WOLLONGONG INSTITUTE
OF EDUCATION
Calendar 1980
Wollongong Institute of Education

Calendar 1980

THE BADGE

Designed by Mr. J. W. Cramp, a former lecturer at the College, the badge with its two flames of knowledge symbolises the influence of teacher education in both a local and a wider context. The motto may be translated "carry the light (of learning) into the world".

P.O. BOX 1496, WOLLONGONG, N.S.W. 2500 PHONE: (042) 29-2111
CONTENTS

Brief History of the Institute .............................................. 6
Philosophy of the Institute ............................................... 6
1. Principal Dates for 1980 ............................................... 7
2. Structure of the Institute .............................................. 13
3. Council and Staff ...................................................... 17
4. Wollongong Institute of Education By-Law .......................... 25
5. Admission ............................................................... 43
   5.1 Admission to Undergraduate Courses ......................... 45
      5.1.1 Ordinary Admission ........................................ 45
      5.1.2 Special Admission ......................................... 45
   5.2 Admission to Graduate Courses ................................. 45
      5.2.1 Ordinary Admission ........................................ 45
      5.2.2 Special Admission ......................................... 45
   5.3 Specific Course Requirements .................................. 45
      5.3.1 Diploma in Teaching (Primary) ............................ 45
      5.3.2 Diploma in Teaching (Secondary) ......................... 46
      5.3.3 Bachelor of Education (Physical and Health Education) 46
      5.3.4 Graduate Diploma in Education (Primary) ................ 46
      5.3.5 Graduate Diploma in Educational Studies (Secondary Mathematics Education) 46
   5.4 Miscellaneous Admission of Students .......................... 46
   5.5 Admission with Advanced Standing ............................. 47
6. Assessment and Progression ........................................... 49
   6.1 Assessment ....................................................... 51
      6.1.1 Preamble ..................................................... 51
      6.1.2 Course Units and Assessment ............................. 51
      6.1.3 Gradings ...................................................... 51
      6.1.4 Incomplete Results ........................................ 51
      6.1.5 Withdrawal .................................................. 51
      6.1.6 Venue for Examinations ................................... 52
      6.1.7 Notification of Results ................................... 52
      6.1.8 Request for Review of Notified Results ................ 52
      6.1.9 Alteration of Notified Results ........................... 52
      6.1.10 Diplomas with Distinction ................................ 52
   6.2 Assessment Procedures ........................................... 53
      6.2.1 Preamble ..................................................... 53
      6.2.2 Methods of Evaluation ..................................... 53
      6.2.3 The Setting of Assignments and Final Examinations ... 53
      6.2.4 The Marking of Assignments and Examinations .......... 53
      6.2.5 Release of Final Results ................................ 54
      6.2.6 Late Presentation of Assigned Work ...................... 54
   6.3 Progression ....................................................... 54
      6.3.1 Preamble ..................................................... 54
      6.3.2 Exclusion .................................................... 55
      6.3.3 Appeals Against the Application of Assessment and Progression Regulations .................................. 55
   6.4 Specific Requirements for Accredited Courses .................. 56
      6.4.1 Diploma in Teaching (Primary) ............................ 56
      Diploma in Teaching (Secondary) ............................... 56
Diploma in Teaching (Physical Education) .................................................. 56
6.4.2 Diploma in Teaching (Primary)—Conversion Course .................... 56
6.4.3 Bachelor of Education (Physical and Health Education) .............. 56
6.4.4 Graduate Diploma in Education (Primary) ....................................... 57
6.4.5 Graduate Diploma in Educational Studies (Secondary Mathematics Education) .... 57

7. Courses ................................................................................................. 59
   Table 1 Bachelor of Education (Physical and Health Education) .......... 62
   Table 2 Diploma in Teaching (Physical Education) ............................ 64
   Table 3 Diploma in Teaching (Primary) .............................................. 65
   Table 4 Diploma in Teaching (Secondary) (English/History) ............. 66
   Table 5 Diploma in Teaching (Secondary) (Mathematics) ................. 67
   Table 6 Graduate Diploma in Education (Primary) ............................ 68
   Table 7 Diploma in Teaching (Primary)—Conversion Course .............. 69
   Table 8 Graduate Diploma in Educational Studies (Secondary Mathematics Education) .... 70
   Table 9 Graduate Diploma in Educational Studies (Environmental Science Education) ... 71

8. Electives and Special Studies ............................................................... 73
   Table 10 Electives for the Bachelor of Education (Physical and Health Education) Course ........ 75
   Table 11 Electives for the Diploma in Teaching (Physical Education) Course .......................... 76
   Table 12 Electives for the Diploma in Teaching (Primary) Conversion Course .............. 77
   Table 13 Special Studies ..................................................................... 78
   8.1 Special Studies conditions .............................................................. 80

9. Content of Course Units ........................................................................ 81
   9.1 Art/Craft ....................................................................................... 83
   9.2 Education .................................................................................... 90
   9.3 English ....................................................................................... 100
   9.4 Mathematics ................................................................................ 107
   9.5 Music ........................................................................................... 114
   9.6 Natural Science ............................................................................. 118
   9.7 Physical and Health Education .................................................... 125
   9.8 Social Science ............................................................................. 157
   9.9 Teacher Education ...................................................................... 165

10. School Experiences ............................................................................ 171
    10.1 Demonstration Lessons and Fieldwork ...................................... 173
    10.2 Practice Teaching ..................................................................... 173

11. Information for Students ..................................................................... 175
    11.1 Attendance and Leave of Absence ............................................. 177
    11.2 Australian Government Assistance .......................................... 177
    11.3 Banking Facilities ...................................................................... 177
    11.4 Bookshop Facilities .................................................................. 177
    11.5 Care of Property ....................................................................... 177
    11.6 Change of Address or Marital Status ....................................... 177
    11.7 Chaplains 1980 ......................................................................... 177
    11.8 Christian Fellowship .................................................................. 178
    11.9 Counselling .............................................................................. 178
    11.10 Dress ....................................................................................... 178
    11.11 Fees ....................................................................................... 178
    11.12 First Aid .................................................................................. 178
    11.13 Litter ..................................................................................... 178
<table>
<thead>
<tr>
<th>Section</th>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>11.14</td>
<td>Lost Property</td>
<td>178</td>
</tr>
<tr>
<td>11.15</td>
<td>Needy Students</td>
<td>178</td>
</tr>
<tr>
<td>11.16</td>
<td>Non-Attendance of Lecturer</td>
<td>178</td>
</tr>
<tr>
<td>11.17</td>
<td>Parking and Traffic Regulations</td>
<td>178</td>
</tr>
<tr>
<td>11.18</td>
<td>Personal Accident Insurance</td>
<td>179</td>
</tr>
<tr>
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<td>Pets</td>
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<td>Students' Association</td>
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<td>Student Identity Card</td>
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<td>Use of Institute Premises</td>
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<td>Locations</td>
<td>181</td>
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</table>
BRIEF HISTORY OF THE INSTITUTE

The Wollongong Institute of Education opened as Wollongong Teachers' College in 1962 under the auspices of the New South Wales Department of Education.

It provided, at that time, a two-year programme preparing teachers for primary and infants' schools. A three-year course leading to the award of the Diploma in Physical Education was introduced in 1965 and a fourth year was added in 1967 for selected students who also qualified for the Certificate in Health Education.

In 1969 a three-year programme culminating in the award of the Diploma in Teaching (Primary) was introduced and, although entry to the third year was restricted initially, it became obligatory for all students commencing with the 1973 intake. An external studies course was introduced to provide a means by which two-year trained teachers might complete the third year by correspondence and qualify for award of the diploma.

Three-year courses leading to the award of the Diploma in Teaching (Secondary) were introduced in 1971, offering specialisation in Mathematics or English/History. In the post-graduate field, a one-year course for university graduates, culminating in the award of the Graduate Diploma of Education (Primary), commenced in 1976.

Accreditation of the four-year programme in health and physical education for award of the Diploma in Health and Physical Education was granted in 1977.

An additional post-graduate course (in Mathematics) of two years' duration leading to the award of the Graduate Diploma in Educational Studies was introduced in 1978.

In 1979 a four-year programme culminating in the award of Bachelor of Education (Physical and Health Education) was introduced.

The Institute was incorporated as a college of advanced education on November 16, 1977, with its First Council taking office under the chairmanship of Mr. R. J. Pearson.

On August 31, 1977, the Institute's By-Law was gazetted establishing the college as an autonomous institution under the provisions of the Colleges of Advanced Education Act (1975).

PHILOSOPHY OF THE INSTITUTE

A comprehensive statement of the assumptions, aims and implications of a course of teacher education (the Hogan Report) was prepared by a committee of staff members in 1972-73. This statement of philosophy provides the underlying basis upon which all of the courses currently in operation or in the planning stage are formulated.

The philosophy may best be summarised by the General Aim propounded by the committee:

"The development of teachers who are mature individuals having professional skills, personal values and the necessary knowledge to enable them to carry out their tasks in accord with the needs of changing society."

To this may be added the expectation that the interests, attitudes, habits and skills which are characteristic of tertiary level education will be established in the students who pass successfully through its programmes of study and undergo contacts with its teacher educators.
1

PRINCIPAL DATES
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Graduation Day - Friday, 18th April, 1980.
CALENDAR OF IMPORTANT DATES FOR 1980

February 13 Wednesday Enrolment period begins
19 Tuesday Enrolment period ends
20 Wednesday Introductory period for new students begins (9.30 a.m.)

AUTUMN SEMESTER

February 25 Monday Lectures commence for all students
April 4 Friday to
8 Tuesday Easter Recess
25 Friday Anzac Day
May 2 Friday Lectures end
5 Monday Student vacation begins
19 Monday Lectures commence for Graduate Diploma in Educational Studies students
26 Monday Practice teaching period commences for Diploma in Teaching and Diploma in Education students
Lectures commence for Bachelor of Education students

June 13 Friday Practice teaching period ends
16 Monday Queen's Birthday
17 Tuesday Lectures commence for Diploma in Teaching and Diploma in Education students
23 Monday Assessment and student vacation period commences for Bachelor of Education students
30 Monday Assessment and student vacation period commences for Graduate Diploma in Educational Studies students

July 7 Monday Assessment period commences for Diploma in Teaching and Diploma in Education students

SPRING SEMESTER

July 14 Monday Lectures commence for Bachelor of Education students
21 Monday Lectures commence for Diploma in Teaching, Diploma in Education and Graduate Diploma in Educational Studies students

August 22 Friday Lectures end
25 Monday Student vacation begins

September 8 Monday Practice teaching period commences for Bachelor of Education students
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<tr>
<td>October 3</td>
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<td>Practice teaching period commences for Diploma in Teaching and Diploma in Education students</td>
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<td>October 6</td>
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<td>Practice teaching period ends</td>
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<td>October 7</td>
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2

STRUCTURE OF THE INSTITUTE
STRUCTURE OF THE INSTITUTE

The Institute is an autonomous College of Advanced Education governed in terms of its By-Law under the provisions of the Colleges of Advanced Education Act (1975).

THE COUNCIL

The Council is the governing body of the Institute and is the employer of members of staff. It is composed of members appointed by the Minister; three official members, two elected representatives of the Academic Staff, one elected representative of the Non-Academic Staff, two elected representatives of the student body and two members elected by the members of Council.

COMMITEES OF COUNCIL

The Council is assisted by various standing committees. Currently, these are:
- The Executive
- Education Committee
- Finance Committee
- Personnel Committee

ACADEMIC BOARD

The Academic Board is established under the By-Law to advise Council on academic matters and to perform and exercise such other powers, authorities, duties, and functions as may be determined by the Council from time to time.

BOARDS OF STUDIES

The Academic Board has three Boards of Studies (i.e. Standing Committees) which advise the Board on academic matters within their respective areas of responsibility. The Boards are:
- Board of Studies in Physical and Health Education
- Board of Studies in Primary Education
- Board of Studies in Secondary Education

COMMITTEES OF THE ACADEMIC BOARD

The Academic Board may appoint Administrative Committees to advise on the implementation of policies.

The Board may also appoint Ad Hoc Committees to consider a particular matter or matters referred to them.

THE DIRECTOR

The Director is the principal academic and administrative officer of the Institute and is directly responsible to the Council for the day-to-day management of the Institute.

ACADEMIC DEPARTMENTS

The academic structure of the Institute is organised on a “Department” basis. The Heads of Departments are responsible to the Director for the successful management of course units operated within their respective departments.

ADMINISTRATIVE SECTIONS

The Secretary of the Institute is Secretary of the Council and is responsible to the Director for the management and operation of the Institute’s Administrative Sections.
3
COUNCIL AND STAFF
3.1 COUNCIL

Current membership of the Institute Council is:

A. Appointed Members

Mr. R. J. B. Pearson
Group General Manager—Technical, Metal Manufactures Ltd., Sydney,
Chairman of Council.

Mr. F. G. McInerney
Solicitor, Wollongong,
Deputy Chairman of Council.

Mr. I. K. Chapman
Headmaster, The Illawarra Grammar School,
West Wollongong.

Mr. E. T. Eve
Principal, Fairy Meadow Demonstration School.

Mrs. V. A. Fell
Public Relations Officer, Illawarra District Council of Parents and Citizens.

Mr. B. S. Gillett
Director of Education,
South Coast Region.

Assoc. Prof. J. S. Hagan
Department of History,
The University of Wollongong.

Mr. C. Harmer
Chartered Accountant,
Port Kembla.

Mr. L. J. Livissianos
Consultant, Migrant and Multicultural Education, Department of Education,
South Coast Region.

Dr. P. D. Mowbray
Area Community Physician, Community Support Centre, Wollongong.

Mr. A. C. Osborne
Teacher, Wollongong Primary School, and President, South Coast Trades and Labour Council.

Mr. D. B. F. Short
Regional Director (Illawarra),
Department of Technical and Further Education.

Professor B. H. Smith
Chairman, Department of Electrical Engineering, The University of Wollongong.

Mr. M. J. Syer
County Clerk, Illawarra County Council.

Mr. T. White
Director, Catholic Schools,
Wollongong Diocese.

B. Official Members

Dr. P. Rousch
Director, Wollongong Institute of Education.

Mr. M. Koder
Praefectus,
Deputy Director, Wollongong Institute of Education.

Mr. A. Millar
Praelector,
Academic Staff Member, Wollongong Institute of Education.
C. Elected Members

Mr. H. Akitt

Academic Staff Member,
Wollongong Institute of Education.

Mr. W. Mowbray

Academic Staff Member,
Wollongong Institute of Education.

Mr. R. Wells

Student,
Wollongong Institute of Education.

Mr. D. Weymark

Student,
Wollongong Institute of Education.

Mr. R. Wilding

Non-Academic Staff Member,
Wollongong Institute of Education.
3.2 STAFF

Director: Dr. P. Rousch, B.A., B.Ed., Ph.D., T.P.T.C.
Deputy Director: L. M. Koder, M.Sc., M.A.C.E., M.A Ps.S.
Secretary: G. L. Hall, A.F.A.I.M., J.P.
Secretaries to Senior Staff: S. Owen, J. Kemper

ACADEMIC STAFF

ART/CRAFT

Principal Lecturer: F. W. Osborne, B.A., A.S.T.C., M.I.I.A. (Head of Department)
Senior Lecturer: J. A. Chappie, B.Sc., A.S.T.C.
Lecturers: A. E. Bell, B.A., A.S.T.C., M.I.I.A.
A. J. Chappie
M. J. Heyligers, T.S.T.C.

EDUCATION

Principal Lecturers: K. V. Mathews, B.A., M.Ed. (Head of Department)
D. P. Hogan, B.A., Ph.D.
Senior Lecturers: K. Davies, M.A., M.Ed., M.A.C.E., Ph.D.
Lecturers: D. G. Asquith, B.A., M.Ed.
B. M. Gaffney, B.A., M.Ed.
A. R. Hurley, B.A., M.Ed., Ph.D.
P. J. Keeble, B.A., M.Ed., M.A.C.E.
P. T. Mawter, B.A., M.Ed., Ph.D.

ENGLISH

Senior Lecturer: R. W. Colvin, M.A., M.A.C.E.
Lecturers: P. F. Farrar, B.A.
P. C. Geekie, M.A., Litt.B.
R. K. Pretty, M.A.
V. H. Rees, B.A., Dip.Ed.
M. R. Stone, B.A., M.A.

MATHEMATICS

Lecturers:  
N. R. Aylward, M.A., Litt.B.  
N. Masters, B.A., M.Sc.  
B. E. Murray, B.A., M.Sc.(O.R.), M.A.C.S.  
G. K. Winley, B.A., M.Sc.(O.R.)

MUSIC
Principal Lecturer: R. A. Hollands, B.A., D.S.C.M., M.A.C.E. (Head of Department)
Lecturers: C. K. Baxter, D.S.C.M., F.T.C.L.  
R. A. Smith, Dip.Mus.(Ed.), A.Mus.A.  
J. Stender, D.S.C.M.

NATURAL SCIENCE
Senior Lecturers: K. M. Rigby, B.A., B.Sc., M.Sc., Dip.Ed. (Head of Department)  
W. Mowbray, B.Sc., M.Ed., A.S.T.C.
M. McD. Harris, B.A., M.Sc.

PHYSICAL AND HEALTH EDUCATION
Senior Lecturers: T. F. Penrose, M.Sc., Dip.P.E.  
N. Whiteley, B.A., Dip.P.E.
Lecturers: F. Frame, B.Sc., M.Ed., Dip.P.E.  
H. G. Fuller, B.Sc., Dip.P.E.  
G. V. Gedge, B.A., Dip.P.E.  
M. J. Hatton, M.Sc., Dip.P.E.  
C. L. Hurley, M.Sc., Dip.P.E.  
J. Patterson, M.Sc., Dip.P.E.  
P. A. Rees, Dip.P.E.  
S. A. Rice, B.A.Hons., Dip.Ed.(P.E.)  
B. Watkin, M.Sc., Dip.P.E.  
L. Williams, D.S.C.M.  
R. G. Wilsmore, B.P.E., Dip.P.E.  
J. E. Wright, B.Ed., M.Ed.

SOCIAL SCIENCE
Principal Lecturer: D. B. Stamp, B.A., M.Ed., Dip.Ed. (Head of Department)
Senior Lecturer: H. Akitt, M.A., U.E.D., M.A.C.E.
Lecturers: B. J. Ferguson, B.A., M.Ed.  
V. Hannaford, B.A., Dip.Ed., Ph.D.  
P. M. Sales, M.A., Dip.Ed., Ph.D.  
EXTERNAL STUDIES
Director: H. Akitt, M.A., U.E.D., M.A.C.E.

ADMINISTRATIVE STAFF

Secretary: G. L. Hall, A.F.A.I.M., J.P.

FINANCE DIVISION

Accounts Officer: I. Strahan, A.A.S.A.(Sen.), A.C.I.S. (Accounts)
Purchasing Officer: G. R. Bailey
Finance Staff: C. McKibbin, B.Com.
L. M. Smith (Cashier)
L. Youn (Salaries Clerk)
V. J. Whitehouse (Machine Operator)
Maintenance Officer: L. Chinnock
Stores Officer: G. Kouto

SERVICES DIVISION


Personnel
Personnel Officer: G. L. Graham
Leave Clerk: S. Korth
Records Clerk: E. Burgess

Printing Services
Printery Officer: R. J. Wilding
Bindery Officer: S. Hall

Student Services
Student Services Officer: G. R. Ryan
School Experiences: M. M. Coxon
Student Records: W. A. Raikes

Typing and Reception Services
Officer-in-Charge: A. G. van der Kooi
Typists: J. M. Atherton
H. C. Evelyn
N. A. Hampson
D. J. Stewart
Switchboard Operator: L. E. Stobie
Gardening
Senior Gardener: J. Bottema
Assistants: W. Berry
P. David
A. Terpstra

Security
Caretaker and
Supervisor of
Cleaners: J. Lajoie
Security Officer: N. Lynch

ACADEMIC SUPPORT STAFF
Attendants: E. Beilby
J. Berry
G. Curtis
K. Harney, B.A.
B. Kershaw
E. Lajoie
A. Lenartas
F. Marsh
D. Taylor
Clerical Assistant: J. Driver
Technical Officer
(Scientific): J. Cook

AUDIO-VISUAL
Supervisor: J. A. Chapple, B.Sc., A.S.T.C.
Audio-Visual Aids
Technician: G. McLeish
Photo-Aids Officer: K. Bowley

LIBRARY
Senior Librarian: M. T. Tow, B.A., A.L.A.A.
Librarian, Reader
Librarian, Technical
Services: J. E. Ross, B.A., A.L.A.A.
Library Officers: B. A. Hogg
J. Hall
L. A. Stothard
M. Kent
Clerical Assistants: R. George
L. D. Harper
M. A. Tougher
Typists: H. Andrews
A. Duncan
WOLLONGONG INSTITUTE OF EDUCATION BY-LAW
BY-LAW

COLLEGES OF ADVANCED EDUCATION ACT, 1975

[Published in Government Gazette No. 118 of 31st August, 1979]

HIS Excellency the Governor, with the advice of the Executive Council, and in pursuance of the Colleges of Advanced Education Act, 1975, has been pleased to approve the By-law made by the Wollongong Institute of Education and set forth hereunder.

ERIC BEDFORD, Minister for Education.

WOLLONGONG INSTITUTE OF EDUCATION BY-LAW.

CHAPTER I.—PRELIMINARY

1. This By-law may be cited as the "Wollongong Institute of Education By-law".

2. This By-law applies to and in respect of the Wollongong Institute of Education.

3. This By-law is divided as follows:
   - CHAPTER I.—Preliminary—cl. 1-3.
   - CHAPTER II.—Interpretation—cll. 4, 5.
   - CHAPTER III.—The Corporation—cll. 6, 7.
     - DIVISION 1.—Preliminary—cl. 8-12.
     - DIVISION 3.—Manner of Counting Votes and Ascertaining Result of Ballot—cll. 27-29.
     - DIVISION 4.—Term of Office of Elected Members—cl. 30.
     - DIVISION 5.—Casual Vacancies—cl. 31.
     - DIVISION 1.—The Chairman and Deputy Chairman—cll. 32-40.
     - DIVISION 2.—Conduct of Meetings—cll. 41-52.
     - DIVISION 3.—Expenses of Council Members—cl. 53.
   - CHAPTER VI.—Committees and Boards—cll. 54-65.
     - DIVISION 1.—Committees—cll. 54-60.
     - DIVISION 2.—Academic Board—cll. 61-64.
     - DIVISION 3.—Appeals Committee—cl. 65.
   - CHAPTER VII.—The Common Seal—cll. 66-68.
   - CHAPTER VIII.—The Director—cll. 69-71.
   - CHAPTER IX.—Appointment, Promotion and Resignation of Servants—cll. 72-76.
   - CHAPTER X.—The Conduct and Discipline of Servants and Students—cll. 77-89.
     - DIVISION 1.—Servants—cll. 77, 78.
     - DIVISION 2.—Students—cll. 79-85.
     - DIVISION 3.—Appeals—cll. 86-89.
CHAPTER XI.—FEES—cl. 90.
CHAPTER XII.—RULES—cll. 91, 92.

CHAPTER II.—INTERPRETATION

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

"Chairman" means the Chairman of the Council;
"clause" means a clause of this By-law;
"Council" means the Council of the Institute;
"Deputy Chairman" means the Deputy Chairman of the Council;
"Director" means the Director of the Institute;
"Institute" means the Wollongong Institute of Education;
"Praefectus" means the person appointed to that office by the Council;
"Praelector" means the person appointed to that office by the Council;
"rule" means a rule made under this By-law;
"Secretary" means the Secretary of the Institute;
"servant" means a servant of the Institute;
"staff" means staff of the Institute;
"student" means a student of the Institute;
"the Act" means the Colleges of Advanced Education Act, 1975.

5. (1) A notice or other document which is authorised or required to be served on any person by this By-law or a rule may be served—

(a) by delivering it to that person personally;
(b) where that person is resident at or has an office at the Institute, by forwarding it to him through the internal mail of the Institute; or
(c) by pre-paid post to that person's address as last known to the Secretary.

(2) Service of a notice or other document in accordance with sub-clause (1) (b) or (c) shall be deemed to have been effected 72 hours after the time of forwarding or posting.

CHAPTER III.—THE CORPORATION

6. For the purposes of section 5 (2) (e) of the Act, persons in the following classes shall be members of the corporation that is the Institute:—

(a) former members of the Council;
(b) former servants of the Institute.

7. A servant, a student, a graduate of the Institute or a person referred to in clause 6 who wishes to be exempted from membership of the corporation that is the institute shall apply in writing to the Council by letter addressed to the Secretary setting out the grounds on which the exemption is sought.

CHAPTER IV.—OFFICIAL AND ELECTED MEMBERS OF THE COUNCIL

DIVISION 1.—Preliminary.

8. In this Chapter—

"academic staff election" means election to the Council of a member of the academic staff, being a member referred to in section 7 (2) (b) (i) of the Act;
"Council election" means election to the Council of a member referred to in section 7 (2) (b) (i) or (ii) of the Act;
“full-time servant” means a servant other than one whose service with the Institute is, by the terms of his appointment or by contract with the Institute, expressed to be part-time service;

“non-academic staff election” means election to the Council of a member of the non-academic staff, being a member referred to in section 7 (2) (b) (i) of the Act;

“student election” means election to the Council of a student, being a member referred to in section 7 (2) (b) (ii) of the Act.

9. For the purposes of section 7 (2) (a) (ii) of the Act, the offices of Praefectus and Praelector are the prescribed offices.

10. For the purposes of section 7 (2) (b) (i) of the Act, the number of full-time servants to be elected to the Council is 3, 2 of whom shall be members of the academic staff and 1 of whom shall be a member of the non-academic staff.

11. For the purposes of section 7 (2) (b) (ii) of the Act, the number of students to be elected to the Council is 2.

12. (1) For the purposes of section 7 (2) (b) (iii) of the Act, there shall be 2 additional members elected by the other members of the Council.

(2) The Council may make rules for regulating or providing for the regulation of the election of additional members of the Council by the other members of the Council, and for the filling of casual vacancies in the offices of those additional members.

DIVISION 2.—Conduct of Council Elections Generally.

13. (1) Every Council election shall be conducted by the Secretary, who shall be the Returning Officer.

(2) In the performance of any of his powers or duties under this Chapter, the Secretary may be assisted by such persons as he appoints.

14. (1) The Secretary shall keep—

(a) a Roll of Full-time Academic Servants containing the names and addresses of full-time servants who are members of the academic staff of the Institute, the Director, the Secretary and the Librarian of the Institute;

(b) a Roll of Full-time Non-academic Servants containing the names and addresses of full-time servants other than those referred to in paragraph (a); and

(c) a Roll of Students containing the names and addresses of students who are not full-time servants and who are enrolled in courses specified in the Rules.

(2) If, on the date and at the time prescribed under clause 17 (2) (e), in a notice of—

(a) an academic staff election—a person’s name is on the Roll of Full-time Academic Servants, he shall be entitled to vote at and (if he is not the Director, Praefectus or Praelector) qualified to be elected at that election;

(b) a non-academic staff election—a person’s name is on the Roll of Full-time Non-academic Servants, he shall be entitled to vote at and (if he is not the Praefectus or Praelector) qualified to be elected at that election; or

(c) a student election—a person’s name is on the Roll of Students, he shall be entitled to vote at and qualified to be elected at that election,

and no person shall be otherwise so entitled or so qualified.

15. The Secretary shall delete from—

(a) the Roll of Full-time Academic Servants the name of any person who ceases to come within the provisions of clause 14 (1) (a);

(b) the Roll of Full-time Non-academic Servants the name of any person who ceases to come within the provisions of clause 14 (1) (b);
16. In the conduct of a Council election, the Secretary shall allow—
(a) between the publication of the notice under clause 17 stating that an election is necessary and the date and time prescribed under that clause for the receipt of nominations—not less than 14 nor more than 28 days;
(b) between the date and time prescribed under clause 17 for the receipt of nominations and the issue of ballot-papers under clause 20—not more than 28 days; and
(c) between the issue of ballot-papers under clause 20 and the date and time prescribed under clause 17 by which ballot-papers so issued must reach the Secretary—not less than 14 nor more than 28 days.

17. (1) When a Council election is necessary, the Secretary shall publish on a notice-board on the premises of the Institute a notice and—
(a) in the case of an academic staff election, send or deliver a copy of the notice to each person whose name is on the Roll of Full-time Academic Servants;
(b) in the case of a non-academic staff election, send or deliver a copy of the notice to each person whose name is on the Roll of Full-time Non-academic Servants; or
(c) in the case of a student election, publish a copy of the notice in such manner as he considers necessary to inform students.

(2) A notice under this clause shall—
(a) state that an election is necessary;
(b) state the number of vacancies to be filled;
(c) invite nominations of persons for election;
(d) specify the form in which nominations must be made;
(e) prescribe a date and time by which nomination-papers must reach the Secretary;
(f) prescribe a date and time by which ballot-papers must reach the Secretary; and
(g) contain such other information relating to the election as the Secretary thinks fit.

(3) An election shall not be invalid because a person whose name is on the Roll of Full-time Academic Servants or the Roll of Full-time Non-academic Servants did not receive a copy of the notice referred to in subclause (1).

18. (1) Nominations of candidates for a Council election shall be made by sending or delivering nomination papers to the Secretary.

(2) A nomination paper shall be signed by 2 persons entitled to vote at the election for which the candidate is nominated and shall be endorsed with or accompanied by the written and signed consent of the nominee to his nomination.

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

(4) The Secretary shall reject any nomination paper if he is satisfied that—
(a) the nomination is not properly made; or
(b) the person nominated is not qualified to be elected.

19. (1) Where the number of persons nominated for a Council election is less than or equal to the number of positions to be filled, the Secretary shall declare the persons nominated to be elected.

(2) If the number of nominations for a Council election exceeds the number of positions to be filled, there shall be a ballot.

(3) A ballot for a Council election shall be a secret ballot.

20. (1) Where there is to be a ballot for a Council election, the Secretary shall send or deliver a ballot-paper—
in the case of an academic staff election, to each person whose name is on the Roll of Full-time Academic Servants;

(b) in the case of a non-academic staff election, to each person whose name is on the Roll of Full-time Non-academic Servants; or

(c) in the case of a student election, to each person whose name is on the Roll of Students.

(2) 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 sent or delivered.

(3) An election shall not be invalid because a person whose name is on the Roll of Full-time Academic Servants, the Roll of Full-time Non-academic Servants or the Roll of Students did not receive a ballot-paper.

21. With each ballot-paper there shall be issued—

(a) a notice setting out how the ballot-paper is to be completed and stating the date and time prescribed in the notice referred to in clause 17 by which ballot-papers must reach the Secretary;

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

(c) two envelopes, one marked "Ballot-paper" and the other addressed to the Secretary.

22. (1) Each ballot-paper shall contain the names of the candidates in order drawn at random by the Secretary (the names of any retiring candidates being indicated) and shall be initialled by the Secretary or by a person appointed by him.

(2) 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.

(3) Each voter shall send or deliver to the Secretary his ballot-paper enclosed and sealed in the envelope marked "Ballot-paper" which, together with his declaration, shall be enclosed and sealed in the other envelope addressed to the Secretary.

(4) All such envelopes received by the Secretary shall remain unopened until the close of the ballot.

23. As soon as practicable after the close of the ballot, the Secretary or a person appointed by him shall—

(a) open the envelopes addressed to the Secretary and received by him before the closing time prescribed under clause 17 (2) (f);

(b) if the declaration is properly signed by a qualified voter, place the envelope containing the ballot-paper with other similar envelopes;

(c) open the envelopes referred to in paragraph (b) and take the ballot-papers therefrom;

(d) reject such ballot-papers as he finds to be informal; and

(e) count the votes marked on the ballot-papers not rejected and ascertain the result of the ballot in the manner prescribed in Division 3.

24. (1) A ballot-paper shall be informal if it has upon it any mark or writing not authorised by this By-law, which, in the opinion of the Secretary, will enable any person to identify the voter.

(2) Notwithstanding any other provision of this By-law, a ballot-paper shall not be informal for the purposes of a particular count by reason only of the fact that a voter has not completed the ballot-paper as required by clause 22 (2) if, in the opinion of the Secretary, a clear intention has been shown in relation to the voter's preference at that count.

(3) A ballot-paper shall not be informal by reason only of the fact that it has not been initialled under clause 22 (1).

25. Each candidate shall be entitled to nominate one scrutineer to be present at the count.
Division 3.—Manner of Counting Votes and Ascertaining Result of Ballot.

27. In this Division—

“an absolute majority of votes” means a greater number than one-half of the whole number of ballot-papers at the count;

“continuing candidate” means a candidate not already elected or excluded from the count;

“determine by lot” means determine in accordance with the following directions:—

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.

28. The result of a ballot for a Council election shall be ascertained by the Secretary in accordance with the provisions of clause 29.

29. (1) Where there is only one vacancy to be filled, that vacancy, or where there are two vacancies to be filled, the first vacancy, shall be filled in the following manner:—

(a) At the first count the Secretary or a person appointed by him shall count the total number of first preference votes given 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 a second count.

(d) On the second 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.

(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 one candidate has received an absolute majority of votes.

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

(2) Where there are two vacancies to be filled, the second vacancy shall be filled 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 the 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 counting shall proceed as provided in subclause 1 (c)-(e).

(d) In the application of subclause 1 (c)-(e) 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).

(e) The candidate who then has received an absolute majority of votes shall be declared elected.

(3) In the filling of any vacancy, if 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 filling of the vacancy, the Secretary shall determine by lot which of those candidates shall be excluded.

(b) If the count is the second or subsequent count made in connection with the filling of the vacancy—

(i) 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

(ii) 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.

(4) Where the last two candidates have an equal number of votes and the Secretary determines by lot which of them is excluded, the candidate who is not excluded shall, for the purpose of calculating an absolute majority, be deemed to have received an additional vote.

DIVISION 4.—Term of Office of Elected Members.

30. (1) In this clause—

"nominal term of office", in relation to an elected member, means a period during which the member holds office other than by virtue of section 7 (4) (a) (ii) of the Act;

"first Council" means the Council appointed under section 5 of the Act.

(2) An elected member referred to in—

(a) section 7 (2) (b) (i) or (ii) of the Act shall—

(i) if he is an elected member of the Council constituted under section 7 of the Act on the expiration of the term of office of the members of the first Council—accede to his office on the day following the date of that expiration; or

(ii) if he is elected to be a member of the Council other than the Council referred to in subparagraph (i)—

(a) on or before the date of expiration of his predecessor’s nominal term of office—accede to his office on the day following the date of that expiration; or

(b) after the date of expiration of his predecessor’s nominal term of office—accede to his office on the date of his election; or

(b) section 7 (2) (b) (iii) of the Act shall accede to his office on the date of his election.

(3) For the purposes of section 7 (4) (a) (i) of the Act, the prescribed period in respect of an elected member referred to in—

(a) section 7 (2) (b) (i) or (ii) of the Act is—

(i) if he is an elected member of the Council constituted under section 7 of the Act on the expiration of the term of office of the members of the first Council—2 years; or

(ii) if he is elected to be a member of the Council other than the Council referred to in subparagraph (i) and—

(a) if he accedes to his office on the day following the date of expiration of his predecessor’s nominal term of office—2 years; or

(b) if he accedes to his office after the day referred to in paragraph (a) of this subparagraph—2 years, less a period equivalent to the period during which his predecessor held office by virtue of section 7 (4) (a) (ii) of the Act; or

(b) section 7 (2) (b) (iii) of the Act is—

(i) if he is an elected member of the Council constituted under section 7 of the Act on the expiration of the term of office of the members of the first Council—2 years, less a period equivalent to the period commencing on the day following that expiration and ending on the day before the day when he accedes to his office; or

(ii) if he is an elected member of the Council other than the Council referred to in subparagraph (i)—2 years, less a period equivalent to the period during which his predecessor held office by virtue of section 7 (4) (a) (ii) of the Act.
Where an elected member referred to in—

(a) subclause (2) (a) (ii) or (3) (a) (ii) is a member who has been re-elected as a member on the expiration of his previous term of office—

(i) a reference in subclause (2) (a) (ii) (a) or (b) or (3) (a) (ii) (a), as the case may be, to his predecessor's nominal term of office shall be construed as a reference to that member's previous nominal term of office; and

(ii) a reference in subclause (3) (a) (ii) (b) to his predecessor shall be construed as a reference to that member; or

(b) subclause (3) (b) (ii) is a member who has been re-elected as a member on the expiration of his previous term of office, a reference in that subparagraph to his predecessor shall be construed as a reference to that member.

DIVISION 5.—Casual Vacancies.

31. (1) In this clause—

"elected member" means a member of the Council referred to in section 7 (2) (b) (i) or (ii) of the Act;

"nominal term of office", in relation to an elected member of the Council, has the meaning ascribed thereto in clause 30 (1).

(2) Where a casual vacancy occurs in the office of an elected member of the Council during that member's nominal term of office, a Council election shall be conducted to fill the vacancy if, when the casual vacancy occurs, not less than 6 months of the nominal term of office of that member is unexpired.

(3) Where a casual vacancy occurs in the office of an elected member of the Council in circumstances other than those described in subclause (2), the Council may appoint a person having the same qualifications as are prescribed in respect of that member to fill the vacancy for the unexpired portion of his term of office.

CHAPTER V.—THE COUNCIL

DIVISION 1.—The Chairman and Deputy Chairman.

32. (1) In subclause (3), "Council election" means election to the Council of a member referred to in section 7 (2) (b) (i) or (ii) of the Act, but does not include an election conducted pursuant to clause 31 (2) to fill a casual vacancy in an office of such a member.

(2) The Chairman and Deputy Chairman shall be elected by the members of the Council from among its members other than official members.

(3) The election of the Chairman and Deputy Chairman shall take place at a meeting of the Council held—

(a) where, in any period of 14 consecutive days, the Secretary publishes, in respect of one election only, a notice under clause 17 (1) stating that a Council election is necessary—

(i) as soon as practicable after the accession to office of all persons elected at that election: or

(ii) if, in respect of that election no nominations are properly made, as soon as practicable after the date prescribed in the notice for the receipt of nominations; or

(b) where, in any period of 14 consecutive days, the Secretary publishes notices under clause 17 (1) stating that 2 or more Council elections are necessary—

(i) as soon as practicable after the accession to office of all persons elected at those elections: or

(ii) if, in respect of each of the elections no nominations are properly made, as soon as practicable after the latest of the dates prescribed in the notices for the receipt of nominations.

(4) An election to fill a casual vacancy in the office of Chairman or Deputy Chairman shall take place at a meeting of the Council held within 3 months after the vacancy occurs.
33. (1) Subject to this By-law, the person elected to be the Chairman or the Deputy Chairman shall hold office until his successor is elected.

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

(3) Where a person ceases to hold office as Chairman or Deputy Chairman otherwise than by virtue of the expiration of the period for which he holds office as such under this clause, the person elected to fill the vacancy shall hold office for the balance of his predecessor's term of office.

34. Any retiring Chairman or Deputy Chairman shall if otherwise qualified be eligible for re-election.

35. (1) A nomination for election as Chairman or Deputy Chairman shall be—

(a) in writing;

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

(c) delivered to the Secretary not less than 48 hours before the meeting at which the election is to be held.

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

36. (1) When it is necessary to elect a Chairman or Deputy Chairman, the Secretary shall be the Returning Officer for the election and shall preside during that part of the meeting when the election is held.

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

37. The following provisions shall have effect in respect of an election under this Division:—

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

(b) If two or more nominations are properly made and delivered, each member present at the meeting at which the election is held shall be entitled to vote at a secret ballot to determine which candidate shall be elected.

(c) Votes shall be cast in the manner prescribed in clause 22 (2).

(d) After the votes have been cast the Secretary shall ascertain the result of the ballot in the manner specified in clause 29.

38. (1) The Chairman 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 Chairman—

(a) is absent;

(b) elects not to preside; or

(c) is unable to preside,
or the office of the Chairman is vacant, the Deputy Chairman shall preside.

(3) In the absence of the Chairman and Deputy Chairman 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 36.

39. The Chairman and Deputy Chairman shall by virtue of their offices, be members of every committee and board appointed under clause 55.

40. In the absence of the Chairman or if the office of Chairman is vacant, any powers or duties conferred or imposed upon the Chairman by this By-law shall be exercised and discharged by the Deputy Chairman.
DIVISION 2.—Conduct of Meetings.

41. Except in so far as the Council otherwise determines, ordinary meetings of the Council shall be held on a day in February, April, June, August, October and December in each year.

42. A special meeting of the Council for consideration of any urgent business may be called at any time by—
   (a) the Chairman;
   (b) in the absence of the Chairman, the Deputy Chairman; or
   (c) in the absence of both the Chairman and the Deputy Chairman, the Director.

43. (1) Upon the written request of any 8 members of the Council, the Secretary shall call a special meeting of the Council to be held within 14 days after the receipt of the request.
   (2) The written request shall set forth the objects for which the meeting is required to be called.

44. (1) For the purposes of section 9 (2) of the Act, a quorum at any meeting of the Council shall be the number which represents a majority of the number of members of the Council.
   (2) If a quorum of the Council be not present within half an hour after the appointed time for a meeting to commence, all business which should have been transacted at such meeting shall stand over until the next ordinary meeting and shall take precedence thereat, unless a special meeting is summoned in the meantime for transaction of that business.

45. The person presiding at any meeting of the Council in accordance with this Chapter (other than the Secretary presiding under clause 36 (1)) shall have a deliberative vote and, in the event of any equality of votes, a casting vote.

46. The Secretary of the Institute shall be Secretary to the Council.

47. (1) A member of the Council shall not initiate any matter for discussion, or move any motion in respect of that matter, at an ordinary meeting of the Council unless—
   (a) notice has been given to the Secretary not less than 14 days before the date of the meeting that the matter would be so initiated or a motion moved in respect of that matter;
   or
   (b) the Council or the person presiding at that meeting otherwise permits.
   (2) The Secretary shall enter all notices of motion given under subclause (1) in a "Notice of Motion Book" to be kept by him for that purpose.

48. (1) Not less than 5 days' notice in writing of an ordinary meeting shall be given by the Secretary to members of the Council setting out the time and place of the meeting and the agenda accompanied by supporting papers.
   (2) Proceedings of a meeting of the Council shall be deemed to have been validly transacted notwithstanding the accidental failure to comply with subclause (1) in any respect or the non-receipt by a member of a notice, agenda or supporting papers referred to in that subclause.

49. Not less than 5 days' notice in writing of a special meeting shall be given by the Secretary to members of the Council setting out the time and place of the meeting, the purpose for which the meeting is required to be convened and the agenda.

50. (1) The minutes of any preceding meeting of the Council, whether ordinary or special, not previously confirmed, shall be circulated to members at least 10 days prior to the meeting at which they are to be considered.
   (2) Upon being confirmed the minutes shall be signed by the person presiding at the meeting.
   (3) Notes of Council meetings (other than notes concerning items determined by resolution of Council to be confidential items) shall be made available to servants and students of the Institute in the manner prescribed in the Rules.
51. A meeting of the Council may be adjourned to a later time or date by resolution.

52. Meetings of Council shall be open to servants and students of the Institute except during discussion of matters resolved by Council to be confidential and subject to such rules as may be made by Council.

DIVISION 3.—Expenses of Council Members.

53. Where a member of the Council incurs out-of-pocket expenses on Institute business, the Council may, after taking into consideration the levels of allowances or reimbursement, if any, applicable to servants, authorise the payment of the expenses so incurred to that member to such extent as the Council thinks fit.

CHAPTER VI.—COMMITTEES AND BOARDS.

DIVISION 1.—Committees.

54. In this Division—

"committee" includes a board;

"ex-officio member" means a person who is appointed, or who is by virtue of this By-law, an ex-officio member of a committee.

55. (1) The Council may from time to time appoint committees of the Council and determine the terms of reference for those committees.

(2) The Council may appoint to a committee of the Council such members of the Council or other persons as the Council may from time to time determine.

(3) A committee of the Council shall consist of not less than 3 members in addition to ex-officio members.

(4) A committee of the Council may consult such persons as it considers appropriate for the efficient conduct of its business.

(5) At any meeting of a committee of the Council a quorum shall be one-third of its members for the time being, including ex-officio members, but if one-third is not a whole number, shall be the next higher whole number.

(6) The Council may from time to time appoint a member of a committee of the Council to be chairman of the committee.

56. A member of the Council may attend any meeting of a committee of the Council of which he is not a member.

57. The Director may—

(a) appoint committees of the Institute consisting of such persons as he thinks fit;

(b) appoint a member of a committee appointed by him to be chairman of the committee; and

(c) determine subject to this By-law and the Rules, the terms of reference of any committee appointed by him.

58. In the absence of the chairman of a committee, the committee shall elect one of its members to be chairman for that meeting.

59. Subject to this By-law and the Rules, every committee may regulate its own procedures.

60. A committee may consider and advise upon any matter or class of matters within its scope, and such matters as may be referred to it by the Council, the Director or the Secretary.

DIVISION 2.—Academic Board.

61. There shall be an Academic Board which shall advise the Council on academic matters and shall perform and exercise such other powers, authorities, duties and functions as may be determined by the Council from time to time.
62. The Academic Board shall consist of—
   (a) the Director, as Chairman;
   (b) the Deputy Director;
   (c) all Heads of Academic Departments of the Institute (or Acting Heads of such Departments);
   (d) 8 members or such other number as may be determined by the Council from time to time, elected annually by and from the academic staff;
   (e) 3 members or such other number as may be determined by the Council from time to time, elected annually by and from the students;
   (f) such other members as may be appointed by the Council from time to time; and
   (g) the Secretary of the Institute as a non-voting member and as Secretary of the Board.
63. The Director may ask the Academic Board to elect another of its members as Chairman for a specified term.
64. In the case of elected members of the Academic Board the following procedures shall apply:—
   (a) The election of members by the academic staff shall be conducted in the manner specified for Council elections in Division 2 of Chapter IV and the result of the ballot shall be ascertained in the manner specified in clause 29.
   (b) The election of members by the students shall be conducted annually in the manner set out in the Rules.
   (c) A casual vacancy in a position of student member shall be filled by appointment by the Students' Association Council.
   (d) The Secretary of the Academic Board shall publish a full list of the names of the members of the Academic Board appropriately classified, as soon as practicable after the completion of the election.

DIVISION 3.—Appeals Committee.
65. (1) On receipt of an appeal permitted under this By-law, an Appeals Committee shall be convened by the Secretary.
   (2) The composition, procedures and powers of an Appeals Committee shall be as prescribed in the Rules.

CHAPTER VII.—THE COMMON SEAL.
66. The common seal shall be and remain in the custody of the Secretary.
67. The affixing of the common seal of the Institute to any document shall be authenticated on that document by the signatures of any two of the following persons:—
   (a) the Chairman;
   (b) the Deputy Chairman;
   (c) the Director;
   (d) the Secretary.
68. A register of the use of the common seal of the Institute shall be maintained by the Secretary and in it shall be recorded in relation to each affixing of the common seal, the nature of the document to which the common seal is affixed, the date of authentication of the document and the signatures appearing on the document.

CHAPTER VIII.—THE DIRECTOR
69. The Director shall be the principal academic and administrative officer of the Institute and shall be charged with the duty of promoting the interests and furthering the development of the Institute subject to the Act, any regulation made thereunder, this By-law and any resolution of the Council.
70. The Director shall exercise a general supervision over the servants of the Institute and over the welfare and discipline of the students.

71. The Director shall be an ex-officio member of every committee of the Council except an Appeals Committee.

CHAPTER IX.—APPOINTMENT, PROMOTION AND RESIGNATION OF SERVANTS.

72. Promotion and progression of servants within the Institute shall be on the basis of merit.

73. Where a vacant position within the establishment of the Institute is to be filled, the Council—

(a) shall advertise the vacancy—
   (i) within the Institute; and
   (ii) if it feels it appropriate, publicly; or

(b) may invite a person to fill the vacancy whether or not that person is already a servant.

74. Wherever possible, vacancies to be filled in positions with salary up to the level of senior lecturer shall be filled from existing servants.

75. The Director shall, unless the Council otherwise directs, have power—

(a) to accept resignations from servants of the Institute and to communicate acceptance to the servants concerned;

(b) in any case of unauthorised absence of a servant to deem the employment of that servant to have been abandoned by that servant and thereupon dismiss that servant provided that all reasonable steps have been taken to ascertain the intention of the servant concerning his employment, and provided that due regard has been given to the period and circumstances of the absence; and

(c) to approve the grant of salary progression to any servant within the salary scale applicable to that servant.

76. (1) A servant who is aggrieved by a decision of the Council or the Director affecting his salary, status, progression or promotion may appeal against that decision.

   (2) An appeal under subclause (1) shall be made by service of a notice in writing on the Secretary within 14 days after the appellant has been notified of the decision against which the appeal is to be made.

   (3) A notice of appeal under subclause (2) shall state—

      (a) the full name and address of the appellant;
      (b) the decision in respect of which the appeal is made;
      (c) the reasons for the appeal; and
      (d) the name of such person as may be required by the Rules to be nominated by the appellant as a member of the Appeals Committee referred to in clause 65.

CHAPTER X.—THE CONDUCT AND DISCIPLINE OF SERVANTS AND STUDENTS.

DIVISION 1.—SERVANTS.

77. In this Division, a servant who—

(a) commits a breach of any provision of this By-law, a regulation or a rule;

(b) is grossly or persistently negligent, careless, inefficient, or is incompetent, in the discharge of his duties;

(c) wilfully disobeys or disregards any lawful order or direction made or given under the Act, this By-law, a regulation or a rule; or

(d) is guilty of any disgraceful or improper conduct, commits a breach of discipline.
78. (1) If the Director is of the opinion that he has reasonable grounds for believing that a servant has committed a breach of discipline he may—
(a) immediately suspend that servant from duty and, if he thinks fit, exclude him from the Institute and shall, where he so suspends that servant or so suspends and excludes that servant—
(i) at the time of the suspension orally inform that servant of the grounds on which that servant is alleged to have committed a breach of discipline and afford that servant an opportunity to explain his conduct; and
(ii) as soon as practicable after the time of suspension of the servant, give that servant a written statement specifying the grounds on which that servant is alleged to have committed a breach of discipline and indicating that the servant may forward an explanation of his conduct in writing to the Director; or
(b) give that servant a written statement specifying the grounds on which that servant is alleged to have committed a breach of discipline and seek an explanation from that servant of his conduct which that servant may give orally or in writing, or both.
(2) After hearing and considering any explanation given by a servant pursuant to subclause (1), the Director may take any one or more of the following courses of action;—
(a) lift the suspension of that servant;
(b) terminate the exclusion of that servant;
(c) censure that servant;
(d) reduce the status of that servant;
(e) dismiss that servant from the employment of the Institute.
(3) The Director shall, within 10 days after the exercise of any of the powers referred to in subclause (2) in respect of a servant, notify that servant in writing of the exercise of that power.

79. In this Division—
"breach of discipline" means non-compliance with this By-law, a regulation or a rule, or behaviour detrimental to the good conduct of the Institute;
"Head of Department" means—
(a) the Head of an Academic Department of the Institute;
(b) the Librarian of the Institute; or
(c) the Secretary.

80. A servant in charge of a class or an examination may, at any time, exclude a student for a breach of discipline committed in that class or examination from the session of that class or that examination, as the case may be.

81. Where a breach of discipline is committed by a student in the use of a facility of the Institute—
(a) the servant, if any, charged by the Council or the Director with the responsibility for the operation or maintenance of that facility, if he is present at that facility; or
(b) if there is no servant so in charge, or if the servant so in charge is not present at that facility, any other servant authorised by the Director, may exclude the student from further access to or use of that facility for a period not exceeding 24 hours.

82. A servant of the institute who exercises a power of exclusion under clause 80 or 81, shall, if he is not a Head of Department, report the circumstances of such exclusion forthwith in writing to his Head of Department.

83. The Head of Department who excludes a student under clause 80 or 81 or to whom a report is made under clause 82—
(a) may extend the period of exclusion to a maximum period of 14 days; and
(b) shall forthwith forward to the Director—
   (i) the report made by a servant under clause 82 together with his recommendations, if
      any, for further action to be taken; and
   (ii) a report of the circumstances of any exclusion made by him under clause 80 or 81
      or any extension under paragraph (a) of a period of exclusion.

84. The Director, upon receiving a report from a servant concerning a breach of discipline, or
in any other way becoming aware of a breach of discipline by a student, shall cause such inquiries
to be made in relation to that breach as he deems necessary.

85. (1) The Director, following the making of his inquiries under clause 84 may (whether the
student has been subject to an exclusion under clause 80 or 81 or not) do any one or more of the
following things:—
   (a) approve of or vary any action taken under clause 80, 81 or 83;
   (b) take no action in the matter;
   (c) reprimand the student;
   (d) impose a fine not exceeding such amount as may be specified in a rule made for the
      purpose of this paragraph;
   (e) cancel the result of any examination, test or other assessment of the student’s academic
      work or standing;
   (f) exclude the student from any session or class or from the use of any facility of the
      Institute for a period not exceeding 3 months;
   (g) determine the conditions under which the student may attend classes or use any facility
      of the Institute;
   (h) suspend the student for a period not exceeding 3 months;
   (i) expel the student or remove his name from the list of graduands.

(2) The Director shall, within 10 days after the exercise of any of the powers referred to in
subclause (1) in respect of a student, notify that student in writing of the exercise of that power.

DIVISION 3.—Appeals.

86. A servant who has received a notification under clause 78 (3) may appeal against the
decision contained in the notification in the manner prescribed for an appeal under clause 76 (1).

87. (1) A student affected by a decision of a servant, other than the Director, in respect of a
breach of discipline, may appeal against that decision to the Director within 14 days after being
informed of that decision by that servant.

   (2) An appeal under subclause (1) shall be made in writing stating—
      (a) the full name and address of the appellant;
      (b) the decision in respect of which the appeal is made; and
      (c) the reasons for the appeal.

88. A student affected by a decision of the Director, whether on appeal or otherwise, in
respect of a breach of discipline, may appeal against that decision in the manner prescribed for an
appeal under clause 76 (1).

89. Where an appeal is made by a servant or student in accordance with this Division, any
course of action taken by the Director against that servant under clause 78 or against that student
under clause 85 shall, pending the determination of the appeal, be of no effect.

CHAPTER XI.—FEES.

90. (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 Institute 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 subclause (1) (c), the Director may—

(a) exclude from any examination;

(b) exclude from any class or the use of any facilities of the Institute;

(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 paragraph (a) to (c), both inclusive, against,

any student who has not paid any fees due by him to the Institute.

CHAPTER XII.—RULES.

91. The Council may, by decision of a simple majority of members present at a meeting of the Council, make rules (not inconsistent with the Act or this By-law)—

(a) for carrying out and giving effect to this By-law and for regulating, or providing for the regulation of, any 1 or more of the following matters:—

(i) the discipline of servants and the imposition of penalties for breaches of discipline by servants;

(ii) the management and good government of the Institute, the discipline of students and the imposition of penalties for breaches of discipline by students;

(iii) the manner of appointment, promotion and dismissal of servants;

(iv) the qualifications for admission and continuation as a student;

(v) the examinations for, and the conferring of, awards and the attendance of candidates therefor;

(vi) the admission of students of other educational institutions to any status within the Institute;

(vii) the conferring on graduates of other educational institutions, or on other persons, of academic awards without examination;

(viii) the establishment of residential colleges and halls of residence and their conduct, and the affiliation of residential colleges within the Institute;

(ix) affiliation with the Institute of an educational or research establishment;

(x) the establishment and membership of a convocation; and

(b) 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.

92. The Director may make rules in respect of such of the matters referred to in clause 91 (a) as the Council may determine from time to time.
5
ADMISSION
5.1 ADMISSION TO UNDERGRADUATE COURSES

5.1.1 ORDINARY ADMISSION
To qualify for admission to the Institute a candidate must:

5.1.1.1 obtain an aggregate of marks in the best ten units examined in the New South Wales Higher School Certificate which will exceed a minimum aggregate, as determined from time to time by the Council of the Institute; and

5.1.1.2 achieve at the same examination a satisfactory level in English.

5.1.2 SPECIAL ADMISSION
5.1.2.1 Special admission may be granted to applicants who possess qualifications deemed equivalent to those set out in 1.1 above or are able to produce evidence that they have reasonable prospects of success if admitted.

5.1.2.2 Evidence may include maturity, motivation, performance in post-secondary education, work experience, performance in tests conducted by professional bodies and the results of an interview with the Admissions committee.

5.1.2.3 Candidates must demonstrate that they have achieved a satisfactory standard in English.

5.2 ADMISSION TO GRADUATE COURSES

5.2.1 ORDINARY ADMISSION
5.2.1.1 Candidates will be expected to possess a degree or a three-year diploma from a recognised tertiary institution.

5.2.1.2 Candidates may be required to demonstrate that such a degree or diploma provides suitable background status in areas pre-requisite to the particular course of study.

5.2.1.3 Candidates may be required to have appropriate professional experience over a prescribed period, as detailed in the specific course entry requirements.

5.2.1.4 Where, in the opinion of the Academic Board, suitable background experience as prescribed under 2.1.2 was not part of the degree or diploma, then the candidate shall be required to complete preliminary courses deemed equivalent.

5.2.2 SPECIAL ADMISSION
5.2.2.1 Special admission will be granted only in exceptional circumstances.

5.2.2.2 When considering applications for special admission, the Admissions committee will evaluate the achievements of candidates over a significant period of time including evidence such as refereed publications, widely recognised leadership and/or other publicly acknowledged contributions to the relevant field of study.

5.3 SPECIFIC COURSE REQUIREMENTS

5.3.1 DIPLOMA IN TEACHING (PRIMARY)
5.3.1.1 Full-time
There are no special admission requirements beyond those specified in 1. above.
5.3.1.2 Conversion Course

5.3.1.2.1 Applicants who have satisfactorily completed a two-year course in teacher education at Wollongong Institute of Education will be eligible for admission.

5.3.1.2.2 Applicants who have satisfactorily completed an approved two-year course in teacher education at a college other than the Wollongong Institute of Education will be eligible for admission provided that they live or teach in the Sydney metropolitan area or the South Coast area of New South Wales as far south as Nowra.

5.3.1.2.3 Teachers who are not eligible for official two-year status with the New South Wales Department of Education may be considered for admission after the satisfactory completion of additional course units as specified by the Academic Board. The residential restrictions of 3.1.2.2 will apply.

5.3.2 DIPLOMA IN TEACHING (SECONDARY)

5.3.2.1 English/History
Candidates must have presented History at the Higher School Certificate.

5.3.2.2 Mathematics
Candidates must have presented the 4 Unit, 3 Unit, or 2 Unit course in Mathematics at the Higher School Certificate.

5.3.3 BACHELOR OF EDUCATION (PHYSICAL AND HEALTH EDUCATION)
DIPLOMA IN TEACHING (PHYSICAL EDUCATION)

5.3.3.1 Candidates must demonstrate an interest in, and an aptitude for, physical, sporting and recreational activities.

5.3.3.2 A course in Science, presented at the Higher School Certificate, is considered desirable.

5.3.4 GRADUATE DIPLOMA IN EDUCATION (PRIMARY)

5.3.4.1 Applicants must have satisfied requirements of a recognised university or college of advanced education for an award at the UG1 or UG2 level other than in teacher education but containing some courses appropriate to teaching.

5.3.5 GRADUATE DIPLOMA IN EDUCATIONAL STUDIES (SECONDARY MATHEMATICS EDUCATION)

5.3.5.1 Candidates must provide evidence of at least one year's satisfactory teaching experience.

5.4 MISCELLANEOUS ADMISSION OF STUDENTS

5.4.1 Miscellaneous admission is available to a student who is initially seeking enrolment in a course unit(s), the successful completion of which does not lead to an accredited award.

5.4.2 Miscellaneous enrolment in a course unit will be permitted only if accommodation is available.

5.4.3 In order to be eligible for miscellaneous admission to a course unit(s), prospective students should possess appropriate pre-requisites and/or co-requisites or their equivalent.
5.4.4 The course unit(s) followed through miscellaneous enrolment will be identical in content and assessment requirements to those followed by ordinary students.

5.5 ADMISSION WITH ADVANCED STANDING

5.5.1 A candidate may apply for admission with advanced standing. The term "advanced standing" will apply in any instance where a student is granted exemption from one or more course units.

5.5.2 Decisions on advanced standing will be the prerogative of the Academic Board.

5.5.3 The responsibility for providing appropriate documentation in support of an application for advanced standing will lie with the applicant.

5.5.4 In general, for students to be eligible for an accredited award of the Institute, at least one-half of the required number of course hours for the award shall have been undertaken at the Institute.

5.5.5 In those instances when an application for advanced standing is successful, the Academic Board will determine the maximum number of semesters or years within which the student will be required to accumulate the remaining course hours.
6

ASSESSMENT AND PROGRESSION
6.1 ASSESSMENT

6.1.1 PREAMBLE
To qualify for any academic award of the Institute a student shall:

6.1.1.1 Comply with the requirements of the Institute By-Law and all Institute Rules and Regulations.

6.1.1.2 Successfully complete a prescribed course within a specified period, as detailed in 3, from the date of initial enrolment. This specified number of semesters or years includes those in which the student does not enrol in any course unit.

6.1.1.3 Maintain a satisfactory record of attendance and prescribed participation in all activities associated with the course. The Academic Board will be notified of cases of repeated absences or absences in excess of one week.

6.1.2 COURSE UNITS AND ASSESSMENT
6.1.2.1 Course units are one or two semesters in duration.

6.1.2.2 Student performance in course units may be assessed progressively and/or by final examinations.

6.1.3 GRADINGS

6.1.3.1 Student performance will be graded in the following manner:

\[
\begin{align*}
D & \quad \text{Grades of Pass*} \\
C & \\
P & \\
F & \quad \text{Failure} \\
I & \quad \text{Incomplete} \\
E & \quad \text{Exemption in terms of "Advanced Standing" policy} \\
W & \quad \text{Withdrawal without penalty} \\
WF & \quad \text{Withdrawal equivalent to failure}
\end{align*}
\]

* For some course units the grades D and C will not be available.

6.1.4 INCOMPLETE RESULTS
6.1.4.1 An incomplete grading may be granted to students under special circumstances, for example, absence from an examination due to illness. Application for an incomplete grading shall be made, as soon as possible after the special circumstance becomes apparent, to the Student Services Office and include:

(i) name and section number,

(ii) course unit title and lecturer,

(iii) reason for application (the plea of illness must be supported by a medical certificate).

6.1.4.2 Where an incomplete grading is employed, it shall be finalised prior to the commencement of the succeeding semester, except where Academic Board approval is gained to extend the period of incompleteness.

6.1.5 WITHDRAWAL
6.1.5.1 A student may withdraw from a course unit within the first six weeks of the progress of a course unit without penalty.
6.1.5.2 A student withdrawing from a course unit after six weeks from the commencement of the unit will be given the grading, WF, which is equated with failure unless the Academic Board approves otherwise.

6.1.6 VENUE FOR EXAMINATIONS

6.1.6.1 In exceptional circumstances, the Academic Board may approve an application for an examination to be conducted outside the Institute.

6.1.6.2 An application for a variation in the venue for an examination shall be made to the Student Services Office as soon as possible after the exceptional circumstances become apparent.

6.1.7 NOTIFICATION OF RESULTS

6.1.7.1 The Secretary of the Institute will issue an official notification of assessment results to all enrolled students. Where the notification is by mail, it will be posted to the last known home address as shown on Institute records.

6.1.7.2 For courses in which all course units are of one (1) semester duration, official notification of assessment results will occur at the conclusion of each semester.

6.1.7.3 For courses that contain one (1) and two (2) semester course units, an official transcript will be issued at the conclusion of the second semester of each year. After the conclusion of the first semester, results for completed course units will be displayed in an official notice case.

6.1.7.4 Official notification of assessment results may be withheld from those students with financial or material indebtedness (including library fines and student loans) to the Institute.

6.1.8 REQUEST FOR REVIEW OF NOTIFIED RESULTS

6.1.8.1 A student may request a review of an assessment.

6.1.8.2 The request for review must be lodged with the Student Services Office within fourteen days of the date of publication of the assessment result. The Student Services Office will refer the request for review to the chairman of the appropriate Board of Studies.

6.1.8.3 The request for review of an assessment shall be in writing and shall specify the course unit involved and specific reasons for the request.

6.1.9 ALTERATION TO NOTIFIED RESULTS

6.1.9.1 Any alteration to a notified assessment, whether the result of a request for review or otherwise, shall have Academic Board approval prior to its promulgation.

6.1.10 DIPLOMAS WITH DISTINCTION

6.1.10.1 All awards of the Institute with the exception of the Diploma in Teaching (Primary) gained by conversion, may be granted with distinction.

6.1.10.2 The granting of an award with distinction will require the achievement of a meritorious academic record, free of failure.

6.1.10.3 For all course units prescribed for the student in which merit points are available, the merit point average must be at least at credit level for a diploma to be awarded with distinction.
6.2 ASSESSMENT PROCEDURES

6.2.1 PREAMBLE
Assessment procedures require some specification so that students and staff alike can be assured that the Institute, as a whole, strives for a high, objective standard of evaluation.

6.2.2 METHODS OF EVALUATION
6.2.2.1 Student performance will be evaluated by progressive assessment, by final examination, or by a combination of progressive assessment and final examination.
6.2.2.2 It is recognised that a wide range of evaluative techniques may be employed throughout the Institute and that the most appropriate technique for a particular course unit will be a function of the aims and the content of that course unit.
6.2.2.3 The weighting given to particular components of the assessment for a particular course unit should be set out, in writing, in the course unit outline presented to students.

6.2.3 THE SETTING OF ASSIGNMENTS AND FINAL EXAMINATIONS
6.2.3.1 Students will be notified of the nature of the assigned work as early as possible in the currency of a course unit.
6.2.3.2 Assignments and examinations will be set in a way that ensures that students enrolled in the same course unit meet comparable demands and have equal opportunity to succeed in that course unit.
6.2.3.3 The last day on which assignments may be held to fall due is the last day of lectures in a semester (or year).

6.2.4 THE MARKING OF ASSIGNMENTS AND EXAMINATIONS
6.2.4.1 The marking of assignments and examinations will proceed in such a manner that consistent standards apply to all students enrolled in the same course unit. Before the marks of different assessors are combined, an attempt will be made to ensure that the marking scales have been used in similar fashion by the individual assessors.
6.2.4.2 Prior to the publication of a failure grade for a course unit, the result must be confirmed by another lecturer with competence in the same field of study.
6.2.4.3 Worked papers from mid-year (semester) and final examinations and copies of failed written assignments will be retained within the department for a period of six months after the publication of results.
6.2.4.4 To ensure maximum benefit from feedback, graded assignments and mid-course tests will be returned to students as soon as possible after their submission or completion.
6.2.4.5 In the case of final evaluations, where a final grade cannot be awarded, for any reason, lecturers should, after discussing the situation with their Head of Department, consult with the Chairman of the relevant Board of Studies and/or the Student Services Office.
6.2.4.6 Where an application for an “Incomplete” grading is made by a student to the Student Services Office, this application will be communicated to the Chairman of the relevant Board of Studies.
6.2.4.7 Students who fail in a course unit will fail in the whole course unit and, if repeating, will be required to repeat the whole course unit. Exemptions for part of the course unit will not be given.

6.2.5 RELEASE OF FINAL RESULTS
6.2.5.1 Final results will not be communicated to students implicitly, prior to their official publication.
6.2.5.2 In discussing a final result with a student, marks or the proximity to a grade in terms of marks, will not be disclosed.

6.2.6 LATE PRESENTATION OF ASSIGNED WORK
6.2.6.1 Assigned work should be submitted by the specified time on the due date. Assigned work submitted after that time will incur a penalty unless an extension of time has been granted under clause 6.2.6.2, below.

up to one week late—a loss of 20% of marks awarded;
up to two weeks—a loss of 50% of marks awarded;
beyond two weeks—the assignment must be completed satisfactorily to meet course requirements but no marks will be awarded.

6.2.6.2 Where a student has a legitimate reason for the inability to complete an assignment by the due date, the student should submit, in writing and stating reasons, and where possible in advance of the time for submission, an application for an extension of time to the lecturer to whom the assignment is directed. The application, once dealt with by the lecturer, will be filed in a central place in the relevant department.

6.2.6.3 Notwithstanding 6.2.6.1 and 6.2.6.2 above, no assignment will be accepted after the last day of the examination period.

6.2.6.4 In cases of illness, absences or similar unforeseen circumstances, a special class test or assignment may be granted.

6.2.6.5 An accurate record will be kept of all assigned work submitted in each department of the Institute. The record will be retained for a period of six months after the publication of results.

6.3 PROGRESSION
6.3.1 PREAMBLE
6.3.1.1 A student shall not enrol in more than a specified number of hours of course work in any one semester or year, as prescribed in 6.4.
6.3.1.2 A student shall be ineligible to enrol in any course unit without having satisfied the published pre-requisites and co-requisites.
6.3.1.3 Outstanding indebtedness to the Institute, as in 6.1.7.4 above, will render a student ineligible to re-enrol in a course.
6.3.1.4 If one course unit is a pre-requisite for another course unit, then the student must pass the pre-requisite course unit before progression to the other course unit will be granted.
6.3.1.5 Where one course unit is co-requisite for another course unit, a student who has not already passed the co-requisite course unit must attempt it concurrently with the other course unit. A pass in one course unit, however, is not contingent upon a pass in the other course unit.
6.3.1.6 Students who fail in a course unit may repeat that course unit when it next becomes available.

6.3.1.7 Where a course unit is not offered within the ensuing two semesters from the semester of failure, the Academic Board may approve the substitution of the next most appropriate course unit for the failed course unit.

6.3.2 EXCLUSION

6.3.2.1 A student shall be excluded from a course unit where that student fails in the same course unit twice. A student so excluded shall be ineligible to seek enrolment in the relevant course unit for a period of two semesters.

6.3.2.2 A student shall be excluded from a course if:

6.3.2.2.1 The student fails to gain a result in any course unit in three consecutive semesters. (Note: The WF grade is not considered to be a result for the purpose of this regulation.)

6.3.2.2.2 It becomes apparent that the student is no longer able to meet the requirements for the course award within maximum number of permitted semesters.

6.3.2.3 A student excluded in terms of 6.3.2.2.2 shall be ineligible to seek enrolment in any course of the Institute for a period of two semesters, and shall not be entitled to any special priority if seeking re-admission. Re-admission to the course may be sought in the usual way.

6.3.2.4 If a student is excluded from a course or course unit(s), the student shall be notified of the situation at the time students receive notification of assessments for the semester or year. Such notification, together with an appropriate extract from these regulations, shall be posted to the student by the Secretary of the Institute to the student’s last home address, as shown in Institute’s records, by certified mail in the case of a student resident in Australia, otherwise by registered air mail.

6.3.3 APPEALS AGAINST THE APPLICATION OF ASSESSMENT AND PROGRESSION REGULATIONS

6.3.3.1 An appeal against decisions made in accordance with these assessments and progression regulations may be made to the Appeals Committee of the Academic Board.

6.3.3.2 Appeals should be lodged in writing and be delivered by hand or certified mail to the Secretary of the Institute—

(i) within fourteen (14) days of the date of publication of results, or
(ii) within fourteen (14) days of the posting of a review decision.

6.3.3.3 Reasons for the appeal and the name of the appellant’s nominee in terms of 6.3.3.6 below must be included with the notification of the appeal.

6.3.3.4 In exceptional circumstances, appeals made after the time stipulated in 6.3.3.2 above may be accepted by the Academic Board.

6.3.3.5 The Appeals Committee of the Academic Board shall comprise:

(i) the Director or his Deputy (chairman);
(ii) the chairmen of the Boards of Studies, unless ineligible, in which case the Director shall appoint a member(s) of the appropriate Board(s) of Studies.
6.3.3.6 The appellant may nominate a member of the Academic Board or the appropriate Board of Studies as an additional member of the Committee during the appeal.

6.3.3.7 Any member of the Appeals Committee will become ineligible to hear an appeal if that member was directly involved in any assessment under appeal.

6.3.3.8 The decision of the Academic Board on a student's appeal shall be notified to the student, in writing, by the Secretary of the Institute in the manner prescribed in 6.3.2.4.

6.4 SPECIFIC REQUIREMENTS FOR ACCREDITED COURSES

6.4.1 DIPLOMA IN TEACHING (PRIMARY)
DIPLOMA IN TEACHING (SECONDARY)
DIPLOMA IN TEACHING (PHYSICAL EDUCATION)
6.4.1.1 For each of the Diploma in Teaching courses specified above, a student shall:
   (i) obtain a pass in all course units of the prescribed course and satisfy practice teaching requirements within a maximum of twelve (12) semesters from the date of initial enrolment;
   (ii) not enrol in more than twenty-six (26) course unit hours in any one semester of the course.

6.4.2 DIPLOMA IN TEACHING (PRIMARY)—CONVERSION COURSE
6.4.2.1 For the award of the Diploma in Teaching (Primary) by external studies a student shall:
   (i) pass in all course units of the prescribed course within a maximum of eight (8) semesters from the date of initial enrolment; and
   (ii) not enrol in more than two (2) course units in any one year.

6.4.3 BACHELOR OF EDUCATION (PHYSICAL AND HEALTH EDUCATION)
6.4.3.1 For the award of the Degree in Health and Physical Education, a student shall:
   (i) pass in all course units of the prescribed course and satisfy practice teaching requirements within a maximum of sixteen (16) semesters from the date of initial enrolment; and
   (ii) not enrol in more than twenty-six (26) course unit hours in any one semester of the course.

6.4.3.2 Entry to the four-year Degree in Health and Physical Education will be competitive. Eligibility for entry will be based on the student's collective performance in all first and second semester course units, the requisite level being determined annually by the Academic Board.

6.4.3.3 Students who have been granted admission to the four-year Degree in Health and Physical Education, but fail to maintain their level of performance, may be permitted to transfer to the three-year Diploma in Teaching (Physical Education).
6.4.4 GRADUATE DIPLOMA IN EDUCATION (PRIMARY)

6.4.4.1 For the award of the Graduate Diploma in Education (Primary) a student shall:

(i) pass in all course units of the prescribed course and satisfy practice teaching requirements within a maximum of four (4) semesters from the date of initial enrolment; and

(ii) not enrol in more than twenty-three (23) course unit hours in any one semester of the course.

6.4.5 GRADUATE DIPLOMA IN EDUCATIONAL STUDIES (SECONDARY MATHEMATICS EDUCATION)

6.4.5.1 For the award of Graduate Diploma in Educational Studies: Secondary Mathematics, a student shall:

(i) pass in all course units of the prescribed course within a maximum of eight (8) semesters from the initial date of enrolment; and

(ii) not enrol in more than four (4) course units in any one year of the course.
7 COURSES
7 COURSES

The Institute offers the following courses:

Full-Time:
- Bachelor of Education (Physical and Health Education) — Table 1
- Diploma in Teaching (Physical Education) — Table 2
- Diploma in Teaching (Primary) — Table 3
- Diploma in Teaching (Secondary) — Tables 4 & 5
- Graduate Diploma in Education (Primary) — Table 6

External Studies:
- Diploma in Teaching (Primary) — Table 7
- Graduate Diploma in Educational Studies (Secondary Mathematics Education) — Table 8

In addition to these courses, the Institute anticipates the introduction of the following courses:

Part-Time:
- Graduate Diploma in Educational Studies (Environmental Science Education) — Table 9
- Graduate Diploma in Educational Studies (Reading and English as a Second Language) —
- Graduate Diploma in Educational Studies (School Administration) —

External Studies:
- Diploma in Health and Physical Education—Conversion Course —
- Graduate Diploma in Educational Studies (Health Education) —
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## Bachelor of Education (Physical & Health Education)

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## TABLE 2

**DIPLOMA IN TEACHING (PHYSICAL EDUCATION)**

Normal Pattern Progression

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*The opportunity may exist for selected students to study an elective from the Bachelor of Education (Physical & Health Education) Programme in lieu of one from the Diploma Programme provided pre-requisites have been satisfied.*
DIPLOMA IN TEACHING (PRIMARY)  

Normal Pattern Progression

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* Three course units to be taken from within Primary (Primary students) and from within Lower Primary (Lower Primary students)
## TABLE 4

**DIPLOMA IN TEACHING (SECONDARY)  
(ENGLISH/HISTORY)  
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### TABLE 6

**GRADUATE DIPLOMA IN EDUCATION (PRIMARY)**

Normal Pattern Progression

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68
### DIPLOMA IN TEACHING (PRIMARY)

Normal Pattern Progression

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This conversion course is designed to enable two-year trained teachers to achieve three-year trained status and to qualify for the award of Diploma in Teaching (Primary).
### GRADUATE DIPLOMA IN EDUCATIONAL STUDIES
(SECONDARY MATHEMATICS EDUCATION)

Normal Pattern Progression

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This course has been designed to enable secondary mathematics teachers to improve upon their training and mathematical knowledge and to provide opportunity for three-year trained teachers to upgrade their status. It is thought that the course will be of great benefit to teachers who graduated from University with less than three years of mathematical study or who graduated in mathematics more than five years ago.
TABLE 9

GRADUATE DIPLOMA IN EDUCATIONAL STUDIES
(ENVIRONMENTAL SCIENCE EDUCATION)

Normal Pattern Progression

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71
ELECTIVES AND SPECIAL STUDIES
**TABLE 10**

**BACHELOR OF EDUCATION**  
*(PHYSICAL & HEALTH EDUCATION)*

**ELECTIVES**

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#### SOCIAL SCIENCE

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8.1 SPECIAL STUDIES CONDITIONS

Subject to sufficient demand, the special studies available to students enrolling in the first year of the course in 1980 will be those listed in Year I in each category.

I Students in the Diploma in Teaching (Primary) course take one Special Study selected from Category I and one Special Study selected from Category II.

Students in the Diploma in Teaching (Secondary) (Mathematics, English/History) course take one Special Study selected from Category I.

Students in the Diploma in Teaching (Physical Education) course take one Special Study selected from either category.

II Prior to commencement of Special Studies in the second half of first year, students are asked to nominate four preferences in each category. The Institute tries to ensure that students are placed in the Special Study represented by their first preference. Students, however, are reminded that this is not always possible.

III Students who wish to vary their Special Study placement may consult the chairman of the Courses Committee. No change may be made without the written authorisation of this Committee.

Generally, any request for variation of initial placement in a Special Study will be considered only in the first two weeks of the Special Study.

IV After this, a student is permitted to make request for one change only in a Special Study on the completion of the first year of the course, i.e. after one half-year of a Special Study unit. The student is notified in writing of the Committee’s decision.
9
CONTENT OF COURSE UNITS
9 CONTENT OF COURSE UNITS

9.1 ART/CRAFT

AC 1001: CS ART I

Pre-Requisite: Nil

The course includes studies on the place and value of art in education; an understanding of the skills and types of thought and responses which are the special province of Art; practical experience using the elements and principles of design and the language of vision; and experience in using media suitable for the classroom.

AC 1003: CS CRAFT I

Pre-Requisite: Nil

Students will review the Primary Craft Curriculum with particular emphasis on the Principles and Aims as they relate to classroom teaching. Practical exercises in textiles, wood, foil and weaving will be completed, reinforcing the educational value of Craft as it is highlighted in the initial review. Independent assignments will introduce other areas of the curriculum and, in each aspect, Craft methods and organisation will be emphasised.

AC 1081: ART/PAINTING

Pre-Requisite: Previous relevant studies

The course aims at continuing investigation, both by research and by practical exercises, of the developments of twentieth century art. It is envisaged that students, through their discoveries, will subsequently foster fresh directions of creative expression in contemporary terms, in their schools. While the course is weighted towards creative work there is an alternative formal assignment for students who would prefer a prescribed academic bias. In the main, practical assignments have been structured to allow students to work in either a representational or abstract idiom.

AC 1082: SS CONTEMPORARY CRAFT I

Pre-Requisite: Previous relevant studies

External students will undertake a series of theoretical studies and associated assignments related to Contemporary Craft. In the practical component of the unit, students will apply the necessary techniques and skills in completing two pieces of Contemporary Craft work.

AC 1083: SS TEXTILE CRAFT I

Pre-Requisite: Previous relevant studies

Through this Special Studies unit the student will be given the opportunity to develop an awareness of good design and finish, together with the practical techniques and skills involved in traditional, creative and expressive work in textile crafts.
The unit will include detailed theoretical study of modern fabrics and practical application in creative and traditional textile crafts.

**AC 1084: TRADITIONAL CRAFT**

**Pre-Requisite:** Previous relevant studies

This course provides for a continuation of study in two of the following five traditional hand crafts: bookbinding; printing; leatherwork; weaving; and basketry.

In each of the two chosen areas, further study will be made of the historical background and of modern developments in the craft, including contemporary sources of materials and modern manufacturing methods. The student will be required to continue practical work in one of the chosen crafts, with the expectation that a high standard of development will be reached by the end of the year.

**AC 1101: SS ART I**

**Pre-Requisite:** Nil

This unit aims to provide enrichment of the student’s personal artistic development, together with an understanding and appreciation of the value of art experiences in education. The student will be introduced to the creative aspects of two-dimensional design and painting. Practical experiences will involve the production of two-dimensional art works suitable for exhibition, developed from the student’s existing capabilities, knowledge and interests. Visits will be made to art galleries and exhibitions.

**AC 1111: SS COMPARATIVE ART I**

**Pre-Requisite:** Nil

This unit will deal with comparative studies of art forms in various regions of the world at different chronological periods. It will lead to an appreciation of the relationships between works of art, their cultural background and other environmental influences.

In the first year there will be an investigative treatment of the origins of art through symbols, myths, legends, icons, etc., with presentation of written papers to illustrate these features.

**AC 1121: SS TEXTILE CRAFT I**

**Pre-Requisite:** Nil

In this unit students will be expected to study the principles of design and their application to creative construction in fabric and fibre, including fabric decoration. A written paper will be completed on a study of fibres, the historical background of textiles, or the work of a master craftsman in textiles.
AC 1131: SS CONTEMPORARY CRAFT I 3 HOURS PER WEEK SEMESTER 2

Pre-Requisite: Nil

In this introductory unit students will begin to develop techniques and skills involving creative and expressive work in a variety of modern media. A detailed study will be made of the basic elements of design as they relate to contemporary crafts. Then, through practical work in areas selected from Art Metalwork, Woodcrafts, Jewellery making, Wood and Plastics, the student will apply the design concepts and begin to develop skill in handling tools and materials.

AC 1301: ART/CRAFT 2 HOURS PER WEEK FULL YEAR

Pre-Requisite: Nil

This unit will be aimed at equipping the student to teach art and craft in the primary school. It will begin with an overview of the place of visual arts and crafts in the primary curriculum, followed by studies of the major philosophies of art/craft education and of approaches to curriculum content. Students will be involved practically, with materials and techniques suited to primary classes, together with their relationship to aims, programming, integration, teaching methods and organisation. Demonstration lessons will be arranged to illustrate these features.

AC 2001: CS ART II (Primary) 1 HOUR PER WEEK FULL YEAR

Co-Requisite: AC 1001

Included in this course unit are studies of the various philosophies of Art Education; an outline of some recent developments in art, and changing attitudes to art; study and analysis of selected works of art; a range of practical experiences in 2D and 3D composition related to work suitable for the primary classroom; and programming and curriculum development.

AC 2002: CS ART II (Lower Primary) 1 HOUR PER WEEK FULL YEAR

Co-Requisite: AC 1001

Included in this course unit are studies of the various philosophies of Art Education; an outline of some developments in art in recent times, and changing attitudes to art; study and analysis of selected works of art; a range of practical experiences in 2D and 3D composition related to work suitable for the lower primary classroom; and programming and curriculum development.

AC 2003: CS CRAFT II (Primary) 1 HOUR PER WEEK FULL YEAR

Pre-Requisite: Nil

Co-Requisite: AC 1003

This unit will build on the general introduction given to all Primary students in the first year by extending practical experience with materials and further developing the skills associated with them. Attention will be given to teaching methods, organisation and programming through lectures and demonstration lessons with emphasis on the primary years.
To illustrate these features and develop attitudes associated with them, practical work will be undertaken in areas selected from the Craft Curriculum for Primary Schools: weaving, puppetry, leather, paper, fabric decoration, environmental materials.

**AC 2004: CS CRAFT II (Lower Primary)**

- **Pre-Requisite:** Nil
- **Co-Requisite:** AC 1003

This unit will build on the general introduction given to all Primary students in the first year by extending practical experience with materials and further developing skills associated with them. Attention will be given to teaching methods, organisation and programming through lectures and demonstration lessons with emphasis on Lower Primary years.

To illustrate these features and develop attitudes associated with them, practical work will be undertaken in areas selected from the Craft Curriculum for Primary Schools: weaving, malleable materials, textile materials, paper, puppetry.

**AC 2101: SS ART II**

- **Co-Requisite:** AC 1101

This unit will further encourage individual development and intuitive responses to various media, procedures and techniques. Activities will be broad in scope, with practical work predominating in the exploration of various styles of painting, graphics, ceramics and three-dimensional expression. Through producing work suitable for exhibition, students will be expected to extend their capability fully and achieve satisfaction from standards reached. There will be further opportunity to extend appreciation of fine arts in general through gallery visits and contact with practising artists.

**AC 2111: SS COMPARATIVE ART II**

- **Pre-Requisite:** Nil
- **Co-Requisite:** AC 1111

The aims outlined in AC 1111 will be developed, with particular attention to the aesthetics and philosophies of art. Visits to exhibitions, galleries and workshops will form an important segment. Students will be encouraged to make individual studies of special areas of interest and to discuss these in seminars.

**AC 2121: SS TEXTILE CRAFT II**

- **Pre-Requisite:** Nil
- **Co-Requisite:** AC 1121

Through this Special Studies unit the student will be given the opportunity to develop further an awareness of good design and finish together with the practical techniques and skills involved in traditional creative and expressive works in textile crafts.
Students will be introduced to several areas of fibre and fabric construction, and fabric decoration, with opportunity for creative design and techniques in each chosen field. Traditional and historical influences will be studied as they apply to this chosen area.

**AC 2131: SS CONTEMPORARY CRAFT II**

| Pre-Requisite: | Nil
| Co-Requisite: | AC 1131

In this unit students will complete an exercise in each of the areas begun in AC 1131 developing the necessary techniques and skills and continuing to apply design criteria considered in relation to each medium. Detailed study will be made of the theoretical aspects of working in wood and metal, and the designing, processes, and ordering related to furniture construction. Students will construct a piece of occasional furniture of their own choosing, applying their acquired knowledge and skills.

**AC 3001: CS ART III (Primary)**

| Co-Requisite: | AC 2001
| Pre-Requisite: | AC 1001

This course unit will include experiences in individual and group planning of curriculum; related practical activities in 2D and 3D expression; multi-media experiences for the primary classroom; art in relation to other curriculum areas; and evaluation in the teaching of art.

**AC 3002: CS ART III (Lower Primary)**

| Co-Requisite: | AC 2002
| Pre-Requisite: | AC 1001

This course unit will provide students with experiences in individual and group planning of curriculum; related practical activities in 2D and 3D expression; multi-media experiences for the Lower Primary classroom; art in relation to other curriculum areas; and evaluation in the teaching of art.

**AC 3003: CS CRAFT III (Primary)**

| Pre-Requisite: | AC 1003
| Co-Requisite: | AC 2003

Approximately three-fifths of Primary students will extend their studies in Craft to a greater breadth and depth in the third year, concentrating on the school years 3 to 6. During this year emphasis will gradually move from formal instruction to free-choice studies in depth.

Knowledge and skills will broaden with studies in plastics, enamelling, woodwork, off-loom weaving, leather. Selection will then be made of an area of the eight segments of the Primary Craft Curriculum and each student will:

(a) programme for a school class;
(b) undertake practical work associated with the programme;
(c) present a collection of source materials suitable to reinforce the programme.
AC 3004: CS CRAFT III (Lower Primary)

Pre-Requisite: AC 1003
Co-Requisite: AC 2004

Approximately three-fifths of Lower Primary students will extend their studies in Craft to a greater breadth and depth in the third year, concentrating on the school year K to 2. During this year emphasis will gradually move from formal instruction to free-choice studies in depth.

Knowledge and skills will broaden with studies in woodwork, environmental materials, textiles, paper. Selection will then be made of an area of the eight segments of the Primary Craft Curriculum and each student will:

(a) programme for a school class;
(b) undertake practical work associated with the programme;
(c) present a collection of source materials suitable to reinforce the programme.

AC 3101: SS ART III

Pre-Requisite: AC 1101
Co-Requisite: AC 2101

Based on the contacts and experiences developed in the first and second units, the student will choose an individual avenue of creative expression for further investigation. The student will be expected to produce work of some significance, suitable for exhibition, accompanied by a study of the general history, underlying philosophies and contemporary developments of the chosen area.

AC 3111: SS COMPARATIVE ART III

Pre-Requisite: AC 1111
Co-Requisite: AC 2111

Earlier studies of the origins, aesthetics and philosophies of art will be applied to an understanding and interpretation of art in the twentieth century, culminating in the development of the student’s own personal philosophy in relation to contemporary art. Individual studies, with visits to galleries, exhibitions and workshops will again be important elements.

AC 3121: SS TEXTILE CRAFT III

Pre-Requisite: AC 1121
Co-Requisite: AC 2121

Based on experiences in the previous two years of the course, each student will be expected to select one textile area in which to develop expertise and study at considerable depth. Practical works of a high standard in this particular area will be accompanied by a written report.
AC 3131: CONTEMPORARY CRAFT III 3 HOURS PER WEEK
FULL YEAR

Pre-Requisite: AC 1131
Co-Requisite: AC 2131

Students will use their knowledge and expertise gained in AC 1131 and AC 2131 to design, plan, draw, and construct two major practical articles and present a major theoretical paper related to one of those articles.
ED 1081: CORE EDUCATION
Pre-Requisite: Nil
Semester I—Social Psychology of Education. In this segment of the unit students will study: the nature of society; sociological concepts and characteristics; sociology of Australian education with especial consideration of role theory; and the effect of change in a societal institution, for example, education, on a society.

Semester II—Curriculum Process. Studies within this segment of the unit will be based on the assumption that teachers are being given increased latitude to interpret, design and develop curricula. Students will be exposed, within this segment, to material and ideas which will help to optimise curriculum related decision-making. The importance of a conceptual framework in curriculum development and design will be brought out by an examination of selected problems and paradoxes in curriculum.

ED 1082: SPECIAL EDUCATION
Pre-Requisite: Nil
In this course unit students will study the identification, diagnosis and remediation of children with specific learning difficulties, especially in reading. The topics to be treated will include:

What are learning disabilities?
What are the correlates or characteristics of learning disabilities? for example, hyperactivity, minimal brain dysfunction, attention deficits.
What diagnostic teaching approaches are used with learning disabled children? for example, perceptual-motor, psycholinguistic, behaviour analysis.
How effective are these approaches?
In addition to four other assignments, each student will complete one practical exercise on the diagnosis and remediation of a child with a problem in learning to read.

ED 1083: HISTORY AND COMPARATIVE EDUCATION
Pre-Requisite: Nil
Through a study of the ideas and achievements of a variety of headmasters and educationalists, past and present, progressive schools will be examined. An initial study of the views of Thomas Arnold of Rugby (considered by many of his contemporaries a dangerous radical) and other noteworthy nineteenth century headmasters of British public schools, will be complemented by an examination of how modern progressive schools have endeavoured to provide variety, experiment and self-expression in the education of the twentieth century child.
ED 1084: CONTROVERSIAL ISSUES IN READING  FULL YEAR  EXTERNAL

Pre-Requisite: Nil

In this course unit students will be helped to understand some of the current controversies in the teaching of reading by the examination of questions such as:

Theoretical: What is reading? How important is "guessing" in reading? Is readiness training helpful?

Teaching approaches: Is there a right way for each child to learn to read? Are some methods of reading instruction more effective than others? How effective is perceptual-motor training in teaching reading?

Remedial issues: What is dyslexia? Why do boys have more reading problems than girls? What remedial techniques are more effective?

Political: What is illiteracy? Can adult illiterates be taught to read? Is reading really necessary?

General: Are reading standards declining? How successful are speed reading courses? How successfully can we match children and reading materials?

ED 1091: EDUCATION I  3 HOURS PER WEEK  FULL YEAR

Pre-Requisite: Nil

This course unit will include an examination of the following topics:

Studying children: methods used—observational, clinical, experimental; analysis and interpretation of data and the simple statistical concepts involved—range, central tendency, scatter or spread, correlation.

Influences on development: inheritance, genetics, environmental influences; the interaction of heredity and environment.

The process of development: physical growth and development; personality development—socio-emotional, cognitive, intellectual, development of creativity; the continuity of development, stages and their characteristics, the work of the Piagetian school; individual differences—"normal", "atypical", "exceptional".

Learning: behaviourist explanations and their classroom applications—reinforcement, shaping and modifying behaviour, programmed instruction; meaningful learning cognitivism—discovery learning, reception learning; classroom learning variables—cognitive structures and developmental readiness, affective variables, situation variables.

ED 1101: SS HUMAN DEVELOPMENT I  3 HOURS PER WEEK  SEMESTER 2

Pre-Requisite: Nil

In this course unit students will study ways of thinking and creating among children and adults, and undertake practical work in the field among families, and in schools and other institutions.
ED 1111: SS SPECIAL EDUCATION I
Pre-Requisite: Nil
Within this section of the course students will cover the following topics: the nature of individual differences; the intellectually exceptional; the mentally retarded; the gifted and the creative.

ED 1121: SS EDUCATIONAL MEDIA I
Pre-Requisite: Nil
During this semester period students will complete a basic unit comprising a theoretical knowledge component, a practical task component, and a skills component in each of: overhead projectors and their classroom use; single lens reflex cameras; and audio tapes and recorders.

ED 1131: SS CHILDREN IN AUSTRALIA I
Pre-Requisite: Nil
Within this course unit the following topics will be studied:
- Children and the Australian community: historical perspectives; changing family structures; parenting and parent education; family support services; “at risk” communities; poverty; Australian families, a comparative approach; child-rearing practices; family settings—urban, rural.

ED 1141: SS HISTORY OF EDUCATION I
Pre-Requisite: Nil
The following topics will be studied in this course unit:
- History of some school systems, ancient and modern; one twentieth century system (the students having made the choice). Suggested topics in this section: education in Ancient Greece or Rome; Comenius as an innovator; Tokugama Japan; education in Czarist Russia; education in the developing countries; education and the Israeli Kibbutz.

ED 1151: SS MAN IN PERSPECTIVE I
Pre-Requisite: Nil
This course unit and those which follow will be based on the assumption that an ability to understand, explain, and to some extent, predict, human behaviour is a desirable teacher attribute. As human behaviour is a product of the interaction of numerous variables, the course will be interdisciplinary in nature, drawing upon such diverse fields as psychology, social psychology, sociology, organisational sociology, cultural anthropology and social philosophy.

In this course unit students will engage in an introductory study of the development and structure of personality by examining a cross section of the more significant theories of personality in some detail.
ED 1391: CHILD DEVELOPMENT  
3 HOURS PER WEEK  
SEMESTER 1  
Pre-Requisite: Nil  
Topics to be studied in this course unit are concepts of learning and development; relationship between learning and development; methodology of the study of child development and of child psychology; stages of cognitive, physical, emotional, social, moral and language development; determinants of development including constitutional, environmental and learning aspects.

ED 1392: PSYCHOLOGY OF TEACHING  
3 HOURS PER WEEK  
SEMESTER 1  
Pre-Requisite: Nil  
The following topics will be studied by students completing this course unit:  
What is teaching? Models of the teaching process; Aims and objectives in teaching.  
Teaching behaviours: research material—"what teachers do"; procedures related to reception learning—material given in its final form; procedures related to discovery learning—material incomplete; questioning studies and implications; interaction studies and implications.  
Management behaviours: lesson facilitation, situational maintenance—set induction, development, closure; group and individual management; discipline and control—case studies, simulation exercises, discussions.  
School and class organisation: ability grouping, paralleling, family grouping; intra-class grouping.  
Evaluation: formative, summative; measurement, judgement.

ED 1393: THE CHILD AND SCHOOL  
3 HOURS PER WEEK  
SEMESTER 2  
Pre-Requisite: Nil  
The following topics will be studied in this course unit:  
Models of curriculum; curriculum and objectives, content, learning experiences and evaluation; planning and developing a curriculum.

ED 1394: THE CHILD AND SOCIETY  
3 HOURS PER WEEK  
SEMESTER 2  
Pre-Requisite: Nil  
In this course unit students will study children in past and present societies; role theory, role conflict and conflict resolution; the importance of groups in the child's community; and social change and the child as a citizen of a future society.

ED 1395: EARLY CHILDHOOD EDUCATION  
2 HOURS PER WEEK  
SEMESTER 2  
Pre-Requisite: Nil  
The topics studied in this course unit will include a theoretical base for early childhood education; the organisation, planning, presentation and programming of curriculum areas in the lower primary schools; areas of special need in early childhood: the migrant child, the handicapped child, and remediation.
ED 1491: CHILD GROWTH AND DEVELOPMENT

Pre-Requisite: Nil

Topics to be studied in this course unit are:

Methods of study in child development; observational, clinical and experimental methods in naturalistic and laboratory settings.

Concept and theory in developmental psychology; stage and sequence, maturation, learning; cognitive-developmental, psycho-analytic and behaviourist approaches.

Central dimensions of development: physical and psycho-motor trends in development; cognitive development; personality development.

Adolescence with special emphasis on the emerging self-concept and developmental task outcomes of this stage.

ED 1492: EDUCATIONAL PSYCHOLOGY

Pre-Requisite: Nil

In this course unit students will study the following topics:

The nature of educational psychology: teaching models; learning and related processes.

Theoretical explanations of learning: behaviourist and cognitive theories and their classroom implications/applications.

Motivation: needs/drives; arousal; success/failure and achievement; frustration, conflict and anxiety; implications for the classroom.

Abilities and individual difference: concepts and measurement of intelligence, creativity, etc., and their classroom relevance.

Teacher behaviours: instructional skills (explaining, questioning, demonstrating, etc.); class management and control; planning and preparation for teaching; class organisation; classroom and teacher evaluation.

ED 1601: MATHEMATICS EDUCATION I

Pre-Requisite: Nil

In this course unit students will study:

Curriculum theory: review of models of curriculum design, for example, those of Wheeler and Hughes; analysis of major inputs for curriculum; analysis of a mathematics curriculum and its relationship to the overall curriculum; inputs affecting a mathematics curriculum such as that in use in N.S.W. secondary schools, for example, general societal demands and expectations, pressures from employers, the nature of knowledge in mathematics, the nature of the learner of mathematics, the means of promoting learning of mathematics; problems of value judgements and selection of content and learning experience; evaluation of a mathematics curriculum.

Curriculum evaluation in relation to mathematics: methodology of evaluation—advantages and disadvantages of various methods; research design related to mathematics curriculum evaluation; techniques for analysis of results; presentation of findings and interpretation of results.
ED 2091: EDUCATION II  
3 HOURS PER WEEK  
FULL YEAR  
Co-Requisite: ED 1091  
In this course unit students will study the following topics in the sociological foundations of education:  
- Society's children: culture, socialisation, roles.  
- Society's schools: the societal institution of education, the school as a small society and its answerability to the community around it, the age of enrolment and nursery schools, enrichment programmes.  
- Children and teachers: self-concepts and self-awareness, leadership and leadership style, group processes and stages, communication, interpersonal expectations, school and classroom climate.  
- Children in other societies: education and cultural change; education and the social system; education and political development; education, race, ethnicity and integration; education and economic development.

ED 2101: SS HUMAN DEVELOPMENT II  
3 HOURS PER WEEK  
FULL YEAR  
Pre-Requisite: ED 1101  
Through this course unit students will study social life and human behaviour, including groups in the community, social change and social problems; the socialisation process; the disadvantaged and behaviourally disturbed. Practical investigations and visits to institutions will be integrated with theoretical studies.

ED 2111: SS SPECIAL EDUCATION II  
3 HOURS PER WEEK  
FULL YEAR  
Pre-Requisite: ED 1111  
Students completing this course unit will study the socially and emotionally disadvantaged—the delinquent, Aborigines and migrants as well as the sensorially and physically handicapped—the deaf, blind, cerebral palsied and epileptic.

ED 2121: SS EDUCATIONAL MEDIA II  
3 HOURS PER WEEK  
FULL YEAR  
Pre-Requisite: ED 1121  
In this two-semester period students will complete a basic unit comprising a theoretical knowledge component, a practical task component, and a skills component in each of: video camera, tapes, recorders, monitors; still and moving film projectors; duplicating equipment; contracts for classroom use whose completion will require the use of a combination of some of the above media.

ED 2131: SS CHILDREN IN AUSTRALIA II  
3 HOURS PER WEEK  
FULL YEAR  
Pre-Requisite: ED 1131  
In this course unit the following topics will be studied:  
- Community Support Services for Parents and Children: government allowances and pensions, one parent families; adoption, fostering and
ED 2141: **SS HISTORY OF EDUCATION II**

**3 HOURS PER WEEK**

**FULL YEAR**

**Pre-Requisite:** ED 1141

Studies in this course unit will concentrate on the history of education in New South Wales. In particular, students will select and make a special study of one topic from each of the following sections:

King and the educational awakening: educational developments during the Macquarie era; the Clergy and School Lands Corporation; the struggle for national education; secondary education to 1850; William Wilkins; European-inspired movements in colonial education; the development of the Roman Catholic education system in nineteenth-century New South Wales; secondary education, 1850-1900.

Primary education in the twentieth century: the work of Peter Board; the growth of technical education in New South Wales; the development of Roman Catholic education after 1900; the development of teacher training; the development of education in the other Australian States; university education in New South Wales.

ED 2151: **SS MAN IN PERSPECTIVE II**

**3 HOURS PER WEEK**

**FULL YEAR**

**Pre-Requisite:** ED 1151

Studies in this course unit will centre upon personality, its measurement and the variables affecting it. Specific topics as authoritarianism, need achievement, manifest anxiety and self-concept, using a cross-cultural approach will be included. Students will be introduced to research strategies and will be encouraged to conduct brief correlational studies.

ED 2491: **THEORY AND PRACTICE IN EDUCATION**

**3 HOURS PER WEEK**

**SEMESTER 2**

**Pre-Requisite:** ED 1491 or ED 1492

In this course unit students will study the following topics:

- Introduction to philosophy of education.
- Concepts in education, for example, aims in education, curriculum, values, indoctrination.
- Curriculum patterns: theoretical models of curriculum.
- Situation analysis, objectives in curriculum, methods and content in curriculum, curriculum evaluation and accountability.
- Innovation in curriculum including problems of innovation assessment.
ED 2494: PSYCHO-SOCIAL ISSUES IN MODERN SOCIETY 3 HOURS PER WEEK SEMESTER 1
Pre-Requisite: ED 1491
In this course unit students will examine the psychological and sociological problems that face adolescents and adults living in modern society. Topics to be studied will include the discontinuity in values from childhood to adolescence to adulthood, including the changing role and nature of authority; identity problems; shifts in family structure; the need for synchronisation of emerging maturity and growing independence; group pressures and their effects; technical development and the growth of leisure.

ED 3091: EDUCATION III 3 HOURS PER WEEK FULL YEAR
Pre-Requisite: ED 2091
In this course unit the following topics will be studied:
- The theory and practice of curriculum development: theoretical foundations—aims in education, culture and curriculum, ethical and religious influences on education, value judgements, the use of language in education.
- Planning, designing and evaluating a curriculum—aims and objectives, selecting content and material, approaches to organisation, teaching-learning units, evaluation.

ED 3101: SS HUMAN DEVELOPMENT III 3 HOURS PER WEEK FULL YEAR
Pre-Requisite: ED 2101
The following topics will be studied in this course unit: human emotions and their expression; “normal” and exceptional in human behaviour; adolescence, adulthood and ageing; specifications for a whole person—life span development and the search for personal meaning. Field studies and personal investigations will be undertaken.

ED 3111: SS SPECIAL EDUCATION III 3 HOURS PER WEEK FULL YEAR
Pre-Requisite: ED 2111
The following topics will be included in this course unit: learning disabilities, especially in reading; general philosophical issues related to exceptional people.

ED 3121: SS EDUCATIONAL MEDIA III 3 HOURS PER WEEK FULL YEAR
Pre-Requisite: ED 2121
In this two-semester period students will complete at least two multi-media kits for classroom use which will have been student designed, implemented, tested and evaluated.
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<th>Course Code</th>
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<th>Hours Per Week</th>
<th>Year</th>
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<tbody>
<tr>
<td>ED 3131</td>
<td>SS Children in Australia III</td>
<td>3</td>
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<td><strong>Pre-Requisite:</strong> ED 2131</td>
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<td><strong>Topics:</strong></td>
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<td>A-typical Children and the Community: government pensions and allowances; parent self-help groups; major types of handicap—blindness, deafness, mental retardation, cerebral palsy, autism, multiple handicaps; preschool programmes for handicapped children; the school-aged handicapped; the adolescent handicapped; employment and leisure opportunities for handicapped children and adolescents.</td>
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<tr>
<td>ED 3141</td>
<td>SS History of Education III</td>
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<td><strong>Pre-Requisite:</strong> ED 2141</td>
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<td><strong>Topics:</strong></td>
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<td>Infant Education: Froebel and the Kindergarten; The Kindergarten Movement in Europe; The Kindergarten Movement in America; Montessori.</td>
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<td>Progressive Educators: Rousseau; Tolstoi; The educational ideas of the Theosophists; Santiniketan and Tagore; Boys' Movements and Education—Baden-Powell; Wandervoegel, George Junior Republic; The Dewey School; Greek ideals revived; A. S. Neill.</td>
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<td>ED 3151</td>
<td>SS Man in Perspective III</td>
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<td><strong>Pre-Requisite:</strong> ED 2151</td>
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<td><strong>Topics:</strong></td>
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<td>In this course unit students will study personality through literature and will analyse, in the light of previous work, the major characters in various selected novels. Students will engage in group discussions relating to their analyses and will prepare written reports on the individual characters studied.</td>
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<td>ED 3491</td>
<td>Educational Perspectives within Societal Organisations</td>
<td>3</td>
<td>Semester 2</td>
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<td><strong>Pre-Requisite:</strong> ED 1491, ED 1492 and ED 2491</td>
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<td><strong>Topics:</strong></td>
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<td>An examination of societal organisation based on an examination of the five basic institutions of organisation: kinship, government, economics, religion and education.</td>
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<td>A more concentrated examination of the institution of education using the education institution within some other societies as comparative studies.</td>
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<td>An examination of the social structure of a school (generalised) with emphasis on the role of a teacher and a pupil and community influences thereon. Role theory will be introduced in this segment.</td>
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ED 3494: COMMUNITY EDUCATION PROCESSES 3 HOURS PER WEEK
SEMESTER 2

Pre-Requisite: ED 2494

In this unit students will examine practical solutions to the problems outlined in the course unit ED 1494: Psycho-social Issues in Modern Society. Topics that will be studied include the community education concept; initiating and developing community education; programme development; staffing for community education; and economic considerations in community education.
9.3 ENGLISH

EN 1001: CS ENGLISH I
Pre-Requisite: Nil
1 HOUR PER WEEK
SEMESTER 2
The topics studied in this course unit will include the nature of language; language acquisition and its implications for the teaching of the language arts; the development of language skills through childhood; the appraisal and development of children's language, especially in early childhood; development through drama.

EN 1081: READINGS IN DRAMA
Pre-Requisite: Nil
FULL YEAR
EXTERNAL
Some plays from the February 1980 Penguin catalogue will be studied. The only texts students will need will be the texts of the plays. The questions set will always emphasise that theatre is the proper medium of dramatic literature. Straight-out literary criticism of the plays will be less important—unless, of course, it is felt that the content of the set play is either dated or insignificant and this would have a real influence on successful production of the play.

EN 1082: PERSPECTIVES ON THE TEACHING OF READING
Pre-Requisite: Nil
FULL YEAR
EXTERNAL
Students will become familiar with the work of some well-known researchers in the teaching of reading, and consider the practical applications of that research in the classroom. Topics will include Joan Tough: appraisal and development of the language skills of young children; Marie Clay: early detection and treatment of reading difficulties; the reading process: the conflicting explanations of such scholars as Kenneth Goodman and S. Jay Samuels—the practical implications of this research; reading comprehension: what it means to understand, teaching reading comprehension; reading diagnosis: conventional tests and the Goodman and Burke Miscue analysis; research, practice and the 1979 reading curriculum.

EN 1083: THE CONTEMPORARY SCENE
Pre-Requisite: Nil
FULL YEAR
EXTERNAL
This literature course will be concerned with British and American literature of the last hundred years. The emphasis will be on post-war Australian writing with some reference to works which were published before 1938. The majority of texts should be available from any library.

EN 1084: CREATIVE WRITING
Pre-Requisite: Nil
FULL YEAR
EXTERNAL
This elective aims to provide students with an opportunity to develop their talents as writers in verse, drama and prose (fiction and non-fiction). It will also be concerned to improve skills in literary criticism.
No upper limit will be set on the amount of work which a student may submit. At the same time, more work may be required of some students than of others, depending on individual needs and standards reached. Students will also be required to write brief evaluations of the work of other students. Some creative work from children in the student's own class may also be required.

**EN 1091: COMMUNICATION I**

| 2 HOURS PER WEEK | SEMESTER 1 |
| 1 HOUR PER WEEK  | SEMESTER 2 |

**Pre-Requisite:** Nil

This course unit will include a study of the process of communication. Topics will include nature and problems of communication, particularly in the classroom; impromptu and prepared readings, talks, story-telling; listening exercises; practice in forms of written expression—critical, creative and others appropriate for teachers; non-verbal communication, drama activities; remedial work, as necessary.

**EN 1101: SS LITERATURE AND SOCIETY I**

| 3 HOURS PER WEEK | FULL YEAR |

**Pre-Requisite:** Nil

A study of significant works concerned with social issues: societies in conflict, the individual in conflict with society, alienation; topics—war and the fighting man, the problem of being young, cultural and racial conflict and the plight of women will form the content of this unit.

**EN 1111: SS DRAMATIC ART I**

| 3 HOURS PER WEEK | SEMESTER 2 |

**Pre-Requisite:** Nil

This unit will be concerned with the development of confidence, concentration and awareness, spontaneity and judgement. There will be work on mime, self-expression and the development of a sense of truth in these activities, and on self-awareness and group awareness. It will be concerned with helping the student to discover his or her own resources, with the student's speech and the development of flexibility in the use of voice. The student will begin the reading of selected plays to provide some overview of theatre and drama.

**EN 1121: SS CREATIVE WRITING/MEDIA I**

| 3 HOURS PER WEEK | SEMESTER 2 |

**Pre-Requisite:** Nil

The areas to be examined in this course unit will be verse: short story—discussion of sample works by established authors; writing of simple narratives; writing by and for children; drama: the radio play.
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<tr>
<td>EN 1131</td>
<td>SS CHILDREN'S LITERATURE I</td>
<td>Nil</td>
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<td>EN 1201</td>
<td>CS ENGLISH I</td>
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<td>EN 1291</td>
<td>COMMUNICATION II</td>
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<td>EN 1301</td>
<td>CS ENGLISH (Primary)</td>
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<tr>
<td>EN 1391</td>
<td>COMMUNICATION</td>
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This course unit will include a study of children's books from seventeenth to twentieth century; selected readings, nineteenth century and present day; picture books, poetry and novels; ways of programming children's literature and the planning of activities arising from children's books in the classroom; the contribution of illustration to children's literature—Shepherd, Rockham, Crane, Caldecott, Greenaway, Tenniel.

The content of this course unit will include introductory work in the following fields: learning to read, reading in the primary school, reading in the secondary school; the study of literature in the secondary school; an integrated approach to the teaching of English based on "a single centre of interest" (N.S.W. Syllabus in English for Years 7-10, p. 4); the thematic method of teaching English; writing: the various forms of written expression, transactional, expressive, poetic; Australian literature in the nineteenth and twentieth centuries.

The topics studied in this unit will include:
- Audio-visual—student operation of equipment in a variety of teaching and social-interaction situations.
- Workshop—activities involving film, puppetry, shadow theatre, photo plays, plays by students.
- Research—sustained work on approved projects; individual and written presentation of findings.

This course unit will provide an opportunity for the study of the nature of language: language acquisition and implications for teaching the language arts; the teaching of reading; the teaching of writing with ancillary skills of handwriting and spelling; selected readings from children's literature; and planning the primary school English programme.

This unit will be concerned with the communicating teacher, self-possession, verbal and non-verbal communication, the communication of authority, "ego"
and the teacher and the vulnerability of the teacher. Levels of language will be considered and also the dialogue of the classroom, the conventions of the classroom and their influence on communication. There will be practical work on oral reading, story-telling, and exercises in the development of confidence.

EN 1491: COMMUNICATION I
2 HOURS PER WEEK
FULL YEAR

Pre-Requisite: Nil

The nature of the communication process and problems associated with it, particularly in the classroom, will be examined. Verbal and non-verbal forms of communication will be discussed. The main activities will be:

Speaking and Listening—clear, confident and effective speech; individual assignments in interpretative oral reading and expression of personal viewpoints; debating; discussion and testing of "active" listening.

Writing and Reading—clear, concise and precise expression; development of formal writing skills for reports and letters; discussion of samples of contemporary verse, prose, drama.

Creativity—practical work in drama workshops; mime and other non-verbal communication; creative writing in verse and prose.

EN 2001: CS ENGLISH II (Primary)
1 HOUR PER WEEK
SEMESTER 1
2 HOURS PER WEEK
SEMESTER 2

Co-Requisite: EN 1001

This course unit will include a study of the teaching of reading in the primary school—language growth and literacy; the nature of the reading process; preparing the child for reading; initial reading; developing basic reading and advanced reading competence; reading materials for primary grades; evaluation of reading; planning reading instruction; the range and types of children's literature; planning classroom activities arising from children's literature.

EN 2002: CS ENGLISH II (Lower Primary)
1 HOUR PER WEEK
SEMESTER 1
2 HOURS PER WEEK
SEMESTER 2

Co-Requisite: EN 1001

The teaching of reading in the lower primary school will be included in this course unit as well as language growth and literacy; the nature of the reading process; preparing the child for reading; initial reading; developing basic reading and advanced reading competence; reading materials for lower primary grades; evaluation of reading and planning for reading instruction.

The range and types of children's literature and planning classroom activities arising from children's literature will be examined.
EN 2091: COMMUNICATION II  
1 HOUR PER WEEK  
FULL YEAR  
Co-Requisite: EN 1091  
This course unit will include discussions, talks, interviews, dramatisations, with integration of audio-visual media in these activities; skills in reading—strategies for particular purposes; creative writing in verse and prose; critical appreciation of samples of modern Australian writing; speech in Australia—variety and uniformity; remedial work, as necessary.

EN 2101: SS LITERATURE AND SOCIETY II  
3 HOURS PER WEEK  
FULL YEAR  
Co-Requisite: EN 1101  
The main theme of this course unit will be ideas into literature: a study of modes of writing; topics—fantasy, myth, satire, absurdism, tragedy, comedy, the picaresque, stream of consciousness.

EN 2111: SS DRAMATIC ART II  
3 HOURS PER WEEK  
FULL YEAR  
Co-Requisite: EN 1111  
This unit will develop the work of EN 1111. It will include activities leading to polished improvisations, the possession of set lines and the development of spontaneity in this skill. Gesture, movement and meaning, and group composition will be covered. The authenticity of "self" and co-operation with the group and the further discovery of personal resources will be fundamental in this work. There will be some readings in pre-twentieth century comedy and tragedy.

EN 2121: SS CREATIVE WRITING/MEDIA II  
3 HOURS PER WEEK  
FULL YEAR  
Co-Requisite: EN 1121  
This course unit will provide further study of verse: more complex forms; study of prosody; sustained composition; prose: the short story—development of a theme in several linked stories; drama: adaptation of stories for and by children.

In addition the content will include media studies: film making in various styles; shadow theatre; radio drama; puppetry; use of lighting, properties for special effects.

EN 2131: SS CHILDREN'S LITERATURE II  
3 HOURS PER WEEK  
FULL YEAR  
Co-Requisite: EN 1131  
This course unit will provide for continued study of selected readings; programming and planning of activities arising from children's literature; works selected from the following areas: picture books—Mother Goose, Dr. Seuss, rhymes, counting books; traditional literature—folk tales, fables; fantasy—modern fairy tales, modern fantasy; realistic fiction—finding an identity, human problems.
EN 2202: CS ENGLISH IIA 3 HOURS PER WEEK FULL YEAR
Co-Requisite: EN 1201
Topics studied in this unit will include oracy: speaking and listening; poetry; drama: educational and scripted; introduction to media studies: film making and appreciation, television and radio, newspapers and magazines, advertising; language studies.

EN 2203: CS ENGLISH IIB 3 HOURS PER WEEK FULL YEAR
Co-Requisite: EN 1201
American literature and a selection of nineteenth and twentieth century literature will be studied.

EN 3001: CS ENGLISH III (Primary) 2 HOURS PER WEEK SEMESTER 1
1 HOUR PER WEEK SEMESTER 2
Co-Requisite: EN 2001
Pre-Requisite: EN 1001
This course unit will include written expression—purposes, types and forms of writing, poetry writing, individualised writing, evaluation and planning, the supportive skills of handwriting and spelling; teaching the mass media in the primary school; resources for the teaching of English; programming for English in the primary school.

EN 3002: CS ENGLISH III (Lower primary) 2 HOURS PER WEEK SEMESTER 1
1 HOUR PER WEEK SEMESTER 2
Pre-Requisite: EN 1001
Co-Requisite: EN 2002
This curriculum studies unit will include the development of the skills of oracy; written expression—purposes, types and forms of writing, poetry writing, individualised writing, evaluation and planning, the supportive skills of handwriting and spelling; teaching the mass media in the lower primary school; the integration of English with other subjects of the curriculum; selection and evaluation of source material suitable for use in lower primary classes; programming for English in the lower primary school.

EN 3101: SS LITERATURE AND SOCIETY III 3 HOURS PER WEEK FULL YEAR
Pre-Requisite: EN 1101
Co-Requisite: EN 2101
This course unit will include an examination of particular periods and the literature which they have produced; topics—Elizabethan and Jacobean England, Victorian England, Australia since World War II, the Great Depression, modern America, modern European literature.
EN 3111: SS DRAMATIC ART III
3 HOURS PER WEEK
FULL YEAR
Co-Requisite: EN 2111
Pre-Requisite: EN 1111
This unit will develop further the work of EN 2111. It also will be concerned with the "meaning" of a play, its intention, structure and mood, the building of a character, the treatment of a role and its relation to the total play. Theories of acting will be examined as will be the elements of production. There will be some readings in twentieth century drama.

EN 3121: SS CREATIVE WRITING/MEDIA III
3 HOURS PER WEEK
FULL YEAR
Pre-Requisite: EN 1121
Co-Requisite: EN 2121
The course unit will include further studies in the areas of verse, prose, drama: approved individual projects requiring sustained work of substance; and media studies: development on and from second year work with the possible inclusion of acting styles, scenery, make-up, costuming, improvisation, movement, scripting.

EN 3131: CHILDREN'S LITERATURE III
3 HOURS PER WEEK
FULL YEAR
Pre-Requisite: EN 1131
Co-Requisite: EN 2131
This course unit will provide for further study in areas such as traditional literature: myths, Bible stories; fantasy: science fiction; biography: stories which extend the child's opportunities for identification; realistic fiction: realism in children's writing today; historical fiction.

EN 3202: CS ENGLISH IIIA
3 HOURS PER WEEK
FULL YEAR
Co-Requisite: EN 2202
The main topics to be studied in this course unit will be programming: principles and approaches; remedial reading in the secondary school; teaching English to migrant pupils; senior English (Years 11 and 12); assessment and evaluation.

EN 3203: CS ENGLISH IIIB
3 HOURS PER WEEK
FULL YEAR
Pre-Requisite: EN 1201
Co-Requisite: EN 2203
This course unit is an intensive literature course designed to refine students' responses to literature and to prepare them to teach senior secondary English courses. Texts chosen from H.S.C. prescribed lists will be taught through lectures, tutorials and seminars.
### 9.4 MATHEMATICS

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Schedule</th>
<th>Pre-Requisite</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA 1001</td>
<td>CS MATHEMATICS I</td>
<td>1</td>
<td>1 HPER W</td>
<td>Nil</td>
<td>The course unit will treat the number system, algorithms, rational number, geometry, graphs, measurement, enrichment, and sets as applied to curriculum studies in the primary school.</td>
</tr>
<tr>
<td>MA 1081A</td>
<td>MATHEMATICS—SET THEORY</td>
<td></td>
<td>SEMESTER</td>
<td>Nil</td>
<td>This course unit will include a study of elementary logic, sets and subsets, basic set operations, functions and relations, and cardinal and ordinal numbers.</td>
</tr>
<tr>
<td>MA 1081B</td>
<td>MATHEMATICS—PROBABILITY</td>
<td></td>
<td>SEMESTER</td>
<td>Nil</td>
<td>In the second half of MA 1081, students will study elementary combinatorial analysis, probability spaces, random variables, binomial, normal and Poisson distributions, and Markov chains.</td>
</tr>
<tr>
<td>MA 1082</td>
<td>COMPUTER LITERACY FOR PRIMARY TEACHERS</td>
<td>FULL</td>
<td>YEAR</td>
<td>Nil</td>
<td>This course unit will include a brief history of computing and a study of random numbers and simulations, voice analysis and speech synthesis, computer graphics, tone generation, the wired society, C.A.I., and LOGO.</td>
</tr>
<tr>
<td>MA 1101</td>
<td>SS ENVIRONMENTAL MATHEMATICS I</td>
<td>3</td>
<td>HOURS PER</td>
<td>Nil</td>
<td>This course unit will include an analysis of computers and computer packages and statistics in the real world.</td>
</tr>
<tr>
<td>MA 1111</td>
<td>SS MATHEMATICS I</td>
<td>3</td>
<td>HOURS PER</td>
<td>Nil</td>
<td>Enrichment topics in mathematics drawn from algebra, number and geometry will be analysed in this course unit. Mathematics puzzles and project work, work cards and booklets will be included.</td>
</tr>
<tr>
<td>MA 1121</td>
<td>SS ADVANCED MATHEMATICS I</td>
<td>3</td>
<td>HOURS PER</td>
<td>Nil</td>
<td>This course unit will include a study of methods of differentiation, integration techniques, differential equations and applications of the calculus.</td>
</tr>
<tr>
<td>Course</td>
<td>Title</td>
<td>Pre-Requisite</td>
<td>Hours</td>
<td>Semester</td>
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<tr>
<td>MA 1201</td>
<td>MATHEMATICS METHOD I</td>
<td>Nil</td>
<td>3</td>
<td>SEMESTER 2</td>
<td></td>
</tr>
<tr>
<td>MA 1211</td>
<td>CALCULUS I</td>
<td>Nil</td>
<td>2</td>
<td>SEMESTER 2</td>
<td></td>
</tr>
<tr>
<td>MA 1212</td>
<td>ALGEBRA I</td>
<td>Nil</td>
<td>2</td>
<td>SEMESTER 2</td>
<td></td>
</tr>
<tr>
<td>MA 1213</td>
<td>COMPUTING</td>
<td>Nil</td>
<td>2</td>
<td>FULL YEAR</td>
<td></td>
</tr>
<tr>
<td>MA 1301</td>
<td>CS MATHEMATICS</td>
<td>Nil</td>
<td>2</td>
<td>FULL YEAR</td>
<td></td>
</tr>
<tr>
<td>MA 1611</td>
<td>ADVANCED CALCULUS</td>
<td>Nil</td>
<td>FULL YEAR</td>
<td>EXTERNAL</td>
<td></td>
</tr>
<tr>
<td>MA 1612</td>
<td>ADVANCED ALGEBRA</td>
<td>Nil</td>
<td>FULL YEAR</td>
<td>EXTERNAL</td>
<td></td>
</tr>
</tbody>
</table>

**MA 1201: MATHEMATICS METHOD I**

A detailed study of content of High School Year 7 Syllabus and methods of presentation of content employing various lesson types will be included in this course unit.

**MA 1211: CALCULUS I**

The major elements of the course unit content will be differentiation, integration; circular, logarithmic, exponential and hyperbolic functions; partial differentiation and polar co-ordinates.

**MA 1212: ALGEBRA I**

Complex numbers, determinants, elementary vector algebra and polynomial theory will constitute the main topics of this course unit.

**MA 1213: COMPUTING**

This course unit will provide an introduction to programming in BASIC and PASCAL. Topics will include graphics, tone generation, flowcharting, simulations and mathematical applications.

**MA 1301: CS MATHEMATICS**

The content of this course unit will include the development of number concepts, Cuisenaire material; set theory; algorisms; rational number; measurement, shapes and graphs; enrichment; grading; programming; teaching techniques; problem solving; evaluation; and remediation.

**MA 1611: ADVANCED CALCULUS**

The topics to be studied in this course unit will include the Laplace transform; solution of linear differential equations using the Laplace transform; the convolution theorem and Volterra's integral equation; the Dirac Delta function and the Heaviside Unit function; Fourier transforms; the Error function; the Gamma function; and Bessel functions.

**MA 1612: ADVANCED ALGEBRA**

Through this course unit students will study groups; finitely generated Abelian
groups; generators and relations; series of subgroups; permutation groups; and Sylon's theorems.

**MA 1613:** COMPLEX VARIABLES  
**Pre-Requisite:** Nil  
In the analysis of complex variables students will examine complex numbers, functions, limits and continuity, complex differentiation, complex integration, infinite series, and residue theory.

**MA 1614:** GEOMETRY  
**Pre-Requisite:** Nil  
This course unit will include a study of Euclidean geometry, vector geometry, applications of matrices, applications of groups, and the geometry of incidence.

**MA 1615:** MATHEMATICAL STATISTICS  
**Pre-Requisite:** Nil  
This course unit will include a study of distributions of random variables, conditional probability and stochastic independence, special distributions, distributions of functions of random variables, limiting distributions, statistical hypotheses, and other statistical tests.

**MA 1616:** COMPUTATIONAL TECHNIQUES  
**Pre-Requisite:** Nil  
Topics to be covered in this course unit include fundamentals of microprocessors, basic commands, functions and subroutines, matrix manipulation, string manipulation; file handling, searching and sorting; an introduction to computer graphics, and C.A.I.; generating pseudo-random numbers, games and simulations; and the use of computer packages, for example, SPSS.

**MA 2001:** CS MATHEMATICS II (Primary)  
**Co-Requisite:** MA 1001  
The course unit will include a detailed treatment of the teaching of primary school mathematics with respect to algorithms, grading, programming, evaluation and remediation.

**MA 2002:** CS MATHEMATICS II (Lower Primary)  
**Co-Requisite:** MA 1001  
In this course unit students will study relevant sections from Piaget, Dienes and others; Cuisenaire and other structured learning material; and the development of the number concept from sets and environmental materials.
MA 2101: SS ENVIRONMENTAL MATHEMATICS II
3 HOURS PER WEEK
FULL YEAR
Co-Requisite: MA 1101
This course unit will extend the work begun in MA 1101 and will include the following topics: navigation, astronomy, population growth, and other areas of common interest.

MA 2111: SS MATHEMATICS II
3 HOURS PER WEEK
FULL YEAR
Co-Requisite: MA 1111
Topics in algebra and arithmetic will be studied in Semester 1 including elementary group theory, determinants and matrix applications. In Semester 2 the unit will include an introduction to computer programming in BASIC, computer games, graphics, music and speech generation, voice recognition, C.A.I., and mathematical applications.

MA 2121: SS ADVANCED MATHEMATICS II
3 HOURS PER WEEK
FULL YEAR
Co-Requisite: MA 1121
In the first half of this course unit students will study complex numbers, determinants, and linear algebra, while in the second half the content will include an introduction to computer programming in BASIC and PASCAL, computer games, graphics, music and speech generation, voice recognition, C.A.I., and mathematical applications. Throughout this course unit treatment will be at an advanced level.

MA 2201: MATHEMATICS METHODS II
4 HOURS PER WEEK
FULL YEAR
Pre-Requisite: TE 1091
Co-Requisite: MA 1201
Detailed study of the content and teaching methods for topics from the years 8, 9, 10 junior secondary mathematics curriculum will be included in this course unit.

MA 2211: CALCULUS II
2 HOURS PER WEEK
FULL YEAR
Pre-Requisite: MA 1211
The major content of this course unit will be differential equations; multiple integrals; and Gamma and Beta functions.

MA 2212: ALGEBRA II
2 HOURS PER WEEK
FULL YEAR
Pre-Requisite: MA 1212
The course unit content will include vector algebra, matrix algebra, quaternion algebra, and boolean algebra.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Schedule</th>
<th>Prerequisite(s)</th>
<th>Co-requisite(s)</th>
<th>Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA 2214</td>
<td>SERIES</td>
<td>2 HOURS</td>
<td>PER WEEK FULL YEAR</td>
<td>MA 1211</td>
<td></td>
<td>The topics treated in this course unit will be infinite sequences and series, convergence theorems, power series, and Fourier series.</td>
</tr>
<tr>
<td>MA 2215</td>
<td>PROBABILITY AND STATISTICS</td>
<td>2 HOURS</td>
<td>PER WEEK FULL YEAR</td>
<td>MA 1213</td>
<td></td>
<td>Probability theory, important distributions, sampling theory, regression and correlation, use of statistical computer packages will form the main topics of</td>
</tr>
</tbody>
</table>
MA 3111: **SS MATHEMATICS III**  
3 HOURS PER WEEK  
FULL YEAR  
Pre-Requisite: MA 1111  
Co-Requisite: MA 2111  
In order to further the student's understanding of the nature of mathematics, this course unit will include a selection of topics from the following: logic, determinants, matrices, statistics.

MA 3121: **SS ADVANCED MATHEMATICS III**  
3 HOURS PER WEEK  
FULL YEAR  
Pre-Requisite: MA 1121  
Co-Requisite: MA 2121  
This course unit will include a study of the following topics: matrix algebra and applications; boolean algebra and applications; group theory and applications.

MA 3201: **MATHEMATICS METHOD III**  
4 HOURS PER WEEK  
FULL YEAR  
Co-Requisite: MA 2201  
Pre-Requisite: MA 1201  
Pre-Requisite: TE 1091  
A detailed study of senior high school mathematics topics, lesson planning and practical teaching with involvement in special learning categories will be included in this course unit.

MA 3211: **CALCULUS III**  
2 HOURS PER WEEK  
FULL YEAR  
Pre-Requisite: MA 2211  
In this course unit students will study partial differentiation with applications, line integrals, applications of multiple integrals, implicit function theorem, vector field theory, Green's theorem, Stoke's theorem, and the divergence theorem.

MA 3216: **OPERATIONS RESEARCH**  
3 HOURS PER WEEK  
FULL YEAR  
Co-Requisite: MA 2211  
Co-Requisite: MA 2215  
Pre-Requisite: MA 1211  
Topics to be studied in this course unit will be selected from the following areas: linear and non-linear programming; theory of finite graphs and networks; and Stochastic processes—queueing, birth and death population models.
MA 3217: MECHANICS
2 HOURS PER WEEK
FULL YEAR
Co-Requisite: MA 2211
Pre-Requisite: MA 1211
In this course unit topics studied will include dynamics: rectilinear motions, simple harmonic motion, projectile motion; statics: resolution of forces, equilibrium conditions, friction; and problems involving equations of motion.

MA 3218: GEOMETRY
2 HOURS PER WEEK
FULL YEAR
Co-Requisite: MA 2212
Pre-Requisite: MA 1212
This course unit will provide a review of basic geometry and a study of transformations and their algebra and the use of matrices.
9.5 MUSIC

MU 1001: CS MUSIC I
Pre-Requisite: Nil
In this course unit students will consider the elements of musical sound; broad principles of composition; elements of movement; approach to musical literacy—graphic and traditional notations, techniques for development of pitch and rhythm response and associated repertoire or songs and singing games.

MU 1081: SS MUSIC
Pre-Requisite: Nil
This unit is designed specifically as an extension of the history work in the internal music elective courses; and students are encouraged to take it provided they have some basic facility in music listening. The topics will include:
- Beethoven’s Legacy: early nineteenth-century attitudes from which grew the movement known as Romanticism in nineteenth-century music.
- Early Romantic composers and their contribution to the development of a “Romantic” style, and the course of “Romanticism” in the last half of the nineteenth century.
- Twentieth-century trends in European and American music which were seen as reactions to “Romanticism” will include:
  (a) Impressionism, Folklorism, Primitivism, Neo Classicism;
  (b) Expressionism, Serialism, Atonalism and Aleotoric music.

MU 1101: SS INSTRUMENTAL MUSIC I
Pre-Requisite: Nil
Students undertaking this unit will be offered an election of instrument from the areas of strings, woodwind or brass. The chosen instrument will be the mode of practical study and the main avenue of approach in the study of music.

On completion students will have been introduced to basic skills on their instrument (or have extended existing skills) by way of personal/group tuition and ensemble playing. A knowledge of the technical possibilities and problems of the instrument will have been covered and its repertoire and historical development surveyed. Through performance, selected observation and analysis of musical development from early modes to the major-minor system of the Baroque period will be made, basic knowledge of the theory of music covered and some facets of Medieval, Renaissance and Baroque musical styles presented.

MU 1131: SS AESTHETICS AND CHORAL KEYBOARD
Pre-Requisite: Nil
Students completing this unit will have covered a basic knowledge of the essentials of music theory, pentatonic and major-minor systems, and creative activity in the pentatonic.
Historical units will include perspectives of musical periods from the Renaissance to the late Baroque.

Musicianship skills will be developed through vocal solo, vocal ensemble and choral works. Basic keyboard skills will be covered as an integrated supportive activity.

**MU 1301: CS MUSIC I**
1 HOUR PER WEEK
FULL YEAR

Pre-Requisite: Nil

By the end of this course students will have been introduced to elements of musical sound, rhythm, pitch and movement and will have acquired basic skills in practical musicianship in the areas of singing, tuned and untuned percussion, music reading and basic musical theory. Students will have been introduced to the Carl Orff and Kodaly approaches, to a wide associated repertoire of songs, games and dances, and to recorded works suitable for music appreciation in the classroom. Techniques of music programming, grading and selection of repertoire will also have been covered.

**MU 2001: CS MUSIC II (Primary)**
1 HOUR PER WEEK
FULL YEAR

Co-Requisite: MU 1001

Through this course unit students will experience that music in the classroom can be a mode of learning in many areas of the curriculum.

By using the practical devices of tuned and untuned percussion, songs, games, and dance, there will develop a working knowledge of music literacy by experiencing the techniques of sound exploration, form and design in musical structure, movement response and communication, and pitch and rhythm response.

In addition students will choose a practical instrument for study from piano, guitar and recorder and develop classroom proficiency with that instrument.

**MU 2002: CS MUSIC II (Lower Primary)**
1 HOUR PER WEEK
FULL YEAR

Co-Requisite: MU 1001

In this course unit students will study the integration of music as a mode of learning; non-tuned percussion techniques and approaches; group improvisation; sound exploration—form and design in music; development of traditional music literacy; repertoire of songs and singing games—movement response and communication, and continuance of skills development.

**MU 2101: SS INSTRUMENTAL MUSIC II**
3 HOURS PER WEEK
FULL YEAR

Co-Requisite: MU 1101

On completion of this unit students have continued their development of instrumental technical skill and have extended their repertoire through continued personal/group tuition, ensemble and orchestral playing. Through observation, performance and analysis, the development of the major-minor system to include chromaticism, chord structure, four-part harmony and the effects of form on composition will have been covered, improvisation and
melodic creativity in the forms under study, experienced, and in survey form the resources and growth of repertoire of the orchestra and the related area of the student's chosen instrument, brought about by the influences of Classicism and Romanticism during the eighteenth and nineteenth centuries, studied.

**MU 2131: SS AESTHETICS AND CHORAL KEYBOARD**  
3 HOURS PER WEEK  
MUSIC II  
FULL YEAR  
Pre-Requisite: Nil  
Students completing this course unit will have extended their skills of musicianship in the areas already established in MU 1131, including conducting; arranging—use of tuned and untuned percussion; simple harmonic vocabulary—student creativity in melodic composition and simple song arrangement; musical conventions and practice of the classical period, concerto principle, emergence of sonata form; the classicists; formal developments; practical workshop—choral and keyboard.

**MU 3001: CS MUSIC III (Primary)**  
2 HOURS PER WEEK  
FULL YEAR  
Pre-Requisites: MU 2001 or MU 2002  
Following the approach that music is a mode of learning students will have further experiences with the devices of tuned and untuned percussion, songs, games and dance, and by further developing the techniques of sound exploration, form and design in musical structure, movement response and communication, and pitch and rhythm response, they will acquire a working classroom knowledge of music literacy.

In addition students will further develop their proficiency on their chosen practical instrument (piano, guitar or recorder) with an emphasis on developing technique and style to suit the demands of the classroom.

**MU 3002: CS MUSIC III (Lower Primary)**  
2 HOURS PER WEEK  
FULL YEAR  
Pre-Requisites: MU 2001 or MU 2002  
In this unit students will consider the integration of modes of musical activity with musical concept elements—scope and sequencing organisation; the use of tuned percussion—Orff instrumental techniques and approaches; group improvisation; repertoire extension—songs, movement, singing games; continued development of musical literacy, consideration of associated practical and philosophical problems.

**MU 3101: SS INSTRUMENTAL MUSIC III**  
2 HOURS PER WEEK  
FULL YEAR  
Pre-Requisite: MU 1101  
Co-Requisite: MU 2101  
On completion of this unit students will have continued their development of instrumental technical skill and have extended their repertoire through continued personal/group tuition, ensemble and orchestral playing. Advanced theoretical studies will have been applied to the composition and arrangement of pieces for typical use with school instrumental ensembles and bands, and the principles of conducting, pedagogy of group instrumental instruction,
organisation and management of such groups, introduced. A survey of
twenty-first-century music as a development of previous trends and as an ex­
ploration of new paths will be presented.

MU 3131: SS AESTHETICS AND CHORAL KEYBOARD 3 HOURS PER WEEK
          MUSIC III FULL YEAR.
Pre-Requisite: MU 1131
Co-Requisite: MU 2131

In this course unit students will extend their theoretical knowledge and prac­
tical experience through studies in areas of romanticism, impressionism,
twentieth century—the tone row; simple creativity and arrangement in the
styles under study for performance by students in lectures; history of
music—German Romanticism, later nineteenth-century trends; some perspec­
tives of early opera—Mozart's operas, Wagner; and twentieth-century music
as a development of previous trends; and new paths.
9.6 NATURAL SCIENCE

NS 1001: CS NATURAL SCIENCE
1 HOUR PER WEEK
SEMESTER 2
Pre-Requisite: Nil
This course unit consists of two segments—investigations and environmental education. The investigations segment covers the topics: problem solving, discovery versus exposition, and simple experiment teaching strategies. The environmental education segment covers the topics: basic ecology and field studies, industrial society and the environment, environmental education, and excursions to the heath country and rainforest.

NS 1081: BIOLOGY
FULL YEAR
EXTERNAL
Pre-Requisite: Nil
This unit will consist of four strands: an ecology comparative study; a critical review of Rachael Carson's "Silent Spring"; and a study of alternate methods of insect and plant pest control; a study of the impact of industry or agriculture or forestry management on the Australian environment; a study of five Australian plant genera.

NS 1082: EARTH SCIENCE
FULL YEAR
EXTERNAL
Pre-Requisite: Nil
The content of this course unit will include the following topics: the development of geological thought; geologic time; evolution and the fossil record; methods of correlation; reconstruction of ancient environments; the Earth's interior; continental drift and sea floor spreading; the origin of the Earth; geological history of the Earth with particular reference to Australia.

NS 1083: SCIENCE IN THE ENVIRONMENT OF MAN
FULL YEAR
EXTERNAL
Pre-Requisite: Nil
This course focuses on two major questions:
The Energy Problem for Australia: an overall look at the world energy problem with special reference to the Australian scene.
The Future for Australia: what is happening to Australia's resources? What must be done to survive the ecological crisis?

NS 1101: SS SCIENCE TODAY I
3 HOURS PER WEEK
SEMESTER 2
Pre-Requisite: Nil
This course unit is a study of science within man's environment. Current science issues are examined and the topics will be selected by students from such areas as: man's energy problems—present energy sources, possible future sources, the energy balance on earth; population—man's waste, environmental changes, survival ecology; communications—film, electronics, radio, telecommunications, data banks, video discs, impact on man; material resources—water, minerals, fuels, food, fibres.
NS 1121: SS BIOLOGY I 3 HOURS PER WEEK SEMESTER 2
Pre-Requisite: Nil
In this course unit, students will be introduced to the biological concepts of diversity, classification, tolerance, adaptation and interrelationships between organisms. Practical investigations will be conducted in the laboratory, to develop skills in the use of the compound microscope and the binocular microscope, and in the field, to develop techniques of biological sampling with an emphasis on the study of organisms in their natural habitats.

NS 1301: CS NATURAL SCIENCE 1 HOUR PER WEEK FULL YEAR
Pre-Requisite: Nil
In this course unit, students will examine a model of the structure of science as a discipline, and match this with the proposed new primary science curriculum. They will consider the extent to which the inquiry method reflects the philosophy of the proposed document. They will then investigate appropriate observational, experimental, and environmental studies, using selected topics as vehicles. Field studies in local areas will be an integral part of the course.

NS 1411: SCIENCE I 3 HOURS PER WEEK SEMESTER 1
Pre-Requisite: Nil
This course unit will provide students with the basic scientific knowledge introductory to other courses in the programme. Areas of study will include physics of movement, motion and energy, introductory organic and inorganic chemistry and basic cellular biology.

NS 1611: ECOLOGY 2 HOURS PER WEEK SEMESTER 1
Pre-Requisite: Nil
In this course unit, students will develop a knowledge of the ecological concepts necessary for the understanding of complex natural ecosystems, for an appreciation of the impact of man on the biosphere and for the objective analysis of the conflicts in resource and environmental management. The topics for study will include: ecological concepts relating to the structure, complexity and variety of organisms, population, communities and ecosystems; productivity and natural cycles; environmental determinants of the distribution and abundance of organisms; the adaptive responses of organisms; the evolution of ecosystems; and population dynamics with specific reference to the basic demography of man.

NS 1612: EARTH STUDIES 3 HOURS PER WEEK SEMESTER 1
Pre-Requisite: Nil
The content of this unit will focus on three major areas listed below.

Earth Materials: fundamental studies in geology and chemistry as applied to materials of the earth's crust.
Earth Processes: energy and the earth, internal crustal processes; superficial crustal processes.

Earth Resources: low and high value resources; renewable and non-renewable resources.

**NS 2001:** CS NATURAL SCIENCE II (Primary)  
1 HOUR PER WEEK  
FULL YEAR

Pre-Requisite: NS 1001

In this course unit students will investigate teaching approaches to observational studies, including specimen work, nature walks, and excursions, using appropriate animal and plant material, and with weather and seasonal studies. They will survey environmental studies at the lower, middle, and upper primary levels. Field trips to local areas will be an integral part of this, e.g., for habitat studies and marine rock platform ecology. Appropriate topics will be used for various teaching approaches in experimental studies, e.g., process science, series of simple tests, inductive/deductive experiments, and problem-solving investigations. The multi-media mix will be used to examine the use of audio-visual resources.

**NS 2002:** CS NATURAL SCIENCE (Lower Primary)  
1 HOUR PER WEEK  
FULL YEAR

Pre-Requisite: NS 1001

In this course unit, students will examine the role of science in the education of young children. Methods and techniques for developing positive attitudes about science and teaching science concepts to young children will be studied within the context of “exploring” the science environment. Background information about appropriate science concepts and processes will be introduced at the student teacher level, so as to provide opportunities for the growth of positive attitudes about science, as well as to encourage the growth of confidence in the teaching of science.

**NS 2101:** SS SCIENCE TODAY II  
3 HOURS PER WEEK  
FULL YEAR

Pre-Requisite: Nil

This course unit is a study of science within man's environment. Current science issues are examined and the topics will be selected by students from such areas as: man's energy problems—present energy sources, possible future sources, the energy balance on earth; population—man's waste, environmental changes, survival ecology; communications—film, electronics, radio, telecommunications, data banks, video discs, impact on man; material resources—water, minerals, fuels, food, fibres.

**NS 2121:** SS BIOLOGY II  
3 HOURS PER WEEK  
FULL YEAR

Pre-Requisite: Nil

In this course unit students will conduct laboratory and field investigations of the biology of selected groups of organisms. They will also carry out a literature survey and prepare a substantial report on a biological topic selected in consultation with the lecturer. In this exercise they will be required to read scientific journals and texts so that they will become aware of both subject matter and research procedures.
NS 2131: SS APPLIED SCIENCE II
3 HOURS PER WEEK
FULL YEAR
Pre-Requisite: NS 1131
In this course unit, students will develop an understanding of the contribution of the physical and living environment to man's use and appreciation. Emphasis will be placed on aesthetic values. The course will grow from a scientific study of the limitations and potentialities of natural phenomena, so that students will ultimately appreciate that, in the long term, human enjoyment depends on co-operation with the world of nature, not its exploitation and abuse.

NS 2141: SS SCIENCE IN THE SECONDARY SCHOOL II
4 HOURS PER WEEK
FULL YEAR
Pre-Requisite: NS 1141
This course unit consists of two integrated segments—method and content. The method segment will concentrate on the theory and practice of the teaching techniques applicable to science in general. The content segment details selected topics in Physics, Chemistry, Biology and Geology.

NS 2411: SCIENCE II
3 HOURS PER WEEK
SEMESTER 2
Pre-Requisite: NS 1411
This course unit will provide students with the basic scientific knowledge introductory to other courses in the programme. Areas of study include static forces, circular motion, rotational kinematics, projectile motion, physics in athletics, biochemistry and the chemical nature of life and energy flow into and out of cells, the basic principles of genetics and tissue biology.

NS 2600: FIELD STUDIES II
3 HOURS PER WEEK
SEMESTER 2
Pre-Requisite: TE 1600
Co-Requisite: NS 2611, TE 2612
In this course unit students will: apply basic techniques and procedures of environmental investigation to the description and analysis of local areas; examine the impact of man on natural communities in the Illawarra area; and prepare written reports on environmental investigations. The areas to be studied may include the sand dunes, the escarpment, Illawarra Lake and Port Kembla Harbour.

NS 2611: BIOLOGICAL MANAGEMENT
2 HOURS PER WEEK
SEMESTER 2
Pre-Requisite: NS 1611
In this course students will: develop a knowledge and appreciation of the complexities of ecosystem management; examine critically the attempts by man to use the living resources of the world and the consequent impact on the ecosystem; and comment critically on the issues involved in the conservation of ecosystems, communities and individual species. The topics for study will include: the conceptual frameworks of resource use; environmental manage-
ment and conservation; ecosystem response to exploitation; the ecosystem approach to biological resource management; conservation management; and the ecological impact of resource use.

**NS 3001: CS NATURAL SCIENCE III (Primary)**  
2 HOURS PER WEEK  
FULL YEAR

**Pre-Requisite:** NS 2001

In this course unit, students will examine the new "Investigations (Science) K-6" curriculum, and look at some appropriate commercial schemes, e.g. Science 5/13, New Zealand units, C.O.P.E.S. In examining the problems of curriculum development, students will consider behavioural objectives, evaluation techniques, the school science plan, and programming, using available resources. Students will each prepare a teaching unit, plus a kit of teaching materials, and present it to fellow students in a seminar format.

**NS 3002: CS NATURAL SCIENCE (Lower Primary)**  
2 HOURS PER WEEK  
FULL YEAR

**Pre-Requisite:** NS 2002

This course unit will include a further more detailed treatment of content listed for NS 2002. An examination of the curriculum "Investigations (Science) K-6" as well as other source material such as Science 5/13, S.A.P.A. II, C.O.P.E.S. and New Zealand units will be included. Unit writing on selected topics and presentation, by students, of their own units in seminar format will be required.

**NS 3101: SS SCIENCE TODAY III**  
3 HOURS PER WEEK  
FULL YEAR

**Pre-Requisite:** NS 2101

This course unit is a study of science within man's environment. Current science issues are examined and the topics will be selected by students from such areas as: man's energy problems—present energy sources, possible future sources, the energy balance on earth; population—man's waste, environmental changes, survival ecology; communications—film, electronics, radio, telecommunications, data banks, video discs, impact on man; material resources—water, minerals, fuels, food, fibres.

**NS 3111: SS EARTH SCIENCE III**  
3 HOURS PER WEEK  
FULL YEAR

**Pre-Requisite:** NS 2111

The content of this course unit will include:

- The history of life; the geological history of Australia; recent developments in geology; and fieldwork. The fieldwork will include work within the Illawarra region and an excursion to the Snowy Mountains.

**NS 3121: SS BIOLOGY III**  
3 HOURS PER WEEK  
FULL YEAR

**Pre-Requisite:** NS 2121

In this course unit students will conduct laboratory and field investigations of selected natural communities. An examination will also be made of man's
impact upon natural communities. In addition, students, in consultation with
the lecturer, will be required to plan, conduct and report upon a substantial
individual study.

**NS 3131:** SS APPLIED SCIENCE III
(Life and Experience)

- **Pre-Requisite:** NS 2131
- In this course unit students will develop a knowledge and appreciation of the contributions made by living organisms to the enrichment of man's experience and the diversity of his environment. Course activities will include participation in laboratory and field studies and the reading of a variety of current journals to expand the student's understandings of natural science content, concepts and man's use of the living world. The topics set for study will include: plants in the service of man; micro-organisms and man; the diversity, aesthetic appeal and basic biology of birds; and science in literature.

**NS 3141:** SS SCIENCE IN THE SECONDARY SCHOOL III

- **Pre-Requisite:** NS 2141
- This course unit consists of two integrated segments—method and content. The method segment concentrates on the theory and practice of the teaching techniques applicable to science in general. The content segment details selected topics in Physics, Chemistry, Biology and Geology.

**NS 3451:** BIOCHEMISTRY

- **Pre-Requisite:** NS 2411
- The course unit will deal with aspects of Biochemistry which relate particularly to physical and health education. The content will be influenced by the interests of students in the course. Areas which could be studied include: metabolic pathways—extensions of the work covered in Science II; the nerve impulse; muscle contraction; chemistry and metabolism of drugs; heredity—genetic diseases.

**NS 3600:** FIELD STUDIES III

- **Pre-Requisite:** NS 2600
- In this course unit students will, in consultation with their lecturer, plan, conduct and report upon a substantial individual investigation of an aspect of their environment.

**NS 4465:** HEALTH IN THE ECOLOGICAL PERSPECTIVE

- **Pre-Requisite:** PH 3431
- Following general ecological concepts studied in Science and Discipline Studies in Health Education, students will examine the problems in man's environment which pose a threat to good health. Students will differentiate between man's ecology and his physical and psychological dependence on his environment. Students will recognise the need for individual and societal responsibility in the promotion and maintenance of environmental quality.
NS 4600: FIELD STUDIES IV

Pre-Requisite: NS 3600

In this course unit students will: develop skills and knowledge in the use of audio-visual techniques; design, produce and evaluate integrated teaching units incorporating learning experiences which are centred on the use of field studies techniques; and produce teaching resources necessary for the implementation of the unit.
9.7 PHYSICAL AND HEALTH EDUCATION

**PH 1001: CS PHYSICAL EDUCATION I**  
1 HOUR PER WEEK  
SEMESTER 2  
Pre-Requisite: Nil  
In this course unit students will be introduced to practical and theoretical work in the areas of: minor games and their relevance to primary education; educational gymnastics, with emphasis on direct/indirect teaching methods and basic movement principles; dance movement with emphasis on the relationship of music and physical education.

**PH 1003: HEALTH EDUCATION I**  
2 HOURS PER WEEK  
SEMESTER 1  
Pre-Requisite: Nil  
This unit has been designed so that the first year student can investigate some of the significant health-related problems in our society. The risk factors associated with such areas as nutrition, mental health, drugs, safety, human sexuality, diseases, consumer health and environmental health will have been examined in relation to the Australian lifestyle. By the end of the unit the student will have become acquainted with sources for obtaining accurate health information appropriate for the teaching of health education.

**PH 1007: PERSONAL FITNESS I**  
1 HOUR PER WEEK  
FULL YEAR  
Pre-Requisite: Nil  
Students will be exposed to an integrated theory and practical unit designed to meet their individual needs in the area of personal fitness education with particular emphasis being given to the principles which underlie physical fitness conditioning. The following areas will be treated: pre-exercise phenomena; warming up processes; recovery processes; exercise as a stressor; progressive overload training; specificity of training, development of personal skills.

**PH 1008: PERSONAL FITNESS II**  
1 HOUR PER WEEK  
FULL YEAR  
Pre-Requisite: Nil  
Students will further their personal fitness education and extend their range of practical personal skills with particular emphasis on the application of correct exercise physiology and biomechanics principles to physical fitness development and leisure time activities. The following areas will be treated: physical fitness parameters; motor fitness parameters; cardiovascular/respiratory training; strength training, isometric, isotonic and isokinetic; local muscle endurance training; flexibility improvement processes; practical work-circuit training and interval training, development of personal skills.
PH 1009: PERSONAL FITNESS III

1 HOUR PER WEEK
FULL YEAR

Pre-Requisite: Nil

Through this unit students will come to recognise the important place of appropriate physical fitness processes in their lifestyle. Particular emphasis will be placed on the necessity for ongoing, regular activities and the social and psychological implications of those activities. The following areas will have been treated: modification of body composition and body weight; physique and fitness form modification; organic health and its relationship to physical fitness; physical fitness testing processes; processes involved in safeguarding against anatomical and physiological overstretch; practical work-circuit training and interval training, development of personal skills with specialisation in those activities which most suit each individual.

PH 1082: PHYSICAL EDUCATION: PRACTICAL I

FULL YEAR
EXTERNAL

Pre-Requisite: Nil

This unit has been designed to allow the student to develop a deeper understanding of some of the more theoretical issues involved in participation in physical education programmes.

Aspects dealt with include the philosophical, sociological, psychological and physiological effects of different types of physical education experiences.

Opportunity is available for students to relate the work involved to either or both the classroom situation and the individual student undertaking the unit.

PH 1083: PHYSICAL EDUCATION: PRACTICAL II

FULL YEAR
EXTERNAL

Pre-Requisite: PH 1082

This unit has been designed to enable students to make specific application of their understanding of the theoretical foundations of physical education to the task of designing appropriate activity programmes for children.

Course work will include topics in dance, games and gymnastics as particularly appropriate to the primary school.

PH 1101: SS PHYSICAL EDUCATION PRACTICAL I

3 HOURS PER WEEK
SEMESTER 2

Pre-Requisite: Nil

This unit has been designed to develop students' performance and administering skills in selected aspects of physical education. Students will have opportunity to specialise in two aspects chosen from the broad areas of dance, games and gymnastics.

Coaching and/or officiating in the selected activities will be emphasised to give students a basis of expertise which will enable them to make effective contributions to both school and community.
PH 1102: SS PHYSICAL EDUCATION PRACTICAL II  3 HOURS PER WEEK
               FULL YEAR
Co-Requisite: PH 1101
This unit has been designed to develop further the student's interest, knowledge and ability in the practical aspects of Physical Education. By the end of the unit the student will have actively participated in lectures relating to games, gymnastics and dance. Also the student will have examined officiating, coaching and teaching implications for the areas treated.

PH 1111: SS HUMAN BIOLOGY AND THE SCIENCE OF SPORT I  3 HOURS PER WEEK
               SEMESTER 2
Pre-Requisite: Nil
Through studies in this course unit students will be expected to have a thorough understanding of the following aspects of human structure and function: histology, skeletal system, arthrology, muscular system, circulation, nervous system. Practical experimentation including blood pressure, heart rate, blood typing and counting and kinesthetic perception testing will be undertaken.

PH 1121: SS HEALTH EDUCATION I  3 HOURS PER WEEK
               SEMESTER 2
Pre-Requisite: Nil
An investigation of two strands of health education will be conducted during this unit. One strand will allow the students to develop their interest in personal health and study a facet of health of concern to them.

The second strand will include an examination of one aspect of the school health programme—specifically the provision of school health services. A rationale for provision of this aspect of the programme will be dealt with and an investigation of the nature and role of health appraisals and services will be carried out.

PH 1122: SS HEALTH EDUCATION II  3 HOURS PER WEEK
               FULL YEAR
Co-Requisite: PH 1121
This course unit will be presented in three segments. The first will deal with the provision of first aid and requires students to complete, successfully, a first aid qualification.

The second will require students to continue their investigation of their concerns in individual health with a view to generalising their individual interest to the community.

The third strand will deal with a thorough investigation of the instructional and environmental aspects of the school health programme. The type of instruction, progression and scope in planning, the development of school programmes and methods of presentation of instructional material will be reviewed along with the teacher's role in the total school environment.
PH 1131: SS PHYSICAL EDUCATION FOUNDATIONS I 3 HOURS PER WEEK
SEMESTER 2
Pre-Requisite: Nil
This unit has been designed to introduce students to the study of the specific effects of various forms of physical activities on the human body. Topics included are:

Anatomical Foundations of Human Movement: cardio-respiratory functions; muscular functions.

Practical Studies of Human Movement.

Students, as a group, will select a variety of activities in consultation with the lecturer and participate in these in the light of knowledge gained from topics listed above.

PH 1141: SS OUTDOOR EDUCATION I 3 HOURS PER WEEK
SEMESTER 2
Pre-Requisite: Nil
This unit has been designed to introduce opportunities for practical outdoor experiences which will aid the identification and resolution of real life problems.

Topics will include: preparation and purpose of a bushwalking and/or camping trip; equipment, for example, packs, sleeping gear, tents, cooking utensils, clothing, toilet articles; choosing a camp site; tent pitching; bed making; fire lighting; camp cooking, for example, menu and food lists, packing, cooking; leaving a camp site; knotting and lashing; archery.

PH 1151: SS AQUATICS I 3 HOURS PER WEEK
SEMESTER 2
Pre-Requisite: Nil
This unit will provide a learning climate which is conducive to the physical and social enrichment of personal recreational aquatic experiences. It will develop an understanding of theoretical concepts and their practical application in aquatic activities. These activities will include a knowledge of learn-to-swim, swimming strokes and stroke correction, water games, artificial respiration.

PH 1161: SS STUDIES IN DANCE I 3 HOURS PER WEEK
SEMESTER 2
Pre-Requisite: Nil
The unit introduces students to two dimensions of knowledge in dance. Concepts of human movement relative to the body, time, space, flow and relationship are studied through a basic creative dance approach, while the historical and sociological perspective is provided at both theoretical and practical levels by the study of folk and ethnic dance.
PH 1201: SECONDARY GAMES COACHING
Pre-Requisite: Nil
This unit has been designed to prepare teachers for worthwhile participation in the secondary school sport programme. Students will have had experience in theoretical and practical aspects of four games, including aquatics, from the following: volleyball, hockey, tennis, rugby (union and league), squash, archery, softball, netball, association football, life saving and learn-to-swim.

PH 1221: HUMAN PERFORMANCE LABORATORY I
Pre-Requisite: Nil
Students will deepen their experience and knowledge in relation to human physical performance at the personal level through: variations in developmental circuit training programmes; the Berger system of isotonic resistance training; the De Lorme system of progressive resistance training.

PH 1301: PHYSICAL AND HEALTH EDUCATION
Pre-Requisite: Nil
Students will be involved in the investigation and examination of the concept of health, health problems related to their age group, health problems and interest areas related to the infants and primary school children, the health education programme in infants and primary schools and the presentation and preparation of health lessons. Students will also investigate the role of physical education in developing health and in general education. This investigation will involve practical experience in all aspects of the school physical education programme with emphasis on the infants and primary school area. Programming, preparation and preparation of physical education and health education lessons will be reviewed.

PH 1411: ANATOMY AND PHYSIOLOGY I
Pre-Requisite: Nil
At the conclusion of this unit students will have undertaken a detailed study of the structure and functions of the following body systems. An initial examination of the way these systems are integrated with relation to movement will be included.

Introduction—the Body as a Whole: regions of the body; homeostasis; electrical phenomena; the cell and tissues; embryology.

The Skeletal System.

Arthrology: nature of cartilage and ligaments; detailed study of major articulations of the body.

The Muscular System: the nature of striated, smooth and cardiac muscle.
PH 1421: MAN IN ACTION  
Pre-Requisite: Nil  
In this unit students will study: observations of man in action; the factors which motivate man towards physical activity; organisation of play, sport and recreation in our society; the development of a personal philosophy relating to physical activity and physical education; individual differences which influence man's physical activity; the identification and application of principles for improving human performance in physical activities; understanding the child behind the action.

PH 1441: PRACTICAL STUDIES IN PHYSICAL EDUCATION I  
Pre-Requisite: Nil  
This unit entails a basic study of three aspects of practical physical education with special emphasis on the skill of teaching. Included in the unit will be a practical examination of methods used to achieve physical fitness. In the area of dance a study of basic skills in movement together with appropriate teaching strategies for modern dance movement, folk dance and square dance will be undertaken. In games a study will be made of swimming and lifesaving and a choice made between soccer and hockey. For the gymnastics segment emphasis will be placed on rhythmic gymnastics and gymnastics for the five to twelve-year-old child.

PH 1442: PRACTICAL STUDIES IN PHYSICAL EDUCATION II  
Pre-Requisite: Nil  
Continuing the method of presentation for Practical Studies in Physical Education I (PH 1441), the activities studied will include jazz-ballet, basketball, badminton, gymnastics for the five to twelve-year-old child and elementary tumbling.

PH 2001: CS PHYSICAL EDUCATION II (Primary)  
Pre-Requisite: PH 1001  
Students will have the opportunity to examine the content and processes involved in teaching physical education in the primary school at all levels. Included will be theoretical and practical sessions relating to dance, games, gymnastics, as well as programming, sports organisation and safety procedures.

PH 2002: CS PHYSICAL EDUCATION II (Lower Primary)  
Pre-Requisite: PH 1001  
This unit is designed to acquaint students with child growth and development characteristics: physical, social, emotional and intellectual, with particular emphasis on five to eight-year-old children. At the conclusion of this unit students will have experience in practical and theoretical aspects of: movement exploration leading to rhythmic work and creative expression; games activities including exploration of skill development possibilities with ropes,
hoops, balls and other small equipment; gymnastics involving agility, flexibility, strength and co-ordination skills presented sequentially with or without equipment in concrete and/or creative situations; water familiarisation, swimming skills and water safety; programming and lesson planning.

**PH 2003: HEALTH EDUCATION II (Primary)**

**Pre-Requisite:** PH 1003

This unit has been designed to assist the student to gain an understanding of the total school health education programme, in terms of planning and implementation. By the end of the unit the student will have examined the teacher's role and responsibilities in health instruction. Particular emphasis will have been placed on programming considerations, health content and teaching methods which would be appropriate for the upper primary school situation. Also the student will have had an opportunity to investigate common health problems for children in this age group and will have determined acceptable health services and referral procedures.

**PH 2004: HEALTH EDUCATION II (Lower Primary)**

**Pre-Requisite:** PH 1003

This unit has been designed to assist the student in gaining an understanding of the total school health education programme, in terms of planning and implementation. The content for this unit will have been similar to that in "Health Education II (Primary)—PH 2003", however, the emphasis will have been directed toward the lower primary school situation.

**PH 2101: SS PHYSICAL EDUCATION PRACTICAL III**

**Pre-Requisite:** Nil

**Co-Requisite:** PH 1102

Through this course unit students will have gained significant experience in the following areas: games—both team and individual; gymnastics—recreational and Olympic; dance—social and expressive. Skills in coaching and officiating will have been developed to enable contributions in this area to be made to both school and community.

**PH 2111: SS HUMAN BIOLOGY AND THE SCIENCE OF SPORT II**

**Pre-Requisite:** PH 1111

Through studies in this course unit students will be expected to have a thorough understanding of the following aspects of human structure and function: respiratory system, digestive system and urinary system. Units of instrumentation of $O_2$ uptake, respirometry, E.C.G. and telemetry, effects of regular training on health throughout life will be examined in detail and associated practical experimental work undertaken.
PH2121: SS HEALTH EDUCATION III  3 HOURS PER WEEK  
FULL YEAR

Pre-Requisite: PH 1122

The third year of this elective will include further development of two previously introduced strands: community health and school health programmes. Community health will be investigated through practicum and group involvement in areas of interest to students. Relationships will be drawn between individual and community health and common community health problems reviewed.

Specific areas of the school health programme will be developed. These subject areas will be reviewed and discussed from the point of view of unit formation, programming and lesson presentation.

PH2131: SS PHYSICAL EDUCATION FOUNDATIONS II  3 HOURS PER WEEK  
FULL YEAR

Co-Requisite: PH 1131

Study of the body systems will continue with examination of the circulatory system; arthrology and the nervous system which will be studied in association with those functions already explored. Students will select a variety of activities and examine the interrelationships between these activities and the various body functions studied at this stage.

PH2141: SS OUTDOOR EDUCATION II  3 HOURS PER WEEK  
FULL YEAR

Co-Requisite: PH 1141

This unit has been designed to extend the topics studied in PH 1141 and to introduce the following: basic nature lore and rock studies; elementary first aid; basic swimming, lifesaving and water safety; canoeing; direction finding, for example, landmarks, sun, trees, moon, stars; basic map and compass work.

PH2151: SS AQUATICS II  3 HOURS PER WEEK  
FULL YEAR

Co-Requisite: PH 1151

This unit will extend the practical ability and theoretical knowledge of aquatic activities and develop an understanding of how the teaching and learning process can be applied to aquatic activities at a practical level. This unit will cover topics on water safety, lifesaving, competitive swimming, first aid, physical principles as they apply to swimming.

Included in this unit will be an introduction to small boat handling with reference to canoeing, sailing, dinghy practices and power boat safety. Elementary coastal navigation will be introduced with emphasis being placed on position fixing.

PH2161: SS STUDIES IN DANCE II  3 HOURS PER WEEK  
FULL YEAR

Pre-Requisite: PH 1161

The unit advances the student's knowledge of historically and sociologically based dance forms by experience in Latin and American dance. Further work on fundamental dance techniques is provided by a study of primitive dance and jazz ballet.
PH 2241: PRACTICAL STUDIES IN PHYSICAL EDUCATION III
Pre-Requisite: PH 1441, PH 1442

In this segment of the basic practical studies the emphasis will be placed on the organisation and management of classes, the development of coaching techniques and the teaching of skills. Topics studied will include Latin and American dance, canoeing, cricket, tennis, orienteering, modern educational gymnastics and introductory Olympic gymnastics.

PH 2242: PRACTICAL STUDIES IN PHYSICAL EDUCATION IV
Pre-Requisite: PH 1441, PH 1442

In this segment students will continue basic studies in gymnastics with an introduction to dance drama, creative dance, softball, rugby football and track and field athletics. Students have the opportunity to elect further study in either one or two aspects of practical physical education which were studied previously at the basic level.

PH 2243: PRACTICAL STUDIES IN PHYSICAL EDUCATION V
Pre-Requisite: PH 1441, PH 1442

In this segment of the basic course emphasis will be placed on modern ballroom dance, Olympic gymnastics, championship swimming, rugby and netball. Further election in practical physical education as selected by students is available with extensions of topics already studied at the basic level.

PH 2244: PRACTICAL STUDIES IN PHYSICAL EDUCATION VI
Pre-Requisite: PH 1441, PH 1442

The basic studies in the practical area conclude with a study of swimming, archery, canoeing, Olympic gymnastics, dance making and choreography. Further election in practical physical education as selected by students, either further study in topics previously studied or a new topic in practical studies in which they may undertake their own programme, is also included.

PH 2411: ANATOMY AND PHYSIOLOGY II
Pre-Requisite: PH 1411, PH 1421

The following topics will be studied in terms of structure and function with special emphasis on their significance on human movement characteristics:


The Respiratory System: nature and structure of the tissues and organs of the respiratory tract; the mechanics of breathing.

The Digestive System: the alimentary canal—its structure and functions.

The Nervous System: components of the central and peripheral nervous systems and the autonomic nervous system—brain and spinal cord, cranial and spinal nerves; facilitation and inhibition; reflexes; sensory organs.

Muscle Physiology: mechanisms of contraction; the motor unit; action potential.
PH 2431: PERSONAL HEALTH I  
3 HOURS PER WEEK  
SEMESTER 2  
Pre-Requisite: ED 1491, NS 1411  
This course unit will allow students to investigate personal health problems in our society. Students will be able to recognise the leading causes of morbidity and mortality and state those factors which put the individual at risk. Students will be able to describe the quality of life in terms of physical, mental and social well being and come to regard health as a continuum determined by hereditary, environmental and educational variables.

PH 2441: PRACTICAL STUDIES IN PHYSICAL EDUCATION III  
4 HOURS PER WEEK  
SEMESTER 1  
Pre-Requisite: PH 1441, PH 1442  
In this course unit emphasis will be placed on teaching and coaching techniques together with appropriate patterns of organisation. Activities will include Latin and American dance, tennis, orienteering, modern educational gymnastics and introductory Olympic gymnastics.

PH 2442: PRACTICAL STUDIES IN PHYSICAL EDUCATION IV  
4 HOURS PER WEEK  
SEMESTER 2  
Pre-Requisite: PH 1441, PH 1442  
A continuation of work done in PH 2441, Olympic gymnastics, together with the introduction of dance drama, creative dance, softball, rugby football, and track and field athletics will be included in this course unit.

PH 2443: PRACTICAL STUDIES IN PHYSICAL EDUCATION V  
4 HOURS PER WEEK  
SEMESTER 1  
Pre-Requisite: PH 1441, PH 1442  
This unit continues the approach of Practical Studies in PH 2441 and PH 2442, with emphasis on modern ballroom dance, Olympic gymnastics, championship swimming, rugby and netball.

PH 2444: PRACTICAL STUDIES IN PHYSICAL EDUCATION VI  
4 HOURS PER WEEK  
SEMESTER 2  
Pre-Requisite: PH 1441, PH 1442  
This course unit concludes the basic practical studies with a study of dance making and choreography, Olympic gymnastics, archery and techniques of survival.

PH 3001: CS PHYSICAL EDUCATION III (Primary)  
2 HOURS PER WEEK  
FULL YEAR  
Pre-Requisite: PH 2001  
Through this unit students will have studied in detail the following areas: topics dealt with in first and second years with particular emphasis on the physical activity needs of eight to twelve-year-old children with special attention paid to stages in growth and development; movement exploration leading to rhythmic work and creative expression; games skills with all forms of equipment leading to minor and major games; further extension of gymnastics skill development.
sequentially planned with/without equipment in creative/concrete situations in accordance with accepted child growth and development patterns; learn to swim and swimming stroke analysis, water skills and elementary lifesaving; programming, lesson planning, infants' games orientation (5-8 years) or sports afternoon and carnival organisation (8-12 years); collation of resource materials and the integration of physical education with other curriculum areas.

PH 3002: CS PHYSICAL EDUCATION III
2 HOURS PER WEEK
(Lower Primary)
FULL YEAR
Pre-Requisite: PH 2002
Through this unit students will study in the following areas: an expansion of topics dealt with in first and second years with particular emphasis on the developmental needs of five to eight-year-old children; movement exploration leading to rhythmic work and creative expression; games skills with all forms of small equipment; further extension of gymnastics skill development sequentially planned with/without equipment in creative/concrete situations in accordance with accepted child growth and development patterns; swimming stroke analysis, water skills and elementary lifesaving; programming, lesson planning, infants' games organisation; collation of resource materials and the integration of physical education with other curriculum areas.

PH 3111: SS HUMAN BIOLOGY AND THE SCIENCE OF SPORT III
3 HOURS PER WEEK
FULL YEAR
Pre-Requisite: PH 2111
Information previously acquired will be used in an examination of the basis of physical conditioning: physiology, strength training, local muscular endurance training, cardio-vascular endurance training, flexibility development.

Biological long-term effects of training on the body systems, organs, tissues and cells will be examined.

Biomechanical analysis of selected sport activities will be carried out.

Attempt will be made to monitor the psychosociological effects of a sustained programme of regular planned exercise.

PH 3131: SS PHYSICAL EDUCATION FOUNDATIONS III
3 HOURS PER WEEK
FULL YEAR
Pre-Requisite: PH 1131
Co-Requisite: PH 2131
This unit will be concerned with developing and integrating knowledge of physical conditioning principles based on physiology, strength training, cardio-vascular training and flexibility training.

Practical application of long- and short-term effects on the body systems as effected by exercise will be looked at in various sports which students may select for personal performance.
PH 3141: SS OUTDOOR EDUCATION III  
Co-Requisite: PH 2141  
This unit has been designed to extend the topics studied in PH 2141 and to introduce the following: essentials in organising and administering outdoor educational experiences; evening activities: sailing; water skiing; cross country skiing; fishing; living off the land.

PH 3151: SS AQUATICS III  
Pre-Requisite: PH 2151  
This unit will synthesise and integrate knowledge related to aquatic activities by looking at aquatic programmes, standards for evaluation of aquatic events and the coaching of aquatics. Aquatic activities will be extended to cover synchronised swimming and water polo.

Work with small boats will be extended with an examination of the International Collision Regulations together with the Maritime Services Board requirements for licensing of power boat drivers. Coastal navigation will continue with examination of the influences upon accurate recording of a boat's course and the resulting variations between sea plots and position fixes.

PH 3161: SS STUDIES IN DANCE III  
Pre-Requisite: PH 2161  
Students will continue to study recent dance forms by experience in old time ballroom dance and modern ballroom dance. Choreographic techniques, creative and dramatic expression are studied through the medium of dance drama.

PH 3221: ANATOMY AND PHYSIOLOGY III  
Pre-Requisite: PH 2411  
By the conclusion of this unit students will have investigated the following areas of structure and function of the human organism.

Respiratory and Nervous Systems: coverage of those aspects not dealt with in Anatomy and Physiology II specific to basic understanding of the structure and functioning of each.

Urinary System: structure of urogenital system; functions with regard to the production, transport, storage and elimination of urine.

Respiratory and Circulatory Dynamics: respiratory measures; oxygen and carbon dioxide exchange and transport; blood pressure; heart rate, stroke volume and cardiac output; the electrocardiogram.

Food: transport and storage; food metabolism.

Regulatory Mechanisms: respiration and circulation; temperature control; water balance and salt balance.

Neuromuscular Integration: the motor unit; muscle contraction.
PH 3222: BIOMECHANICS I  
2 HOURS PER WEEK  
SEMESTER 1  
Pre-Requisite: PH 2411  
At the conclusion of this unit students will have explored the following areas:  
Applications of Biomechanics to Physical Education and Sports.  
Anatomical and Mechanical Principles Underlying Movement: gravity and  
stability: maintenance of erect posture; posture evaluation; centre of mass;  
determination of centre of mass using reaction board and segmentation tech­
niques; types of motion; force and leverage; projectiles; somatotyping  
methods and procedures.  
Biomechanics of Locomotion: evolution of bipedal locomotion; comparative  
anatomy of animal locomotion; analysis of walking; analysis of running.

PH 3223: MOTOR LEARNING I  
2 HOURS PER WEEK  
SEMESTER 1  
Pre-Requisite: PH 2411  
Through lecture and laboratory session the students will investigate theory  
and research of motor skill acquisition and apply the results of this investiga­
tion to the teaching of physical skills.  
Topics to be examined may include types of skills, motor development and  
learning information processing and presentation of material.  
All theoretical material will be applied to the practicalities of the school situa­
tion.

PH 3231: PERSONAL HEALTH II  
2 HOURS PER WEEK  
SEMESTER 1  
Pre-Requisite: PH 2431  
This course will further develop the student's knowledge and awareness of  
personal health problems following study in Personal Health I. Causative  
factors of health problems will be examined and students will explore possible  
solutions and clarify those risk factors associated with the quality of living. The  
student will acquire appropriate knowledge, attitudes and skills necessary for  
positive decision-making regarding one's personal health.

PH 3271: PRACTICAL STUDIES IN PHYSICAL  
EDUCATION: ELECTIVE I  
2 HOURS PER WEEK  
SEMESTER 2  
Pre-Requisite: PH 2241  
This unit has been designed to allow students to choose from an appropriate  
list of physical education practical studies in order to improve their  
understanding and performance in the selected activities.  
The list will include items from the areas of dance, games and gymnastics  
and students will be required to study two activities from the list for one hour  
per week each.
PH 3272: PRACTICAL STUDIES IN PHYSICAL EDUCATION: ELECTIVE II 2 HOURS PER WEEK  
SEMESTER 1  
Pre-Requisite: PH 3271  
This unit will give students further opportunity to select from an appropriate list of physical education practical studies in order to allow some degree of specialisation in their practical studies work.  
The list will include items from the areas of dance, games and gymnastics and students will be required to study two activities from the list for one hour per week each.

PH 3273: PRACTICAL STUDIES IN PHYSICAL EDUCATION: ELECTIVE III 2 HOURS PER WEEK  
SEMESTER 2  
Pre-Requisite: PH 3272  
This unit has been designed to give students a final opportunity to select from a wide variety of practical studies areas in order to make an in-depth study of one aspect of practical studies.  
In special circumstances students may, after successful application to the Board of Studies in Physical and Health Education, select activities not normally available on the Institute premises for this unit and in this case may design their own programme of study in consultation with a designated member of staff who will monitor the student’s performance during the progress of the unit.  
It is expected that the teaching/coaching aspects of the chosen activity will form a significant part of the total programme.

PH 3291: THEORY AND METHOD OF TEACHING I 4 HOURS PER WEEK  
SEMESTER 1  
Pre-Requisite: ED 2491  
Students will have the opportunity to study selected sample syllabi in physical education for primary and secondary schools; theoretical foundations of these syllabi; implementation of the syllabi; basic methods of teaching games, dance and gymnastics; evaluation.

PH 3411: ANATOMY AND PHYSIOLOGY III 3 HOURS PER WEEK  
SEMESTER 1  
Pre-Requisite: PH 2411  
A continuation of the study of body systems, structure and functions, this unit includes the following topics which will be studied with reference to body movement when integrated with those systems previously examined.  
The Circulatory System  
Circulatory Dynamics: the heart as a pump; blood pressure; heart rate, stroke volume and cardiac output; the heart cycle—the electrocardiogram.  
Respiratory Dynamics: oxygen and carbon dioxide exchange and respiratory measures.  
Food: transport and storage; digestion and assimilation of carbohydrates, fats and proteins; release of energy from foods; nutrition.  
Neural Control: design of the nervous system and basic neuronal circuits; sight, hearing, taste and smell; intellectual processes; sleep and wakefulness.
Neuromuscular Integration.
Regulatory Mechanisms; regulation of circulation; control of respiration; body heat and temperature control; regulation of body fluid constituents and volumes.

PH 3421: MOTOR LEARNING 3 HOURS PER WEEK SEMESTER 1
Pre-Requisite: PH 1421
Co-Requisite: PH 3411
This course unit will involve the investigation of the nature of skilled performance, theories of motor behaviour and current research into selected areas of skill acquisition. These areas include: learning and performance; feedback mechanisms and knowledge of results; distribution of practice; whole and part practice; motivation; retention and forgetting. This investigation of the psychomotor domain will be applied to the coaching of games and development of physical skills necessary for participation in sports and recreational pursuits. Study will be incorporated in theoretical lectures and laboratory demonstration.

PH 3422: BIOMECHANICS 3 HOURS PER WEEK SEMESTER 1
Pre-Requsites: PH 2411 and NS 2411
Through this unit students will study the applications of biomechanics to physical education and sports; mechanical principles underlying movement; biomechanics of locomotion; biomechanics of throwing and catching patterns; biomechanics of rotational movements and angular velocity; biomechanics of striking activities.

PH 3431: PERSONAL HEALTH II 3 HOURS PER WEEK SEMESTER 1
Pre-Requisite: PH 2431
Co-Requisite: PH 3411
Students will be enabled to undertake a further clarification of values relating to good health in self and others. Students will improve their general health knowledge and begin to narrow the gap between health information and good health practice. More emphasis will be placed on the examination of emotional development and how individuals adapt to the changing environment. Students will complete the study of personal health problems of living by examination of consumerism, safety education, human sexuality and appraisal of health status.

PH 3432: PATHOPHYSIOLOGY 3 HOURS PER WEEK SEMESTER 1
Pre-Requisite: NS 2411
Co-Requisites: PH 3431 and PH 3411
Students involved in this course unit will investigate theories, both past and present, of the nature of disease and disease processes. Specific diseases peculiar to the various body systems will be reviewed. The aetiology, signs and symptoms, prognosis and diagnosis of these diseases will be examined.
PH 3451: RECREATION I 3 HOURS PER WEEK SEMESTER 1
Pre-Requisite: ED 2494
Students will undertake a study of the following topics: concepts in leisure and recreation; historical development and growth in leisure time and patterns; recreation and adult education; the school as a centre of recreation; activities appropriate to community recreation facilities; recreation for the handicapped; recreation in special settings.

PH 3491: FOUNDATIONS IN PHYSICAL EDUCATION 2 HOURS PER WEEK SEMESTER 1
Pre-Requisite: ED 2491
Students will have the opportunity to study the historical development of physical education, particularly in New South Wales; the school physical education programme, aims and objectives; developing and planning a physical education programme; communication and questioning techniques; the physical educator and his role in the school and community.

PH 4221: EXERCISE PHYSIOLOGY I 3 HOURS PER WEEK SEMESTER 2
Pre-Requisites: PH 3221 and PH 1221
Co-Requisite: PH 4224
Students will undertake studies in the following areas: energy liberation and transfer; muscle contraction as relates to strength and muscular endurance; cardio-vascular system and exercise adaptations; respiration physiology in exercise; physical work capacity and its evaluation.

PH 4222: BIOMECHANICS II 2 HOURS PER WEEK SEMESTER 2
Pre-Requisite: PH 3221, PH 3222
By the conclusion of this unit the students will have investigated the following topics:

Physical Characteristics and Performance: anthropometry and relevant measures; leverage related to crural and brachial indices; body composition and nutritional status.

Mechanical Properties of Sporting Equipment: rebound, elasticity and coefficient of restitution; friction, limiting and sliding; assessment of coefficient of friction of sporting footwear on various surfaces.

Biomechanics of Angular Motion.

Sports Medicine Introduction: legal liability, professional responsibilities; diagnosis—history, signs and symptoms; emergency situations—severe bleeding, asphyxia, cardiac arrest, unconsciousness, paralysis; repair processes of various body tissues.

Sports Medicine General Principles: fractures and dislocations; soft tissue injuries; treatment of shock; first aid management of injuries; principles of treatment of acute joint and muscle injuries.
PH 4223: MOTOR LEARNING II
Pre-Requisite: PH 3223
As a continuation of PH 3223 this unit will continue theoretical and practical investigation of cognitive areas. The impact of these variables on skill acquisition will be discussed and demonstrated in laboratory situations. Consideration will be given to the practical application of this knowledge to the process of teaching.
Areas investigated will include feedback and performance, fatigue and skill drop off, speed and accuracy trade off, and presentation of material.

PH 4224: HUMAN PERFORMANCE LABORATORY II
Pre-Requisite: PH 1221
Co-Requisite: PH 4221
As an adjunct to biomechanics and exercise physiology students will examine the relationships between theoretical concepts and their practical application through personal experience in the following areas: flexibility development and its implications in sport, gymnastics and every day life; eccentric resistance training and the elastic component of muscle tissue; specificity of isometric resistance training in relation to joint/muscle interaction and mechanics; prevention and relief of muscle discomfort related to severe or unaccustomed activity.

PH 4291: THEORY AND METHOD OF TEACHING II
Pre-Requisite: Nil
Students will have the opportunity to study the techniques for group and individual instruction; tabloid sports and minor games, development of teaching style; safety procedures; equipment, its use, care and maintenance; evaluation; physical education and the future; the atypical child.

PH 4411: ANATOMY AND PHYSIOLOGY IV
Pre-Requisite: PH 3411
This unit will complete the study of the structure and function of the systems of the body together with an examination of the manner in which the systems are integrated in relation to the movement and function characteristics of human beings. Topics include:

Urinary System: structure of urogenital system; nature of urine—production, storage and elimination.

Endocrine System: structure and location of component glands; hormones and hormonal control, the regulation of body processes.

Reproductive System: organs of the male reproductive system; nature, development and transport of spermatozoa; organs of the female reproductive system; nature, development and transport of the ovum; conception, implantation and pre-natal development; review of the endocrine system as it relates to reproduction.
PH 4412: **SPORTS MEDICINE**  
**3 HOURS PER WEEK**  
**SEMESTER 2**  
Pre-Requisites: PH 3422 and PH 3411  
At the conclusion of this unit students will have explored the following topics: scope of unit, legal liability, professional responsibilities; the relationship of the school programme to prevention of injuries; the nature of injuries to various body areas; first aid care of the injured; repair processes of various body tissues; principles and modalities of treatment.

PH 4413: **MEASUREMENT IN PHYSICAL AND HEALTH EDUCATION**  
**3 HOURS PER WEEK**  
**SEMESTER 1**  
Two of the following conditions must be satisfied:  
Pre-Requisite: PH 3421, PH 3422  
Co-Requisite: PH 4421  
Students will acquire an understanding of the need for testing and measuring in the evaluative process. Basic statistical procedures and their application to measurement will be introduced and a critical appraisal made of available testing and measuring techniques in physical and health education. Current developments in measurement will be reviewed and fundamentals of computer usage practised.

PH 4421: **EXERCISE PHYSIOLOGY**  
**3 HOURS PER WEEK**  
**SEMESTER 2**  
Pre-Requisites: PH 3411 and NS 2411  
Through this course unit students will be exposed to a study of the effects of exercise on the human physiology. They will examine conditioning and training principles and processes. An informed basis for the development of scientifically founded school physical education programmes will be established. The following areas will have been covered: muscle physiology in exercise; respiration and gas transport in exercise; the heart and circulation in exercise; metabolism in exercise; physical fitness; muscular strength and muscular endurance; cardiorespiratory endurance; flexibility; warming-up and warming-down; ergogenic aids to sport performance; nutrition, obesity and weight control in sport; women in sport.

PH 4422: **SOCIAL PSYCHOLOGY OF SPORT**  
**3 HOURS PER WEEK**  
**SEMESTER 1**  
Pre-Requisite: ED 3491  
At the conclusion of this course students will have investigated aspects of the following areas as they relate to physical education and sport: group dynamics; motivation, attitudes and participation; competition; aggression; socialisation and the acquisition of skill, sport personology. In conjunction with the theoretical treatment of these areas, students will also have examined and have had practice in applying various measurement and evaluative procedures appropriate to their field of study.
PH 4423: SPORT AND SOCIETY

Pre-Requisite: Nil
Co-Requisite: PH 4422

At the completion of this unit students will have a basic knowledge of the principles of social interaction, in small and large groups, with particular reference to physical activity. Concepts related to the following areas—role, socialisation, power and authority, competition and co-operation, aggression and its expression as violence in sport—will have been investigated and the problematic aspects of group processes examined, focusing on their implications for physical education. The functions of sport as a social institution will have been identified and students will have discussed issues arising from this, from areas such as politics in sport, sex-socialisation and the role of women in sport, sport in other societies and the effects of technology on sport and physical activity.

PH 4431: INTRODUCTION TO DRUGS

Pre-Requisites: PH 3431, PH 3411 and NS 2411

This course unit will be an introduction to drug education. Students will develop an awareness and understanding of the problems leading to a drug-oriented society. Students will examine the basic facts concerned with drug use and abuse, and the rationale for drug usage. Investigation of drug-related community resources and their functions will be carried out. From this unit students will recognise the necessary skills for working with pupils concerned with drug issues, and will acquire an understanding of a wide range of drug-related information.

PH 4432: MENTAL HEALTH

Pre-Requisite: Nil
Co-Requisite: PH 4431

This course will give students opportunity to examine and interpret the mental transactions affecting health within and between people. The concept of mental health will be defined and investigation into its relationship to total well-being will help students understand the significance of mental illness. Students will be able to identify and evaluate various techniques in coping with stress and explain the reasons individuals may deviate from good health practices.

PH 4433: HEALTH IN SOCIETY

Pre-Requisite: ED 3491

Students should regard this course as a cumulative experience based on health information gained in other discipline studies and health electives. Students will be able to discuss society’s attitudes to health and health education. At the conclusion of the unit, students will be able to differentiate between the different philosophies of health that are current and be able to discuss the implications as they may influence the total community.
PH 4451: RECREATION II
Pre-Requisite: PH 3451
Students will build on concepts established in Recreation I and undertake a study of the following topics: the goals of community recreation; the role of education in recreation; policies and their development; leadership in recreation settings; the development of management skills—planning and organising, funding and accounting.

PH 4452: ADVANCED BIOMECHANICS
Pre-Requisite: PH 3422, PH 4413
By the conclusion of this unit the students will have examined the following areas: overview of current trends in biomechanics research; quantification of joint forces and segment moment of force utilising high-speed cinematography; kinetic analysis of common patterns of human motion; evaluation of the mechanical properties of a variety of sporting implements; current trends in prevention and treatment of sporting injuries.

PH 4453: ADVANCED MOTOR LEARNING
Pre-Requisite: PH 3421
This discipline elective in Physical Education will allow in-depth study into specific areas of motor learning. There will be a common strand which will be involved in the investigation of information theory and system development. A second strand will be examined by the student and will be a topic of the student's own choosing. Examples may include measurement of learning and performance, limits of motor skill performance, practice scheduling, arousal, anxiety, stress.

PH 4461: CONSUMER HEALTH
Pre-Requisite: PH 3431
This elective course unit will involve an in-depth study of consumer health. Students will be required to examine the consumer against the background of Discipline Studies in Health Education, and will be involved in the practical exercise of scientific research and evaluation. At the conclusion of this unit the students will have acquired knowledge and understanding of the various elements of personal health and their relationship to consumer health. Students will recognise the factors involved in selection and evaluation of health services and products, and identification of emerging health problems.

PH 4462: NUTRITION
Pre-Requisites: PH 3411, PH 3431, PH 3432
This course unit has been designed to assist the student to investigate the relationship of diet and health. At the conclusion of this unit students will be familiar with the biological functions of nutrients, with food sources of nutrients and with the food requirements of the body. Students will have applied
knowledge acquired in this area to an assessment of contemporary eating patterns and to an assessment of nutritional information and food products. The relationship between diet and health will also have been investigated at the international level, with special attention to culturally determined food patterns, problems in Third World countries, the effects of technology, and possible future developments in meeting world-wide needs.

**PH 4464: EDUCATION FOR SAFE LIVING**

3 HOURS PER WEEK

SEMESTER 1

Pre-Requisite: PH 3431

Students who become interested in this area may pursue further study and participate in a unit which deals with the problem of safe living in modern society. The unit will aim at developing in the students an understanding of the enormous problem of safety as it relates to all areas of life and allowing students to gain information relating to improvement in the safety consciousness of human beings. It is envisaged that at the conclusion of this unit the students will be cognisant of safety issues and their relationship to the general level of health on an individual and societal basis. Students will also be expected to successfully complete study and research in an area of safety of particular interest to them.

**PH 4491: FOUNDATIONS IN HEALTH**

2 HOURS PER WEEK

SEMESTER 2

Pre-Requisite: PH 3431, ED 2491

In this course unit students will examine the nature of school health education and a rationale for its being. The role of the school and the health educator will be reviewed and the professional and personal competencies of the health educator investigated. Methods of programme organisation will be studied and lesson structure examined with emphasis on scope and sequencing and the nature and role of objectives.

**PH 4492: PRINCIPLES AND PRACTICES IN PHYSICAL EDUCATION**

2 HOURS PER WEEK

SEMESTER 2

Pre-Requisite: PH 3491

Through this unit it is expected that a student will gain a thorough understanding of teaching strategies and techniques relevant to physical education by a study of the following: the nature of effective teaching in physical education; the development of learning experiences appropriate to a variety of lesson types; motor learning theory applied to physical education; tests and measurement and the regular lesson; remedial and diagnostic teaching; audio-visual media in physical education.

**PH 5221: EXERCISE PHYSIOLOGY II**

2 HOURS PER WEEK

SEMESTER 1

Pre-Requisite: PH 4221

Co-Requisite: PH 5224

Students will extend their studies in exercise physiology through the following topics: physical conditioning, aerobic exercise, anaerobic exercise, strength, endurance, flexibility; environmental physiology; nutrition and physical performance; body dimensions and muscular work; ageing processes related to exercise; exercise and weight stability; sex differences and exercise; ergogenic aids.
PH 5222: BIOMECHANICS III 2 HOURS PER WEEK SEMESTER 1

Pre-Requisite: PH 4222

By the conclusion of this unit students will have investigated the following topics:

Fluid Mechanics: fluid resistance; magnus effect; application to the flight of balls in various games.

Biomechanics of Swimming: types of propulsion; fluid resistance.

Biomechanics of Various Activities: lifting activities; pushing and pulling; throwing and catching; jumping and landing; striking activities.

Techniques of Biomechanical Analysis.

Sports Medicine Modalities: stretching techniques and resistance exercise; use of strapping for prevention of injury.

Specific Applications of Sports Medicine: nature and treatment of injuries to specific body areas; chronic sports injuries—causes and principles of management.

PH 5223: PHYSICAL EDUCATION FOR THE EXCEPTIONAL CHILD 2 HOURS PER WEEK SEMESTER 2

Pre-Requisite: Nil

Co-Requisites: Two of PH 4223, PH 5221, PH 5222

Through this course unit students will: develop a body of background knowledge of common handicapping conditions encountered in teaching exceptional children; develop some expertise in the selection and use of appropriate teaching methods and screening procedures; become aware of the need for special programmes for exceptional children in the normal school system, and the responsibilities of teachers involved in special physical education; gain experience with exceptional children in a practical situation.

PH 5224: HUMAN PERFORMANCE LABORATORY III 2 HOURS PER WEEK SEMESTER 1

Pre-Requisite: PH 4224

Co-Requisite: PH 5221

Students will be involved in integrating knowledge concerning human physical performance, drawing upon studies in the areas of exercise physiology, biomechanics and practical studies. There will be particular emphasis placed upon practical application at a personally based level. Students will develop and implement: progressive resistance training programmes to cater specifically for their individual needs and short- and long-term strength development objectives; aerobic and anaerobic cardio-respiratory programmes based on endurance, interval and repetition running with due regard for appropriate effort/recovery ratios.
PH 5271: RECREATION I
2 HOURS PER WEEK
SEMESTER 1
Co-Requisite: One of PH 4221, PH 4222, PH 4223
Students will examine concepts of leisure and recreation; investigate ways in which recreational opportunities can be provided for large numbers of people within the community; equip themselves with skills appropriate to functioning at various levels within a recreation system; make individual studies in selected recreation-type activities.

PH 5291: CURRICULUM CONSTRUCTION AND EVALUATION
3 HOURS PER WEEK
SEMESTER 1
Pre-Requisite: PH 4291
This unit will provide students with an opportunity to examine trends and patterns in curriculum development and the influences which act upon such development.

Topics included are: Aims and objectives underlying a programme of physical education; programme development; principles of resource unit, teaching unit and lesson planning; adaptive physical education—planning for problem and exceptional children; evaluation techniques; the use of audio-visual aids in the physical education programme.

PH 5292: HISTORY AND PHILOSOPHY OF PHYSICAL EDUCATION
2 HOURS PER WEEK
SEMESTER 1
Co-Requisite: PH 5291
At the conclusion of the course students will be able to identify the major historical forces which have influenced the development of physical education. They will have investigated and discussed the main philosophical issues with special reference to the contribution that education and physical education have to make to the individual and to society, and will have formulated a personal philosophy in these areas.

PH 5293: ADMINISTRATION IN PHYSICAL EDUCATION
3 HOURS PER WEEK
SEMESTER 2
Pre-Requisite: PH 4291
The purpose of this course unit is to develop an awareness of the responsibility of the specialist teacher in regard to the organisation and administration of physical education. Students will be expected to acquire the strategies and methods appropriate for the administrative responsibilities and the duties involved in the organisation of a department of physical education and sport in the secondary school.

PH 5413: RESEARCH METHODS IN HEALTH AND PHYSICAL EDUCATION
3 HOURS PER WEEK
SEMESTER 2
Pre-Requisite: PH 4413
Principles, methods and strategies useful in the planning, design and evaluation of research studies in health and physical education will be examined. Students will acquire functional literacy in techniques of statistical analysis applicable to various types of research and data. Appropriate computer usage will be practised for purposes of statistical analysis.
PH 5423: SCIENCE APPLIED I
Pre-Requisites: Two of PH 3421, PH 3422, PH 4421
Co-Requisite: PH 4413
At the conclusion of this unit students will have explored the following topics: fluid mechanics; biomechanics of swimming; biomechanics of various activities; techniques of biomechanical analysis.

PH 5432: EDUCATION FOR HUMAN SEXUALITY
Pre-Requisites: PH 3432, PH 4411, PH 4432
Students will investigate the total concept of human sexuality with the objective of formulating a philosophy for education in human sexuality. At the conclusion of the course students will have examined and discussed current literature on the subject and will become more facile in regard to specific problem solving situations in relationships with others and in the student's own sexuality.

PH 5451: DEVELOPMENTAL PROGRAMMES
Pre-Requisites: Two of PH 4413, PH 4421, PH 3422
Students will be introduced to a wide variety of developmental and conditioning activities for individuals free of handicaps but of low physical fitness status. The relative organizational and administrative techniques used to conduct such programmes will be investigated.

PH 5452: PHYSICAL EDUCATION FOR THE EXCEPTIONAL CHILD
(Adapted Physical Education)
Pre-Requisites: PH 3432, PH 4413
Through this course unit students will: gain knowledge of the development of and need for adapted, developmental and corrective physical education programmes for the exceptional children in the school system; develop a body of background knowledge of common handicapping and atypical conditions; become aware of the teacher's legal, moral and professional responsibilities towards the exceptional child.

PH 5453: PHYSICAL ACTIVITY, LEISURE AND SOCIAL CHANGE
Pre-Requisites: ED 3491, PH 4492
This unit has been designed to develop an understanding of the concepts of play, games, sport, work and leisure and their relationship to change in society. At the conclusion of the unit students will have investigated changing patterns of work and leisure and the contribution physical activity has to make to the individual and society within this perspective. Students will also have explored the relatively new area of "aesthetics in movement" as a reflection of changing social values, and will have considered the potential of physical education as an agent of change.
**PH 5455: HISTORICAL AND PHILOSOPHICAL ISSUES IN PHYSICAL EDUCATION**

Pre-Requisite: PH 4492

This unit aims to extend the student's analytical and critical powers through an examination of the main historical and philosophical forces that have influenced and are continuing to influence education and physical education. Students will have formulated their personal philosophy and will be able to defend this. Current issues such as those relating to curriculum construction and implementation; to evaluation in physical education; and to leisure education will also be investigated.

**PH 5461: PSYCHOPHARMACOLOGY**

Pre-Requisites: PH 4431, PH 4411

This elective unit will allow students to undertake an in-depth study of the drug problem and its effect on the individual and society. At the conclusion of this unit students will have studied and researched trends and issues in drug use and abuse. Students will have applied this knowledge to the school, community and society.

**PH 5462: HUMAN RELATIONS**

Pre-Requisite: PH 4432

This unit has been designed to assist the student to develop, through research and personal exploration, an understanding of the following: psychological growth; positive group relationships; the processes of group communication and problem solving. By the end of the unit students will have acquired the skills necessary to plan activities to foster psychological growth through group interactions.

**PH 5463: BASIC ISSUES IN HEALTH**

Pre-Requisite: NS 4465

Students will identify, delimit and evaluate the relevance of basic issues to health education in Australia. Through critical examination of basic health issues, students will be able to objectively discuss antithetical health issues responsible for confusion and distraction regarding the individual's decision-making about health behaviour. Basic controversial issues in health will be investigated and clarified through seminar presentations and research of the relevant literature.

**PH 5464: PUBLIC HEALTH**

Pre-Requisites: ED 3491, PH 4491

Students will study theoretical aspects of public health including: philosophy of public health; the background and development of public health programs; demographic data and vital statistics; epidemic logical investigation, the government and voluntary organisations in Australia.

Opportunity will exist for students to undertake special study in specific areas of public health such as: the promotion of community health; preventing disorders and disabilities; environmental health; health services.
PH 5471: PRACTICAL STUDIES IN PHYSICAL EDUCATION ELECTIVE I: DANCE  
3 HOURS PER WEEK  
SEMESTER 1  
Pre-Requisites: PH 4492, PH 2444  
This unit will allow students to make a positive integration of discipline studies, professional preparation and practical studies.  
In association with an academic adviser each student will be required to design and present a study plan in the area of dance.  
Required emphases would include administrative skills, coaching and diagnostic skills as well as demonstrational competence.

PH 5472: PRACTICAL STUDIES IN PHYSICAL EDUCATION ELECTIVE I: GAMES  
3 HOURS PER WEEK  
SEMESTER 1  
Pre-Requisites: PH 4492, PH 2444  
This unit will allow students to make a positive integration of discipline studies, professional preparation and practical studies.  
In association with an academic adviser each student will be required to design and present a study plan in the area of games.  
Required emphases would include administrative skills, coaching and diagnostic skills as well as demonstrational competence.

PH 5473: PRACTICAL STUDIES IN PHYSICAL EDUCATION ELECTIVE I: GYMNASTICS  
3 HOURS PER WEEK  
SEMESTER 1  
Pre-Requisites: PH 4492, PH 2444  
This unit will allow students to make a positive integration of discipline studies, professional preparation and practical studies.  
In association with an academic adviser each student will be required to design and present a study plan in the area of gymnastics.  
Required emphases would include administrative skills, coaching and diagnostic skills as well as demonstrational competence.

PH 5474: PRACTICAL STUDIES IN PHYSICAL EDUCATION ELECTIVE II: DANCE  
3 HOURS PER WEEK  
SEMESTER 2  
Pre-Requisites: PH 4492, PH 2444  
This unit will allow students to make a positive integration of discipline studies, professional preparation and practical studies.  
In association with an academic adviser each student will be required to design and present a study plan in the area of dance.  
Required emphases would include administrative skills, coaching and diagnostic skills as well as demonstrational competence.
PH 5475: PRACTICAL STUDIES IN PHYSICAL EDUCATION ELECTIVE II: GAMES 3 HOURS PER WEEK SEMESTER 2
Pre-Requisites: PH 4492, PH 2444

This unit will allow students to make a positive integration of discipline studies, professional preparation and practical studies.

In association with an academic adviser each student will be required to design and present a study plan in the area of games.

Required emphases would include administrative skills, coaching and diagnostic skills as well as demonstrational competence.

PH 5476: PRACTICAL STUDIES IN PHYSICAL EDUCATION ELECTIVE II: GYMNASTICS 3 HOURS PER WEEK SEMESTER 2
Pre-Requisites: PH 4492, PH 2444

This unit will allow students to make a positive integration of discipline studies, professional preparation and practical studies.

In association with an academic adviser each student will be required to design and present a study plan in the area of gymnastics.

Required emphases would include administrative skills, coaching and diagnostic skills as well as demonstrational competence.

PH 5491: PRINCIPLES AND PRACTICES IN HEALTH EDUCATION 2 HOURS PER WEEK SEMESTER 1
Pre-Requisite: PH 4491

This course unit will reinforce the concepts regarding the school health programme and relate them directly to health instruction. The nature of the health lesson will be thoroughly examined and learning opportunities appropriate to health education studied in detail. The study will include the nature of creative teaching in each domain, a rationale for a variety in presentation of material, and a thorough investigation of the various learning opportunities, their advantages and disadvantages, and their utilisation in health education.

PH 5492: CURRICULUM PROCESSES 3 HOURS PER WEEK SEMESTER 1
Pre-Requisites: PH 4492, PH 4491 and PH 5491

Students will examine the theories leading to the construction of the physical and health education curriculum. Through purposeful discussion of ideas, students will become familiar with the concepts inherent in various philosophies of education and understand that a philosophical foundation is a vital part of curriculum development. Students will be expected to state and defend their philosophy of physical and health education and become involved in the process of curriculum construction.

PH 6221: PSYCHO-SOCIOLOGY OF PHYSICAL EDUCATION AND SPORT 2 HOURS PER WEEK SEMESTER 2
Pre-Requisite: PH 5292

This unit has been designed to analyse the problematic aspects of group processes in physical education and sport, and to focus on their implications for
future physical educators. At the conclusion of the unit students will have developed an understanding of the principles of social interaction and will have applied these to an examination of physical education and sport. They will have looked at sport as a social institution and will have related this concept to areas such as sex-socialisation and the role of women in sport, politics and sport, cross-cultural studies of physical activity and the functions of sport and physical activity in Australia.

PH 6224: HUMAN PERFORMANCE LABORATORY IV 2 HOURS PER WEEK SEMESTER 2
Pre-Requisite: PH 5224

Through the following personal experiences and initiatives students will further the application of knowledge to practical situations. Topics studied will include: development and implementation of cardio-respiratory and endurance based circuit programmes related to desirable personal fitness levels and according to human performance characteristics of particular major sports; development and implementation of skill biased circuits appropriately structured for a major sport. Due regard will have been given to the concept of the integrated athlete.

PH 6271: RECREATION II 2 HOURS PER WEEK SEMESTER 2
Pre-Requisite: PH 5271

Students will undertake studies of skills necessary for taking a leadership/management role in recreation. Content will include: goals of community recreation; design and use of facilities; policy and policy development; management skills—planning, organising, controlling, funding and accounting; recreation for the handicapped, recreation in special settings.

PH 6272: APPLIED BIOMECHANICS 2 HOURS PER WEEK SEMESTER 2
Pre-Requisite: PH 5222

By the conclusion of this unit the students will have examined the following areas: overview of current trends in biomechanical investigation; kinetic analysis of human motion utilising high-speed cinematography; evaluation of the mechanical properties of a variety of sporting implements; current trends in prevention and treatment of sporting injuries.

PH 6273: A CHANGING SOCIETY AND PHYSICAL ACTIVITY 2 HOURS PER WEEK SEMESTER 2
Pre-Requisite: PH 5292

This unit has been designed to develop an understanding of the concepts of play, games, sport, work and leisure and their relationship to change in society. At the conclusion of the course students will have investigated changing patterns of work and leisure and the contribution physical activity has to make to the individual and society within this perspective. The potential of physical education as an agent of change will also be examined.
PH 6274: APPLIED EXERCISE PHYSIOLOGY  
Pre-Requisite: PH 5221  
By the conclusion of this unit students will have examined the following: work capacity of children; women in sport; stress testing and physical fitness; work capacity in middle and old age; hypokinetic diseases; exercise in post-coronary rehabilitation; nutrition and the athlete; weight control in sport; high altitude and human physical performance; underwater sport diving.

PH 6275: APPLIED SPORTS SCIENCE  
Pre-Requisites: PH 5222, PH 5221  
By the conclusion of this unit the students will have investigated the following areas: statistical analysis of sporting activities; analysis of skill and energy requirements of various sporting activities; the application of sports science to advanced teaching and coaching; preventative sports medicine.

PH 6423: SCIENCE APPLIED II  
Pre-Requisites: PH 5423 and PH 4413  
Through this course unit students will gain practical experience in relating theory to human performance situations. The topics will include: circulatory dynamics related to work intensity, duration and type in sports and recreation; environmental effects of heat, cold, humidity, altitude, water immersion on circulatory dynamics; respiratory dynamics as affected by oxygen inhalation, cigarette smoke inhalation; expired air composition during exercise and recovery; pre-event and post-event exercise effects on sport performance and recovery; specificity of strength, flexibility and local muscle endurance in sport; nutrition and sport; basic and specific training and conditioning processes in sport; human performance characteristics of major sports; physical fitness and medical assessment in sport.

PH 6451: SEMINAR IN RESEARCH  
Pre-Requisite: PH 5413  
Students will relate general principles of research design and statistical analyses to particular proposed research topics. During the course students will become aware of current literature and research in their chosen interest areas.

PH 6452: APPLIED SPORTS SCIENCE  
Pre-Requisites: Either PH 5221 and PH 2222, or PH 6423  
By the conclusion of this unit the students will have investigated the following areas: statistical analysis of sporting activities; optimisation of skill performance; analysis of skill and energy requirements of various sporting activities; the application of sports science to advanced teaching and coaching; preventative sports medicine.
PH 6454: ADVANCED EXERCISE PHYSIOLOGY  
Pre-Requisites:  PH 4421 and PH 5413  
3 HOURS PER WEEK  
SEMESTER 1  
Students will study a selection of the following topics in depth. They will review related research and literature. Further, they will carry out minor research in a selected area and will defend such research to a selected panel: work capacity of children; children in sport; women in sport; stress testing and physical fitness in the middle-aged, work capacity and physical activity in the aged; hypokinetic diseases; exercise in post-coronary rehabilitation; high altitude and human physical performance; swimming and sport diving.

PH 6492: ADVANCED STUDIES IN PHYSICAL AND HEALTH EDUCATION  
Pre-Requisite:  PH 5492  
3 HOURS PER WEEK  
SEMESTER 2  
Students will examine the general administrative components of the school health and physical education programme and justify the integration with the total school curriculum. Co-ordinating and supervisory procedures will be identified including communication skills necessary for effective public relations with students, staff and community agencies.

70741: GAMES IV  
Pre-Requisite:  Nil  
(Men) 4 HOURS PER WEEK  
(Women) 3 HOURS PER WEEK  
FULL YEAR  
By the end of this unit students will have studied team games, individual sports, recreational activities.

70742: DANCE IV  
Pre-Requisite:  Nil  
(Men) 1 HOUR PER WEEK  
(Women) 2 HOURS PER WEEK  
FULL YEAR  
By the end of this unit students will have studied modern ballroom dance, Latin American dance, folk dance, square dance and dance drama.

70743: GYMNASTICS IV  
Pre-Requisite:  Nil  
2 HOURS PER WEEK  
FULL YEAR  
By the end of this unit students will have studied rhythmic, Olympic and modern educational gymnastics.

70744: PERSONAL FITNESS IV  
Pre-Requisite:  Nil  
2 HOURS PER WEEK  
FULL YEAR  
By the end of this unit students will have studied the development and implementation of cardio-respiratory biased skill/circuit programmes for various sports, e.g. field hockey, basketball, volleyball, softball, rugby, etc.; research related to personal physical fitness required for various major team games.
70841: COMMUNITY HEALTH
Pre-Requisite: Nil
By the end of this unit students will have studied the concept and function of a community; the range of community health; promotion and advancement of community health—maternal and infant care, child health, adult health, geriatrics and gerontology, mental health, disease control, safety in the community, poverty and disadvantaged youth, environmental sanitation and ecology, problems peculiar to various groups, e.g., physically handicapped, social minorities, vandalism.

70842: CURRICULUM CONSTRUCTION AND EVALUATION IN THE SCHOOL HEALTH PROGRAMME
Pre-Requisite: Nil
By the end of this unit students will have studied philosophical foundations of education; philosophy of health education; recent trends in health education; approaches to school health education; development of curriculum objectives; evaluating the school health programme; function of measurement; measurement of health knowledge, attitudes and behaviour; strengths and weaknesses of programmes; administration of the total school health programme; the future of health education.

70843: SOCIAL HEALTH
Pre-Requisite: Nil
By the end of this unit students will have studied the criteria of sex education; historical perspective and theories of sex education; social health and the community; basic issues and public opinion; terminology; psychosexual development and the personality; the promiscuous society; critical issues: sexual myths and consumer health; the social health programme.

90532: SOCIOLOGY
Pre-Requisite: Nil
By the end of this unit students will have studied school and society—the nature of education in institutions and teaching as an occupation; the school society; the role of sport in society—as a reflection of society, as an element of culture, as a socialising agent—towards a sociology of sport; leisure and recreation—aggression and sports, sport and politics, sports discrimination, professional and amateur sport.

90541: ADMINISTRATION
Pre-Requisite: Nil
By the end of this unit students will have studied history and structure of physical education in N.S.W.; administration responsibilities; organisation of physical education—duties of sportsmistress/sportsmaster, organisation of sport, inter-school visits, carnivals and displays; purchase and maintenance of equipment and facilities; executive responsibilities and meeting procedures;
recreation in the community—the role of the physical education teacher, ethics, professional behaviour.

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<tr>
<td>90641</td>
<td>EXERCISE PHYSIOLOGY “C”</td>
<td>2 HOURS PER WEEK</td>
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<td>Pre-Requisite:</td>
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By the end of this unit students will have studied physical conditioning; environmental physiology; nutrition and physical performance.

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<tr>
<td>90642</td>
<td>EXPERIMENTAL PHYSICAL EDUCATION I</td>
<td>2 HOURS PER WEEK</td>
<td>SEMESTER 1</td>
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<td>Pre-Requisite:</td>
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Students will acquire an understanding of the need for, and application of, testing and measuring in the evaluative process. Basic statistical procedures and their application to measurement will be introduced and critical appraisal made of available testing and measuring techniques in physical and health education.

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<tr>
<td>90643</td>
<td>EXPERIMENTAL PHYSICAL EDUCATION II</td>
<td>2 HOURS PER WEEK</td>
<td>SEMESTER 2</td>
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<td>Pre-Requisite:</td>
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Principles, methods and strategies useful in the planning, design and evaluation of research studies in health and physical education will be examined. Students will acquire a functional literacy in techniques of statistical analysis applicable to various types of research and data.
9.8 SOCIAL SCIENCE

SS 1001: CS SOCIAL STUDIES I
1 HOUR PER WEEK
SEMESTER 2

Pre-Requisite: Nil

In this course unit students will study:

Curriculum Guidelines for Primary Social Studies Document: an in-depth study of the curriculum guidelines for N.S.W. schools; a comparison with earlier syllabuses; consideration of the guidelines document in relation to the curriculum process model.

Teaching Social Studies: planning and practising activities related to concept attainment, developing generalisations, skills development in social studies, teaching aids and materials in classroom situations, approaches to values education, role play and simulation.

SS 1081: ASIAN STUDIES
FULL YEAR
EXTERNAL

Pre-Requisite: Nil

This course unit will be divided into two half-year sections:

China and the World: During this section of the course students will examine the place of China in the world community. The acceptance of mainland China by the United Nations has been one of the most significant political events of recent time. The containment policies applied to China by the major world powers will be considered in the context of a common fear of China's growing population, political ideology and threat to the security of neighbouring states.

Modern Japan: This section of the course will provide an introduction to recent developments in Japan. It involves a study of the emergence of modern Japan, concentrating upon the period of expansion prior to the Second World War and the rise to economic leadership during the postwar years. The importance of Japan to Australia and the state of Japanese-Australian relations are also examined.

SS 1082: GEOGRAPHY
FULL YEAR
EXTERNAL

Pre-Requisite: Nil

This unit is divided into two sections. Each section will require half a year of study.

Geomorphology: structural and tectonic influences on landform development; landform assemblages produced by fluvial processes; the consequences of contemporary and Pleistocene glaciation on land surfaces.

Political Geography: in this section students will acquire an appreciation of the inter-relationship of political phenomena and processes on the one hand and geographical patterns on the other. Through examination of the nature of nations, states, frontiers, boundaries and supra-national bodies students will acquire a range of concepts and understandings which will aid their appreciation of both current and historical political events.
SS 1083: HISTORY
Pre-Requisite: Nil
Two strands are included in this unit:

Africa in the Nineteenth and Twentieth Centuries is offered in the first half of the year. This strand deals with the scramble for Africa, decolonisation in Kenya and the development of apartheid policies in the Republic of South Africa.

Nationalism on the Indian Subcontinent deals with the traditional cultures of South Asia and then focuses upon the growth of Nationalism and post-independence developments in India, Pakistan and Bangladesh.

SS 1101: SS VILLAGE ASIA
Pre-Requisite: Nil
In this course unit students will take a multi-disciplinary, inquiry approach to the study of village life in Asia, drawing examples from each of the major culture realms. Having studied morphological and functional aspects of villages, students will move to an examination of sociological, economic and political structures and processes in the villages. The forces of change in Village Asia will be studied, and comparisons and contrasts will be made with village societies outside Asia.

SS 1102: SS ASIAN RELIGIONS AND SOCIETY
Pre-Requisite: Nil
Through this unit students will acquire a working knowledge of the teachings and organisation of major Asian religions sufficient to appreciate the impact of the religions on the everyday lives of the peoples. It is also expected that students will acquire some understanding of the sociology of religion in general. Particular attention will be given to Hinduism, Buddhism, Islam and Shinto.

SS 1103: SS FIGHT AGAINST POVERTY: THE ASIAN EXPERIENCE
Pre-Requisite: Nil
This course unit will focus on issues such as the symptoms and causes of underdevelopment, stage theories of development, demographic problems of developing countries, and paths to development. A special study will be made of development planning in Malaysia and particular attention will be given to the importance of foreign investment, disparities in economic well being between racial groups, and developments in agricultural technology.
SS 1104: SS ASIAN GOVERNMENT

Pre-Requisite: Nil

In this course unit students will be provided with a description and comparative analysis of Asian political systems. The nature of government and forms of political organisation will be examined. Broad categories of analysis will include: political foundations, leadership, decision-making, institutions, citizenship and ideology.

SS 1105: SS CONTEMPORARY INDONESIA:
THE SUHARTO REGIME

Pre-Requisite: Nil

The aim of this course unit is to provide students with some insights into the methods of political control employed by the government of President Suharto since the abortive coup of September 30, 1965. Emphasis will be placed on the general socio-political situation that has prevailed in Indonesia since 1977 and the special role of students as critics of the Suharto Regime.

SS 1106: SS CHINA AND THE WORLD

Pre-Requisite: Nil

In this course unit students will examine the place of China in the world community. The acceptance of mainland China by the United Nations has been one of the most significant political events of recent time. The containment policies applied to China by the major world powers will be considered in the context of a common fear of China's growing population, political ideology and threat to the security of neighbouring states.

SS 1107: SS MODERN JAPAN

Pre-Requisite: Nil

This course unit will include a study of Japanese development with emphasis on the beliefs and traditions which have influenced the Japanese people; Japan's use of regional power; Japan today—tensions within society, socio-economic and political problems, and Japan as a trading partner for Australia.

SS 1108: SS MODERN INDIA

Pre-Requisite: Nil

The course will begin with a brief examination of the transfer of power from the British government to India and Pakistan in 1945-1947 and then trace the fortunes of the two independent nations: social problems, political and economic problems, conflict over Kashmir, relations with China, the emergence of Bangladesh as a separate nation, military rule in Pakistan and the Emergency and electoral defeat of Indira Gandhi will be examined.
## SS 1111: SS URBAN GEOGRAPHY

**Pre-Requisite:** Nil

Initial studies in this course unit will include the evolution of urbanisation from both a geographical and historical perspective and be accompanied by some analysis of the structure and function of urban systems. The remainder of the course will involve a case study of urban Illawarra. Within this specific context, it is intended that students will examine land use and associated activities, spatial movements (territoriality, sprawl), social geography (neighbourhoods, crime), problems (renewal, transportation), and urban planning (decentralisation, zoning).

## SS 1112: SS REGIONAL GEOGRAPHY

**Pre-Requisite:** Nil

This course unit will include a study of the inter-relationships of features which give areas their distinctive geographical character; location and patterns of distribution of features of the physical environment and of man's activities; and geographical studies of the impact and problems of modernisation in two developing countries: Brazil and Indonesia.

## SS 1113: SS TRANSPORTATION GEOGRAPHY

**Pre-Requisite:** Nil

Through this unit students will consider transportation as both a geographical element and a geographical factor, while particular studies will focus upon pipelines and the geography of shipping and ports, other modes of transportation will also be considered. Students may be given an opportunity to undertake an individual inquiry in the geography of transport in the Illawarra region.

## SS 1114: SS POLITICAL GEOGRAPHY

**Pre-Requisite:** Nil

Students taking this unit will develop an appreciation of the geographical aspects of political phenomena, and the geographical ramifications of political decisions. Through the study of contemporary problems, concepts such as nation, state, frontier, boundary, and sovereignty will be developed. The geography of elections will be considered and students may be given the opportunity to undertake their own geographical analysis of selected Australian electoral data.
SS 1115: SS GEOMORPHOLOGY  3 HOURS PER WEEK  
SEMESTER 1 or  
SEMESTER 2  
Pre-Requisite:  Nil  

Geomorphology is the systematic study of landforms. Through this unit students will gain an understanding of the processes that have produced the earth's highly variable surface configuration and the significant characteristics of major landform assemblages.

Topics to be covered include: structural and tectonic influences on landform development; landform assemblages produced by fluvial processes; the action of waves and currents and resulting coastal features; and the unique consequences of contemporary and Pleistocene glaciation.

Both theoretical and practical studies will be included in the unit.

SS 1116: SS POPULATION GEOGRAPHY  3 HOURS PER WEEK  
SEMESTER 1 or  
SEMESTER 2  
Pre-Requisite:  Nil  

This course unit is intended as a study in human geography, being concerned with man, his numbers, distribution and prospects. Demographic skills will be employed to aid understanding of distributions and inter-disciplinary studies developed to permit some appreciation of man's interaction with the environment. Students will be expected to acquire an understanding of the geography of population in the past, population numbers (gross world population), dynamic of numbers, aspects of over and under population, distribution and movements of population and qualities of population and their patterns of distribution.

SS 1117: SS MAPS AND MAN  3 HOURS PER WEEK  
SEMESTER 1 or  
SEMESTER 2  
Pre-Requisite:  Nil  

The content of this course unit will focus on the importance of maps for man's understanding of his world. Students will be taught to make simple maps using prismatic compass and/or plane table. The application of techniques of traverse and triangulation to production of modern topographic maps will be studied. Man's increasing awareness and knowledge of his world as reflected in the history of maps will form an important element of the unit.

SS 1118: SS HISTORICAL GEOGRAPHY  3 HOURS PER WEEK  
SEMESTER 1 or  
SEMESTER 2  
Pre-Requisite:  Nil  

The content of this course unit will emphasise the historical geography of Australia. Through consideration of topics such as the settlement of New South Wales, the Murray-Darling River system as an artery of commerce and the historical geography of the Illawarra region, students will be shown the relationship between historical and geographical methodology. During this unit each student will be given an opportunity to undertake an original project in the historical geography of the Illawarra region.
SS 1119: SS WEATHER CLIMATE AND MAN
3 HOURS PER WEEK
SEMESTER 1 or
SEMESTER 2

Pre-Requisite: Nil

This unit is intended to develop students' awareness of the impact of weather and climate on human activities. Implications of atmospheric conditions for commerce, industry and agriculture, engineering and housing will be considered. The economic cost of the effects of weather and climate, and the role of weather forecasting in minimising such costs will be noted. Both intentional and unintentional modification of weather and climate will be studied. While the approach will be essentially from the human aspect, students will be expected to acquire a working knowledge of atmospheric processes.

SS 1121: SS INTRODUCTION TO THE STUDY OF HISTORY
3 HOURS PER WEEK
SEMESTER 2

Pre-Requisite: Nil

An introduction to the Study of History is a course unit where, through a study of a variety of short topics, students are given practice and experience in collecting, evaluating and writing up historical information.

SS 1301: CS SOCIAL STUDIES
2 HOURS PER WEEK
FULL YEAR

Pre-Requisite: Nil

Through this course unit students will gain a clear understanding of the following topics:

- Social Studies as an Area of the Curriculum: the nature of social studies; changing perspectives in the social sciences; developing a new curriculum.
- Approaches to Social Studies Teaching: traditional; social science; inquiry—conceptual.
- Curriculum Guidelines for Primary Social Studies Document: study of curriculum guidelines for N.S.W. schools; comparison with earlier syllabuses; the guidelines document in relation to the curriculum process model.
- Curriculum Construction: planning and preparing resource units.
- Curriculum Implementation: planning a school-based curriculum in social studies.
- Curriculum Interpretation and Evaluation: analysis of specific social studies programmes selected from those prepared by Bruner, Taba and Senesh.
- Teaching Social Studies: planning and practising activities related to: concept attainment; developing generalisations; skills development in social studies; teaching aids and materials in classroom situations; approaches to values education; role play and simulation; field excursions.

SS 2001: CS SOCIAL STUDIES II
1 HOUR PER WEEK
FULL YEAR

Co-Requisite: SS 1001

In this course unit students will study:

- Curriculum Construction: planning and preparing resource units with particular emphasis on criteria for selection of focus questions and content samples; objectives related to thinking, acting, feeling and valuing; learning
activities including data intake, organisational, demonstrative and creative-type activities; planning and using activities to introduce, develop and conclude a unit; techniques of evaluation, both formal and informal; relationship between objectives, learning activities and evaluation; resources and teaching materials including the uses of audio-visual equipment and primary sources of data.

SS 2121: SS NINETEENTH CENTURY
AUSTRALIAN DEVELOPMENT
3 HOURS PER WEEK
SEMESTER 1
Pre-Requisite: SS 1121
This course unit deals with the growth of colonial society from the beginnings of white settlement to the Gold Rushes, with particular emphasis upon the emergence of a distinctive Australian consciousness. Early folksongs are examined as a useful source of historical evidence.

SS 2122: SS TWENTIETH CENTURY
AUSTRALIAN DEVELOPMENT
3 HOURS PER WEEK
SEMESTER 2
Pre-Requisite: SS 1121
This course unit covers the evolution of Australian Nationalism, with detailed consideration of the relations between labour and capital, the bush legend, the notions of mateship and egalitarianism, urbanisation, and the like. Special study is made of Australian involvement in the First World War, the influence of the United States, the development of Australia after the Pacific war, the impact of immigration, and Australia's confrontation with the future.

SS 2123: SS NATIONALISM ON THE INDIAN SUBCONTINENT
3 HOURS PER WEEK
SEMESTER 1
Pre-Requisite: SS 1121
The course unit begins with a brief analysis of the traditional cultures of South Asia and then focuses upon the growth of nationalism and on post-independence developments in India, Pakistan and Bangladesh.

SS 2124: SS AFRICA IN THE NINETEENTH AND TWENTIETH CENTURIES
3 HOURS PER WEEK
SEMESTER 2
Pre-Requisite: SS 1121
The course unit deals with the scramble for Africa, decolonisation in Kenya and the development of apartheid policies in the Republic of South Africa.

SS 2201: CS HISTORY I
1 HOUR PER WEEK
SEMESTER 1
4 HOURS PER WEEK
SEMESTER 2
Pre-Requisite: TE 1091
The content of this course unit, Australian Development, will cover the beginnings of white settlement in Australia and trace the growth and development of its people through to the post-World War II period, with special reference to the changing syllabus in the N.S.W. Secondary Schools.
SS 2202: CS HISTORY II

6 HOURS PER WEEK
FULL YEAR

Pre-Requisite: TE 1091

There are three strands in this unit, the first running for three hours a week, the second for two hours and the third for one hour, each over the whole year. The strands included are:

History of the United States of America from the establishment and growth of the American Republic to its development as a great power and its influence and problems up to the present day.

Africa in the Nineteenth and Twentieth Centuries which deals with the scramble for Africa, decolonisation in Kenya and the development of apartheid policies in the Republic of South Africa; and

Methods of Teaching History, a strand which introduces students to the aims of teaching History, the problems likely to be encountered and the ways in which the subject may be taught to school pupils.

SS 2203: CS HISTORY III

6 HOURS PER WEEK
FULL YEAR

Pre-Requisite: TE 1091

There are two strands in this unit, each running for three hours a week over the whole year.

Nationalism on the Indian Subcontinent (Special Strand) which begins with a brief analysis of the traditional cultures of South Asia and then focuses upon the growth of nationalism and on post-independence developments in India, Pakistan and Bangladesh; and

Aspects of European History, a unit which concentrates on the growth and decline of the English Monarchy and the emergence and development of parliament, to 1688, and the growth and decline of the French Monarchy until the Revolutionary and Napoleonic era.

SS 3001: CS SOCIAL STUDIES III

1 HOUR PER WEEK
FULL YEAR

Pre-Requisite: SS 1001

Co-Requisite: SS 2001

In this course unit students will study:

Curriculum Guidelines Document: further examination of the guidelines document for N.S.W. schools; comparison with other curricula; the Queensland syllabus; U.S. and British programmes.

Curriculum Implementation: planning a school-based curriculum in social studies.

Curriculum Interpretation and Evaluation: analysis of specific social studies programmes selected from those prepared by Bruner, Taba and Senesh.

Social Education: detailed examination of the approaches to values education adopted by Senesh, Fraenkel, Kohlberg and Simon.

Teaching Social Studies: planning and practising activities related to field excursions, developing map concepts and using local resources.
9.9 TEACHER EDUCATION

TE 1081: CURRICULUM STUDIES

Pre-Requisite: Nil

The basic aim of this course is to develop an awareness of the educative process as it occurs in the classroom and school. A simple model of curriculum development is the vehicle used to explain this process. The emphasis, however, is on practice rather than theory. Students will be asked to carry out some exercises that involve actual contact with children. Non-teaching students are expected to find themselves an appropriate group of children.

Students will do their development studies in two curriculum areas. In one subject they will submit three assignments covering aims and objectives, programming, and teaching strategies. The three assignments in the second area will cover techniques of evaluation, the writing and teaching of a unit of work, and the evaluation related to that unit.

TE 1082: CHILDREN’S LITERATURE

Pre-Requisite: Nil

This course unit is designed chiefly with teacher-librarians in mind, but other interested students would be welcome.

The general purpose of this unit is to develop students’ knowledge and appreciation of the range and quality of literature for children.

The objectives of the course are: to have students read and review a variety of books available for children; to develop skills in the selection of reading materials appropriate to children’s interests and abilities; to provide opportunities to develop story-telling abilities.

TE 1091: CURRICULUM OVERVIEW

Pre-Requisite: Nil

Students will undertake a broad examination of the school curriculum ranging from pre-school to year 12.

Influences on curriculum design and the resulting variations in curricula will be identified. Visits will be made to selected schools to allow observation of curriculum in action.

The aims and objectives of education will be examined and the specific contributions of different sections of the curriculum to achievement of these aims will be considered.

Students undertaking the course leading to the award of the Diploma in Teaching (Primary) will focus on those subjects traditionally taught in the primary school; those undertaking the Diploma in Teaching (Secondary) course will focus on their subject specialisations.
TE 1092: BASIC PROCESSES OF TEACHING 2 HOURS PER WEEK FULL YEAR
Pre-Requisite: Nil
Students will acquire minimal levels of competency in the basic processes of planning, teaching, management, and evaluation.

Learning experiences will be organised through a three-phase cycle of:

Conceptualisation: where the skills in each process will be modelled, discussed and observed.

Simulation: where the skills in each process will be practised and discussed with peers, in the context of the student's own planned lesson.

Teaching: where the skills will be practised with children in a particular situation, purposefully arranged and controlled.

Experiences will be provided for the progressive development of knowledge and performance of the component skills in the following categories: objectives, motivators, grouping, sequencing of content and activities, reinforcers, and evaluation.

TE 1093: STUDY OF MAN I 4 HOURS PER WEEK FULL YEAR
Pre-Requisite: Nil
Study of Man I is an interdisciplinary unit which examines the broad and complex nature of mankind. Through the study of a number of key concepts students will have gained an understanding of the nature of man, the role of the individual and some of the major trends and issues of society. The concepts to be studied include growth, physiological determinism, self-concept, aggression, altruism, authority, creativity, beliefs, territoriality, emotion, and social organisation.

TE 1094: SS MIGRANT EDUCATION I 3 HOURS PER WEEK SEMESTER 2
Pre-Requisite: Nil
In this course unit migrant education will be examined in terms of: Australian society; immigration policies and attitudes to migrants; ethnic minorities: origins and cultural backgrounds; social customs and family life of people from Yugoslavia, Greece, Italy, Turkey and Lebanon; present state of ethnic minorities; organisations assisting migrants; the implications of a plural society.

TE 1600: FIELD STUDIES I 3 HOURS PER WEEK SEMESTER 1
Pre-Requisite: Nil
Co-Requisites: NS 1611, NS 1612
In this course unit students will develop basic skills of environmental inquiry and apply their theoretical understanding gained in the Ecology and Earth Studies units to the investigation of practical problems. The topics and activities will include: sampling techniques; population estimates; the statistical analysis of data; map construction, reading and interpretation; environmental measurement with particular emphasis on water and soil; and data recording techniques.
TE 2093: STUDY OF MAN II
2 HOURS PER WEEK
FULL YEAR
Pre-Requisite: TE 1093
In this unit students are required to undertake an individual research project which has been identified and developed from the concepts treated in Study of Man I. In carrying out the project students will have gained experience with a range of inquiry and communication skills appropriate to the chosen topic. In the latter part of the year each student will be required to present the results of his/her project to other members of the group.

TE 2094: SS MIGRANT EDUCATION II
3 HOURS PER WEEK
FULL YEAR
Pre-Requisite: TE 1094
The major concern of this course unit will be the teaching of English as a second language. Areas to be studied will include psycho-linguistics, socio-linguistics, the sounds and structures in English. The difficulties posed by English for second language learners will be an important part of this unit.

TE 2612: NON-LIVING RESOURCE MANAGEMENT
3 HOURS PER WEEK
SEMESTER 2
Pre-Requisite: NS 1612
This course unit will allow students to develop a knowledge of the technology and economics of resource management and to analyse specific examples of non-living resource management. Areas of study include technology and resources, economics and resource management, and specific case studies such as urbanisation, energy supply, water resource project and the atmosphere.

TE 2621: LEARNING THEORY AND TEACHING STRATEGIES
2 HOURS PER WEEK
SEMESTER 1
Pre-Requisites: Any two of NS 1611, NS 1612, TE 1600
Co-Requisites: Any two of NS 2611, TE 2612, NS 2600
By the end of this course unit, students will be able to identify relationships between learning theories and teaching strategies; apply teaching strategies to learning situations related to environmental education; and integrate environmental education into the normal school programme.

TE 2622: CURRICULUM ORGANISATION AND DEVELOPMENT
3 HOURS PER WEEK
SEMESTER 1
Pre-Requisites: Any two of NS 2611, NS 1612, TE 1600
Co-Requisites: Any two of NS 2611, TE 2612, NS 2600
At the end of this course unit students will be able to: use environmental topics as an integrating theme to achieve the aims of primary education in general, and the aims of the science curriculum in particular; identify the variables involved in the curriculum development process; and suggest possible methods of implementation of environmental education throughout the school.
TE 2623: SOCIAL AND PHILOSOPHICAL FOUNDATIONS  2 HOURS PER WEEK  SEMESTER 2

Pre-Requisites: All 1600 level and any three 2600 level course units, NS or TE

In this course unit students will develop an understanding of the ways that the decisions of the society about resource use and environmental management are guided by the scientific, economic and political philosophies that have evolved in the culture. To develop these understandings students will examine selected scientific, economic and political philosophies; compare and contrast the resource use and environmental management policies of societies with differing economic and political philosophies; and examine the roles of environmental management agencies and action groups and evaluate their contribution towards the maintenance of natural diversity and environmental quality.

TE 2624: CURRENT ISSUES  3 HOURS PER WEEK  SEMESTER 2

Pre-Requisites: All 1600 level and any three 2600 level course units, NS or TE

In this course unit students will examine critically and evaluate public, professional and government statements on current environmental issues. They will also be required to develop and rationally defend, through seminars and sustained writing, a personal value system related to environmental issues. The issues chosen for study may be of local, national or international significance and may include topics such as: the uranium debate; the energy crisis; national parks; desertification; the Port Kembla coal loader; local waste disposal; and the Great Barrier Reef.

TE 3094: SS MIGRANT EDUCATION III — EDUCATIONAL STUDIES  3 HOURS PER WEEK  FULL YEAR

Pre-Requisite: TE 2094

In this unit students will examine:

Teaching in a multi-cultural setting: cultural pluralism and the schools, needs of children from minority groups, roles of the teacher, curriculum change and innovation.

Religious, cultural and social backgrounds of migrant groups: cultural and religious traditions in forming family life, child-rearing practices, educational aims and values (for example, in Turkey, Greece and Yugoslavia), the emotional and social educational needs and development of children of minority cultures, religion and multi-cultural education.

Social and psychological studies: evaluation of remedial programmes, bilingualism and the ethnic schools, self-image and identity.

TE 4291: COMMUNICATION IV — ENGLISH  1 HOUR PER WEEK  FULL YEAR

Pre-Requisite: EN 1491

Co-Requisite: EN 1291

This course unit will include:

Literary Studies: reading, discussion of work of selected modern writers of verse, prose, drama; study of contemporary journalism; and

Creative Writing: verse, prose related to forms of writing studied above.
TE 4292: COMMUNICATION IV — ART
1 HOUR PER WEEK
FULL YEAR

Pre-Requisite: TE 4291

This course unit will include a clarification of ideas in respect of communication through art and an examination of the scope of materials and techniques related to types of expression. Practical work will offer the opportunity for individuality and initiative in the creative fields of drawing and painting.
10
SCHOOL EXPERIENCES
10 SCHOOL EXPERIENCES

The pattern of practical school experiences has two traditional components, demonstration lessons and practice teaching.

The Institute has always been concerned that there should be a gradual process of initiating the student into the atmosphere and procedures of the classroom. The current approach assumes that there is a logical pattern of development in the content of the programme both:

(a) horizontally through the lecture and demonstration programme and into the classroom and

(b) vertically in terms of skills, knowledge and attitudes the students require if they are successfully to complete their pre-service teacher education.

It assumes also that student involvement in the classroom should develop further the one-to-one experience of the early stages of the demonstration programme in a micro-teaching situation where the complexities of full-class teaching are reduced to a level at which the student can operate confidently.

10.1 DEMONSTRATION LESSONS AND FIELDWORK

Weekly visits to Demonstration Schools occur for most students through first, second and early third terms. Each visit involves students in observing and/or participating in a lesson unit presented by a skilled teacher. These lessons have been given for primary students at either the Fairy Meadow Demonstration School or the Mount Keira Demonstration School (a "two-teacher" school) and for secondary students in a number of High Schools. In recent years, there has been movement away from demonstrations of the "model and master teacher" type towards use of schools for field and laboratory work with children in classrooms.

10.2 PRACTICE TEACHING

Practice teaching follows the block pattern allowing students six weeks' full-time attendance in schools in each year of the programme, usually in two periods of three weeks. All first-year students undergo an experience in primary schools during their first year. All first-year female primary students are given the opportunity of practising in upper primary and lower primary classes in order to assist them in making their choice of specialisation for the second year.

Practice teaching is supervised by Institute lecturers who act as consultants and together with the classroom teachers assist students' progress towards the acquisition of teaching competencies. While the lecturer, as an experienced teacher-educator, can give assistance to any student in any field of specialisation, consultation with a specialist lecturer is made available if necessary. The emphasis throughout is upon practice teaching as a learning process for the student rather than as a process of assessment.

Eighty primary and thirty secondary schools, including private schools, are used within the area stretching from Engadine to Nowra and including Campbelltown, Bowral, Moss Vale, Mittagong, Camden and Picton.

Satisfactory completion of practice teaching is required for the award of the Institute's diplomas. A student absent for a significant period of time is required to make up for that absence. Provision is made for identification of areas in which students need remedial treatment and these are followed up.

In cases of absence during practice teaching, students are required to notify the school principal before the beginning of classes. The Institute's leave form, obtainable from the school principal, must be completed and returned to him for forwarding to the Deputy Director with a medical certificate for sick leave of more than three days' duration.
INFORMATION FOR STUDENTS
11.1 ATTENDANCE AND LEAVE OF ABSENCE

Students are required to meet all attendance requirements of the course in which they are enrolled.

Where leave of absence of half a day or more is anticipated, an application for leave, available from the Student Services Office, must be submitted in advance to the Staff Adviser (any student who is absent without notice should telephone the Deputy Director or send a message).

Full reasons for any absence are to be given on the leave form and the completed form should be delivered to the Staff Adviser immediately attendance at lectures is resumed. A medical certificate is necessary for absences of more than three days on account of illness. However, there may be occasions when a student is required to present a medical certificate for absences of less than three days.

Failure to fulfill these requirements may result in leave not being granted.

Regulations to be observed when a student is absent from a school during a practice teaching session, or from a recognised assessment, are detailed in the relevant sections of the calendar.

11.2 AUSTRALIAN GOVERNMENT ASSISTANCE

The Commonwealth Government provides means-tested financial aid to students studying full-time through the Tertiary Education Assistance Scheme (TEAS). Students must not be bonded, and there is no age limit.

Students must submit an application to the TEAS Office by 31st March to qualify for a full year’s benefits.

Application forms will be available at the Institute’s Student Services Office.

Further information is available from:

The Director,
New South Wales Office,
Commonwealth Department of Education,
59 Goulburn Street,
SYDNEY.
Telephone No. (02) 218 8800

11.3 BANKING FACILITIES

A branch agency of the Commercial Banking Company of Sydney Ltd. operates in the University Union Building from 10.00 a.m. till 3.00 p.m. Monday to Friday.

11.4 BOOKSHOP FACILITIES

A branch of the University Co-operative Bookshop is situated in the University Union Building.

11.5 CARE OF PROPERTY

Students should take all reasonable precautions with property and avoid, as far as possible, bringing large sums of money or valuables to the Institute. These should not be left in rooms or corridors. Valuables may be left with the Student Services Officer or Gymnasium Attendant for safe keeping.

11.6 CHANGE OF ADDRESS OR MARITAL STATUS

Students who change address or marital status while attending the Institute, should complete the appropriate form available from the Student Services Office.

11.7 CHAPLAINS 1980

The Church of England, the Roman Catholic Church and the Uniting Church in Australia have appointed Chaplains to the Institute.

Church of England:
Rev. Canon R. H. Goodhew,
St. Michael's Pro-Cathedral, Wollongong. Telephone: 28 9132
11.8 CHRISTIAN FELLOWSHIP
The Wollongong Institute of Education Christian Fellowship is an inter-denominational group which meets weekly at the Institute.

11.9 COUNSELLING
Students desiring information or advice on any Institute or personal matter, or wishing to discuss problems, may, in the first instance, consult their Section Adviser. The Deputy Director is also readily available for consultation.

11.10 DRESS
Students should observe acceptable standards of dress and deportment. They are expected to be appropriately attired when attending a school for demonstrations or teaching practice.

11.11 FEES
The Students' Association Fee is compulsory and is payable on enrolment. Fees for 1980 are $50 for full-time and part-time students and $10 for external students. A library deposit of $10 is payable by all students and is refundable less any outstanding charges.

The General Office, located on the eastern side of the Administration Building, is open for business between 8.30 a.m. and 4.30 p.m. Monday to Friday.

11.12 FIRST AID
First Aid facilities are available to students and staff for the treatment of minor ailments and injuries. A first aid room is located on the ground floor of the Administration Building.

In the event of serious injury, arrangements will be made for transport to the casualty section of Wollongong Hospital. The Institute does not accept responsibility for any expenses incurred in relation to transport, treatment or hospitalisation.

11.13 LITTER
Students are asked to place all refuse in the receptacles provided and to avoid leaving papers, bottles, etc., in lecture rooms, corridors, common rooms, or anywhere in the Institute grounds. It is expected that all students will assist in keeping the Union and cafeteria comfortable and attractive by disposing of table litter in the bins provided.

11.14 LOST PROPERTY
Lost property should be handed in at the General Office, Administration Building. Enquiries concerning lost property should be made to the switchboard operator in the same office.

11.15 NEEDY STUDENTS
An Institute Committee receives and decides upon applications for loans by students in need. The appropriate application form may be obtained from the Student Services Office or the Finance Officer.

11.16 NON-ATTENDANCE OF LECTURER
If a lecturer does not arrive at a lecture within five minutes of the advertised time of commencement of the lecture without prior warning or explanation, the section shall make an effort to contact the lecturer concerned. If unsuccessful, and if the lecturer has not arrived within ten minutes of the time of commencement of the lecture, the section may consider itself dismissed. This should be reported immediately to the Deputy Director, or, in his absence, the Secretary.

11.17 PARKING AND TRAFFIC REGULATIONS
Students must park their vehicles only in designated parking areas. Traffic through the Institute is strictly one-way and specified speed limits are to be observed at all times.
11.18 PERSONAL ACCIDENT INSURANCE
All students are strongly advised to ensure that they have a full personal accident insurance cover.

11.19 PETS
No pets are allowed on Institute premises.

11.20 REFUND OF FEES
Student Association fees will be refunded to a student who discontinues a course before the end of the fourth week of the semester in which the course commenced. No refund will be made where a student discontinues beyond this date. Notification of discontinuance must be in writing.

11.21 SMOKING
Smoking is not permitted in lecture rooms, library, gymnasium or auditorium.

11.22 STUDENT ACCOMMODATION
The Institute's Student Services Office endeavours to help by providing information on accommodation available at the residential college (International House), the Y.W.C.A. and private homes.

11.23 STUDENTS' ASSOCIATION
The Students' Association is a collective body of all students enrolled at Wollongong Institute of Education. Payment of compulsory fees on enrolment constitutes membership of the Association.

The Association is governed by an elected body of students called the Students' Association Council (S.A.C.). The aims of the Association are to promote the interests and welfare of students enrolled at the Institute and to provide a recognised means of communication between students and Institute authorities.

Officers of the Students' Association for 1979-80 are:

President               David Weymark
Vice-President          Robert Wells
Secretary               vacant
Treasurer               Michelle Griffith
Cultural Activities Secretary  Pam Hurley
Clubs and Societies Secretary  Kevin O'Gorman
A.U.S. Secretary        vacant

The Association has a number of affiliated bodies. One of these is the Sports Union which promotes and controls competitive and recreational sporting activities within the Institute.

The Cultural Activities Secretary and the Clubs and Societies Secretary aim to provide opportunities for students to enjoy various activities through Clubs such as Drama Club, Ski Club, and Film Club, outside of their usual college commitments.

11.24 STUDENT IDENTITY CARD
All new students will be issued with an Identity Card which will include a photograph of the holder. The card will be required when borrowing books, materials or equipment, and when making application for travel concessions, etc.

Identity cards, if lost, may be replaced after paying the Institute Cashier in the Administration Building the sum of $1.00 and showing a receipt for this payment to the Student Services Office.

Students who withdraw from the Institute are required to return the identity card to the Student Services Office.

11.25 STUDENT MAIL
Letters, parcels or internal correspondence addressed to students will be placed in the section boxes located in the Lecture Block.
11.26 STUDENT MEDICAL SERVICE
A free medical service is available at the University of Wollongong to students of the Institute. Although therapeutic, the medical service is not intended to replace private or community health services. Service is confidential and students are encouraged to attend for advice on matters pertaining to health. Appointments may be arranged by contacting the Student Counselling Unit at the University.

11.27 STUDENT SERVICES OFFICE
The Student Services Office is located on the ground floor of the Administration Building. The office is responsible for administering the admission, enrolment and assessment of Institute students. It also maintains academic records of students.

During semester, the Student Services Office will be open from 8.30 a.m. to 4.30 p.m., Monday to Friday.

11.28 TEACHER EDUCATION ADVISORY OFFICE
A Teacher Education Advisory Office, located in the University grounds, handles all matters relating to Teacher Scholarships and Bursaries for students of the Institute.

11.29 TELEPHONE CALLS
Except in extreme emergencies, telephone messages received by Institute staff will not be relayed to students.

11.30 TRAVEL CONCESSIONS
Students entitled to concession fares on trains should obtain the appropriate certificate obtainable from the Student Services Office.

11.31 USE OF INSTITUTE EQUIPMENT
Equipment essential for the meeting of programme requirements may be borrowed by students subject to the approval of supervising lecturers. Borrowers will be personally liable for the loss or damage of Institute equipment.

11.32 USE OF INSTITUTE PREMISES
Student groups, societies or clubs wishing to use Institute premises should contact the Personnel Office in the Administration Building.
LOCATIONS
LOCATIONS

1 — Administration
2 — Library
3 — Lecturers' Office Block
4 — Music Centre
5 — Lecture Block
6 — Student Union Building
7 — Movement Laboratory
8 — Gymnasium
9 — Drama Workshop
12 — Parking

D3 — Audio-Visual Unit
2 — Computer Room
S1 — Main Store
2 — School of Nursing
2 — Student 'Printery
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