and provides information on the characteristics
of the library user which are reflected in demand for material in the
various sections of the library.
The second module examines the Sociology of Education as a
discipline concerned with the individual in society.

THREE YEAR DIPLOMA IN ART AND FOUR YEAR
DIPLOMA IN ART

Students who enrolled in the first year of the Diploma in Art in
years up to, and including, 1976 are enrolled in the four year
Diploma in Art which is currently being phased out. A revised three
year Diploma in Art was introduced in 1977. Students who enrolled
in that year or who intend to enrol in the course undertake the three
year programme.

THREE YEAR DIPLOMA IN ART

All modules within the Department of Art have a value of 3 credit
points. To satisfy the requirements for this Diploma, students must
gain a total of 108 credit points in modules from the following
divisions of the course.
1. Liberal Studies
2. Support Studies
3. Professional Studies

In the first two semesters, first year students must earn 6 credit
points in Liberal Studies, 12 credit points in Support Studies (6
credit points in Drawing and 6 credit points in Design) and 18 credit
points from the range of 100 level Professional Study modules.
Of the additional 72 credit points required to complete the Diploma
programme, 12 credit points must be earned in the area of Liberal
Studies of which 6 must be earned at 300 level. Twelve credit points
must also be earned in Support Studies of which 6 must be earned at
300 level. The remaining 48 credit points can be earned from the
wide range of Professional Studies available, of which 12 credit
points must be earned at 300 level. (Up to 12 of these 48 credit
points may be earned in modules outside the Art Department, but
the 12 credit points required at 300 level must be earned in Art
Studies.)

All students will be required to complete a four week Practicum
between Semesters I and II at each level of the course. Practicum is
a required component but carries no credit point rating.
In 1978, none of 300 level Diploma modules will be offered,
consequently only modules up to the level of 200 may be selected.
### THREE-YEAR DIPLOMA IN ART LIBERAL STUDIES MODULES

<table>
<thead>
<tr>
<th>Modules</th>
<th>Code</th>
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<tbody>
<tr>
<td>Art Concepts, Man &amp; Society, Perceptron</td>
<td>120.01-02.03</td>
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<tr>
<td>History of Art</td>
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<td>Museology</td>
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<td>Philosophy</td>
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<td>Inter Realm Art</td>
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<td>Technology</td>
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<td>Communication</td>
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<td>Prof. Practice</td>
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</tr>
</tbody>
</table>

300 level modules not offered in 1978

### THREE-YEAR DIPLOMA IN ART PROFESSIONAL STUDIES MODULES

<table>
<thead>
<tr>
<th>Modules</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Painting</td>
<td>151-251.01</td>
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<tr>
<td>Painting</td>
<td>251.02-251.03</td>
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<tr>
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<td>251.04-251.06</td>
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<tr>
<td>Sculpture</td>
<td>161-261.01</td>
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<td>261.04-261.06</td>
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<td>Printmaking</td>
<td>171-271.01</td>
</tr>
<tr>
<td>Printmaking</td>
<td>271.02-271.03</td>
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<tr>
<td>Printmaking</td>
<td>271.04-271.06</td>
</tr>
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<td>Textiles</td>
<td>141-241.01</td>
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<td>241.02-241.03</td>
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<td>241.04-241.06</td>
</tr>
<tr>
<td>Film Media</td>
<td>172-272.01</td>
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<td>Film Media</td>
<td>272.02-272.03</td>
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<tr>
<td>Film Media</td>
<td>272.04-272.06</td>
</tr>
<tr>
<td>Graphic Communication</td>
<td>173-273.01</td>
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<td>274.02-274.03</td>
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<td>281.04-281.06</td>
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<tr>
<td>Glass</td>
<td>183-283.01</td>
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<td>283.04-283.06</td>
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<td>Jewellery &amp; Silversmithing</td>
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<td>291.02-291.03</td>
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<td>Jewellery &amp; Silversmithing</td>
<td>291.04-291.06</td>
</tr>
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300 level modules not offered in 1978

### THREE-YEAR DIPLOMA IN ART SUPPORT STUDIES MODULES

<table>
<thead>
<tr>
<th>Modules</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drawing</td>
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<td>304.01</td>
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<tr>
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<td>304.02</td>
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<tr>
<td>Design</td>
<td>106-01</td>
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<tr>
<td>Design</td>
<td>106.02</td>
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<tr>
<td>Design</td>
<td>206.01</td>
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300 level modules not offered in 1978
### THREE-YEAR DIPLOMA IN ART LIBERAL STUDIES MODULES

<table>
<thead>
<tr>
<th>Art Concepts, Man &amp; Society, Perception</th>
<th>Perception</th>
<th>Perception</th>
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<tbody>
<tr>
<td>History of Art</td>
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<td>Technology</td>
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<tr>
<td>Communication</td>
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<tr>
<td>Prof. Practice</td>
<td>Prof. Practice</td>
<td>Prof. Practice</td>
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</table>

#### THREE-YEAR DIPLOMA IN ART PROFESSIONAL STUDIES MODULES

<table>
<thead>
<tr>
<th>Painting</th>
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<tbody>
<tr>
<td>Sculpture</td>
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<tr>
<td>Printmaking</td>
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<tr>
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</table>

#### THREE-YEAR DIPLOMA IN ART SUPPORT STUDIES MODULES

<table>
<thead>
<tr>
<th>Drawing</th>
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<th>Drawing</th>
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</thead>
<tbody>
<tr>
<td>Design</td>
<td>Design</td>
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</tbody>
</table>

300 level modules not offered in 1978
(The 300 and 400 level units of study offered in the four year Diploma are not compatible with this course.)
The following course outline shows the overall structure of modules, and is followed by the module prescriptions which are organized firstly in levels and then in alphabetical order.
All students beginning their second year of studies must consult with their student adviser BEFORE re-enrolment.

Unit and Module Prescriptions
Unit and module prescriptions have been kept to a minimum, giving a brief description of the study, prerequisite and corequisite requirements, the hours spent per week in each study and assessment procedures. Complete details of topics, textbooks, journals and any other details of the studies will be issued by the Departmental Office on request.
The description of hours has been abbreviated into the following form e.g. (6-2) which indicates that there are six hours of face-to-face lecture commitments per week and two hours of expected studio, study or tutorial requirements each semester.
Similarly (0-6) generally indicates a studio module or unit in which the first digit (0) indicates there are no face-to-face requirements, and the second digit (6) indicates the six hours of expected studio or study commitments.
A double bracket shows that the study carries over two semesters, either in two distinct modules e.g. (3-1) (3-1) or in one continuous study e.g. (3-1, 3-1).

FOUR YEAR DIPLOMA IN ART
In 1978 only the 300 level and 400 level units of study for the four year Diploma in Art will be offered.
The prescriptions for the individual units follow the course outline and are ordered firstly in levels and then in alphabetical order.
Students who intend to undertake units at levels lower than 300 level may substitute for those units modules from the three year Diploma, but must seek advice and approval from the appropriate co-ordinator as to equivalence.
All students will be required to complete a four week Practicum between Semesters I and II in each year of the course. Practicum is a required component but carries no credit rating.
Support Studies
One of the following categories (a-d)

a. Design 306.01 (Semester I), Design 306.02 (Semester II)

b. Design 306.01 (Semester I), Drawing 304.01 (Semester II)

c. Drawing 304.01 (Semester I), Drawing 304.02 (Semester II)

d. Approved Support Study 305

Specialist Studies
Four subjects must be chosen for two semesters duration from the following subject units or additional specialization units or 200 Level modules. (Note: A maximum of five Specialist Studies units may be undertaken at 200 Level towards an award):

Painting 351.01
Painting 351.02
Painting 351.03
Painting 351.04
Sculpture 361.01
Sculpture 361.02
Sculpture 361.03
Sculpture 361.04
Printmaking 370.01
Printmaking 370.02
Printmaking 370.03
Printmaking 370.04
Printmaking 371.01
Printmaking 371.02
Printmaking 371.03
Printmaking 371.04
Film Media 372.01
Film Media 372.02
Graphic Communication 373.01
Graphic Communication 373.02
Photography 374.01
Photography 374.02
Ceramics 381.01
Ceramics 381.02
Glass 382.01
Glass 382.02
History of Art 391.01
History of Art 391.02

Special Studies
Four subjects must be chosen for two semesters duration from the following subject units or additional specialization units or 200 Level or 300 Level modules; BUT at least two units MUST be taken at 400 Level. (Note: A maximum of five 200 Level Specialist Studies may be undertaken towards an award):

Painting 451.01
Painting 451.02
Painting 451.03
Painting 451.04
Sculpture 461.01
Sculpture 461.02
Sculpture 461.03
Sculpture 461.04
Printmaking 470.01
Printmaking 470.02
Printmaking 470.03
Printmaking 470.04
Printmaking 471.01
Printmaking 471.02
Printmaking 471.03
Printmaking 471.04
Film Media 472.01
Film Media 472.02
Graphic Communication 473.01
Graphic Communication 473.02
Photography 474.01
Photography 474.02
Ceramics 481.01
Ceramics 481.02
Glass 482.01
Glass 482.02
History of Art 491.01
History of Art 491.02
**Note:** Independent Studio Practice: Students are expected to extend their experience in *independent* studio practice, therefore, studio space is provided for students to continue their practical work. It is desirable that as students proceed in their course they should increase their independent studio practice.
100 LEVEL SUBJECT MODULES

ART CONCEPTS 120.01

(1-0)

1 credit point (required study)
This strand is structured to encourage students to research the sources, contexts and nature of contemporary art and art issues, and to further the range of possibilities available to the student and to enrich studio practice.

MAN AND SOCIETY 120.02

(1-0)

1 credit point (required study)
This strand will introduce recent trends in psychology, anthropology and sociology which contribute to knowledge about the relationship of man to his environment.

PERCEPTION 120.03

(1-0)

1 credit point (required study)
To introduce students to an understanding of awareness of objects, qualities and relationships in our environment.

CERAMICS 181

(3-1)

This module is designed to develop the basic qualities of the media and equipment, basic concepts of glazing and firing and concepts of form.

COMMUNICATION STUDIES 133

(3-1)

The introduction of various aspects of communication and the different methods used from ancient times to the present.

DESIGN 106.01

(3-1)

This module offers the fundamentals of structuring colour in two and three dimensions, including, Quantitative Structure, Gestalt Organization, and, Spatial Relations.

DESIGN 106.02

(3-1)

Prerequisite — Design 106.01

The development of basic understandings of the fundamentals of structuring colour in two and three dimensions, through, Quantitative Structure, Gestalt Organization, and Extensions into Three Dimensional Areas.
DRAWING 104.01

(3-1)

The development of basic perceptive and manipulative skills through Quantitative Structure, Organization of Elements and Spatial Relationships.

ASSESSMENT
(a) Satisfy the requirements of the specific module.
(b) Present practical works in progress and relevant research material to review panels.
(c) Submit required works to the lecturer or assessment panels on the completion of the module. In theoretical areas, the term progressive evaluation requires the student to submit written material, tutorial assignments, attend fieldwork, exhibitions and other activities required in the module.

DRAWING 104.02

(3-1)

Prerequisite — Drawing 104.01

The further development of basic perceptive and manipulative skills through Quantitative Structure, Organization of Elements, Spatial Relations and Emphasis on Technical Experimentation media.

ASSESSMENT
(a) Satisfy the requirements of the specific module.
(b) Present practical works in progress and relevant research material to review panels.
(c) Submit required works to the lecturer or assessment panels on the completion of the module. In theoretical areas, the term progressive evaluation requires the student to submit written material, tutorial assignments, attend fieldwork, exhibitions and other activities required in the module.

GLASS 182

(3-1)

The investigation of basic techniques of working in Glass, using rod, tube and welding.

ASSESSMENT
(a) Satisfy the requirements of the specific module.
(b) Present practical works in progress and relevant research material to review panels.
(c) Submit required works to the lecturer or assessment panels on the completion of the module. In theoretical areas, the term progressive evaluation requires the student to submit written material, tutorial assignments, attend fieldwork, exhibitions and other activities required in the module.

GRAPHIC COMMUNICATION 173

(3-1)

Exploration of the basic creative possibilities of media communication through, concepts and imagery, psychology of the visual message, and, techniques and applications.

ASSESSMENT
(a) Satisfy the requirements of the specific module.
(b) Present practical works in progress and relevant research material to review panels.
(c) Submit required works to the lecturer or assessment panels on the completion of the module. In theoretical areas, the term progressive evaluation requires the student to submit written material, tutorial assignments, attend fieldwork, exhibitions and other activities required in the module.

FILM MEDIA 172

(3-1)

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

ASSESSMENT
(a) Satisfy the requirements of the specific module.
(b) Present practical works in progress and relevant research material to review panels.
(c) Submit required works to the lecturer or assessment panels on the completion of the module. In theoretical areas, the term progressive evaluation requires the student to submit written material, tutorial assignments, attend fieldwork, exhibitions and other activities required in the module.

HISTORY OF ART 121 — CONTEMPORARY SURVEY

(3-1)

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

ASSESSMENT
(a) Satisfy the requirements of the specific module.
(b) Present practical works in progress and relevant research material to review panels.
(c) Submit required works to the lecturer or assessment panels on the completion of the module. In theoretical areas, the term progressive evaluation requires the student to submit written material, tutorial assignments, attend fieldwork, exhibitions and other activities required in the module.
JEWELLERY AND SILVERSMITHING 191

(3-1)

An introduction to the development and execution of design concepts in the form of jewellery and hollow-ware using a range of basic techniques and materials.

ASSESSMENT
(a) Satisfy the requirements of the specific module.
(b) Present practical works in progress and relevant research material to review panels.
(c) Submit required works to the lecturer or assessment panels on the completion of the module. In theoretical areas, the term progressive evaluation requires the student to submit written material, tutorial assignments, attend fieldwork, exhibitions and other activities required in the module.

PAINTING 151

(3-1)

This module is designed to develop perceptive and manipulative skills in painting through the examination of form and space discovered in natural and man-made environments, the development of concepts, experiments in and development of design and composition ideas, media and techniques and examination of concepts and techniques resulting from painting innovations.

ASSESSMENT
(a) Satisfy the requirements of the specific module.
(b) Present practical works in progress and relevant research material to review panels.
(c) Submit required works to the lecturer or assessment panels on the completion of the module. In theoretical areas, the term progressive evaluation requires the student to submit written material, tutorial assignments, attend fieldwork, exhibitions and other activities required in the module.

PHOTOGRAPHY 174

(3-1)

The exploration of essential photographic techniques by establishing a relationship between concept and imagery using photography as a vehicle for creative expression including, history of photography, camera formats, lenses and images, dark room techniques, studio and available lighting, and examination of visual impressions.

ASSESSMENT
(a) Satisfy the requirements of the specific module.
(b) Present practical works in progress and relevant research material to review panels.
(c) Submit required works to the lecturer or assessment panels on the completion of the module. In theoretical areas, the term progressive evaluation requires the student to submit written material, tutorial assignments, attend fieldwork, exhibitions and other activities required in the module.

PRINTMAKING 171

(3-1)

An exploration of the basic possibilities of all the various techniques related to printmaking; relief printing, Intaglio, Planographic, stencil, studio preparation of work, paper and print surface preparation. Printing procedures and presentation of work.

ASSESSMENT
(a) Satisfy the requirements of the specific module.
(b) Present practical works in progress and relevant research material to review panels.
(c) Submit required works to the lecturer or assessment panels on the completion of the module. In theoretical areas, the term progressive evaluation requires the student to submit written material, tutorial assignments, attend fieldwork, exhibitions and other activities required in the module.

SCULPTURE 161

(3-1)

A basic investigation of the major areas in sculpture i.e. modelling, casting, carving and construction. In these investigations, sculpture concepts — historical and contemporary, techniques and processes, and safety and care of equipment will be emphasised.

ASSESSMENT
(a) Satisfy the requirements of the specific module.
(b) Present practical works in progress and relevant research material to review panels.
(c) Submit required works to the lecturer or assessment panels on the completion of the module. In theoretical areas, the term progressive evaluation requires the student to submit written material, tutorial assignments, attend fieldwork, exhibitions and other activities required in the module.

TECHNOLOGY 132 — INTEGRATED WORKSHOP PRACTICES

This course has been designed specifically to provide a comprehensive range of basic skills and experiences in the areas of wood, metal and plastics. In addition to the handworking operations involved in the three areas, low-rate and mass production techniques will be considered together with machine tool operation.

ASSESSMENT
(a) Satisfy the requirements of the specific module.
(b) Present practical works in progress and relevant research material to review panels.
(c) Submit required works to the lecturer or assessment panels on the completion of the module. In theoretical areas, the term progressive evaluation requires the student to submit written material, tutorial assignments, attend fieldwork, exhibitions and other activities required in the module.
TEXTILES 141

(3-1)


ASSESSMENT
(a) Satisfy the requirements of the specific module.
(b) Present practical works in progress and relevant research material to review panels.
(c) Submit required works to the lecturer or assessment panels on the completion of the module. In theoretical areas, the term progressive evaluation requires the student to submit written material, tutorial assignments, attend fieldwork, exhibitions and other activities required in the module.

200 LEVEL SUBJECT MODULES

CERAMICS 281.01

(3-1)

Prerequisite — Ceramics 181
Corequisite — Ceramics 281.02

A studio-workshop experience aimed to develop practical techniques suitable for creative extensions through development of production techniques, ceramic chemistry and geology, and industrial production.

ASSESSMENT
(a) Satisfy the requirements of the specific module.
(b) Present practical works in progress and relevant research material to review panels.
(c) Submit required works to the lecturer or assessment panels on the completion of the module. In theoretical areas, the term progressive evaluation requires the student to submit written material, tutorial assignments, attend fieldwork, exhibitions and other activities required in the module.

CERAMICS 281.02

(0-4)

Corequisite — Ceramics 281.01

This is a module with no face-to-face lecture commitment. Requirements for this programme of study and its assessment, although similar to, are in addition to Ceramics 281.01 which is its corequisite module. This module should be taken simultaneously with the corequisite module, and students are directly responsible to the lecturer of that corequisite module for supervision and assessment.

ASSESSMENT
(a) Satisfy the requirements of the specific module.
(b) Present practical works in progress and relevant research material to review panels.
(c) Submit required works to the lecturer or assessment panels on the completion of the module. In theoretical areas, the term progressive evaluation requires the student to submit written material, tutorial assignments, attend fieldwork, exhibitions and other activities required in the module.
CERAMICS 281.03

(3-1)
Prerequisite — Ceramics 281.02
Corequisite — Ceramics 281.04

A studio-workshop experience aimed to further develop practical techniques suitable for creative extensions through development of production techniques, ceramic chemistry and geology and industrial production.

ASSESSMENT
(a) Satisfy the requirements of the specific module.
(b) Present practical works in progress and relevant research material to review panels.
(c) Submit required works to the lecturer or assessment panels on the completion of the module. In theoretical areas, the term progressive evaluation requires the student to submit written material, tutorial assignments, attend fieldwork, exhibitions and other activities required in the module.

CERAMICS 281.04
(0-4)
Corequisite — Ceramics 281.03

This is a module with no face-to-face lecture commitment. Requirements for this programme of study and its assessment, although similar to, are in addition to Ceramics 281.03 which is its corequisite module.

This module should be taken simultaneously with the corequisite module, and students are directly responsible to the lecturer of that corequisite module for supervision and assessment.

ASSESSMENT
(a) Satisfy the requirements of the specific module.
(b) Present practical works in progress and relevant research material to review panels.
(c) Submit required works to the lecturer or assessment panels on the completion of the module. In theoretical areas, the term progressive evaluation requires the student to submit written material, tutorial assignments, attend fieldwork, exhibitions and other activities required in the module.

COMMUNICATION STUDIES 233
(3-1)

A study of the development of the mass media communication and its effect on the social, economic, and cultural development of society.

ASSESSMENT
(a) Satisfy the requirements of the specific module.
(b) Present practical works in progress and relevant research material to review panels.
(c) Submit required works to the lecturer or assessment panels on the completion of the module. In theoretical areas, the term progressive evaluation requires the student to submit written material, tutorial assignments, attend fieldwork, exhibitions and other activities required in the module.

DESIGN 206.01

(3-1)
Prerequisite — Design 106.02

The mechanics and potential of design principles and colour theory.

ASSESSMENT
(a) Satisfy the requirements of the specific module.
(b) Present practical works in progress and relevant research material to review panels.
(c) Submit required works to the lecturer or assessment panels on the completion of the module. In theoretical areas, the term progressive evaluation requires the student to submit written material, tutorial assignments, attend fieldwork, exhibitions and other activities required in the module.

DESIGN 206.02

(3-1)
Prerequisite — Design 206.01

A further study of the mechanics and potential of design principles and colour theory with extensions into self selected topics related to professional studies.

ASSESSMENT
(a) Satisfy the requirements of the specific module.
(b) Present practical works in progress and relevant research material to review panels.
(c) Submit required works to the lecturer or assessment panels on the completion of the module. In theoretical areas, the term progressive evaluation requires the student to submit written material, tutorial assignments, attend fieldwork, exhibitions and other activities required in the module.

DRAWING 204.01

(3-1)
Prerequisite — Drawing 104.02

This module is designed to improve the students ability to express a specific concept through drawing, by:
Examination of and experiments in quantitative structure in form and space as found in natural and man made environments.
The organization of elements and spacial relationships to express concepts.
Examination and adaptation of known concepts and use of techniques resulting from major drawing innovations.

ASSESSMENT
(a) Satisfy the requirements of the specific module.
(b) Present practical works in progress and relevant research material to review panels.
(c) Submit required works to the lecturer or assessment panels on the completion of the module. In theoretical areas, the term progressive evaluation requires the student to submit written material, tutorial assignments, attend fieldwork, exhibitions and other activities required in the module.

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DRAWING 204.02

(3-1)

Prerequisite — Drawing 204.01

This module aims to further extend perceptive and manipulative skill, and establish the ability to express a specific concept through drawing, by: The examination of and experiments in quantitative structure in form and space as found in natural and man made environments. The organization of elements and spacial relationships to express concepts. The examination and adaptation of known concepts and use of techniques resulting from major drawing innovations, and emphasis on self selected topics related to professional studies.

ASSESSMENT
(a) Satisfy the requirements of the specific module.
(b) Present practical works in progress and relevant research material to review panels.
(c) Submit required works to the lecturer or assessment panels on the completion of the module. In theoretical areas, the term progressive evaluation requires the student to submit written material, tutorial assignments, attend fieldwork, exhibitions and other activities required in the module.

FILM MEDIA 272.01

(3-1)

Prerequisite — Film Media 172
Corequisite — Film Media 272.02

A programme that is creative and of significant value to the student using self selected themes and processes of working, with emphasis on creative visual experience, in black and white and colour film.

ASSESSMENT
(a) Satisfy the requirements of the specific module.
(b) Present practical works in progress and relevant research material to review panels.
(c) Submit required works to the lecturer or assessment panels on the completion of the module. In theoretical areas, the term progressive evaluation requires the student to submit written material, tutorial assignments, attend fieldwork, exhibitions and other activities required in the module.

FILM MEDIA 272.02

(0-4)

Corequisite — Film Media 272.01

This is a module with no face-to-face lecture commitment. Requirements for this programme of study and its assessment, although similar to, are in addition to Film Media 272.01 which is its corequisite module. This module should be taken simultaneously with the corequisite module, and students are directly responsible to the lecturer of that corequisite module for supervision and assessment.

ASSESSMENT
(a) Satisfy the requirements of the specific module.
(b) Present practical works in progress and relevant research material to review panels.
(c) Submit required works to the lecturer or assessment panels on the completion of the module. In theoretical areas, the term progressive evaluation requires the student to submit written material, tutorial assignments, attend fieldwork, exhibitions and other activities required in the module.

FILM MEDIA 272.03

(3-1)

Prerequisite — Film Media 272.02
Corequisite — Film Media 272.04

A programme that is creative and of significant value to the students using self selected themes and processes of working, with emphasis on creative visual experience, in black and white and colour film.

ASSESSMENT
(a) Satisfy the requirements of the specific module.
(b) Present practical works in progress and relevant research material to review panels.
(c) Submit required works to the lecturer or assessment panels on the completion of the module. In theoretical areas, the term progressive evaluation requires the student to submit written material, tutorial assignments, attend fieldwork, exhibitions and other activities required in the module.

FILM MEDIA 272.04

(0-4)

Corequisite — Film Media 272.03

This is a module with no face-to-face lecture commitment. Requirements for this programme of study and its assessment, although similar to, are in addition to Film Media 272.03 which is its corequisite module. This module should be taken simultaneously with the corequisite module, and students are directly responsible to the lecturer of that corequisite module for supervision and assessment.

ASSESSMENT
(a) Satisfy the requirements of the specific module.
(b) Present practical works in progress and relevant research material to review panels.
(c) Submit required works to the lecturer or assessment panels on the completion of the module. In theoretical areas, the term progressive evaluation requires the student to submit written material, tutorial assignments, attend fieldwork, exhibitions and other activities required in the module.
GLASS 282.01
(3-1)

**Prerequisite** — Glass 182
**Corequisite** — Glass 282.02

The development of skills and knowledge in glass blowing on the rod and experiment in glass media.

**ASSESSMENT**
(a) Satisfy the requirements of the specific module.
(b) Present practical works in progress and relevant research material to review panels.
(c) Submit required works to the lecturer or assessment panels on the completion of the module. In theoretical areas, the term progressive evaluation requires the student to submit written material, tutorial assignments, attend fieldwork, exhibitions and other activities required in the module.

GLASS 282.02

(0-4)

**Corequisite** — Glass 282.01

This is a module with no face-to-face lecture commitment. Requirements for this programme of study and its assessment, although similar to, *are in addition to* Glass 282.01 which is its corequisite module. This module should be taken simultaneously with the corequisite module, and students are directly responsible to the lecturer of that corequisite module for supervision and assessment.

**ASSESSMENT**
(a) Satisfy the requirements of the specific module.
(b) Present practical works in progress and relevant research material to review panels.
(c) Submit required works to the lecturer or assessment panels on the completion of the module. In theoretical areas, the term progressive evaluation requires the student to submit written material, tutorial assignments, attend fieldwork, exhibitions and other activities required in the module.

GLASS 282.03

(3-1)

**Prerequisite** — Glass 282.02
**Corequisite** — Glass 282.04

The further development of skills and knowledge in glass blowing on the rod and to continue experiments in glass media.

**ASSESSMENT**
(a) Satisfy the requirements of the specific module.
(b) Present practical works in progress and relevant research material to review panels.
(c) Submit required works to the lecturer or assessment panels on the completion of the module. In theoretical areas, the term progressive evaluation requires the student to submit written material, tutorial assignments, attend fieldwork, exhibitions and other activities required in the module.

GLASS 282.04

(0-4)

**Corequisite** — Glass 282.03

This is a module with no face-to-face lecture commitment. Requirements for this programme of study and its assessment, although similar to, *are in addition to* Glass 282.03 which is its corequisite module. This module should be taken simultaneously with the corequisite module, and students are directly responsible to the lecturer of that corequisite module for supervision and assessment.

**ASSESSMENT**
(a) Satisfy the requirements of the specific module.
(b) Present practical works in progress and relevant research material to review panels.
(c) Submit required works to the lecturer or assessment panels on the completion of the module. In theoretical areas, the term progressive evaluation requires the student to submit written material, tutorial assignments, attend fieldwork, exhibitions and other activities required in the module.

GRAPHIC COMMUNICATION 273.01

(3-1)

**Prerequisite** — Graphic Communication 173
**Corequisite** — Graphic Communication 273.02

This module is designed to explore and establish relationships of techniques, concepts and imagery, and to investigate and experiment with media as definition and communication.

**ASSESSMENT**
(a) Satisfy the requirements of the specific module.
(b) Present practical works in progress and relevant research material to review panels.
(c) Submit required works to the lecturer or assessment panels on the completion of the module. In theoretical areas, the term progressive evaluation requires the student to submit written material, tutorial assignments, attend fieldwork, exhibitions and other activities required in the module.

GRAPHIC COMMUNICATION 273.02

(0-4)

**Corequisite** — Graphic Communication 273.01

This is a module with no face-to-face lecture commitment. Requirements for this programme of study and its assessment, although similar to, *are in addition to* Graphic Communication 273.01 which is its corequisite module.
This module should be taken simultaneously with the corequisite module, and students are directly responsible to the lecturer of that corequisite module for supervision and assessment.

ASSESSMENT
(a) Satisfy the requirements of the specific module.
(b) Present practical works in progress and relevant research material to review panels.
(c) Submit required works to the lecturer or assessment panels on the completion of the module. In theoretical areas, the term progressive evaluation requires the student to submit written material, tutorial assignments, attend fieldwork, exhibitions and other activities required in the module.

GRAPHIC COMMUNICATION 273.03

Corequisite — Graphic Communication 273.04

This module is designed to further explore and establish relationships of techniques, concepts and imagery and to further investigate and experiment with media as definition and communication.

ASSESSMENT
(a) Satisfy the requirements of the specific module.
(b) Present practical works in progress and relevant research material to review panels.
(c) Submit required works to the lecturer or assessment panels on the completion of the module. In theoretical areas, the term progressive evaluation requires the student to submit written material, tutorial assignments, attend fieldwork, exhibitions and other activities required in the module.

GRAPHIC COMMUNICATION 273.04

Corequisite — Graphic Communication 273.03

This is a module with no face-to-face commitment. Requirements for this programme of study and its assessment, although similar to, are in addition to Graphic Communication 273.03 which is its corequisite module. This module should be taken simultaneously with the corequisite module, and students are directly responsible to the lecturer of that corequisite module for supervision and assessment.

ASSESSMENT
(a) Satisfy the requirements of the specific module.
(b) Present practical works in progress and relevant research material to review panels.
(c) Submit required works to the lecturer or assessment panels on the completion of the module. In theoretical areas, the term progressive evaluation requires the student to submit written material, tutorial assignments, attend fieldwork, exhibitions and other activities required in the module.
ASSESSMENT
(a) Satisfy the requirements of the specific module.
(b) Submit required works to the lecturer or assessment panels on the completion of the module. In theoretical areas, the term progressive evaluation requires the student to submit written material, tutorial assignments, attend fieldwork, exhibitions and other activities required in the module.

JEWELLERY AND SILVERSMITHING 291.01
(3-1)

Prerequisite — Jewellery and Silversmithing 191
Corequisite — Jewellery and Silversmithing 291.02

The development of complex projects requiring advanced technique and design using the techniques of:
Centrifugal silver castings in jewellery.
Silversmithing of small hollow ware vessels, boxes, etc.
Plating, granulation, chasing and repoussé, screwthread cutting and fusing.

ASSESSMENT
(a) Satisfy the requirements of the specific module.
(b) Present practical works in progress and relevant research material to review panels.
(c) Submit required works to the lecturer or assessment panels on the completion of the module. In theoretical areas, the term progressive evaluation requires the student to submit written material, tutorial assignments, attend fieldwork, exhibitions and other activities required in the module.

JEWELLERY AND SILVERSMITHING 291.02
(0-4)

Corequisite — Jewellery and Silversmithing 291.01

This is a module with no face-to-face lecture commitment.
Requirements for this programme of study and its assessment, although similar to, are in addition to Jewellery and Silversmithing 291.01 which is its corequisite module.
This module should be taken simultaneously with the corequisite module, and students are directly responsible to the lecturer of that corequisite module for supervision and assessment.

ASSESSMENT
(a) Satisfy the requirements of the specific module.
(b) Present practical works in progress and relevant research material to review panels.
(c) Submit required works to the lecturer or assessment panels on the completion of the module. In theoretical areas, the term progressive evaluation requires the student to submit written material, tutorial assignments, attend fieldwork, exhibitions and other activities required in the module.

MUSEOLOGY 224
(3-1)

To introduce the students to a basic understanding of the principles and practice of museology in relation to art galleries.
1. History of museums and museology.
2. The museum and education.
4. Administration.
5. The principles of conservation and restoration.
6. Exhibitions and collections.

ASSESSMENT
(a) Satisfy the requirements of the specific module.
(b) Present practical works in progress and relevant research material to review panels.
(c) Submit required works to the lecturer or assessment panels on the completion of the module.

PAINTING 251.01

(3-1)

Prerequisite — Painting 151
Corequisite — Painting 251.02

This module is designed to develop skills which establish the capacity to express a specific concept through painting by the development of individual concepts and research of natural and technological sources.

ASSESSMENT
(a) Satisfy the requirements of the specific module.
(b) Present practical works in progress and relevant research material to review panels.
(c) Submit required works to the lecturer or assessment panels on the completion of the module.

PAINTING 251.02

(0-4)

Corequisite — Painting 251.01

This is a module with no face-to-face lecture commitment.

Requirements for this programme of study and its assessment, although similar to, are in addition to Painting 251.01 which is its corequisite module. This module should be taken simultaneously with the corequisite module, and students are directly responsible to the lecturer of that corequisite module for supervision and assessment.

ASSESSMENT
(a) Satisfy the requirements of the specific module.
(b) Present practical works in progress and relevant research material to review panels.
(c) Submit required works to the lecturer or assessment panels on the completion of the module.

PERCEPTION AND ART 236

(3-1)

A study of perceptual processes and examination of theories of perception as they relate to art.
PHOTOGRAPHY 274.01
(3-1)

Prerequisite — Photography 174
Corequisite — Photography 274.02

Exploration of imaginative, theoretical and practical aspects of photography through techniques of bas-relief, print distortion, multiple images, tone drop-outs, texture and grain and experimental approaches.

ASSESSMENT
(a) Satisfy the requirements of the specific module.
(b) Present practical works in progress and relevant research material to review panels.
(c) Submit required works to the lecturer or assessment panels on the completion of the module. In theoretical areas, the term progressive evaluation requires the student to submit written material, tutorial assignments, attend fieldwork, exhibitions and other activities required in the module.

PHOTOGRAPHY 274.02
(0-4)

Corequisite — Photography 274.01

This is a module with no face-to-face lecture commitment. Requirements for this programme of study and its assessment, although similar to, are in addition to Photography 274.01 which is its corequisite module. This module should be taken simultaneously with the corequisite module, and students are directly responsible to the lecturer of that corequisite module for supervision and assessment.

ASSESSMENT
(a) Satisfy the requirements of the specific module.
(b) Present practical works in progress and relevant research material to review panels.
(c) Submit required works to the lecturer or assessment panels on the completion of the module. In theoretical areas, the term progressive evaluation requires the student to submit written material, tutorial assignments, attend fieldwork, exhibitions and other activities required in the module.

PHOTOGRAPHY 274.03
(3-1)

Prerequisite — Photography 274.02
Corequisite — Photography 274.04

Further exploration of imaginative, theoretical and practical aspects of photography covering techniques of bas-relief, print distortion,
PRINTMAKING 271.02

(0-4)

Corequisite — Printmaking 271.01

This is a module with no face-to-face lecture commitment. Requirements for this programme of study and its assessment, although similar to, are in addition to Printmaking 271.01 which is its corequisite module. This module should be taken simultaneously with the corequisite module, and students are directly responsible to the lecturer of that corequisite module for supervision and assessment.

ASSESSMENT
(a) Satisfy the requirements of the specific module.
(b) Present practical works in progress and relevant research material to review panels.
(c) Submit required works to the lecturer or assessment panels on the completion of the module. In theoretical areas, the term progressive evaluation requires the student to submit written material, tutorial assignments, attend fieldwork, exhibitions and other activities required in the module.

PRINTMAKING 271.03

(3-1)

Prerequisite — Printmaking 271.02
Corequisite — Printmaking 271.04

An intensive study of the processes related to aspects of paper printing technology and the exploration of creative possibilities using one or more of the traditional and contemporary techniques: Intaglio, Planographic, Relief printing.

ASSESSMENT
(a) Satisfy the requirements of the specific module.
(b) Present practical works in progress and relevant research material to review panels.
(c) Submit required works to the lecturer or assessment panels on the completion of the module. In theoretical areas, the term progressive evaluation requires the student to submit written material, tutorial assignments, attend fieldwork, exhibitions and other activities required in the module.

PRINTMAKING 271.04

(0-4)

Corequisite — Printmaking 271.03

This is a module with no face-to-face lecture commitment. Requirements for this programme of study and its assessment, although similar to, are in addition to Printmaking 271.03 which is its corequisite module. This module should be taken simultaneously with the corequisite module, and students are directly responsible to the lecturer of that corequisite module for supervision and assessment.

ASSESSMENT
(a) Satisfy the requirements of the specific module.
(b) Present practical works in progress and relevant research material to review panels.
(c) Submit required works to the lecturer or assessment panels on the completion of the module. In theoretical areas, the term progressive evaluation requires the student to submit written material, tutorial assignments, attend fieldwork, exhibitions and other activities required in the module.

SCULPTURE 261.01

(3-1)

Prerequisite — Sculpture 161
Corequisite — Sculpture 261.02

This module is designed to have students gain an understanding of creative possibilities through the study and application of sculptural processes and materials in relation to purposes and intentions.

ASSESSMENT
(a) Satisfy the requirements of the specific module.
(b) Present practical works in progress and relevant research material to review panels.
(c) Submit required works to the lecturer or assessment panels on the completion of the module. In theoretical areas, the term progressive evaluation requires the student to submit written material, tutorial assignments, attend fieldwork, exhibitions and other activities required in the module.

SCULPTURE 261.02

(0-4)

Corequisite — Sculpture 261.01

This is a module with no face-to-face lecture commitment. Requirements for this programme of study and its assessment, although similar to, are in addition to Sculpture 261.01 which is its corequisite module. This module should be taken simultaneously with the corequisite module, and students are directly responsible to the lecturer of that corequisite module for supervision and assessment.

ASSESSMENT
(a) Satisfy the requirements of the specific module.
(b) Present practical works in progress and relevant research material to review panels.
(c) Submit required works to the lecturer or assessment panels on the completion of the module. In theoretical areas, the term progressive evaluation requires the student to submit written material, tutorial assignments, attend fieldwork, exhibitions and other activities required in the module.
SCULPTURE 261.03

(3-1)

Prerequisite — Sculpture 261.02
Corequisite — Sculpture 261.04

This module is designed to have students gain an understanding of the visual, technical and formal sculptural problems encountered through construction, or modelling and carving in a variety of materials.

ASSESSMENT
(a) Satisfy the requirements of the specific module.
(b) Present practical works in progress and relevant research material to review panels.
(c) Submit required works to the lecturer or assessment panels on the completion of the module. In theoretical areas, the term progressive evaluation requires the student to submit written material, tutorial assignments, attend fieldwork, exhibitions and other activities required in the module.

SCULPTURE 261.04

(0-4)

Corequisite — Sculpture 261.03

This is a module with no face-to-face lecture commitment. Requirements for this programme of study and its assessment, although similar to, are in addition to Sculpture 261.03 which is its corequisite module. This module should be taken simultaneously with the corequisite module, and students are directly responsible to the lecturer of that corequisite module for supervision and assessment.

ASSESSMENT
(a) Satisfy the requirements of the specific module.
(b) Present practical works in progress and relevant research material to review panels.
(c) Submit required works to the lecturer or assessment panels on the completion of the module. In theoretical areas, the term progressive evaluation requires the student to submit written material, tutorial assignments, attend fieldwork, exhibitions and other activities required in the module.

TECHNOLOGY 232

Metal and Electronic Technology

(3-1)

A professional experience of current working practices, operations of metal and electronic technology, and instruction in the safe use of equipment.

ASSESSMENT
(a) Satisfy the requirements of the specific module.
(b) Present practical works in progress and relevant research material to review panels.
(c) Submit required works to the lecturer or assessment panels on the completion of the module. In theoretical areas, the term progressive evaluation requires the student to submit written material, tutorial assignments, attend fieldwork, exhibitions and other activities required in the module.

TEXTILES 241.01

(3-1)

Prerequisite — Textiles 141
Corequisite — Textiles 241.02

This module is designed for students to gain competency and skill within current working practices in printmaking enabling movement into freelance or studio design, printing or basic loom work.

ASSESSMENT
(a) Satisfy the requirements of the specific module.
(b) Present practical works in progress and relevant research material to review panels.
(c) Submit required works to the lecturer or assessment panels on the completion of the module. In theoretical areas, the term progressive evaluation requires the student to submit written material, tutorial assignments, attend fieldwork, exhibitions and other activities required in the module.

TEXTILES 241.02

(0-4)

Corequisite — Textiles 241.01

This is a module with no face-to-face lecture commitment. Requirements for this programme of study and its assessment, although similar to, are in addition to Textiles 241.01 which is its corequisite module. This module should be taken simultaneously with the corequisite module, and students are directly responsible to the lecturer of that corequisite module for supervision and assessment.

ASSESSMENT
(a) Satisfy the requirements of the specific module.
(b) Present practical works in progress and relevant research material to review panels.
(c) Submit required works to the lecturer or assessment panels on the completion of the module. In theoretical areas, the term progressive evaluation requires the student to submit written material, tutorial assignments, attend fieldwork, exhibitions and other activities required in the module.
TEXTILES 241.03

(3-1)

Prerequisite — Textiles 241.02
Corequisite — Textiles 241.04

This module is designed for students to further gain competency and skill within current working practices and design in printmaking enabling movement into freelance or studio design, printing or basic loom work.

ASSESSMENT
(a) Satisfy the requirements of the specific module.
(b) Present practical works in progress and relevant research material to review panels.
(c) Submit required works to the lecturer or assessment panels on the completion of the module. In theoretical areas, the term progressive evaluation requires the student to submit written material, tutorial assignments, attend fieldwork, exhibitions and other activities required in the module.

TEXTILES 241.04

(0-4)

Corequisite — Textiles 241.03

This is a module with no face-to-face lecture commitment. Requirements for this programme of study and its assessment, although similar to, are in addition to Textiles 241.03 which is its corequisite module. This module should be taken simultaneously with the corequisite module, and students are directly responsible to the lecturer of that corequisite module for supervision and assessment.

ASSESSMENT
(a) Satisfy the requirements of the specific module.
(b) Present practical works in progress and relevant research material to review panels.
(c) Submit required works to the lecturer or assessment panels on the completion of the module. In theoretical areas, the term progressive evaluation requires the student to submit written material, tutorial assignments, attend fieldwork, exhibitions and other activities required in the module.

300 LEVEL SUBJECT MODULES

CERAMICS 381.01

(6-2)

Prerequisite — Ceramics and Glass 281

Self-awareness is developed through in-depth study, to show evidence of experimental art attitudes. Self-selected subject matter and processes of working showing an emphasis in industrial production and studio production are studied. Provision is made for students who wish to teach Ceramics.

ASSESSMENT
Progressive evaluation.

CERAMICS 381.02

(0-8)

Corequisite — Ceramics and Glass 381.01

This is an individual unit of study with no face-to-face lecture commitment. Requirements for this programme of study and its assessment, although similar to, are in addition to any other unit of study taken in this specific subject area. Students selecting this additional specialization unit are responsible to the lecturer in charge of Ceramics and Glass 381.01.

ASSESSMENT
Progressive evaluation.

DESIGN 306.01

(3-1)

Prerequisite — Design 206

The creative application of design principles is examined in the different areas of applied design such as the architectural, graphic, industrial, theatrical and textile areas. Selected research of one or two topics is required.

ASSESSMENT
Progressive evaluation.
DESIGN 306.02

(3-1)

Corequisite — Design 306.01

The creative application of, and independent research into design principles and the different areas of applied design such as the architectural, graphic, industrial, theatrical, textile and design research areas. Selected research of one or two topics is required.

ASSESSMENT
Progressive evaluation.

DRAWING 304.01

(3-1)

Prerequisite — Drawing 204

This unit develops a personal creative approach based on an extended knowledge of the media and its conceptual possibilities, with emphasis on contemporary aspects and using the human figure.

ASSESSMENT
Progressive evaluation.

DRAWING 304.02

(3-1)

Corequisite — Drawing 304.01

This unit is designed to develop a personal creative approach to drawing based on an extended knowledge of the media and its conceptual possibilities with emphasis on contemporary aspects.

ASSESSMENT
Progressive evaluation.

FILM MEDIA 372.01

(6-2)

Prerequisite — Film Media 272

This unit aims to communicate visual codes which show technical expertise in a context of advanced conceptual development in areas such as texture, form and composition, structure, module; tension and movement.

ASSESSMENT
Progressive evaluation.

FILM MEDIA 372.02

(0-8)

Corequisite — Film Media 372.01

This is an individual unit of study with no face-to-face lecture commitments. Requirements for this programme of study and its assessment, although similar to are in addition to any other unit of study taken in this specific subject area. Students selecting this additional specialization unit are responsible to the lecturer in charge of Film Media 372.01.

ASSESSMENT
Progressive evaluation.

GLASS 382.01

(6-2)

Prerequisite — Glass 282

In-depth study in self-selected subject matter developing processes of working to show bias in a particular direction. Topics will include industry and art object.
GLASS 382.02

(0-8)

Corequisite — Glass 382.01

This is an individual unit of study with no face-to-face lecture commitments. Requirements for this programme of study and its assessment, although similar to, are in addition to any other unit of study taken in this specific subject area. Students selecting this additional specialization unit are responsible to the lecturer in charge of Glass 382.01.

ASSESSMENT
Progressive evaluation.

GRAPHIC COMMUNICATION 373.01

(6-2)

Prerequisite — Graphic Communication 273

This unit is designed to extend the creative potential of applied graphics through selected subject matter and processes of working.

ASSESSMENT
Progressive evaluation.

GRAPHIC COMMUNICATION 373.02

(0-8)

Corequisite — Graphic Communication 373.01

This is an individual unit of study with no face-to-face lecture commitments. Requirements for this programme of study and its assessment, although similar to, are in addition to any other unit of study taken in this specific subject area. Students selecting this additional specialization unit are responsible to the lecturer in charge of Graphic Communication 373.01.

ASSESSMENT
Progressive evaluation.

HISTORY OF ART 391.01

(6-2)

Prerequisite — History of Art 291

This unit emphasises research in selected areas and utilisation and evaluation of appropriate source material, stressing analysis rather than description. Topics are chosen in consultation with lecturer and reflect both a specialized study of a chosen period of art history and a specialized study of a chosen individual artist.

ASSESSMENT
By presentation in each semester of a formal paper of no less than ten thousand (10,000) words and supplemented where appropriate with audio-visual material.

HISTORY OF ART 391.02

(0-8)

Corequisite — History of Art 391.01

This is an individual unit of study with no face-to-face lecture commitments. Requirements for this programme of study and its assessment, although similar to, are in addition to any other unit of study taken in this specific subject area. Students selecting this additional specialization unit are responsible to the lecturer in charge of History 391.01.

ASSESSMENT
By presentation in each semester of a formal paper of no less than ten thousand (10,000) words and supplemented where appropriate with audio-visual material.

LIBERAL STUDIES 301

(3-1)

Strand A — Philosophy and Sociology of Art 301.01

This strand is a presentation of the major philosophic and aesthetic streams of the twentieth century.

ASSESSMENT
Progressive evaluation including essays, tutorial papers and group participation.
**Strand B — Research Study 301.02**

This strand is designed to develop creative and innovative capacities in confronting theoretical aspects of art, and achieve self-reliance in personal conceptualising for the supplementing of studio and workshop experiences. Students may select one of the following:

1. A study of a contemporary issue in art with reference to at least three participants.
2. A study of a single artist (past or contemporary), considering the issues faced by that artist and referring to specific works.
3. Technology research relevant to art activity.
4. A study of an art tradition, which may include ethnic art or traditions where the individual artists are anonymous.
5. Any research study approved by the supervisors.

*Topic Selection:* Details of research study topic, when selected, must be submitted in writing to the supervisors no later than the fifth week of the first semester.

*Research Supervision:* No ongoing research supervision is provided formally, but supervisors are available for consultation.

*Research Requirements:* Two copies of the research studies are to be submitted as an academic paper and should exceed three thousand (3,000) words.

*Submission:* Research papers must be submitted to the department's clerical staff by the end of the first week in June — receipt slips will be given.

*Extensions:* Extensions are granted where the supervisors consider these to be justified. Applications for extension must be made in writing at least two (2) weeks before the due date for the submission. Where granted, no extension will exceed four (4) weeks.

**ASSESSMENT**

Final evaluation which may include external examiners.

**Strand C — Liberal Study Option 301.03**

Students choose from a variety of subjects outside the field of art, which are intended to complement their art studies.

**ASSESSMENT**

Progressive evaluation that may include final examination.

**PAINTING 351.01**

(6-2)

*Prerequisite —* Painting 251 or Painting 252

In-depth study which shows evidence of advanced conceptual development. Problems, themes and processes of working are selected by the student. Accommodation is made for individual differences.

**ASSESSMENT**

Progressive evaluation.

**PAINTING 351.02 (0-8)**

**PAINTING 351.03 (0-8)**

**PAINTING 351.04 (0-8)**

*Corequisite —* Painting 351.01

These are individual units of study with no face-to-face lecture commitments. Requirements for these programmes of study and their assessment, although similar to, are in addition to any other unit of study taken in this specific subject area. Students selecting this additional specialization unit are responsible to the lecturer in charge of Painting 351.01.

**ASSESSMENT**

Progressive evaluation.

**PHOTOGRAPHY 374.01**

(6-2)

*Prerequisite —* Photography 274

Imaginative, theoretical and practical aspects of photography are explored, with emphasis on practical assignments covering areas such as photographic statements, bas-relief, print distortion, multiple images, tone drop outs, texture and grain.
PHOTOGRAPHY 374.02
(0-8)

Corequisite — Photography 374.01

This is an individual unit of study with no face-to-face lecture commitments. Requirements for this programme of study and its assessment, although similar to, are in addition to any other unit of study taken in this specific subject area. Students selecting this additional specialization unit are responsible to the lecturer in charge of Photography 374.01.

ASSESSMENT
Progressive evaluation.

PRINTMAKING 370.01 (FABRIC)
(6-2)

Prerequisite — PRINTMAKING 270

Current working practices in Fabric printmaking enabling movement into freelance or studio design, printing or basic loom work.

ASSESSMENT
Progressive evaluation.

PRINTMAKING 371.01 (PAPER)
(6-2)

Prerequisite — Printmaking 271

Controlled use of Printmaking techniques and materials to develop an advanced level of conceptual development in areas such as seriography, intaglio, relief and others. Students select one or more areas of study.

ASSESSMENT
Progressive evaluation.

PRINTMAKING 371.02 (0-8)
PRINTMAKING 371.03 (0-8)
PRINTMAKING 371.04 (0-8)

Corequisite — Printmaking 371.01

These are individual units of study with no face-to-face lecture commitments. Requirements for these programmes of study and their assessment, although similar to, are in addition to any other unit of study taken in this specific subject area. Students selecting this additional specialization unit are responsible to the lecturer in charge of Printmaking 371.01.

ASSESSMENT
Progressive evaluation.

SCULPTURE 361.01
(6-2)

Prerequisite — Sculpture 261 or Sculpture 262

An in-depth study to produce evidence of advanced conceptual development. Problems, themes and processes of working are selected by the student. Accommodation is made for individual preferences.

ASSESSMENT
Progressive evaluation.
SCULPTURE 361.02 (0-8)
SCULPTURE 361.03 (0-8)
SCULPTURE 361.04 (0-8)

Corequisite — Sculpture 361.01

These are individual units of study with no face-to-face lecture commitments. Requirements for these programmes of study and their assessment, although similar to, are in addition to any other unit of study taken in this specific subject area. Students selecting this additional specialization unit are responsible to the lecturer in charge of Sculpture 361.01.

ASSESSMENT
Progressive evaluation.

400 LEVEL SUBJECT MODULES

APPROVED SUPPORT STUDY 405
(0-8)

A student may submit to the Head of the Department an outline of a proposed study, which the student believes will assist to a greater degree in the area of specialist preparation than those units which are currently provided. This study may be undertaken only if and when approved by the Head of the Department of Art.

ASSESSMENT
To be offered as part of the design of the study.

CERAMICS 481.01
(6-2)

Prerequisite — Ceramics 381.01

Students work in close consultation with advisers in a programme of significant value to the student with self-selection of ideas and procedures of working, showing an emphasis in industrial and studio production.

ASSESSMENT
Exhibition assessed by a panel which may include at least one external examiner.

CERAMICS 481.02
(0-8)

Corequisite — Ceramics 481.01

This is an individual unit of study with no face-to-face lecture commitments. Requirements for this programme of study and its assessment, although similar to, are in addition to any other unit of study taken in this specific subject area. Students selecting this additional specialization unit are responsible to the lecturer in charge of Ceramics 481.01.

ASSESSMENT
Exhibition assessed by a panel which may include at least one external examiner.
DESIGN 406.01

(3-1)

Prerequisite — Design 306.01

This unit involves personal research into new problems and principles to gain an independent knowledge and expanded attitude towards design. Studies include design research — environmental and human factors, general design and applied design. Students determine and propose their own assignments which must be approved by and undertaken in consultation with the lecturer.

ASSESSMENT
Progressive evaluation.

DESIGN 406.02

(3-1)

Corequisite — Design 406.01

This unit involves personal research into new problems and principles to gain an independent knowledge of design and enrich special studies including design research in systems theory, general and applied design. Students determine and propose their own assignments which must be approved by and undertaken in consultation with the lecturer.

ASSESSMENT
Progressive evaluation.

DRAWING 404.01

(3-1)

Prerequisite — Drawing 304.01

This unit provides emphasis on personal and individual expression. An open and speculative attitude is encouraged and the student's personal critical sense developed, within a contemporary context, to enrich special studies.

ASSESSMENT
Progressive evaluation.

DRAWING 404.02

(3-1)

Corequisite — Drawing 404.01

This unit provides emphasis on personal and individual expression. An open and speculative attitude is encouraged and the student's personal critical sense developed, within a contemporary context, to enrich special studies. Various aspects of man's environment form the basis of research.

ASSESSMENT
Progressive evaluation.

FILM MEDIA 472.01

(6-2)

Prerequisite — Film Media 372.01

This unit communicates visual codes which show technical expertise in a context of advanced conceptual development including texture, form and composition, structure, module, tension and movement.

ASSESSMENT
Exhibition assessed by a panel which may include at least one external examiner.

FILM MEDIA 472.02

(0-8)

Corequisite — Film Media 472.01

This is an individual unit of study with no face-to-face lecture commitments. Requirements for this programme of study and its assessment, although similar to, are in addition to any other unit of study taken in this specific subject area. Students selecting this additional specialization unit are responsible to the lecturer in charge of Film Media 472.01.

ASSESSMENT
Exhibition assessed by a panel which may include at least one external examiner.
GLASS 482.01  
(6-2)  
*Prerequisite* — Glass 382.01  

Students work in close consultation with lecturer in a programme of significant value to the student with self-selection of ideas and procedures of working, showing an emphasis in industrial production and studio production.  

**ASSESSMENT**  
Exhibition assessed by a panel which may include at least one external examiner.

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GLASS 482.02  
(0-8)  
*Corequisite* — Glass 482.01  

This is an individual unit of study with no face-to-face lecture commitments. Requirements for this programme of study and its assessment, although similar to, *are in addition to* any other unit of study taken in this specific subject area. Students selecting this additional specialization unit are responsible to the lecturer in charge of Glass 482.01.  

**ASSESSMENT**  
Exhibition assessed by a panel which may include at least one external examiner.

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GRAPHIC COMMUNICATION 473.01  
(6-2)  
*Prerequisite* — Graphic Communication 373.01  

This unit extends the creative potential of applied graphics with the student selecting subject matter and processes of working.  

**ASSESSMENT**  
Exhibition assessed by a panel which may include at least one external examiner.

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GRAPHIC COMMUNICATION 473.02  
(0-8)  
*Corequisite* — Graphic Communication 473.01  

This is an individual unit of study with no face-to-face lecture commitments. Requirements for this programme of study and its assessment, although similar to, *are in addition to* any other unit of study taken in this specific subject area. Students selecting this additional specialization unit are responsible to the lecturer in charge of Graphic Communication 473.01.  

**ASSESSMENT**  
Exhibition assessed by a panel which may include at least one external examiner.

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HISTORY OF ART 491.01  
(6-2)  
*Prerequisite* — History of Art 391.01  

This unit emphasises research in selected areas and utilisation and evaluation of appropriate source material, stressing analysis rather than description. Topics are chosen in consultation with lecturer but include both a specialized study of a chosen period of art history and a specialized study of a chosen individual artist.  

**ASSESSMENT**  
By presentation of formal papers of no less than ten thousand (10,000) words, supplemented where appropriate with audio-visual material.

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HISTORY OF ART 491.02  
(0-8)  
*Corequisite* — History of Art 491.01  

This is an individual unit of study with no face-to-face lecture commitments. Requirements for this programme of study and its assessment, although similar to, *are in addition to* any other unit of study taken in this specific subject area. Students selecting this additional specialization unit are responsible to the lecturer in charge of History of Art 491.01.  

**ASSESSMENT**  
By presentation of formal papers of no less than ten thousand (10,000) words, supplemented where appropriate with audio-visual material.
LIBERAL STUDIES 401

(3-1)

Strand A — Philosophy and Sociology of Art 401.01

This strand traces the origins of twentieth-century thought through both the Eastern and Western philosophic traditions and develops personal aesthetic concepts within a contemporary framework.

ASSESSMENT
Progressive evaluation including essays, tutorial papers and group participation.

Strand B — Research Study 401.02

This strand is designed to develop critical capacities in relation to the student's own work and concepts, thereby supplementing studio, workshop and scholarly experiences. Students undertake the following in accordance with their specialist preparation studies:

Studio-Workshop Paper: A paper analysing the form and content of the student's own work, stating reasons for the approach(es) chosen and providing ideas held for future development(s).

Research Supervision: No ongoing research supervision is provided formally, but supervisors are available for consultation.

Research Requirement: Two copies of the research studies are to be submitted as an academic paper and should exceed four thousand (4,000) words.

Submission: Research papers must be submitted to the department's clerical staff by the end of the first week in June — receipt slips will be given.

Extensions: Extensions are granted where the supervisors consider these to be justified. Applications for extension must be made in writing at least two (2) weeks before the due date for the submission. Where granted, no extension will exceed four (4) weeks.

ASSESSMENT
Final evaluation which may include external examiners.

Strand C — Liberal Study Option 401.03

Students choose from a variety of subjects outside the field of art, which are intended to complement their art studies.

ASSESSMENT
Progressive evaluation that may include final examination.

PAINTING 451.01

(6-2)

Prerequisite — Painting 351.01

An in-depth study which shows evidence of advanced conceptual development is encouraged by this unit. Problems, themes and processes of working are selected by the student. Accommodation is made for individual preferences.

ASSESSMENT
Exhibition assessed by a panel which may include at least one external examiner.

PAINTING 451.02 (0-8)
PAINTING 451.03 (0-8)
PAINTING 451.04 (0-8)

Corequisite — Painting 451.01

These are individual units of study with no face-to-face lecture commitments. Requirements for these programmes of study and their assessment, although similar to, are in addition to any other unit of study taken in this specific subject area. Students selecting this additional specialization unit are responsible to the lecturer in charge of Painting 451.01.

ASSESSMENT
Exhibition assessed by a panel which may include at least one external examiner.

PHOTOGRAPHY 474.01

(6-2)

Prerequisite — Photography 374.01

In this unit the student works in close consultation with the lecturer in a programme of significant value to the student with self-selection of ideas and processes of working; the students structure and complete their own programme in consultation with lecturers. Emphasis is placed on creativity of photography relating to professional photography in industrial, commercial, studio, press and photo-journalism areas.

ASSESSMENT
Exhibition assessed by a panel which may include at least one external examiner.
PHOTOGRAPHY 474.02

(0-8)

Corequisite — Photography 474.01

This is an individual unit of study with no face-to-face lecture commitments. Requirements for this programme of study and its assessment, although similar to, are in addition to any other unit of study taken in this specific subject area. Students selecting this additional specialization unit are responsible to the lecturer in charge of Photography 474.01.

ASSESSMENT
Exhibition assessed by a panel which may include at least one external examiner.

PRINTMAKING 470.01 (FABRIC)

(6-2)

Prerequisite — Printmaking 370.01

This unit will extend the disciplines and processes related to printing, dyeing, and the structuring of fibre and fabrics while exploring innovative possibilities.

ASSESSMENT
Exhibition assessed by a panel which may include at least one external examiner.

PRINTMAKING 470.02 (0-8)
PRINTMAKING 470.03 (0-8)
PRINTMAKING 470.04 (0-8)

Corequisite — Printmaking 470.01

These are individual units of study with no face-to-face lecture commitments. Requirements for these programmes of study and their assessment, although similar to, are in addition to any other unit of study taken in this specific subject area. Students selecting this additional specialization unit are responsible to the lecturer in charge of Printmaking 470.01.

ASSESSMENT
Exhibition assessed by a panel which may include at least one external examiner.

PRINTMAKING 471.01 (PAPER)

(6-2)

Prerequisite — Printmaking 371.01

Controlled use of techniques and materials is required in this unit to show an advanced level of conceptual development in serigraphy, intaglio, relief and other forms. Students select one or more topics.

ASSESSMENT
Exhibition assessed by a panel which may include at least one external examiner.

PRINTMAKING 471.02 (0-8)
PRINTMAKING 471.03 (0-8)
PRINTMAKING 471.04 (0-8)

Corequisite — Printmaking 471.01

These are individual units of study with no face-to-face lecture commitments. Requirements for these programmes of study and their assessment, although similar to, are in addition to any other unit of study taken in this specific subject area. Students selecting this additional specialization unit are responsible to the lecturer in charge of Printmaking 471.01.

ASSESSMENT
Exhibition assessed by a panel which may include at least one external examiner.

SCULPTURE 461.01

(6-2)

Prerequisite — Sculpture 361.01

Students work in close consultation with the adviser in a programme of significant value to the student selecting ideas and processes of working.

ASSESSMENT
Exhibition assessed by a panel which may include at least one external examiner.
SCULPTURE 461.02 (0-8)
SCULPTURE 461.03 (0-8)
SCULPTURE 461.04 (0-8)

Corequisite — Sculpture 461.01

These are individual units of study with no face-to-face lecture commitments. Requirements for these programmes of study and their assessment, although similar to, are in addition to any other unit of study taken in this specific subject area. Students selecting this additional specialization unit are responsible to the lecturer in charge of Sculpture 461.01.

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. Students undertake one year of full time study followed by two years of part time study during which they must be employed as trainee radiographers. The prescription for the course includes studies in: Physics, Anatomy and Physiology, Hospital Practice, Radiographic Equipment and Techniques, Interpersonal Relationships, Pathology, Complementary Techniques and Radiographic Appreciation. Students will undertake certain aspects of the practical training at Royal Newcastle Hospital.

ASSOCIATE DIPLOMA IN SOCIAL WELFARE

The Associate Diploma Course in Social Welfare is a two year full time (longer part time) experience based programme of vocational training and education. Principles operating within the course provide for the integration of practical skills with theoretical knowledge. A core education covering the dimensions of Social Welfare, i.e. Community Work, Interpersonal Relations, Sociology, Psychology and Welfare Rights provide a background to an area of Social Welfare Specialization which may be chosen from Counselling, Family or Medical Welfare. Subject to the approval of the New South Wales Higher Education Board, the course will be offered in 1978. Interested students should contact the Department of Social Welfare, or the Secretary, Newcastle College of Advanced Education, for details of the course.
CONVERSION COURSES BY EXTERNAL STUDIES

1. CONVERSION COURSES
The Department of External Studies offers a two-year part-time conversion course leading to the award of the Diploma in Teaching (Primary Education) or certain fields of the Diploma in Teaching (Secondary Education) to teachers with two-year trained status.

Admission
Applicants shall have completed a two-year full-time programme at Newcastle College of Advanced Education (or the former Newcastle Teachers' College) leading to two-year trained status with the N.S.W. Department of Education.
APPLICATIONS SHOULD BE LODGED BY 1st DECEMBER IN THE YEAR PRIOR TO THAT IN WHICH ENTRY IS SOUGHT.

2. COMPLETION OF DIPLOMA REQUIREMENTS
Provision has been made for students who have completed the major portion of the Diploma in Teaching to undertake individual subjects in order to satisfy requirements for the award.

Admission

All students enrolled in external studies are exempted from payment of the Students Association fee of $50.00 and the Library deposit charge of $10.00.

ENQUIRIES
All enquiries regarding external studies should be directed to:
The Director of External Studies,
Newcastle College of Advanced Education,
P.O. Box 84,
WARATAH, N.S.W. 2298

EDUCATION SUBJECTS

EDUCATION I
Three hours per week for one year

BASIC ISSUES IN EDUCATION — (3 h.p.w. for 1 Semester)
This course examines some basic assumptions underlying current education and explores the complexity of educational endeavour. Topics include: the need for schools, the extent of education, economic and political factors involved in education, some brief comparisons with other educational systems, the accountable teacher and the future of education. It is anticipated that the study of these topics will lead students to a better understanding of the nature of education and educational systems.
Topics treated in lectures will be explored in detail in tutorial and seminar/workshop sessions.

Candidates for the Diploma in Teaching (Primary Education) undertake the following option.

CHILD DEVELOPMENT — (3 h.p.w. for 1 Semester)
This course is directed towards students intending to teach in the early childhood or primary fields. Developmental characteristics of children are studied, with an emphasis given to appropriate methods of child study. Students consider factors which help to shape development, including genetic, environmental, and cultural influences. Areas receiving special consideration are those of social development and cognitive development, with topics which include friendship patterns, play, moral concepts and origins of individual differences in conceptual thinking. The self concept is also studied, consideration being given to the relationship of the self to group identity, competition, co-operation and value development.

TEXTBOOK

Candidates for the Diploma in Teaching (Secondary Education) undertake the following option.

CHILD DEVELOPMENT (adolescence) — (3 h.p.w. for 1 Semester)
This course is directed towards students intending to teach in the secondary field and is designed to provide an understanding of the biological social and emotional factors occurring during
adolescence, and the way they relate to each other. Five major areas are considered: physical, social, emotional, cognitive and attitude development. Among the topics studied are patterns of growth during adolescence, relationships with peers and family, fears and anxiety, and development of specific values in areas such as sex and religion.

TEXTBOOK

EDUCATION II
Three hours per week for one year

Part A
THE TEACHING LEARNING PROCESS (MIDDLE CHILDHOOD/ADOLESCENCE)
CANDIDATES FOR THE DIPLOMA IN TEACHING (PRIMARY EDUCATION) SHOULD UNDERTAKE THE “MIDDLE CHILDHOOD” OPTION. CANDIDATES FOR THE DIPLOMA IN TEACHING (SECONDARY EDUCATION) SHOULD UNDERTAKE THE “ADOLESCENCE” OPTION.

(i) The Teaching Learning Process (Middle Childhood)
This course aims to produce sound knowledge of the psychological and educational aspects of classroom learning for children in their middle years of schooling; so that the student will be able to apply such knowledge and understanding to the practical design of instructional activities.
Areas to be treated include the nature of human learning the essentials of the teaching learning process (motivation, individual differences, learning styles, reinforcement, evaluation) some models of learning (Bruner, Taber, Skinner) and an investigation of the variables which influence teacher effectiveness in the classroom.

(ii) The Teaching Learning Process (Adolescence)
The nature of adolescence and the psychological and educational aspects of classroom learning are examined. Essentials of the teaching learning process, and a variety of learning models are treated in conjunction with variables which influence teaching effectiveness in the secondary classroom.
Particular implications for teaching and learning derive from adolescent development. Among those covered are: the influence of the peer group, community norms and media; presentation of material; adolescent cognition; adolescent aspirations and the school curriculum.

Part B
PROCEDURES IN CURRICULUM DEVELOPMENT
Recognising the increased emphasis on teacher involvement in curriculum design and implementation, the module aims to enable students to examine the principles and procedures involved in curriculum construction and to provide experience in developing a curriculum plan. At the conclusion of the module, students should have a basic understanding of the factors to be considered in curriculum design. It is possible for students to direct their assignments towards Early Childhood, Middle Childhood or Adolescence.
This course is an alternative to Issues and Patterns in Curriculum Development.

TEXTBOOKS
Directorate of Studies N.S.W. Department of Education

EDUCATION III
Four hours per week
Education III consists of two strands. Strand A — Sociology of Education is compulsory. In Strand B the student selects one from a number of strands available.

Strand A — Sociology of Education
This subject is oriented to provide the teacher with a knowledge of children as group members as well as individuals and the school as a social system in our society.
The wide range of topics introduced includes, the functions of education in society, social status and role, the agencies of socialization, the dynamics of social and cultural change, group processes in the classroom, the school organization and teacher-pupil relationships, institutional and subinstitutional structures and many more designed to acquaint the teacher with the social forces and pressures which infringe on teachers and pupils in and out of the classroom.

ASSESSMENT
Progressive evaluation including term tests, written assignments and seminar papers.

TEXTBOOKS
Strand B — Students must select one of the available strands from the following:

1. Personality and Mental Health
   This strand is an overview of basic theories, strategies issues and conclusions in the psychological study of personality. Major topics of study will be theoretical considerations of personality, assessment of personality, mental health and society.
   
   **ASSESSMENT**
   Progressive evaluation by assignment and semester tests.
   
   **TEXTBOOK**

2. Measurement and Evaluation in the Classroom
   This strand gives the student an insight into the methods and problems associated with educational measurement and evaluation. Where necessary basic statistical methods are introduced and the student is expected to demonstrate proficiency in computing these statistics. The major areas considered in this study include evaluation and the teaching process; planning classroom evaluations, the characteristics of a good measuring instrument, teacher-made tests, judging procedures and products, statistical analysis of data, diagnosis and remediation of problems, the role of standardised tests in the classroom and the nature, function, interpretation and reporting of school marks.
   
   **TEXTBOOKS**
   
   OR
   
   OR

3. Technology of Education
   This strand deals with the relationships of the Technology of Education to the process of education. Opportunities are created for participants to develop production skills in the making of software. There is an introduction to concepts of educational technology and its development, theories of organization and their application to what we know about human learning, relationship of educational technology to the process of education and the roles of the teacher, pupils and administrator, the future in Technology of Education, the production of educational software, using the hardware —

problems of management in traditional school buildings and organizational systems.

**ASSESSMENT**
Based on two assignments and coursework as required.

**TEXTBOOK**

4. The History of Education in New South Wales
   The History of Education in New South Wales is a course which is designed to help the trainee teacher to understand present practices and procedures in the State's Classrooms. The course traces the development of State and Denominational Systems from the beginning of the Colony to the present day. During the course each student will undertake original research in his or her chosen field of interest.

**ASSESSMENT**
Students are assessed on their personal contributions during seminars; their research project; and on a final class examination.

**TEXTBOOK**

5. Exceptional Child
   This option is offered by the Department of Special Education and is presented as two semester modules.

**Semester I**

**INTRODUCTION TO EXCEPTIONAL CHILDREN**
Students will be introduced to the range of developmental disabilities in children, (e.g. mental retardation, learning disabilities, emotionally disturbed, sensory and neurological handicaps, communication disorders, autism, physical handicaps, giftedness, etc.). Emphasis will be given to those developmental disabilities commonly encountered in normal classrooms, and recent trends in the field of special education. The module is intended for students wishing to begin a major or minor in special education as part of their diploma programme, OR for students seeking a brief overview of exceptionality.

**TEXTBOOKS**

OR

**Semester II**

**ISSUES IN SPECIAL EDUCATION**
Critical, topical and controversial issues in special education will be examined. These will include criteria for classifying and labelling
children; diagnostic procedures; early intervention; genetic counseling; IQ and psychological testing; placement in special classes; role of the resource teacher; drugs and special education; the law and the handicapped; parent training; mainstreaming; ethical issues such as abortion; amniocentesis, etc. Emphasis will be on regular teachers and paramedical personnel understanding the complex educational, medical and social issues surrounding the education of exceptional children and their parents.

6. Teaching Problems: Possible Solutions to Simulated Situations
This strand orients the prospective teacher to the realities of the school situation, then builds upon this to provide a simulated school in which a series of critical incidents demand an appropriate response. These responses provide bases for group discussion of alternatives.

Situations examined include orientation to the functioning school, critical incidents and responses in the teacher’s relationship to pupils, other teachers, administration and the community.

ASSESSMENT
Progressive evaluation including major assignment, seminar presentations, field reports and term exercises.

TEXTBOOK

7. Educational Administration
(Available to External Studies students only)
This strand orients the student in the field of Educational Administration, taking him into readings in group dynamics, educational leadership, social psychology, organizational theory and practice, innovation and change. Then, by means of simulation exercises, the student suggests solutions to typical problem situations.

The emphasis is on the use of theory as a guide to new knowledge, as a guide to research and as a guide to action. The cases deal with problems involving relationships with staff, pupils, educational authority, parents and the community.

TEXTBOOKS

8. Educational Research
This strand provides a basic grounding in research methodology. With this background and the knowledge obtained from other studies in the training programme there is development of a more critical approach to research studies and an ability to carry out simple research projects alone.
GENERAL STUDIES

ENGLISH GS
This subject unit of General English studies for secondary students not specializing in English confronts them with traditional and contemporary values and issues in Australian society as reflected in various literary forms, film and the media. The unit covers a number of aspects of the Australian experience, with emphasis on the present and integrates historical and thematic approaches.

ENGLISH/HISTORY GS (INTEGRATED)
Three hours per week
This study will be presented as two semester modules in 1978.

1. ENGLISH/HISTORY IA (INTEGRATED): AUSTRALIAN COLONIAL LIFE
This integrated study surveys Australian colonial life by historical appraisal and reviews of the literature emanating from and reflecting the social environment. Other disciplines such as music and art are also drawn upon to further illustrate the life-styles of Australia's pioneer society. Broad areas of the colonial environment such as the colonial frontier, crime and punishment, and an emerging free society, are introduced by lectures in History and Literature. Depth studies within the fields focus on specific aspects of these areas. A number of practical supplementary sessions add realism to the study. The emphasis throughout is on the multi-disciplinary approach to examining Australian society in the nineteenth century and on student participation in seminars and other activities.

2. ENGLISH/HISTORY IB (INTEGRATED): AUSTRALIA AND AUSTRALIANS
This study focuses on the social structures and life-styles of Australia since the late nineteenth century. It is based on a multi-disciplinary approach involving historical appraisal and reviews of illustrative literature, supported by other disciplines such as music and art. The team-teaching structure incorporates introductory sessions by subject-specialists in History and Literature, followed by student-led seminars and supplementary sessions involving other subject-specialists and field-studies. Segments of our recent past considered in surveys and depth studies include the following: Nationalism and Young Australia, Australia Grows Up, and Australia in the World.

SCIENCE GS
Three hours per week
This unit throws the spotlight on the interaction between Western society and those issues which have a strong scientific component. Thus controversial issues such as the uranium debate, genetic engineering and man-made carcinogenic substances in the environment, will provide obvious themes for analysis. Important components of the course will include: the nature of science, the history of science and technology, disillusionment with science, the nature of research, the "scientific" attitude, the future of science, the apparent conflict between science and religion. Other topics will comprise: Conservation of renewable resources, science policies and governments, freedom or restriction upon the work of scientists, communication in science, science technology and sociology.

TEXTBOOK

SOCIAL SCIENCE GS
Contemporary Australian Society
Three hours per week
This unit is designed to focus attention on characteristics, issues and institutions of Australian society. To encourage research and enlightened debate, in the first semester a broad survey is made of economic, geographical, historical and sociological areas. In the second semester there are a number of elective aspects of contemporary society available in which students can specialize. A feature of the unit is the team-teaching approach to allow subject specialists to make specific contributions.

ASSESSMENT
Progressive evaluation based on assignments and semester tests.

TEXTBOOK
ELECTIVES

LEVEL I ELECTIVES

Elective | Prerequisite | Hours per week
--- | --- | ---
Art IAE | Nil | 3
Two Dimensional Art I |
Three Dimensional Art I |
Ceramics 181 |
Crafts in Education |
Crafts in the Community |
Creative Paper Craft |
Education IBE | Nil | 3
Basic Processes in Human Behaviour |
Understanding Human Behaviour |
English IAE | Nil | 3
Expressive Paper Craft |
French IBE |
Geography IEB |
German IBE |
Handwork in Child Development A |
Handwork in Child Development B |
History IE |
Mathematics IAE |
Personal Development IE | Nil | 3
Personal Development IA |
Personal Development IB |
Physical Education IE |
Printmaking 171 |
Science and Society IE |
Special Education IAE | Nil | 3
Introduction to Special Education |

TWO DIMENSIONAL ART I

Stream I

Objectives

Opportunity to explore the creative use of two-dimensional art materials as an introduction to experiences in the visual arts.

Topics

1. Design
2. Drawing
3. Observation Techniques
4. Painting
5. Photography
6. Graphic Art
7. Art Appreciation

Approach

1. Practical Studies or workshop sessions
2. Demonstrations and/or lectures
3. Lectures, seminars, discussions, films, gallery visits
4. Private study and experimentation

TEXTBOOKS


Stream II

Objectives

To add breadth to the creative use of two-dimensional art materials and to further develop understanding of the processes involved.

Topics

1. Drawing
2. Design
3. Painting
4. Printmaking
5. Photography
6. Art History

Approach

1. Practical Studio and Workshop sessions
2. Lectures and/or demonstrations
3. Lectures, Seminars, Discussions, Films, Visits
4. Private study, experimentation or research

TEXTBOOKS

Stream III
Objectives
A unit designed to meet the needs of Industrial Arts students in discovering their own creative talents in Art and to promote involvement and understanding of the creative process.

Topics
1. Design — Basic application to art processes and the man-made environment.
3. Painting — an introductory study.
4. Overview of Twentieth Century Art.

Approach
Studio activities, lectures, discussions and films.

TEXTBOOKS
Barrio, R.
Bestin, M.E.
Burnett, Calvin
Scott, R.G.


THREE DIMENSIONAL ART I
Stream I
Objectives
To explore the creative use of three dimensional materials and techniques as an introduction to broad experiences in the visual arts.

Topics
• Space, Form and Time concepts.
• Motivation and sources of ideas.
• Basic three dimensional construction techniques.
• Material properties.
• Use and care of equipment.
• Historical study in three dimensional products.

Approach
Lectures, discussions and workshop activities.

CERAMICS 181

This module is designed to develop the basic qualities of the media and equipment, basic concepts of glazing and firing and concepts of form.

ASSESSMENT
(a) Satisfy the requirements of the specific module.
(b) Present practical works in progress and relevant research material to review panels.
(c) Submit required works to the lecturer or assessment panels on the completion of the module. In theoretical areas, the term progressive evaluation requires the student to submit written material, tutorial assignments, attend fieldwork, exhibitions and other activities required in the module.
IA202 — CRAFTS IN EDUCATION

The module aims to provide the student with an understanding of the past, present and possible future place and function of craft as part of the curriculum for primary education. Consideration will be given to the types of implementation procedures in craft, skills and knowledge related to past and present craft activities, provisions for individual expression, involvement and exploration; community involvement in school craft, the nature of products developed and the way in which they make provision for differing abilities, interests and maturation levels of children.

IA132 — CRAFTS IN THE COMMUNITY

The specific crafts studied will vary from time to time, but could include, paper crafts, leatherwork, ceramics, printing, weaving etc. Students will become aware of the techniques involved in the mastery of beginning skills in a number of crafts and to appreciate the recreational and educational applications of these crafts within the community. The student will be required to investigate current trends in craft activities and to recognise the social factors which influence these trends.

IA231 — CREATIVE PAPER CRAFT

The subject aims to extend the students understanding of paper as a material suitable for giving rise to a wide variety of experiences in both a two and three dimensional field and to further examine the commercial, recreational and educational applications of techniques in paper. Its objectives are: to develop skill in the application of a number of two and three dimensional techniques in paper; to examine and develop an appreciation of the qualities of paper as a means of three dimensional expression; to investigate a variety of recreational applications in the community of three dimensional paper skills; and to analyse the application of three dimensional paper activities to aspects of the social, physical and intellectual development of children.

EDUCATION IBE

Psychology

This study will be presented as two semester modules in 1978.

1. BASIC PROCESSES IN HUMAN BEHAVIOUR

This module introduces the student to some of the major areas and concepts in psychology. Topics studied include maturation and development, theories of learning, motivation, perception, and experimental design and statistics. (Students who have successfully completed the statistics course in Understanding Human Behaviour do an alternative practical assignment.) In addition to lectures and tutorials, students are involved in practical experimental work.

TEXTBOOKS

2. UNDERSTANDING HUMAN BEHAVIOUR

Students are introduced to major areas and concepts in the study of behaviour. Among the topics studied are group influences, socialization, prejudice, emotional development, personality disorders and psychology in the community. Students who have not completed Basic Processes in Human Behaviour study experimental design and statistics, an alternative practical assignment is set for those who have already completed the statistics unit. In addition to lectures and tutorials, students are involved in field studies and observations.

TEXTBOOKS

ENGLISH IAE

Literature

By selection from various works this unit examines various themes such as twentieth century violence, censorship, the plight of the individual, women in fiction — the role of the female in fiction — an historical overview to provide a background to the modern emancipated heroine. Additional themes will be decided on by the lecturer and students after discussion and inquiry. This unit provides opportunities for the writing of stories and poems, as an optional element; abundant informal discussion with fellow students in small groups and panels. Contemporary poetry may be read in association with the above type of reading, but in general the unit provides a broad experience of fiction around the world.

ASSESSMENT
Progressive evaluation which may include an examination.
IA131 — EXPRESSIVE PAPER CRAFT

The subject intends to provide an opportunity for students to establish an understanding of the variety of commercial, recreational and educational applications of two dimensional techniques in paper with these objectives in view:

to explore and analyse a variety of two dimensional techniques in paper;
to identify applications of paper skills to advertising and display techniques;
to investigate a variety of recreational applications of paper skills in the community and to analyse the application of two dimensional paper craft activities to aspects of the social, physical and intellectual development of children.

Practical application will aim at developing skills and techniques using a variety of papers and relating these to specific purposes such as pattern cutting, festive decorations and window displays.

FRENCH IBE

Beginning French

This subject involves a communications approach to learning the French language, designed to promote competence in the basic skills of listening, reading and dialogue participation within modern French situational contexts. Relevant aspects of French society, particularly socio-linguistic factors, are treated.

ASSESSMENT
Assessment is progressive, based on regular performance in oral and reading comprehension exercises.

TEXTBOOKS
B.B.C. Language Courses
Anon

GEORaphY IE

Australia in Transition

A study of changing Australia involving two themes:

(1) Growing Urban Complexity. Australian population distribution in relation to physical features, historical factors, climate, soils, vegetation and mineral resources.

Urban growth, structure and planning. The complex influence of urban man on natural systems.

(2) Resource Utilisation and the Environment. Impact of current resource utilisation on existing settlement patterns, industrial integration, urban/rural population balance and transport systems.

In both parts of this subject attention will be given to appropriate geographic skills and methods of inquiry.

ASSESSMENT
Progressive evaluation and final examination.

GERMAN IBE

Beginning German

The aim of this study is to give a grounding in the German language and some cultural background.

ASSESSMENT
Assessment is progressive, based on regular short written exercises and taped oral/aural exercises, with one short reading and comprehension test.

TEXTBOOK

IA101 — HANDWORK IN CHILD DEVELOPMENT A

The module aims to identify the range of skills, processes and techniques which contribute to the collective term Handwork, and to establish an understanding of the significance of these skills in the development of young children.

Initially students will be involved in the development of a working knowledge of the nature and role of manipulative Handwork Skills as a means of fostering the development of both large and fine muscle co-ordination in young children.

IA201 — HANDWORK IN CHILD DEVELOPMENT B

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

Discussion related to the planning and implementation of procedures which will lead children to an identification and understanding of colour, shape, line and texture in everyday experiences will form the foundation upon which will be structured other approaches for the development of cognitive growth through the child's participation in practical experiences designed to generate interest and understanding in all areas of curriculum content.
HISTORY IE

Basic Themes in History

This unit treats the four important and continuing themes of migration: reasons for migration, both international and intranational including cultural adaptation of people affected by migration from ancient to modern times; power: seen as the exercise of authority in society and how it has shifted throughout history; use of physical resources: places emphasis on the development of technology and its impact on man in his environment; and ideas: showing how throughout history religious, philosophical, economic and political ideas have helped fashion human society, including the ideas of some significant thinkers.

ASSESSMENT
Progressive evaluation including essays, class exercises, tests and semester examinations.

MATHEMATICS IAE

This unit relates to, but is not necessarily confined to, the following topics — sets; mappings, relations and functions; functions of the real variable; continuity; techniques of differentiation and integration with their common applications; Taylor's Theorem and Fourier Series; vectors and vector calculus; complex numbers; matrices and determinants; mathematical structures with reference to complex numbers, vectors and determinants; programmable calculator; and introductory computer studies.

ASSESSMENT
Progressive evaluation including assignments, class tests and final examination.

TEXTBOOKS

PERSONAL DEVELOPMENT IE

This study will be presented as two semester modules in 1978.

1. PERSONAL DEVELOPMENT IA
The objective of this course is to develop the student's knowledge and understanding of the structure and function of the human body and the acquisition and maintenance of good nutrition.

2. PERSONAL DEVELOPMENT IB
This course offers theoretical consideration of biophysical and psychosocial sexual development; personal physical fitness; caring for classroom emergencies; and the drug scene in Australian society.

PHYSICAL EDUCATION IE

Students will be required to cover the theoretical foundations of physical education for one hour per week and a selection from the physical education activity modules for a further two hours. Details of the modules will be made available by the Physical Education Department on application.

PRINTMAKING 171

An exploration of the basic possibilities of all the various techniques related to printmaking, including; Relief printing, Intaglio, Planographic, Stencil, Studio preparation of work, Paper and print surface preparation, Printing procedures, and Presentation of work.

ASSESSMENT
(a) Satisfy the requirements of the specific module.
(b) Present practical works in progress and relevant research material to review panels.
(c) Submit required works to the lecturer or assessment panels on the completion of the module. In theoretical areas, the term progressive evaluation requires the student to submit written material, tutorial assignments, attend fieldwork, exhibitions and other activities required in the module.

SCIENCE AND SOCIETY IE

This subject develops an understanding of the relationship between science and society.
The nature of science, science and technology, natural sciences and social sciences. An outline is given of the history of science and technology in society and an examination is made of some case histories, e.g., metallurgy and society, electrical science and society, nuclear science and society. Science and its relationship to some components of society such as industry, religion, education, art, government is examined. Science in different societies, e.g. capitalistic, communistic, developing countries, Australian society is considered. Science and the future, the revolt against science, science and the doomsday prophecy are also analysed.

ASSESSMENT
Progressive evaluation including assignments, seminar materials and final examination.

SPECIAL EDUCATION IAE

This study will be presented as one semester module in 1978.

SPECIAL EDUCATION IAE

This study will be introduced to the range of developmental disabilities in children, (e.g. mental retardation, learning disabilities, emotionally disturbed, sensory and neurological handicaps,
communication disorders, autism, physical handicaps, giftedness, etc.). Emphasis will be given to those developmental disabilities commonly encountered in normal classrooms, and recent trends in the field of special education. The module is intended for students wishing to begin a major or minor in special education as part of their diploma programme, OR for students seeking a brief overview of exceptionality.

TEXTBOOKS
Jones, R.L. and
Macmillan, D.L. (eds.)
O'Connor, P.D. and
Wyne, M.


LEVEL II ELECTIVES

<table>
<thead>
<tr>
<th>Elective</th>
<th>Prerequisite</th>
<th>Hours per week</th>
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<tbody>
<tr>
<td>Art IIE</td>
<td>Art IE</td>
<td>3</td>
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<tr>
<td>Two Dimensional Art II</td>
<td>Ceramics 181</td>
<td>3</td>
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<tr>
<td>Three Dimensional Art II</td>
<td>Craft IIE</td>
<td>3</td>
</tr>
<tr>
<td>Ceramics 281</td>
<td>Education IIAE or IBE</td>
<td>3</td>
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<tr>
<td>Craft IIE</td>
<td>Pass in any first year</td>
<td>3</td>
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<tr>
<td>Education IIBE</td>
<td>English</td>
<td>3</td>
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<tr>
<td>English IIBE</td>
<td>English IBE</td>
<td>3</td>
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<tr>
<td>French IIE</td>
<td>French IBE</td>
<td>3</td>
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<tr>
<td>Geography IIE</td>
<td>Geography IIE</td>
<td>3</td>
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<tr>
<td>German IIE</td>
<td>German IBE</td>
<td>3</td>
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<tr>
<td>Mathematics IIAE</td>
<td>Mathematics IAE</td>
<td>3</td>
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<tr>
<td>Music IIAE</td>
<td>Music IIAE</td>
<td>3</td>
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<tr>
<td>Music IIBE</td>
<td>Pass in Curriculum Music I</td>
<td>3</td>
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<tr>
<td>Painting 251</td>
<td>Painting 151</td>
<td>3</td>
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<tr>
<td>Personal Development IIE</td>
<td>Personal Development IIA</td>
<td>3</td>
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<tr>
<td>Personal Development IIB</td>
<td>Personal Development IIB</td>
<td>3</td>
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<tr>
<td>Physical Education IIAE</td>
<td>Physical Education IEF</td>
<td>3</td>
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<tr>
<td>Printmaking 271</td>
<td>Printmaking 171</td>
<td>3</td>
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<tr>
<td>Sculpture 261</td>
<td>Sculpture 161</td>
<td>3</td>
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<tr>
<td>Special Education IIAE</td>
<td>Education I</td>
<td>3</td>
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<tr>
<td>Exceptional Child B:</td>
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<tr>
<td>Affective Disabilities</td>
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<tr>
<td>Behavioural Principles in Classroom Management of Children with Learning Problems</td>
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</tbody>
</table>
TWO DIMENSIONAL ART II

Objectives
To provide opportunity to students to continue developing their skills in working with Two Dimensional concepts and materials.
To explore the developments in Twentieth Century Art.

Topics
Students may seek development in—
- Concepts and techniques involving Design, Painting, Drawing, Graphic Arts, Silk Screen Printing, Photography.
- Materials and their properties related to two dimensional design.
- Twentieth Century Art — a study involving Painting, Decorative Forms in Architecture, Design, Photography and Printmaking.
- Individual based student projects.

Approach
Lectures, discussions and studio activities.

THREE DIMENSIONAL ART II

Objectives
- To further extend the students skill in working with three dimensional concepts and materials.
- To explore the developments in Twentieth Century three dimensional art.

Topics
- Concepts and techniques involving Sculpture, Ceramics, Fibre Arts and Jewellery.
- Material properties and their use in 3D design.
- Twentieth Century historical study involving Sculpture, Ceramics, Fibre Arts and Jewellery.
- Individual based student projects.

Approach
Lectures, discussions and workshop activities.

CERAMICS 281

A studio-workshop experience aimed to develop practical techniques suitable for creative extensions through development of production techniques, ceramic chemistry and geology, and industrial production.

ASSESSMENT
Progressive evaluation which may include a final examination.

CRAFT IIE

This subject provides the student with an opportunity for theoretical and practical exploration in traditional and current methods of graphic communication. A short history of traditional methods of fabric printing is integrated with individual work involving techniques peculiar to tie-dyeing, silk screening and batik.

ASSESSMENT
Progressive evaluation including practical work and assignments.

EDUCATION IIIBE

Psychology
Social Psychology is discussed in topics such as conformity, acquiescence, obedience, dogmatism. Locus of control and its measurement (Rotter). Current social issues, e.g. privacy, feminism and sex differences, equality of individuals, prisons. Schutz analysis of inter-personal relationships and the FIRO scales.
Aspects of psychobiology are discussed such as consciousness and awareness, language and the brain, the EEG, motivational systems, the input to the brain and the output from it, effects of brain damage, laterality, phylogenetic and ontogenetic comparisons of the nervous system, and brain processes in learning.

ASSESSMENT
Progressive evaluation which may include a final examination.

ENGLISH IIABE

Literature
Authorial approaches to basic themes in modern American fiction are studied. Selection is made from the following areas: The American City; Rural and Regional Novels; The American as a Political Animal; Americans Abroad; The Great American War Novel; Anti-Hero Novels; Great American Dream Novels. Among writers likely to be included are Hemingway, Steinbeck, Fitzgerald, James Salinger, Bellow,Mailer, Faulkner, Vonnegut, Heller, Updike and Barth.

ASSESSMENT
Progressive evaluation including assignments and class work.
ENGLISH IIEE
Theatre and Film

Students learn to produce films and videotapes, using Super 8mm, 16mm and CCTV equipment. Aspects to be emphasised include: Techniques — camera operation; VTR and video camera operation; scripting; direction and editing; soundtrack production; Film Language — visual composition and movement; shot and sequence arrangement; use of light and colour; and correlation of visuals and sound.

ASSESSMENT
Progressive evaluation including practical film and television production, and a final examination.

TEXTBOOKS
Bobker, L.R.; Fist, S.; Kuhns, W. and Giardino, T.F.; Stephenson, R. and Debri, J.R.

FRENCH IIEE
French Language and Literature

This study is designed to cater for students of diverse interests, including linguistic, cultural and literary leanings. One lecture per week is devoted to each of the following strands:

Strand A Oral fluency and grammatical review
Strand B Approaches to Modern French Society
Strand C Modern French Literature and Film Art Appreciation

ASSESSMENT
No formal examinations are set. Assessment is based on performance in assignments and on participation in group discussion and in-class exercises.

GEOGRAPHY IIEE: AUSTRALIA AND ASIA

This study reviews Australia as a part of Asia and focuses on contrasts in development in the major Asian countries. Special attention is given to the Indian subcontinent, China and Japan. In addition, annual selection is made of material from other Asian countries in order to emphasise the variety in resource development, cultural patterns, population pressures and relations with Australia that are typical of the area. Flexibility is maintained so that significant developments in Asia may be considered as they arise.

ASSESSMENT
Progressive evaluation and final examination.

GERMAN IIEE
German Language and Literature

This subject is a continuation of German I at a more advanced level. It consists of four strands, of which the first is optional.

1. Contemporary German Film
Modern German films are shown and discussed.

2. Literary Work
Short modern German plays, short stories and novels are read and discussed.

3. Oral Work
Use is made of German magazines, tapes and other materials, with discussion of the contemporary German scene. Taped radio programmes from Germany may also be available.

4. Language
Extensive use is made of the Language laboratory, where students may also work independently.

ASSESSMENT
Work is assessed on completion; there is no final examination.

TEXTBOOKS
Brecht, B.; Durrenmatt, F.; Eisner, O.Z. and Cunliffe, W.O.; McGlashan, L.; and Campbell, I.R.

MATHEMATICS IIEE

Networks — maximum flow, shortest path, minimal spanning trees, activity networks and critical paths.
Programming — programmable calculators, elementary computer programming.
Theory of Numbers — divisibility, primes, congruences.
Algebraic structures.

ASSESSMENT
Progressive evaluation through assignments and class tests.

MUSIC IIEE

Harmony and Creative Writing — Modal melody and harmony. An introduction to chromatic harmony in major and minor keys. Chords of the seventh and their inversions. Modulation to related keys. Secondary dominants; Suspensions. Musical arrangements and simple orchestration in the styles of Baroque and Classical periods. Aural work — recognition of chords, cadences and
modulations. Dictation of more complex melodic and rhythmic passages. Practical work-performance of student compositions; guitar class. Works for recorder and tuned percussion ensemble. The development of music — music in England, France, Germany and Italy in the Baroque and Classical periods. The influence which the more significant aspects of the social structure of each area exerted on composers.

ASSESSMENT
Progressive evaluation of exercises, tests and assignments.

TEXTBOOKS

MUSIC II BE

Particular emphasis in this subject is placed on group composition and group performance. Creative work — experiments in graphic notation; written for rhythmic percussion instruments; simple compositions for tuned percussion; harmony and melody in major keys. Chime bar accompaniments to folk songs. Practical work — guitar class; performance of student compositions. The development of music — music in England, France, Germany and Italy in the Baroque and Classical periods. Investigation of the amount and extent of influence which the more significant aspects of the social structure of each area exerted on composers.

ASSESSMENT
Progressive evaluation of tests, exercises and assignments.

TEXTBOOKS

PAINTING 251

This module is designed to develop skills which establish the capacity to express a specific concept through painting by the development of individual concepts and research of natural and technological sources.

ASSESSMENT
(a) Satisfy the requirements of the specific module.
(b) Present practical works in progress and relevant research material to review panels.
(c) Submit required works to the lecturer or assessment panels on the completion of the module. In theoretical areas, the term progressive evaluation requires the student to submit written material, tutorial assignments, attend fieldwork, exhibitions and other activities required in the module.

PERSONAL DEVELOPMENT II E

This study will be presented as two semester modules in 1978.

1. PERSONAL DEVELOPMENT II A

This course stresses the interactions of a helping relationship to enable students to become more self-aware and sensitive to others; to understand the process of helping others; to develop skills of caring and helping and identifying factors affecting human relationships.

2. PERSONAL DEVELOPMENT II B

This module aims to focus attention upon developing and understanding of the form and function of marriage and the family in contemporary Australian society.

PHYSICAL EDUCATION II AE

Scientific Foundations of Sports Movements

Topics treated include anatomy and physiology, analysis of sports movements in scientific terms of mechanics, kinesiology and physiology of exercise, and ergonomics.

ASSESSMENT
Progressive evaluation of reports and laboratory studies, class assignments and term paper.

PRINTMAKING 271

An intensive study of the processes related to aspects of paper printing technology and the exploration of creative possibilities using one or more of the following traditional techniques: Intaglio, Planographic, Relief printing.

ASSESSMENT
(a) Satisfy the requirements of the specific module.
(b) Present practical works in progress and relevant research material to review panels.
(c) Submit required works to the lecturer or assessment panels on the completion of the module. In theoretical areas, the term progressive evaluation requires the student to submit written material, tutorial assignments, attend fieldwork, exhibitions and other activities required in the module.

SCULPTURE 261

This module is designed to have students gain an understanding of creative possibilities through the study and application of sculptural processes and materials in relation to purposes and intentions.

ASSESSMENT
(a) Satisfy the requirements of the specific module.
(b) Present practical works in progress and relevant research material to review panels.
(c) Submit required works to the lecturer or assessment panels on the completion of the module. In theoretical areas, the term progressive evaluation requires the student to submit written material, tutorial assignments, attend fieldwork, exhibitions and other activities required in the module.
This study will be presented as two semester modules in 1978.

**Semester I**

**EXCEPTIONAL CHILD B: AFFECTIVE DISABILITIES**

This module will contrast several approaches to emotional disturbance in children. Theoretical approaches such as psychodynamic, behavioural, social learning, ecological, and biological-genetic positions will be examined in order to present a case for viewing emotional disturbance as a continuum of affective developmental disabilities.

Drug therapy, behavioural and emotional problems in the home and classroom, intervention strategies and programmes, and parents' needs will be reviewed.

**TEXTBOOK**


**Semester II**

**BEHAVIOURAL PRINCIPLES IN CLASSROOM MANAGEMENT OF CHILDREN WITH LEARNING PROBLEMS**

This module is designed to provide students with precise knowledge of behaviour management principles and practical applications to deal with a variety of behaviour and learning problems in the classroom, preschool, or home setting.

**TEXTBOOKS**

Becker, W.C., Engelmann, S., and Thomas, D. *O'Leary, K.*


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**LEVEL III ELECTIVES**

<table>
<thead>
<tr>
<th>Elective</th>
<th>Prerequisite</th>
<th>Hours per week</th>
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<tbody>
<tr>
<td>Art IIIE</td>
<td>Art IIE</td>
<td>3</td>
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<tr>
<td>Two Dimensional Art III</td>
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<tr>
<td>Three Dimensional Art III</td>
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<td>Craft IIIE</td>
<td>Craft IIE</td>
<td>3</td>
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<tr>
<td>Education and the Disadvantaged</td>
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<tr>
<td>Education IIIBE</td>
<td>Education II</td>
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<tr>
<td>English IIIAE</td>
<td>English IIBE</td>
<td>3</td>
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<tr>
<td>English IIIBE</td>
<td>French IIIIE</td>
<td>3</td>
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<tr>
<td>French IIIE</td>
<td>Geography IIIIE</td>
<td>3</td>
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<tr>
<td>Geography IIIIE</td>
<td>German IIIE</td>
<td>3</td>
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<tr>
<td>German IIIE</td>
<td>Mathematics IIIAE</td>
<td>3</td>
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<tr>
<td>Mathematics IIIAE</td>
<td>Music IIIAE</td>
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<td>Music IIIBE</td>
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<tr>
<td>Physical Education IIIE</td>
<td>Physical Education IIIE or IIBE</td>
<td>3</td>
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<tr>
<td>Science IIIE</td>
<td>Science IIIE</td>
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<tr>
<td>Social Science IIIE</td>
<td>Final Year Students only</td>
<td>3</td>
</tr>
</tbody>
</table>
TWO DIMENSIONAL ART III

Objectives
To provide students with an opportunity to plan an individual programme of experience in Two Dimensional Art on an approved Theme or Concept.

Topics
• Historical study or research related to approved Theme.
• Individual student based projects.

Approach
Discussion, library/gallery/museum research, studio activity.

THREE DIMENSIONAL ART III

Objectives
To enable students to plan and execute an individual programme of Three Dimensional Art activities based on an approved Theme or Concept.

Topics
• Historical study related to selected Theme or Concept.
• Individual based student projects.

Approach
Discussions and workshop activities.

CRAFT IIIE

This subject provides an opportunity for practical application of design in a three-dimensional field such as ceramics, plaster casting and polyester resin casting. Techniques peculiar to each area and individual experimental studies are undertaken.

ASSESSMENT
Progressive evaluation including practical work and assignments.

EDUCATION IIIBE

Psychology

Studies focus on the development, assessment, and the influence of attitudes to significant groups of persons and individuals (including the self). A critical appraisal is made of the contributions of well known theories on classroom management. Emphasis will be placed on student involvement either directly (e.g. by experimental work or classroom observation) or vicariously (e.g. by the use of protocol materials).

ASSESSMENT
The course is assessed by one or more written assignment selected from a list of topics which focus generally on pupil attitudes. Students may also elect other approved areas of study, including empirical investigation, for written assignments. The total expectation is 10,000 words.

TEXTBOOKS
Selections from the following are recommended:

ENGLISH IIIAE

Literature

The subject is concerned with human issues and approaches to fiction that have interested novelists and short story writers in Britain and Australia in the twentieth-century. Writers on whose work the course is based may include: British—D.H. Lawrence, Graham Green, Joyce Cary, Evelyn Waugh, Somerset Maugham, L.P. Hartley, C.P. Snow, Muriel Spark, Alan Sillitoe, Keith Waterhouse, John Fowles, William Golding, Stan Barstow, John Braine, Kingsley Amis, George Orwell, Margaret Drabble, John Wain, H.E. Bates, Bill Naughton; Australian—Vance Palmer, Harry Handel Richardson, Patrick White, Randolph Stow, Xavier Herbert, Kylie Tennant, Thomas Keneally, Katharine Pritchard, George Johnston, Ronald McKie, Brian James, Alan Marshall.

ASSESSMENT
Progressive evaluation which may include a final examination.

RECOMMENDED READING
ENGLISH IIIBE

Theatre and Film

Development of student initiative is given practical encouragement through such activities as scripting for stage, film or television, production, performance or screening of student creations and editing or adaptation of a range of theatrical material.

ASSESSMENT
Progressive evaluation.

FRENCH IIIE

French Language and Literature

The syllabus is the same as for French II, except that in Strand C the following works are treated:


GEOGRAPHY IIIE: AUSTRALIA AND THE WORLD

Using specific examples, themes studied include: impact of man's increasing numbers and developing technology on natural systems — development and the environments; pluralism, nationalism and stability; underdevelopment; resource inter-dependence and economic alliance; independence, inter-dependence and changing political boundaries.

ASSESSMENT
Progressive evaluation and examination.

GERMAN IIIE

German Language and Literature

The syllabus is the same as for German II, with the addition of the study of the following texts:


ASSESSMENT
Work is assessed on completion; there is no final examination.

MATHMATICS IIIAE

Linear Programming — graphical and algebraical.
Methods — The Simplex tableau. Duality.
Solution of matrix games.
Difference sets and Finite Geometrics.
Computer programming and its application to numerical analysis.
Elementary theory of groups.

ASSESSMENT
Progressive evaluation through assignments and class tests.

MUSIC IIIE

Harmony and creative work — Romantic and Impressionistic styles of composition and orchestration. Free counterpoint for two and three voices. Serial, atonal, bitonal, polytonal composition, graphic notation, chance music, experiments in electronic music.
Aural work — Recognition of chords and modulations, writing the higher or lower part of two-part passages, melodic and rhythmic dictation.
Practical work — A continuation of practical work including performance of student compositions, guitar classes, works for recorder and tuned percussion ensemble.
Development of music — The main developments in music in the nineteenth and twentieth centuries in association with related aspects of social and political history. Music in non-European countries.

ASSESSMENT
Progressive evaluation including tests, exercises and assignments.

TEXTBOOKS


MUSIC IIIBE

Harmony and creative work — Emphasis on practical performance and group composition, extension of harmonic and melodic work to include minor harmony and melody, modes, simple modulation to closely related keys and an introduction to chromatic harmony of the Romantic period. Serial, atonal, bitonal and polytonal composition techniques are introduced in simple group creative exercises; experimental work in electronic and chance music and the use of graphic notation; aural exercises closely related to studies in harmony.
Practical work — Performance of student compositions and practical work in guitar.

Development of music — The main developments in the nineteenth and twentieth centuries in association with related aspects of social and political history. Music in non-European countries.

ASSESSMENT
Progressive evaluation including exercises, tests and assignments.

TEXTBOOK

PHYSICAL EDUCATION IIIE

*Motor Learning*

Consideration is given to the role of learning and performance in acquisition of motor skills. Topics include transfer of learning, specificity of motor skill performance and individual differences in learning and performance.

ASSESSMENT
Progressive evaluation including reports, laboratory workbooks and term paper.

SCIENCE IIIE

*Man and his Environment*

This unit analyses contemporary problems. The selection of particular problems will reflect the expressed interests of persons undertaking the subject. Topics include — the agricultural environment — the effect of man’s food production on the biosphere; energy and society — sources of energy — now and future, demand for energy versus pollution; human population explosion — trends in populations according to standards of living, zero population growth; genetics — fundamental genetics, modern knowledge a cure for many evils; planning man’s physical needs — urban planning and planning for leisure.

ASSESSMENT
Progressive evaluation including class exercises and examinations.

SOCIAL SCIENCES IIIE: ABORIGINAL STUDIES

This subject examines traditional and contemporary Aboriginal society. It contains three concurrent strands:

(a) Aboriginal Society (2 h.p.w.) — a study of the economic, social and political organization, religion and law in traditional Aboriginal society and an examination of the changes wrought by the coming of the European settler. The second half of the year is given to an analysis of contemporary Aboriginal society.

(b) Aboriginal Language (1 h.p.w.) — a study of traditional Aboriginal languages, mythology, Aboriginal English and the Aboriginal impact in literature.

(c) Aboriginal Contact (no set hours) — wherever possible, opportunities are provided to bring students into personal contact with Aboriginal guest speakers.

ASSESSMENT
Progressive evaluation including assignments, seminar participation and final examination.