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
Telegraphic code - NEWCAE, Waratah

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 for 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 at 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, Special Education, Ethnic Studies and Technical and Further Education. The fine arts studies are offered in courses leading to the Diploma in Art and music 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 and Secondary), Special Education, Technical and Further Education, and Teacher Librarianship.
In keeping with the College’s policy of achieving planned diversification in new fields other than teacher education, a further new course, the Associate Diploma in Diagnostic Medical Radiography for the training of radiographers, leading to the award of Associate Diploma in Diagnostic Medical Radiography and a second in the field of social welfare work, leading to the award of Associate Diploma in Social Welfare.

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 have also been offered, from the beginning of 1977, on a part-time attendance basis for those students who reside within travelling distance of the College. The external studies options were further extended in 1978. From the beginning of that year, the College offered external studies courses with advanced standing in the Bachelor of Education (Honours) in Health Science/Textiles and Industrial Arts. These courses with advanced standing are offered for teachers who possess a three-year diploma qualification in these disciplines.

The new College complex at Waratah West has been 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 are at present offered in the old premises of the former teachers college at Union Street, Newcastle West, as a temporary arrangement for up to two years, while planning and construction of Stage I of a new Art/Craft Centre on the Waratah West site is completed in 1978 and 1979.

In the total complex there are art studios; craft rooms; science, woodwork, 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 gymnasium, 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, study rooms, offices, borrowing 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 Centre is magnificently designed and equipped for exemplary training, research and clinical activities. It consists of two major intervention classrooms; four smaller observation/clinical rooms; as well as four diagnostic/clinical rooms, a conference room, staff office wing, staff lounge, computer and curriculum resources reference room, director’s suite, audio-visual control room, and extensive direct observation rooms via one-way glass.

The completion and operation of the Special Education Centre consolidates the development of the College’s courses and research in the field of special education. Excellent opportunities are provided for the teaching of special education courses, particularly where clinical conditions are appropriate, and the conducting of courses for the preparation of resource teachers of educationally handicapped children. It is the College’s aim that the Centre should become, in co-operation with other educational institutions, a centre for further development and research in special education and thus provide a valuable service to the community.

In 1978, the College had an effective full-time student enrolment of 2,508 made up of some 2,189 in full-time courses, 369 in part-time courses, with a further 268 students undertaking part-time external study courses; an academic staff establishment of 201 located in 14 departments; and a non-teaching staff establishment of 186. As a result of an intensive review of its academic structure in 1977, the College began to implement a new form of academic organisation in 1978. The revised structure makes provision for the study programmes of the College to be offered through three Schools: the Schools of Welfare and Paramedical Studies; Visual and Performing Arts; and Education which contains two divisions, the Division of Primary and Special Education and the Division of Secondary and Further Education. However, it is likely that further consideration will be given to the future development of the proposed School of Welfare and Paramedical Studies as a result of joint studies being undertaken by a committee of the New South Wales Higher Education Board and the College during 1978.

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 and Schools of Advanced Education Act, 1974. In discharging its powers, the Council consults the College’s 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 academic programmes in specified areas of study. 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 gazetted 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 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 (Tertiary Education Assistance) legislation of the Australian Parliament.

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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

1979

JANUARY

1 Monday Public Holiday—New Year's Day
12 Friday Last day for lodgement of request for review of 1978 Annual and Second Semester Examination results
15 Monday Special Examinations begin
19 Friday Special Examinations end
Last day for lodgement of Re-enrolment forms
29 Monday Public Holiday—Australia Day

FEBRUARY

9 Friday Last day for lodgement of request for review of 1979 Special Examination results
19 Monday Orientation week commences
23 Friday Last day for payment of fees
Newcastle Show Day
26 Monday FIRST SEMESTER begins

FIRST TERM begins

APRIL

13 Friday Public Holiday—Good Friday
16 Monday Public Holiday—Easter Monday
17 Tuesday Last day of Easter Recess
20 Friday Last day for withdrawal without failure from a course or subject in First Semester
25 Wednesday Public Holiday—Anzac Day

MAY

4 Friday Graduation Day

FIRST TERM ends

JUNE

15 Friday FIRST SEMESTER ends
16 Saturday First Semester Examinations begin
18 Monday Public Holiday—Queen's Birthday
23 Saturday First Semester Examinations end
25 Monday Block Practice Teaching begins
JULY

20 Friday Block Practice Teaching ends

23 Monday Orientation and Enrolment week for Second Semester begins

27 Friday Last day for withdrawal without failure from a course or subject for students enrolled in full year courses

30 Monday SECOND SEMESTER begins

AUGUST

17 Friday SECOND TERM ends

20 Monday Second Semester vacation begins

SEPTEMBER

7 Friday Second Semester vacation ends

10 Monday THIRD TERM begins

OCTOBER

1 Monday Public Holiday—Eight Hour Day (to be confirmed)

12 Friday Last day for withdrawal without failure from a course or subject in Second Semester

NOVEMBER

16 Friday SECOND SEMESTER ends

THIRD TERM ends

19 Monday Annual Examinations begin

Second Semester Examinations begin

30 Friday Annual Examinations end

Second Semester Examinations end
PRINCIPAL DATES

1980

JANUARY

11 Friday Last day for lodgement of request for review of 1979 Annual and Second Semester Examination results

14 Monday Special Examinations begin

18 Friday Special Examinations end

FEBRUARY

15 Friday Last day for lodgement of request for review of 1979 Special Examination results

MARCH

3 Monday FIRST SEMESTER begins
FIRST TERM begins

OFFICERS OF THE COLLEGE

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

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

Head of School, Education:
Appointment pending

Head, Division of Primary and Special Education:
Jeffery William BENNETT, BA, MEd(Sydney), MACE

Head, Division of Secondary and Further Education:
Bertram Lucas WOOD, BA, MA(Sydney)

Head of School, Visual and Performing Arts:
William G. GASKINS, MA(Exeter)

Head of School, Paramedical and Community Welfare Studies:
Appointment pending

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, FiEAust, 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, FiEAust, FIMechE(London), MASCE(New York), MSESa(New York), FRSA(London)
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James Redriff FOSTER, BA(New England)
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Rodney John HARDEN, BSc(New South Wales), ASTC, MAIMM
Reverend Lance Andrew JOHNSTON, BA, DipEd(Sydney), BD(Edinburgh)
James Alwyn REEVES, BEc, DipEd(Sydney), DipBusStudies(Newcastle)
Right Reverend Monsignor Paul SIMMS, DCL
Kathleen Prescot STEWART, BA(Queensland)
Terence Kevin TOBIN, MIEAust, MISAust, MAICE
Professor Alan Douglas TWEEDIE, MA(New Zealand)
Clarence Morgan WILLOUGHBY, BEc(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, BEdStudies(Newcastle), MACE
Joan Evelyn POOLE, MA(Sydney)

Member Elected by Members of the Non-academic Staff:
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Brian Alwyne ADAMTHWAITE

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G. J. Gilchrist, ATD, DipSculp(Central School of Art), BA(London)

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

Lecturers
Patricia A. Adams, ASTC DipPaint
Kathleen D. Burston, ASTC DipPaint
F. M. Caltlan, 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, AIIP, ASA
R. J. Ruthven, DipAD(Worcester Coll), BA(Stourbridge Coll of Art and Des), MSIA, Fellow SDSA
C. Sanders, ASTC
B. W. Shepherd
R. Ward, BA(N'cleUponTyne), MFA(Reading)

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Senior Lecturer
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J. N. Berthold, ASTC, DipArt(Ed)
J. Birkett, BA(Exeter), ATC(London)
Sonia G. Celtlan, ASTC, DipESN(Cambridge)
V. R. Cornish, FRMIT, ARMIT, TSTC
D. W. Koks, PTAC, HPTC(Art)(Cape Town)
G. I. Sangster, BA, DipEd(Sydney)
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1976 Edward Albury Crago, BSc(Sydney)
1976 Gordon Charles Elliott, BA, Dip Ed(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)

An Act with respect to the constitution of new colleges of advanced education and the continuation of established colleges of advanced education; to enlarge the powers, authorities, duties and functions of colleges of advanced education; to amend the Higher Education Act, 1969, and certain other Acts; and for purposes connected therewith.

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. Commencement.

(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.

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.

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

(a) constitute a corporation that is a college of advanced education with the corporate 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;
(c) include a condition providing for forfeiture of the lease and re-entry by the lessor if the lease is assigned; and
(d) include such other conditions, and such covenants, as the college approves.

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 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) (e).

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) (ii) 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) (ii) 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 by an order 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 under the by-laws;
(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 upon the recommendation of the Treasurer 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 powers, etc.

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.

Servants of corporate college.

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 subsection 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.
(7) 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.

(8) 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).

(9) 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 servant of the college to which the notification relates—

(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.

(7) 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.

(9) 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.

(10) 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.

(11) Nothing in this section affects the operation of the Industrial Arbitration Act, 1940.
(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 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 corporate 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 1: 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 1: 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 1: The Principal
     - Division 2: The Assistant Principal
     - Division 3: The Secretary
   - CHAPTER IX: STAFF MATTERS
     - Division 1: Appointment, Tenure and Conditions of Service
     - Division 2: The Conduct and Discipline of Officers
   - CHAPTER X: STUDENT CONDUCT AND DISCIPLINE
     - Division 1: 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 initialed 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”)
in the squares opposite the names of the remaining candidates, so as to indicate by numerical sequence the order of his preference for them.

(2) A voter completing a postal vote may enclose the completed ballot-paper in the envelope marked "Ballot-paper" and enclose that envelope and declaration of identity duly completed and signed in the envelope addressed to the Secretary and deliver it to the Secretary by the date and time by which ballot-papers must reach him.

(3) A voter voting at a polling place referred to in clause 23 may deposit the completed ballot-paper in a ballot-box provided for the election by the Secretary.

(4) A voter shall not before or after voting permit a ballot-paper issued to him to be used by any other person.

25. The Secretary may, on written application made to him, and if he is satisfied that a ballot-paper has been lost or destroyed, supply a duplicate ballot-paper to the person to whom the lost or destroyed ballot-paper was delivered or was to have been delivered.

26. Forthwith after the date and time by which ballot-papers must reach the Secretary, the Secretary shall ascertain the result of the ballot in the manner specified in Schedule 1.

27. (1) A ballot-paper shall be rejected as being informal if—

(a) the ballot-paper is not initialed by the Secretary or a presiding officer;

(b) the ballot-paper contains any means by which the voter may be identified;

(c) the ballot-paper is not completed in accordance with the instructions printed on or issued with the ballot-paper;

(d) being a postal vote, it is not enclosed in an envelope marked "Ballot-paper" and that envelope and declaration of identity duly completed and signed are not enclosed in another envelope addressed to the Secretary;

(e) being a vote other than a postal vote, it is not delivered to the Secretary in accordance with the instructions referred to in clause 23.

(2) A ballot-paper shall not be informal for any reason other than a reason specified in subclause (1), and shall be given effect to according to the voter's intention as far as that intention is clear.

(3) The Secretary's decision as to the validity or regularity of any ballot-paper shall be final.

28. After the end of counting the Secretary shall place in one packet all the ballot-papers together with any other papers or documents signed or marked by a voter and a marked copy of the Roll signed by the Secretary and keep the packet safely for 12 months, after which time the Secretary may destroy it.

29. The Secretary shall prepare a statement signed by himself and counter-signed by such of the scrutineers as may wish to do so containing the names of the candidates and the number of the votes received by each candidate and a declaration of the names of the candidates who have been elected and place that statement and declaration in the packet referred to in clause 28.

30. The Secretary shall report the result of the ballot to the Council, advise each candidate of the result and publish, within 14 days after the closing of the ballot, the result on such notice-boards as the Council nominates as official notice-boards on the premises of the College.

31. The Secretary or any scrutineer or other person concerned with the conduct of an election shall not in any way disclose or aid in disclosing in what manner any voter voted.

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;

(ii) the Principal,

for the consideration of any urgent business; or

(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, 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.

(2) Nothing in subclause (1) prevents the initiation of a matter for discussion or the moving of any motion, with the permission of the Council as referred to in clause 34(b), notwithstanding that subclause (1) has no been complied with.

(3) Proceedings of a meeting of the Council shall be deemed to have been validly transacted notwithstanding the accidental failure by the Secretary to comply with subclause (1) in any respect or the non-receipt of a notice or papers and statements referred to in subclause (1) by a member.

36. At any meeting of the Council, the quorum 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.

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 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 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 therein 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.

(2) 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 the
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)(e); 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 dealt with by way of a rehearing.
   (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 on the recommendation of the Academic Board determine the academic year, the commencement and ending of terms or semesters and of lectures for any year for the whole College, for any group of students or for any academic department as it may deem necessary.

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 XV
REGULATION OF TRAFFIC

1. The Council may make rules for regulating, or providing for the regulation of, traffic on any land under its control, and in particular the driving, parking and using of vehicles on any such land, the charges which the Council may impose in respect thereof, the causing or allowing of vehicles to stop or stand thereon, the affixing of stickers on vehicles and the removal of vehicles parked in breach of the rules, and the disciplining, in the manner specified in the rules and by such persons as are therein specified, of any person who commits a breach of those rules and of any person recorded in the College's records as responsible for a vehicle which is involved in a breach of the rules.

2. A breach of a rule made under clause 1 shall not be construed as grounds for an inquiry into the conduct of a member of staff under Division 2 of Chapter IX or as an offence against discipline under clause 1 of Chapter X.

CHAPTER XVI
CONVOCATION, ASSOCIATIONS AND SOCIETIES OF THE COLLEGE

1. The Council may establish a Convocation of the College, the constitution of which shall be as determined by Council.

2. The Council shall determine the categories of persons who shall be entitled to membership of Convocation and the conditions upon which they shall be admitted to such membership.

3. (1) The Council may approve by resolution of such other associations or societies of or within the College as it deems fit and may make such rules as it deems necessary for the conduct and management of such associations or societies.
   (2) No association or society formed pursuant to subclause (1) may use the name of the College without the approval of the Council.

CHAPTER XVII
CONGREGATIONS

1. Congregations of the College for the conferring of awards of the College or other purposes shall be held in such manner as the Council may determine and shall be presided over by the President or in his absence by the Vice President or in the absence of both by a member of Council appointed by the Council.
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 1
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 or a person or persons appointed by him shall count the number of first preference votes given for each candidate.
   (b) The candidate who has received the largest number of first preference votes shall, if that number constitutes an absolute majority of votes, be declared elected.
   (c) If no candidate has received an absolute majority of first preference votes, the Secretary shall make another count.
   (d) On that other count the candidate who has received the fewest first preference votes shall be excluded, and each ballot-paper counted to him shall be counted to the candidate next in order of the voter's preference.

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).

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.

(e) If any candidate then has an absolute majority of votes he shall be declared elected, but if no candidate then has an absolute majority of votes, the process of excluding the candidate who has the fewest votes and counting each of his ballot-papers to the continuing candidate next in the 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).

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.

(e) If any candidate then has an absolute majority of votes he shall be declared elected, but if no candidate then has an absolute majority of votes, the process of excluding the candidate who has the fewest votes and counting each of his ballot-papers to the continuing candidate next in the 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.
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 to and in respect of committees and boards established by the Council 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. 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.

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.

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. 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.

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

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

4. The charge for a review shall be reviewed annually.

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.

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.

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 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 windscreens 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 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.

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

provided that a person who in his written statement requests to be heard in person by the Assistant Principal shall be given an opportunity to be so heard before action is taken under the provisions of this Rule. The range of fines which may be imposed by the Assistant Principal in respect of various categories of breach shall be:

Parking in areas not set aside for parking up to $4
Parking in special service areas, e.g. loading bays, by fire hydrants, etc. up to $10
Failing to display a valid parking permit up to $4
Driving offences — including speeding and dangerous driving up to $25
Failing to stop when signalled to do so by an Attendant (Patrol) up to $25
Refusing to give information to an Attendant (Patrol) up to $25
Failing to obey the directions of an Attendant (Patrol) up to $25

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 purpose 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.

XVIII/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(1) 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.)
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:

- English
- Mathematics
- Science
- Chinese
- French
- German
- Classical Greek
- Hebrew
- Arabic
- Czech
- Lithuanian
- Home Science
- Sheep Husbandry & Wool Technology
- Indonesian
- Italian
- Dutch
- Japanese
- Latin
- Modern Greek
- Russian
- Spanish
- Hungarian
- Ukranian
- Industrial Arts
- Textiles & Design
- Polish

(Course Prerequisites)

TEACHER EDUCATION

1. Diploma in Teaching (Primary and Secondary Education)
2. Bachelor of Education
3. Diploma in Music 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), the Bachelor of Education and the Diploma in Music 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

(iii) 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.

4. 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 fields.

(i) 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, or
(e) have such specialised 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 specialised vocational qualifications forming the basis of application for admission.

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

6. Graduate Diploma in Special Education
A candidate for admission to the Graduate Diploma in Special Education course must
1. have completed either
   (i) a U.G. 1 Degree plus a P. G. 1 Diploma in Teacher Education from an approved institution; or
   (ii) a U. G. 2 Diploma in the field of Teacher Education from an approved institution; or
   (iii) such other studies at approved tertiary institution(s) as the College deems to be equivalent to (i) or (ii) above.
2. have at least three years' teaching experience and proven competence as a teacher. (Information will be sought from two referees knowledgeable of the person's teaching situation and ability.)

Note: Candidates who have more than five years' teaching experience and/or are currently serving as resource teachers may be given priority for entry.

7. Graduate Diploma in Education (Primary and Secondary Education)
Candidates must be graduates of a recognised university or hold qualifications deemed equivalent. Diplomates of a recognised tertiary institution who hold a three year diploma in a field other than teacher education may be deemed eligible for consideration for admission. Applicants who have completed the equivalent of 8/9ths of a degree or diploma may be considered for admission. Candidates admitted under this regulation are required to complete degree/diploma requirements concurrently with their candidature for the Graduate Diploma in Education.

8. Graduate 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 fulfill the requirements of the degree or diploma concurrently with their candidature for the Graduate Diploma in Education.

NURSING EDUCATION

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 specialisation, or
   (b) one year post-registration experience in each of two areas of specialisation;

(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.

SOCIAL WELFARE

Associate Diploma in Social Welfare
Applicants for admission to the Associate Diploma in Social Welfare who satisfy the General Admission Requirements (a) and (c) as stated above shall also be required to satisfy the College Admissions Committee of their suitability for and interest in Social Welfare work. However, previous academic achievement will be considered as only one criterion of suitability and applications are encouraged from those with qualifications such as welfare experience, proven ability, demonstrated commitment and/or strong motivation.

It is generally expected that suitable candidates will be over 19 years of age. Applicants may be asked to attend the College for an interview.

RADIOGRAPHY

Associate Diploma in Diagnostic Medical Radiography
In addition to satisfying the College's general admission requirements candidates for entry must have attained the following minimum grades at the N.S.W. Higher School Certificate:

English
Prescribed:
   2 or 3 Unit, Grade 4 or
   2 Unit A, Grade 3

Mathematics
Prescribed:
   2 or 3 Unit, Grade 4

Science
Prescribed:
   2 Unit Physics, Grade 3 or
   4 Unit including Physics, Grade 3

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

English
Prescribed:
2 Unit A, Grade 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.

MATURE AGE ENTRY

Applicants who will be at least 21 years of age by 26th February, 1979 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, 1978 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 the admission into Industrial Arts courses with one year’s advanced standing of suitably qualified tradesmen with the Higher School Certificate or equivalent. Candidates seeking entry to the Artisan course must possess the following qualifications:

1. (i) Successful completion of at least four approved subjects including English at the N.S.W. Higher School Certificate or equivalent examination.

(ii) Completion of one of the following certificate courses conducted by the Department of Technical and Further Education:—
Automotive Engineering, Electrical Engineering, Marine Engineering Technology, Materials Testing, Mechanical Engineering, Metalliferous Mine Surveyors, Metallurgy, Production Engineering;
OR

(iii) Other equivalent qualifications;
AND IN ADDITION

2. (i) Completion of an apprenticeship;
OR

(ii) Possession of a certificate of trade competency in an appropriate trade such as fitting and machining, electrical fitting, pattern making, boiler making, carpentry and joinery or cabinet making and allied trades;
OR

(iii) Employment as a trainee and completion of one of the certificate courses listed in 1 (ii) above;
OR

(iv) Employment as a trainee engineer with completion of the majority of studies for a degree or diploma in Engineering;
OR

(v) Completion of the Metallurgy Certificate as well as the Higher School Certificate or Leaving Certificate.

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.

ADVANCED STANDING

The College may give credit for relevant tertiary studies completed at other recognised institutions.

Teachers who hold a relevant Diploma in Teaching and have at least one year’s teaching experience may complete requirements for the Bachelor of Education (Industrial Arts or Home Science/Textiles) by external studies. Applications for advanced standing must be accompanied by official documentation of previously completed studies and will be assessed on an individual basis by the Admissions Committee.

CONVERSION PROVISIONS

Provision is made for suitably qualified two year trained teachers to obtain the Diploma in Teaching by part-time attendance or external studies. Availability of specialisations varies with demand for the courses. The external course is offered only to teachers trained at the former Newcastle Teachers College.

All applications for admission to these courses are assessed by the Admissions Committee.

HOW TO APPLY

Undergraduate Courses

The College participates with other colleges in New South Wales in the centralising of applications for admission to colleges of advanced education through the Joint Admissions Centre for Colleges of Advanced Education in N.S.W. (J.A.C.C.) established in 1977. All applications for admission to undergraduate courses (i.e. those available to school leavers) 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

The joint application form may also be obtained from the College. All applications for admission to undergraduate courses must be lodged at the Joint Admissions Centre.
3. The head of department, in determining the requirements for attendance
structure. The College is proceeding to develop regulations consistent with
2. The relevant head of department shall be responsible for determining
modular structure are on page
amended or superseded by decisions of the new
deleagations and functions within the College
the modular structure; details of the
Council may limit the number of places available in any subject or
course.

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.

ENABLING RESOLUTION

In order to ensure that there would be no lapse in the continuity of the
College's legal and administrative functions with the gazettal of the College
as a multidiscipline corporate College of Advanced Education, the Council
adopted a resolution designed to maintain existing regulations, rules,
delegations and functions within the College until such time as they were
amended or superseded by decisions of the new Council. Several of the
following regulations do not apply to the recently introduced modular course
structure. The College is proceeding to develop regulations consistent with
the modular structure; details of the interim regulations relating to the
modular structure are on page

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
the 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 decides that a module shall have no
compulsory attendance requirement, he shall explain the reasons for this
decision to Academic Board.

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 enrolls 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.
(b) 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.
(c) For the purpose of the requirements an external student means a
student who enrols in a course available by correspondence.
External students will normally be enrolled in a part time
programme and be designated as part time students.

FEES

The fees payable in respect of attendance at the College shall be determined
from time to time by the Council, acting in accordance with the provisions of
the Act.
The following schedule of fees and charges has been prescribed by Council.
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 $25.00.
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 19th January, 1979................................................................. $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 23rd February, 1979......... $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
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 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 77.)
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 circumstances; 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.

Last day for withdrawal without failure
| Semester I subjects | Friday 20th April, 1979 |
| Semester II subjects | Friday 12th October, 1979 |
| Full year subjects   | Friday 27th July, 1979   |

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 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;
   (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 falls 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 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.  

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 
admited 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.  

INTERIM OPERATION RULES FOR THE REGULATION OF 
SEMESTER PROGRAMMES  

Academic Board has adopted in principle the following interim rules for the 
regulation of semester programmes in 1978; this represents the first stage of a 
programme of review of the College's Rules for the Governance of Courses.  

A. Minimum Time for Completion of Course  

i) a) Students enrolled in a U.G.2 diploma are normally expected to 
complete the course within six semesters of first enrolment and 
permission to proceed after eight semesters is at the discretion of 
the Academic Board;  

b) An appropriate allowance is made for part-time students;  

ii) a) Students enrolled in a U.G.3 associate diploma are normally 
expected to complete the course within four semesters of first 
enrolment and permission to proceed after six semesters is at the 
discretion of the Academic Board;  

b) An appropriate allowance is made for part-time students.  

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.
B. Satisfactory Progress
   i) Satisfactory progress for a student enrolled in a semester programme is indicated by the acquisition of at least 12 credit points in each semester in the case of a full-time student and 6 credit points in each semester in the case of a part-time student;
   ii) A student enrolled in his first semester is not subject to this requirement but is required to obtain at least 20 credit points within two semesters of enrolment.

C. Maximum Enrolment in Terms of Credit Points in any Semester
   i) In general, the maximum number of credit points a student may aspire to in one semester is 24;
   ii) This requirement may be varied with the permission of the appropriate Board of Studies on the recommendation of the appropriate Head of School.

D. Failure in a module more than once
   If a student fails a module more than once the above “Show Cause” provision shall apply.

E. Consideration of programme for Exclusion
   In general, a student's total programme to date is taken into account in considering exclusion.

F. Period of Exclusion
   In general, exclusion from a semester programme is for a two semester period.
   Students are required to make good failure in practical work no later than the end of the following semester.

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 68.)

TRAFFIC AND PARKING RULES
The Traffic and Parking requirements of the College are prescribed in Rule XV/1. (Refer to page 77.)
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.

STUDENTS ASSOCIATION CONSTITUTION

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)(iv).

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 to leave 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.

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.

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.
(g) 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 on a 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.

or

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

or

(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 the meeting 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.

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
St. Augustine's, 37 Winsor Street, 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) St. Pius X College, Park Avenue, ADAMSTOWN. Telephone 57 1032

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 extension 224.

STUDENT ACCOMMODATION SCHEME
The College's Amenities Office assists students in finding suitable accommodation in hostels, private homes, boarding houses, or flats, and houses in the Newcastle area and provides assistance in overcoming housing problems that may arise from time to time. Information on accommodation available may be obtained from the Amenities Office, Room C110, extension 230 or 224, commencing the last week in January, 1979.

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 College has limited funds available to provide financial assistance for needy students. These funds are used to provide assistance to students in the form of loans. The scheme supplements the Students Association's short term loan arrangements and the type of credit extended by the College Bankers whereby final year students may obtain 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 Amenities Office Room C110, extension 230 or 224 and should be lodged with the Amenities Officer 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.

CHILD CARE
The College's Amenities Office is in the process of organising a child-care centre. A limited child minding service will be available to students commencing the first week of the first semester in 1979. The service is available upon application to the Amenities Officer, Room C110, extension 230 or 224.

EMPLOYMENT SERVICE
In order to provide employment on a part-time basis for students facing financial difficulty the College's Amenities Office provides an employment service to all full-time or part-time students. Students in need of part-time employment should contact the Amenities Officer, Room C110, extension 230 or 224.

HEALTH SERVICE
A trained nursing sister is available for consultation during term time between the hours of 8.45 a.m. - 4.45 p.m. in Room A191. The nursing sister will attend to accidents and sickness, will be available to discuss health problems with students and will administer the distribution of first aid kits. The service is available free of charge to all staff and students of the College.
THE LIBRARY

The College Library has been developed and expanded to some 73,000 monograph volumes, 1,100 serial titles, 900 of which are currently being received, and 8,200 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.

Microfilm and microfiche are being added regularly to supplement other collections.

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.

The Library has the "National Union Catalogue of Monographs", "The Union List of Serials held in Libraries in the Newcastle Region", and other union lists, offering its users inter-library loan services from within the Hunter Valley region and from other Australian libraries.

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.
GENERAL INFORMATION

ABORIGINAL STUDY GRANTS SCHEME (ASGS)
AUSTRALIAN ARMY RESERVE UNIT
BANKING FACILITIES
BUS ROUTES
CASHIER'S OFFICE
CHANGE OF NAME/ADDRESS
CHARGES FOR USE OF COLLEGE FACILITIES AND SERVICES
COLLEGE SHOPS
COMMONWEALTH TEACHING SERVICE SCHOLARSHIP SCHEME (CTSSS)
EXAMINATION RESULTS
GRIFFITH DUNCAN THEATRE
HEALTH SOCIETY FOR TRAINEE TEACHERS
IDENTITY CARDS
LOST PROPERTY
MEDICAL CERTIFICATES AND ADVICE OF ABSENCE
NOTICE BOARDS
POSTAL FACILITIES
TERTIARY EDUCATION ASSISTANCE SCHEME (TEAS)
TRAFFIC AND PARKING
TRAINEE TEACHERS’ ASSOCIATION
TRANSFER TO OTHER COLLEGES
TRAVEL CONCESSIONS
VARIATION APPLICATION

ABORIGINAL STUDY GRANTS SCHEME (ASGS)
The Aboriginal Study Grants Scheme is intended to assist Aboriginals who wish to further their education after leaving school. Benefits include the payment of all compulsory course fees, book and equipment allowances, travel costs and establishment and clothing allowance. For full-time students, in 1978 benefits amounted to $47.25 a week for students under 18 and $57.27 a week for students over 18. A first Dependant’s Allowance of $31.40 a week may also be payable where applicable and additional dependants each attract $7.50 a week. Part-time students are also eligible for some financial assistance. Further information may be obtained from the Director, New South Wales State Office, Commonwealth Department of Education, Box 596, P.O., Haymarket N.S.W. 2000 (telephone 20929).

AUSTRALIAN ARMY RESERVE UNIT
Students from Newcastle College of Advanced Education are eligible to enlist in the University of Newcastle Company, the Australian Army Reserve Unit affiliated with the University. Enlistment in the Company is voluntary and is open to all students 17 years of age or over. Enquiries regarding enlistment should be made at the Training Depot, King Street, Newcastle West.

BANKING FACILITIES
Banking facilities are provided in the College complex by the Bank of New South Wales. The College branch is open during semesters from:
10.00 a.m. - 12.30 p.m. (Monday to Thursday)
1.30 p.m. - 3.00 p.m. (Monday to Thursday)
10.00 a.m. - 12.30 p.m. (Friday)
1.30 p.m. - 4.00 p.m. (Friday)
The hours during vacation times vary and notices are displayed on the door prior to the vacations. Travel information is also available from the branch. A Commonwealth Savings Bank agency is operated in the College branch of Angus and Robertson’s bookshop.

BUS ROUTES
There are four different buses that students may catch to College.
Bus Route 100 - Newcastle, Mayfield, Waratah West (Rankin Drive), Newcastle University - Jesmond. (via Maitland Road direct)
Bus Route 105 - Only a selection of 105's pass the College and these buses must display either Newcastle University or Jesmond as their destination.
Bus Route 228 - Newcastle via Broadmeadow to Waratah West (Rankin Drive). Irregular service.
Bus Route 233 - Newcastle via Jesmond to Stannet Street.

All buses depart from Newcastle Hospital or Pacific Street. Bus timetables are available from the Bus Depot in Dennison Street, Hamilton and the Enquiry Counter.

CASHIER'S OFFICE

The Cashier's Office is open Monday to Friday from 9 a.m. - 1 p.m. and 2 p.m. - 4 p.m. The hours will be extended during Enrolment and notices will be displayed on the Cashier's window prior to the Enrolment period.

CHANGE OF NAME/ADDRESS

Students who change their name and/or address should notify the Student Administration Office in writing as soon as possible. A change of Name/Address form should be used and this is available from the Enquiry Counter. The College cannot accept responsibility if official communications fail to reach students because they have not notified the Student Administration Office of a change of address.

Every student must inform the College of an address to which correspondence may be directed from the end of the examination period to the end of the long vacation. A special form is provided for this purpose in October and may be obtained at the enquiry counter. This is particularly important for all outgoing students who will be notified of Graduation arrangements during this time.

CHARGES FOR USE OF COLLEGE FACILITIES AND SERVICES

In December, 1976 the First Constituted Council authorised an interim scale of charges for the use of the Griffith Duncan Theatre. That scale of charges is to be reviewed when the theatre is registered as a public hall. It is necessary for approval to be given to the levying of charges generally in respect of all other College facilities. The following schedule has been determined based on experience of the College since 1974 and in the light of similar charges levied elsewhere.

(a) Conference Facilities (use of Lecture theatres, seminar rooms, tutorial rooms, display areas, etc.)
1. Any professional or learned body not directly connected with the College.
   $60.00 per day or a maximum of $300.00 per Conference plus direct additional caretaking, security, technician, etc. costs if any.
2. Any professional or learned body directly connected with the College or invited and supported by the College (Community programmes).
   $20.00 per day or a maximum of $100.00 per Conference plus direct additional caretaking, security, technician, etc. costs if any.
3. College Departments or Student Clubs.
   Actual additional direct costs of the College if any.
4. Other.
   Charges not exceeding those specified above, determined by the Principal in the light of relevant factors such as actual additional costs to the College, demand for facilities, size of the Conference, seminar, etc. and benefit to the College.

(b) Turf Fee.
1. Any amateur sporting club not directly connected with the College.
   $10.00 turf fee where no preparation of the ground is required outside normal College hours.
   $30.00 where additional preparation of wicket is required outside of normal College hours.
2. College Clubs and Teams.
   Actual additional groundsman costs to College if any.
3. Other.
   Charges not exceeding those specified above, determined by the Principal in the light of relevant factors such as actual additional cost to the College, demand for facilities and benefit to the College.

(c) Playing Fields.
1. Any amateur sporting group not directly connected with the College.
   $10.00 ground fee where no preparation of the ground is required outside normal College hours.
   $30.00 where additional preparation of ground is required outside of normal College hours.
2. College Clubs and Teams.
   Actual additional groundsman costs to College if any.
3. Other.
   Charges not exceeding those specified above, determined by the Principal in the light of relevant factors such as actual additional cost to the College, demand for facilities and benefit to the College.

(d) Tennis Courts.
1. Any amateur sporting group not directly connected with the College.
   $1.00 per two hours of part thereof per court.
2. College Clubs and Teams.
   Actual additional operating costs of College if any.
3. Other.
   Charges not exceeding those specified above, determined by the Principal in the light of relevant factors such as actual additional cost to the College, demand for facilities and benefit to the College.

(e) Volleyball/Badminton Courts.
1. Any amateur sporting group not directly connected with the College.
   $3.50 per court per hour plus direct additional caretaking and/or security costs if any.
2. College Clubs and Teams.
   Actual additional operating costs of the College if any.
3. Other.
   Charges not exceeding those specified above, determined by the
Principal in the light of relevant factors such as actual additional cost to the College, demand for facilities and benefit to the College.

(f) Dance Studio.

1. Any amateur sporting group not directly connected with the College.
   $10.00 per session plus direct additional caretaking and/or security costs if any.

2. College Clubs and Teams.
   Actual additional operating costs of the College if any.

3. Other.
   Charges not exceeding those specified above, determined by the Principal in the light of relevant factors such as actual additional cost to the College, demand for facilities and benefit to the College.

(g) Locker Key Deposit.

$10.00 per annum provided that the sum will only be refunded on application and upon return of the key with ring and tag intact by the last day of term/semester of the year. $2.00 will be retained if key with ring and tag is not returned intact.

(h) Photocopy.

10 cents per copy in relation to the 3m machine contained within the Library. 5 cents per copy all other machines.

(i) Microfilm Reader/Printer.

20 cents per hard copy.

(j) Library Fines.

20 cents per day (5 day week) per item with a maximum fine of $9.00 per single overdue group of borrowings except in relation to any inexpensive acquisitions where $2.00 upper limit applies, provided that a 20% discount will be allowed upon payment of fine at time of return of books.

(k) Replacement/Repair of Materials and Equipment.

In respect of materials and equipment of the College misplaced or lost, a charge to the amount of replacement value of the article will be levied. A minimum charge of $2.00 will apply. Where repair is possible and economical, the direct cost of repairs will be charged to the borrower.

(l) Dining Hall.

Where the Dining Hall is used, with the approval of the Principal, for functions not associated with the College, a charge of $100.00 per occasion will be levied. Provided that a charge not exceeding $100.00 may be determined by the Principal in the light of relevant factors such as actual additional costs to the College, demand for the facilities and benefit to the College.

Students Association Shop

The Students Association conducts its own shop on the lower level of the cafeteria in C118 — adjacent to the S.R.C. office. The shop provides at a reduced price, clothing, sporting goods and equipment, stationery, drawing equipment and art supplies, calculators, and many other goods. Payment may be made in the shop for club trips and intercollegiates, also bookings for student shows, dances and concerts.

COMMONWEALTH TEACHING SERVICE SCHOLARSHIP SCHEME (CTSSS)

The Commonwealth Teaching Service Scholarship Scheme (CTSSS) offers a limited number of awards each year to students interested in a teaching career in the A.C.T. or in the Northern Territory. Award holders are chosen on the basis of the need for specialists in certain areas, for example, Special Education, Librarianship or teaching English as a Foreign Language. The Scholarships are not bonded and are highly competitive.

Living allowances are not subject to a means-test and are at the same level as the maximum rates of allowance under the Tertiary Education Assistance Scheme. In addition, all compulsory fees are paid and an $80.00 book and equipment allowance is paid at the beginning of the academic year.

How to apply: application forms may be obtained from the Director, New South Wales State Office, Commonwealth Department of Education, Box 695, P.O., Haymarket, N.S.W. 2000 (telephone 20929).

Forms must be lodged by 31st October in the relevant year. However, it should be noted that no new awards will be offered in 1979.

EXAMINATION RESULTS

Students will be advised by mail of their examination results. No results will be given by telephone.

An examination result may be reviewed for a charge of $3.00 per subject, which is refundable if the result is altered. Application forms for a review of an examination result are available from the Enquiry Counter and must be submitted to the Cashier together with the prescribed fee by the date stated on the notification of examination results.

GRiffith Duncan Theatre

The Griffith Duncan Theatre is available for student activities.

Bookings can be arranged by contacting the Assistant Properties Officer, Mr. J. Brazier.

HEALTH SOCIETY FOR TRAINEE TEACHERS

The New South Wales Teachers' Federation Health Society provides a special concession scheme for teacher trainees.

Membership is restricted to students during training, provided they are associate members of the N.S.W. Teachers' Federation.
The Trainee Teachers' Special Concession Scheme is divided into two separate segments (1. Ancillary Benefits; and 2. Hospital Benefits). Trainee teachers may contribute to either or both sections. The single rates for the various tables range from $59.80 per year to $97.24 per year. The family rate is double the single rate.

Any unmarried student up to the age of 25, whose parent is a member of the New South Wales Teachers' Federation Health Society is already covered by the parent's membership and should not take out separate membership of the Students' Concession Scheme.

Further information is available from the Student Amenities Officer.

IDENTITY CARDS

New identity cards will be available in 1979 to students enrolling for the first time who have paid both the Students Association fee and Library deposit. Re-enrolling students must have their existing cards endorsed for the current year. Identity cards will be issued or endorsed at the Student Administration Office in first semester upon the presentation of a fees paid receipt. Students wishing to borrow library books, obtain travel concessions and attend functions are required to produce their identity card on demand.

Loss of Identity Card
If a student loses his identity card he should pay to the Cashier the sum of $1.00 and present the receipt to the Student Administration Office for the purpose of obtaining a replacement card.

Return of Identity Card
If a student withdraws from his course during the academic year, he will be required to return the identity card to the Student Administration Office.

LOST PROPERTY

Enquiries regarding lost property should be directed to the Caretaker between 2.00 p.m. and 3.00 p.m. Monday to Friday. The Caretaker's Office is located on “C” level beneath the stairs adjacent to the Lecture Theatre B13.

MEDICAL CERTIFICATES AND ADVICE OF ABSENCE

Students who are absent from the College for any appreciable period because of illness or for any other reason are advised to lodge a medical certificate or letter of explanation with the Student Administration Office as soon as possible. Such advice of absence is kept on file and may be considered in the event of a student making unsatisfactory progress in his studies or applying for re-admission.

NOTICE BOARDS

College notices are displayed on the official Notice Boards opposite the Enquiry Counter. Students are expected to become acquainted with the contents of those announcements which concern them.

Specific notices concerning examination timetables and procedural matters relating to examinations are displayed on these boards as well as notices concerning enrolment matters, scholarships, and travel concessions. All students should consult the notice boards regularly.

POSTAL FACILITIES

A post box is situated on the road side at the rear of the cafeteria. This box is cleared at 3.45 p.m. Monday to Friday. A post office is situated next to the Staff House and at the rear of the Social Sciences building in the grounds of the University of Newcastle.

TERTIARY EDUCATION ASSISTANCE SCHEME (TEAS)

The Commonwealth Government under its Tertiary Education Assistance Scheme provides means-tested financial aid to full-time unboned students who are permanent residents of Australia and who are entering or making satisfactory progress in a course approved by the Scheme.

The assistance is provided on a non-competitive basis and there is no age limit.

Means-tested living allowances at either the independent, dependent away-from-home or dependent at-home rate and an incidentals allowance of $70.00 may be payable under the Scheme.

Students are considered to be of independent status if they are over 25, married, orphaned or have been full-time in the work force for at least two years in the last five years. The maximum independent allowance payable is $2348.00 a year, however a dependent spouse allowance of $31.40 a week and/or dependent child allowance of $7.50 a week may be payable where appropriate.

The maximum allowance for students receiving assistance at dependent away-from-home rate is $2075.00 a year, and for those who qualify for the dependent at-home rate, $1250.00 a year.

Students living away from their normal place of residence may be reimbursed the cost of three return trips a year between their homes and the college. Re-enrolling students should submit applications as soon as their results are available. New students should lodge applications as soon as possible after they have completed enrolment. All students should ensure that applications are lodged by 31st March 1979 in order to receive their full year's entitlement.

Full-time students commencing semester courses in July 1979 must apply by 31st July to receive retrospective payment from 1st July. Applications received after that date will attract benefits only from the date of lodgement.

Further information and application forms are available from the Director, New South Wales State Office, Commonwealth Department of Education, Box 596 P.O., Haymarket, N.S.W. 2000. (telephone 218 8800.)

TRAINEE TEACHERS' ASSOCIATION

The Trainee Teachers' Association is affiliated with the Teachers' Federation and provides a voice for students with the Department of Education and the Government. Students become eligible for discounts at various stores throughout the district upon becoming a member of the T.T.A. Membership applications are available from the S.R.C. office.
TRANSFER TO OTHER COLLEGES

If a student wishes to study at another tertiary institution in order to gain an award of Newcastle College of Advanced Education, he should apply for admission to the other institution and at the same time submit details of his proposed course of study to the Admissions Committee of this College. The Admissions Committee may reject or endorse the proposed course of study, or insist that such requirements as the Committee may determine, must be complied with.

If it is intended that the award of the other institution be undertaken, transferring students must advise the Student Administration Office of their intention to withdraw from this College.

TRAVEL CONCESSIONS

Railways of Australia-Student Identification Card
These are available from the Enquiry Counter. Generally, full-time students can travel at half rates anywhere in N.S.W. providing the journey is not less than 40 km. Fuller details are on the Students' Notice Board.

Airlines
Most internal airlines give students under 26 years of age discount travel in Australia. Students must purchase an airline card from the company concerned and have it authorised by the College.

Bus Concessions
Restricted bus passes are available free of charge to full time students for travel to and from lectures only. These passes apply 3 hours before and after lectures but not during lectures.

Unrestricted passes for travel from Monday to Friday and on Saturday before 6.00 p.m., on the most direct route between the student's home and the College are available upon the payment of a fee.

Further information and application forms are available from the Enquiry Counter.

VARIATION APPLICATION

Any action taken by a student which involves a variation to the information provided by him on his course or name or address must be documented. A "Variation Application" form is provided for this purpose and may be obtained at the general Enquiry Counter. A student must use this form to do any of the following:

- Change of Name
- Change of Address for Notification
- Withdraw from a course
- Withdraw from a subject/module
- Seek Leave of Absence
- Substitute one or more subjects/modules for an other/s
- Change from Full-time to Part-time
- Change from Part-time to Full-time
- Change from one course to an other.

Note: Substitution of a strand within a subject or module should not be sought on this form. Students should refer direct to the head of the department concerned to authorise such substitution.

AWARD OF DIPLOMAS 1978

GRADUATE DIPLOMA IN EDUCATION
(Primary Education)

BARKER, Kim Maree Dip.Art
BATES, Lorraine Elizabeth BA(Nc1e)
BRENNAN, Christine BA(Nc1e)
CHIU, Lynn BA(NSW)
CLOUT, Laurie Elizabeth BA(Nc1e)
FOXON, Peter Harry BA(Nc1e)
HANSEN, Robyn Patricia BA(Nc1e)
HOUGH, Jenny Anne BA(Macq)
HUME, Kerry Lynette BA(UNE)
LANGSFORD, Ross Francis BA(Nc1e)
McBRIDE, Dorothy Joan BA(ANU)
MARSHALL, Lynette Mary BA(Syd)
MILLS, Gregory Allan BA(UNE)

MURRAY, Robyn Jennifer BSc(Melt)
PORTER, Jennifer Anne BCom(Nc1e)
QUIGLEY, Marion BA(NSW)
REYNOLDS, Cheryl Joy BA(Nc1e)
RIGBY, Lynette Therese BA(Nc1e)
SAVINS, Bronwyn Ann BA(UNE)
SHEEHAN, David
Richard Michael BA(UNE)
STUCKEY, Katrina BA(ANU)
TAYLOR, Carey BA(UNE)
WALTER, Robyn Joan BA(Macq)
WYPER, Jennifer-Sue BA(Nc1e)
YOUNG, Marilyn Margaret BA(Nc1e)

GRADUATE DIPLOMA IN EDUCATION
(Secondary Education)

ASSER, Robert James
BSc(Barcl.), BArch(Nc1e)
BASHFORD, Sam John BMet(Nc1e)
BEACH, Peter Alan BSc(Nc1e)
BREEN, Sharn Ellen
BRINKLEY, Paul Raymond BSc(Nc1e)
BRITT, Anne Bolingbroke BSc(UNE)
BUSH, Christine BA(Nc1e)
DARNLEY, Melissa Ruth BA(Nc1e)
DAVIDSON, Peter John BSc(Nc1e)
DAVIES, Jan Lesley BA(Nc1e)
DOUGLAS, John Charles BA(Nc1e)
DUCE, Kerry Michael BCom(Nc1e)
GANT-THOMPSON,
    David Robert BA(Nc1e)
GELDERMAN,
    Anita Elizabeth BSc(Nc1e)
GOTZY, Leone Annette BSc(Nc1e)
GOTZY, Rudy BSc(Nc1e)

HAIR, Margaret BA(Syd)
HILE, Gordon Francis BMath(Nc1e)
HORTON, Kay Elizabeth BMath(Nc1e)
KARANGES, Helen BA(Nc1e)
KEATING, Julie Anne BA(UNE)
KELLNER, Nigel BSc(Nc1e)
KENDAL, Jeffrey Thomas Dip.Art
KUN, John Stephen Dip.Art
LAIR, Edward Edmund
Chee Shin BSc(Otago)
LARKIN, Stephen Nicholas BSc(Nc1e)
LAWSON, Lynette BA(Nc1e)
LORENTZEN, Paul Ronald BA(Nc1e)
LYTTLE, Helenmary BA(Nc1e)
McAULAY, Robert George BA(Nc1e)
McGIRR, Susan BAppSc(Canb.CAE)
McLELLAN, Kenneth Ian BSc(Nc1e)
MARCH, Anthony Bruce BA (Nc1e)
MARSHMAN, Andrea Kay BSc(Nc1e)
DIPLOMA IN SPECIAL EDUCATION

BECKETT, Maureen Helen
BLACK, Heather Jane
BLACK, Ross Kevin
BRAMBLE, Athol John
CALLAN, Kenneth Charles Michael
CARRUTHERS, Pamela Anne
CURRIE, Gordon Richard
DAVIES, Warren Edward
DAY, Valerie Mary
DEANE, Kenneth Edward
DELFOS, Pamela
DICKINSON, Audrey
DIXON, Wallace Charles

FERNHOUGH, Eric James
FIELD, Robert Gordon
FITCHETT, Susan Anne
FLAHERTY, Jennifer Jayne
GARNER, Kathleen Ann
LOXTON, Anne Therese
MIDDLETON, Suzanne
ROBERTS, Geoffrey Leslie
SHADDOCK, Phillip Richard
SKUJA, John
SMITH, Christine
WEBB, Russell Phillip
YOUNG, Kenneth Bernard

DIPLOMA IN ART EDUCATION

ADAMS, Julie Maree
BRAMBLE, Athol John
BRUGGESTRASS, Wendy Patricia
CARTER, Carol Dawn
COLLINS, Jacqueline Patricia
DAVIS, Vicki Gai
DAWSON, Neville George Wilson
DENSLEY, Veronica Jean

EDE, Sharon Joy-Anne
EDWARDS, Susan Joanne
ELSE, Julianne
FLOREY, Jennifer Lynn
FROST, Judith Ann
FROST, Rosemary Fay
GUHOT, Julie
HOADE, Colin Charles

HODGINS, Susan
HOWARD, Ruth Elizabeth Ann
JOHNSON, Kenneth Mark
MORRIS, John Gerard
MULHERON, Patricia Anne Marie
PEARCE, Richard Terrance
ROBERTS, Gary Owen

DIPLOMA IN MUSIC EDUCATION

in association with the New South Wales State Conservatorium of Music

ALLAN, Janice Ann
BARNES, Gwyneth Gabrielle
BARNES, John Albert
BROOKS, Gillian
CLARKE, John Warwick
DAVIS, Catherine May
DROZDZIEWSKI, Richard Karl
HICKS, Jennifer Gay
HOLZ, Anthony Patrick
HOLZ, Mary Irina
LATIMORE, Gwendolyn Jean
LEWIS, Cheryl-Ann
LONG, Judith Ellen

MILLER, Ian Bruce
ORMAN, Marea Margaret
PERRETT, Christine Edith
RLOWELL, Judith Rosalie
ROWLATT, Bruce Thomas
SHERWOOD, Deborah Lynne
SKINNER, Deborah Ann
SMITH, Robert Alan
TAPP, Robyn Margaret
TROTTER, Ann
WARBURTON, Anne Shirley
WILSON, Le-a Gai
DIPLOMA IN TEACHING (Primary Education)

ABERCROMBIE, Catherine Donna
ACRET, Susan Elizabeth
ADAM, Lynette Gaye
ADAMS, Susan Gay
AHRENS, Cheryl Joy
AINEWORTH, Bronwyn Anne
ANDERSON, Suzanne Helen
ANGWIN, Lynne Mary
ARMSTRONG, Judith Anne
ARNOLD, Ian Wayne
ARNOLD, Kathryn Maree
AUDLEY, Sandra Lesley
BALKS, Vicki Clare
BALLARD, Barbara Ellen
BARKER, Katharine May
BARNEVELD, Katherine Anne
BASS, Natalie
BENNETT, Jennifer Rita
BENNETT, Katharine Mary
BENSON, Debra Gail
BIRCHNELL, David Maxwell
BLOMLEY, Janice Lillian
BLUNDELL, Gregory Michael
BOOTH, Josephine Mary
BOWEN, David Everist
BOWES, Robyn
BOYS, Lesley Maree
BRETT, Anne-Maree
BRIDGE, Richard
BRISOCIE, Brian Phillip
BROWN, Lynne Marcia
BRYNES, Deborah Ann
BURRELL, Elizabeth Anne
BURTON, Anne Marie
BYRNE, Susan Joan
BYRON, Beverley Joyce
CALDWELL, Brian Leslie
CALLAN, Robyn Yvonne
CALVER, Lynn Maree
CHAPLIN, Shelley Denise
CLANCY, Michael Martin
CLARK, Allan James
COLLAX, Helen Ruth
COLMAN, Pamela Anne
COMPTON, Elizabeth Maree
CONLON, Deborah Anne

COOMBES, Rosslyn Dawn
CORBETT, Janet Renwick
CORBY, Diane Lorraine
CORNICK, Allan Robert
CREEVEY, Peter Graham
CRITTEN, Philip Roy
CROPLEY, David John
CROTTY, Deborah Anne
CROXSON, Wendy Louise
CURRAN, Maree Anne
DALEY, Cheryl Anne
DALLAS, Judith Ann
DALLY, Elizabeth Susan
DARNLEY, Andrew John
DAVEY, Wendy Anne
DAVIS, Terri
DENT, Karen Linda
DEWBERRY, Deborah Margaret
DOUST, Helen
DUDEK, Grazyna Helen
ELDER, Judith Anne
ELLIOTT, Dianne Margaret
FAIRLE, Cathie
FARQUHARSON, Carol Patricia
FARQUHARSON, Neil David
FARRELL, Lynette Anne
FERGUSSON, Roslyn June
FERRARI, Leone Geraldine
FIELD, Maretta Lee
FITZPATRICK, Betty Anne
FITZSIMMONS, Louise
FLOYD, John Thomas
FLOYD, Robyn Elizabeth
FORD, Janelle
FORD, Robyn Anne
FOREMAN, Carolyn
FORSTER, Kay Frances
FOSTER, Vicki Louise
FOX, Rosemary Elizabeth
GANDY, Susanne
GARDINER, Judith Lynette
GARLAND, Narelle Joy
GEARING, Sandra May
GIBBS, Cherie Ann
GIRDHAM, Leonie Anne
GOFF, Virginia Agnes

GONTARSKI, Helen Mary
GOOCH, Roslyn Anne
GOODWIN, Sheryl Noelene
GREEN, Kathryn Mary
GRiffin, Helen Elizabeth
GUNDERSON, Noelene Margaret
HACKNEY, Jennifer Anne
HALL, Kathryn Ann
HAMILTON, Beryl
HANSENS, Angelene Mathia
HARBOUR, Joanna Joy
HARRIS, Jane Elizabeth
HARRISON, Wendy June
HARTIN, Cheryl Ann
HAWKIN, Karen Gail
HAWKER, Judith Margaret
HAYES, Kathryn Ann
HILL, Susanne Marie
HINZMANN, Suzanne Maree
HOLLIER, Brenda Audrey
HOPTON, Lyndall Joan
HUGHES, Christopher William
HUGHES, Dennis Patrick
HULL, Denise Karen
HUNT, Narelle Anne
HURRELL, Frances Anne
HUTCHENS, David Terram
IRELAND, Susan Ruth
IRWIN, Rhonda Gay
ISHERWOOD, Bronwyn Clarise
JOBS, Jon Maurice
JOHN, Paul Samuel
JOHNSTON, Richard Anthony
JOHNSTON, Bettye Mae
JONES, Neil
KIBBLE, Lynden
KIRK, Rossalyn Narelle
LADD, Judith Norma
LAI, Felix Dominic
LAKE, Kerrie Joy
LAMBERT, Mary Elizabeth
LAMING, Sally Jane
LAWRENCE, Joy Olive
LAWRENCE, Judith Fay
LEAN, Debra Hope
LEES, Pamela Therese
LEITCH, Jillian Wendy
LETHBRIDGE, Judith Therese
LEWIS, Heather Mary
LILLISS, Anne Maree
LITTLE, Margaret Anne
LITTLE, Philip Bruce
LYDIARD, Margaret Louise

McALLISTER, Lynette Ann
McDOUGALL, Elizabeth Clarissa
McGOLDRICK, Robyn Margaret
McGREGOR, Susan Alison
McILVEEN, Jennifer Mary
McLENNAN, Deborah May
McMAHON, Mary Therese
McMAHON, Rodney Bruce
MARCHANT, Yvonne Julia
MARTIN, Lynn Magelia
MASON, Judith Anne
MICHAIL, Suzanne
MINTER, Neil Graeme
MITCHELL, Kerri Adele
MONTGOMERY, Lynette Anne
MOOD, Mary Louise
MOORE, Carol Anne
MORRIS, Malcolm John
MULHOLAND, Jannette Anne
MUSGROVE, Susan Joanne
NEALL, Janice Helen
NEILSON, Jacqueline Gai
NICOLSON, Marea Anne
NOBLE, Paula
O'CONNOR, Trarance Keith
ODGES, Michele
O'HARNE, Vicki Maree
ORMISTON, Cheryl Lesley
OSBORN, Vicki
OWEYRN, Jane Margaret
PARKER, Marie Frances
PASSFIELD, Chris Douglas
PECK, Dorothy Mary
PETERS, Antje
PONT, Shane Gregory
PORCH, Gregory James
PROCTER, Ruth Mary
PTOLEMY, Rosanne Gai
RAWLINGS, Cheryl Patricia
REEKIE, Sharon Lyn
REEKIE, Susan Kay
REID, Helen Louise
RENDALL, Sharon Grace
RICHARDS, Amanda Jane
RICHARDSON, Gail Christine
RIDEWOOD, Margaret Anne
ROBERTSON, David John
ROBERTSON, Elizabeth Ann
ROBERTSON, Lynne Frances
ROBERTSON, Vicki Ann
ROBINSON, Sue Elizabeth
HARDWICK, Colin James
HARPER, Janet Kay
HARRIS, Cheryl June
HARRIS, Robert Leslie
HAY, Gordon Leslie
HEANEY, Debra Maree
HEATH, Narelle Joy
HEGGOLD, Kim Scott
HENDERSON, Robert Ian
HENDRY, Graham Paul
HENSHAW, Lisa Gai
HERBERT, Karen Jane
HILL, Janice Merida
HOCKEY, Jill Marjory
HOGAN, Christopher Michael
HOWELL, Lynda
Hudson, Stephen Paul
HUEY, Stephen John
HUGHES, Helen Maree
HYSLOR, Douglas William
IBLE, Wayne
JANES, Garry Thomas
JOHNSTON, Margaret Ann
JONES, Jennifer Lynne
KEMPTON, Cheryl Fay
KIBBLE, Diane June
KIRK, Hugh William
KOOS, Karen
LANE, Brian Norman
LEGG, Diane Elizabeth
LEIGH, William Alfred
LEWIS, Jennifer Robin
LLOYD, Peter Bertram
LOCKER, Neil
LUDEKE, Shane
McELWAINE, David Paul
McLELLAND, John Keith
McLEOD, Donald Crichton
MAGUIRE, Shaun Gregory
MAIDEN, Douglas John
MAIDEN, Karen-Ann
MALONE, Lynette Maree
MARSHALL, Gregory Howard
MARTYN, Philip John
MAY, Robert William
MEANN, Yvonne Wray
MARS, Gary William
MARS, Marie Anne
MEHAN, Bronwyn
MEREDITH, David William
METZ, Louis Horace
MIDDLEBROOK, Wendy Margaret
MILLER, Ruth Ellen
MOORE, David Leslie
MORRIS, Leon Arthur
MORTEN, Allen John
MULLANE, Dawn Sylvia
MULLEN, Colin Lindsay
MULVEY, Maxwell William
MURRAY, Peter Francis
NEWMAN, Merlyn Brian
NICHOLSON, Kerry Ann
NOLAN, Suzann Leone
OGDEN, Gregory Bruce
O’HEIR, Brian Kevin
PAGE, Larry John
PARKER, Helen Elizabeth
PAPROTH, Leonard
PARSONS, Anne
PATTERSON, Thomas
PATON, Lynette Anne
PATON, Lynette Rose
PERCIVAL, Julie Lilian
PETERSEN, Amanda Jayne
PHILLIPS, Debra Joan
PIGGOTT, Jeffrey George
PINAZZA, Paul Marco
PINK, Sidney George
PIPER, Stephen Colin
POULSEN, Robyn Joy
PRATTEN, Neil James
PRICE, Heather
PRIOR, Roger Geoffrey
QUINN, Peter Anthony
RANKINS, Maxine
REID, Jennifer Dorothy
RIGBY, Keith
ROBB, John Anthony
ROBINSON, Arlene Gayle
RODGERS, Russell James
ROJAS, Jann Mavis
ROSS, Peter Alexander
RUSSELL, Julie Ann
RUTHERFORD, Marea Louise
SAINSbury, Marilyn
SALARIS, Karen Joanne
SALKAVICH, Paul Creslaw
SANDERS, Cheryl Elizabeth
SATCHELL, Paul Anthony
SAVINS, Brian Francis
SCALON, Ellen Louise
SCOTT, Denise Joan
SHERIFF, Julie Gai
SHERMAN, Peter Ronald
SIMM, Karen Lesley
SKERLY, Shane Augustine

SKINNER, Stewart James
SMITH, Alan Bruce
SMITH, Evelyn May
SMITH, Martin Leslie Fletcher
SOLMAN, Helen Myre
STEPHENS, Helen Claire
STEWARD, Gregory Joseph
STEWARD, Helen Mary
STOREY, David Thomas
STONEMAN, John
SUTHERLAND, Graeme
SUTHERLAND, Philip John
TAYLOR, Bruce Wilmot
TAYLOR, Dianne June
THOMPSON, Ian Robert
THOMSON, Dennis Warren
THRELFO, Stephen Allan Russell
THURLOW, Ian Raymond
TONKS, Helen Louise
TRAILL, Mary Elizabeth
TRANTER, Vicki Therese
TRAVELLER, Megwyn Jill
TRELOAR, Raymond John
TUCKER, June
TURNER, Janet Claire
TURNER, William Andrew
VARELA, Spiro
VERNON, Peter Malcolm
VIKAS, Jim Dimitrious
WADE, Kim David
WALKER, James David
WALLACE, Patricia
WALTON, Patricia Eve
WATKINS, Debra Anne
WATSON, John Phillip
WATTS, Rodney Leonard
WEBB, Mark Basil
WILLIAMS, Barbara Lois
WILSON, Heather Diane
WILSON, Raelene Elizabeth
WISEMAN, Lorraine Irene
WORTHY, Gary Owen
YORK, Megan Lesley

PRIZES

Special College Prize for Excellence in the Practical Situation in the field of Infants Teaching ................................................. AINSWORTH, Bronwyn Anne
Institute Mistresses Association Prize .................................... HARBROW, Joanna Joy
Sydna Leslie Memorial Prize .................................................. BARNEWELL, Katherine Anne
College Prize for the most outstanding graduate in the field of Early Childhood Education
Norah Doyle Prize .............................................................. HARRISON, Wendy June
I. D. Renwick Prize (Aeq.) .................................................... ORMISTON, Cheryl Lesley
J. W. Staines Prize (Aeq.) ....................................................... HUME, Kerry Lynette BA(Une)
D. Renwick Prize (Aeq.) ....................................................... HUME, Kerry Lynette BA(Une)
The Leila Whittle Prize ......................................................... BAUER, Patricia Lorraine
College Prize for Home Science/Textiles ................................ BROWN, Anita Joy
Institute of Industrial Arts Prize ......................................... DOORBOS, Lex Artisans Course
The H. W. Gillard Prize ........................................................... FERNLEY, Robyn Margaret
New South Wales Bank Prize for ......................................... FLEMING, Robyn Gay
Final Year Commerce
The Newcastle Public Library Local ......................................... GREGG, Raelene
History Award for Newcastle C.A.E. Students
The Colin C. Doyle Memorial Prize ........................................ GRIMMOND, Kathryn Jean
for Mathematics
Hunter Region Home Science and Textiles ................................ HAGGARTY, Glenda Merle
Teachers Association Prize (formerly H.E.N.A.)
A number of undergraduate and post-graduate courses are offered by the College within the School of Education leading to the following awards:

**Undergraduate:**
- Diploma in Teaching
  - (i) in Early Childhood Education
  - (ii) in Primary Education
  - (iii) in Secondary Education
  - (iv) in Technical and Further Education
- Diploma in Teacher Librarianship
- Diploma in Music Education
- Bachelor of Education
  - (i) in Art Education
  - (ii) in Home Science/Textiles Education
  - (iii) in Industrial Arts Education

**Post-graduate:**
- Diploma in Education
  - (i) in Primary Education
  - (ii) in Secondary Education
  - (iii) in Technical and Further Education
- Diploma in Educational Studies
  - (i) in Special Education
  - (ii) in Curriculum Development
  - (iii) in Secondary School Teaching Areas

The course of study for the Diploma in Teaching (Early Childhood Education), is designed to train candidates to teach children in the age group 0-8 in both pre-schools and Primary schools.

The course of study for the Diploma in Teaching (Primary Education) is designed to train candidates to teach the subjects taught in the Primary school to children in the age group 5-12. Candidates study the subjects taught in the Primary school and may select one of the subjects for study with special emphasis. Alternatively it is possible, as well as studying the subjects taught in the Primary school, to study with special emphasis, Ethnic Studies (dealing with the problems of the ethnic communities in the schools) or Special Education (to develop expertise in the teaching of handicapped children).

Candidates undertaking the course of study for the Diploma in Teaching (Secondary Education) may specialise in one of the following Secondary teaching areas: English/History Education, Home Science/Textiles Education, Industrial Arts Education, Mathematics Education, Physical Education, Science Education, or, Social Sciences Education.

The Diploma in Teaching in Technical and Further Education course is designed to train teachers to teach in the field of Technical and Further Education. Candidates entering the course are generally employees of the Department of Technical and Further Education who have normally obtained a qualification in their particular field at certificate level or above. The Diploma in Teaching in Technical and Further Education is offered on a part-time basis over four to twelve semesters. Candidates are granted various levels of standing in their subject content studies.

The Diploma in Teacher Librarianship course provides training for experienced teachers who wish to become resource librarians in schools.
The Diploma in Music Education course is offered jointly by the College and the Newcastle Branch of the New South Wales State Conservatorium of Music. The course is designed to train teachers to teach music in schools.

The undergraduate programmes within the School of Education are, in the main, based on a modular system, to give candidates choice and flexibility in the structuring of their courses and to achieve some degree of integration in the student population. Candidates are expected to achieve a prescribed number of credit points to gain an award. All College programmes are based on a teaching year divided into two semesters. Candidates intending to qualify for the Diploma in Teaching in Early Childhood, Primary and Secondary Education are generally expected to undertake six semesters of full-time study, and candidates for the Bachelor of Education, eight semesters of full-time study.

Course modules may be of one semester’s duration or two semester’s duration. Those modules offered over one semester generally carry a credit point rating of 3 although some may have a credit point rating of 2 or 4. Modules are placed at levels ranging from 100 through to 300 in the undergraduate programmes to indicate relative levels of difficulty. Modules which relate specifically to the Bachelor of Education programmes are generally classified as being at the 400 level.

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

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

A course of study leading to the award of the Diploma in Educational Studies will be offered on both a full-time and part-time basis in 1979. The programme will generally require two semesters of full-time, or four semesters of part-time study. Candidates will undertake a specialisation in Special Education which it is intended will provide advanced training in the resource teaching of children with mild learning and behaviour problems in Secondary and Primary schools, and will equip candidates for the teaching of moderately and severely developmentally disabled infants and children, or children with hearing impairment and/or language problems. It is anticipated that specialisations in Curriculum Development and in advanced studies in several of the Secondary School teaching areas will also be available in 1979.

DIPLOMA IN TEACHING

The courses of study leading to the award of the Diploma in Teaching are expected to provide general and vocational preparation for prospective teachers. Candidates will be expected to undertake modules drawn from:

(i) Education — in which Education is studied as the academic discipline underlying all theories of teaching, in order to provide the necessary background studies in child development, curriculum construction, the school and society;

(ii) Educational Studies — in which aspects of educational theory and research are related to the subject content taught in schools;

(iii) Subject Content — which relate either directly to the subjects taught in schools or to studies which are considered relevant to the candidates’ personal and professional development;

(iv) General Theory of Teaching — which relate to the study of the principles and practices employed in the development of effective teaching ability;

(v) Theory of Teaching — Specific to a Subject — which are concerned with the application of the teaching procedures best suited to the presentation of a particular subject.

All candidates are required to undertake periods of practice teaching in schools and may also undergo simulated classroom teaching with peer groups.

The above components of the course are reflected in the course structure which allows for:

A. GENERAL PREPARATION, which is divided into Education, Educational Studies and Subject Content Studies. For Secondary students the Subject Content Studies are divided between:

a) Subject Content Studies, (Special) which relates to the specialist Secondary area in which the student proposes to teach; and,

b) Subject Content Studies, (General) which includes all other studies of subject content. It is possible for a student not preparing to teach in a specialist Secondary area to select modules from that area as part of his Subject Content Studies (General).

For students enrolled in the Diploma in Teaching in Early Childhood or Primary Education, the Subject Content Studies are not subdivided into Special and General.

B. VOCATIONAL PREPARATION, which 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.

Requirements for the Award of the Diploma in Teaching in Secondary, Primary and Early Childhood Education

In order to qualify for the award of the Diploma in Teaching in Secondary, Primary or Early Childhood Education candidates will be expected to follow a full-time course of study of at least six semesters’ duration or a part-time equivalent thereof, and gain a minimum of 108 credit points.
Candidates for the Diploma in Teaching in Secondary Education are required to score a minimum of 75 credit points in Part A — General Preparation and a minimum of 33 credit points in Part B — Vocational Preparation. Candidates may be permitted however to transfer up to 9 credit points from Part B — Vocational Preparation, to Part A — General Preparation. Should approval for the transfer of the 9 credit points be given:

(i) 3 of the 9 credit points must be gained at 300 level; and

(ii) the minimum number of credit points required in Part B — Vocational Preparation is 24 of which at least 15 must be gained in Special Theory (including at least 6 credit points in B(a) — General Theory of Teaching) and 6 in Practical Experience.

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

Part A — General Preparation
Of the 72 credit points in Part A — General Preparation 42 credit points must be gained in modules recommended by the Board of Studies and Course Committee in Primary Education from at least four of the following subject areas of the Primary school: Art, Craft, English, Modern Languages, Mathematics, Music, Physical Education, Science and Social Sciences. From the 42 credit points candidates are required to:

(i) allocate 9 credit points to the three compulsory Educational Studies modules:
   - MA151 — The Teaching of Elementary Mathematics
   - EN110 — The Teaching of Elementary Reading
   - EN216 — Teaching English Language to Children

(ii) gain at least 18 credit points in:
   a) a Special Emphasis in one of the teaching areas of the Primary school (Art, Craft, English, Modern Languages, Mathematics, Music, Physical Education, Science or Social Sciences): included within the area selected for special emphasis must be the four modules designated as compulsory for candidates undertaking that subject (the remaining credit points within the Special Emphasis must be chosen from the Part A modules deemed appropriate by the subject department); or alternatively,
   b) a Special Emphasis in Ethnic Studies or Special Education in the modules prescribed by the Board of Studies and Course Committee in Primary Education,

(iii) gain 9 credit points at 300 level including 6 within the 18 credit points allocated for the Special Emphasis.

15 of the 72 credit points can be gained in modules generally available within Part A — General Preparation with the exception that at least 3 credit points must be gained in a module deemed appropriate by the Board of Studies and Course Committee in Primary Education in Ethnic Studies, Health Education, Mathematics, Social Awareness or Special Education.

Part B — Vocational Preparation
Of the 36 credit points in Part B — Vocational Preparation candidates are required to gain:

(i) 10 credit points in B(a) General Theory of Teaching — 4 credit points at 100 level, 4 credit points at 200 level and 2 credit points at 300 level; and

(ii) 20 credit points in B(b) Theory Specific to a Subject in compulsory 100 level modules in the following Primary school teaching areas: Art, Craft, English, Modern Languages, Mathematics, Music, Physical Education, Science, Social Sciences with the provisions that:
   a) compulsory English modules are studied for two hours per week for two semesters;
   b) candidates choose one of three Modern Languages modules;
   c) the compulsory modules in each of the subject areas other than English are studied for two hours per week for one semester.

Candidates for the Diploma in Teaching in Early Childhood Education follow the same pattern of training as candidates for the Diploma in Teaching in Primary Education.

Within the 42 credit points to be obtained in modules recommended by the Board of Studies and Course Committee in Primary Education:

(i) 9 credit points must be allocated to the three compulsory Educational Studies modules:
   - MA151 — The Teaching of Elementary Mathematics
   - EN110 — The Teaching of Elementary Reading
   - EN216 — Teaching English Language to Children

(ii) 18 credit points must be drawn from the core and elective modules recommended for a Special Emphasis in Early Childhood Education;

(iii) 15 credit points must be from modules identified by subject departments as being appropriate for Early Childhood Education including at least ONE module in FOUR of the following curriculum areas: Art, Craft, English, Mathematics, Modern Languages, Music, Physical Education, Science and Social Sciences.

Other requirements relating to the Award of the Diploma in Teaching in Secondary, Primary or Early Childhood Education

(i) Candidates enrolled in a Secondary specialisation are not required to undertake more than 45 credit points in the area Subject Content Studies (Special). However a total of 54 credit points may be taken if a student takes advantage of the provision to transfer 9 credit points from the area Special Theory (Specific to Subject).

(ii) All Secondary specialists must gain a minimum of 9 credit points at 300 level in their specialist areas.

(iii) Achievement of a satisfactory standard of written English including spelling is required of candidates who are undertaking the Diploma in Teaching in Early Childhood Education, Primary Education, or in Secondary Education specialising in English/History Education.

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

(v) All candidates are required to gain no less than 15 credit points in Education of which at least 3 credit points must be gained at 300 level. Candidates undertake the modules specified as being appropriate to their particular course of study.
(vi) A full-time student is one who is expected to gain not more than 36 credit points over two consecutive semesters. Programmes of study of between 37 and 43 credit points per year may be approved by the appropriate Course Co-ordinators. In exceptional circumstances a student may be allowed to undertake a course of study of between 44 and 48 credit points in a year. Such programmes may only be approved by the appropriate Board of Studies.

(vii) A part-time student is one who is expected to gain not more than 18 credit points over two consecutive semesters. Permission of the appropriate Board of Studies will be required if a part-time student wishes to undertake a programme of study of more than 18 credit points over two consecutive semesters.

(viii) Candidates must successfully complete the Practice Teaching component in each year to continue in the course. Candidates for the award of the Diploma in Teaching in Early Childhood Education must undertake at least one extended block practice teaching session in a preschool and in a Primary school (K-Year 2).

REVIEW OF COURSE PROPOSALS

The courses of study leading to the award of the Diploma in Teaching in Early Childhood, Primary and Secondary Education have recently been assessed by the New South Wales Higher Education Board. It is anticipated that the recommendations of the panel which reviewed the courses may lead to minor alterations in the requirements for the award. Such information is not available at the date of publication but will be made available to candidates upon enrolment.

THE DIPLOMA IN TEACHING IN EARLY CHILDHOOD EDUCATION

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

GENERAL PREPARATION (72 CREDIT POINTS)

- EDUCATION 15 credit points minimum
  (i) One module in each of the areas of Child Development, Curriculum and Sociology.
  (ii) One module (3 credit points) must be at 300 level.

EDUCATIONAL STUDIES 9 credit points
MA151 — The Teaching of Elementary Mathematics
EN110 — The Teaching of Elementary Reading
EN216 — Teaching English Language to Children

- SUBJECT CONTENT 33 credit points minimum
  (EARLY CHILDHOOD) 18 credit points drawn from the core and elective modules recommended for Early Childhood Education.
  (ii) 15 credit points from modules identified as being appropriate for Early Childhood Education including at least ONE module from FOUR of the following curriculum areas: Art, Craft, English, Mathematics, Modern Languages, Music, Physical Education, Science and Social Sciences.

  (9 credit points must be at 300 level of which 6 must be from the 18 credit points drawn from the core and elective modules recommended for Early Childhood Education)

VOCATIONAL PREPARATION (36 CREDIT POINTS)

- SPECIAL THEORY 10 credit points
  (GENERAL THEORY OF TEACHING) Principles & Practice of Teaching — five modules (one module per semester for five semesters — 2 credit points per module)

- SPECIAL THEORY 20 credit points
  (SPECIFIC TO A SUBJECT) Ten modules (2 credit points per module) in the following curriculum areas: Art, Craft, English (double module), Modern Languages, Mathematics, Music, Physical Education, Science and Social Sciences.

Candidates must choose one of three Modern Languages modules:
LA109 — Teaching Ethnic Minorities in the Primary School
LA110 — Teaching Foreign Languages in the Primary School
LA111 — Teaching Languages Across Cultures

PRACTICAL EXPERIENCE

PRACTICE TEACHING 6 credit points
3 Block Practice Teaching Practices at least one of which must be in a Preschool and one which must be in a Primary school (K-Year 2)
SUBJECT CONTENT

15 credit points

(GENERAL) minimum

3 credit points must be allocated to one of the following modules:

ID201 — Introduction to Ethnic Studies
ID205 — Social Awareness
SE200 — Learning Problems in the Regular Classroom: Recognition and Treatment
ID203 — Health Education
— Mathematics and the Child

Other modules can be chosen from any modules offered under General Preparation

TOTAL — 72 credit points
TOTAL — 36 credit points

Sections of the course where candidates may exercise choice in the selection of modules.

A schedule of the modules appropriate to the Diploma in Teaching may be found on pages 177-270. The modules have been listed under the segments of the course to which they apply. Particular regard should be taken of the 'Comments' column where candidates can find which modules are particularly appropriate for the Early Childhood course.

Foundation Semester

Candidates for the award of the Diploma in Teaching in Early Childhood Education are required to enrol in a fixed first semester programme. It is hoped that candidates, by sampling in their first semester many of the subject areas offered within the programme, will be able to structure knowledgeably their courses from the second semester of enrolment.

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

(i) Education
   ED101 — Child Development

(ii) Educational Studies
   * EN110 — The Teaching of Elementary Reading
   MA151 — The Teaching of Elementary Mathematics

(iii) Special Theory (General)
   PP110 — Principles and Practice of Teaching IA

(iv) Special Theory (Specific to a Subject)
   IA155 — Craft Teaching Method
   MU111 — Primary and Lower Primary Music Teaching
   SC106 — K-6 Science Curriculum Study
   SS110 — Social Studies

• It may not be possible to offer EN110 to all candidates in their first semester of enrolment. Some candidates may be required to undertake an English curriculum studies module as an alternative.

Core and Elective Modules recommended for a special emphasis in Early Childhood Education

Candidates must select modules to the value of 18 credit points from the following core and elective modules (see Subject Content—Early Childhood Education).

Core

EC203 Child Development (Early Childhood) Two semesters
EC204 Child Development (Early Childhood) 6 credit points
EC205 Developments and Trends in Early Childhood Education 3 credit points

OR

EC305 Innovations in Early Childhood Education 3 credit points
EC309 Parent and Community Involvement in Early Childhood Education 3 credit points

Electives

EC206 Play in Early Childhood 3 credit points
EC306 Play and Play Therapy 3 credit points
EC307 Administration in the Preschool 3 credit points
EC308 Planning, Resources and Evaluation in Early Childhood Education 3 credit points
## EXAMPLE OF HOW AN EARLY CHILDHOOD COURSE MIGHT BE STRUCTURED

<table>
<thead>
<tr>
<th>Course Structure</th>
<th>Semester I</th>
<th>Semester II</th>
<th>Semester III</th>
<th>Semester IV</th>
<th>Semester V</th>
<th>Semester VI</th>
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</thead>
<tbody>
<tr>
<td>General Preparation</td>
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<tr>
<td>Education (Fixed)</td>
<td>15 cp</td>
<td>Education 3 cp</td>
<td>Education 3 cp</td>
<td>Education 3 cp</td>
<td>Education 3 cp</td>
<td>—</td>
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<tr>
<td>Educational Studies</td>
<td>9 cp</td>
<td>Basic Maths Teaching 3 cp</td>
<td>—</td>
<td>—</td>
<td>Teaching English Language 3 cp</td>
<td>—</td>
</tr>
<tr>
<td>Subject Content (Early Childhood)</td>
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<tr>
<td>18 cp Special Emphasis</td>
<td>33 cp</td>
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<td>—</td>
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<tr>
<td>15 cp 4 Subject Areas (9 cp at 300 level)</td>
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<tr>
<td>Subject Content (General)</td>
<td>15 cp</td>
<td>—</td>
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<td></td>
</tr>
</tbody>
</table>

| Vocational Preparation            |             |             |              |             |            |             |
| Special Theory (General)          |             |             |              |             |            |             |
| Principles & Practice of Teaching |             |             |              |             |            |             |
| 5 x 2 cp                          | 10 cp       | PPT 2 cp    | PPT 2 cp     | PPT 2 cp    | PPT 2 cp   | —           |
| Special Theory (Specific to a Subject) |             |             |              |             |            |             |
| Social Science                    |             |             |              |             |            |             |
| Science                           |             |             |              |             |            |             |
| Music                             |             |             |              |             |            |             |
| Craft                             |             |             |              |             |            |             |
| 10 x 2 cp                         | 20 cp       |             |              |             |            |             |

| Semester CP Total                 | 19 cp       | 17 cp       | 18 (16) cp   | 16 (16) cp  | 17 cp      | 15 cp       |
| Practice Teaching                 | 6 cp        | Practice Teaching 2 cp | Practice Teaching 2 cp | Practice Teaching 2 cp | Practice Teaching 2 cp |
| Yearly CP Total                   | 38 cp       |             |              |             |            | 34 cp       |

* Alternative Stream

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**THE DIPLOMA IN TEACHING IN PRIMARY EDUCATION**

**GENERAL PREPARATION**

- Education (Fixed 15 credit points)
- Vocational Preparation (32 credit points)
- Human Development (15 credit points)
- Special Theory (8 credit points)
- Special Theory (Specific to a Subject)
- Special Theory (Practical Teaching/Teaching Practice)

**VOCATIONAL PREPARATION**

**THE TEACHING OF ELEMENTARY MATHEMATICS**

- Mathematics (5 credit points)
- English (5 credit points)
- Social Studies (4 credit points)
- Science (4 credit points)
- Music (1 credit points)
- Physical Education (1 credit points)

**SPECIAL STUDIES**

- Language Studies (6 credit points)
- Teach English Language to Children (6 credit points)
- Teach English Language to Children (Language module)

**EXTRA MODULES**

- The teaching of Elementary Reading (1 credit points)
- The teaching of Primary School (1 credit points)
- The teaching of Mathematics (1 credit points)
- The teaching of Science (1 credit points)
- The teaching of Social Studies (1 credit points)

**SPECIAL THEORY**

- Special Theory (Specific to a Subject)
- Special Theory (Practice of Teaching)

**THE DIPLOMA IN TEACHING IN PRIMARY EDUCATION**

In order to qualify for the award of the Diploma in Teaching in Primary Education, candidates must gain 108 credit points distributed as follows:
Courses from the second semester of candidates, by are required to offered within the programme, of the School. Such modules of the School. Similarly, emphasis In the area of the Primary School. Candidates undertaking programmes. The remaining modules (6 credit points) required of candidates undertaking special emphasis studies in a teaching area of the Primary School must be chosen from modules deemed appropriate for candidates undertaking special emphasis studies in that subject. Candidates, if they are undertaking special emphasis studies in a teaching area of the Primary School, are required to include within their programmes at least one module in each of three other teaching areas of the Primary School. Similarly, candidates undertaking special emphasis studies in Ethnic Studies or Special Education are required to include within their programmes at least one module in each of four of the teaching areas of the Primary School. Such modules must be chosen from the modules designated as core modules in each of the teaching areas.

A schedule of the modules appropriate to the Diploma in Teaching may be found on pages 177-270. The modules have been listed under the segments of the course to which they apply. Candidates should refer to this schedule in order to determine which modules are appropriate to the Diploma in Teaching in Primary Education.

**FOUNDATION SEMESTER**
Candidates for the award of the Diploma in Teaching in Primary Education are required to enrol in a fixed first semester programme. It is hoped that candidates, by sampling in their first semester many of the subject areas offered within the programme, will be able to structure knowledgeably their courses from the second semester of enrolment.

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

i) **Education**
   + ED101 Child Development (Middle Childhood) or ED105 Basic Issues in Education

ii) **Educational Studies**
   *EN110 The Teaching of Elementary Reading *MA151 The Teaching of Elementary Mathematics

iii) **Special Theory (General)**
   *PP110 Principles and Practice of Teaching IA

iv) **Special Theory (Specific to a Subject)**
   *IA155 Craft Teaching Method
   *MU111 Primary and Lower Primary Music Teaching
   *SC106 K-6 Science Curriculum Study
   *SS110 Social Studies

**CORE AND ELECTIVE MODULES FOR CANDIDATES UNDERTAKING SPECIAL EMPHASIS STUDIES IN ETHNIC STUDIES**

**CORE Modules**
- **ID201** Introduction to Ethnic Studies
- **EN215** English as a Second Language or **LA206** Learning a Second Language
- **HT203** Family and Culture
- **EY330** Education and the Disadvantaged (Aboriginal and Ethnic)

**Elective Modules**
- **SS275** The Immigrant in Australia
- **ES221** Australian Religion — The Ethnic Impact
- **SS390** Aboriginal Studies A
- **SS391** Aboriginal Studies B
- **HT204** Food in Australian History
- **LS208** Ethnic Minorities in the Community and School
- **LA210** Bilingualism in the School
- **EY332** Designing and Implementing Curricula for Disadvantaged Groups
- **EN215** English as a Second Language (if not undertaken as a core module)
- **LA206** Learning a Second Language (if not undertaken as a core module)

+ as ED101 is a required module no candidate will be precluded from enrolling in the module should he choose to do so.

* It may not be possible to offer EN110 to all candidates in their first semester of enrolment. Some candidates may be required to undertake an English curriculum studies module as an alternative.
CORE AND ELECTIVE MODULES RECOMMENDED FOR A SPECIAL EMPHASIS IN SPECIAL EDUCATION

CORE
SE101 Introduction to Special Education
SE201 Exceptional Child A: Cognitive Disabilities
SE301 Assessment, Diagnosis and Remediation of Children with Learning Problems
SE302 Instructional Programming for Children with Learning Problems

ELECTIVES
SE202 Exceptional Child B: Affective Disabilities
SE203 Exceptional Child C: Psychomotor Disabilities
SE204 Behavioural Principles in Classroom Management of Children with Learning Problems
SE205 Teaching the Gifted Child
SE301 Assessment, Diagnosis and Remediation of Children with Learning Problems
SE302 Instructional Programming for Children with Learning Problems
SE303 Issues in Special Education
SE304 Early Identification, Diagnosis and Assistance for the Learning-disabled Child
SE305 Education of High Risk Infant and Preschool Children
SE306 Educating Children with Moderate and Severe Developmental Disabilities
SE307 Curriculum Resources in Special Education

CORE MODULES RECOMMENDED FOR A SPECIAL EMPHASIS IN ART
AE102 Art Media for the Infant/Primary School
AE103 Practical Experiences Related to the Primary Visual Arts Curriculum
AE203 The Environment as Stimulus and Resource for Art Education Experience
AE301 Environmental Influences and Child Art

CORE MODULES RECOMMENDED FOR A SPECIAL EMPHASIS IN CRAFT
IA101 Handwork in Child Development A
IA202 Crafts in Education
IA306 Technology for Children
IA332 Innovative Crafts

CORE MODULES RECOMMENDED FOR A SPECIAL EMPHASIS IN ENGLISH
EN107 Literature for Children
EN204 Studies in Reading
EN301 Trends in Popular Culture
EN311 Curriculum and Research in Reading and Language

CORE MODULES RECOMMENDED FOR A SPECIAL EMPHASIS IN MATHEMATICS
MA106 Making a Mathematics I
MA206 Making a Mathematics II
MA251 Mathematics Education I: Mathematics and the Primary Child
MA351 Mathematics Education III: Comparative Curriculum Studies in Mathematics

CORE MODULES RECOMMENDED FOR A SPECIAL EMPHASIS IN MODERN LANGUAGES
i) Where Candidates have Previously Studied the Language to School Certificate Level
LA101 French 1S: French Language and Civilisation
LA102 German 1L: Introduction to German Literature
LA210 Bilingualism in the School
LA201 French 2S: French Language and Civilisation
LA202 German 2L: Modern Film and Drama
LA205 Languages 2E: Fundamental Issues in Foreign Language Learning

ii) Where Candidates have not Previously Studied the Language to School Certificate Level
LA103 French 1B-1: Beginning French I
LA105 German 1B-2: Beginning German II
LA104 French 1B-2: Beginning French II
LA106 German 1B-2: Beginning German II
LA210 Bilingualism in the School
LA201 French 2S: French Language and Civilisation
LA202 German 2L: Modern Film and Drama

CORE MODULES RECOMMENDED FOR A SPECIAL EMPHASIS IN MUSIC
A practical study e.g. MU107 Learning Guitar 1A
MU102 Music and the Listener
MU201 Understanding Music
MU301 Modern Approaches to Classroom Music — Orff and Kodaly Skills

CORE MODULES RECOMMENDED FOR A SPECIAL EMPHASIS IN PHYSICAL EDUCATION
PE112 Elementary Dance Techniques
PE113 Elementary Gymnastics
PE211 Structures in Physical Education (Primary)
PE310 Philosophies of Primary School Physical Education

CORE MODULES RECOMMENDED FOR A SPECIAL EMPHASIS IN SCIENCE
SC101 Environmental Physical Science
SC103 Human Bioscience
SC202 Environmental Bioscience
SC304 Man and Environment IIIA

CORE MODULES RECOMMENDED FOR A SPECIAL EMPHASIS IN SOCIAL SCIENCES
SS130 Inquiry Social Studies
SS231 New Trends in Social Studies Education
SS330 Community Investigation Studies
SS331 An Innovative Curriculum: The Integrated Curriculum in the Primary School
The course of study for the Diploma in Teaching in Secondary Education (English/History specialisation) is designed to qualify candidates to teach English and History in Secondary Schools. In order to qualify for the award candidates are required to follow a course of study of three years' duration and gain a minimum of 108 credit points in modules relevant to either the general or the vocational preparation of the prospective teacher.

In Semester I all candidates are required to enrol in a fixed Foundation Semester embracing the following modules:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>i) Education</td>
<td>3 credit points</td>
</tr>
<tr>
<td>ii) Subject Content Studies</td>
<td>3 credit points</td>
</tr>
<tr>
<td>iii) Special Theory (General)</td>
<td>2 credit points</td>
</tr>
<tr>
<td>iv) Special Theory (Specific to Subject)</td>
<td>3 credit points</td>
</tr>
<tr>
<td>v) Vocational Preparation</td>
<td>17 credit points</td>
</tr>
</tbody>
</table>

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

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

- 15 credit points in EDUCATION including 3 or more credit points at 300 level
- 48 credit points in ENGLISH and HISTORY
  - 18 credit points in modules in English (6 at 100 level, 6 at 200 level, 6 at 300 level)
  - 18 credit points in modules in History (6 at 100 level, 6 at 200 level, 6 at 300 level)
  - 12 credit points in modules in English and/or History
- 15 credit points in modules in ANY SUBJECT AREA (including English and History).
- 30 credit points in VOCATIONAL PREPARATION
  - 6 credit points in modules relating to the general theory of teaching
  - 18 credit points in modules relating to the teaching of English and History
  - 6 credit points in practical teaching experience

108 credit points in total.
Candidates will find the English and History modules relevant to the course listed under the offerings of the Departments of English and Social Sciences in the schedule of modules on pages 177-270. It will be apparent that some modules lead on logically to others, and that some are necessary at each of the 100, 200 and 300 levels. It is possible nevertheless, to take in later semesters modules which could have been taken earlier in the course, e.g. in the sixth semester of the course it is still possible to undertake modules at the 100 or 200 levels.

DIPLOMA IN TEACHING IN SECONDARY EDUCATION — HOME SCIENCE/TEXTILES SPECIALISATION

The award of the Diploma in Teaching in Secondary Education (Home Science/Textiles specialisation) requires a minimum of 108 credit points comprised of:

A. GENERAL PREPARATION (84 credit points)
   i) Education (to include 3 credit points at 300 level) 15 credit points
   ii) Subject Content Studies 69 credit points
      a) Special (Home Science/Textiles) 54 credit points
         100 level 24 credit points
         200 level 18 credit points
         300 level 12 credit points
      b) General
         To include:
         SS390 Aboriginal Studies A — Traditional Society and
         SS391 Aboriginal Studies B — Contemporary Society or
         SS382 Contemporary Australian Society A and
         SS383 Contemporary Australian Society B — the remainder being elected at any level from modules offered in: Education, Educational Studies, Special Subject Content (Home Science/Textiles), or General Subject Content.

B. VOCATIONAL PREPARATION (24 credit points)
   i) Special Theory 18 credit points
      a) General (2 English modules) 6 credit points
      b) Specific to Home Science/Textiles 12 credit points
         Principles and Practice of Teaching
         100 level 4 credit points
         200 level 4 credit points
         300 level 4 credit points
   ii) Practical Experience 6 credit points

In the first two semesters of their course candidates will be required to undertake the foundation programme listed below.
### DIPLOMA IN TEACHING IN SECONDARY EDUCATION — HOME SCIENCE/TEXTILES SPECIALISATION

**SUGGESTED COURSE FRAMEWORK TO SUPPLY 108 C.P.**

<table>
<thead>
<tr>
<th>Course Structure</th>
<th>Semester I</th>
<th>Semester II</th>
<th>Semester III</th>
<th>Semester IV</th>
<th>Semester V</th>
<th>Semester VI</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. General Preparation</strong></td>
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</tr>
<tr>
<td>i) Education 15 cp</td>
<td>ED105 Basic Issues 3 cp</td>
<td>ED102 Child Development (Adolescence) 3 cp</td>
<td>Education Module 3 cp</td>
<td>Education Module 3 cp</td>
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<td></td>
<td><strong>Educational Studies</strong></td>
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<tr>
<td>ii) Subject Content Studies</td>
<td>HT101 Nutrition 3 cp</td>
<td>HT102 Food Science 3 cp</td>
<td>3 Modules 18 cp</td>
<td>3 Modules 18 cp</td>
<td>2 Modules 12 cp</td>
<td>2 Modules 12 cp</td>
</tr>
<tr>
<td></td>
<td>a) Special 54 cp</td>
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<tr>
<td></td>
<td>HT103 Family &amp; Culture 3 cp</td>
<td>HT104 Food in History 3 cp</td>
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<tr>
<td></td>
<td>HT105 Fibre Science 3 cp</td>
<td>HT106 Textiles &amp; Society 3 cp</td>
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</tr>
<tr>
<td></td>
<td>HT108 Fashion Design 3 cp</td>
<td>HT107 Textile Arts 3 cp</td>
<td></td>
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</tr>
<tr>
<td></td>
<td><strong>Total</strong> 24 cp</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

9 cp may be elected at any level from Modules offered in Education, Educational Studies, Special Subject Content (Home Science/Textiles) or General Subject Content.

With the addition of 2 cp from Block Practice, students will gain 96 cp by end of Year I. Candidates should refer to the schedule of modules on pages 177-270 for modules relevant to the course.
DIPLOMA IN TEACHING IN SECONDARY EDUCATION
— INDUSTRIAL ARTS SPECIALISATION

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 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:
Education,
Educational Studies,
Special Subject Content

PART B:

Vocational Preparation (27 credit points)

i) Special Theory — 21 credit points

(a) General Theory of Teaching (6 credit points)

PS115 Theory and Practice of Teaching (2 credit points)
PS215 Theory and Practice of Teaching (2 credit points)
PS315 Theory and Practice of Teaching (2 credit points)
SUGGESTED COURSE STRUCTURE FOR THE
DIPLOMA IN TEACHING IN SECONDARY EDUCATION
— INDUSTRIAL ARTS AND THE
BACHELOR OF EDUCATION (INDUSTRIAL ARTS)

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
<th>Semester 3</th>
<th>Semester 4</th>
<th>Semester 5</th>
<th>Semester 6</th>
<th>Semester 7</th>
<th>Semester 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child Dev.</td>
<td>Basic Issues</td>
<td>Curric.Dev.</td>
<td>Eng./Des.Dr.</td>
<td>Ed./200-300/</td>
<td>IA/300/</td>
<td>IA/300/</td>
<td>IA/400/</td>
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<tr>
<td>Functional Design in Tech.</td>
<td></td>
<td></td>
<td>Desc./Geom.</td>
<td>IA/300/</td>
<td>IA/300/</td>
<td>IA/400/</td>
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</tr>
<tr>
<td>Eng./Science</td>
<td>Mat./Sc./Mech.</td>
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<td>Mech./Mat./Sc.</td>
<td>ELECTIVE III</td>
<td>ELECTIVE V</td>
<td>ELECTIVE VI</td>
<td></td>
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<tr>
<td>Metal Form.</td>
<td>Metal Tech.</td>
<td>Cabinet Mkp.</td>
<td>Design/Mat.</td>
<td></td>
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</tr>
<tr>
<td>Timber Fab.</td>
<td>ELECTIVE I</td>
<td>ELECTIVE II</td>
<td>Build./Const.</td>
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<tr>
<td>P &amp; P of Teaching</td>
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</tbody>
</table>

Vocational Preparation

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
<th>Semester 3</th>
<th>Semester 4</th>
<th>Semester 5</th>
<th>Semester 6</th>
<th>Semester 7</th>
<th>Semester 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Tech.</td>
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<tr>
<td>Drawing</td>
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<tr>
<td>Teaching Tech.</td>
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<tr>
<td>Tech.ics A</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tech.ics B</td>
<td>(2)</td>
<td>(2)</td>
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<td></td>
</tr>
<tr>
<td>17 cp 22 hrs.</td>
<td>18 cp 22-23h</td>
<td>18 cp 22-23h</td>
<td>17 cp 22h</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

COURSE MODULES

All candidates will undertake the following fixed programme in their first semester of study:

ED102 Child Development (Adolescence)
ED105 Basic Issues in Education
PS115 Theory and Practice of Teaching
IA112 Functional Design in Technology
IA150 An Introduction to Industrial Arts Education
IA151 Teaching Technical Drawing
IA153 Teaching Technics — Metal Lobes
IA154 Teaching Technics — Wood Lobes

Candidates should refer to the schedule of modules on pages 177-270 for a listing of the modules relevant to the course.

Notes:
(0) represents practice teaching and/or in-school experience for the credit points indicated.
IA/000/ represents Industrial Arts electives at the levels indicated.
DIPLOMA IN TEACHING IN SECONDARY EDUCATION — MATHEMATICS SPECIALISATION

In order to qualify for the award of a Diploma a candidate must gain at least 108 credit points.

Candidates are required to gain 54 points in Theoretical Studies in mathematics and 24 points in Vocational Studies.

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

**PART A:**

**General Preparation**

(a) Compulsory modules

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA101</td>
<td>Algebra I</td>
</tr>
<tr>
<td>MA103</td>
<td>Calculus IA</td>
</tr>
<tr>
<td>MA104</td>
<td>Calculus IB</td>
</tr>
<tr>
<td>MA105</td>
<td>Geometry I</td>
</tr>
<tr>
<td>MA202</td>
<td>Applied Maths: Mechanics</td>
</tr>
<tr>
<td>MA204</td>
<td>Computer Studies</td>
</tr>
<tr>
<td>MA210</td>
<td>Matrices and Vector Spaces</td>
</tr>
<tr>
<td>MA211</td>
<td>Theory of Number and Related Topics</td>
</tr>
<tr>
<td>MA212</td>
<td>Real Analysis</td>
</tr>
</tbody>
</table>

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) MA106 Making a Mathematics I

ii) MA206 Making a Mathematics II

iii) MA213 Social Mathematics

**PART B:**

**Vocational Preparation**

The 24 points in Professional Studies are distributed as indicated below

(a) Compulsory modules

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS120</td>
<td>Principles and Practice of Mathematics Teaching 1A</td>
</tr>
<tr>
<td>PS121</td>
<td>Principles and Practice of Mathematics Teaching 1B</td>
</tr>
<tr>
<td>PS220</td>
<td>Principles and Practice of Mathematics Teaching 1IA</td>
</tr>
<tr>
<td>PS221</td>
<td>Principles and Practice of Mathematics Teaching 1IB</td>
</tr>
<tr>
<td>PS320</td>
<td>Principles and Practice of Mathematics Teaching 1IA</td>
</tr>
<tr>
<td>MA153</td>
<td>Mathematics Education: Junior Secondary Curriculum Studies I</td>
</tr>
<tr>
<td>MA254</td>
<td>Mathematics Education: Junior Secondary Curriculum Studies II</td>
</tr>
<tr>
<td>MA255</td>
<td>Mathematics Education: Senior Secondary Curriculum Studies I</td>
</tr>
</tbody>
</table>

Total: 21 points

(b) Elective modules

One of:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA354</td>
<td>Mathematics Education: The Slow Learner</td>
</tr>
<tr>
<td>MA355</td>
<td>Mathematics Education: Senior Secondary Curriculum Studies II</td>
</tr>
</tbody>
</table>

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.

**FOUNDATION SEMESTER**

In their first year, candidates are required to study the following modules in Semester 1.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA101</td>
<td>Algebra I</td>
</tr>
<tr>
<td>MA103</td>
<td>Calculus IA</td>
</tr>
<tr>
<td>MA105</td>
<td>Geometry I</td>
</tr>
<tr>
<td>MA153</td>
<td>Mathematics Education: Junior Secondary Curriculum Studies I</td>
</tr>
<tr>
<td>PS120</td>
<td>Principles and Practice of Mathematics Teaching 1A</td>
</tr>
<tr>
<td>MA153</td>
<td>Mathematics Education: Senior Secondary Curriculum Studies I</td>
</tr>
<tr>
<td>ED102</td>
<td>Child Development (Adolescence)</td>
</tr>
</tbody>
</table>

An Education module:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED105</td>
<td>Basic Issues in Education</td>
</tr>
</tbody>
</table>

**COURSE MODULES**

Candidates should refer to the schedule of modules on pages 177-270 for a listing of the modules relevant to the course.
DIPLOMA IN TEACHING IN SECONDARY EDUCATION — PHYSICAL EDUCATION SPECIALISATION

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

COURSE COMPONENTS
Part A:
General Preparation (75 credit points)
(i) Includes a maximum 42 credit points at 100 level
  i) Education (includes 3 credit points at 300 level) 15 credit points
  ii) Educational Studies
  iii) Subject Content Studies
    a) Special (includes 9 credit points at 300 level) 45 credit points
    b) General 15 credit points

Part B:
Vocational Preparation
i) Special Theory 33 credit points
  a) General 6 credit points
  b) Specific to Subject 21 credit points
ii) Practical Experiences
  a) Simulation
  b) Practice in Field 6 credit points

NOTES IN EXPLANATION
NOTE 1. EDUCATION 15 credit points
A minimum of fifteen (15) credit points of study in Education is required, including three (3) credit points at 300 level.

Modules of study in Education selected must include one (1) from each of the following areas:
1. Child Development (ED101)
2. Curriculum (ED206 or ED207)
3. Sociology (ED325 or ED326)

NOTE 2. SUBJECT CONTENT STUDIES
1. The following MODULES OF STUDY ARE REQUIRED:
   PE100 Foundation of Physical Education 3 credit points
   PE101 Personal Health Behaviour 3 credit points
   PE390 Physical Education Research Paper* 3 credit points
   MU110 Music For Physical Education I 3 credit points

* N.B. An individual Research Paper which relates in some depth to theoretical aspects of teaching Physical Education Activities. This module is to be completed during the final semester under the supervision of a faculty member recommended by the Head of the Department of Physical Education and approved by Board of Studies in Secondary Education.

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

2. Fifteen (15) credit points must be selected from Science and Physical Education.
   SC140 Biomechanics I 3 credit points
   SC141 Biomechanics II 3 credit points
   SC240 Biochemistry I 6 credit points
   SC242 Anatomy and Physiology for Physical Education 3 credit points
   SC243 Biochemistry II 3 credit points
   SC245 Sports Medicine 3 credit points
   SC343 Physiology of Exercise 3 credit points

3. Eighteen (18) credit points from Physical Education
   PE102 Introduction to Physical Education 3 credit points
   PE105 Tests and Measurements in Physical Education 3 credit points
   PE202 Community Recreation 3 credit points
   PE205 Coaching of Sports 3 credit points
   PE206 Administration Practices in Physical Education 3 credit points
   PE207 Mental and Community Health 3 credit points
   PE301 General Recreation Planning 3 credit points
   PE302 Community Recreation Management 3 credit points
   PE303 Motor Learning and Physical Performance 3 credit points

NOTE 3. SUBJECT CONTENT STUDIES
(b) General
Fifteen (15) credit points may be chosen from those modules generally available to all candidates e.g.
   EN112 Language and Reading Across the Curriculum 3 credit points
   EN114 Effective Communication 3 credit points
   SS282 Contemporary Australian Society I 3 credit points
   SS283 Contemporary Australian Society II 3 credit points
   MU210 Music for Physical Education II 3 credit points

NOTE 4. VOCATIONAL PREPARATION
(i) Special Theory
   a) General
      Principles and Practice of Teaching Physical Education 6 credit points
      One Module at 100 level 2 credit points
      One Module at 200 level 2 credit points
      One Module at 300 level 2 credit points

NOTE 5. VOCATIONAL PREPARATION
(b) Specific to Subject 21 credit points

A minimum of twenty-one (21) credit points must be taken over the total study period in modules of study related to the theory and practice of teaching physical education activities. To be taken from:
### DIPLOMA IN TEACHING IN SECONDARY EDUCATION — PHYSICAL EDUCATION — SUGGESTED PLACEMENT OF REQUIRED COURSE COMPONENTS

<table>
<thead>
<tr>
<th>Course Components</th>
<th>Fixed First Semester</th>
<th>Semester II</th>
<th>Semester III</th>
<th>Semester IV</th>
<th>Semester V</th>
<th>Semester VI</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Education</strong></td>
<td>ED101 Child Development</td>
<td>ED206 Procedures in Curriculum</td>
<td>ED301 The School and Society</td>
<td>3 cp</td>
<td>3 cp</td>
<td>3 cp</td>
</tr>
<tr>
<td><strong>Physical Education Theory</strong></td>
<td>PE100 Foundations of Physical Education</td>
<td>PE101 Personal Health Behaviour</td>
<td>3 cp</td>
<td>3 cp</td>
<td>3 cp</td>
<td>3 cp</td>
</tr>
<tr>
<td><strong>Music</strong></td>
<td>MU110 Music for Physical Education I</td>
<td>3 cp</td>
<td>3 cp</td>
<td>3 cp</td>
<td>3 cp</td>
<td>3 cp</td>
</tr>
<tr>
<td><strong>Science &amp; Physical Education</strong></td>
<td>Either: SC140 Biomechanics I</td>
<td>OR SC141 Biology for Physical Education</td>
<td>3 cp</td>
<td>3 cp</td>
<td>3 cp</td>
<td>3 cp</td>
</tr>
</tbody>
</table>

**Semesters II-VI Optional Individual Programme Selection**

- 15 credit points
- 30 credit points
- 15 credit points
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.

### Course Components

<table>
<thead>
<tr>
<th>Course Components</th>
<th>Fixed First Semester</th>
<th>Semesters</th>
<th>Credit Point Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Elective</td>
<td>Modules may be chosen from any generally available EN112 EN114 SS282 SS283 MU210 recommended.</td>
<td></td>
<td>15 credit points</td>
</tr>
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</table>

### Modules

<table>
<thead>
<tr>
<th>Course Components</th>
<th>First Semester</th>
<th>Second Semester</th>
<th>Third Semester</th>
<th>Fourth Semester</th>
<th>Fifth Semester</th>
<th>Sixth Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Principles &amp; Practice of Teaching Physical Education</strong></td>
<td>PS130</td>
<td>PS230</td>
<td>PS330 OR PS330</td>
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</tr>
<tr>
<td><strong>Psychology</strong></td>
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<tr>
<td><strong>Mathematics</strong></td>
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<tr>
<td><strong>Science</strong></td>
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<tr>
<td><strong>English</strong></td>
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<tr>
<td><strong>Physical Education</strong></td>
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</tr>
<tr>
<td><strong>Theoretical Education</strong> (at least 5 semester modules)</td>
<td>15 credit points</td>
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</tr>
<tr>
<td><strong>Science (at least 18 semester modules)</strong></td>
<td>54 credit points</td>
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</tr>
<tr>
<td><strong>Elective modules (at least 5 in Education, Science, Mathematics or any other area)</strong></td>
<td>15 credit points</td>
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<tr>
<td><strong>Vocational Preparation (24 credit points)</strong></td>
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<tr>
<td><strong>Block Practice (16 credit points)</strong></td>
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<tr>
<td><strong>Principles and Practice of Teaching Physical Education (21 credit points)</strong></td>
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<tr>
<td><strong>Secondary School Block Practice Teaching Experience (4 weeks)</strong></td>
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</tr>
</tbody>
</table>

### TOTAL — 108 credit points
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

FOUNDATION SEMESTER
Candidates will be required to undertake the following fixed programme in their first semester.
- ED102 Child Development (Adolescence)
- or
- ED105 Basic Issues in Education
- SC110 Basic Biology
- SC112 Basic Chemistry
- SC114 Geology IA
- SC116 Mechanics I
- PS135 Preparation for Practice Teaching

COURSE MODULES
Candidates should refer to the schedule of modules on pages 177-270 for a listing of the modules relevant to the course.

DIPLOMA IN TEACHING IN SECONDARY EDUCATION — SCIENCE SPECIALISATION

Course Structure

(i) Science Subject Content

<table>
<thead>
<tr>
<th>100 Level</th>
<th>200 Level</th>
<th>300 Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>*SC110 Basic Biology</td>
<td>SC210 Ecology and Field Biology</td>
<td>SC310 Reg./Res. in Organisms</td>
</tr>
<tr>
<td>*SC111 Human Biology</td>
<td>SC211 Cell Physiology</td>
<td>SC311 Microbiology</td>
</tr>
<tr>
<td>*SC113 Chemistry of Life</td>
<td>*SC213 Chemical Bonding</td>
<td>SC313 Natural Pr. Chem.</td>
</tr>
<tr>
<td>*SC115 Geology IB</td>
<td>SC215 Geology IIB</td>
<td>SC314 Geology IIIA</td>
</tr>
<tr>
<td>*SC116 Mechanics I</td>
<td>*SC216 Mechanics II</td>
<td>SC315 Geology IIIB</td>
</tr>
<tr>
<td>*SC117 D.C. Electricity</td>
<td>*SC217 Optics &amp; Astronomy</td>
<td>SC316 Phys. III</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SC318 Environ. Science IIIIB</td>
</tr>
</tbody>
</table>

Indicates prerequisite link
*Compulsory Module

Seminesters I & II
All modules compulsory

Seminesters III & IV
Four compulsory modules; at least two optional modules

Seminesters V & VI
At least four optional modules or two plus Physics III

(ii) Vocational Preparation

<table>
<thead>
<tr>
<th>Prep. for Prac.</th>
<th>Teaching Strategies</th>
<th>Science Years 11, 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practice Teaching</td>
<td>Practice Teaching</td>
<td>Practice Teaching</td>
</tr>
<tr>
<td>Microteaching</td>
<td>Influencing Attitudes</td>
<td>Children W. Special Needs</td>
</tr>
<tr>
<td></td>
<td>Curriculum Evaluation</td>
<td>Science, Society and Science Teaching</td>
</tr>
</tbody>
</table>

All modules occupy 4 hours/week for one semester except Physics III which occupies two semesters

Note: Three extra Science modules could be elected in Semesters III-VI.
DIPLOMA IN TEACHING IN SECONDARY EDUCATION — SOCIAL SCIENCES SPECIALISATION

To qualify for a diploma a candidate must gain at least 108 credit points distributed as follows:

A. General Preparation

i) Education — 15 credit points with at least 3 at 300 level

ii) Elected modules inside or outside Social Sciences — 15 credit points

iii) Subject Content Studies — 48 credit points over six semesters

100 LEVEL: minimum of 18 credit points

- Commerce — 6 credit points
- Geography — 6 credit points
- Social Science — 6 credit points

200 LEVEL: minimum of 9 credit points

300 LEVEL: minimum of 12 credit points

The other 9 credit points shall be obtained in Social Science modules.

B. Vocational Preparation

i) Special Theory

(a) General

100 LEVEL: Principles and Practice of Teaching IA — 3 credit points
100 LEVEL: Principles and Practice of Teaching IB — 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
100 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 six semesters

FOUNDATION SEMESTER

All candidates must undertake the following programme in their first semester of enrolment:

ED102 Child Development 3 credit points
or
ED105 Basic Issues in Education
PS140 Principles and Practice of Teaching IA (Social Sciences)

SS123 Economics and Commerce Education 3 credit points
SS150 Economics in Society 3 credit points
SS161 The Skills of the Geographer 3 credit points
SS180 Understanding Society A: Comparative Family Studies 18 credit points

COURSE MODULES

Candidates should refer to the schedule of modules on pages 177-270 for a full listing of the modules available in the course.
### Modules Offered by the Social Sciences Department in the Fields of Social Science, Asian Studies, Economics, and Geography

<table>
<thead>
<tr>
<th>Subject</th>
<th>100 Level</th>
<th>200 Level</th>
<th>300 Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SS181: Understanding Society B</td>
<td>SS281: Black Studies B (U.S.A.)</td>
<td>SS390: Aboriginal Studies A</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SS282: Contemporary Australian Society A</td>
<td>SS391: Aboriginal Studies B</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SS283: Contemporary Australian Society B</td>
<td></td>
</tr>
<tr>
<td>Geography</td>
<td>SS160: Physical Geography I</td>
<td>SS260: Physical Geography II</td>
<td>SS360: Geography and Decision Making in Asia</td>
</tr>
<tr>
<td></td>
<td>SS161: The Skills of the Geographer</td>
<td>SS261: Principles of Regional Geography</td>
<td>SS361: Regional Geography of South-West Pacific</td>
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<tr>
<td></td>
<td>SS162: Urban Geography Problems and Possibilities</td>
<td>SS262: Urban Geography II — Patterns and Processes</td>
<td></td>
</tr>
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<td></td>
<td>SS151: Consumerism and Society</td>
<td>SS251: The Economics of Income and Employment</td>
<td>SS351: Economics and the Environment</td>
</tr>
<tr>
<td></td>
<td>PS141: Principles and Practices of Teaching I B</td>
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</tr>
<tr>
<td></td>
<td>SS120: Social Science Education</td>
<td></td>
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<tr>
<td></td>
<td>SS121: Geography Education</td>
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<td></td>
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<tr>
<td></td>
<td>SS123: Economics and Commerce Education</td>
<td></td>
<td>SS320: Inter-disciplinary Curriculum Construction: Asian Studies</td>
</tr>
</tbody>
</table>

#### Prerequisites
Entry: H.S.C. or Equivalent

* Any one satisfied as a prerequisite, but candidates should seek advice before planning a programme. (There is some flexibility in prerequisites)
DIPLOMA IN TEACHING IN TECHNICAL & FURTHER EDUCATION

In order to qualify for the award of the Diploma in Teaching in Technical & Further Education candidates must follow a part-time course of study of between 2 and 5 years and gain a total of 108 credit points in components of the course which contribute to their general and vocational preparation as prospective teachers. In general, candidates should possess recognised specialist technical qualifications as a basis for teaching in post-secondary technical and further education.

Candidates acquire their General Preparation through studies in Education and subject content and elective studies and their Vocational Preparation through studies in the theory and practice of teaching and practical teaching experience.

All candidates are required to undertake the following basic core programme which is normally equivalent to two years of part-time study.

17 credit points in Education
17 credit points in Subject Content studies of a general nature
6 credit points in the Theory of Teaching relative to T.A.F.E.
6 credit points in Practical Experience (if practice is limited to brief block practices and micro-teaching or equivalent)
9 credit points in Practical Experience (for candidates in full-time teaching employment)

The remaining 59-62 credit points necessary to qualify for the award must be gained in Subject Content studies which

i) will be related to the candidate's field of teaching;

ii) 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.

Programmes must adhere to such guidelines as the Board of Studies in Further Education may prescribe for the field and be submitted for approval of the Board.

Admission with Credit

Candidates on admission to the Diploma in Teaching programme may apply with documentary evidence for entry to the programme with credit for previously completed Subject Content studies beyond the core programme requirements.

Completion of an appropriate four stage part-time certificate course with the New South Wales Department of Technical & Further Education or completion of an approved programme of post-trade courses totalling a minimum of approximately 540 hours following an approved trade qualification, will generally qualify candidates for entry with credit to the programme.

PROGRAMME FOR COURSE

<table>
<thead>
<tr>
<th>Unit</th>
<th>Title</th>
<th>Credit Point Value</th>
<th>Hours Per Week</th>
<th>Duration</th>
<th>Availability</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>ET101 Psychology of Adolescents and Adults</td>
<td>100</td>
<td>3</td>
<td>2</td>
<td>1 Semester</td>
</tr>
<tr>
<td></td>
<td>ET102 Curriculum Development</td>
<td>100</td>
<td>3</td>
<td>2</td>
<td>1 Semester</td>
</tr>
<tr>
<td></td>
<td>PR11S Professional Preparation IA</td>
<td>100</td>
<td>4</td>
<td>3</td>
<td>1 Semester</td>
</tr>
<tr>
<td></td>
<td>PR116 Professional Preparation IB</td>
<td>100</td>
<td>4</td>
<td>3</td>
<td>1 Semester</td>
</tr>
<tr>
<td></td>
<td>PT100 Practical Experience I *</td>
<td>100</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>ET203 Cognitive Processes</td>
<td>200</td>
<td>2</td>
<td>2</td>
<td>1 Semester</td>
</tr>
<tr>
<td></td>
<td>ET204 Identification and Assessment of Objectives</td>
<td>200</td>
<td>3</td>
<td>2</td>
<td>1 Semester</td>
</tr>
<tr>
<td></td>
<td>PR215 Professional Preparation II</td>
<td>200</td>
<td>5</td>
<td>3</td>
<td>1 Semester</td>
</tr>
<tr>
<td></td>
<td>PR200 Practical Experience II *</td>
<td>200</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>General Studies Elective</td>
<td>100</td>
<td>3</td>
<td>3</td>
<td>1 Semester</td>
</tr>
<tr>
<td>3</td>
<td>ET305 Sociology of Education</td>
<td>300</td>
<td>3</td>
<td>2</td>
<td>1 Semester</td>
</tr>
<tr>
<td></td>
<td>ET306 Principles of T.A.F.E.</td>
<td>300</td>
<td>3</td>
<td>2</td>
<td>1 Semester</td>
</tr>
<tr>
<td></td>
<td>PR315 Professional Preparation III</td>
<td>300</td>
<td>4</td>
<td>3</td>
<td>1 Semester</td>
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<td></td>
<td>General Studies Elective</td>
<td>100-200</td>
<td>3</td>
<td>3</td>
<td>1 Semester</td>
</tr>
<tr>
<td></td>
<td>PT300 Practical Experience III *</td>
<td>300</td>
<td>3</td>
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</table>

* Pre-service students, i.e. those who are not employed as teachers can only gain 6 credit points for Practical Experience.
SCHEDULE OF MODULES FOR THE DIPLOMA IN TEACHING

The following schedule lists those modules which are appropriate for courses of study leading to the award of the Diploma in Teaching. The modules have been scheduled in relation to the various components of the course to which they apply and have been classified in terms of a coding system which generally reflects the department offering the module or the course component to which the module applies, and the level at which it is offered. For example ED101 is a module offered by the Education Department at 100 Level, and EC203 is an Early Childhood module offered by the Education Department at 200 Level.

All candidates should note that the information in this schedule is subject to change. For instance modules may be added to, or deleted from the schedule from time to time. Every attempt has been made to predict which modules will be available in 1979, however availability is contingent upon adequate staffing resources and enrolment numbers.

Candidates should consult the requirements for a particular course of study before choosing modules from this schedule.
1. EDUCATION MODULES

Candidates for the Diploma in Teaching in Early Childhood, Primary or Secondary Education 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 the area Child Growth and Development, one in the area of Curriculum and one in the area of Sociology.

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module Title</th>
<th>Credits</th>
<th>Contact</th>
<th>Duration</th>
<th>Notes</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED101</td>
<td>Child Development (Middle Childhood)</td>
<td>3</td>
<td>3</td>
<td>1 Semester</td>
<td>Nil</td>
<td>I or II</td>
</tr>
<tr>
<td>ED102</td>
<td>Child Development (Adolescence)</td>
<td>3</td>
<td>3</td>
<td>1 Semester</td>
<td>Nil</td>
<td>I or II</td>
</tr>
<tr>
<td>ED105</td>
<td>Basic Issues in Education</td>
<td>3</td>
<td>3</td>
<td>1 Semester</td>
<td>Nil</td>
<td>I or II</td>
</tr>
<tr>
<td>ET101</td>
<td>Psychology of Adolescents and Adults</td>
<td>3</td>
<td>2</td>
<td>1 Semester</td>
<td>Nil</td>
<td>II</td>
</tr>
<tr>
<td>ET102</td>
<td>Curriculum Development</td>
<td>3</td>
<td>2</td>
<td>1 Semester</td>
<td>Nil</td>
<td>I</td>
</tr>
<tr>
<td>ED202</td>
<td>The Teaching Learning Process (Middle Childhood)</td>
<td>3</td>
<td>3</td>
<td>1 Semester</td>
<td>3 credit points in Education at 100 Level</td>
<td>I or II</td>
</tr>
<tr>
<td>ED203</td>
<td>The Teaching Learning Process (Adolescence)</td>
<td>3</td>
<td>3</td>
<td>1 Semester</td>
<td>3 credit points in Education at 100 Level</td>
<td>I or II</td>
</tr>
<tr>
<td>ED204</td>
<td>Classroom Processes</td>
<td>3</td>
<td>3</td>
<td>1 Semester</td>
<td>3 credit points in Education at 100 Level</td>
<td>I or II</td>
</tr>
<tr>
<td>ED206</td>
<td>Procedures in Curriculum Development</td>
<td>3</td>
<td>3</td>
<td>1 Semester</td>
<td>3 credit points in Education at 100 Level</td>
<td>I or II</td>
</tr>
<tr>
<td>ED207</td>
<td>Issues and Patterns in Curriculum Development</td>
<td>3</td>
<td>3</td>
<td>1 Semester</td>
<td>3 credit points in Education at 100 Level</td>
<td>I or II</td>
</tr>
<tr>
<td>ET203</td>
<td>Cognitive Processes</td>
<td>2</td>
<td>2</td>
<td>1 Semester</td>
<td>Nil</td>
<td>I</td>
</tr>
<tr>
<td>ET204</td>
<td>Identification and Assessment of Educational Objectives</td>
<td>3</td>
<td>2</td>
<td>1 Semester</td>
<td>3 credit points in a 100 level module in Education</td>
<td>I</td>
</tr>
<tr>
<td>Code</td>
<td>Title</td>
<td>Credits</td>
<td>Week</td>
<td>Duration</td>
<td>Prerequisites</td>
<td>Requisites</td>
</tr>
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<td>------------</td>
</tr>
<tr>
<td>ED301</td>
<td>The School and Society</td>
<td>3</td>
<td>3</td>
<td>1 Semester</td>
<td>3 credit points in Education at 200 Level</td>
<td>Nil</td>
</tr>
<tr>
<td>ED 302</td>
<td>The Sociology of the School</td>
<td>3</td>
<td>3</td>
<td>1 Semester</td>
<td>3 credit points in Education at 200 Level</td>
<td>Nil</td>
</tr>
<tr>
<td>ED303</td>
<td>Technology of Education</td>
<td>3</td>
<td>3</td>
<td>1 Semester</td>
<td>3 credit points in Education at 200 Level</td>
<td>Nil</td>
</tr>
<tr>
<td>ED304</td>
<td>The History of Education in New South Wales</td>
<td>3</td>
<td>3</td>
<td>1 Semester</td>
<td>3 credit points in Education at 200 Level</td>
<td>Nil</td>
</tr>
<tr>
<td>ED306</td>
<td>Innovations in Primary/Secondary Education</td>
<td>3</td>
<td>3</td>
<td>1 Semester</td>
<td>3 credit points in Education at 200 Level</td>
<td>Nil</td>
</tr>
<tr>
<td>ED308</td>
<td>The School and Society (Early Childhood)</td>
<td>3</td>
<td>3</td>
<td>1 Semester</td>
<td>3 credit points in Education at 200 Level</td>
<td>Nil</td>
</tr>
<tr>
<td>ED309</td>
<td>Measurement and Evaluation in the Classroom</td>
<td>3</td>
<td>3</td>
<td>1 Semester</td>
<td>3 credit points in Education at 200 Level</td>
<td>Nil</td>
</tr>
<tr>
<td>ED310</td>
<td>Personality Development and Mental Health</td>
<td>6</td>
<td>3</td>
<td>2 Semesters</td>
<td>3 credit points in Education at 200 Level</td>
<td>Nil</td>
</tr>
<tr>
<td>ET305</td>
<td>Sociology of Education</td>
<td>3</td>
<td>2</td>
<td>1 Semester</td>
<td>3 credit points in a 200 Level module in Education</td>
<td>Nil</td>
</tr>
<tr>
<td>ET306</td>
<td>Principles of Technical and Further Education</td>
<td>3</td>
<td>2</td>
<td>1 Semester</td>
<td>3 credit points in a 200 Level module in Education</td>
<td>Nil</td>
</tr>
</tbody>
</table>

2. EDUCATIONAL STUDIES MODULES

DEPARTMENT OF ART EDUCATION

AE383  Art Therapy                                         | 3       | 3    | 1 Semester | 3 credit points in Education at 200 Level or 6 credit points in Art Education at 200 Level | Nil | Appropriate for Special Education — not intended as Training for Psychotherapeutic Diagnoses | Semester II |
<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Points</th>
<th>Hours per Week</th>
<th>Duration</th>
<th>Prerequisites</th>
<th>Co-requisites</th>
<th>Comments</th>
<th>Availability 1979</th>
</tr>
</thead>
<tbody>
<tr>
<td>AE384</td>
<td>Growth, Development and Research in Art Education</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>Semester I</td>
<td></td>
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</tr>
<tr>
<td>EN110</td>
<td>The Teaching of Elementary Reading</td>
<td>3</td>
<td>3</td>
<td>1 Semester</td>
<td>Nil</td>
<td>Nil</td>
<td>Compulsory module for Early Childhood/Primary</td>
<td>Semester I</td>
</tr>
<tr>
<td>EN215</td>
<td>English as a Second Language</td>
<td>3</td>
<td>3</td>
<td>1 Semester</td>
<td>Nil</td>
<td>Nil</td>
<td>Appropriate Primary/Secondary</td>
<td>Semester I</td>
</tr>
<tr>
<td>EN216</td>
<td>Teaching English Language to Children: Primary/Early Childhood</td>
<td>3</td>
<td>3</td>
<td>1 Semester</td>
<td>EN110</td>
<td>Nil</td>
<td>Compulsory for 1979 Early Childhood/Primary</td>
<td>Available only as non compulsory module for 1978 Early childhood/Primary intake in Semester II</td>
</tr>
<tr>
<td>EN303</td>
<td>Linguistics in Education</td>
<td>3</td>
<td>3</td>
<td>1 Semester</td>
<td>EN203</td>
<td>Nil</td>
<td>Appropriate Primary/Secondary</td>
<td>Not available 1979</td>
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<tr>
<td>EN305</td>
<td>Early Language and Reading: Theory and Practice</td>
<td>3</td>
<td>3</td>
<td>1 Semester</td>
<td>Any of EN203, 204, 210 or Equivalent Studies</td>
<td>Nil</td>
<td>Appropriate Primary/L. Primary/Secondary</td>
<td>Not available 1979</td>
</tr>
<tr>
<td>EN310</td>
<td>Literature in Education</td>
<td>3</td>
<td>3</td>
<td>1 Semester</td>
<td>EN210 or Equivalent Studies</td>
<td>Nil</td>
<td>Appropriate Primary/Secondary</td>
<td>Not available 1979</td>
</tr>
<tr>
<td>EN313</td>
<td>Overcoming Failure in the Secondary School</td>
<td>3</td>
<td>3</td>
<td>1 Semester</td>
<td>6 credit points at 200 Level</td>
<td>Nil</td>
<td>Appropriate Secondary</td>
<td>Not available 1979</td>
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</tr>
<tr>
<td>IA102</td>
<td>Development of Technology</td>
<td>3</td>
<td>4</td>
<td>1 Semester</td>
<td>Nil</td>
<td>Nil</td>
<td></td>
<td>Not available 1979</td>
</tr>
<tr>
<td>IA301</td>
<td>Curriculum Development in Industrial Arts Education</td>
<td>3</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>
<td>Not available 1979</td>
</tr>
<tr>
<td>IA302</td>
<td>Alternatives in Industrial Arts Education</td>
<td>3</td>
<td>3</td>
<td>1 Semester</td>
<td>Minimum of 12 credit points in Education</td>
<td>Nil</td>
<td></td>
<td>Not available 1979</td>
</tr>
<tr>
<td>IA303</td>
<td>Innovations in Industrial Arts Education</td>
<td>3</td>
<td>3</td>
<td>1 Semester</td>
<td>Minimum of 12 credit points in Education</td>
<td>Nil</td>
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<td>Not available 1979</td>
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<tr>
<td>IA304</td>
<td>Comparative Industrial Arts Education</td>
<td>3</td>
<td>3</td>
<td>1 Semester</td>
<td>Minimum of 12 credit points in Education</td>
<td>Nil</td>
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<td>Not available 1979</td>
</tr>
<tr>
<td>Code</td>
<td>Title</td>
<td>Credit hours</td>
<td>Hours per week</td>
<td>Duration</td>
<td>Prerequisites</td>
<td>Co-requisites</td>
<td>Comments</td>
<td>Availability 1979</td>
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</tr>
<tr>
<td>IA305</td>
<td>History of Industrial Arts Education</td>
<td>3</td>
<td>3</td>
<td>1 Semester</td>
<td>Minimum of 12 credit points in Education</td>
<td>Nil</td>
<td></td>
<td>Not available in 1979</td>
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<tr>
<td>LA205</td>
<td>Languages 2E — Fundamentals in Foreign Language Learning</td>
<td>3</td>
<td>3</td>
<td>1 Semester</td>
<td>3 credit points in a Foreign Language at IB-2, IS, or IL Level or H.S.C. in a 2 unit Foreign Language subject</td>
<td>Nil</td>
<td></td>
<td>Semester II</td>
</tr>
<tr>
<td>LA307</td>
<td>Languages 3E — Applied Linguistics and Audio-Visual Language Learning</td>
<td>3</td>
<td>3</td>
<td>1 Semester</td>
<td>3 credit points in Languages 2E</td>
<td>Nil</td>
<td></td>
<td>Not available in 1979</td>
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<tr>
<td>DEPARTMENT OF MATHEMATICS</td>
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<tr>
<td>MA151</td>
<td>Mathematics Education: The Teaching of Elementary Mathematics</td>
<td>3</td>
<td>3</td>
<td>1 Semester</td>
<td>Satisfactory Level of Arithmetical Calculation</td>
<td>Satisfactory in the Basic Skills Mathematics Test</td>
<td>Compulsory for Early Childhood/ Primary</td>
<td>Semester I</td>
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<tr>
<td>MA352</td>
<td>Mathematics Education IIIB Special Education in Mathematics</td>
<td>3</td>
<td>2</td>
<td>1 Semester</td>
<td>3 credit points at 200 Level in Mathematics Education</td>
<td>Nil</td>
<td>Appropriate for Special Education</td>
<td>Not available in 1979</td>
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<td>DEPARTMENT OF PHYSICAL EDUCATION</td>
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<tr>
<td>PE206</td>
<td>Introduction to Special Physical Education</td>
<td>3</td>
<td>3</td>
<td>1 Semester</td>
<td>Any 100 Level Physical Education Module</td>
<td>Nil</td>
<td>Appropriate for Special Education</td>
<td>Semester I</td>
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3. SUBJECT CONTENT MODULES

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**DEPARTMENT OF ART EDUCATION**

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<td>AE101</td>
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<td>3</td>
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<td>AE102</td>
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<td>Practical Experiences Related to the Primary Visual Arts Curriculum</td>
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<td>The Environment as Stimulus and Resource for Art Education Experiences</td>
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<td>Innovations in Early Childhood</td>
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**DEPARTMENT OF ENGLISH**

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<tr>
<td>EN106</td>
<td>Contemporary World Literature</td>
<td>3</td>
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<td>1 Semester</td>
<td>Nil</td>
<td>Nil</td>
<td>Generally available. Appropriate for Dip.Teach. (Secondary)</td>
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<td>EN107</td>
<td>Literature for Children</td>
<td>3</td>
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<td>Nil</td>
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<td>EN111</td>
<td>Twentieth Century Inland Australia</td>
<td>3</td>
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<td>1 Semester</td>
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<td>Nil</td>
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<td>Not available 1979</td>
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<td>EN112</td>
<td>Language and Reading Across the Curriculum</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 PG1 courses</td>
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<tr>
<td>EN113</td>
<td>Developmental Drama</td>
<td>3</td>
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<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>EN114</td>
<td>Effective Communication</td>
<td>3</td>
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<td>1 Semester</td>
<td>Nil</td>
<td>Nil</td>
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<td>EN115</td>
<td>Effective Communication (Nurse Ed. &amp; T.A.F.E.)</td>
<td>2</td>
<td>2</td>
<td>1 Semester</td>
<td>Nil</td>
<td>Nil</td>
<td>Available only to Nurse Education or T.A.F.E. students.</td>
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<td>EN201</td>
<td>Drama - Practical Theatrecraft</td>
<td>3</td>
<td>3</td>
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<td>Nil</td>
<td>Nil</td>
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<td>EN202</td>
<td>Film Appreciation</td>
<td>3</td>
<td>3</td>
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<td>Any of EN 101, 102, 105, 106, 114 or equivalent studies</td>
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<td>EN203</td>
<td>Linguistic Concepts</td>
<td>3</td>
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<td>Any of EN 101-104 or 114</td>
<td>Nil</td>
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<td>EN204</td>
<td>Studies in Reading</td>
<td>3</td>
<td>3</td>
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<td>EN205</td>
<td>Nineteenth Century Literature</td>
<td>3</td>
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<td>Generally available. Appropriate for Dip.Teach. (Secondary)</td>
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<td>EN206</td>
<td>Nineteenth Century Australia in Literature</td>
<td>3</td>
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<td>Generally EN105, 106, 107 or equivalent studies</td>
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<td>EN207</td>
<td>Literature for Adolescents</td>
<td>3</td>
<td>3</td>
<td>1 Semester</td>
<td>Any one of EN101-107 (107 provides initial advantage)</td>
<td>Nil</td>
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<td>EN208</td>
<td>Studies in Popular Fiction</td>
<td>3</td>
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<td>1 Semester</td>
<td>Generally any one of EN101, 102, 105, 106, 107 or equivalent studies</td>
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<td>EN209</td>
<td>Chaucer</td>
<td>3</td>
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<td>Any one of EN 105, 106 or 107</td>
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<td>EN214</td>
<td>The Disturbed Individual in Contemporary Fiction</td>
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<td>EN215</td>
<td>English as a Second Language</td>
<td>3</td>
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<td>Nil</td>
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<td>EN301</td>
<td>Trends in Popular Culture</td>
<td>3</td>
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<td>Any one of EN201, 202, 205, 206, 207, 208, 210, 212</td>
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<td>EN303</td>
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<td>Creative Writing</td>
<td>3</td>
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<td>Any of EN 201, 202, 204-209 or 212</td>
<td>Nil</td>
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<td>EN305</td>
<td>Early Language and Reading Theory and Practice</td>
<td>3</td>
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<td>EN306</td>
<td>Studies in Twentieth Century Fiction</td>
<td>3</td>
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<td>1 Semester</td>
<td>Any of EN 202, 205-209</td>
<td>Nil</td>
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<td>EN307</td>
<td>Drama of the Elizabethan and Jacobean World</td>
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<td>1 Semester</td>
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<td>Nil</td>
<td>Generally available. Appropriate for En203, 205-209</td>
<td>Not available 1979</td>
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<td>EN308</td>
<td>Twentieth Century Poetry and Drama</td>
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<td>EN309</td>
<td>The Child and Adolescent in Literature: A Thematic Approach</td>
<td>3</td>
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<td>EN210 or equivalent</td>
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<td>EN311</td>
<td>Studies in Commonwealth Literature</td>
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<td>EN315</td>
<td>Curriculum and Research in Reading and Language</td>
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<td>HT101</td>
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<td>3</td>
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<td>IA101</td>
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<td>Prescribed module Dip. Teach./B.Ed. (Ind. Arts)</td>
<td>Semester II</td>
</tr>
<tr>
<td>IA117</td>
<td>Basic Woodwork</td>
<td>3</td>
<td>4</td>
<td>1 Semester</td>
<td>Nil</td>
<td>Nil</td>
<td>Semester II</td>
<td></td>
</tr>
<tr>
<td>IA118</td>
<td>Timber Fabrication and Basic Woodturning</td>
<td>3</td>
<td>4</td>
<td>1 Semester</td>
<td>Nil</td>
<td>Nil</td>
<td>Prescribed module Dip. Teach./B.Ed. (Ind. Arts)</td>
<td>Semester II</td>
</tr>
<tr>
<td>IA120</td>
<td>Fabrication of Metals</td>
<td>3</td>
<td>4</td>
<td>1 Semester</td>
<td>Nil</td>
<td>Nil</td>
<td>Appropriate for Art/TAFE or other students wishing to gain background in the procedures involved</td>
<td>Semester II</td>
</tr>
<tr>
<td>IA121</td>
<td>Integrated Workshop Practices A</td>
<td>3</td>
<td>4</td>
<td>1 Semester</td>
<td>Nil</td>
<td>Nil</td>
<td>Generally Available</td>
<td>Not available 1979</td>
</tr>
<tr>
<td>IA122</td>
<td>Power Technology A</td>
<td>3</td>
<td>4</td>
<td>1 Semester</td>
<td>Nil</td>
<td>Nil</td>
<td>Generally Available</td>
<td>Not available 1979</td>
</tr>
<tr>
<td>IA123</td>
<td>Applied Electricity A</td>
<td>3</td>
<td>4</td>
<td>1 Semester</td>
<td>Nil</td>
<td>Nil</td>
<td>Generally Available</td>
<td>Not available 1979</td>
</tr>
<tr>
<td>IA124</td>
<td>Handwork in Wood</td>
<td>3</td>
<td>2</td>
<td>2 Semesters</td>
<td>Nil</td>
<td>Nil</td>
<td>Generally Available</td>
<td>Not available 1979</td>
</tr>
<tr>
<td>IA126</td>
<td>Integrated Workshop Practices</td>
<td>3</td>
<td>4</td>
<td>1 Semester</td>
<td>Nil</td>
<td>Nil</td>
<td>Appropriate for Art and Technical and Further Education students</td>
<td>Semester I and II</td>
</tr>
<tr>
<td>IA131</td>
<td>Expressive Paper Craft</td>
<td>3</td>
<td>4</td>
<td>1 Semester</td>
<td>Nil</td>
<td>Nil</td>
<td>Appropriate for Dip. Teach. Primary/Early Childhood</td>
<td>Semester II</td>
</tr>
<tr>
<td>IA132</td>
<td>Crafts in the Community</td>
<td>3</td>
<td>4</td>
<td>1 Semester</td>
<td>Nil</td>
<td>Nil</td>
<td>Generally Available</td>
<td>Semester I or II</td>
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<tr>
<td>IA133</td>
<td>Crafts for the Handicapped A</td>
<td>3</td>
<td>4</td>
<td>1 Semester</td>
<td>Nil</td>
<td>Nil</td>
<td>Appropriate for Special Education</td>
<td>Semester II</td>
</tr>
<tr>
<td>Code</td>
<td>Title</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 1979</td>
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<tr>
<td>IA134</td>
<td>Graphic Arts</td>
<td>3</td>
<td>4</td>
<td>1 Semester</td>
<td>Nil</td>
<td>Nil</td>
<td>Not available to Art or Art Education students without permission of head of department</td>
<td>Not available 1979</td>
</tr>
<tr>
<td>IA135</td>
<td>Exploring Plastic Materials</td>
<td>3</td>
<td>4</td>
<td>1 Semester</td>
<td>Nil</td>
<td>Nil</td>
<td>Generally available</td>
<td>Not available 1979</td>
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<tr>
<td>IA136</td>
<td>Ceramics Technology</td>
<td>3</td>
<td>4</td>
<td>1 Semester</td>
<td>Nil</td>
<td>Nil</td>
<td>Generally available</td>
<td>Not available 1979</td>
</tr>
<tr>
<td>IA137</td>
<td>Leatherwork</td>
<td>3</td>
<td>4</td>
<td>1 Semester</td>
<td>Nil</td>
<td>Nil</td>
<td>Generally available</td>
<td>Semester I or II</td>
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<tr>
<td>IA201</td>
<td>Handwork in Child Development B</td>
<td>3</td>
<td>4</td>
<td>1 Semester</td>
<td>IA101</td>
<td>Nil</td>
<td>Appropriate for Early Childhood or for the teaching of children aged 5-8.</td>
<td>Semester I or II</td>
</tr>
<tr>
<td>IA202</td>
<td>Crafts in Education</td>
<td>3</td>
<td>4</td>
<td>1 Semester</td>
<td>IA101 or any of IA124-136</td>
<td>Nil</td>
<td>Core module for candidates undertaking Special Emphasis in Craft within Dip. Teach. (Primary)</td>
<td>Semester I or II</td>
</tr>
<tr>
<td>IA210</td>
<td>Engineering Design Drawing</td>
<td>3</td>
<td>4</td>
<td>1 Semester</td>
<td>IA112</td>
<td>Nil</td>
<td>Prescribed module Dip. Teach./B.Ed. (Ind. Arts)</td>
<td>Semester I</td>
</tr>
<tr>
<td>IA211</td>
<td>Technical Drawing - Graphical Representation</td>
<td>3</td>
<td>2</td>
<td>2 Semesters</td>
<td>IA111 or 151</td>
<td>Nil</td>
<td>Generally available</td>
<td>Not available 1979</td>
</tr>
<tr>
<td>IA212</td>
<td>Descriptive Geometry</td>
<td>3</td>
<td>2</td>
<td>2 Semesters</td>
<td>IA111 or 151</td>
<td>Nil</td>
<td>Prescribed module Dip. Teach./B.Ed. (Ind. Arts)</td>
<td>Semester I and II</td>
</tr>
<tr>
<td>IA213</td>
<td>Materials Science A</td>
<td>3</td>
<td>2</td>
<td>2 Semesters</td>
<td>IA113</td>
<td>Nil</td>
<td>Prescribed module Dip. Teach./B.Ed. (Ind. Arts)</td>
<td>Semester I and II</td>
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<tr>
<td>IA214</td>
<td>Engineering Mechanics</td>
<td>3</td>
<td>2</td>
<td>2 Semesters</td>
<td>IA113</td>
<td>Nil</td>
<td>Prescribed module Dip. Teach./B.Ed. (Ind. Arts)</td>
<td>Semester I and II</td>
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<tr>
<td>IA215</td>
<td>Metal Techniques</td>
<td>3</td>
<td>4</td>
<td>1 Semester</td>
<td>IA116</td>
<td>Nil</td>
<td>Prescribed module Dip. Teach./B.Ed. (Ind. Arts)</td>
<td>Semester I</td>
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<tr>
<td>IA216</td>
<td>Design in Metal</td>
<td>3</td>
<td>4</td>
<td>1 Semester</td>
<td>IA116</td>
<td>Nil</td>
<td>Prescribed module Dip. Teach./B.Ed. (Ind. Arts)</td>
<td>Semester II</td>
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<td>Title</td>
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<tr>
<td>IA217</td>
<td>Cabinet Making and Free Form Woodworking</td>
<td>3</td>
<td>4</td>
<td>1 Semester</td>
<td>IA117</td>
<td>Nil</td>
<td>Prescribed module Dip. Teach./B.Ed. (Ind. Arts)</td>
<td>Semester I</td>
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<tr>
<td>IA218</td>
<td>Building Construction and Wood Machining</td>
<td>3</td>
<td>4</td>
<td>1 Semester</td>
<td>IA117</td>
<td>Nil</td>
<td>Prescribed module Dip. Teach./B.Ed. (Ind. Arts)</td>
<td>Semester II</td>
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<tr>
<td>IA221</td>
<td>Integrated Workshop Practices B</td>
<td>3</td>
<td>2</td>
<td>2 Semesters</td>
<td>Any of IA115-118, 121, 124 or 126</td>
<td>Nil</td>
<td>Extension for Art and TAFE Students</td>
<td>Semester II</td>
</tr>
<tr>
<td>IA222</td>
<td>Power Technology B</td>
<td>3</td>
<td>4</td>
<td>1 Semester</td>
<td>Any of IA115-118, 121, 124 or 126</td>
<td>Nil</td>
<td>Generally available</td>
<td>Not available 1979</td>
</tr>
<tr>
<td>IA223</td>
<td>Applied Electricity B</td>
<td>3</td>
<td>4</td>
<td>1 Semester</td>
<td>IA123</td>
<td>Nil</td>
<td>Generally available</td>
<td>Not available 1979</td>
</tr>
<tr>
<td>IA224</td>
<td>Power Tool Woodworking</td>
<td>3</td>
<td>2</td>
<td>2 Semesters</td>
<td>IA117, 118, 121, 124 or 122</td>
<td>Nil</td>
<td>Generally Available</td>
<td>Not available 1979</td>
</tr>
<tr>
<td>IA225</td>
<td>Applied Design in Technology</td>
<td>3</td>
<td>4</td>
<td>1 Semester</td>
<td>Any 100 Level Industrial Arts module</td>
<td>Nil</td>
<td>Generally Available. Appropriate for Early Childhood Primary/Secondary</td>
<td>Semester I or II</td>
</tr>
<tr>
<td>IA231</td>
<td>Creative Paper Craft</td>
<td>3</td>
<td>4</td>
<td>1 Semester</td>
<td>IA131</td>
<td>Nil</td>
<td>Appropriate for Dip. Teach. (Primary)</td>
<td>Not available 1979</td>
</tr>
<tr>
<td>IA232</td>
<td>Crafts Through Environmental Materials</td>
<td>3</td>
<td>4</td>
<td>1 Semester</td>
<td>IA131, 136</td>
<td>Nil</td>
<td>Appropriate for Dip. Teach. (Primary)</td>
<td>Not available 1979</td>
</tr>
<tr>
<td>IA233</td>
<td>Crafts for the Handicapped B</td>
<td>3</td>
<td>4</td>
<td>1 Semester</td>
<td>IA133</td>
<td>Nil</td>
<td>Appropriate for Special Education</td>
<td>Semester I or II</td>
</tr>
<tr>
<td>IA234</td>
<td>Graphic Communications</td>
<td>3</td>
<td>4</td>
<td>1 Semester</td>
<td>Any 100 Level Industrial Arts module</td>
<td>Nil</td>
<td>Generally available</td>
<td>Not available 1979</td>
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<tr>
<td>IA235</td>
<td>Plastic Technology</td>
<td>3</td>
<td>4</td>
<td>1 Semester</td>
<td>IA113-122 or 126</td>
<td>Nil</td>
<td>Appropriate for Art and TAFE</td>
<td>Semester I or II</td>
</tr>
<tr>
<td>IA236</td>
<td>Craft Display and Presentation</td>
<td>3</td>
<td>4</td>
<td>1 Semester</td>
<td>IA101 and any other 100 Level Industrial Arts module</td>
<td>Nil</td>
<td>Appropriate for Early Childhood</td>
<td>Not available 1979</td>
</tr>
<tr>
<td>IA306</td>
<td>Technology for Children</td>
<td>3</td>
<td>4</td>
<td>1 Semester</td>
<td>Minimum of 3 credit points in Industrial Arts and 3 credit points in Education at 200 Level</td>
<td>Nil</td>
<td>Core module for candidates undertaking Special Emphasis in Craft within Dip. Teach. (Primary).</td>
<td>Semester II</td>
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<tr>
<td>Code</td>
<td>Title</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 1979</td>
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<tr>
<td>IA307</td>
<td>Curriculum Integration Through Handwork</td>
<td>3</td>
<td>3</td>
<td>1 Semester</td>
<td>IA201</td>
<td>Nil</td>
<td>Appropriate for Early Childhood or for teaching children aged 5-8.</td>
<td>Semester II</td>
</tr>
<tr>
<td>IA310</td>
<td>Nature of Engineering Design</td>
<td>3</td>
<td>4</td>
<td>1 Semester</td>
<td>IA210</td>
<td>Nil</td>
<td></td>
<td>Not available 1979</td>
</tr>
<tr>
<td>IA331</td>
<td>Engineering Drawing</td>
<td>3</td>
<td>2</td>
<td>2 Semesters</td>
<td>IA211 and 212</td>
<td>Nil</td>
<td></td>
<td>Not available 1979</td>
</tr>
<tr>
<td>IA312</td>
<td>Engineering Design</td>
<td>3</td>
<td>2</td>
<td>2 Semesters</td>
<td>IA211 and 212</td>
<td>Nil</td>
<td></td>
<td>Not available 1979</td>
</tr>
<tr>
<td>IA313</td>
<td>Materials Science B</td>
<td>3</td>
<td>2</td>
<td>2 Semesters</td>
<td>IA213</td>
<td>Nil</td>
<td></td>
<td>Not available 1979</td>
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<tr>
<td>IA314</td>
<td>Experimental Analysis in Mechanics</td>
<td>3</td>
<td>2</td>
<td>2 Semesters</td>
<td>IA214</td>
<td>Nil</td>
<td></td>
<td>Not available 1979</td>
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<tr>
<td>IA315</td>
<td>Advanced Metal Processing</td>
<td>3</td>
<td>4</td>
<td>1 Semester</td>
<td>IA215</td>
<td>Nil</td>
<td></td>
<td>Not available 1979</td>
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<tr>
<td>IA316</td>
<td>Metal Project</td>
<td>3</td>
<td>4</td>
<td>1 Semester</td>
<td>IA215 or 216</td>
<td>Nil</td>
<td></td>
<td>Not available 1979</td>
</tr>
<tr>
<td>IA317</td>
<td>Boat Building Techniques and Furniture Construction</td>
<td>3</td>
<td>4</td>
<td>1 Semester</td>
<td>IA217 or 218</td>
<td>Nil</td>
<td></td>
<td>Not available 1979</td>
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<tr>
<td>IA318</td>
<td>Advanced Wood Machining and Pattern Making</td>
<td>3</td>
<td>4</td>
<td>1 Semester</td>
<td>IA218, 221, 222</td>
<td>Nil</td>
<td></td>
<td>Not available 1979</td>
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<tr>
<td>IA321</td>
<td>Integrated Workshop Practices C</td>
<td>3</td>
<td>4</td>
<td>1 Semester</td>
<td>IA215-218, 221-224</td>
<td>Nil</td>
<td></td>
<td>Not available 1979</td>
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<tr>
<td>IA331</td>
<td>Advanced Paper Craft</td>
<td>3</td>
<td>4</td>
<td>1 Semester</td>
<td>IA231</td>
<td>Nil</td>
<td>Appropriate for Dip. Teach. (Primary)</td>
<td>Not available 1979</td>
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<tr>
<td>IA332</td>
<td>Innovative Crafts</td>
<td>3</td>
<td>4</td>
<td>1 Semester</td>
<td>IA 201, 202, 231-233</td>
<td>Nil</td>
<td>Core module for candidates undertaking Special Emphasis in Craft within Dip. Teach. (Primary). Appropriate for Early Childhood</td>
<td>Not available 1979</td>
</tr>
<tr>
<td>LA101</td>
<td>French 1S: French Language and Civilisation</td>
<td>3</td>
<td>3</td>
<td>1 Semester</td>
<td>School Cert. or Higher School Cert. French or equivalent</td>
<td>Nil</td>
<td>Core module for candidates who have previously studied the Language to S.C. level and who wish to undertake Special Emphasis in Languages within Dip. Teach. (Primary). Appropriate for Early Childhood.</td>
<td>Semester I</td>
</tr>
<tr>
<td>Code</td>
<td>Title</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 1979</td>
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<tr>
<td>LA102</td>
<td>German 1L: Introduction to German Literature</td>
<td>3</td>
<td>3</td>
<td>1 Semester</td>
<td>School Cert. or Higher School Cert. German or equivalent</td>
<td>Nil</td>
<td>Alternative core module for candidates who have studied the language to S.C. level, undertaking Special Emphasis in Languages within Dip. Teach. (Primary). Appropriate for Early Childhood.</td>
<td>Semester I</td>
</tr>
<tr>
<td>LA103</td>
<td>French IB-1: Beginning French I</td>
<td>3</td>
<td>3</td>
<td>1 Semester</td>
<td>Nil</td>
<td>Nil</td>
<td>Core module for candidates who have not studied the Language to S.C. level who wish to undertake Special Emphasis in Languages within Dip. Teach. (Primary). Appropriate for Early Childhood.</td>
<td>Semester I</td>
</tr>
<tr>
<td>LA104</td>
<td>French IB-2: Beginning French II</td>
<td>3</td>
<td>3</td>
<td>1 Semester</td>
<td>LA103</td>
<td>Nil</td>
<td>Core module for candidates who have not studied the Language to S.C. level who wish to undertake Special Emphasis in Languages within Dip. Teach. (Primary). Appropriate for Early Childhood.</td>
<td>Semester II</td>
</tr>
<tr>
<td>LA105</td>
<td>German IB-1: Beginning German I</td>
<td>3</td>
<td>3</td>
<td>1 Semester</td>
<td>Nil</td>
<td>Nil</td>
<td>Alternative core module for candidates who have studied the Language to S.C. level who wish to undertake Special Emphasis in Languages within Dip. Teach. (Primary). Appropriate for Early Childhood.</td>
<td>Semester I</td>
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<tr>
<td>LA106</td>
<td>German IB-2: Beginning German II</td>
<td>3</td>
<td>3</td>
<td>1 Semester</td>
<td>LA105</td>
<td>Nil</td>
<td>Alternative core module for candidates who have not studied the Language to S.C. level who wish to undertake Special Emphasis in Languages within Dip. Teach. (Primary). Appropriate for Early Childhood.</td>
<td>Semester II</td>
</tr>
<tr>
<td>Code</td>
<td>Title</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 1979</td>
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<tr>
<td>LA108</td>
<td>Western European Heritage in Literature and Thought I</td>
<td>3</td>
<td>3</td>
<td>1 Semester</td>
<td>Nil</td>
<td>Nil</td>
<td></td>
<td>Not available 1979</td>
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<tr>
<td>LA112</td>
<td>French IL: Film and Song Study</td>
<td>3</td>
<td>3</td>
<td>1 Semester</td>
<td>School Cert. or Higher School Cert. French or equivalent</td>
<td>Nil</td>
<td></td>
<td>Not available 1979</td>
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<tr>
<td>LA113</td>
<td>Latin IBE-1: Latin I(i)</td>
<td>3</td>
<td>3</td>
<td>1 Semester</td>
<td>Nil</td>
<td>Nil</td>
<td></td>
<td>Not available 1979</td>
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<tr>
<td>LA114</td>
<td>Latin IBE-2: Beginning Latin I(ii)</td>
<td>3</td>
<td>3</td>
<td>1 Semester</td>
<td>LA113</td>
<td>Nil</td>
<td></td>
<td>Not available 1979</td>
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<tr>
<td>LA115</td>
<td>German IS: Language and Society</td>
<td>3</td>
<td>3</td>
<td>1 Semester</td>
<td>School Cert. or Higher School Cert. German or equivalent</td>
<td>Nil</td>
<td></td>
<td>Not available 1979</td>
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<tr>
<td>LA201</td>
<td>French 2S: French Language and Civilisation</td>
<td>3</td>
<td>3</td>
<td>1 Semester</td>
<td>LA101 or 104</td>
<td>Nil</td>
<td>Core module for candidates undertaking Special Emphasis in Languages within Dip. Teach. (Primary).</td>
<td>Semester I</td>
</tr>
<tr>
<td>LA202</td>
<td>German 2L: Modern Film and Drama</td>
<td>3</td>
<td>3</td>
<td>1 Semester</td>
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<td>LA203</td>
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<tr>
<td>LA204</td>
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<td>Languages 2E - Fundamental Issues in Foreign Language Learning</td>
<td>3</td>
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<td>Western European Heritage in Literature and Thought II</td>
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**DEPARTMENT OF MATHEMATICS**

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<td>MU208</td>
<td>Learning Guitar IIB</td>
<td>3</td>
<td>3</td>
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<td>MU207</td>
<td>Nil</td>
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<tr>
<td>MU301</td>
<td>Modern Approaches to Classroom Music — Orff and Kodaly skills</td>
<td>3</td>
<td>3</td>
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<td>3 credit points in Music at 200 Level</td>
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<tr>
<td>MU302</td>
<td>Bartok/Stravinsky as Liberating Forces</td>
<td>3</td>
<td>3</td>
<td>1 Semester</td>
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<td>Nil</td>
<td>Guided study programme may be approved</td>
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<tr>
<td>MU303</td>
<td>The Composer and his World - The Imaginative Romantic of the Nineteenth Century</td>
<td>3</td>
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<td>The Composer and his World - The Many Facets of Music in the Twentieth Century</td>
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<td>MU305</td>
<td>Music in Early Childhood II</td>
<td>3</td>
<td>3</td>
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<td>MU204</td>
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<tr>
<td>MU306</td>
<td>Orchestration and Composition Techniques</td>
<td>6</td>
<td>2</td>
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<td>1 + 1 Semester</td>
<td>Ind Study</td>
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DEPARTMENT OF PHYSICAL EDUCATION

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<tr>
<td>PE100</td>
<td>Foundations of Physical Education</td>
<td>3</td>
<td>3</td>
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<td>Compulsory module Semester I for candidates specialising in Physical Education within Dip. Teach. (Secondary).</td>
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<td>PE101</td>
<td>Personal Health Behaviour</td>
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<td>Sport in the Secondary School</td>
<td>3</td>
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<td>Dance for Art I</td>
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<td>PE200</td>
<td>Structures in Physical Education</td>
<td>3</td>
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<td>PE100</td>
<td>Nil</td>
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<td>Builders and Deterrents of Health</td>
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<td>Semester I or II</td>
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<td>PE202</td>
<td>Recreation Planning</td>
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<td>PE102</td>
<td>Nil</td>
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<td>PE205</td>
<td>Tests and Measurements in Physical Education</td>
<td>3</td>
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<td>PE206</td>
<td>Introduction to Special Physical Education</td>
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<td>Nil</td>
<td>Nil</td>
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<p>| PE207 | Coaching of Sports, Dance, Gymnastics I                              | 3                  | 3              | 1 Semester     | Specific 100 level module relating to the coaching area or approval of appropriate staff members. | Nil           | Recommended module for candidates undertaking Special Emphasis in Physical Education within Dip. Teach. (Primary). | Semester I or II |
| PE208 | Coaching of Sports, Dance, Gymnastics II                             | 3                  | 3              | 1 Semester     | PE207 or approval of appropriate staff members.                                                   | Nil           |                                                                                                                                             | Semester II      |
| PE210 | Theory of Movement Orientation                                       | 3                  | 3              | 1 Semester     | 3 credit points at 100 Level                                                                | Nil           | Recommended module for candidates undertaking Special Emphasis in Physical Education within Dip. Teach. (Primary). Appropriate for Early Childhood. | Semester I or II |
| PE211 | Structures in Physical Education (Primary)                          | 3                  | 3              | 1 Semester     | 6 Credits in Physical Education Modules                                                        | Nil           | Core module for candidates undertaking Special Emphasis in Physical Education within Dip. Teach. (Primary). | Semester I or II |</p>
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<td>PE220</td>
<td>Early Childhood Movement Orientation</td>
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<td>Nil</td>
<td>Nil</td>
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<td>Semester II</td>
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<td>PE224</td>
<td>Secondary School Sports Administration</td>
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<td>1 Semester</td>
<td>PE124</td>
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<td>PE225</td>
<td>Scientific Foundations of Sports Movements</td>
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<td>PE240</td>
<td>Dance for Art II</td>
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<td>1 Semester</td>
<td>PE140</td>
<td>Nil</td>
<td>Appropriate for B.Ed. (Art)</td>
<td>Semester I or II</td>
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<td>PE246</td>
<td>Recreational Activities</td>
<td>3</td>
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<td>Nil</td>
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<td>Semester I or II</td>
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<td>PE300</td>
<td>Administrative Practices of Physical Education, Health, Recreation</td>
<td>3</td>
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<td>1 Semester</td>
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<td>PE301</td>
<td>Mental and Community Health</td>
<td>3</td>
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<td>1 Semester</td>
<td>A minimum of 12 credit points in Physical Education</td>
<td>Nil</td>
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<td>PE302</td>
<td>Recreation Management</td>
<td>3</td>
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<td>Motor Learning and Physical Performance</td>
<td>3</td>
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<td>Semester I or II</td>
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<td>PE304</td>
<td>Research Methods in Physical Education, Health, Recreation</td>
<td>3</td>
<td>3</td>
<td>1 Semester</td>
<td>At least 24 credit points in Physical Education including PE205</td>
<td>Nil</td>
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<td>PE305</td>
<td>Advanced Strategies in Physical Education Movement</td>
<td>3</td>
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<td>Nil</td>
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<tr>
<td>PE306</td>
<td>Implementing Special Physical Education Programmes</td>
<td>3</td>
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<td>6 credit points in Special Education Science and Physical Education or Education as applicable</td>
<td>Nil</td>
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<td>Not available 1979</td>
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<td>Duration</td>
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<td>PE310</td>
<td>Philosophies of Primary School Physical Education</td>
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<tr>
<td>PE316</td>
<td>Special Physical Education for Community Living</td>
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<tr>
<td>PE390</td>
<td>Physical Education Research Paper</td>
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<td>Compulsory module for candidates specialising in Physical Education within Dip. Teach. (Secondary).</td>
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**PERSONAL DEVELOPMENT MODULES**

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<tr>
<td>PD100</td>
<td>The Physical Human</td>
<td>3</td>
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<td>PD101</td>
<td>The Social Human</td>
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<td>PD200</td>
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<td>3</td>
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<td>PD201</td>
<td>Personal Development Curriculum and Programme</td>
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<td>PD202</td>
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<td>SC102</td>
<td>Physical Science for Non-Scientists</td>
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<tr>
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<td>Direct Current Electricity</td>
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<td>SC140</td>
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<tr>
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<td>SC210</td>
<td>Ecology and Field Biology</td>
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<td>Electronic Construction Techniques</td>
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<td>Sports Medicine</td>
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<td>Anatomy/Physiology, Biomechanics, Biochemistry</td>
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<td>Inquiry Social Studies</td>
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<td>SS150</td>
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<td>Nil</td>
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<td>SS160</td>
<td>Physical Geography I</td>
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<td>SS161</td>
<td>The Skills of the Geographer</td>
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<td>3</td>
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<td>Nil</td>
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<td>SS162</td>
<td>Urban Geography: Problems and Possibilities</td>
<td>3</td>
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<td>Ancient Civilisation</td>
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<td>The Classical Bases of European Civilisation</td>
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<td>The Medieval Basis of Modern Civilisation</td>
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<td>Britain as an Imperial Power</td>
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<td>Contemporary Australian Society A</td>
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<td>A 200 Level Social Sciences module</td>
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<td>SS331</td>
<td>An Innovative Curriculum - The Integrated Curriculum in the Primary School</td>
<td>3</td>
<td>3</td>
<td>1 Semester</td>
<td>Completion of two 200 or 300 Level modules in Educational Studies or Specific Subject Areas</td>
<td>Nil</td>
<td>Core module for candidates undertaking Special Emphasis in Social Sciences within Dip. Teach. (Primary). Appropriate for Early Childhood.</td>
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<td>SS340</td>
<td>Asian and South-West Pacific Developmental Studies: South-East Asia</td>
<td>3</td>
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<td>3 credit points in a Social Sciences module at 200 Level</td>
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<td>Economics of Social Issues</td>
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<td>Geography and Decision Making in Asia</td>
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<td>Regional Geography of the South West Pacific</td>
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<td>Australia: Penal Colony to Nation</td>
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<td>Australia in the Modern World</td>
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<td>The Super-Powers U.S.A.</td>
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**DEPARTMENT OF SPECIAL EDUCATION**

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<td>3</td>
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<td>Nil</td>
<td>Basic Issues in Education or Child Development</td>
<td>Appropriate for Dip. Teach. (Primary or Secondary)</td>
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<td>Learning Problems in the Regular Classroom: Recognition and Treatment</td>
<td>2</td>
<td>3</td>
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<td>SE201</td>
<td>Exceptional Child A: Cognitive Disabilities</td>
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<td>1 Semester</td>
<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>Exceptional Child B: Affective Disabilities</td>
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<td>Introduction to Special Education or Child Development</td>
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<td>Exceptional Child C: Psychomotor Disabilities</td>
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<td>Introduction to Special Education or Child Development</td>
<td>Nil</td>
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<td>Behavioural Principles in Classroom Management of Children with Learning Problems</td>
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<td>Teaching the Gifted Child</td>
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<td>Classroom Management for Slow Learners in the Secondary School</td>
<td>3</td>
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<td>1 Semester</td>
<td>3 credit points at 100 Level in Education and Special Education</td>
<td>Nil</td>
<td>Appropriate for Dip. Teach. (Secondary) — Suitable for Teachers and Potential Teachers of OA, GA and Other Similar Classes</td>
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<td>Assessment Diagnosis and Remediation of Children with Learning Problems</td>
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<td>Instructional Programming for Children with Learning Problems</td>
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<td>Introduction to Special Education and Child Development</td>
<td>Nil</td>
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<td>Issues in Special Education</td>
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<td>Early Identification, Diagnosis and Assistance for the Learning Disabled Child</td>
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<td>Education of High Risk Infant and Preschool Children</td>
<td>3</td>
<td>3</td>
<td>1 Semester</td>
<td>6 credit points from Special Education 201, 202, 203 or 204</td>
<td>Nil</td>
<td>Appropriate for Early Childhood</td>
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<td>SE306</td>
<td>Educating Children with Moderate and Severe Developmental Disabilities</td>
<td>3</td>
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<td>1 Semester</td>
<td>6 credit points from Special Education 201, 202, 203 or 204</td>
<td>Nil</td>
<td>Appropriate for Early Childhood</td>
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<td>SE307</td>
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<td>SE308</td>
<td>Communication Disorders</td>
<td>3</td>
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<td>6 credit points from SE201, 202, 203, 204</td>
<td>Nil</td>
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**INTERDISCIPLINARY MODULES**

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<tr>
<td>EH101</td>
<td>English/History IA: Australian Colonial Life</td>
<td>3</td>
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<td>Nil</td>
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<td>EH102</td>
<td>English/History IB: Australia and Australians</td>
<td>3</td>
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<td>Nil</td>
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<td>Health Education</td>
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<td>Elective module for Special Emphasis in Ethnic Studies within Dip. Teach. (Primary)</td>
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<td>Nil</td>
<td>Nil</td>
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*Module in preparation

4 MODULES IN VOCATIONAL PREPARATION

SPECIAL THEORY

(a) GENERAL THEORY OF TEACHING

EARLY CHILDHOOD EDUCATION

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<td>PP100</td>
<td>Principles and Practice of Teaching</td>
<td>2</td>
<td>3</td>
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ENGLISH/HISTORY EDUCATION

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**HOME SCIENCE/TEXTILES EDUCATION**

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<td>Mathematics Education: Senior Secondary Curriculum Studies I</td>
<td>3</td>
<td>3</td>
<td>1 Semester</td>
<td>MA153</td>
<td>Nil</td>
<td>Required module for Dip. Teach. (Secondary) Mathematics</td>
<td>Semester I</td>
</tr>
<tr>
<td>MA354</td>
<td>Mathematics Education: The Slow Learner</td>
<td>3</td>
<td>3</td>
<td>1 Semester</td>
<td>MA254</td>
<td>Nil</td>
<td>Elective module for Dip. Teach. (Secondary) Mathematics</td>
<td>Not available 1979</td>
</tr>
<tr>
<td>MA355</td>
<td>Mathematics Education: Senior Secondary Curriculum Studies II</td>
<td>3</td>
<td>3</td>
<td>1 Semester</td>
<td>MA255</td>
<td>Nil</td>
<td>Elective module for Dip. Teach. (Secondary) Mathematics</td>
<td>Not available 1979</td>
</tr>
<tr>
<td></td>
<td><strong>PHYSICAL EDUCATION</strong></td>
<td></td>
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<tr>
<td>PE161</td>
<td>Teaching Basic Motor Movement/Physical Fitness</td>
<td>3</td>
<td>3</td>
<td>1 Semester</td>
<td>Nil</td>
<td>Nil</td>
<td>Required for Dip. Teach. (Secondary) Physical Education</td>
<td>Semester I</td>
</tr>
<tr>
<td>Code</td>
<td>Title</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 1979</td>
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<tr>
<td>PE162</td>
<td>Teaching of Dance</td>
<td>3</td>
<td>3</td>
<td>1 Semester</td>
<td>Nil</td>
<td>Nil</td>
<td>Required for Dip. Teach. (Secondary) Physical Education</td>
<td>Semester I</td>
</tr>
<tr>
<td>PE163</td>
<td>Teaching of Gymnastics</td>
<td>3</td>
<td>3</td>
<td>1 Semester</td>
<td>Nil</td>
<td>Nil</td>
<td>Required for Dip. Teach. (Secondary) Physical Education</td>
<td>Semester II</td>
</tr>
<tr>
<td>PE164</td>
<td>Teaching of Aquatics/ Athletics</td>
<td>3</td>
<td>3</td>
<td>1 Semester</td>
<td>Nil</td>
<td>Nil</td>
<td></td>
<td>Semester I</td>
</tr>
<tr>
<td>PE165</td>
<td>Teaching of Games I</td>
<td>3</td>
<td>3</td>
<td>1 Semester</td>
<td>Nil</td>
<td>Nil</td>
<td>Candidates for the Dip. Teach. (Secondary) in Physical Education must choose modules to the value of 12 Credit Points</td>
<td>Semester II</td>
</tr>
<tr>
<td>PE166</td>
<td>Teaching of Games II</td>
<td>3</td>
<td>3</td>
<td>1 Semester</td>
<td>Nil</td>
<td>Nil</td>
<td></td>
<td>Semester I or II</td>
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<tr>
<td>SC233</td>
<td>School Science Curriculum Evaluation</td>
<td>3</td>
<td>3</td>
<td>1 Semester</td>
<td>PS236</td>
<td>Nil</td>
<td>Required for Dip. Teach. (Secondary) Science</td>
<td>Semester I</td>
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<tr>
<td>SC333</td>
<td>Science, Society and Science Teaching</td>
<td>3</td>
<td>3</td>
<td>1 Semester</td>
<td>PS236</td>
<td>Nil</td>
<td>Required for Dip. Teach. (Secondary) Science</td>
<td>Not available 1979</td>
</tr>
<tr>
<td>SS120</td>
<td>Social Science Education</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>Semester I</td>
</tr>
<tr>
<td>Code</td>
<td>Title</td>
<td>Hours per week</td>
<td>Duration</td>
<td>Credit point value</td>
<td>Availability 1979</td>
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<tr>
<td>SS121</td>
<td>Geography Education</td>
<td>3</td>
<td>1 Semester</td>
<td>3</td>
<td>Semester II</td>
<td></td>
<td></td>
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<tr>
<td>SS123</td>
<td>Economics and Commerce Education</td>
<td>3</td>
<td>1 Semester</td>
<td>3</td>
<td>Semester II</td>
<td></td>
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<tr>
<td>SS320</td>
<td>Interdisciplinary Curriculum: Asian Studies</td>
<td>3</td>
<td>Semiannual</td>
<td>6</td>
<td>Not available 1979</td>
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</tbody>
</table>

**MODULE OUTLINES**

Candidates are asked to note that outlines of only those modules which will be available in 1979 have been included in this section.

**EDUCATION MODULES**

**ED101 — CHILD DEVELOPMENT (MIDDLE CHILDHOOD)**

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. Factors which help shape development are considered.


**ED102 — CHILD DEVELOPMENT (ADOLESCENCE)**

The 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.


**ED105 — BASIC ISSUES IN EDUCATION**

This course aims at defining concepts related to the educational process and by critically analyzing controversial educational issues will assist students in clarifying their own educational philosophy.

*Textbook: No textbooks are prescribed. However, students will be provided with suggested references relevant to issues under discussion.*

**ET101 — PSYCHOLOGY OF ADOLESCENTS AND ADULTS**

Students should gain some understanding of the way in which people learn to perceive themselves and others. They should be able to apply this understanding to their own roles as educators and to their relationships with students. Topics include self-concept, abilities and motivation.

**ET102 — 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 the curriculum, development of the curriculum, organization of the curriculum, mechanisms for implementation of the curriculum, some strategies for review and modification of the curriculum.


**ED202 — THE TEACHING-LEARNING PROCESS (MIDDLE CHILDHOOD)**

Knowledge of the psychological and educational aspects of classroom learning for children in their middle years of schooling that will enable students to design effective learning experiences.
ED203 — THE TEACHING-LEARNING PROCESS (ADOLESCENCE)
Course emphasises psychological and educational principles which affect the efficiency of students' learning in the secondary years of schooling.

ED204 — 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 and the roles of the teacher and learner in this process.

ED206 — PROCEDURES IN CURRICULUM DEVELOPMENT
A basic understanding of the factors to be considered in curriculum design will be used in developing a curriculum plan. This course is an alternative to "Issues and Patterns in Curriculum Development".

ED207 — ISSUES AND PATTERNS IN CURRICULUM DEVELOPMENT
Theory of curriculum development forms the basis of this module and from this foundation practical exercises will be undertaken in specific areas of specialization. Types of curricula will also be considered through a base study approach and in conjunction with a variety of teaching learning strategies.

ET203 — 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.

ET204 — 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.

ET205 — 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.

ET206 — 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 of technical and further education.

ED301 — THE SCHOOL AND SOCIETY
To give prospective teachers an ability to analyse critically developments in our society and to prepare them to relate these to the educational needs of children and adolescents.

ED302 — SOCIOLOGY OF THE SCHOOL
This course aims to promote an awareness of Group Processes as they operate in the classroom. Relationships between individuals and organizations in an educational setting will be explored.

ED305 — PERSONALITY DEVELOPMENT AND MENTAL HEALTH
This study is an introduction to major approaches, methods and findings in the field of personality. It presents an overview of basic theories, strategies, issues and conclusions in the psychological study of personality.
EDUCATIONAL STUDIES MODULES

DEPARTMENT OF ART EDUCATION

AE383 — ART THERAPY
To develop greater awareness and understanding of Art Therapy and its present development.
To compare, analyse and identify the significant differences in child art developments between the normal, the exceptional and various types of abnormality.

AE384 — GROWTH DEVELOPMENT AND RESEARCH IN ART EDUCATION
To provide students with an understanding of the growth and development of Art Education with specific attention to the English, European, American and Australian situation.
To form a foundation on which to build future practice and research as Art Educators. To involve students in a study of particular Art Educators and current research in Art Education.

DEPARTMENT OF ENGLISH

EN110 — THE TEACHING OF ELEMENTARY READING
This unit develops an understanding of the reading process and introduces basic approaches to teaching reading.

EN215 — ENGLISH AS A SECOND LANGUAGE
The Australian Situational Method of teaching English to migrant children.

EN216 — TEACHING ENGLISH LANGUAGE TO CHILDREN: PRIMARY/EARLY CHILDHOOD
The objectives of this module are to clarify students’ understanding and knowledge of the functions and uses of language; to assist students to identify patterns of language growth in children’s speech and writing; to foster children’s language development by providing appropriate and acceptable models and to acquaint students with methods and materials for effective planning and teaching of language.

DEPARTMENT OF MATHEMATICS

MA151 — MATHEMATICS EDUCATION: THE TEACHING OF ELEMENTARY MATHEMATICS
Corequisite: Satisfactory performance in the Basic Skills Mathematics Test.
This study provides the necessary background for the proper interpretation and implementation of sub-secondary mathematics teaching programmes.

DEPARTMENT OF PHYSICAL EDUCATION

PE206 — INTRODUCTION TO SPECIAL PHYSICAL EDUCATION
Students will be introduced to the range of developmental disabilities emotionally disturbed, sensory and neurological handicaps, etc.

PE306 — IMPLEMENTING SPECIAL PHYSICAL EDUCATION PROGRAMMES
To acquaint the students with the organisation and administration of Adapted Physical Education programmes to meet the needs of the handicapped.

LANGUAGES

LA205 — LANGUAGES 2E — FUNDAMENTAL ISSUES IN FOREIGN LANGUAGE LEARNING
This module investigates the main factors in learning/teaching foreign languages — the various approaches (direct, situational, structural, audio-visual, programmed, laboratory); acquisition of basic skills; social, psychological and cultural effects; barriers to learning.
SUBJECT CONTENT MODULES

DEPARTMENT OF ART

AT146 — PRINTMAKING
(4-0)
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.

AT147 — PRINTMAKING
(4-0)
The further exploration of printmaking media and techniques, procedures and presentations, and the creative study of the possibilities inherent in contemporary approaches.

AT153 — CERAMICS
(4-0)
This module seeks to develop a creative approach to the ceramic arts.

AT154 — CERAMICS
(4-0)
This module seeks to develop a creative approach to the ceramic arts.

AT246 — PRINTMAKING
(4-4)
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.

AT247 — PRINTMAKING
(4-4)
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.

AT253 — CERAMICS
(4-4)
This module seeks to take the student's work to a deeper level of understanding. The student's individual research and development in the ceramic arts will be encouraged.

AT254 — CERAMICS
(4-4)
This module seeks to take the student's work to a deeper level of understanding. The student's individual research and development in the ceramic arts will be encouraged.

DEPARTMENT OF ART EDUCATION

AE101 — ART EDUCATION — ART AND PRESCHOOL ACTIVITIES
To cater for students with a limited experience in art who would be required to have an understanding of its practical value in educating young children.
To develop an understanding and appreciation of the visual arts. To understand the development of artistic ability in children.
The application of art and craft activities in relation to the child's mental and physical development.

AE102 — ART MEDIA FOR THE INFANTS-PRIMARY SCHOOL
To study the various art media available to the Infant-Primary School with references to suitability for use at the relevant developmental levels of the child.
To explore art media as a means of expanding the child's expressive capabilities.

AE103 — PRACTICAL EXPERIENCES RELATED TO THE PRIMARY VISUAL ARTS CURRICULUM
To give students an understanding of contemporary Art Education in Primary schools by a study of current curricula and to provide opportunities for practical experiences in planning related art activities for children.

AE104 — TWO DIMENSIONAL ART
Opportunity to explore the creative use of two-dimensional art materials as an introduction to experiences in the visual arts.

AE105 — THREE DIMENSIONAL ART
To explore the creative use of three dimensional materials and techniques as an introduction to broad experiences in the visual arts.

AE111 — CHILD DEVELOPMENT AND ART EXPRESSION
To examine the ways in which a child's art expression is related to and indicative of his cognitive, physical and emotional developments.

AE201 — EARLY CHILDHOOD ART CONCEPTS AND EXPERIENCE
To further develop students' understanding of Art activities in relation to Early Childhood Education Years 3-8.
To extend the students' knowledge of Child Development and Art ability. To develop the confidence and ability of students in structuring Art programmes suitable for Early Childhood experiences.

AE203 — THE ENVIRONMENT AS STIMULUS AND RESOURCE FOR ART EDUCATION EXPERIENCES
To study utilization of the environment so that it becomes a stronger creative stimulus and a valuable material resource for art education programmes.

AE206 — TWO DIMENSIONAL ART
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.

AE207 — THREE DIMENSIONAL ART II
To further extend the students skill in working with three dimensional concepts and materials. To explore the developments in Twentieth Century three dimensional art.
AE381 — ENVIRONMENTAL INFLUENCES AND CHILD ART
To trace the ways in which personal interactions, society pressures and media communications influence the development of child art.

AE382 — VISUAL EDUCATION
To understand the importance of visual communication. To compare, analyse and evaluate the various types of media used, in relation to visual communication and education. To evaluate the use of visual aids in teaching. To become involved in the making of visual aids.

DEPARTMENT OF EDUCATION

EY111 — BASIC PROCESSES IN HUMAN BEHAVIOUR
The two themes of this module are the physiological and developmental factors in human behaviour, illustrated particularly by consideration of ways of perceiving, learning and striving.

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The two themes of this module are the physiological and developmental factors in human behaviour, illustrated particularly by consideration of ways of perceiving, learning and striving.

EY120 — PLANNING AND PRODUCING AUDIO-VISUAL MATERIALS
This practical course will involve the student in planning and making audio tapes, slides, television productions, still pictures, graphics and many other materials commonly used to assist learners. Evaluation will be on materials produced.

EC204 — CHILD DEVELOPMENT (EARLY CHILDHOOD)
This is a core course for an early childhood major. A developmental approach to growth is taken and in-depth studies of social, physical, intellectual and emotional development from birth to five years of age are made. A theoretical background is developed for the planning of programmes, structuring experiences and use of observation schedules with children 0-5 years.

EC205 — DEVELOPMENTS AND TRENDS IN EARLY CHILDHOOD EDUCATION
The course will:
(a) Study the theory and practice of innovators in Early Childhood programmes (past and present).
(b) Promote knowledge of underlying teaching processes.
(c) Examine contemporary influences in early childhood programming.

EC206 — PLAY IN EARLY CHILDHOOD
The aim is to identify the development of play and to analyse the functions of play in the physical, cognitive, social and emotional development of the child.

EC206 — PLAY AND PLAY THERAPY
The aim is to direct students to the specialised needs of young children for play, and to present current research into a variety of play programmes for young children, including handicapped children.

EC308 — PLANNING, RESOURCES AND EVALUATION IN EARLY CHILDHOOD EDUCATION
This course will:
(a) Direct students to specialized needs of preschool and infant school children.
(b) Present in detail programmes, plans and evaluative techniques for a variety of early childhood programmes.

DEPARTMENT OF ENGLISH

EN101 — CREATIVE ARTS A — WRITING
The promotion of student awareness, resourcefulness and competence over a wide area of practical and creative writing situations, including those of poetry, prose, drama, film and T.V.

EN102 — CREATIVE ARTS B — PERFORMING
The development and extension of student competence and resourcefulness in the practical aspects of interpreting and presenting a number of literary and artistic genres, including those of drama, poetry, formal debating and meeting procedures.

EN106 — CONTEMPORARY WORLD LITERATURE
An examination of the emphasis, in contemporary fiction, drama and poetry, on the disharmony between the needs of individuals and the pressures of a social environment or political system.

EN107 — LITERATURE FOR CHILDREN
The development of critical perspectives on literature written for children.
EN112 — LANGUAGE AND READING ACROSS THE CURRICULUM
An introduction to language processes relating to reading, written work and oral communication in the classroom, with a view to determining an 'across the curriculum' policy on classroom language.

EN113 — DEVELOPMENTAL DRAMA
Experience of drama in its various forms as a mode of self-development and as a teaching medium.

EN114 — EFFECTIVE COMMUNICATION
The various communication roles of the teacher and understanding of the skills and interactions involved in effective communication are studied within a range of personal, social and professional situations.

EN115 — EFFECTIVE COMMUNICATION
A treatment of such topics as voice quality and speech production; expressive speaking and effective listening; language and personality; communication in various situations and at different registers; non-verbal communication; improvement in spoken and written language structures; functional and creative writing; reading skills.

EN201 — DRAMA — PRACTICAL THEATRE CRAFT
Students gain a sense of historical perspective of 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.

EN202 — FILM APPRECIATION
An exploration of various aspects of film — language, sociology and history — with special reference to the Australian film.

EN203 — LINGUISTIC CONCEPTS
Types of basic theory and evaluation procedures used in modern linguistics and the relevance of these procedures to natural language situations.

EN204 — STUDIES IN READING
Current theories and practices in the teaching of reading.

EN205 — NINETEENTH CENTURY LITERATURE
Reading and discussion of such diverse 19th century writers as Coleridge and Dickinson, Chekhov, Ibsen and Wilde.

EN207 — LITERATURE FOR ADOLESCENTS
Major types of literature for the adolescent.

EN208 — STUDIES IN POPULAR FICTION
An investigation of thematic and structural patterns in science fiction and in detective, crime and spy fiction, historical and biographical perspectives and elements of the popular entertainment in fiction with some seriousness of purpose.

EN301 — TRENDS IN POPULAR CULTURE

DEPARTMENT OF HOME SCIENCE/TEXTILES

HT101 — NUTRITION
The student is introduced to the study of foods eaten by man and their functions within the body. Such concepts as food groups, recommended dietary allowances, and the nutrients: minerals and water are discussed together with relevant aspects of human physiology.

HT102 — FOOD SCIENCE
This module introduces the student to the processes involved in food production, handling, storage and preservation, preparation and service with particular reference to fruits and vegetables. Elementary physicochemical concepts applicable to food and water supplies and disposal are also discussed.

HT103 — FAMILY AND CULTURE
Scientific method as a tool of research; the hypothesis and research structure as applied to both laboratory and social research. Kinship and interpersonal relationships. Life styles of families through history culminating in the 18th Century.

HT104 — FOOD IN HISTORY
The effects of culture orientation upon food choice, food preparation and food presentation throughout history; the effects of historical geographical and sociological factors upon the emergence of staple foods.

HT105 — FIBRE SCIENCE
Properties, composition, synthesis and structure of fibres and related polymers. Fibre identification and nomenclature.
This is a study of the aesthetics of fashion and the basic concepts of design applied to fashion. The student will experiment with methods of manipulating design to create and construct fashion styles.


HT127 — FIBRE ARTS
This module aims to develop 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.


HT203 — FAMILY AND CULTURE
The Australian family in historical perspective and either the tribal family as found in the Pacific Islands, or family organizational patterns from other cultures — e.g. Greeks, Italians, Yugoslavs, Turks.

HT206 — TEXTILES AND SOCIETY
The first part is a theoretical and experimental analysis of the perceptual processes exploited in the design of textiles and home furnishings. The second part is an applied study of textile crafts originating in Asia and South America, and of their modern revival in Europe and Australia.


HT207 — TEXTILES AND SOCIETY
This module aims to equip the student to make a wise choice of manufactured textiles, and to appreciate the distinctive properties of handmade textiles.

The first objective is served by studying the motivation and perception processes of the consumer. The second objective involves the theory of, and some practical experience with, traditional textile crafts. Textbook: Tuck, Mary How Do We Choose? A Study in Consumer Behaviour. London, Methuen Essential Psychology (Paperback) Series, 1976.

HT107 — TEXTILE ARTS
This module aims to acquaint the student with the elements and principles of design, and develop critical faculty in design. Both decorative and structural design are examined for purpose, historical development and application.


HT108 — FASHION DESIGN
This is a study of the aesthetics of fashion and the basic concepts of design applied to fashion. The student will experiment with methods of manipulating design to create and construct fashion styles.


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This module aims to develop 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.

HT208 — FASHION DESIGN
The development of appreciation of the basic concepts of fashion design. The student experiments with the interpretation of design lines in relation to fibre, texture and weight, and applies a knowledge of the properties of sheer fabrics to fashion design and construction.


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.

IA111 — TECHNICAL DRAWING
This course introduces the student to the fundamentals of engineering drawing. Basic concepts relating to projections are studied together with current Australian Drawing Standards. This knowledge is then applied to drawing exercises which range from views of simple solids to more complex workshop drawings.

Drawing office techniques including tracings and reproductions are also studied. Other projections incorporated in the programme include isometric, oblique, axonometric etc. Textbooks: Fitness, E.W. and Taylor, A.O. Descriptive Geometry and Drawing, Part II. Newtine, Gill, R.W. Rendering with Pen and Ink. London, Thames and Hudson, 1973.

IA112 — 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 interrelationship. 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.

IA113 — 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.

IA114 — CONCEPTS OF MANUFACTURING
This subject aims at examining the factors involved in the manufacture or construction of a wide variety of articles.

The objectives are to develop the ability to critically evaluate manufactured articles considering such diverse factors as functionalism, aesthetics, mechanical properties and sociological implications and to be better prepared for the role of a consumer by the application of skills gained in the selection of well designed items of suitable materials.

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: Moseley, S., Johnson, P. and Koenig, H. Craft Design. Belmont, California, Wadsworth, 1968.

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: Ableson, W.O. and Pateman, A.J. Metalworking. Sydney, McGraw-Hill, 1974.

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: Leadbeatter, B.R. and Keable, J.E. Australian Woodworking. Sydney, McGraw-Hill, 1974. Walton, J.A. Woodwork in Theory and Practice. Sydney, Australasian, 1974.

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: Department of Technical Education Woodturning. Sydney, Technical Education, 1973. Walton, J.A. Woodwork in Theory and Practice. Sydney, Australasian, 1974.
FABRICATION OF EXPRESSIVE INTEGRATED applications

This subject aims to promote an understanding of fabrication methods appropriate to sheet metals as well as solid and hollow sections. Students will be given the opportunity to develop some competence in the application of the techniques involved.


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.


IA131 — EXPRESSIVE PAPER CRAFT

The subject intends to provide 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.

IA133 — CRAFTS FOR THE HANDICAPPED A

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.

IA120 — FABRICATION OF METALS

IA137 — LEATHERWORK

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

Additional support studies, relating to the use of leather through the ages, the role of leather in contemporary technology and aspects of the commercial processing of leather will be investigated.


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 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.
IA212 — DESCRIPTIVE GEOMETRY
This study aims at giving the student an opportunity to gain experience in Descriptive Geometry in order to achieve the following objective; to develop further the powers of visualization and the concept of spatial relationship.

IA213 — MATERIALS SCIENCE A
This course will consider various mechanical testing procedures that are used to determine qualitative and empirical properties of materials. The objective is to examine closely the fundamental principles which control the properties of a wide variety of materials, especially the relationship between structure and properties.

IA214 — ENGINEERING MECHANICS
This subject aims to provide specialist content in Engineering Mechanics so as to develop expertise in the solution of engineering problems based on the assumptions of co-planar force systems with constant acceleration. Specific Objectives are:
To broaden the student’s knowledge of the fundamentals of Engineering Mechanics.
To provide a sound base on which the analysis phase of the design process can be built; and

To provide a tool for the analysis of engineering experiments through a study of elementary statistics and computer programming.

IA215 — METAL TECHNIQUES
Students attempting this subject are expected to further investigate the practical problems of working metals by hand or machine and to realise how problems encountered influence the working plan, the selection of materials and the techniques employed.
Practice in the design and construction of common articles should lead to an appreciation of the need for materials development and process modification to meet consumer demands.
An understanding of the interrelation between technological discovery and sociological need should be gained.

IA216 — DESIGN IN METAL
The student is challenged to extend his own boundaries in the process of designing in metal as well as to appreciate work in metal by others. Emphasis is given to the further development of latent creative talents by applying the design process to art metalwork, wrought iron work and sheet metalwork as well as electricity and electronics.
Prototype articles should be able to be produced from briefs set with strict parameters.

IA217 — CABINET MAKING AND FREE FORM WOODWORKING
This subject will place emphasis on practical skills to a greater extent than would be found in courses not specifically designed for vocational purposes. Through application students will study and be proficient in using power tools and develop an appreciation for design and creativity to meet their occupational needs.

IA218 — BUILDING CONSTRUCTION AND WOOD MACHINING
This subject aims to equip students with a fundamental knowledge of the scope and variety of skills required in constructing residential dwellings. Additionally it will provide adequate opportunity for the acquisition of professional techniques in operating and maintaining general power machinery associated with the woodworking industry. Through a series of graded design briefs, students should appreciate the levels of achievement that may be attained by the proper application of good design and techniques, thereby recognising the capabilities and limitations of woodworking machinery.

IA221 — INTEGRATED WORKSHOP PRACTICES B
This subject aims to give students the opportunity of becoming skilful in a series of workshop processes associated with a wide range of media appropriate for the projects at hand. Students will be given design briefs and be encouraged to work in a combination of wood, metal and plastic materials to produce projects using the most appropriate materials and processes. Specifically it will enable students to develop an appreciation of creativity, quality of design and craftsmanship. Additionally it enables students to discover the properties and use of materials, to familiarize themselves with the proper use and care of hand and machine tools and to achieve worthwhile attitudes and appreciation of tools and materials.

IA225 — APPLIED DESIGN IN TECHNOLOGY
The subject seeks to provide students with the opportunity of fostering and developing their knowledge of design by application of design principles to the development of products in a number of materials and allied processes. Students will be given the opportunity to select their own areas of specialisation from a number of the traditional crafts.
The specified topics may be varied from time to time but generally will include the following traditional crafts: leathercraft, cane basketry, tie and dye batik.
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.

IA235 — PLASTICS TECHNOLOGY
Plastics (polymers) will be reviewed with respect to their role in our technological society in the past, present and future. Various common polymers will be studied in detail to assist students in developing a concept of molecular structures, classifications, mechanical properties and specific applications. The application of plastics to industrial problems will be investigated and reference made to common industrial high and low rate production techniques. A large part of the course will deal with Plastics as a creative medium, where through practical experience students will develop a greater understanding of particular plastics and production methods. The environmental and social implications of plastics technology will be reviewed and safety aspects studied.

IA306 — TECHNOLOGY FOR CHILDREN
The subject attempts to provide the student with an understanding of technological aspects of society and the increasing importance of technology as a factor which determines curriculum structure in a variety of educational programmes designed for primary school age children. Group discussions, seminars, industrial visits and laboratory programmes will be used to examine such factors as the process of construction; occupations which underlie the development of a technological society, the concept of automation, the effect of mechanisation and ultimate automation upon the types of occupations in which people become employed, and the design of new learning experiences to provide for authenticity in the study of technology.


IA307 — CURRICULUM INTEGRATION THROUGH HANDWORK
This subject aims at providing the student with an understanding of the past, present and possible future place of handicraft in the field of early childhood and infant education. The main objective of the module will be to develop a sound knowledge and understanding of approaches used in the integration of handwork activities with learning experiences drawn from a cross section of curriculum areas.

LANGUAGES
LA101 — FRENCH IS French Language and Civilization
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.


LA102 — GERMAN IL Introduction to German Literature
This study is designed to develop reading fluency and an interest in Modern German Literature. Short stories by the following authors are read and discussed: Andersch, Boll, Borchart, Brecht, Broch, von Doderer, Durrematt, Katka, Kastner.


LA103 — FRENCH IB-I 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.


LA104 — FRENCH IB-II Beginning French II
This module extends the listening and speaking skills of French LA103 and develops basic reading skills directly related to tourist language and the everyday vocabulary of Le Francais fondamental (a scientific assessment of the most frequently used French vocabulary).


LA105 — GERMAN IB-II 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. The course is supplemented by simple related reading material from German magazines.


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LA106 — GERMAN IB-2
Beginning German II
This module extends the development of listening and reading skills and oral responses begun in Beginning German I.

LA201 — FRENCH 2S
French Language and Civilisation
This module extends oral fluency through audio-visual/lingual material (TV, film, radio) and a structured oral response programme and encourages students to approach modern French society through contemporary magazine material.

LA202 — GERMAN 2L
Modern Film and Drama
Through viewing modern German films and reading contemporary drama students are introduced to current social, philosophical and political comment. Reading and aural comprehension abilities are extended.

LA204 — GERMAN 2S
Language and Society
This module develops oral and written German in the context of daily life situations and provides an insight into the society to which the language belongs through the programme *Kontakte* and contemporary magazines.

LA205 — LANGUAGES 2E
Fundamental Issues in Foreign Language Learning
This module investigates the main factors in learning/teaching foreign languages — the various approaches (direct, situational, structural, audio-visual, programmed, laboratory); acquisition of basic skills; social, psychological and cultural effects; barriers to learning.

LA301 — FRENCH 3S
French Language and Civilisation
Details may be obtained from the Languages Department.

DEPARTMENT OF MATHEMATICS
MA101 — ALGEBRA I
This study is designed to supplement and augment the secondary algebra content and to introduce students to basic mathematical structures. Students are led from general sets through the common number sets N, Z, J, Q, R and C to non-numerical mathematics, finally exploring the elementary properties of matrices.

MA102 — APPLIED MATHEMATICS:
ELEMENTARY STATISTICS AND COMPUTING
This module provides an introduction to statistics, computing and the computer applications required to solve elementary statistical problems. No previous knowledge will be assumed.

MA103 — CALCULUS IA
This unit provides an introduction to Differential and Integral Calculus by development of concepts and techniques associated with both differentiation and integration.

MA104 — CALCULUS IB
Prerequisite: Calculus IA
This study investigates transcendental functions consolidating concepts and techniques of differentiation and integration. Applications are also studied.

MA105 — GEOMETRY I
This unit coordinates the various treatments of geometry at the H.S.C. and introduces those concepts, notations and principles that are basic to more mature studies in mathematics.

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

MA202 — APPLIED MATHEMATICS:
MECHANICS
This module develops problem solving skills in areas requiring the application of fundamental laws and principles of mechanics.

MA203 — CALCULUS II
This module introduces the calculus of functions of several variables and examines appropriate applications.

MA204 — COMPUTER STUDIES
This module is designed to extend the introductory treatment of computing presented in Applied Mathematics (Elementary Statistics and Computing) and to develop an appreciation of some aspects of Computer Science.

MA205 GEOMETRY II
In this study the command of concepts met in Geometry I is developed, particularly in the application of vectors and matrices in the context of three-dimensional Geometry.
MA206 — MAKING A MATHEMATICS II
This module provides a study of mathematical structures, both numerical and geometrical illustrations being examined.

MA207 — FINITE MATHEMATICS
This module introduces and investigates some topics from Modern Applied Mathematics including networks, linear programming and games.

MA209 — INTRODUCTION TO THE HISTORY OF MATHEMATICS
A study is made of the contribution to mathematics by classical and pre-classical civilisations. The study then extends to European mathematics up to the Middle Ages.

MA210 — MATRICES AND ELEMENTARY VECTOR SPACES
This course develops the concept of a linear space and of linear dependence and independence. It discusses the linear space homomorphism and some applications.

MA211 — THEORY OF NUMBER AND RELATED TOPICS
This module introduces some of the classical discoveries in Number Theory and indicates areas of more recent development.

MA212 — REAL ANALYSIS
This study formalises the intuitive concepts encouraged in 100-level Calculus modules. Concepts of limit, continuity, differentiability and integrability are carefully considered.

MA213 — SOCIAL MATHEMATICS
This module examines the part played by Mathematics in the development of the present form of modern society structures, and how it is still being utilised by a technological world.

MA251 — MATHEMATICS EDUCATION PART IIA: Mathematics and the Primary Child
This module provides students with the necessary knowledge and skill for construction of structured primary mathematics teaching programmes.

MA252 — MATHEMATICS EDUCATION PART IIB: Mathematics and the Infant School Child
This course aims to provide the opportunity for students to generate and assess ideas about the teaching of mathematical concepts in the Infant School. Student proficiency in constructing structured infant mathematics programmes is developed.

MA253 — MATHEMATICS EDUCATION PART IIC: Mathematics and the Remedial Child
This study investigates the design and construction of mathematics programmes for the young child. It explores a variety of approaches to remediation in Mathematics together with the kits and aids available to reinforce these approaches.


DEPARTMENT OF MUSIC

MU101 — BEGINNING TO UNDERSTAND MUSIC
Activities are designed to consolidate the student's understanding of music fundamentals. Aspects of rhythm, harmony, musical structure and response to music are studied. Practical work includes singing and class performance of student compositions.

MU102 — MUSIC AND THE LISTENER
A module catering for students who enjoy listening to music of many different types chosen from the period C1650 to the present. Social aspects which influenced composers are examined. Previous musical knowledge is neither expected nor regarded as necessary.
MU107 — LEARNING GUITAR I A
A practical introduction to playing the guitar which combines group instruction in folk and classical styles and simple ensemble playing. This module caters for both the beginner and the student with some previous experience.

MU108 — LEARNING GUITAR IB
This subject unit will continue to develop skills and basic performance techniques. A variety of folk accompaniment styles will be explored and work on classical repertoire will be extended.

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

MU201 — UNDERSTANDING MUSIC
This unit extends knowledge and skills acquired through previous musical experience, and includes more advanced work in rhythm, melody writing and musical arrangement. Works selected from a wide range of music are heard to give understanding of the immense scope available to the musical listener.

MU204 — MUSIC IN EARLY CHILDHOOD I
This unit examines materials and methods used in teaching music to very young children. Practical work illustrates educational principles, and creative work is encouraged through preparation of material catering for a variety of age groups and stages of development in young children.

MU207 — LEARNING GUITAR IIA
This module will extend skills and musicianship acquired in Learning Guitar I. Aspects of technique and musical interpretation will be discussed and demonstrated during class and individual instruction.

MU208 — LEARNING GUITAR IIB
This module will continue to develop technique and musicianship and further extend repertoire. A greater emphasis will be placed on individual instruction.

MU301 — MODERN APPROACHES TO CLASSROOM MUSIC — ORFF AND KODALY SKILLS
The use of music devices to heighten understanding and awareness of rhythmic groupings and intervals through a detailed study of Orff and Kodaly materials. Group composition through speech and instrumental percussion ensemble.

DEPARTMENT OF PHYSICAL EDUCATION
PE100 — FOUNDATIONS OF PHYSICAL EDUCATION
To introduce theoretical issues relative to Physical Education, both as an academic discipline and a professional area of education; to develop the student's appreciation of Physical Education; and to examine and critically review the development of Physical Education in Australia.

PE101 — PERSONAL HEALTH BEHAVIOUR
To develop the student's knowledge and understanding in personal hygiene and human sexuality.

PE102 — COMMUNITY RECREATION
To undertake a theoretical consideration of the structure, functions and processes of leisure, and to examine the social context of recreation planning in Australia.

PE111 — BASIC GAMES SKILLS AND STRATEGIES
This course is designed to develop the student's own performance, knowledge and understanding of basic skills, minor and major games, and games strategies.

PE112 — ELEMENTARY DANCE TECHNIQUES
This course provides the student with practical experience in dance, and aims to develop an appreciation of the contribution made by dance to contemporary life in Australia and other countries of the world.

PE113 — ELEMENTARY GYMNASTICS
This course introduces the student to movement in both formal and educational gymnastics developing an understanding of Laban's analysis of movement, and the contribution made by gymnastics to physical fitness.

PE124 — SPORT IN THE SECONDARY SCHOOL
Students examine the theoretical foundations of sports recreation in the secondary school.

PE140 — DANCE FOR ART I
A composite course of folk, social, square, disco, primitive and modern dance.

PE200 — STRUCTURES IN PHYSICAL EDUCATION
To study and critically evaluate Physical Education, Health Education and Recreation curricula; to examine the foundations of curricula development as it relates to Physical Education.
PE201 — BUILDERS AND DETERRENTS OF HEALTH
To develop knowledge and understanding in Nutrition and Drug Education aimed at maintaining Physical Health.

PE202 — RECREATION PLANNING
An introduction to the principles and practices of recreation planning and recreation policy-making in Australia.

PE205 — TESTS AND MEASUREMENTS IN PHYSICAL EDUCATION
To investigate implications of testing in the motor domain; to develop knowledge and skill in conducting of testing in physical fitness and sports.

PE206 — INTRODUCTION TO SPECIAL PHYSICAL EDUCATION
Students will be introduced to the range of developmental disabilities emotionally disturbed, sensory and neurological handicaps, etc.

PE207 — COACHING OF SPORTS, DANCE, GYMNASTICS I
To give the students an opportunity to explore the skill, fitness, physiological and behavioural factors of individuals involved in sport; to appreciate the combinations of these factors involved in coaching athletics and teams.

PE208 — COACHING OF SPORTS, DANCE GYMNASTICS II
To give the students an opportunity to explore the skill, fitness, physiological and behavioural factors of individuals involved in sport; to appreciate the combinations of these factors involved in coaching athletes and teams.

PE211 — STRUCTURES IN PHYSICAL EDUCATION (PRIMARY)
Details may be obtained from Physical Education Department.

PE220 — EARLY CHILDHOOD MOVEMENT ORIENTATION
This course provides students with basic principles of movement and the relationship between dance, gymnastics and games in Physical Education programmes.

PE224 — SECONDARY SCHOOL SPORTS ADMINISTRATION
A further investigation of sports administrative strategies and developments at secondary school level.

PE225 — 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 and their application to selected sports.

PE240 — DANCE FOR ART II
A specialisation area selected from two of the following:—
A) Folk
B) Social
C) Square
D) Modern Jazz Ballet
E) Primitive Jazz
F) Contemporary Dance.

PE300 — ADMINISTRATIVE PRACTICES IN PHYSICAL EDUCATION, HEALTH, RECREATION
To introduce the student to the investigation of organisational and administrative changes in Health, Physical Education and Recreation within the secondary school curriculum; to provide the student with the experience to appreciate and operate such changes.

PE303 — MOTOR LEARNING AND PHYSICAL PERFORMANCE
To develop students’ critical appreciation of the theoretical and physical problems in motor skill acquisition and attendant research.

PE308 — PHYSICAL EDUCATION RESEARCH PAPER
A project initiated and researched by the individual student reflecting the interests, capabilities and selected research technology of the student.

PE390 — PERSONAL DEVELOPMENT
1. The structure and function of the human body.
3. Fitness.
4. Drugs.

PD101 — THE SOCIAL HUMAN
This study aims to help students develop knowledge and understanding in the area of personal relations in respect to self and others.
Topics:
1. Personal Relations
   (a) group dynamics
   (b) informal counselling
   (c) understanding the life cycle
   (d) helping people
   (e) ethics
2. Marriage and alternatives
   (a) marriage in Australia
   (b) alternative life styles
   (c) the family in Australia
   (d) values—marriage and family

PD200 — HUMAN SEXUALITY
This study aims to help students develop knowledge and understanding of the human as a sexual being.
Topics:
1. The biophysical aspects of human sexuality
   (a) male and female reproductive system
   (b) human sexual response
   (c) human sexual inadequacies
   (d) myths
   (e) methods of contraception
   (f) venereal diseases
   (g) developmental errors
2. The psychosocial aspects of human sexuality
   (a) marriage and family life
   (b) alternative life styles
   (c) stages in development
   (d) human sexual inadequacies
   (e) social issues of human sexuality
PD201 — PERSONAL DEVELOPMENT CURRICULUM AND PROGRAMME

1. To assist students to carry out a research project in the area of Personal Development curriculum construction or programme development.
2. To assist students to acquire the relevant research skills.
3. To assist students to acquire a knowledge of resources available in N.S.W. schools for use in Personal Development courses.

Topics:
1. History and present state of Personal Development courses in N.S.W. schools.
3. Analysis of teaching programmes presently used.
4. Resources available.

PD202 — PERSONAL DEVELOPMENT OVERVIEW

This study is aimed at helping students develop knowledge and understanding in the curriculum areas concerned with personal development as well as the structuring and implementation of a Personal Development programme.

Topics:
1. The structure and function of the human body.
3. Personal physical fitness.
4. Drug Education.
5. Personal Relations.
7. Marriage and alternative life styles.
8. The personal development curriculum and its media.
9. The personal development programme and its implementation.

DEPARTMENT OF SCIENCE SC103 — HUMAN BIOSCIENCE

A study of selected fundamental scientific, technological and medical advances which are affecting all aspects of present-day human life; genetic and environmental perspectives; changing lifestyles; human development from a biological viewpoint.


SC104 — SCIENCE AND SOCIETY A

Major themes: the importance to mankind of a study of the interrelationships between science, technology and society; the ways in which science has influenced society and how science itself has been directed, developed or retarded by society. Contemporary issues will be examined by means of selected case-studies.

Major strands: the history of science and technology; the nature of science; the work of scientists and technologists; science as it affects politics, economics, government, the law, religion, the arts.

SC105 — SCIENCE AND SOCIETY B

This module is designed to consider some basic aspects of chemistry, both from a theoretical and practical approach. Topics include: atomic theory; periodic properties; bonding and physical properties; equilibria; energy changes; electron transfer processes.


SC106 — SCIENCE AND SOCIETY C

This module considers some aspects of chemistry which find particular application in biological systems. Topics include: introductory organic chemistry; functional groups; stereoisomerism; carbohydrates, lipids and proteins; enzymes; buffer systems, nucleic acids; metal ions in biological systems.


SC107 — SCIENCE AND SOCIETY D

This module introduces students to the study of the Earth as a system, considering such areas as the structure of the Earth, plate tectonics, and a biomechanical analysis of track and field events.


SC108 — SCIENCE AND SOCIETY E

This module is designed to consider some basic aspects of biology, both from a theoretical and practical approach. Topics include: human biology; basic structure and function; specialised systems e.g. digestive, circulatory, muscular; human’s place and activities in the environment.


SC112 — BASIC CHEMISTRY

This module is designed to consider some basic aspects of chemistry, both from a theoretical and practical approach. Topics include: atomic theory; periodic properties; bonding and physical properties; equilibria; energy changes; electron transfer processes.


SC113 — CHEMISTRY OF LIFE

This module considers some aspects of chemistry which find particular application in biological systems. Topics include: introductory organic chemistry; functional groups; stereoisomerism; carbohydrates, lipids and proteins; enzymes; buffer systems, nucleic acids; metal ions in biological systems.


SC114 — GEOLOGY IA

Basic principles of chemistry are applied to the composition of rocks and minerals using specimens and structural models. Study of the structure of the Earth leads to the concept of plate tectonics.


SC115 — GEOLOGY IB

Surface alteration processes of the Earth are studied using regional and Australian examples. Stratigraphic principles are applied to the study of geologic time and the changing pattern of life on Earth.


SC116 — MECHANICS I

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.


SC117 — DIRECT CURRENT ELECTRICITY

This module will give an understanding of basic direct current electricity and magnetism with an introduction to electrostatics, semiconductor diodes and alternating current.


SC140 — BIOMECHANICS I

The student is introduced to fundamental concepts of mechanics such as the forces, vectors, centre of gravity, equilibrium, rotational motion, flotation and the Magnus Effect and a biomechanical analysis of track and field events.
SC141 — BIOLOGY FOR OPTICS
Students study the origin of living cells and examine the basic cell structure and cell inclusions. The chemistry of the cell precedes the study of the evolution of specialized cells and organisms.

SC201 — ENVIRONMENTAL BIOLOGY
SC202 — ENVIRONMENTAL GEOBIOLOGY

SC201 — ENVIRONMENTAL BIOCOSCIE
An analytic overview of man's place in the biosphere by means of an ecological approach to issues of population, energy, natural resources and environmental quality. A systematic treatment of natural ecosystems and the impact of a technological society upon these systems.


SC202 — ENVIRONMENTAL GEOBIOLOGY
In this module students will study the processes at work on the planet and human interaction with these processes and the energy flows of the atmosphere and the lithosphere. In addition a study of the deeper seated earth processes will be made.


SC210 — ECOLOGY AND FIELD BIOLOGY
Major strands: the nature of ecosystems; energy flow through ecosystems; biochemical cycles; population ecology; organisation and dynamics of ecological communities; ecology and the field techniques and procedures, conservation of flora and fauna.


SC212 — ENERGY AND CHEMICAL REACTIONS
In this module the importance of energy relationships in the study of chemical changes is considered with an aim to:
1. Use energy relationships to examine the predictability of chemical reactions and the effect of different conditions and,
2. Develop an appreciation of the importance of energy considerations in chemical reactions of industrial and biological importance.


SC213 — CHEMICAL BONDING
In this module contemporary models of atomic and molecular structure are considered and related to the observed physical and chemical properties of compounds. Models of bonding in ionic, molecular and metallic substances are considered together with their advantages and limitations.


SC215 — GEOLOGY II B
Economic minerals and fuels: their nature, origin and significances. An introduction to palaeontology. Geological history of New South Wales. Laboratory and field studies.

SC216 — MECHANICS II
Topics include rotational dynamics, rotational kinetic energy and angular momentum, moment of inertia, Simple Harmonic Motion, the sinusoidal wave equation and its application to the study of interference. Special relativity is dealt with in terms of the Lorentz transformation equations, time dilation, length contraction, relativistic addition of velocities and relativistic momentum.


SC217 — OPTICS AND ASTRONOMY
Optical phenomena based on reflection, refraction, interference and polarization will be studied including optical instrumentation, stage lighting and new forms of communications. A study of the universe as seen by the astronomer will be included, from Earth and the solar system out to the pulsars.


SC240 — BIOMECHANICS II
Students examine the coefficient of restitution, the Magnus effect, the effect of humidity on flight of balls, conservation of rotational energy and momentum, free body diagrams, estimation of segmental masses, mathematical models of the human body, electromyography and uses of the force plate.

SC242 — ANATOMY AND PHYSIOLOGY
The course involves a study of the major systems' anatomy and physiology with orientation to Physical Education.

SC243 — BIOCHEMISTRY
To enable the student to gain an understanding of the chemical processes occurring within the body, emphasis is given to the chemical reactions involved in muscular activity.

SC282 — ELECTRONIC CONSTRUCTION TECHNIQUES
Students will draw plans to form cabinets from sheet metal and draw up layouts of electronic devices from published circuits or circuits of their own devising. Students will then complete the construction of the devices and show that they work to specifications.

DEPARTMENT OF SOCIAL SCIENCES
SS130 — INQUIRY SOCIAL STUDIES
Emphasis is on the principles underlying investigation-oriented strategies: the skills needed to apply investigation strategies in the Social Sciences; the role of young children (5-12) as active investigators of questions, problems and conflict situations; basic inquiry strategies such as individual research, role play, simulation activities and field studies.

SS140 — ASIAN AND SOUTH-WEST PACIFIC DEVELOPMENT STUDIES: EAST ASIA
This Asian regional depth study shows responses in Asia to changing living standards of the people. Japan and China are examined to survey contrasts in industrial and agricultural responses since 1945. The variety of man-land relationships in East Asia is also reviewed, and the social changes that accompany economic development.

SS150 — ECONOMICS AND SOCIETY
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.

SS161 — THE SKILLS OF THE GEOPHYSICIST
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 can be developed in later modules.

SS170 — ANCIENT CIVILISATION
A survey of prehistory is followed by an examination of the urban revolution. The development of civilisation is studied with Egypt, Mesopotamia and the Indus Valley as examples of the interaction between nations to about 500 B.C. Emphasis is on geographical and cultural factors and on how the civilisations worked.

SS171 — THE CLASSICAL BASES OF EUROPEAN CIVILISATION
A study is made of the three bases of our civilisation — 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.

SS174 — MIGRATION IN HISTORY: THE EXPERIENCE OF THE U.S.A. AND AUSTRALIA — A COMPARATIVE STUDY
The experience of nations peopled largely by European immigrants highlights similarities and differences and shows that attitudes to immigration and immigrants are still significant. Aspects of migration studied include varying motives for immigration, immigrants and the environment, relationships between immigrants and indigenes, tensions among immigrant groups, and immigration restrictions.

SS180 — UNDERSTANDING SOCIETY A: COMPARATIVE FAMILY STUDIES
The concept of 'family' is examined in various societies, for example Aboriginal, Greek, Chinese, and contemporary industrial society in relation to marriage, divorce and the roles of individual members. There is an analysis of the impact of change on the structure and function of the family and a survey of alternative social groupings devised to modify or replace the family.

SS210 — SOCIAL INQUIRY FOR INQUIRERS
This is a method of inquiry which is primarily for 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 can be developed in later modules.

SS251 — THE ECONOMICS OF INCOME AND EMPLOYMENT
This is a modern introduction to macro-economic theory, measurement and policy. There is emphasis on fundamental problems such as interpretation, income-determination unemployment, inflation and recession.

SS261 — PRINCIPLES OF REGIONAL GEOGRAPHY
Case studies of selected regions and literature on regional geography are used to assess regional geography as against systematic, thematic and topical approaches to explanation in geography. The Hunter Valley is used to exemplify the various approaches.

SS307 — TRADITIONAL HISTORY OF ASIA
The study of the problems of countries in the Asian region develops an awareness of their long historical and cultural traditions. Students are encouraged to consider problems in the Asian region from the point of view of the indigenous people and not entirely from a Western ethos.

SS310 — THE HISTORY OF COUNTRIES IN ASIA IN THE MODERN PERIOD
Emphasis is on conflict between Asian national sovereignty and Western imperialism in the 19th and 20th Centuries, and the responses to Western ideas and technology. The pressures on the newly-independent countries to align themselves with post-World War II power-groups are examined in order to illuminate the current situation.
BRITAIN AS AN IMPERIAL POWER
Details may be obtained from the Social Sciences Department.

THE IMMIGRANT IN AUSTRALIA
A study of early ethnic tensions considers those among Aborigines, between Aborigines and Europeans and among Europeans. An emerging 'Australianism' before Federation is seen as a source of hostility towards groups such as the Chinese. 20th Century attitudes are examined in the light of changes on the world scene and in Australia's population.

CONTEMPORARY AUSTRALIAN SOCIETY A
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.

CONTEMPORARY AUSTRALIAN SOCIETY B
Students may specialize in a number of elective groups or aspects of contemporary society. A feature of the unit is its team-teaching approach.

COMMUNITY INVESTIGATION STUDIES
A theoretical segment assesses the community's value as a resource for research at the elementary level, using inquiry-based methods. A practical application involves social and historical surveys of local areas.

AN INNOVATIVE CURRICULUM: THE INTEGRATED CURRICULUM IN THE PRIMARY SCHOOL
The student is prepared to undertake curriculum construction through the integrated approach, for both infant and Primary groups.

AUSTRALIA: PENAL COLONY TO NATION
This is a study of Australia's colonial background. By surveys and depth studies, it investigates the origin and nature of historical forces at work in the 19th century, the problems and life-styles of the people, and the movement towards nationhood. There is an emphasis on student-participation in practical exercises such as research and recording techniques.

THE PRACTICE OF HISTORY A
A theoretical element focuses on philosophies of History, significance, cause-effect relationships, and personalities in History. A practical element involves investigation in material, literary and traditional sources, the uses of mass media, propaganda, and History in the multi-disciplinary approach. The emphasis throughout is on involvement as practising historians.

ABORIGINAL STUDIES A: TRADITIONAL SOCIETY
Traditional Aboriginal Society is studied in terms of its pre-history, its economic, social and political organisation, its religion, its law and its reaction to white settlement. A concurrent strand examines Aboriginal language and mythology.

RELIGION AND SOCIETY A
This is a study of the philosophical and religious bases of a primitive religion, two Eastern religions and Judaism, with emphasis on the individual and his place in society.

DEPARTMENT OF SPECIAL EDUCATION

INTRODUCTION TO SPECIAL EDUCATION
Students will be introduced to the range of developmental disabilities in children, e.g. mental retardation, learning disabilities, emotionally disturbed, communication disorders, etc. Emphasis will be given to those disabilities commonly encountered in normal classrooms, and recent trends in special education.


LEARNING PROBLEMS IN THE REGULAR CLASSROOM: RECOGNITION AND TREATMENT
This module provides a basic knowledge of children's learning problems and strategies to remediate them. It focuses on the regular classroom, covering testing, diagnostic teaching and organisation for individualisation. Visits to observe remediation within regular classrooms will be a significant part of the course.


EXCEPTIONAL CHILD A: COGNITIVE DISABILITIES
Students are encouraged to view categorical deficits such as mental retardation, learning disabilities, etc. as developmental disabilities. The focus of this module is on cognitive developmental disabilities with emphasis on conceptual, perceptual and language deficits which have resulted in school learning problems.

SE301 — ASSESSMENT, DIAGNOSIS AND REMEDIATION OF CHILDREN WITH LEARNING PROBLEMS
This course aims to develop the ability to identify children with learning disabilities, diagnose the particular skill deficits involved and give effective remedial assistance. Diagnostic and achievement tests are critically analysed and specific remediation for establishing diagnostic-prescriptive programmes are discussed.

INTERDISCIPLINARY MODULES
EH101 — ENGLISH/HISTORY IA (Integrated)
Australian Colonial Life
A survey of colonial life through historical appraisal and review of the literature of the period. The emphasis is on the multidisciplinary approach.

EH102 — ENGLISH/HISTORY IB (Integrated)
Australia and Australians (This study complements English/History IA: Australian Colonial Life, though it can be taken as an independent unit.) The social structures and lifestyles of Australians since Federation. Historical appraisal of illustrative literature.

ID201 — INTRODUCTION TO ETHNIC STUDIES
The object of this module is to develop in students an understanding of multi-cultural Australia, to briefly outline the factors involved in the interaction of ethnic groups in the Australian community and to develop an awareness of educational factors affecting the quality of life of ethnic groups in the Australian community, such as educational structure, patterns and needs; communication and security through language preservation and acquisition; promotion of security through cultural identity.

ID205 — SOCIAL AWARENESS
The object of the module is to develop a student's awareness of his/her own identity and relationship within society; to analyse the role of social institutions within societies and to develop awareness of the interaction and interdependence of people in a world society.

LS208 — ETHNIC MINORITIES IN THE COMMUNITY AND THE SCHOOL
The principal objective of the module is to develop an insight into the most significant factors in the education of ethnic minorities in the classroom and community. Specific objectives include the investigation of the main sociolinguistic elements involved in the education of ethnic minorities and the development of an awareness and understanding of the impact of the ethnic heritage of the child in his relations with his family, the school and the community.

MODULES IN VOCATIONAL PREPARATION

SPECIAL THEORY
(a) GENERAL THEORY OF TEACHING
EARLY CHILDHOOD EDUCATION
PP100 — PRINCIPLES AND PRACTICES OF TEACHING
The focus of this module is a teacher-directed approach to teaching with related teaching skills. Skills treated include Basic Questioning, Explaining and Variability. These skills are developed in micro-teaching and macro-teaching settings at school base.

PP101 — PRINCIPLES AND PRACTICE OF TEACHING
The focus of this module is a pupil-centred approach to teaching with related teaching skills. Skills treated include Reinforcement, Higher Order Questioning and Teacher Response Behaviour designed to increase the amount and level of pupil participation. These skills are developed in micro-teaching and macro-teaching settings within an Infant School.

PP205 — PRINCIPLES AND PRACTICE OF TEACHING
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) approaches to curriculum development. Having designed the units of work students will be required to teach and evaluate the units.

PP206 — PRINCIPLES AND PRACTICE OF TEACHING
This module focuses on the diagnosis of pupil-learning strengths and weaknesses at school base. The formulation and implementation of a developmental programme is envisaged.

ENGLISH/HISTORY EDUCATION
PS105 — PRINCIPLES AND PRACTICE OF TEACHING
An introduction to some basic teaching skills: questioning; reinforcement; variability; introductory and closure procedures. The three components are microteaching, macroteaching and continuous practice.

PS205 — PRINCIPLES AND PRACTICE OF TEACHING
Three components: (a) the theory of teaching strategies; (b) in-school experience; (c) block practice teaching. These three components are complementary in that the theoretical strategies taught at college are followed by practical in-school implementation.
INDUSTRIAL ARTS EDUCATION

PS115 — 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 skill and to apply theory acquired in other subjects.


PS215 — THEORY AND PRACTICE OF TEACHING

This subject is a further step in the professional preparation of Industrial Arts students where each student will understand the various roles within the administration of the school and within Industrial Arts.

MATHEMATICS EDUCATION

PS120 — PRINCIPLES AND PRACTICES OF TEACHING

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.


PS220 — PRINCIPLES AND PRACTICES OF TEACHING

This course aims to develop skills associated with teaching of mathematics. Students are given an opportunity to demonstrate a variety of strategies, lesson types and learning aids. Lessons are recorded for post lesson evaluation.

PS221 — PRINCIPLES AND PRACTICES OF TEACHING

In this course skills associated with diagnosis and remediation in mathematics are developed and students are required to develop and teach a unit of work designed to meet the mathematical needs of an individual pupil.

PS130 — PRINCIPLES AND PRACTICES OF TEACHING

In this module students undertake lectures in teaching strategies, content, lesson preparation and presentation techniques. Initially the programme involves peer group teaching, followed by continuing microteaching in the primary school. Pupil numbers will be increased as students become more experienced.


PS230 — PRINCIPLES AND PRACTICES OF TEACHING

In this study, students are given the opportunity to gain teaching experience in the secondary school. The programme comprises preparation lectures, demonstrations and teaching of lower secondary pupils in small groups initially, with the provision for increasing numbers of pupils.

PS330 — PRINCIPLES AND PRACTICES OF TEACHING

This subject involves the internship of students for one half day per week in secondary schools to liaise with subject specialists in order to extend the opportunity to acquire those teaching skills specific to the specialist in Physical Education.

PRIMARY EDUCATION

PP100 — PRINCIPLES AND PRACTICES OF TEACHING

The focus of this module is a teacher-directed approach to teaching with related teaching skills. Skills treated include Basic Questioning, Explaining and Variability. These skills are developed in micro-teaching and macro-teaching settings at school base.


PP200 — PRINCIPLES AND PRACTICES OF TEACHING

This module focuses on the diagnosis of pupil-learning strengths and weaknesses at school base. The formulation and implementation of a developmental programme in Reading and Mathematics is envisaged.

PRINCIPLES AND PRACTICES OF TEACHING

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) approaches to curriculum development. Having designed the units of work students will be required to teach and evaluate the units.


SCIENCE EDUCATION

PS135 — PREPARATION FOR PRACTICE TEACHING

Preparation for practice teaching through school based demonstrations, seminars on objectives, lesson preparation, control and safety. Followed by peer group teaching, microteaching, and half day school experiences at the practice teaching school.

PS136 — MICROTEACHING

Theoretical treatment and microteaching practice of the skills of reinforcement, basic questioning and variability.


PS235 — TEACHING STRATEGIES

Theoretical treatment and macroteaching practice of the Advance Organize Model (Ausubel) the Concept Attainment Model (Bruner) and the Inquiry Training Model (Suchman).


PS236 — INFLUENCING ATTITUDES

Theoretical treatment, testing, and macroteaching, concerning scientific attitudes, attitudes to science, and attitudes to conservation and personal and community health.


SOCIAL SCIENCES EDUCATION

PS140 — PRINCIPLES AND PRACTICES OF TEACHING

This subject aims to develop competence in several basic teaching skills. The teaching skills introduced are Basic Questioning, Variability and Introductory Procedures and Closure.


PS141 — PRINCIPLES AND PRACTICES OF TEACHING

This subject aims to develop competence in several basic teaching skills. The teaching skills introduced are Reinforcement, Explaining and Advanced Questioning.


PS240 — PRINCIPLES AND PRACTICES OF TEACHING

The purpose of the programme is to promote participation in specific teaching strategies identified as being basic to the Social Sciences, including: (a) Simulation/Role Play/Socio-drama; (b) Field Studies; (c) Programmed Instruction; (d) Case Studies.

TECHNICAL AND FURTHER EDUCATION

PR115 — PROFESSIONAL PREPARATION

The content of this module is under review and details will be made available to candidates at the time of enrolment.

PR116 — PROFESSIONAL PREPARATION

The content of this module is under review and details will be made available to candidates at the time of enrolment.

PR215 — PROFESSIONAL PREPARATION

The activities of this programme will attempt to integrate general teaching strategies, specific method considerations and general teaching skills.

PR315 — PROFESSIONAL PREPARATION

The activities of this programme will be of a seminar and individual research variety. Students will be expected to analyse existing educational practices at the technical level, research the subject and critically assess the implications for the development of their specific teaching area.

SPECIAL THEORY (b) SPECIFIC TO SUBJECT

EARLY CHILDHOOD/PRIMARY EDUCATION

AE110 — ART TEACHING METHOD FOR PRIMARY SCHOOLS

To prepare students (by the planning of graded educational experiences) to teach art at the Infants/Primary level.

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.
EN120 — TEACHING ENGLISH, EARLY CHILDHOOD, INFANT AND PRIMARY

Students are given an overview of methods of introducing and extending the skills of Oracy (talking and listening) and Literacy (reading and writing) in Early Childhood, Infants and Primary years.

Textbooks: Current Curricula in Language; Literature Reading; Spelling and Handwriting. Saxby, H.M. & Turney, C. (eds.) Teaching the New English in Primary Schools, Sydney, Ian Novak, 1975.

LA109 — TEACHING ETHNIC MINORITIES IN THE PRIMARY SCHOOL

A module designed for teaching multi-ethnic classes. 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.

LA111 — TEACHING LANGUAGES ACROSS CULTURES

After an introduction to the linguistic and cultural factors affecting second language learning, the main emphasis is on teaching strategies, programmes and resources for teaching a second language to primary pupils of another culture and promoting learning exchanges between ethnic and native speakers.

MA152 — MATHEMATICS EDUCATION: GENERAL PRIMARY CURRICULUM STUDIES

This study establishes a sound basis for mathematics education through the development of competency in the planning, organisation, teaching and evaluation of a mathematics programme.


MU111 — PRIMARY AND LOWER PRIMARY MUSIC TEACHING

Approaches and skills basic and vital to all facets of music education. Examination of teaching materials, development of musical skills. Music writing, Listening, Curriculum study and programming.


PE110 — ELEMENTS OF PHYSICAL EDUCATION

This course provides the student with a broad theoretical background for appreciation of physical education in the primary school.

SC106 — K-6 SCIENCE CURRICULUM STUDY

In this module students will study methods of making and teaching an elementary science curriculum to develop science process skills in children in the primary years.


SS110 — SOCIAL STUDIES I

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-visual and structured materials.

ENGLISH/HISTORY EDUCATION

EH108 — TEACHING ENGLISH IN THE SECONDARY SCHOOL — INTRODUCTORY

An introduction to resources, methodologies, and trends associated with the creative teaching of English to secondary students.


SS122 — TEACHING HISTORY I

This module begins 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.

SS221 — TEACHING HISTORY II

A review of the expectations and attitudes of History pupils proceeds to an examination of further techniques for the presentation of History. Students begin the study of the application of modern educational theory in History Teaching.

HOME SCIENCE/TEXTILES EDUCATION

PS110 — PRINCIPLES AND PRACTICES OF TEACHING

Each student will be provided with the opportunity to acquire specific teacher-centred teaching skills and the use of a programme of micro-teaching in the Home Science Department of a secondary school. The teaching skills introduced are Basic Questioning Explaining and Demonstrating.


PS111 — PRINCIPLES AND PRACTICES OF TEACHING

Each student will be provided with the opportunity to acquire specific pupil-centred teaching skills and the use of a programme of micro/macro teaching in the Home Science Department of a secondary school. The teaching skills introduced are Teacher Response, Reinforcement and Variability.


PS210 — PRINCIPLES AND PRACTICES OF TEACHING

This module has been planned as an integrated series of theoretical and practical experiences designed to develop curriculum planned skills and the use of selected strategies appropriate to Home Science/Textiles teaching.
PS211 – PRINCIPLES AND PRACTICES OF TEACHING

The module has been planned as an integrated series of theoretical and practical experiences designed to develop curriculum planning skills and the use of selected strategies appropriate to Home Science/Textiles teaching.

INDUSTRIAL ARTS EDUCATION

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.


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 recognize sound techniques for group or class instruction in these skills.

The student should realize 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.


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.


MATHEMATICS EDUCATION

MA153 – MATHEMATICS EDUCATION: JUNIOR SECONDARY CURRICULUM STUDIES I

In this module, the curricula of the Upper Primary and Junior Secondary grades are examined and selected teaching methods in mathematics are investigated.


MA254 – MATHEMATICS EDUCATION: JUNIOR SECONDARY CURRICULUM STUDIES II

This study extends the student's knowledge of a range of procedures which are appropriate for teaching mathematics in the Junior Secondary school.

Textbook: N.S.W. Department of Education. Syllabus in Mathematics Years 7, 8, 9, 10. 1972.

MA255 – MATHEMATICS EDUCATION: SENIOR SECONDARY CURRICULUM STUDIES I

Included in this study is curriculum development, programming and the teaching of selected topics from the senior secondary mathematics syllabus.


PHYSICAL EDUCATION

PE161 — TEACHING OF BASIC MOTOR MOVEMENT/PHYSICAL FITNESS

An analysis of the components of basic movement and skills and their relevance to teaching games. Consolidation of these skills by the use of skill drills, practices and minor games. The theoretical constricts and factual platform of the concept "fitness" from which student fitness programmes may be drawn.

PE162 — TEACHING OF DANCE

A composite course of folk, ballroom and creative dance, teaching methods and techniques.

PE163 — TEACHING OF GYMNASTICS

An individualised approach to movement on floor and apparatus, teaching methods and techniques for educational and formal gymnastics.

PE164 — TEACHING OF AQUATICS/ATHLETICS

Aquatics: Water safety, strokes, skills, entries, survival techniques, teaching methods and techniques. Athletics: Study of selected events; kinesiological principles; teaching methods and technique appropriate to school programmes.

PE165 — TEACHING OF GAMES I

Skills, rules, offensive and defensive tactics teaching methods and techniques in each from the following sections:
A. Cricket or Netball
B. Softball or Hockey.
TEACHING OF SOCIAL SCIENCE CURRICULUM SCHOOL

This course provides the student with practical experience and teaching expertise in selected specialist areas of dance and gymnastics.

SOCIAL SCIENCES EDUCATION

SS120 — SOCIAL SCIENCE EDUCATION

The unit is designed to develop an awareness of the issues and procedures of Social Science teaching strategies, such as enquiry procedures, are studied, and curriculum-making skills, such as unit construction and programming, are developed.

SS121 — GEOGRAPHY EDUCATION

Students are prepared to teach Geography in secondary schools by examination of curricula, organization of resources and practice in teaching strategies. Other skills developed include field work, surveys and development of teaching aids.

SS123 — ECONOMICS AND COMMERCE EDUCATION

The student is provided with a review of the philosophy, structure and content of Economics and Commerce syllabuses in N.S.W. Skills treated include programming, simulation games, case studies and programmed learning. An in-school experience is also involved.

DIPLOMA IN TEACHER LIBRARIANSHIP

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

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

Subject | Hours per week for one year
---|---
TL401 Cataloguing and Classification | 2
TL402 Method, Organization and Management for the School Library | 2
TL403 Advanced Reference and Research | 2
TL404 Resource Technology | 2
TL405 Curriculum Development, Design and Research | 2
TL408 Collection Building and Reading Guidance | 2
ED350 Educational Administration | 2
ED351 Sociology of Education | 2

In addition library observation and experience will be included in each year.

SUBJECT OUTLINES

TL401 — CATALOGUING AND CLASSIFICATION

The basic cataloguing and classification information needed to organize a school library. Selecting, ordering, processing, publicising and repairing material.

TL402 — METHOD, ORGANIZATION AND MANAGEMENT FOR THE SCHOOL LIBRARY

The librarian's organizational duties in relation to his wider professional responsibilities as a teacher.

TL403 — ADVANCED REFERENCE AND RESEARCH

The provision of assistance in research. The range and scope of reference material and bibliographical aids.

TL404 — RESOURCE TECHNOLOGY

The relationship of the technology of education to the process of education. The production of educational software.

TL405 — CURRICULUM DEVELOPMENT, DESIGN AND RESEARCH

Reviewing of basic principles and practices of curriculum theory and development. Application to the student's specific areas of interest.

TL406 — COLLECTION BUILDING AND READING GUIDANCE

Library collection building, with an emphasis on the characteristics of the library user which are reflected in demand for material in the various sections of the library.
ED350 — EDUCATIONAL ADMINISTRATION

This course examines dimensions of Educational Administration such as leadership, decision-making, group behaviour and communication in an organizational setting. Emphasis is on the use of theory as a guide to research, new knowledge and appropriate action. Case studies and exercises involve a problem-centred approach to learning.


ED351 — SOCIOLOGY OF EDUCATION

This subject provides the teacher with a knowledge of children as individuals and as group members in the school as a social system operating in society.


DIPLOMA IN MUSIC EDUCATION

The Diploma in Music Education is an award presented jointly by Newcastle College of Advanced Education and the New South Wales State Conservatorium of Music (Newcastle Branch).

The following course outlines relate ONLY to components conducted by this College; for specialist preparation studies in Music students should consult publications of the Newcastle Branch of the New South Wales State Conservatorium of Music.

Course Outline

Year I
Education
ED102 Child Development (Adolescence)
ED105 Basic Issues in Education

Music Education
(includes Principles and Practice of Teaching)
MU120 Music Education in the Primary School
MU121 Introduction to Music Education in the Secondary School Years 7–10

PT100 — Teaching Experience

Year II
Education
ED203 The Teaching/Learning Process (Adolescence)
ED207 Issues and Patterns in Curriculum Development

Music Education
(includes Principles and Practice of Teaching)
MU220 Music Education in the Secondary School — Non-Elective Classes A
MU221 Music Education in the Secondary School — Non-Elective Classes B

English General Studies
Any two modules for which students have the prerequisites.
Recommended modules are:
EN104 Language and Reading Across the Curriculum
EN114 Effective Communication

PT200 — Teaching Experience

Year III
Music Education
(includes Principles and Practice of Teaching)
MU320 Music Education in the Secondary School — Elective Classes A
MU321 Music Education in the Secondary School — Elective Classes B

Social Sciences General Studies
SS282 Contemporary Australian Society A
SS283 Contemporary Australian Society B

PT300 — Teaching Experience

Year IV
Education
ED301 The School and Society
One of:
ED302 The Sociology of the School
ED304 History of Education in New South Wales
ED306 Innovations in Secondary Education
ED309 Measurement and Evaluation in the Classroom
ED310 Personality Development and Mental Health

Music Education
MU420 Music Education in the Secondary School — Senior Classes A
MU421 Music Education in the Secondary School — Senior Classes B

Elective (General Study)
Any two modules available to candidates for the Diploma in Teaching (Secondary Education) for which students hold the prerequisites.

Physical Education
PE124 Sport in the Secondary School
PS427 — Principles and Practice of Teaching IV
PT400 — Teaching Experience IV

MODULE OUTLINES

ED102 — CHILD DEVELOPMENT (ADOLESCENCE)
See page 273

ED105 — BASIC ISSUES IN EDUCATION
See page 273
MU202 — MUSIC EDUCATION IN THE SECONDARY SCHOOL, NON-ELECTIVE CLASSES A
Adaptation of the philosophies of Orff and Kodaly to junior secondary music education. Instrumental and vocal arrangements as well as selected listening works will be studied.
Music and other arts.

MU220 — MUSIC EDUCATION IN THE SECONDARY SCHOOL, NON-ELECTIVE CLASSES B
Consolidation and extension of vocal, instrumental, creative and listening activities related to non-elective secondary music teaching, particularly those activities which develop the student's knowledge of repertoire for classes of varied abilities.
Programme planning — integration and composite lessons.

ED203 — THE TEACHING LEARNING PROCESS (adolescence)
See page 274

ED207 — ISSUES AND PATTERNS IN CURRICULUM DEVELOPMENT
See page 274

EN104 — LANGUAGE AND READING
Not available 1979.

EN114 — EFFECTIVE COMMUNICATION
See page 282

BACHELOR OF EDUCATION (ART)
The course of study leading to the award of the degree of Bachelor of Education in Art is designed to provide general and vocational preparation for prospective art teachers. The aim of the course is to prepare for entry into the teaching service candidates, who with experience, should become skilled teaching practitioners with a sound understanding of educational principles and procedure, and who will possess expert knowledge in the specialist field of Art Education.

The overall plan for the course structure contains two major sections:
Part A: General Preparation in which candidates undertake:
(i) studies in the academic discipline of Education;
(ii) Educational Studies in which aspects of educational theory and research are related to the subject content taught in schools;
(iii) specialist subject content studies in Art;
(iv) General Studies outside the candidates area of speciality.

Part B: Vocational Preparation in which candidates undertake:
(i) studies in the Special Theory of teaching in terms of:
   (a) the General theory of teaching; and
   (b) the theory of teaching Specific to the Subject of specialisation;
(ii) Practical Experience which includes:
   (a) simulation approaches; and
   (b) practice in the field.

In order to qualify for the award, candidates must undertake a full-time course of study over a minimum of eight semesters and gain a minimum of 144 credit points as outlined below including:
(i) a minimum of 114 credit points in Part A General Preparation;
(ii) a maximum of 30 credit points in Part B Vocational Preparation;
*(iii) a minimum of 18 credit points in Education of which at least 6 must be at 300 level;
(iv) 30 credit points at 400 level of which at least 9 must be gained in Educational Studies, 12 in Subject Content Studies and 9 in a Project;
(v) a minimum of 9 credit points in a recognised specialist area at 300 level;
(vi) at least 12 credit points in Art History:
   3 at 100 level
   3 at 200 level
   3 at 300 level
   3 at 400 level.

No candidate will be permitted to gain more than 42 credit points at 100 level within Part A General Preparation.
* All candidates will be expected to undertake four weeks of continuous teaching practice at the end of Semester I in each year. Such teaching practice will be allocated a total of 6 credit points over the entire programme and will be classified as Practice in the Field.
* Requirements under review.
### BACHELOR OF EDUCATION (ART)
Course Content and Requirements
Four years full time study

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<td>(i) Education</td>
<td>18</td>
<td></td>
<td>Gain 6 credit points in Education at 300 level</td>
</tr>
<tr>
<td>(ii) Educational Studies</td>
<td>9</td>
<td></td>
<td>Gain 9 credit points in Educational Studies at 400 level</td>
</tr>
<tr>
<td>(iii) Subject Content Studies</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>(a) Special Major Study</td>
<td>27</td>
<td>Painting,</td>
<td>*Select two modules for 100 level study. Select one of the chosen 100 level</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sculpture,</td>
<td>level modules for in-depth study to 400 level gaining 6 credit points at</td>
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<tr>
<td></td>
<td></td>
<td>Printmaking</td>
<td>200 level 6 credit points at 300 level 9 credit points at 400 level</td>
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<tr>
<td>(b) Support Study</td>
<td>12</td>
<td>Drawing,</td>
<td>*Study all subjects at 100 level</td>
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<tr>
<td></td>
<td></td>
<td>Design,</td>
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<td>Photography,</td>
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<td>Media Study</td>
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<tr>
<td>(c) Applied Art Study</td>
<td>9</td>
<td>Jewellery,</td>
<td>Select 3 modules at 100 level</td>
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<tr>
<td></td>
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<td>Ceramics,</td>
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<td>Printed</td>
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<td>Textiles &amp;</td>
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<td>Fibre Arts</td>
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<tr>
<td>(d) Theoretical Study</td>
<td>12</td>
<td>Art History</td>
<td>3 credit points at 100, 200, 300 and 400 levels</td>
</tr>
<tr>
<td>(b) General Studies</td>
<td>12</td>
<td>Subjects</td>
<td>Select 2 modules for study at 100 level gaining 6 credit points at 100 level</td>
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<tr>
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<td>outside the</td>
<td>then either study one through to</td>
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<td>area of</td>
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<td>speciality</td>
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<tr>
<td>Project</td>
<td>9</td>
<td></td>
<td>9 credit points at 400 level (see Project requirements)</td>
</tr>
<tr>
<td>Any subject at any level</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>114</strong></td>
<td><strong>326</strong></td>
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</tr>
</tbody>
</table>

| **PART B**                      |               |               |                                                                             |
| (i) Special Theory              |               |               |                                                                             |
| (a) General                     | 6             |               | 2 credit points to be gained at 100, 200 and 300 levels                   |
| (b) Specific to Subject         | 18            |               | 7 credit points at 100 level                                              |
|                                 |               |               | 7 credit points at 200 level                                               |
|                                 |               |               | 4 credit points at 300 level                                               |
| (ii) Practical Experience       |               |               |                                                                             |
| (a) Stimulation                 | 6             |               | 2 credit points at 100, 200 and 300 levels                                 |
| (b) Practice in Field           |               |               |                                                                             |
| **TOTAL credit points (B)**     | **30**        |               |                                                                             |
| **TOTAL CREDITS**               |               | **144**       |                                                                             |

* under review
BACHELOR OF EDUCATION (ART) PROGRAMME FOR FIRST YEAR STUDENTS 1979

Part A: General Preparation 100 Level

(i) Education

Semester I:
ED102 Child Development (Adolescence)
Three hours per week for one semester (3 credit points)

Semester II:
ED105 Basic Issues in Education
Three hours per week for one semester (3 credit points)

(ii) Subject Content Studies

(a) Special

Semester I:

ART STUDY
Select one of the following
AT122 Painting
or
AT132 Sculpture
or
AT142 Printmaking
Four hours per week for one semester (3 credit points)

SUPPORT STUDY
Select two of the following
AT116 Drawing
Four hours per week for one semester (3 credit points)
or
AT112 Design
Four hours per week for one semester (3 credit points)
or
AT172 Photography
Four hours per week for one semester (3 credit points)
or
IA127 Wood, Plastics, Paint and Fibre Technology
or
IA128 Metal and Electronic Technology

THEORETICAL STUDY
AT101 History of Art
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
AE112 Film and Videotapes
EN101 Creative Arts A — Writing
EN102 Creative Arts B — Performing
MU107 Learning Guitar IIA
MU102 Music and the Listener
SS170 Ancient Civilisation
PE140 Dance for Art I
Three hours per week for one semester (3 credit points)

Part B: Vocational Preparation 100 Level

(i) Special Theory

(a) General

Semester I:
PS100 Theory and Practice of Teaching Art
Three hours per week for one semester (2 credit points)

(b) Specific to Subject

Semester I:
Select one of the following
AE156 Concept Development and Techniques in the Teaching of Two Dimensional Art Forms
Three hours per week for one semester (3 credit points)
or
AE158 Printmaking Techniques in Relation to Teaching Various Processes and Ideas as Art Media in the School Situation
Three hours per week for one semester (2 credit points)
Semester II:
Select alternative module from one completed in Semester I
AE156 Concept Development and Techniques in the Teaching of Two Dimensional Art Forms
Three hours per week for one semester
(3 credit points)
or
AE158 Printmaking Techniques in Relation to Teaching Various Processes and Ideas as Art Media in the School Situation
Three hours per week for one semester
(2 credit points)
plus
AE153 Structured Art Experiences for Progressive Development
(2 credit points)

(ii) Practical Experience
PT100 Practical Teaching Experience
(2 credit points)
Every full time student will enter upon a continuous period of Teaching Practice lasting four weeks.

Module outlines will be on display in Art Education Department.
Candidates are asked to note that segments of the course are currently under review. Candidates will be notified at the time of enrolment if changes have been made to the course requirements.

BACHELOR OF EDUCATION (ART) — 200 LEVEL

PROGRAMME FOR 1979
Part A: General Preparation 200 level
(i) Education

Semester I:
ED203 The Teaching/Learning Process (Adolescence)
Three hours per week for one semester
(3 credit points)
Prerequisites — 3 credit points at 100 level in Education

Semester II:
ED207 Issues and Patterns 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
AT222 Painting (P.R. AT122)
or
AT232 Sculpture (P.R. AT132)
or
AT242 Printmaking (P.R. AT142)

SUPPORT STUDY
Select one of the following:
AT117 Drawing (P.R. AT116)
or
AT113 Design (P.R. AT112)
or
AT172 Photography
or
IA127 Wood, Plastics, Paint and Fibre Technology
or
IA128 Metal and Electronic Technology
Four hours per week for one semester
(3 credit points)

APPLIED ART STUDY
Select one of the following
AT187 Jewellery and Silversmithing
or
AT152 Ceramics
or
AT157 Textiles
or
HT127 Fibre Arts
Four hours per week for one semester
(3 credit points)
Semester II:

ART STUDY
Select one of the following
EITHER
AT223 Painting
Prerequisite Painting AT222
or
AT233 Sculpture
Prerequisite Sculpture AT232
or
AT243 Printmaking
Prerequisite Printmaking AT242
Four hours per week for one semester
(3 credit points)

APPLIED ART STUDY
Select another Applied Art Study from
AT187 Jewellery
AT152 Ceramics
AT157 Textiles
HT127 Fibre Arts
or
SUPPORT STUDY
AT117 or AT216 Drawing
or
AT113 or AT212 or AT214 Design
or
AT172 or AT173 Photography
or
IA127 Wood, Plastics, Paint and Fibre Technology
or
IA128 Metal and Electronic Technology

THEORETICAL STUDY
AT201 History of Art (P.R. AT101)
Three hours per week for one semester
(3 credit points)

(b) General — one module to be selected in either Semester I or Semester II from the following
AE112 Film and Videotapes
EN101 Creative Arts A — Writing
EN102 Creative Arts B — Performing
EN201 Drama — Practical Theatrecraft
PE140 Dance for Art I
MU102 Music and the Listener
MU107 Learning Guitar IA
SS170 Ancient Civilisation
Three hours per week for one semester
(3 credit points)

Part B: Vocational Preparation 200 level

(i) Special Theory
(a) General
Semester I

PS200 Theory and Practice of Teaching Art
Three hours per week for one semester
(2 credit points)
Prerequisite 2 credit points at 100 level in Theory and Practice of Teaching Art

(b) Specific to Subject
Semester I: Select one of the following
AE257 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)

AE258 Teaching Methodology Relative to Photography and Filmmaking
Prerequisite 5 credit points in Art Education at 100 level
Three hours per week for one semester
(2 credit points)

AE259 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
AE257 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)

AE258 Teaching Methodology Relative to Photography and Filmmaking
Prerequisite 5 credit points in Art Education at 100 level
Three hours per week for one semester
(2 credit points)

AE259 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)

(ii) Practical Experience
PT200 Practical Teaching Experience
(2 credit points)
Candidates are asked to note that segments of the course are currently under review. Candidates will be notified at the time of enrolment if changes have been made to the course requirements.
BACHELOR OF EDUCATION (ART) — 300 LEVEL

Part A: General Preparation 300 Level

(i) EDUCATION

Semester I and Semester II
Select two of the following Education modules.
Study one in Semester 1 and the other in Semester 2
ED301 The School and Society
ED309 Measurement and Evaluation in the Classroom
ED303 Technology of Education
ED310 Personality Development and Mental Health
ED306 Innovations in Secondary Education
ED304 History of Education in N.S.W.
(3 credit points, 3 hours per week for one semester)

Students may be able to select Educational Studies for their Education component at 300 level
AE381 Environmental Influences and Child Art
AE384 Growth Development and Research in Art Education
AE383 Art Therapy
AE382 Visual Education

(ii) SUBJECT CONTENT

Semester 1
ART STUDY
Either
AT322 Painting (P.R. AT223)
or
AT332 Sculpture (P.R. AT233)

AT342 Printmaking (P.R. AT243)
Four hours per week for one semester
(3 credit points)

APPLIED ART STUDY
Select one of the following not completed so far during the course.
Either
AT187 Jewellery and Silversmithing
AT152 Ceramics
AT157 Textiles
HT127 Fibre Arts
Four hours per week for one semester
(3 credit points)

SUPPORT STUDY
Study one module from the following
AT117 Drawing
AT113 Design
AT173 Photography
IA127 Wood, Plastics, Paint and Fibre Technology
IA128 Metal and Electronic Technology
Four hours per week for one semester
(3 credit points)

Semester II

ART STUDY
Study two modules in same area
Either
AT323 + AT324 Painting (P.R. AT322)
or
AT333 + AT334 Sculpture (P.R. AT332)
or
AT343 + AT344 Printmaking (P.R. AT342)
Four hours per module per week (8 hours) total
Three credit points per module (6 c.p.) total

THEORETICAL STUDY
AT301 History of Art (Non European) (P.R. AT201)
Three hours per week for one semester
(3 credit points)

(b) GENERAL

Semester I and Semester II
Either
Study both 100 level modules previously selected in this area to 200 level — one each semester
or
Select one of the 100 level modules previously studied in this area, study to 200 level in semester I and to 300 level in semester II.
Three hours per week for one semester
(3 credit points)
(Some students may experience timetable problems in this area and may have to complete one module in 1979 and one module in 1980).

Part B: Vocational Preparation

Semester I
PS300 Theory and Practice of Teaching Art
Three hours per week for one semester
(2 credit points)

Semester I Art Education
Select one of the following for Semester I and one for Semester II
AE357 Concept Development and Techniques in Teaching Applied 3D Art Forms
AE358 The Art Educator — Professional Responsibilities and Practice
AE359 Advanced Methods of Teaching Art History
Module outlines will be on display in Art Education Department. Candidates are asked to note that segments of the course are currently under review. Candidates will be notified at the time of enrolment if changes have been made to the course requirements.
EDUCATION MODULES
The Education modules available to candidates in 1979 are common to both the Diploma in Teaching and the Bachelor of Education courses. The modules are scheduled on pages 178-181 and outlines may be found on pages 273-275.

EDUCATIONAL STUDIES MODULES

AE381 — ENVIRONMENTAL INFLUENCES AND CHILD ART
Three hours per week for one semester. (3 credit points)
Prerequisites: 3 credit points at 200 level in Education or Art Education.
Objective: To trace the ways in which personal interactions, society pressures and media communication influence the development of child art.

AE382 — VISUAL EDUCATION
Three hours per week for one semester. (3 credit points)
Prerequisites: 6 credit points in Art Education at 200 level.
Objectives: To develop a greater awareness and understanding of Art Therapy and its present development.
To compare, analyse and identify the significant differences in Child Art developments between the normal, exceptional and various types of abnormality.
To encourage research into the use of Art as a means of therapy.

AE383 — ART THERAPY
Three hours per week for one semester. (3 credit points)
Prerequisites: 3 credit points in Education or Art Education at 200 level.

AE384 — GROWTH DEVELOPMENT AND RESEARCH IN ART EDUCATION
Three hours per week for one semester. (3 credit points)
Prerequisites: 3 credit points at 200 level in Education or Art Education.
Objectives: To provide students with an understanding of the growth and development of Art Education with specific attention to the English, European, American and Australian situation. To form a foundation on which to build future practice and research as art educators.
To involve students in a study of particular art educators and current research in Art Education.

MAJOR STUDY

AT122 — PAINTING
(4-0) 3 Credit Points
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 and development of design and composition ideas, media and techniques and examination of concepts and techniques resulting from painting innovations.

AT123 — PAINTING
(4-0) 3 Credit Points
Prerequisite: AT122
This module is designed to further develop manipulative skills relevant to painting media and techniques, examining traditional approaches and modern innovations.

AT222 — PAINTING
(4-0) 3 Credit Points
Prerequisite: Painting AT123
This module is designed to develop skills which establish the capacity to express a specific concept through painting and the fostering of an active awareness of contemporary issues in painting.

AT223 — SCULPTURE
(4-0) 3 Credit Points
Prerequisite: AT122 or AT123
This module seeks to provide a professional level of competence in sculpting. Emphasis is placed on developing an active awareness of contemporary issues in sculpting.

AT322 — PAINTING
(4-0) 3 Credit Points
Prerequisite: AT322 or AT323
This module continues the development of professional competence in painting and the fostering of an active awareness of contemporary issues in painting.

AT324 — PAINTING
(0-4) 3 Credit Points
Prerequisite: AT322 or AT323
This is a supplementary studio module with no face-to-face lecture commitment. Students undertaking this module are, however, expected to consult regularly the lecturer(s) in charge of AT322 or AT323.

AT132 — SCULPTURE
(4-0) 3 Credit Points
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.

AT133 — SCULPTURE
(4-0) 3 Credit Points
Prerequisite: AT132
The creative investigation of sculptural concepts in traditional and contemporary media. Investigation of these concepts is by project, involving major sculptural areas.
AT232 — SCULPTURE
(4-0) 3 Credit Points
Prerequisite: Sculpture AT133
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.

AT233 — SCULPTURE
(4-0) 3 Credit Points
Prerequisite: Sculpture AT232
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.

AT332 — SCULPTURE
(4-0) 3 Credit Points
Prerequisite: Sculpture AT233
This module seeks to provide a professional level of competence in sculpture. Emphasis is placed on the student sustaining technical and conceptual progression.

AT333 — SCULPTURE
(4-0) 3 Credit Points
Prerequisite: AT332
This module continues the development of professional competence in sculpture and the fostering of technical and conceptual progression.

AT334 — SCULPTURE
(0-4) 3 Credit Points
Prerequisite: AT332 or AT333
This is a supplementary studio module with no face-to-face lecture commitment. Students undertaking this module are, however, expected to consult regularly the lecturer(s) in charge of AT332 or AT333.

AT142 — PRINTMAKING
(4-0) 3 Credit Points
Prerequisite: AT133
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.

AT143 — PRINTMAKING
(4-0) 3 Credit Points
Prerequisite: AT142
The further exploration of printmaking media and techniques, procedures and presentations, and the creative study of the possibilities inherent in contemporary approaches.

AT242 — PRINTMAKING
(4-0) 3 Credit Points
Prerequisite: Printmaking AT143
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.

AT243 — PRINTMAKING
(4-0) 3 Credit Points
Prerequisite: Printmaking AT242
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.

AT342 — PRINTMAKING
(4-0) 3 Credit Points
Prerequisite: AT243
This module seeks to develop a professional level of competence in printmaking. Emphasis is placed on the student gaining technical excellence and an awareness of contemporary approaches to printmaking media.

AT343 — PRINTMAKING
(4-0) 3 Credit Points
Prerequisite: AT342
This module continues the development of professional competence in printmaking and the fostering of technical excellence and an awareness of contemporary printmaking approaches.

AT344 — PRINTMAKING
(0-4) 3 Credit Points
Prerequisite: AT342 or AT343
This is a supplementary studio module with no face-to-face lecture commitment. Students undertaking this module are, however, expected to consult regularly the lecturer(s) in charge of AT342 or AT343.

SUPPORT STUDY
AT116 — DRAWING
(4-0) 3 Credit Points
Prerequisite: AT112
The development of basic perceptive and manipulative skills through Quantitative Structure, Organization of Elements and Spatial Relationships.

AT117 — DRAWING
(4-0) 3 Credit Points
Prerequisite: AT116
The further development of basic perceptive and manipulative skills through Quantitative Structure, Organization of Elements, Spatial Relations and Emphasis on Technical Experimentation media.

AT216 — DRAWING
(4-0) 3 Credit Points
Prerequisite: Drawing AT117
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 spatial relationships to express concepts. Examination and adaptation of known concepts and use of techniques resulting from major drawing innovations.

AT217 — DRAWING
(4-0) 3 Credit Points
Prerequisite: Drawing AT216
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 spatial 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.

AT112 — BASIC DESIGN
(4-0) 3 Credit Points
This module offers the fundamentals of structuring colour in two and three dimensions, including Quantitative Structure, Gestalt Organization, and, Spatial Relations.
AT113 — BASIC DESIGN
(4-0) 3 Credit Points
Prerequisite: Design AT112
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.

AT212 — 2D DESIGN
(4-0) 3 Credit Points
Prerequisite: AT113
This module examines the theory, mechanics and application of design principles and of colour use to two-dimensional composition.

AT213 — 2D DESIGN
(4-0) 3 Credit Points
Prerequisite: AT113
This module further examines the creative and communicative aspects of photography through selected focus techniques, selected themes, photograms, and the study of Australian and international photographers.

AT214 — 3D DESIGN
(4-0) 3 Credit Points
Prerequisite: AT113
The further investigation of formal problems of 3D form, the transition between the 2D concept and the 3D realization; colour and its effects on 3D form, and the study of the variety of realizations in 3D form as evident in traditional and experimental activities.

AT172 — PHOTOGRAPHY
(4-0) 3 Credit Points
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.

AT173 — PHOTOGRAPHY
(4-0) 3 Credit Points
Prerequisite: AT172
This module further explores the creative and communicative aspects of photography through selected focus techniques, selected themes, photograms, and the study of Australian and international photographers.

AT272 — PHOTOGRAPHY
(4-0) 3 Credit Points
Prerequisite: Photography 173
Exploration of imaginative, theoretical and practical aspects of photography through techniques of bas-relief, print distortion, multiple images, tone drop-outs and texture and grain manipulation.

AT273 — PHOTOGRAPHY
(4-0) 3 Credit Points
Prerequisite: Photography 272
Further exploration of imaginative, theoretical and practical aspects of photography covering techniques of bas-relief, print distortion, multiple images, tone drop-outs, texture and grain and experimental approaches.

IA127 — WOOD, PLASTICS, PAINT AND FIBRE TECHNOLOGY
This course has been designed specifically to provide a comprehensive range of basic skills and experiences in using wood, paint, polymers and reinforced plastics. Throughout the course students will develop an attitude of being constantly aware of the need for safety precautions when working with tools, machines, paints and plastics.

IA128 — METAL AND ELECTRONIC TECHNOLOGY
This module aims to provide students with the opportunity of becoming proficient in the use of a variety of metalworking tools and machines and to gain basic knowledge of current electronic technology. Instruction will be given in the safe use of all equipment used.

IA187 — JEWELLERY AND SILVERSMITHING
(4-0) 3 Credit Points
An introduction to the development and execution of design concepts in the form of jewellery and hollowware using a range of basic techniques and materials.

AT152 — CERAMICS
(4-0) 3 Credit Points
This module seeks to develop a creative approach to the ceramic arts.

AT157 — TEXTILES
(4-0) 3 Credit Points

HT127 — FIBRE ARTS
This module aims to develop 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.


THEORETICAL STUDY
AT101 — HISTORY OF ART
(3-1) 3 Credit Points
A contemporary survey of the art of the Twentieth century, examining the nature, sources, influences and context of the product and production process.
AT201 — HISTORY OF ART
(3-1) 3 Credit Points
Prerequisite: AT101
This module examines developments in painting, sculpture, graphics and architecture evident in Europe and the U.S.A. since World War II.

AT301 — HISTORY OF ART
(3-1) 3 Credit Points
Prerequisite: AT201
This module provides the opportunity for a specialised study of selected areas of Non-European Art History, including China and Japan, India and South East Asia, North and South America, Islam, Eskimo and Oceanic cultures.

SUBJECT CONTENT MODULES
(b) GENERAL STUDIES

FILMS AND VIDEOTAPES
Three hours per week for one semester (3 credit points)
At the completion of this course the student will be able to plan, produce and present videotaped and filmed material using the basic techniques presented to him.

EN101 — CREATIVE ARTS A
— WRITING
Three hours per week for one semester (3 credit points)
The promotion of student awareness, resourcefulness and competence over a wide area of practical and creative writing situations, including those of poetry, prose, drama, film and T.V.

EN102 — CREATIVE ARTS B
— PERFORMING
Three hours per week for one semester (3 credit points)
The development and extension of student competence and resourcefulness in the practical aspects of interpreting and presenting a number of literary and artistic genres, including those of drama, poetry, formal debating and meeting procedures.

EN201 — DRAMA — PRACTICAL THEATRE CRAFT
Three hours per week for one semester (3 credit points)
Students gain a sense of historical perspective of 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.

MU102 — MUSIC AND THE LISTENER
Three hours per week for one semester (3 credit points)
A module catering for students who enjoy listening to music of many different types chosen from the period c.1650 to the present. Social aspects which influenced composers are examined. Previous musical knowledge is neither expected nor regarded as necessary.

MU107 — LEARNING GUITAR IA
Three hours per week for one semester (3 credit points)
A practical introduction to playing the guitar which combines group instruction in folk and classical styles and simple ensemble playing. This module caters for both the beginner and the student with some previous experience.

PE140 — DANCE FOR ART 1
Three hours per week for one semester (3 credit points)
A composite course of folk, social, square, disco, primitive and modern dance.

SS170 — ANCIENT CIVILISATION
Three hours per week for one semester (3 credit points)
A survey of prehistory is followed by an examination of the urban revolution. The development of civilisation is studied with Egypt, Mesopotamia and the Indus Valley as examples of the interaction between nations to about 500 B.C. Emphasis is on geographical and cultural factors on how the civilisations worked.

SPECIAL THEORY
(a) GENERAL

PS100 — THEORY AND PRACTICE OF TEACHING ART
The objective of this module is to present to students a spectrum of teaching strategies and to relate these teaching situations.

PS200 — THEORY AND PRACTICE OF TEACHING ART
The objective of this module is 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.

PS300 — THEORY AND PRACTICE OF TEACHING ART
Prerequisites: 4 credit points in Theory and Practice of Teaching
The aim of this course is to present to students a spectrum of teaching styles identifying a basic repertoire of teaching strategies and to relate these to teaching situations.
SPECIAL THEORY
(b) SPECIFIC TO SUBJECT

AE153 — STRUCTURED ART EXPERIENCES FOR PROGRESSIVE DEVELOPMENT
Three hours per week for one semester.
(2 credit points)
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.

AE156 — CONCEPT DEVELOPMENT AND TECHNIQUES IN THE TEACHING OF TWO DIMENSIONAL ART FORMS
Four hours per week for one semester.
(3 credit points)
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.

AE158 — PRINTMAKING TECHNIQUES IN RELATION TO TEACHING VARIOUS PROCESSES AND IDEAS AS ART MEDIA IN THE SCHOOL SITUATION
Three hours per week for one semester.
(2 credit points)
Objectives: To encourage printmaking processes to be used as creative art media in the schools. To explore various techniques and materials suitable for schools and different age groups.

AE257 — CONCEPT DEVELOPMENT AND TECHNIQUES IN TEACHING THREE DIMENSIONAL ART FORMS
Four hours per week for one semester.
(3 credit points)
Prerequisites: 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.

AE258 — TEACHING METHODOLOGY RELATIVE TO PHOTOGRAPHY AND FILM MAKING
Three hours per week for one semester.
(2 credit points)
Prerequisites: 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.

AE259 — METHODS OF TEACHING ART HISTORY: A RATIONALE
Three hours per week for one semester.
(2 credit points)
Prerequisites: 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.

AE357 — CONCEPT DEVELOPMENT AND TECHNIQUES IN TEACHING APPLIED THREE DIMENSIONAL ART FORMS
Four hours per week for one semester.
(3 credit points)
Prerequisites: 5 credit points at 200 level in Art Education
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 relative to applied three dimensional design.

AE358 — THE ART EDUCATOR — PROFESSIONAL RESPONSIBILITIES AND PRACTICE
Three hours per week for one semester.
(2 credit points)
Prerequisites: 5 credit points at 200 level in Vocational Preparation specific to subject.
Objectives: A course designed to make future Art Educators aware of their professional responsibilities in the field of Art Education.

AE359 — ADVANCED METHODS OF TEACHING ART HISTORY
Three hours per week for one semester.
(2 credit points)
Objectives: This course is designed to develop the students ability to devise and implement a conceptually framed approach to the teaching of art history and to investigate a variety of philosophical approaches to the content of Art History at Secondary School level.
All candidates for the award of the Bachelor of Education (Home Science/Textiles) must enrol in the first instance in the course of study for the Diploma in Teaching (Secondary Education) Home Science/Textiles. The initial selection of candidates for the degree course will be based on academic merit and will take place at the end of the fourth semester of the programme. A further selection of candidates may be made, depending on merit, at the end of the sixth semester.

In order to qualify for the award of Bachelor of Education (Home Science/Textiles) candidates must gain a minimum of 144 credit points distributed as follows:

A. General Preparation 120 credit points total
   (i) Education (to include 3 c.p. at 300 level) 15 credit points
   (ii) Educational Studies (400 level) 9 credit points
   (iii) Project 400 9 credit points
   (iv) Subject Content Studies 87 credit points
      (a) Special (Home Science/Textiles) 72 credit points
          100 level 24 credit points
          200 level min.18 credit points
          300 level min.12 credit points
          400 level min.12 credit points
      (b) General 15 credit points
          To include: SS390 Aboriginal Studies A — Traditional Society
          and SS391 Aboriginal Studies B — Contemporary Society
          Or SS282 Contemporary Australian Society A
          and SS283 Contemporary Australian Society B
          The remainder being elected at any level from modules offered in
          Education, Educational Studies, Special Subject Content (Home
          Science/Textiles), General Electives.

B. Vocational Preparation 24 credit points total
   (i) Special Theory 18 credit points
      (a) General: — 2 English modules 6 credit points
          Recommended: — EN112 Language and Reading across the
          Curriculum and EN114 Effective Communications
      (b) Specific to Home Science Textiles 12 credit points
          Principles and Practice of Teaching
          100 level 4 credit points
          200 level 4 credit points
          300 level 4 credit points
   (ii) Practical Experience 6 credit points
THE MODULAR STRUCTURE FOR THE DIPLOMA IN TEACHING
(SECONDARY EDUCATION) — HOME SCIENCE/TEXTILES AND THE
BACHELOR OF EDUCATION (HOME SCIENCE/TEXTILES)

<table>
<thead>
<tr>
<th>Semesters 1 &amp; 2</th>
<th>Semesters 3 &amp; 4</th>
<th>Semesters 5 &amp; 6</th>
<th>Semesters 7 &amp; 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>All modules compulsory</td>
<td>Six modules from:</td>
<td>Four modules from:</td>
<td>† Six modules from:</td>
</tr>
<tr>
<td>HT101 Nutrition</td>
<td>HT201 Nutrition</td>
<td>HT301 Nutrition</td>
<td>HT401 Nutrition</td>
</tr>
<tr>
<td>HT102 Food Science</td>
<td>HT202 Food Science</td>
<td>HT311 Nutrition</td>
<td>HT402 Food Science</td>
</tr>
<tr>
<td>HT103 Family &amp; Culture</td>
<td>HT203 Family &amp; Culture</td>
<td>HT302 Food Science</td>
<td>HT403 The Family as a Consumer</td>
</tr>
<tr>
<td>HT104 Food in History</td>
<td>HT204 Food in Australian History</td>
<td>HT312 Food Science</td>
<td>HT404 Consumer Education for the Family</td>
</tr>
<tr>
<td>HT105 Fibre Science</td>
<td>HT205 Yarn &amp; Fabric Technology</td>
<td>HT303 The Contemporary Family</td>
<td>HT405 Textile Technology</td>
</tr>
<tr>
<td>HT106 Textiles &amp; Society</td>
<td>HT206 Textiles &amp; Society</td>
<td>HT313 The Contemporary Family</td>
<td>HT407 Textile Arts</td>
</tr>
<tr>
<td>HT107 Textile Arts</td>
<td>HT207 Textile Arts</td>
<td>HT304 Food in Contemporary Society</td>
<td>Any 200 or 300 level subject modules (H.Sc./Text.) not previously studied</td>
</tr>
<tr>
<td>HT108 Fashion Design</td>
<td>HT208 Fashion Design</td>
<td>HT314 Food in Contemporary Society</td>
<td>PROJECT</td>
</tr>
<tr>
<td>Both modules compulsory</td>
<td>Two modules from:</td>
<td>ED301 The School &amp; Society Elective (400)</td>
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<tr>
<td>ED102 Child Development</td>
<td>ED207 Issues &amp; Patterns in Curriculum Development</td>
<td>Educational Studies Elective (400)</td>
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<tr>
<td>ED105 Basic Issues in Education</td>
<td>or ED206 Procedures in Curriculum Development</td>
<td>Two modules from:</td>
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<tr>
<td></td>
<td>or ED203 The Teaching/Learning Process</td>
<td>SS390 Aboriginal Studies A</td>
<td></td>
</tr>
<tr>
<td></td>
<td>or ED204 Classroom Processes</td>
<td>or SS282 Contemporary Australian Society A</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>SS391 Aboriginal Studies B</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>or SS283 Contemporary Australian Society B</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Three Elective Modules</td>
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<table>
<thead>
<tr>
<th>Vocational Preparation</th>
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<tbody>
<tr>
<td>PS110 Principles &amp; Practice of Teaching (PPT)</td>
<td>Two 100 level modules in English</td>
<td>PS310 PPT</td>
<td>PT400 Block Practice</td>
</tr>
<tr>
<td>PT100 Block Practice</td>
<td>PS210 PPT</td>
<td>PT300 Block Practice</td>
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</tr>
<tr>
<td>PS111 Principles &amp; Practice of Teaching (PPT)</td>
<td>PS200 Block Practice</td>
<td>PS311 PPT</td>
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<td></td>
<td>PS211 PPT</td>
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</table>

* Degree candidates only
† Four modules must be at 400 level
### 300 AND 400 LEVEL MODULES APPROPRIATE TO THE BACHELOR OF EDUCATION (HOME SCIENCE/TEXTILES) COURSE

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</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 1979</th>
</tr>
</thead>
<tbody>
<tr>
<td>HT311</td>
<td>Nutrition</td>
<td>3</td>
<td>4</td>
<td>1 Semester</td>
<td>Nutrition 200 or equivalent studies and *GPA of 1.1</td>
<td>Nil</td>
<td>Prerequisite for HT401</td>
<td>Not available 1979</td>
</tr>
<tr>
<td>HT312</td>
<td>Food Science</td>
<td>3</td>
<td>4</td>
<td>1 Semester</td>
<td>Food Science 200 or equivalent studies and *GPA of 1.1</td>
<td>Nil</td>
<td>Prerequisite for HT402</td>
<td>Not available 1979</td>
</tr>
<tr>
<td>HT313</td>
<td>The Contemporary Family</td>
<td>3</td>
<td>3</td>
<td>1 Semester</td>
<td>Family and Culture 200 or equivalent *GPA of 1.1</td>
<td>Nil</td>
<td>Suitable for HT404, HT403</td>
<td>Not available 1979</td>
</tr>
<tr>
<td>HT314</td>
<td>Food in Contemporary Society</td>
<td>3</td>
<td>4</td>
<td>1 Semester</td>
<td>Food in Australian History 200 or equivalent studies and *GPA of 1.1</td>
<td>Nil</td>
<td>Suitable for HT404, HT403</td>
<td>Not available 1979</td>
</tr>
<tr>
<td>HT315</td>
<td>Dyeing and Finishing</td>
<td>3</td>
<td>4</td>
<td>1 Semester</td>
<td>Yarn and Fabric Technology 200 or equivalent studies and *GPA of 1.1</td>
<td>Nil</td>
<td>Prerequisite for HT405</td>
<td>Not available 1979</td>
</tr>
<tr>
<td>HT316</td>
<td>Textiles and Society</td>
<td>3</td>
<td>4</td>
<td>1 Semester</td>
<td>Textiles and Society 200 or equivalent studies and *GPA of 1.1</td>
<td>Nil</td>
<td>Suitable for HT407, HT404, HT403, HT405</td>
<td>Not available 1979</td>
</tr>
<tr>
<td>HT317</td>
<td>Textile Arts</td>
<td>3</td>
<td>4</td>
<td>1 Semester</td>
<td>Textile Arts 200 or equivalent studies and *GPA of 1.1</td>
<td>Nil</td>
<td>Prerequisite for HT407</td>
<td>Not available 1979</td>
</tr>
<tr>
<td>HT318</td>
<td>Fashion Design</td>
<td>3</td>
<td>4</td>
<td>1 Semester</td>
<td>Fashion Design 200 or equivalent studies and *GPA of 1.1</td>
<td>Nil</td>
<td>Suitable for HT407</td>
<td>Not available 1979</td>
</tr>
</tbody>
</table>

* Minimum
BACHELOR OF EDUCATION (INDUSTRIAL ARTS)

All candidates for the award of the Bachelor of Education (Industrial Arts) must enrol in the first instance in the course of study for the Diploma in Teaching (Secondary Education) in Industrial Arts. The initial selection of candidates for the degree course will be based on academic merit and will take place at the end of the fourth semester of the programme. A further selection may be made, depending on merit, at the end of the sixth semester.

To qualify for the award of Bachelor of Education (Industrial Arts) candidates require a minimum of 144 credit points distributed as follows:

A. General Preparation 114 credit points
   (i) Education — 15 credit points to include 6 credit points at 300 level,
   (ii) Educational 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.

B. Vocational Preparation 30 credit points
   (i) Special Theory — 21 credit points
      (a) General Theory of Teaching (6 credit points)
         PS115 Theory and Practice of Teaching (2 credit points)
         PS215 Theory and Practice of Teaching (2 credit points)
         PS315 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 — 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.

COURSE MODULES

Candidates should refer to page 286 for outlines of course modules available at the 100 and 200 levels. A schedule of 400 level Industrial Arts modules available to degree candidates may be found on the following page.

A schedule of the 400 Level Educational Studies modules available to all candidates for the degree of Bachelor of Education may be found on pages 354 and 355.
## 400 LEVEL MODULES APPROPRIATE TO THE BACHELOR OF EDUCATION (INDUSTRIAL ARTS) COURSE

### EDUCATIONAL STUDIES MODULES

<table>
<thead>
<tr>
<th>Code</th>
<th>Module Name</th>
<th>Prerequisite</th>
<th>Hours per Week</th>
<th>Credit Points 1979</th>
<th>1980</th>
<th>1981</th>
</tr>
</thead>
<tbody>
<tr>
<td>IA401</td>
<td>Innovations in Industrial Arts Education</td>
<td>Any of IA311 to IA318 or IA312</td>
<td>3</td>
<td>3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>IA402</td>
<td>Comparative Industrial Arts Education</td>
<td>Any of IA311 to IA318 or IA321</td>
<td>3</td>
<td>3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>IA403</td>
<td>History of Industrial Arts Education</td>
<td>Any of IA311 to IA318 or IA321</td>
<td>3</td>
<td>3</td>
<td>0</td>
<td>0</td>
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<tr>
<td>IA404</td>
<td>Curriculum Development in Industrial Arts Education</td>
<td>Minimum of 6 credit points in IA200 level plus 6 credit points in Education 200 level</td>
<td>3</td>
<td>3</td>
<td>0</td>
<td>10r2 10r2</td>
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### SUBJECT CONTENT MODULES

<table>
<thead>
<tr>
<th>Code</th>
<th>Module Name</th>
<th>Prerequisite</th>
<th>Hours per Week</th>
<th>Credit Points 1979</th>
<th>1980</th>
<th>1981</th>
</tr>
</thead>
<tbody>
<tr>
<td>IA411</td>
<td>Drawing and Design</td>
<td>IA311 + IA312</td>
<td>4 for 2 sem.</td>
<td>6</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>IA412</td>
<td>Materials Modification</td>
<td>IA313</td>
<td>4</td>
<td>3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>IA413</td>
<td>Materials in Service</td>
<td>IA313 (IA412 coreq.)</td>
<td>4</td>
<td>3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>IA414</td>
<td>Applied Mechanics</td>
<td>IA314 Recommended pre-study Calculus IA</td>
<td>4</td>
<td>3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>IA415</td>
<td>Experimental Mechanics</td>
<td>IA314</td>
<td>4</td>
<td>3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>IA416</td>
<td>Industrial Design A</td>
<td>IA315, IA318 or IA321 (IA417)</td>
<td>2 for 2 sem.</td>
<td>3</td>
<td>0</td>
<td>0</td>
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<tr>
<td>IA417</td>
<td>Industrial Design B</td>
<td>(IA416 coreq.)</td>
<td>2 for 2 sem.</td>
<td>3</td>
<td>0</td>
<td>0</td>
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<tr>
<td>IA418</td>
<td>Properties and Uses of Wood</td>
<td>IA217, 218, 221, 224, 317, 318 or 321</td>
<td>4</td>
<td>3</td>
<td>0</td>
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</table>

### Core Modules

<table>
<thead>
<tr>
<th>Core</th>
<th>Module Name</th>
<th>Prerequisite</th>
<th>Hours per Week</th>
<th>Credit Points 1979</th>
<th>1980</th>
<th>1981</th>
</tr>
</thead>
<tbody>
<tr>
<td>IA419</td>
<td>Commercial Forestry</td>
<td>IA217, 218, 221, 224, 317, 318 or 321</td>
<td>4</td>
<td>3</td>
<td>0</td>
<td>0</td>
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<tr>
<td>IA420</td>
<td>Project in Industrial Arts</td>
<td>Enrolment in 7th semester of I.A. course</td>
<td>—</td>
<td>9</td>
<td>0</td>
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<tr>
<td>IA431</td>
<td>Craft Research and Development</td>
<td>IA331 or IA332</td>
<td>4</td>
<td>3</td>
<td>0</td>
<td>0</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

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**400 LEVEL EDUCATIONAL STUDIES MODULES OFFERED BY THE DEPARTMENT OF EDUCATION TO ALL CANDIDATES FOR THE DEGREE OF BACHELOR OF 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 1979</th>
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<tr>
<td><strong>DEPARTMENT OF EDUCATION</strong></td>
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<tr>
<td>The Application 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 1979</td>
</tr>
<tr>
<td>Classroom Interaction</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</td>
<td>Not available 1979</td>
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</table>
DIPLOMA IN EDUCATION (PRIMARY EDUCATION)

<table>
<thead>
<tr>
<th>Code</th>
<th>Subjects of Study</th>
<th>Duration</th>
<th>Hours Per Week</th>
<th>Semester of Study</th>
<th>Credit Points</th>
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<tbody>
<tr>
<td>ED411</td>
<td>Education IV</td>
<td>2 semesters</td>
<td>6</td>
<td>Semesters I &amp; II</td>
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<tr>
<td>PP400</td>
<td>Principles &amp; Practice of Teaching IVP</td>
<td>1 semester</td>
<td>3</td>
<td>Semester I</td>
<td>2</td>
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<tr>
<td>AE491</td>
<td>Art IVP</td>
<td>1 semester</td>
<td>2</td>
<td>Semester II</td>
<td>2</td>
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<tr>
<td>IA435</td>
<td>Craft IVP</td>
<td>1 semester</td>
<td>2</td>
<td>Semester II</td>
<td>2</td>
</tr>
<tr>
<td>EE421</td>
<td>English &amp; Reading IVP</td>
<td>2 semesters</td>
<td>2</td>
<td>Semesters I &amp; II</td>
<td>4</td>
</tr>
<tr>
<td>MA453</td>
<td>Mathematics IVP</td>
<td>2 semesters</td>
<td>2</td>
<td>Semesters I &amp; II</td>
<td>4</td>
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<td>MU414</td>
<td>Music IVP</td>
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<td>2</td>
<td>Semester I</td>
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<tr>
<td>SC430</td>
<td>Natural Science IVP</td>
<td>1 semester</td>
<td>2</td>
<td>Semester II</td>
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<td>PE414</td>
<td>Physical Education IVP</td>
<td>1 semester</td>
<td>2</td>
<td>Semester II</td>
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<tr>
<td>SS410</td>
<td>Social Studies IVP</td>
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<td>Semester I</td>
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<td>ED413</td>
<td>†Essay</td>
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<td>PT400</td>
<td>Practice Teaching</td>
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<td>ME</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 Practice Teaching in Semester II.

† A substantial essay is required of all candidates for the Diploma in Education (Primary Education). The topic chosen must relate to the field of Education. The essay topic must be approved by the Head of the Department of Education and must be submitted to him prior to the annual examinations.
ED411 — EDUCATION IV
Part (A) — Perspectives in Education
This course is designed to acquaint the student with the basic tools of classroom management. It includes facets on:
(a) Teacher effectiveness.
(b) Classroom management and discipline.
(c) Principles of development and the developmental characteristics of primary aged children.
(d) Theories of learning (Bruner, Ausubel, Gagné, Piaget).
(e) The functioning classroom (curriculum, syllabus, school policy, Departmental Regulations, etc.)
Part (B) — Sociology of Education
Semester I: School and Society
This strand covers basic concepts regarding society and culture, socialization, the agencies of socialization, the functions of education in society, and the teacher in society.
Semester II: The School as an Organization
This strand will look at group processes in the classroom, attitude and attitude change of the teacher in the school system.


PP400 — PRINCIPLES AND PRACTICES OF TEACHING IVP
This course is designed to allow the student to develop an acceptable teaching style through the acquisition of a range of teaching and preparation skills integrating logical and psychological aspects of learning and teaching, to allow meaningful modification of teaching performance in light of growing experience.


AE491 — ART IVP
Art Curriculum Studies
A basic introduction to the skills, materials, resources, thought processes and objectives of education through art. Students will gain an insight into the nature of child growth as evidenced by examples of the child's own visual and tactile expression at the various developmental stages. Students will be equipped to plan appropriate activities which will facilitate continued development in child art.

IA435 — 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, paper 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.

EE421 — 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.

MA453 — MATHEMATICS IVP
This module involves the study and discussion of methods of developing number and mathematical concepts in infant and primary grades. The classroom use of environmental and structured materials is examined in lectures supplemented by practical workshops.

MU414 — MUSIC IVP
This module examines materials, programming, lesson procedures and methods of practical music making necessary for Primary and Lower Primary music teaching. In studying these aspects of class work, the student's knowledge of music fundamentals is developed in a practical way.


SC430 — 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, and teaching methods.


PE414 — PHYSICAL EDUCATION IVP
Strand A — Personal Health and Physical Fitness
This strand is designed to develop knowledge and understanding in hygiene, human sexuality, nutrition, drug education, health and personal care.

Strand B — Theory and Practice in Teaching Motor Skills
Topics include essential conditions for effective motor learning, motor learning theory, movement performance, laboratory and assessment — a personal consultation.

Strand C — Personal Recreation in Physical Education
This strand involves 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.
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<th>Code</th>
<th>Subject of Study</th>
<th>Duration</th>
<th>Hours per week</th>
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<td>Semesters I &amp; II</td>
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<td>Candidates will normally be required to undertake the two A &amp; B modules nominated in the particular Method in which they intend to specialise e.g. candidates wishing to specialise in Art Method should undertake AE493 and AE494.</td>
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Total Credit Points: 36

* Candidates should enrol in the Principles and Practice of Teaching module(s) relevant to their field of specialisation i.e. Art — PS400, English — EE407, History — PS442, Home Science/Textiles — HT419, Industrial Arts — PS415, Languages — PS440 and PS441, Mathematics — PS420 and PS421, Music — PS425 and PS426, Physical Education — PE455, Science — SC410, Social Sciences — PS440 and PS441, Teacher Librarianship — EE408.

# Candidates may be required to enrol in a qualifying subject or subjects. Industrial Arts candidates may be required to enrol in IA480 — Industrial Arts IVC. Science candidates should consult with the Head of the Science Department.
ED412 — EDUCATION IV

Part A — Perspectives in Education
This module examines some of the issues facing education in Australia. There are two strands:
Strand A — Functions and philosophies, including a search for definition, the purpose of schools, the economy, politics and education.
Strand B — Classroom and curriculum, including classroom management, the learner, the teacher, curriculum design — influences, effects and application.


Part B — Students must undertake one of:
(i) Educational Psychology
(ii) The Exceptional Child
(iii) The Sociology of Education

(i) Educational Psychology

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
The theory of Cognitive Development, Piaget; A Theory of Instruction, Bruner; and Meaningful Verbal Learning, Ausubel.


(ii) The Exceptional Child

The following two modules will be offered, one module to be completed in each semester.

Semester I
Introduction to Special Education: An introduction to the range of developmental disabilities in children (e.g. mental retardation, learning disabilities, emotionally disturbed, communication disorders, etc.). Emphasis will be given to disabilities commonly encountered in normal classrooms, and to recent trends in special education.


Semester 2
A study of behaviour management principles and their practical application in dealing with a variety of behaviour and learning problems in the classroom or home setting.


PRINCIPLES AND PRACTICE OF TEACHING IV

PS400 — ART
The objective of this course is to provide each student with an opportunity to identify and acquire specific teaching skills and behaviour. Students will be presented with an opportunity to practise these skills in the reality of a school situation.


EE407 — 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 sten­cis, 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.

PS442 — HISTORY
There are three components:
(a) Micro-teaching concentrating on teaching skills such as narration, explanation, questioning, introductory/closing procedures, variability.
(b) Block practice, involving practical experiences
(c) Macro-teaching of one half day per week in secondary schools.

Preparation sessions, demonstration lessons, the use of aids and assessment procedures are integral to the programme.

HT419 — HOME SCIENCE AND TEXTILES
This subject aims to provide each student with an opportunity to acquire fundamental teaching behaviours and skills, inducting students gradually into their first practice teaching and allowing them to adjust to the realities of the school situation.

PS415 — 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 Functional School.

(d) A final test covering the general content of the subject.


PS440 — LANGUAGES
This module focuses on the development of some basic skills of teaching with practical application to improve competence. Analysis of teacher-pupil behaviour will allow teaching strategies to be appropriately modified.

PS441 — LANGUAGES
Prerequisite — PS440
This unit 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. Emphasis is on organising resource materials, developing study units and familiarisation with school administration.

PS420 — MATHEMATICS
Prerequisite — PS420
This programme provides opportunity for students to develop competencies in teaching skills at school base in an internship situation in secondary schools.

PS425 — MUSIC
Co-requisite: Music Education in the Secondary School Senior Classes A Strategies of Teaching. The planning and implementation of a variety of lesson types directed towards specific learning outcomes and the evaluation of pupil performance. Planning a unit of work to be implemented in a school based programme emphasizing an integrated approach to the development of skills and insights in pupils.


PE455 — PHYSICAL EDUCATION
This module aims to provide students with an opportunity to acquire specific teaching skills and strategies for practice within the secondary schools and the development of teaching competence in physical education.

Assessment: By written examination and exposition of the educational principles and practices of the course content and methodology; by presentation and examination of the student Practice Record File as compiled by the student.


SC410 — SCIENCE
The course is divided into two semester units. Initially, students experience a gradual introduction to teaching through attending demonstrations, seminars, microteaching and half day experiences. Later, strategies of teaching designed for different outcomes are studied and practised.

PS440 — SOCIAL SCIENCES
This module focuses on the development of some basic skills of teaching with practical application to improve competence. Analysis of teacher-pupil behaviour will allow teaching strategies to be appropriately modified.

**Method Modules**

**AE493 — ART IV A**

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.

**EE401 — ENGLISH IVA**

The Teaching of English in the Secondary School
Prerequisite: Adequate University background in English as determined by Department
Corequisite: EE402
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.

**EE402 — ENGLISH IVB**

Corequisite: EE401
Strand A — Speech and Listening
This module investigates the requirements for effective speaking both for the students and in the classroom and aims to 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 stagemanship 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 dramatic improvisations.
Strand C — Audio Visual Resources for the English Teacher
Students are made familiar with the range of sound and visual recording equipment that may be creatively used in the classroom situation, enabling them to develop skill and competence in the production and manipulation of sounds and picture

**LA411 — FRENCH IV**

Language Methodology
Prerequisite: Adequate University background in French or German as determined by the Department. Additional studies may be required to remedy any deficiency.
Methodology covers the nature of language, psychological bases, history of methods, current approaches, syllabus review, performance objectives, individualisation, drills, practice. Curriculum study involves exercises to strengthen teaching ability in the language.
Textbook: Allen, E.D. & Valette, R.M.

**SS422 — HISTORY IV: THE TEACHING OF HISTORY**
The concentration of this unit is upon basic teaching procedures, including oral presentation, observation and study techniques, the use and construction of aids and resources, literature, enquiry techniques, activities and role-playing. Emphasis is also given to syllabus and programme construction, organization of materials and sources, and innovation in History teaching.

**HT450 — HOME SCIENCE/TEXTILES IV A**

Students wishing to enrol in the Graduate Diploma in Education 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.
MA451 — MATHEMATICS IVB
Prerequisite: University Mathematics I, II or equivalent
Corequisite: Mathematics IVB
This strand investigates the Primary school background of Year 7 pupils and general principles of classroom procedures. In addition a detailed study of selected curriculum topics is undertaken.

MA452 — MATHEMATICS IVA
Prerequisite: University Mathematics I, II or equivalent
Corequisite: Mathematics IVA
This strand investigates the organisation of Mathematics courses for Years II, 12 and the teaching of selected syllabus topics.

MU423 — MUSIC IVA
This module covers a variety of topics for teaching of Music in Secondary Schools Years 7–10. Programming for the integrated development of visual and aural skills, inter-disciplinary approaches, practical class music making, and modern trends in Music Education.

MU424 — MUSIC IVB
This module covers a variety of topics dealing with music teaching in senior classes of the Secondary School. Included are preparation and organization of work for Higher School Certificate examinations, programming for senior classes and development of skills necessary for the teaching of this programme.

PE450 — 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 organisation and administration of physical education and sports recreation offered in the Secondary school.
Assessment: Progressive assessment is employed involving — 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.

370
This module examines the treatment of professional aspects of teaching physical education and the consideration of theoretical and practical presentations of health, Physical Education and recreation in the senior Secondary school.

**Assessment:** Progressive assessment involves final formal examination 40%, workshop reports 20%, and tutorial presentation 20% with provision that each facet of the course must be successfully attempted.

**Textbooks:**
DIPLOMA IN EDUCATION IN TECHNICAL AND FURTHER EDUCATION

Candidates for the Diploma in Education in Technical and Further Education should have a university degree or other appropriate tertiary qualification, or hold a qualification deemed equivalent e.g. membership by examination of a professional association for which degree qualifications are a normal requirement, and be employed for concurrent teaching in technical and further education. Applicants who have completed all requirements for a degree or a diploma, save one course may be admitted to candidature. Candidates admitted under this regulation are required to complete the course necessary to fulfil the requirements of their degree or diploma concurrently with their candidature for the Diploma in Education.

In order to qualify for the award of the Diploma in Education in Technical and Further Education candidates must follow a part-time course of study of two years duration and gain a total of 46 or 49 credit points in components of the course which contribute to their general and vocational preparation as prospective teachers.

All candidates are required to gain over two years of study:
17 credit points in Education
6 credit points in Subject Content studies of a general nature
17 credit points in the Theory of Teaching relative to TAFE
6 credit points in Practical Experience (if practice is limited to brief block practices and micro-teaching or equivalent)

OR
9 credit points in Practical Experience (for candidates in full-time teaching employment)

In order to achieve this candidates will be required to enrol in the following programme:

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<td>2</td>
<td>1 Semester</td>
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The subjects offered to candidates for the Diploma in Education in Technical and Further Education are generally those available to candidates for the Diploma in Teaching in Technical and Further Education since neither group of students is expected to have had previous extensive experience in education. Diploma in Education students, however, are expected to read more widely and to demonstrate a more critical evaluation of theories and research evidence. This distinction is implicit within all module approaches and assessments.
EDUCATION
ET101 — PSYCHOLOGY OF ADOLESCENTS AND ADULTS
Students should gain some understanding of the way in which people learn to perceive themselves and others. They should be able to apply this understanding to their own roles as educators and to their relationships with students. Topics include self-concept, abilities and motivation.

ET102 — 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.

ET203 — 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.

ET204 — 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.

ET305 — 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.

ET306 — 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.

PROFESSIONAL PREPARATION
PR115 — PROFESSIONAL PREPARATION
The activities of this programme will attempt to integrate general teaching skills and the specific method considerations of various technical education methods.


PR215 — PROFESSIONAL PREPARATION
The activities of this programme will attempt to integrate general teaching strategies, specific method considerations and general teaching skills.

PR315 — PROFESSIONAL PREPARATION
The activities of this programme will be of a seminar and individual research variety. Students will be expected to analyse existing educational practices at the technical level, research the subject and critically assess the implications for the development of their specific teaching area.

The course of study leading to the award of the Postgraduate Diploma in Curriculum Development is designed for people likely to be involved in curriculum development at either a regional level or within a specific institution. Such people are likely to include:

- practising teachers, subject masters, deputy principals, principals, advisers and inspectors in state and non-state schools, and teachers and lecturers in tertiary institutions;
- members of the community interested in curriculum development and implementation programmes.

The course aims:

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

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

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

The Core Programme (30 credit points) consists of:

- Curriculum Theory and Development 6 credit points
- Culture, Change and The School 6 credit points
- Modes of Inquiry 3 credit points
- Curriculum Evaluation 6 credit points
- Dissertation 6 credit points

Three credit points within the Core Programme will be allocated to the Preparation of the Dissertation which will be undertaken with staff guidance.

Electives (6 credit points) will be available in:

- Aims and Values of Australian Education 3 credit points
- Current Research on Teaching and Curriculum Learning and the Designing of Learning Experiences 3 credit points
- The Curriculum and Groups with Special Needs 3 credit points

It will also be possible for students to take electives in specialist areas of the school curriculum related to recent curriculum developments. These studies should be developed in consultation with subject specialists on the staff.

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

<table>
<thead>
<tr>
<th>FIRST YEAR</th>
<th>SECOND YEAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Sem.</td>
<td>2nd Sem.</td>
</tr>
<tr>
<td>Curriculum Theory and Development</td>
<td>X</td>
</tr>
<tr>
<td>Culture, Change and the School</td>
<td>X</td>
</tr>
<tr>
<td>Elective</td>
<td>X or</td>
</tr>
<tr>
<td>Modes of Inquiry</td>
<td>X or</td>
</tr>
<tr>
<td>9hrs</td>
<td>9hrs</td>
</tr>
</tbody>
</table>

The course has yet to be finally endorsed by the New South Wales Higher Education Board. Minor amendments to the course requirements may result from the Board's review of the course; candidates will be notified at the time of enrolment of any variations to the course requirements.
POSTGRADUATE DIPLOMA IN EDUCATIONAL STUDIES
(ENGLISH)

It is anticipated that a course of study leading to the award of the Postgraduate Diploma in Educational Studies will be available to candidates in 1979. The proposed course will be of four semesters duration, structured on a credit points basis and candidates will be required to gain a total of 36 credit points in order to qualify for an award.

The course has yet to be approved by the New South Wales Higher Education Board. Detailed course requirements will be made available to intending candidates at the time of enrolment in 1979.

POSTGRADUATE DIPLOMA IN EDUCATIONAL STUDIES
(MATHEMATICS)

The course of study leading to the award of the Postgraduate Diploma in Educational Studies in Mathematics is offered on a part-time basis over four semesters. It is anticipated that the majority of candidates for the course will be employed as teachers and that, particularly in view of the increased demand for school-based curriculum development, the course will serve to enhance their professional contribution to teaching.

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

The course is structured in the following way

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

TYPICAL PROGRAMMES OF STUDIES

Candidates study a major strand (24 cp) in one of the subject disciplines biology, chemistry, or physics and undertake minor studies (6 cp) in one or more of the disciplines biology, chemistry, geology or physics. Modules and credit points for each semester are listed below.

There are four modules in each of the major strands each generally of one semester's duration and each worth 6 credit points; minor study modules are generally of one semester's duration and are worth 3 credit points. However, in chemistry and physics the first two modules are distributed over the first two semesters, to allow students access to these as minor studies.

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

Sem. I | Sem. II | Sem. III | Sem. IV
-------|---------|---------|---------
Applied Ecology | Man and Environment | Angiosperm Biology | Comparative Anatomy and Physiology
(6 cp) | (6 cp) | (6 cp) | (6 cp)
Physiological Chemistry | Science Curriculum | Lesson Analysis
(3 cp) | (3 cp) | (3 cp) | (3 cp)
9 cp | 9 cp | 9 cp | 9 cp

Alternatively, a student studying biology as a major strand may choose the following modules.
**DIPLOMA IN EDUCATIONAL STUDIES (SCIENCE) MODULES AND CREDIT POINTS**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Semester I</th>
<th>Semester II</th>
<th>Semester III</th>
<th>Semester IV</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>Applied Economy</td>
<td>Man and Environment</td>
<td>Angiosperm Biology</td>
<td>Comparative Anatomy and Physiology</td>
</tr>
<tr>
<td></td>
<td>6 cp</td>
<td>6 cp</td>
<td>6 cp</td>
<td>6 cp</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Physiological Chemistry</td>
<td>Spectroscopy</td>
<td>Environmental and Consumer Chemistry</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3 cp</td>
<td>3 cp</td>
<td>6 cp</td>
<td>6 cp</td>
</tr>
<tr>
<td></td>
<td>The Chemistry of Selected Life Processes</td>
<td>3 cp</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3 cp</td>
<td>3 cp</td>
<td>6 cp</td>
<td>6 cp</td>
</tr>
<tr>
<td></td>
<td>Inorg. Chemistry of Biology Processes</td>
<td>Carbohydrate Chemistry</td>
<td>3 cp</td>
<td></td>
</tr>
<tr>
<td>Geology</td>
<td>Geological Resources and Society</td>
<td>Geological Problems</td>
<td>3 cp</td>
<td></td>
</tr>
<tr>
<td>Physics</td>
<td>Electronics</td>
<td>Nuclear Energy Conversion</td>
<td>Programming</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3 cp</td>
<td>3 cp</td>
<td>6 cp</td>
<td>6 cp</td>
</tr>
<tr>
<td></td>
<td>Atoms and Nuclei</td>
<td>3 cp</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education</td>
<td>Science Curriculum</td>
<td>Lesson Analysis</td>
<td>Leadership</td>
<td>Administration</td>
</tr>
<tr>
<td></td>
<td>3 cp</td>
<td>3 cp</td>
<td>3 cp</td>
<td>3 cp</td>
</tr>
<tr>
<td></td>
<td>Leadership</td>
<td>Administration</td>
<td>Assessment Procedures</td>
<td>3 cp</td>
</tr>
<tr>
<td></td>
<td>3 cp</td>
<td>3 cp</td>
<td>3 cp</td>
<td>3 cp</td>
</tr>
</tbody>
</table>
POSTGRADUATE DIPLOMA IN EDUCATIONAL STUDIES
(SPECIAL EDUCATION)

The Diploma has been designed to prepare experienced teachers for work as resource teachers or consultants in Special Education. It is offered as a one year, full-time course OR a two-year, part-time course.

COURSE OUTLINE:
A. Core Modules
Developmental Disabilities; Assessment, Diagnosis and Remediation; Behaviour Management; Instructional Programming; Issues in Special Education; Seminar in Learning Disabilities; Interdisciplinary Seminar; Communication Disorders.

B. Curricula Electives
Select two from among: Art for Special Education; Craft for Special Education; Physical Education for Special Education; Music for Special Education; Studies in Reading Education; Studies in Maths Education; Teaching English as a Foreign Language; Educational Sociology.

C. Clinical and School Practicum
A programme of practical experience is structured involving work with developmentally disabled pre-school children, an intervention classroom and T.A.B.S. project.

COURSE MODULE DESCRIPTIONS

CORE MODULES

Developmental Disabilities
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.

Assessment, Diagnosis and Remediation
The aim is to give students a critical overview of the literature related to the identification of reading and mathematics problems, their diagnosis and the forms remedial education should take.

Behaviour Management
On completion of the course students will have sufficient knowledge of behaviour 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 schools, preschool and home, and institutional settings. Emphasis will be placed on a sound knowledge of empirical studies demonstrating the application of behaviour principles for behaviour and learning difficulties.

Instructional Programming
To train students in precise techniques of instructional programming that will enable them to deal with learning problems in either the regular classroom or specialised setting. Emphasis will be placed on observation techniques, intervention procedures for reading, maths, spelling, writing and behaviour problems, and changes in programming based on data-based evaluation.

Issues in Special Education
To foster study and analysis of several factors that tend to be controversial in the field of special education. To introduce students to innovative service delivery models.

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 Developmental Disabilities.

Interdisciplinary Seminar
For students to be informed concerning the contributions of the various professionals who frequently are involved with developmentally disabled children and their families.

Communication Disorders
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.
SCHOOL OF PARAMEDICAL AND COMMUNITY WELFARE STUDIES

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

Associate Diploma in Diagnostic Medical Radiography
Associate Diploma in Nursing Education
Associate Diploma in Social Welfare

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

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

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

The Associate Diploma in Nursing Education course is a post-registration course intended to develop further the general and specific competence of experienced registered nurses from any field of nursing who wish to specialise by teaching either in the classroom or clinical setting or both, or who wish to utilise their skill as teachers in a community health agency. Currently, the course is offered on a part-time basis over a minimum of two years.

The three-fold aim of the course is to enable the nurse teacher

(i) to develop competence in the practice of teaching and be able to support this by theories which give the practice meaning;
(ii) to experience personal growth in the development of a balanced self concept, of self direction, of an autonomy in functioning and of establishing satisfying inter-personal relationships;
(iii) to experience on-going growth as a nurse practitioner in order to act as a role model to the learner nurse, and to be competent in her/his ability to make independent assessments and decisions concerning patient care.

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

Within the course structure students undertake studies in social welfare studies which has the general aim of providing a broad coverage of general social welfare studies and a more concentrated coverage of a specialised area of social welfare; field experience which is intended to provide students with educational experiences designed to develop general and specialist practice skills; vocational forum, which has the aim of providing an opportunity for students to integrate field practice with the theoretical components taken in social welfare studies.

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

Course modules offered within the School may be of one semester's duration or two semester's duration. Those modules over one semester generally carry a credit point rating of three, although some may have a credit point rating of two or four. The modules are placed at levels ranging from 100 to 300 in the undergraduate programmes to indicate relative levels of difficulty.
ASSOCIATE DIPLOMA IN DIAGNOSTIC MEDICAL RADIOGRAPHY

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

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

<table>
<thead>
<tr>
<th>Semester I</th>
<th>Hours per week</th>
<th>Credit Points</th>
<th>Semester II</th>
<th>Hours per week</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>SC169 Physics for Radiographers</td>
<td>4</td>
<td>4</td>
<td>SC269 Radiation Physics</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>SC162 Living Anatomy and Physiology A</td>
<td>3</td>
<td>3</td>
<td>SC163 Living Anatomy and Physiology B</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>SC164 Radiographic Anatomy A</td>
<td>1</td>
<td>1</td>
<td>SC165 Radiographic Anatomy B</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>SC167 Equipment A</td>
<td>3</td>
<td>3</td>
<td>SC168 Equipment B</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>SC170 Patient Care</td>
<td>2</td>
<td>2</td>
<td>ER101 Psychology — Understanding Human Behaviour</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>SC160 Techniques and Surface Anatomy A</td>
<td>6</td>
<td>4</td>
<td>SC161 Techniques and Surface Anatomy B</td>
<td>6</td>
<td>4</td>
</tr>
</tbody>
</table>

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

In their second year of studies candidates must enrol in:

<table>
<thead>
<tr>
<th>Semester I</th>
<th>Hours per week</th>
<th>Credit Points</th>
<th>Semester II</th>
<th>Hours per week</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>ER102 Interpersonal Behaviour</td>
<td>3</td>
<td>3</td>
<td>SC262 Pathology A</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>SC263 Radiographic Anatomy C</td>
<td>1</td>
<td>1</td>
<td>SC264 Radiographic Anatomy D</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>SC265 Living Anatomy and Physiology C</td>
<td>3</td>
<td>3</td>
<td>SC266 Living Anatomy and Physiology D</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>SC267 Techniques and Surface Anatomy C</td>
<td>6</td>
<td>4</td>
<td>SC268 Techniques and Surface Anatomy D</td>
<td>6</td>
<td>4</td>
</tr>
</tbody>
</table>

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

In their third year of studies candidates must enrol in:

<table>
<thead>
<tr>
<th>Semester I</th>
<th>Hours per week</th>
<th>Credit Points</th>
<th>Semester II</th>
<th>Hours per week</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pathology B</td>
<td>3</td>
<td>3</td>
<td>Radiographic Appreciation</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Complementary Techniques</td>
<td>1</td>
<td>1</td>
<td>Equipment D</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Equipment C</td>
<td>2</td>
<td>2</td>
<td>Techniques and Surface Anatomy E</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>Techniques and Surface Anatomy F</td>
<td>6</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

All candidates will be expected to undertake clinical practice in their third year of studies.
ER101 — PSYCHOLOGY: UNDERSTANDING HUMAN BEHAVIOUR
This module, intended primarily for students in Radiography courses, aims to assist the student to a beginning understanding of the individual human being. The module treats such topics as human growth and development, socialisation, motivation, perception and the self.

ER102 — INTERPERSONAL BEHAVIOUR
This module, intended primarily for students in Radiography courses, aims to help the student develop an understanding of self and others and to develop competence in making helpful and re-assuring contacts with others. The module treats such aspects as perception of one person by another, verbal and non-verbal aspects of communication, elements of helping relationships.

SC160 — TECHNIQUES AND SURFACE ANATOMY A
All the basic surface anatomy, immobilisation and positioning techniques for the radiographic examination of the skeletal, muscular, visceral, vascular and lymphatic, nervous and ventricular systems. All contrast techniques Tomographic techniques and other specialised radiographic techniques.

SC161 — TECHNIQUES AND SURFACE ANATOMY B
All the basic surface anatomy, immobilisation and positioning techniques for the radiographic examination of the skeletal, muscular, visceral, vascular and lymphatic, nervous and ventricular systems. All contrast techniques Tomographic techniques and other specialised radiographic techniques.

SC162 — LIVING ANATOMY AND PHYSIOLOGY A
A sequential treatment of the complete human anatomy and physiology as required by radiographers under general headings: Cell and Tissue biology; Systems Anatomy and Physiology; Skeletal; Special senses; Nervous and Ventricular, Special senses, ears, eyes and nose.

SC163 — LIVING ANATOMY AND PHYSIOLOGY B
A sequential treatment of the complete human anatomy and physiology as required by radiographers under general headings: Cell and Tissue biology; Systems Anatomy and Physiology; Skeletal; Special senses; Nervous and Ventricular, Special senses, ears, eyes and nose.

SC164 — RADIOGRAPHIC ANATOMY A
Positions of patients will be integrated with the living anatomy relevant to that positioning.

SC165 — RADIOGRAPHIC ANATOMY B
Positions of patients will be integrated with the living anatomy relevant to that positioning.

SC166 — EQUIPMENT A
Radiographic photography, film, screens, cassettes processors, sensidometers, densitometers, subtractions and copying.

SC167 — EQUIPMENT B
The total radiographic equipment will be studied in sequence: X Ray tube, transformers, safety devices, timers, Dosemeters. Protection specialist procedure equipment.

SC168 — EQUIPMENT C
An introductory study of basic physical concepts to provide a background for further work.

SC169 — PHYSICS FOR RADIOGRAPHERS
A sequential treatment of the complete human anatomy and physiology as required by radiographers under general headings: Cell and Tissue biology; Systems Anatomy and Physiology; Skeletal; Special senses; Nervous and Ventricular, Special senses, ears, eyes and nose.
SC266 — LIVING ANATOMY AND PHYSIOLOGY
A sequential treatment of the complete human anatomy and physiology as required by radiographers under general headings: Cell and Tissue Biology; Systems Anatomy and Physiology; Skeletal: Muscular Visceral; Vascular and lymphatic; Nervous and Ventricular, Special senses, ears, eyes and nose.

SC267 — TECHNIQUES AND SURFACE ANATOMY
All the basic surface anatomy, immobilisation and positioning techniques for the radiographic examination of the skeletal, muscular, visceral, vascular and lymphatic, nervous and ventricular systems. All contrast techniques Tomographic techniques and other specialised radiographic techniques.

SC268 — TECHNIQUES AND SURFACE ANATOMY
All the basic surface anatomy, immobilisation and positioning techniques for the radiographic examination of the skeletal, muscular, visceral and lymphatic, nervous and ventricular systems. All contrast techniques Tomographic techniques and other specialised radiographic techniques.

SC269 — RADIATION PHYSICS

ASSOCIATE DIPLOMA IN NURSING EDUCATION
The Associate Diploma in Nursing Education is a post registration course of training for experienced registered nurses who wish to become Nurse Educators in their respective fields.

The course will be offered on a full time and part time basis in 1979.

In order to qualify for the award of the Associate Diploma candidates are expected to gain a total of 36 credit points over 2 semesters full-time or 4-5 semesters of part-time study.

The following table indicates the various components of the course and the semesters in which course modules will be available to commencing and continuing students in 1979 (availability of modules in either Semester I or Semester II is indicated by ‘X’ in the ‘SI’ or ‘SII’ column).
### Ongoing practice teaching

Ongoing practice teaching is conducted throughout the course. An inter­semester Block practice is held in June-July each year. The practical teaching experience programme is a component of the Professional Preparation modules.

The course requirements for the Associate Diploma in Nursing Education are currently under review. It is possible for instance that changes may be made to the hourly weighting of some subjects and to the allocation of credit points to those subjects. Candidates will be notified at the time of enrolment of any changes to the course requirements.

---

### Module Table

<table>
<thead>
<tr>
<th>Code</th>
<th>Module Name</th>
<th>Credit Points</th>
<th>Hour per semester</th>
<th>Pattern for 1979 Intake</th>
<th>Pattern for 1978 Intake</th>
<th>Pattern for 1977 Intake</th>
<th>Full time</th>
<th>Part time</th>
</tr>
</thead>
<tbody>
<tr>
<td>NS101</td>
<td>Professional Development—</td>
<td>2</td>
<td>2</td>
<td>X</td>
<td>X</td>
<td></td>
<td>S</td>
<td>S</td>
</tr>
<tr>
<td></td>
<td>Nursing Studies I</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>S I</td>
<td>S II</td>
</tr>
<tr>
<td>NS102</td>
<td>Professional Development—</td>
<td>2</td>
<td>2</td>
<td>X</td>
<td>X</td>
<td></td>
<td>S</td>
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<tr>
<td></td>
<td>Nursing Studies II</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>S I</td>
<td>S II</td>
</tr>
<tr>
<td>NS201</td>
<td>Professional Development—</td>
<td>2</td>
<td>3</td>
<td>X</td>
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<td></td>
<td>Nursing Studies III</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>S I</td>
<td>S II</td>
</tr>
<tr>
<td>NS202</td>
<td>Professional Development—</td>
<td>3</td>
<td>3</td>
<td>X</td>
<td></td>
<td></td>
<td>S I</td>
<td>S</td>
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<tr>
<td></td>
<td>Nursing Studies IV</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>S I</td>
<td>S</td>
</tr>
<tr>
<td>NS203</td>
<td>Professional Development—</td>
<td>3</td>
<td>4</td>
<td>X</td>
<td></td>
<td></td>
<td>S I</td>
<td>S</td>
</tr>
<tr>
<td></td>
<td>Nursing Studies V</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>S I</td>
<td>S</td>
</tr>
<tr>
<td>NS104</td>
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**TOTAL** 36

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### Pattern for 1979 Intake

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</table>
NS101 — PROFESSIONAL DEVELOPMENT — NURSING STUDIES I
Two hours per week for a semester. (2 credit points)
This module has been designed to allow the nurse teacher to explore and develop those critical concepts which form the theoretical and philosophical basis of nursing practice and curriculum development.

NS102 — PROFESSIONAL DEVELOPMENT — NURSING STUDIES II
Two hours per week for a semester. (2 credit points)
This module enables the nurse teacher to examine the administrative and legal aspects of health care by exploring the relationships among the Australian political system, health care system and legal system.

NS103 — PROFESSIONAL DEVELOPMENT — NURSING STUDIES III
Three hours per week for one semester. (4 credit points)
Nursing Studies I a co- or prerequisite.
The purpose of this module is to highlight the theoretical aspects of practical teaching/learning with specific attention being given to the analysis of needs, opportunities and problems. Educational and curriculum principles are applied to the proposals arising from the analysis.

NS201 — PROFESSIONAL DEVELOPMENT — NURSING STUDIES IV
Three hours per week for one semester. (3 credit points)
Nursing Studies III a co- or prerequisite.
This module has been designed to enable the nurse teacher to identify the implications for nursing education of a problem solving model of nursing practice. Specific attention is paid to concept formation, the identification of principles and management strategies which are generalisable to various performance skills.

NS202 — PROFESSIONAL DEVELOPMENT — NURSING STUDIES V
Four hours per week for one semester. (3 credit points)
The purpose of this module is to introduce the nurse-teacher to the problems and process of the evaluation of clinical performance and to demonstrate the relationship between evaluation and the quality of patient care. Integrated with the evaluation module is an introduction to research.

STUDIES IN EDUCATION:

NS104 — LIFE SPAN DEVELOPMENT
Three hours per week for one semester. (3 credit points)
This module enables the nurse teacher to gain an understanding of the factors which interact throughout a person’s life. An examination is made of the implications of such interactions for health care and education.

NS105 — MOTIVATION AND MORALE
Two hours per week for one semester. (2 credit points)
The module is designed to foster an awareness of the role motivation plays in human behaviour with specific reference to its relevance in education. The relationship between motivation and morale is examined along with the factors influencing job morale.

NS204 — SOCIOLOGY: SOCIETY, GROUP LEARNING & THE HEALTH WORKER
Three hours per week for one semester. (3 credit points)
This module introduces the nurse teacher to aspects of social theory and their implications for the health worker, their clients or patients, and for the student and teacher of nursing.

ENGLISH: EN115 — EFFECTIVE COMMUNICATION
Two hours per week for one semester. (2 credit points)
The various communication roles of the teacher and understanding of the skills and interactions involved in effective communication are studied within a range of personal, social and professional situations.


SC180 — BIOLOGICAL SCIENCE I FOR NURSE EDUCATORS

SC280 — BIOLOGICAL SCIENCE II FOR NURSE EDUCATORS

SC380 — BIOLOGICAL SCIENCE III FOR NURSE EDUCATORS
NS107 — PROFESSIONAL PREPARATION I
Three hours per week for one semester. (3 credit points)
This module introduces the nurse teacher to some of the professional and practical aspects of teaching and learning through an examination of selected curriculum principles, psychological bases of learning and to some practical skills associated with planning and implementing effective lessons.

NS208 — PROFESSIONAL PREPARATION II
Two hours per week for one semester. (3 credit points)
Emphasis, in this module, is placed on interaction skills and small group management.

ASSOCIATE DIPLOMA IN SOCIAL WELFARE
The Associate Diploma in Social Welfare is a professional qualification which entitles holders to full membership of the Australian Institute of Welfare. The course is an experienced based programme of vocational training and education lasting two years full-time, or longer part-time. 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 specialisation.

The course requirements are presently under review. Intending candidates will be given full details of the course requirements at the time of enrolment in 1979.
THE SCHOOL OF VISUAL AND PERFORMING ARTS

The School of Visual and Performing Arts offers a number of undergraduate courses leading to the following awards:

Diploma in Art
Associate Diploma in Art/Craft

The course of study for the Diploma in Art is designed to train candidates who wish to pursue careers as professional artists or in art-related fields. The overall structure of the course provides for three categories of studies: professional studies, support studies and liberal studies. The students will be expected to undertake studies in all three categories at each level of the course. It is intended that such a programme will foster professional competence and development with an emphasis on practical art involvement.

First year students complete a common course in which they have the opportunity to become involved in the potential areas for future study as well as receiving grounding in Drawing and Design and an introduction to art concepts. The course requires substantial studio practice and is organised on a semester basis. After first year students may select a specialist programme tailored to their individual needs and interests, reflecting the strong commitment to related areas. The professional studies offered within the Diploma are Painting, Sculpture, Print-making, Ceramics, Textiles, Illustration/Graphics, Jewellery Silversmithing, Glass, Photography, Film Media and History of Art.

The Associate Diploma in Art/Craft is designed to enable candidates to acquire skills and applied knowledge in any of the areas: Ceramics, Embroidery, Leathercraft, Metalcraft, Jewellery, Painting, Photography, Print-making, Sculpture, Textiles, Woodcraft and Graphic Design. Considerable flexibility has been allowed within the course: students may select in-depth specialisation in one or two areas or elect to study a number of art/craft areas. A component of Design study related to the specialist area will be included. Students will also have the opportunity to learn the basic business principles and accounting techniques associated with the marketing of art/craft products.

The course is also designed to be of particular interest to teachers, leisure groups and people seeking preparation for full or part-time self-employment, and promote the further development of the home-based art/craft industry in the Region.

The undergraduate programmes within the School are based on a modular system to give candidates choice and flexibility in the structuring of their course and to achieve some degree of integration in the student population. Candidates are expected to achieve a prescribed number of credit points to gain an award. All College programmes are based on a teaching year divided into two semesters. Candidates intending to qualify for the Diploma in Art are generally expected to undertake six semesters of full-time study and candidates for the Associate Diploma in Art/Craft course are expected to undertake eight semesters of part-time study.

Course modules may be of one semester's duration or two semester's duration. Those modules offered over one semester generally carry a credit point rating of three, although some may have a credit point rating of two or four. Modules are placed at levels ranging from 100 through to 300 in the undergraduate programme to indicate relative levels of difficulty.

THE ASSOCIATE DIPLOMA IN ART-CRAFT

In order to qualify for the award of the Associate Diploma in Art-Craft candidates will be required to gain a total of 72 credit points from a core strand entitled Resource Seminar (24 credit points) and the Specialist Studies strand (48 credit points) in which the student is free to structure the course to suit his needs. For example a candidate may opt to take up to 27 credit points in one specialist area and allocate the remaining 21 in either supporting or unrelated specialist areas. The option also exists for a minimum specialisation in one area of 15 credit points and the allocation of the remainder over a number of specialist areas.

In accordance with the view that understanding and appreciation of art-craft is enhanced by the experience of involvement in the creative art-craft process a minimum requirement has been set of 15 credit points (with 6 at the 200 level) in at least one specialist area.

In summary, candidates will undertake:

(i) Resource Seminar (7 modules) 24 credit points; and
(ii) Specialist Studies (48 credit points)
   a) taking up to 27 credit points in one art-craft area, and 21 credit points in other associated or unrelated areas.
   or
   b) taking only 15 credit points in one art-craft area and 33 credit points in other associated or unrelated areas.

RESOURCE SEMINAR

The pattern of involvement in Resource Studies is:

| Semester One | Drawing and Introductory Design (3D and 2D). |
| Semester Two | Sociology of Art-Craft. |
| Semester Three | Drawing or 2D Design or 3D Design. |
| Semester Four | History of Art-Craft. |
| Semester Five | Drawing or 2D Design or 3D Design. |
| Semester Six | Seminar — Small Business Studies I. |
| Semester Seven | Research Seminar Art-Craft or Small Business Studies II. |

SPECIALIST STUDIES

The Specialist Studies are offered as a face-to-face lecture, or a studio workshop situation or as Supplementary Modules where studies can be pursued in greater depth with staff programmed for consultation.

ENDORSEMENT OF COURSE

As the course has yet to receive the final endorsement of the New South Wales Higher Education Board there may be changes to the course requirements. Candidates will be notified at the time of their enrolment of any such changes to the course requirements.
### PART TIME COURSE STRUCTURE (CREDIT POINTS)

<table>
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<th>Sem 3</th>
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### SCHEMATIC REPRESENTATION OF COURSE STRUCTURE

**MODULES IN THE ASSOCIATE DIPLOMA PROGRAMME**

**RESOURCE STUDIES**

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<td>3D Design</td>
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<td>Drawing</td>
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**SPECIALIST STUDIES**

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<td>Ceramics</td>
<td>AC110 AC111 AC112</td>
<td>AC210 AC212 AC214</td>
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<tr>
<td>Textiles A</td>
<td>AC116 AC117 AC118</td>
<td>AC216 AC218 AC220</td>
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<td>Woodwork</td>
<td>AC182 AC183 AC184</td>
<td>AC217 AC219 AC221</td>
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<td>Metalwork</td>
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<td>Photography</td>
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<tr>
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<td>Textiles B</td>
<td>AC176 AC177 AC178</td>
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<tr>
<td>Sculpture</td>
<td>AC170 AC171 AC172</td>
<td>AC217 AC219 AC221</td>
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402 403
DIPLOMA IN ART

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 in 1978, or who intend to enrol in the course undertake the three year programme.

Three Year Diploma in Art

The following table sets out the minimum requirements of the Diploma programme semester by semester:

<table>
<thead>
<tr>
<th>MINIMUM COURSE REQUIREMENTS</th>
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<tr>
<td><strong>Liberal Studies Modules</strong></td>
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<td>Hours Points</td>
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<td>1 1 (AT100) 4 3</td>
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<td>2 1 (AT101) 4 3</td>
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<td>3 1 (at 200 level) 4 3</td>
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<td>or</td>
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<td>4 1 (at 200 level) 4 3</td>
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<td>5 1 (at 300 level) 4 3</td>
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<td>6 1 (at 300 level) 4 3</td>
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Those students enrolling in the first year of this programme should note that of the three Professional Studies selected in semester 1 and continued in semester 2, one must be the Specialist Study.

The Specialist Study

The Specialist Study is to be selected from those Professional Studies which extend to 300 level and which yield a total of 42 credit points. Students are required to achieve a satisfactory standard in all modules of the chosen study.

Those students enrolling in the second and third years of the programme must consult with their student adviser(s) BEFORE re-enrolment to ensure that Specialist Study requirements are met.

Professional Practice

All students will be required to complete a four week period of Professional Practice between semesters 1 and 2 at each level of the course. Professional Practice is a required component but carries no credit point rating.

Course Compatibility

Students enrolled in the Three Year Diploma programme should note that the units of study offered in the Four Year Diploma are not compatible with this programme.

Module Chart

The following module chart shows the overall organization of modules offered in the Three Year Diploma, indicating the three areas of the programme, levels of study applicable, and module pre-requisites (connecting lines).

Those students enrolling in the first year of the programme will also note that those modules boldly outlined are compulsory.

LIBERAL STUDIES MODULES

<table>
<thead>
<tr>
<th>Found. Theory</th>
<th>AT100</th>
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<tbody>
<tr>
<td>History of Art</td>
<td>AT101 AT201 AT301</td>
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<tr>
<td>History of Art</td>
<td>AT202</td>
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<tr>
<td>Museology</td>
<td>AT203 AT303</td>
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<tr>
<td>Philosophy</td>
<td>AT204 AT304</td>
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<tr>
<td>Inter Realm Art</td>
<td>AT205 AT305</td>
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<tr>
<td>Anthropology</td>
<td>AT306</td>
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<tr>
<td>Professional Practice Theory</td>
<td>AT307</td>
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</tbody>
</table>
SUPPORT STUDIES MODULES

Drawing
AT110 AT111 AT210 AT211

2D Design
AT208 AT209

Basic Design
AT108 AT109

3D Design
AT218 AT219

Approved Support Study
AT200

NOTE: Modules boldly outlined are compulsory

Module Prescriptions
Module prescriptions have been kept to a minimum, giving a brief description of the study, prerequisite requirements and the hours spent per week in each study. 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. (4-4) which indicates that there are four hours of face-to-face lecture commitments per week and four hours of expected studio, study or tutorial requirements each semester.

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.

Assessment Procedures
Students must satisfy the requirements of the specific module, as determined by the lecturer(s).

Support Studies modules require the presentation of practical works in progress and all relevant research material to the lecturer(s).

Professional Studies modules require the presentation of practical works in progress and relevant research material to review and exhibition panels.

Liberal Studies modules are progressively assessed in terms of written assignments, tutorial assignments, attendance at fieldwork, exhibitions and other activities, as determined by the lecturer(s).

PROFESSIONAL STUDIES MODULES

Painting
AT120 AT121 AT220 AT221 AT320 AT321

Sculpture
AT130 AT131 AT230 AT231 AT330 AT331

Printmaking
AT140 AT141 AT240 AT241 AT340 AT341

Ceramics
AT150 AT151 AT250 AT251 AT350 AT351

Textiles
AT155 AT156 AT255 AT256 AT355 AT356

Illustration
AT160 AT161 AT260 AT261 AT360 AT361

Graphic Communication
AT165 AT166 AT265 AT266 AT365 AT366

Photography
AT170 AT171 AT270 AT271 AT370 AT371

Film Media
AT180 AT181 AT280 AT281 AT380 AT381

Jewellery & Silversmithing
AT185 AT186 AT285 AT286 AT385 AT386

Glass
AT190 AT191 AT290 AT291 AT390 AT391

History of Art
AT195 AT196 AT295 AT296 AT395 AT396

Approved Professional Study
406

AT398 AT399
THREE YEAR DIPLOMA
LIBERAL STUDIES
MODULES
Modules are listed alphabetically.

- **ANTHROPOLOGY** — AT306
  This module will not be offered in 1979.

- **FOUNDATION THEORY** — AT100
  This module comprises the following 3 strands:

**ART CONCEPTS**
(1-1) 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**
(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**
(1-0) 1 Credit Point
(required study)
To introduce students to an understanding of awareness of objects, qualities and relationships in our environment.

**HISTORY OF ART** — AT101
(3-1) 3 Credit Points
A contemporary survey of the art of the Twentieth century, examining the nature, sources, influences and context of the product and production process.

**HISTORY OF ART** — AT201
(3-1) 3 Credit Points
Prerequisite: AT100, AT101
This module examines developments in painting, sculpture, graphics and architecture evident in Europe and the U.S.A. since World War II.

**HISTORY OF ART** — AT202
(3-1) 3 Credit Points
Prerequisite: AT100, AT101
An examination of the development of Australian Art.

**HISTORY OF ART** — AT301
(3-1) 3 Credit Points
Prerequisite: any two 200 level Liberal Studies modules.
This module provides the opportunity for specialised study of selected areas of Non European Art History, including China and Japan, India and South East Asia, North and South America, Islam, Eskimo and Oceanic cultures.

**INTER-REALM ART** — AT205
(3-1) 3 Credit Points
Prerequisite: AT100, AT101
To study the conceptual and physical areas of creative activity which do not fit the given categories of art. Creative capacities of students are released and developed in an open working atmosphere.

**INTER-REALM ART** — AT305
(3-1) 3 Credit Points
Prerequisite: AT205 and any other 200 level Liberal Studies module.
The development of an attitude of openness and flexibility in probing the creative zones outside the determined categories of art.

**MUSEOLOGY** — AT203
(3-1) 3 Credit Points
Prerequisite: AT100, AT101
To introduce the students to a basic understanding of the principles and practice of museology in relation to art galleries.

**MUSEOLOGY** — AT303
(3-1) 3 Credit Points
Prerequisite: AT203 and any other 200 level Liberal Studies module.
This module provides for specialised study of the principles and practice of museology in relation to art galleries, museums and special collections.

**PHILOSOPHY**
(WESTERN) — AT204
(3-1) 3 Credit Points
Prerequisite: AT100, AT101
This module traces the origins of Twentieth Century thought through the major western philosophic traditions, emphasising those aspects most relevant to the practice of art.

**PHILOSOPHY**
(EASTERN) — AT304
(3-1) 3 Credit Points
Prerequisite: any two 200 level Liberal Studies Modules.
This module traces the developments in the major eastern philosophic traditions, emphasising those aspects most relevant to eastern art and those ideas most influential in western art.

**PROFESSIONAL PRACTICE THEORY** — AT307
(3-1) 3 Credit Points
Prerequisite: any two 200 level Liberal Studies modules.
The study of those aspects of economics, law, grants, scholarships, and further education prospects considered appropriate to the successful pursuit of art and art-related professions.

THREE YEAR DIPLOMA
SUPPORT STUDIES
MODULES
Modules are listed alphabetically.

- **APPROVED SUPPORT STUDY** — AT200
  (3-1) 3 Credit Points
  Prerequisite: any 200 level Support Study module.
  This module enables students to select a semester study from those offered by other Departments of the College. Before enrolling in any such study the student must obtain the approval of the Board of Studies in Art. At assessment the student will receive a grade for AT200, not the specific module studied.

- **BASIC DESIGN** — AT108
  (4-0) 3 Credit Points
  This module offers the fundamentals of structuring colour in two and three dimensions, including, Quantitative Structure, Gestalt Organization, and, Spatial Relations.
• BASIC DESIGN — AT109
(4-0) 3 Credit Points
Prerequisite: Design AT108
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 — AT110
(4-0) 3 Credit Points
The development of basic perceptive and manipulative skills through Quantitative Structure, Organization of Elements and Spatial Relationships.

• DRAWING — AT111
(4-0) 3 Credit Points
Prerequisite: Drawing AT110
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.

• 2D DESIGN — AT208
(4-0) 3 Credit Points
Prerequisite: AT109
This module examines the theory, mechanics and application of design principles and of colour use to two-dimensional composition.

• 2D DESIGN — AT209
(4-0) 3 Credit Points
Prerequisite: AT208
This module further examines two-dimensional composition through the applications of design principles and the use of colour. Emphasis is placed on the student developing a personal research programme.

• 3D DESIGN — AT218
(4-0) 3 Credit Points
Prerequisite: AT109
The investigation of the formal problems particular to 3D forms, their perceptual and conceptual relationships, materials and colour, and the distinction between realizations in 2D and 3D.

• 3D DESIGN — AT219
(4-0) 3 Credit Points
Prerequisite: AT218
The further investigation of formal problems of 3D form, the transition between the 2D concept and the 3D realization, colour and its effects on 3D form, and the study of the variety of realizations in 3D form as evident in traditional and experimental activities.

THREE YEAR DIPLOMA PROFESSIONAL STUDIES MODULES
Modules are listed alphabetically.

• APPROVED PROFESSIONAL STUDY — AT398
(4-0) 3 Credit Points
Co-requisite: any 300 level Professional Study yielding 12 C.Ps.
A student may submit to the Head of the Department of Art an outline of a proposed study which the student believes will supplement and enrich the Specialist Study to a greater extent than any other module of 3 credit point status. This study may be undertaken only if and when approved by the Head of the Department of Art.

• 3D DESIGN — AT219
(4-0) 3 Credit Points
Prerequisite: AT218
This module seeks to develop a creative approach to the ceramic arts.

• CERAMICS — AT150
(4-0) 3 Credit Points
This module seeks to take the student’s work to a deeper level of understanding. The student’s individual research and development in the ceramic arts will be encouraged.

• CERAMICS — AT151
(4-0) 3 Credit Points
Prerequisite: AT150
This module seeks to develop a creative approach to the ceramic arts.

• CERAMICS — AT250
(4-4) 6 Credit Points
Prerequisite: Ceramics AT151
This module seeks to take the student’s work to a deeper level of understanding. The student’s individual research and development in the ceramic arts will be encouraged.

• CERAMICS — AT251
(4-4) 6 Credit Points
Prerequisite: Ceramics AT250
This module seeks to take the student’s work to a deeper level of understanding. The student’s individual research and development in the ceramic arts will be encouraged.

• APPROVED PROFESSIONAL STUDY — AT399
(4-0) 3 Credit Points
Prerequisite: AT398
Co-requisite: any 300 level Professional Study yielding 12 C.Ps.
A student may submit to the Head of the Department of Art an outline of a proposed study which the student believes will supplement and enrich the Specialist Study to a greater extent than any other module of 3 credit point status. This study may be undertaken only if and when approved by the Head of the Department of Art.

• CERAMICS — AT350
(8-8) 12 Credit Points
Prerequisite: 281.04 (former module number)
This module seeks to make the student very mindful of his own individual work, and development, and the part he is going to play in society. The student will be encouraged to develop an attitude of mind and way of working which will fuse his work with his post-art college life.
The further investigation of formal problems of 3D form, the transition between the 2D concept and the 3D realization, colour and its effects on 3D form, and the study of the variety of realizations in 3D form as evident in traditional and experimental activities.

THREE YEAR DIPLOMA PROFESSIONAL STUDIES MODULES

Modules are listed alphabetically.

• 3D DESIGN — AT219
  (4-0) 3 Credit Points
  Prerequisite: AT218
  The further investigation of formal problems of 3D form, the transition between the 2D concept and the 3D realization, colour and its effects on 3D form, and the study of the variety of realizations in 3D form as evident in traditional and experimental activities.

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  Prerequisite: Ceramics AT250
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• CERAMICS — AT350
  (8-8) 12 Credit Points
  Prerequisite: 281.04 (former module number)
  This module seeks to make the student very mindful of his own individual work, and development, and the part he is going to play in society. The student will be encouraged to develop an attitude of mind and way of working which will fuse his work with his post-art college life.

• GRAPHIC COMMUNICATION — AT165
  (4-0) 3 Credit Points
  Prerequisite: 273.04 (former module number)
  The extension of the creative potential of graphics within the fields of commercial and fine art application. In-depth study of contemporary approaches and techniques is emphasised.

• GRAPHIC COMMUNICATION — AT366
  (8-8) 12 Credit Points
  Prerequisite: AT365
  The continued extension of the creative potential of graphics applied to both the commercial and fine art fields. Emphasis continues to be placed on the use of contemporary approaches and techniques.

• HISTORY OF ART — AT195, AT196, AT295, AT296, AT395, AT396
  These modules will not be offered in 1979.

• ILLUSTRATION — AT160
  (4-0) 3 Credit Points
  Prerequisite: AT170 and one of AT120, AT140 or AT165
  Students will be expected to develop basic skills within illustration and to develop an understanding of plant and wildlife environments. Topics will include media and techniques in illustration, taxonomy, ecology, taxidermy and typography.

• ILLUSTRATION — AT161
  (4-0) 3 Credit Points
  Prerequisite: AT160
  The content of this module is under consideration. Students should consult the appropriate student adviser(s) for these details at the time of enrolment.
ILLUSTRATION — AT260, AT261, AT380, AT361
These modules will not be offered in 1979.

• JEWELLERY AND SILVERSMITHING — AT185
  (4-0) 3 Credit Points
  An introduction to the introduction and execution of design concepts in the form of jewellery and hollow-ware using a range of basic techniques and materials.

• JEWELLERY AND SILVERSMITHING — AT186
  (4-0) 3 Credit Points
  Prerequisite: AT185
  The further development of design concepts relevant to the production of jewellery, using a variety of techniques and materials.

• JEWELLERY AND SILVERSMITHING — AT285
  (4-4) 6 Credit Points
  Prerequisite: AT186
  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.

• JEWELLERY AND SILVERSMITHING — AT286
  (4-4) 6 Credit Points
  Prerequisite: AT285
  The further 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.

• JEWELLERY AND SILVERSMITHING — AT385, AT386
  These modules will not be offered in 1979.

• PAINTING — AT120
  (4-0) 3 Credit Points
  Prerequisite: AT185
  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.

• PAINTING — AT121
  (4-0) 3 Credit Points
  Prerequisite: AT120
  This module is designed to further develop manipulative skills relevant to painting media and techniques, examining traditional approaches and modern innovations.

• PAINTING — AT220
  (4-4) 6 Credit Points
  Prerequisite: AT121
  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.

• PAINTING — AT221
  (4-4) 6 Credit Points
  Prerequisite: Painting AT220
  This module is designed to further develop skills which establish the capacity to express a specific concept through painting by the development of individual concepts based on contemporary issues and research of natural and technological sources.

• PAINTING — AT320
  (8-8) 12 Credit Points
  Prerequisite: Painting 251.04 (former module number)
  This module seeks to provide a professional level of competence in painting. Emphasis is placed on developing an active awareness of contemporary issues in painting.

• PAINTING — AT321
  (8-8) 12 Credit Points
  Prerequisite: AT320
  This module continues the development of professional competence in painting and the fostering of an active awareness of contemporary painting issues.

• PHOTOGRAPHY — AT170
  (4-0) 3 Credit Points
  Prerequisite: Photography 274.04 (former module number)
  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.

• PHOTOGRAPHY — AT171
  (4-0) 3 Credit Points
  Prerequisite: AT170
  This module further explores the creative and communicative aspects of photography through selected focus techniques, selected themes, photographs, and the study of Australian and international photographers.

• PHOTOGRAPHY — AT270
  (4-4) 6 Credit Points
  Prerequisite: Photography AT171
  Exploration of imaginative, theoretical and practical aspects of photography through techniques of bas-relief, print distortion, multiple images, tone drop-outs and texture and grain manipulation.

• PHOTOGRAPHY — AT271
  (4-4) 6 Credit Points
  Prerequisite: Photography AT270
  Further exploration of imaginative, theoretical and practical aspects of photography covering techniques of bas-relief, print distortion, multiple images, tone drop-outs, texture and grain and experimental approaches.

• PHOTOGRAPHY — AT370
  (8-8) 12 Credit Points
  Prerequisite: 274.04 (former module number)
  The exploration of imaginative solutions to photographic problems, both in subject and technique. Emphasis is placed on attaining professional competence through these exploratory experiences.
• PRINTMAKING — AT241
(4-4) 6 Credit Points
Prerequisite: Printmaking AT240
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.

• PRINTMAKING — AT340
(8-8) 12 Credit Points
Prerequisite: AT340
This module seeks to develop a professional level of competence in printmaking. Emphasis is placed on the student gaining technical excellence and an awareness of contemporary approaches to printmaking media.

• SCULPTURE — AT130
(4-0) 3 Credit Points
Prerequisite: Printmaking AT130
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.

• SCULPTURE — AT230
(4-4) 6 Credit Points
Prerequisite: Sculpture AT230
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.

• SCULPTURE — AT231
(4-4) 6 Credit Points
Prerequisite: Sculpture AT230
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.

• SCULPTURE — AT330
(8-8) 12 Credit Points
Prerequisite: Sculpture AT231 (former module number)
This module seeks to provide a professional level of competence in sculpture. Emphasis is placed on the student sustaining technical and conceptual progression.

• SCULPTURE — AT231
(8-8) 12 Credit Points
Prerequisite: Sculpture AT230
This module is designed to have students gain an understanding of creative possibilities using one or more of the following traditional printmaking and the fostering of technical and conceptual progression.

• TEXTILES — AT155
(4-0) 3 Credit Points

• TEXTILES — AT156
(4-0) 3 Credit Points
Prerequisite: AT155
The further exploration of basic design and skills relevant to textile media, emphasising properties of traditional and contemporary media and equipment.

• TEXTILES — AT255
(4-4) 6 Credit Points
Prerequisite: Textiles AT156
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.

• TEXTILES — AT256
(4-4) 6 Credit Points
Prerequisite: Textiles AT255
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.
• TEXTILES — AT355
(8-8) 12 Credit Points
Prerequisite: 241.04 (former module number)
The development of a professional level of competence in textiles, emphasising a working knowledge of media and equipment.

• TEXTILES — AT356
(8-8) 12 Credit Points
Prerequisite: AT355
The further development of professional competence in using textile media and equipment. Emphasis is placed on gaining an awareness of contemporary approaches and possibilities.

COURSES AVAILABLE BY EXTERNAL STUDIES

CONVERSION COURSES
The College offers to teachers with two-year trained status who undertook their preservice training at N.C.A.E. a two-year part-time conversion course leading to the award of the Diploma in Teaching (Primary Education), or the Diploma in Teaching (Secondary Education) in several of the specialisations normally available. Applicants should 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.

A two-four year part-time programme is also available to candidates who have qualified for the Diploma in Teaching in Home Science/Textiles or Industrial Arts Education and who wish to qualify for admission to the degree of Bachelor of Education. Candidates should have had at least one year's teaching experience.

COMPLETION OF COURSE REQUIREMENTS
Provision has also been made for students who have completed the major portion of their course requirements to undertake individual subjects in order to satisfy the requirements for an award.

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

DIPLOMA IN TEACHING (Old Courses)
The courses of study leading to the award of the Diploma in Teaching in Early Childhood Education, in Primary Education and in Secondary Education which were current in 1977 have been progressively phased out with the introduction of courses based on a modular credit point pattern. A full statement of the courses may be found in the College Calendar for 1977 and 1978. A statement of the elective subjects and General Studies available in 1979 to candidates completing the Diploma in Teaching under the old course pattern follows.
ELECTIVE SUBJECTS AVAILABLE IN 1979 TO STUDENTS UNDERTAKING THE DIPLOMA IN TEACHING (OLD COURSES)

### LEVEL I ELECTIVES

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<th>Prerequisite</th>
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<td>Art IAE</td>
<td>Nil</td>
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<td>AT153</td>
<td>Ceramics</td>
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<tr>
<td>AT154</td>
<td>Ceramics</td>
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<td>751010</td>
<td>Chemistry IBE (Artisan only)</td>
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<td>H.S.C. Mathematics</td>
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<td>Printmaking</td>
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<td>751030</td>
<td>Science &amp; Society IE</td>
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### LEVEL II ELECTIVES

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<td>Art IAE</td>
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<td>752240</td>
<td>Biomechanics II</td>
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<td>Ceramics</td>
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<td>Geography IEB</td>
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<td>Education II</td>
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<td>153030</td>
<td>Education IIBE</td>
<td>Education IBE or Education IIBE</td>
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<tr>
<td>203010</td>
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<td>Pass in any second year English</td>
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<td>Geography IIE</td>
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<td>German IIE</td>
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<td>History IIIE</td>
<td>History IIE or equivalent</td>
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<td>Mathematics IIIAE</td>
<td>Mathematics IIAE</td>
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<td>Music IIIAE</td>
<td>Music IIAE</td>
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<td>Music IIBE</td>
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<td>653010</td>
<td>Physical Education IIIE</td>
<td>Physical Education IIE</td>
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<tr>
<td>803030</td>
<td>Religion &amp; Society IIIIE</td>
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<tr>
<td>803040</td>
<td>Social Science IIIIE</td>
<td>Final year students only</td>
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<tr>
<td>903010</td>
<td>Special Education IIIIE</td>
<td>Special Education IIAE</td>
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</tbody>
</table>

**ART IAE**

**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


**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

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.


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 student's 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.

CERAMICS — AT153
A basic introduction to studio ceramics, emphasising the acquisition of skills in hand-building and glazing.

CERAMICS — AT154
The further study of basic studio skills, introducing fundamentals of design, construction and decoration relevant to hand-building.

CHEMISTRY IBE
Four hours per week
This subject widens the student's understanding of and develops experimental skills in chemistry, especially in areas relevant to subsequent Materials Science studies.

Topics include atomic structure; chemical periodicity; Avogadro's Hypothesis, the mole, stoichiometry; bonding, properties of ionic and covalent compounds; shapes of molecules and ions, inter-molecular forces; electrode reactions, electrode potentials, electrolysis, corrosion; acids and bases, organic chemistry; concepts of homologous series, functional groups and reactions, polymers; metals, the metallic bond and metal properties.

Assessment: Progressive evaluation including assignments, periodic tests, tutorials, practical work and final examination.

References: A list of references will be supplied by the lecturer at the start of the academic year.

CRAFT IE

Three hours per week

This unit is aimed at developing in the student an awareness of the scope, cultural and historical background and place in our modern society of some of the traditional crafts involving metal, leather, wood, etc. It will provide an opportunity to apply skills in an individual and creative manner, thus fostering powers of selective judgement; an appreciation of materials, tools, and processes, and an awareness of aesthetic and functional quality in the varied products of man.


EDUCATION IBE

Psychology

This study will be presented as two semester modules in 1979.

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.


2. Understanding Human Behaviour

Students are introduced to major areas and concepts in the study of behaviour. Among the topics studied are group influences, socialisation, 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.


FRENCH IBE

Beginning French

The aim of this study is to give a grounding in listening to, reading and speaking French within modern tourist-style situations. Aspects of French society are treated where they relate to the meaning of language.


GERMAN IBE

Beginning German

The aim of this study is to give a grounding in the German language and some cultural background.


MATHEMATICS IAE

This unit provides the opportunity to study mathematics at a post-secondary level. Topics from calculus, algebra and computer programming are included.


PERSONAL DEVELOPMENT IE

This study will be presented as two semester modules in 1979.

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

Coaching of Sport

Students are given the opportunity to explore the skill, fitness, physiological and behavioural factors of individuals involved in sport and to appreciate the combinations of these factors involved in coaching athletes and teams.

AND

(i) Sport in the Primary school

Students examine the theoretical foundations of sports recreation in the primary school

OR
(ii) Sport in the Secondary school
Students examine the theoretical foundations of sports recreation in the Secondary school.

PRINTMAKING — AT146
An introduction to printmaking as a medium, its unique characteristics and possibilities.

PRINTMAKING — AT147
The continued investigation of printmaking media, with the opportunity to study diverse techniques and materials.

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 examinations.

SPECIAL EDUCATION IAE
This course is designed to introduce students to children with a range of developmental disabilities and some of the controversial issues involved in their education.

Semester I: Introduction to Special Education
Semester II: Issues in Special Education

ART IE
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.

BIOMECHANICS II
Students examine the coefficient of restitution, Reynold's Number, Magnus Effect, effect of humidity on flight of balls, conservation of rotational energy and momentum, free body diagrams, estimation of segmental masses, mathematical models of the human body, electromyography and uses of the force plate.

CERAMICS — AT253
The study of ideas and techniques relevant to wheel-thrown forms and their decoration.

CERAMICS — AT254
This module offers the opportunity to develop a programme of in-depth study of one or more aspects of studio ceramics. The programme is determined in consultation with the lecturer(s).

EDUCATION IIBE
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 IIAE

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.

ENGLISH IIBE

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.

FRENCH IIE

French Language and Literature
This study is designed to cater for students of diverse interests. The three strands are (a) Oral Fluency and Grammatical Review, (b) Modern French Society and (c) Modern Literature and Film Art.


GEORGRAPHY IIE:

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 IIE

German Language and Literature
This study involves (a) contemporary German film; (b) literary work (selections from Brecht, Currenma and others); (c) oral work through German magazines and taped material; (d) Language laboratory practice.


MATHEMATICS IIAE

Prerequisite: Mathematics IAE or equivalent.
This unit provides further studies in mathematics through selected topics from algebra, finite mathematics, numerical analysis.

References: To be advised.

PERSONAL DEVELOPMENT IIE

This study will be presented as two semester modules in 1979.

1. Personal Development IIA
This course stresses the interactions of a helping relationship to enable students to become more selfaware 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 IIB
This module aims to focus attention upon developing and understanding of the form and function of marriage and family in contemporary Australian society.

PHYSICAL EDUCATION IIAE

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 — AT246
The investigation of printmaking media, emphasising control of equipment and techniques necessary in producing print editions.

PRINTMAKING — AT247
This module offers the opportunity to develop a programme of study in relation to one or more printmaking processes. The programme is determined in consultation with the lecturer(s).
SPECIAL EDUCATION IIAE
This elective focuses on the emotionally disturbed child and contains the following modules.
Semester I: Exceptional Child B: Affective Disabilities

ART IIIE
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 IIAE: EDUCATION AND THE DISADVANTAGED
Part A — Ethnic and Aboriginal
Part B — Socio-Economically Disadvantaged
This course aims to explore issues involved with the education of selected groups who are disadvantaged by the school system. Part A looks at ethnic and aboriginal groups in the schools and Part B at children who are socio-economically disadvantaged. Profiles of children will be developed, some theories examined and the "culture" of the school for these children examined. The roles of language, peer groups, family and community in the education of the disadvantaged will be considered.

EDUCATION IIIBE
Psychology
Prerequisite — Education IBE or Education IIIBE
Studies focus on the development, assessment and influence of attitudes to significant groups of persons and individuals (including the self), especially in the school environment.

ENGLISH IIAE
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, Henry Handel Richardson, Patrick White, Randolph Stow, Xavier Herbert, Kylie Tennant, Thomas Keneally, Katharine Pritchard, George Johnston, Ronald McKie, Brian James, Alan Marshall.

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.

FRENCH IIIE: FRENCH LANGUAGE AND LITERATURE
Prerequisite: French IIIE
This study is designed to cater for students of diverse interests. The three strands are (a) Oral Fluency and Grammatical Review, (b) Modern French Society, and (c) Modern French Literature and Film Art.

GEOGRAPHY IIIE: AUSTRALIA AND THE WORLD
Prerequisite: Geography IIE or equivalent
Using specific examples, themes are studied: the impact of man's increasing numbers and developing technology on natural systems; development and the environments; pluralism, nationalism and stability; underdevelopment; resource interdependence and economic alliance; independence, interdependence and changing political boundaries.
GERMAN IIIE: GERMAN LANGUAGE AND LITERATURE
Prerequisite: German IIE
This study involves (a) contemporary German film; (b) literary work (selections from Durrenmatt, Brecht, Boll, Hesse and Kafka and others; (c) oral work through German magazines and taped material; (d) language laboratory practice.


HISTORY IIIE: POWER AND AUTHORITY IN THE UNITED STATES
Prerequisite: History IIE or equivalent
Power and authority in the colonies, and independence from Britain are considered, as are the new bases — the Articles of Confederation and the Constitution, Federalists and Jeffersonians, Jacksonian democracy, Northern and Southern sectionalism, the Civil War, the Reconstruction of the South, the new corporations, populist and progressive challenges to corporate power, the New Deal, McCarthyism, the challenge of Black America.
A second strand deals with the role of the Presidency, Legislature, Judiciary, Parties, Press and Lobbyists.

MATHEMATICS IIIAE

Assessment: Progressive evaluation through assignments and class tests.

MUSIC IIIAE
Investigation of Romantic and Impressionistic styles of composition through listening, observation of musical scores, harmony and creative work. Study of 19th Century and 20th Century compositional techniques. The changing position of the composer in society.


MUSIC IIIBE
As for Music IIIAE with greater emphasis on practical work.

Texts: As for Music IIIAE.

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.

RELIGION AND SOCIETY IIIE
This is a study of philosophical and religious bases of selected religions with emphasis on their effects on the human personality and society. A primitive religion, an eastern religion and the Jewish religion are studied in the first semester, and Christianity, Islam and modern forms of belief (e.g. communism, humanism) are studied in the second semester.

SOCIAL SCIENCES IIIE: ABORIGINAL STUDIES
This subject examines traditional and contemporary Aboriginal society, in three strands:
(a) Aboriginal Society — the economic, social and political organization, religion and law in traditional Aboriginal society and the changes wrought by the coming of the European settler. Later there is an analysis of contemporary Aboriginal society.
(b) Aboriginal Language — traditional Aboriginal languages, mythology, Aboriginal English and the Aboriginal impact in literature.
(c) Aboriginal Contact — Opportunities are sought to bring students into personal contact with Aborigines.

SPECIAL EDUCATION IIIAE
Educating Children with Communication and/or Psychomotor Disabilities. This third year elective is intended for students who have completed Education IIAE (Atypical Children).
Students intending to teach in regular Primary and early childhood classes will gain important background to a variety of language, communication and physical disabilities which they will encounter.
Practical work with children at the Special Education Centre will be a requirement of this elective.

Semester I: Communication Disorders
Semester II: Psychomotor Disabilities
GENERAL STUDIES

ENGLISH GS
This subject unit of general English studies for Secondary students not specialising 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.

SCIENCE GS
Science and Society
Three hours per week
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 and government is examined. Science in different societies, e.g. capitalistic, communist, developing countries and Australian society is considered. Science and the future, the revolt against science, science and the doomsday prophecy are also analysed.

SOCIAL SCIENCE GS
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 specialise. A feature of the unit is the team-teaching approach.