Wollongong Institute of Education

Calendar 1981

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".
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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).

AIMS OF THE INSTITUTE

The Institute, a college of advanced education, seeks to serve the broad needs and interests of the Illawarra community by offering a range of advanced education courses.

The Institute’s courses have a strong vocational bias and are structured to give students the opportunity to apply skills within their chosen disciplines.
1
PRINCIPAL DATES
CALENDAR 1981

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Bachelor of Education & Graduate Diploma

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Diploma in Teaching & Diploma in Education

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Graduation Day - Friday, 1st May, 1981.
**CALENDAR OF IMPORTANT DATES FOR 1981**

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<td>12</td>
<td>Thursday</td>
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<td>18</td>
<td>Wednesday</td>
<td>Enrolment period ends</td>
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<td></td>
<td><strong>AUTUMN SEMESTER</strong></td>
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<tr>
<td>February</td>
<td>23</td>
<td>Monday</td>
<td>Lectures commence for all students</td>
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<tr>
<td>April</td>
<td>17</td>
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<td>21</td>
<td>Tuesday</td>
<td>Easter Recess</td>
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<td>22</td>
<td>Wednesday</td>
<td>Practice Teaching period commences for Diploma in Teaching and Diploma in Education students</td>
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<tr>
<td>May</td>
<td>8</td>
<td>Friday</td>
<td>Lectures end</td>
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<td>11</td>
<td>Monday</td>
<td>Student vacation begins</td>
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<td></td>
<td>18</td>
<td>Monday</td>
<td>Lectures commence for Bachelor of Education and Graduate Diploma in Educational Studies students</td>
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<td>25</td>
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<td>June</td>
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<td>Study period begins for Bachelor of Education and Graduate Diploma in Educational Studies students</td>
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<td>8</td>
<td>Monday</td>
<td>Assessment period begins for Bachelor of Education and Graduate Diploma in Educational Studies students</td>
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<td>Practice Teaching period commences for Bachelor of Education students</td>
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<td>29</td>
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<td>Study and assessment period begins for Diploma in Teaching and Diploma in Education students</td>
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<td>July</td>
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<td>Friday</td>
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<td>Student vacation begins</td>
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<td>September</td>
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<td>Monday</td>
<td>Lectures commence for Bachelor of Education and Graduate Diploma in Educational Studies students</td>
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<td>December</td>
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<td>Monday</td>
<td>Student vacation begins for Diploma in Teaching and Diploma in Education students</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.

COMMITTEES 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 currently organised on a "Departmental" 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:

F. G. McInerney, LL.B. (Deputy Chairman)
H. Akitt, M.A., U.E.D., M.A.C.E.
V. A. Fell
B. S. Gillett, B.A., Dip.Ed.
C. Harmer, F.C.A., A.C.I.S.
L. M. Koder, M.Sc., M.A.C.E., M.A.Ps.S.
L. J. Livissianos
R. G. Morrison, Dip.Teach.
P. D. Mowbray, M.B., B.S.
W. Mowbray, B.Sc., M.Ed., A.S.T.C.
A. C. Osborne
P. D. Rousch, B.A., B.Ed., Ph.D., M.A.C.E, F.A.I.M.
R. L. Wells
D. N. Weymark
T. White, B.Sc., Dip.Ed.
R. J. Wilding
3.2 STAFF

Director: P. D. Rousch, B.A., B.Ed., Ph.D., M.A.C.E., F.A.I.M.
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.

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. J. Chappie
- M. J. Heyligers, T.S.T.C.

EDUCATION

Principal Lecturers: K. V. Mathews, B.A.(Hons), M.Ed.(Hons) (Head of Department)
- D. P. Hogan, B.A (Hons), 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.
- 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., M.Ed.Studies (Head of Department)
Lecturers:
- E. Errington, B.Ed.(Hons)
- P. F. Farrar, Dip.Teach., B.A.(Hons)
- P. C. Geekie, M.A.(Hons), Litt.B.
- R. K. Pretty, B.A.(Hons), M.A.
- M. R. Stone, B.A., M.A.

MATHEMATICS

Lecturers:  N. R. Aylward, M.A.(Hons), Litt.B.
R. J. Crawford, B.Sc.(Hons), M.Sc., Dip.Ed.
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.), Ph.D.

MUSIC
Principal Lecturer:  R. A. Hollands, B.A., D.S.C.M., M.A.C.E. (Head of Department)
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. (Head of Department)
W. S. A. Chapman, B.A., B.Sc.(Hons), Dip Ed.
W. Mowbray, B.Sc., M.Ed.(Hons), A.S.T.C.
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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-laws".
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—cl. 4, 5.
   - CHAPTER III.—THE CORPORATION—cl. 6, 7.
     - DIVISION 1.—Preliminary—cl. 8-12.
     - DIVISION 3.—Manner of Counting Votes and Ascertaining Result of Ballot—cl. 27-29.
     - DIVISION 4.—Term of Office of Elected Members—cl. 30.
     - DIVISION 5.—Casual Vacancies—cl. 31.
   - CHAPTER V.—THE COUNCIL—cl. 32-53.
     - DIVISION 1.—The Chairman and Deputy Chairman—cl. 32-40.
     - DIVISION 2.—Conduct of Meetings—cl. 41-52.
     - DIVISION 3.—Expenses of Council Members—cl. 53.
   - CHAPTER VI.—COMMITTEES AND BOARDS—cl. 54-65.
     - DIVISION 1.—Committees—cl. 54-60.
     - DIVISION 2.—Academic Board—cl. 61-64.
     - DIVISION 3.—Appeals Committee—cl. 65.
   - CHAPTER VII.—THE COMMON SEAL—cl. 66-68.
   - CHAPTER IX.—APPOINTMENT, PROMOTION AND RESIGNATION OF SERVANTS—cl. 72-76.
   - CHAPTER X.—THE CONDUCT AND DISCIPLINE OF SERVANTS AND STUDENTS—cl. 77-89.
     - DIVISION 1.—Servants—cl. 77, 78.
     - DIVISION 2.—Students—cl. 79-85.
     - DIVISION 3.—Appeals—cl. 86-89.

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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—
(a) 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.
26. Neither the Secretary nor any person appointed by him nor any scrutineer shall in any way disclose or aid in disclosing in what manner any voter has voted.

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 an elected 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.
(4) 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) 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.
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.

The Director may ask the Academic Board to elect another of its members as Chairman for a specified term.

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.

(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

The common seal shall be and remain in the custody of the Secretary.

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.

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

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 5.1.1 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 will include 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, a three-year diploma or an equivalent qualification 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 5.2.1.2 was not part of the degree or diploma, then the candidate shall be required to complete preliminary courses deemed equivalent.

5.2.1.5 Advanced Standing will not be granted in graduate courses.

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 5.1.1. above.
5.3.1.2 Conversion from Two-year Certificate

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 Applicants with other teacher education qualifications may be considered for admission. Such applicants may be required to complete additional course units as specified by the Academic Board. The residential restrictions of 5.3.1.2.2 above will apply.

5.3.2 BRIDGING COURSE CONVERSION FROM DIPLOMA IN TEACHING (PRIMARY) NOT PART OF THE BACHELOR OF EDUCATION

5.3.2.1 Applicants who have satisfactorily completed a Diploma in Teaching (Primary), not part of the Bachelor of Education offered by the Wollongong Institute of Education, will be eligible for admission.

5.3.2.2 Applicants who have satisfactorily completed a Diploma in Teaching (Primary) 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.

5.3.3 BACHELOR OF EDUCATION (PRIMARY)

5.3.3.1 Part-time or External Study

5.3.3.1.1 Applicants who have satisfactorily completed the Diploma in Teaching (Primary) through the Wollongong Institute of Education, under the conditions set out in 5.3.1 or 5.3.2.2 above, will be eligible for admission.

5.3.3.1.2 Applicants who have satisfactorily completed an approved Diploma in Teaching (Primary), that was part of a Bachelor of Education programme offered by 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.

5.3.3.1.3 Applicants may be required to undertake additional bridging courses, as determined by the Academic Board, prior to entry to the fourth year of the Bachelor of Education (Primary) if more than five years have elapsed since their receipt of the Diploma in Teaching (Primary) as specified in 5.3.3.1.1 and 5.3.3.1.2 above.

5.3.4 DIPLOMA IN TEACHING (SECONDARY)

5.3.4.1 English/History
Candidates must have achieved a satisfactory level in History at the Higher School Certificate.

5.3.4.2 Mathematics
Candidates must have achieved a satisfactory level in the 4 Unit, 3 Unit, or 2 Unit course in Mathematics at the Higher School Certificate.
5.3.5 BACHELOR OF EDUCATION (PHYSICAL AND HEALTH EDUCATION)
DIPLOMA IN TEACHING (PHYSICAL EDUCATION)
5.3.5.1 Candidates must demonstrate an interest in, and an aptitude for, physical, sporting and recreational activities.
5.3.5.2 A course in Science, presented at the Higher School Certificate, is considered desirable.

5.3.6 GRADUATE DIPLOMA IN EDUCATION (PRIMARY)
5.3.6.1 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.

5.3.7 GRADUATE DIPLOMA IN EDUCATIONAL STUDIES
Environmental Education
Health Education
Reading/English as a Second Language Education
School Administration
Secondary Mathematics Education
5.3.7.1 Candidates will be expected to possess a teaching qualification or equivalent from a recognised tertiary institution and have at least one year of successful professional experience with the exception of the School Administration course which requires at least five years of successful professional experience.

5.4 MISCELLANEOUS ADMISSION OF STUDENTS
5.4.1 Miscellaneous admission is available to a student who is 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 The term "advanced standing" will apply in any instance where a student is granted exemption from one or more course units.
5.5.2 Applications for advanced standing should be made at the time of initial enrolment but subsequent applications will be considered.
5.5.3 Unless rules associated with a specific course state otherwise, the amount of advanced standing permitted in a course will be limited to a maximum of 50% of that course.
5.5.4 In those instances where an application for advanced standing is successful, the maximum number of semesters within which the student will be required to complete the course will be determined.

Note: Application for advanced standing, together with supporting documentation, should be submitted to Student Administration.
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 6.3, 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 participation in all prescribed activities associated with the course.

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:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>D</td>
<td>Grades of Pass*</td>
</tr>
<tr>
<td>C</td>
<td>Grades of Pass</td>
</tr>
<tr>
<td>P</td>
<td>Failure</td>
</tr>
<tr>
<td>F</td>
<td>Incomplete</td>
</tr>
<tr>
<td>I</td>
<td>Exemption in terms of “Advanced Standing” policy</td>
</tr>
<tr>
<td>E</td>
<td>Withdrawal without penalty</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal equivalent to failure</td>
</tr>
<tr>
<td>WF</td>
<td>Withdrawal equivalent to failure</td>
</tr>
</tbody>
</table>

* 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 Student Administration and include:
(i) name and section number (if applicable),
(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 When 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 commencement 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 Student Administration 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. When 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 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 Student Administration within fourteen days of the date of publication of the assessment result. Student Administration 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 Diplomas 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 PROGRESSION
6.2.1 PREAMBLE
6.2.1.1 A student shall not enrol in more than a specified amount of course work in any one semester or year, as prescribed in 6.3.
6.2.1.2 A student shall be ineligible to enrol in any course unit without having satisfied the published pre-requisites and co-requisites.

6.2.1.3 Outstanding indebtedness to the Institute, as in 6.1.7.4 above, will render a student ineligible to re-enrol in a course.

6.2.1.4 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.

6.2.1.5 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.

6.2.1.6 Students who fail in a course unit may repeat that course unit when it next becomes available.

6.2.1.7 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.

6.2.2 EXCLUSION

6.2.2.1 A student shall be excluded from a course unit when 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.

6.2.2.2 A student shall be excluded from a course if:

6.2.2.2.1 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.)

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

6.2.2.3 A student excluded in terms of 6.2.2.2 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.

6.2.2.4 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.

6.2.3 APPEALS AGAINST THE APPLICATION OF ASSESSMENT AND PROGRESSION REGULATIONS

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

6.2.3.2 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.

6.2.3.3 Reasons for the appeal and the name of the appellant's nominee in terms of 6.2.3.6 below must be included with the notification of the appeal.

6.2.3.4 In exceptional circumstances, appeals made after the time stipulated in 6.2.3.2 above may be accepted by the Academic Board.

6.2.3.5 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.

6.2.3.6 The appellant may nominate a member of the Academic Board or the appropriate Board of Studies as an additional member of the Committee hearing the appeal.

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

6.2.3.8 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 6.2.2.4.

6.3 SPECIFIC REQUIREMENTS FOR ACCREDITED COURSES

6.3.1 DIPLOMA IN TEACHING (PRIMARY) (initial enrolment in 1981)
In order to satisfy requirements for the Diploma in Teaching (Primary), a student shall:
(i) obtain a pass in all course units of the prescribed course and satisfy mandatory practice teaching requirements within a maximum of twelve (12) semesters from the date of initial enrolment;
(ii) not enrol in more than twenty-four (24) credit points of course work in any one semester without the approval of the Academic Board.

6.3.2 CONVERSION TO DIPLOMA IN TEACHING (PRIMARY)
6.3.2.1 From Two-year Certificate
In order to satisfy the requirements of the Diploma in Teaching (Primary) 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 twelve (12) credit points of course work in any one semester without the approval of the Academic Board.

6.3.3 BRIDGING COURSE FROM DIPLOMA IN TEACHING (PRIMARY) (Pre-1983)
In order to satisfy the requirements of the Bridging Course to the Bachelor of Education (Primary) a student shall:
(i) pass in all course units of the prescribed course within a maximum of two (2) semesters from the date of initial enrolment; and
(ii) not enrol in more than twelve (12) credit points of course work in any one semester without the approval of the Academic Board.
6.3.4 BACHELOR OF EDUCATION (PRIMARY)
In order to satisfy the requirements of the final year of the Bachelor of Education (Primary) students who possess a Diploma in Teaching that was part of an approved Bachelor of Education course structure, or who have completed appropriate bridging studies, shall:
(i) pass in all 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 twelve (12) credit points of course work in any semester without the approval of the Academic Board.

6.3.5 DIPLOMA IN TEACHING (PRIMARY) (Initial enrolment prior to 1981)
DIPLOMA IN TEACHING (SECONDARY)
DIPLOMA IN TEACHING (PHYSICAL EDUCATION)
6.3.5.1 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.

6.3.6 BACHELOR OF EDUCATION (PHYSICAL AND HEALTH EDUCATION)
6.3.6.1 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.
6.3.6.2 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.
6.3.6.3 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).

6.3.7 GRADUATE DIPLOMA IN EDUCATION (PRIMARY)
6.3.7.1 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.

6.3.8 GRADUATE DIPLOMA IN EDUCATIONAL STUDIES
Environmental Education
Health Education
Reading/English as a Second Language Education
School Administration
Secondary Mathematics Education
6.3.8.1 For the award of a Graduate Diploma in Educational Studies, a student shall:

(i) successfully complete the prescribed course within eight semesters from the date of initial enrolment. This specified number of semesters includes those in which the student does not enrol in any course unit;

(ii) not enrol in more than eight (8) hours of course work in any one semester without the approval of the Academic Board.
7 COURSES
The Institute proposes to offer the following courses in 1981:

**Full-Time:**
- Bachelor of Education (Primary)/Diploma in Teaching (Primary)*
- Bachelor of Education (Physical and Health Education)
- Diploma in Teaching (Physical Education)
- Diploma in Teaching (Primary) — Old Course
- Diploma in Teaching (Secondary) — (English/History)
- (Mathematics)
- Graduate Diploma in Education (Primary)

**Part-Time:**
- Graduate Diploma in Educational Studies (Environmental Education)
- Graduate Diploma in Educational Studies (Reading/English as a Second Language Education)
- Graduate Diploma in Educational Studies (School Administration)

**External Studies:**
- Bachelor of Education Bridging Course*
- Diploma in Teaching (Primary)*
- Graduate Diploma in Educational Studies (Health Education)
- Graduate Diploma in Educational Studies (Secondary Mathematics Education)

* The introduction of this course is subject to N.S.W. Higher Education Board approval.
7.1 PRIMARY COURSES
7.1.1 **BACHELOR OF EDUCATION (PRIMARY)/DIPLOMA IN TEACHING (PRIMARY)**

This course will commence in the Autumn Semester of 1981 and will contain the equivalent of four years of academic study of which the first three will comprise the pre-service component leading to the award of the Diploma in Teaching. After the successful completion of the equivalent of one year of teaching, students may complete a further year of study (taken part-time over two years) to satisfy requirements for the Bachelor of Education award.

The Diploma in Teaching and Bachelor of Education programmes are structured for the total professional development of the teacher. The course structure has been developed around specific guiding principles which are organised into four fundamental themes: the development of maturity; the development of appropriate values and attitudes; the acquisition of knowledge and intellectual skills; and the development of professional skills.

The strands of the course include Studies in Education, Applied Curriculum Studies and General Studies. The emphasis of the Studies in Education and Applied Curriculum Studies strands is on the application of theory in classroom situations. The General Studies strand is aimed at contributing to personal development so that knowledge and expertise will extend beyond teaching. Students will be asked to choose one of a number of areas offered in this strand and pursue it across five semesters.
### BACHELOR OF EDUCATION (PRIMARY) / DIPLOMA IN TEACHING (PRIMARY)

**DIPLOMA IN TEACHING (PRIMARY)**

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Figures in parentheses indicate unit credit points. Each semester of full-time study carries the equivalent of twenty-four credit points. Diplomates from this course may enter the fourth year of the Bachelor of Education (Primary) course after the successful completion of the equivalent of one year of teaching.
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BACHELOR OF EDUCATION (PRIMARY)/DIPLOMA IN TEACHING (PRIMARY)

CONTENT OF COURSE UNITS

CA 1013: THE ARTS IN EDUCATION I  
3 CREDIT POINTS  
3 HOURS PER WEEK  
AUTUMN SEMESTER  

Pre-Requisite: Nil

Students will be introduced to the concept of links between the arts being forged into a unified experience through a singular, immediate “happening.” From this will flow a presentation of foundations in the arts and critical definitions.

This unit aims to: develop concepts and an understanding of terminology in the visual and performing arts; establish understanding and basic definitions of these disciplines; examine and highlight the concept of commonalities and alliances found to be unifying and practical in presenting the arts in education; provide opportunities for students to explore their own physical, sensory, intellectual, imaginative and emotional resources; promote those attitudinal qualities and artistic sensitivities in students essential for effective implementation by adults of satisfying and developmental artistic experiences and programmes in the arts with children; establish intellectual background for understanding the arts in education.

CA 1023: THE ARTS IN EDUCATION II  
3 CREDIT POINTS  
3 HOURS PER WEEK  
SPRING SEMESTER  

Pre-Requisite: Nil

A child-developmental stage approach which underlies this course unit and the two subsequent course units will be introduced. The outlook, capacities and developmental levels of young children from around 5 to 7 years of age will form the framework for consideration of teaching content, approaches and skills and some further focus upon the performing arts.

This course unit will: give students experience in arts media and techniques appropriate to the pre-operational stage of intellectual development and psychomotor level of development in young children; initiate a closer exploration of the physical, sensory, mental and emotional resources of the student with a view to giving practical expression to the forces of imagination, intuition and communication; study the sequencing and grading of material for lower primary grades through the exploration of presentation methods and a wide range of possible stimuli for children of this age group; highlight commonalities found to be unifying and practical in presenting the arts in education.

CL 1013: LANGUAGE EDUCATION I  
3 CREDIT POINTS  
2 HOURS PER WEEK  
AUTUMN SEMESTER  

Pre-Requisite: Nil

Most children enter school with an extensive working knowledge of their native language which forms the basis for the development of language skills in the school years. Language development in the context of formal schooling should provide real and meaningful opportunities to use language in a variety of ways. Consequently, this course unit aims at developing a knowledge of
language which will assist in organising language learning experiences in the classroom. Particular emphasis will be given to the specific ways in which the child's language may be stimulated and enriched through positively guided drama opportunities.

**CL 1023: LANGUAGE EDUCATION II**

3 CREDIT POINTS  
2 HOURS PER WEEK  
SPRING SEMESTER

Pre-Requisite: Nil

One of the most important aspects of the pre-service education of teachers is their training as teachers of literacy. This course unit is designed to develop some of those skills. Literacy will be discussed in the general context of communication, and it will be assumed that the acquisition of literacy is a process parallel to initial language acquisition.

Although a necessary outcome of the studies undertaken in this course unit is the development of an approach to teaching literacy, it is hoped that, rather than merely learning a series of specific teaching procedures, students will develop an understanding of the nature of literacy which will guide them in choosing effective techniques and appropriate resources for the teaching of reading and writing skills.

**CM 1013: MATHEMATICS EDUCATION I**

3 CREDIT POINTS  
2 HOURS PER WEEK  
AUTUMN SEMESTER

Pre-Requisite: Nil

This course unit has been designed to make the student thoroughly conversant with the elementary mathematics of the primary school. Students will become familiar with the vocabulary of primary school mathematics; develop a deeper understanding of the basic concepts of mathematics; acquire computational skills using a variety of algorithms; perceive the need for positive attitudes towards mathematics.

**CM 1023: MATHEMATICS EDUCATION II**

3 CREDIT POINTS  
2 HOURS PER WEEK  
SPRING SEMESTER

Pre-Requisite: Nil

This unit is an extension of the discipline study commenced in unit CM 1013. It has been designed to enable the student to become familiar with the order of presentation of primary school mathematics and the sequential structure of the mathematics studied in the previous unit. It will provide the basis for planning teaching strategies and programming which will be studied in greater depth in succeeding course units.

On completion of this unit students will be able to place in sequential order the teaching steps for any section of elementary mathematics and perceive the need for such sequencing.

**CS 1013: THE SCIENCES AND THE PRIMARY SCHOOL**

3 CREDIT POINTS  
3 HOURS PER WEEK  
AUTUMN SEMESTER

Pre-Requisite: Nil

This course unit will develop the theme that there exists a common purpose in the physical and health education, science and social studies curricula in the
primary school. The structure of science will be examined in detail, and the commonalities of the sciences, particularly with regard to methodology, will be identified. Special emphasis will be placed upon the role of each curriculum in cognitive, affective and psychomotor development.

CS 1023: INVESTIGATING THE CHILD'S WELL-BEING 3 CREDIT POINTS
3 HOURS PER WEEK
SPRING SEMESTER
Pre-Requisite: Nil
The role of the school in favourably influencing the development of sensible health habits and practices will be dealt with in this course unit.

An examination will be made of topics such as: the nature of good health; health status; motor fitness in health and fitness; physical fitness and activity. A study of the design and implementation of lessons in the area of physical and health education appropriate to the primary school together with a variety of teaching strategies aiming specifically at behaviour modification will be undertaken.

ED 1014: LEARNING AND THE LEARNER 4 CREDIT POINTS
3 HOURS PER WEEK
AUTUMN SEMESTER
Pre-Requisite: Nil
Fundamentally education is about learners learning. A knowledge of the nature of learners and of learning is an essential foundation for the potential teacher. This basic theme of learners learning is an integrative one linking the subsequent course units.

ED 1024: THE LEARNER: EDUCATION AND INSTITUTIONS 4 CREDIT POINTS
3 HOURS PER WEEK
SPRING SEMESTER
Pre-Requisite: Nil
Prospective professional educators will operate primarily within institutionalised learning environments. They will need to understand the nature and purpose of such planned environments and their effects upon learners and their learning, and ways in which these environments contribute to social change. As well, students will need to be aware of the possible directions in which institutionalised education may move in the future.

ED 1032: TEACHING THEORY AND PRACTICE: BASIC SKILLS 2 CREDIT POINTS
2 HOURS PER WEEK
AUTUMN SEMESTER
Pre-Requisite: Nil
The focus of this course unit will be on those basic teacher behaviours which characterise all formal teaching situations, developing for the student knowledge and understanding of, and competence in, basic skills of teaching. The performance experience will be controlled and will include specific task-achievement objectives.

ED 1042: TEACHING THEORY AND PRACTICE: TEACHER-CENTRED STRATEGIES 2 CREDIT POINTS
2 HOURS PER WEEK
SPRING SEMESTER
Pre-Requisite: Nil
In this unit emphasis will be placed on the development and practice of broader teaching strategies and management skills in whole-class situations.
There will be a development, through the unit, from teacher-centred to more interactive teaching situations.

GS 1016: VISUAL ARTS I  6 CREDIT POINTS  
3 HOURS PER WEEK  
AUTUMN SEMESTER

Pre-Requisite: Nil
This course unit will introduce students to basic concepts used in the historical, sociological and aesthetic examination of the visual arts. Studies will include a survey of visual art forms from ancient civilizations to the present day, an examination of issues concerning the "creative process", basic aesthetics and design, and related practical experiences.

GS 1026: VISUAL ARTS II  6 CREDIT POINTS  
3 HOURS PER WEEK  
SPRING SEMESTER

Pre-Requisite: Nil
This course unit will extend the basic consideration of general aesthetics and design to the specific art forms of painting, ceramics and textiles. An investigation of materials and processes together with the analysis of contemporary values will establish design criteria. Theoretical knowledge will combine with practical skills in the development of competence in each expressive area.

GS 1116: LITERATURE AND SOCIETY I:  6 CREDIT POINTS  
THE ISSUES AND GROWING UP, PART I:  3 HOURS PER WEEK  
THE FAMILY  
AUTUMN SEMESTER

Pre-Requisite: Nil
This unit will begin by providing students with an overview of the issues to be explored in later units and an introduction to the methods used in such exploration. It will then go on to deal with The Family. As an institution, the family has undergone considerable pressure and change in contemporary society. A wide range of literature has been written about the crucial influences of family life and the changing patterns that are emerging. Through a study of some of this material it is hoped that students will gain valuable insights into contemporary social developments.

GS 1126: LITERATURE AND SOCIETY II:  6 CREDIT POINTS  
GROWING UP, PART II:  3 HOURS PER WEEK  
CHILDHOOD AND SCHOOLING IN LITERATURE  
SPRING SEMESTER

Pre-Requisite: Nil
Our concepts of childhood and schooling are of comparatively recent formulation. They are very much taken for granted as part of daily life, although they are really modern inventions, their development having crystallised in the late nineteenth century. Around these two concepts a wealth of imaginative and realistic literature has been written. Through the study of some of this material students will be shown why change occurs and how individuals and society adjust to it.
GS 1216: **MATHEMATICS IN SOCIETY I: MATHEMATICS AND THE INDIVIDUAL**  
6 CREDIT POINTS  
3 HOURS PER WEEK  
AUTUMN SEMESTER  

Pre-Requisite: **Nil**  
During his life the individual is called upon to make many decisions which will have an important impact on his future. In this course unit the student will be introduced to the mathematical foundations of problems and their solutions. Topics will include personal finance and gambling. Students will also be introduced to the elements of computer programming.

GS 1226: **MATHEMATICS IN SOCIETY II: MATHEMATICS AND POPULATIONS**  
6 CREDIT POINTS  
3 HOURS PER WEEK  
SPRING SEMESTER  

Pre-Requisite: **Nil**  
This course unit is designed to make students aware of the contribution mathematics makes to the understanding of phenomena related to the growth and movement of human populations. Topics will include population statistics, population growth models, genetics and the shape of cities. The development of computer knowledge will also be extended.

GS 1316: **MUSIC STUDIES I**  
6 CREDIT POINTS  
3 HOURS PER WEEK  
AUTUMN SEMESTER  

Pre-Requisite: **Nil**  
This course unit is the first of a series and establishes students in the mode of study they will follow and will give an initial impression of what being a musician means. The unit will: establish students in either an "individual practical strand" or "individual musicology strand" as a major strand of study; introduce historical studies in music from a conceptual view of rhythm, melody and texture in music; establish musicianship through ensemble experience.

GS 1326: **MUSIC STUDIES II**  
6 CREDIT POINTS  
3 HOURS PER WEEK  
SPRING SEMESTER  

Pre-Requisite: **Nil**  
This course unit is one of an on-going series designed to give the student further opportunity to develop individual practical skills, an understanding of form and media in music, and to provide opportunities for communication through ensemble experiences. The unit aims to: develop expertise in the student's major strand of study; provide students with the opportunity to study the history of music from the conceptual view of musical form and the media of music; develop musicianship in students through ensemble experience, listening, analysis and score reading.

GS 1416: **ENVIRONMENTAL STUDIES I: HUMANS AND NATURE: AN OVERVIEW**  
6 CREDIT POINTS  
3 HOURS PER WEEK  
AUTUMN SEMESTER  

Pre-Requisite: **Nil**  
In this course unit students will be given a broad introduction to some major concepts of the interaction between man and his environment. Emphasis will be placed upon human population growth, the associated escalation in resource demand and the impact that this has had historically, both globally and in Australia.
GS 1426: ENVIRONMENTAL STUDIES II: ECOLOGY AND RESOURCES
6 CREDIT POINTS
3 HOURS PER WEEK
SPRING SEMESTER
Pre-Requisite: Nil
This course unit seeks to provide the knowledge of ecological concepts that is essential 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.

GS 1516: HUMAN MOVEMENT STUDIES I
6 CREDIT POINTS
3 HOURS PER WEEK
AUTUMN SEMESTER
Pre-Requisite: Nil
Many influences act upon man in the determination of whether or not he participates in deliberate movement activities and in return man's movement involvement has a significant effect upon his total being. This unit will introduce students to the study of some of those factors which bear upon man in this situation. Students will identify a group of factors specifically influencing man's physical performance, undertake laboratory experiences to further examine the factors identified and participate in practical movement activities to illustrate the functioning of the factors identified.

GS 1616: ASIAN STUDIES I: ASIAN PERSPECTIVES
6 CREDIT POINTS
3 HOURS PER WEEK
AUTUMN SEMESTER
Pre-Requisite: Nil
This is an introductory course designed to provide a systematic and discipline-oriented approach to the study of Asian Studies. The unit is intended to develop necessary skills and to give a broad understanding of Asian developments. Designed specifically as an overview with a significant methodological component, the unit is a preparation for all subsequent work undertaken in Asian Studies.

GS 1626 (a): ASIAN STUDIES II: VILLAGE ASIA
6 CREDIT POINTS
3 HOURS PER WEEK
SPRING SEMESTER
Pre-Requisite: Nil
Because the bulk of Asia's people live in rural areas, some knowledge and understanding of the fabric of village life is necessary for a proper understanding of Asia. It is therefore intended that in this course, students will study physical, social, economic and religious structures and processes within the village, and consider the operation and impact of forces of change in this context. The approach will, in consequence, not be confined to that of any particular discipline.

GS 2516: HUMAN MOVEMENT STUDIES II
6 CREDIT POINTS
3 HOURS PER WEEK
SPRING SEMESTER
Pre-Requisite: GS 1516
An examination of factors influencing human movement leads to the identification of principles which may be applied in order to modify human movement capacities. Without a recognition of such principles any attempt to modify movement capacities can only be by means of trial and error. The principles will be identified at this stage in order to be applied as understanding increases.
7.1.2 BACHELOR OF EDUCATION BRIDGING COURSE

This external studies course will be offered in each semester in 1981.

In this course students will be required to re-examine and extend educational and curriculum issues, dealt with in previous undergraduate studies, in order to demonstrate their capacity to undertake further degree level studies.

Successful completion of the course and the equivalent of a year of full-time teaching experience qualify students to enter the final year of the Bachelor of Education (Primary) course.
<table>
<thead>
<tr>
<th>COURSE UNIT</th>
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<tbody>
<tr>
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<td>CREDIT POINTS</td>
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<td>EXCEPTIONALITY : APPROACHES &amp;</td>
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Each semester of part-time study carries the equivalent of twelve credit points.
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<td><strong>Pre-Requisite:</strong> Diploma in Teaching (Primary)</td>
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<td></td>
<td>Curriculum Studies aims to provide insights into the nature of the school curriculum. The emphasis in this course unit will not be on students demonstrating the extent of their knowledge of curriculum per se, but rather their capacity to function at an adequate level within this domain.</td>
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<tr>
<td>ED 1076</td>
<td>EXCEPTIONALITY: APPROACHES AND TRENDS</td>
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<td><strong>Pre-Requisite:</strong> Diploma in Teaching (Primary)</td>
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<td></td>
<td>The purpose of this course unit is to develop an understanding of the basic approaches to and the current trends in dealing with exceptional people, especially in view of recent movement towards integrating the mildly handicapped into the classroom.</td>
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7.1.3. DIPLOMA IN TEACHING (PRIMARY) —NEW CONVERSION COURSE

This conversion course is designed to enable two-year certificated teachers to achieve three-year trained status and to qualify for the award of the new Diploma in Teaching (Primary).

The course aims to provide students with:
(i) the opportunity to demonstrate that they have achieved a level of independence and flexibility of thought appropriate for entry to the fourth year of a degree programme;
(ii) professional studies including Studies in Education and Applied Curriculum Studies, which would extend their breadth and depth of knowledge; and
(iii) the opportunity to enhance and broaden their intellectual capacity through vigorous academic study in an area outside the discipline of education.

The strands of the course include Foundation Studies, Curriculum Studies and General Studies. The emphasis of the Foundation Studies and Curriculum Studies strands is on the application of theory in classroom situations. The General Studies strand is aimed at contributing to personal development, so that knowledge and expertise will extend beyond teaching. Students will be asked to choose from one of several areas offered in this strand and pursue it over four semesters.

Successful completion of the course and the equivalent of a year of full-time teaching will qualify students for entry to the final year of the Bachelor of Education (Primary) course.
TABLE 4

DIPLOMA IN TEACHING (PRIMARY)
New Conversion Course

Normal Pattern Progression

<table>
<thead>
<tr>
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<td>ED 1064 4</td>
<td>ED 2054 4</td>
<td>ED 2064 4</td>
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<td>APPLIED CURRICULUM STUDIES</td>
<td>ONE TO BE TAKEN EACH SEMESTER FROM</td>
<td>CL 1034, CM 1034, CS 1034 &amp; CA 1034</td>
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<tr>
<td>GENERAL STUDIES</td>
<td>ONE TO BE SELECTED - SEE TABLE 5</td>
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Each semester of part-time study carries the equivalent of twelve credit points.
## TABLE 5
DIPLOMA IN TEACHING (PRIMARY)
New Conversion Course

### GENERAL STUDIES

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<td>UNIT NO</td>
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<td>ASIAN STUDIES</td>
<td>GS 1634</td>
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<tr>
<td>ENVIRONMENTAL GEOLOGY</td>
<td>GS 1434</td>
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<tr>
<td>HUMAN MOVEMENT</td>
<td>GS 1524</td>
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<tr>
<td>LITERARY STUDIES</td>
<td>GS 1134</td>
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<tr>
<td>MUSIC STUDIES</td>
<td>GS 1334</td>
</tr>
<tr>
<td>COMPUTER STUDIES</td>
<td>GS 1234</td>
</tr>
<tr>
<td>VISUAL ARTS</td>
<td>GS 1034</td>
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</tbody>
</table>
DIPLOMA IN TEACHING (PRIMARY)
— NEW CONVERSION COURSE

CONTENT OF COURSE UNITS

CA1034: ARTS IN EDUCATION 4 CREDIT POINTS
EXTERNAL

Pre-Requisite: Nil

This unit will introduce students to the concept of the arts in education, the alliances between them, and the practical implications of these alliances for the practising teacher. The unit aims to: develop in students an awareness of current developments in educational theory as an underpinning for the concepts of a child-centred approach to the arts in education; introduce students to basic similarities in the teaching of various art forms, including Art, Craft, Dance, Drama and Music; enable students to produce and collect relevant resource materials grouped around themes particular to the primary school child; enable students to devise teaching strategies for the implementation of a thematic presentation for children.

CL1034: LANGUAGE EDUCATION 4 CREDIT POINTS
EXTERNAL

Pre-Requisite: Nil

This course unit is designed to give students a knowledge of language acquisition and development, and the implication this has for teaching literacy. It plans to make students familiar with models of the reading and writing process and the techniques of evaluating language. The importance of these in the classroom situation will be stressed. The unit also aims to critically appraise a range of approaches to teaching literacy.

CM1034: MATHEMATICS EDUCATION 4 CREDIT POINTS
EXTERNAL

Pre-Requisite: Nil

This course unit is designed to give students an opportunity to work independently at degree level in that aspect of curriculum development not experienced previously. The emphasis will be on the practical application of the curriculum model to mathematics in the classroom.

During this course unit, students will: develop an awareness of the importance of general aims and specific objectives; see the need for diagnostic testing to cater for individual differences in teaching mathematics; be able to construct a suitable segment of a programme of work; become aware of the various aspects of evaluation technique as applied to units of work in mathematics.

CS1034: SCIENCES IN EDUCATION I 4 CREDIT POINTS
EXTERNAL

Pre-Requisite: Nil

Education in the sciences recognises a sense of common purpose inherent in the physical and health education, science and social studies curricula in primary education. Common to all is a concern and interest in cognitive, affective and psychomotor development. In their pursuit of knowledge they employ a common methodology—the skills of the scientific method. The focus in this course unit will be on skills in the ways of knowing, and curriculum theory, construction and design.
<table>
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<tr>
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<th>Delivery</th>
<th>Semester</th>
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<td>LEARNERS AND LEARNING IN THE PERSPECTIVE OF SCHOOL AND SOCIETY</td>
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<td>Pre-Requisite: Nil</td>
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<td></td>
<td>This course unit focuses on sociological and social-psychological aspects of education and the school. The unit is intended to heighten awareness and increase understanding of education as a social institution, its context and related processes. Such awareness and understanding, important in themselves for the student of education, will provide broader foundations for subsequent units on exceptionality and curriculum.</td>
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<td>ED 1064</td>
<td>DEVELOPMENTAL DIFFERENCES: AN INTRODUCTION TO EXCEPTIONAL CHILDREN</td>
<td>4</td>
<td>External</td>
<td>Spring Semester</td>
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<td>Pre-Requisite: Nil</td>
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<td></td>
<td>The purpose of this course unit is to help students understand that the problems of exceptional children are essentially the magnified problems of individual differences among children in general. This will be achieved by examining various theories of development, differentiating the specific needs of exceptional children, considering the advantages and disadvantages of traditional classification systems and critically evaluating the services and instructional programmes delivered to exceptional children.</td>
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<td>GS 1034</td>
<td>VISUAL ARTS I</td>
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<td>Autumn Semester</td>
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<tr>
<td>Pre-Requisite: Nil</td>
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<tr>
<td></td>
<td>This course unit will introduce students to basic concepts used in the historical, sociological and aesthetic examination of the visual arts. Studies will include an investigation of visual art forms in the twentieth century, an examination of issues concerning the &quot;creative process&quot;, basic aesthetics and design, and related practical experiences.</td>
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<td>GS 1044</td>
<td>VISUAL ARTS II</td>
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<td></td>
<td>This course unit is designed to extend basic theoretical knowledge, design skills and aesthetics gained in Visual Arts I and to develop the intellectual and affective potential of each student. Such development together with practical skills and knowledge will be furthered through the selection by each student of two expressive areas of the visual arts. The areas of study for spring semester 1981 will be painting or sculpture AND textiles or woodcraft.</td>
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<tr>
<td>GS 1134</td>
<td>LITERARY STUDIES I</td>
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<tr>
<td>Pre-Requisite: Nil</td>
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<tr>
<td></td>
<td>This unit will provide students with experience of some significant works of Australian prose fiction. The short story and the novel are highly developed in our national literature; the one is intensive as the other is extensive but both provide insights into our national outlook and values in memorable ways. It is</td>
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</tbody>
</table>
intended that students should try to read the set works objectively and clear­sightedly, identifying the issues and being aware of their development and resolution. Critical skills should thus be fostered.

**GS 1144: LITERARY STUDIES II**
4 CREDIT POINTS
EXTERNAL
SPRING SEMESTER
Pre-Requisite: Nil
This unit will provide students with experience of some significant works of Australian verse and drama and will be of value to those interested in cultural pursuits. Our nation's poets and dramatists are artists using distinctive forms of expression. Their work can illuminate our lives: while their themes are frequently universal, settings are usually local. The serious study of our verse and drama is not a facile task but its rewards are considerable in terms of greater human understanding, and appreciation of fine writing.

**GS 1234: COMPUTER STUDIES I**
4 CREDIT POINTS
EXTERNAL
AUTUMN SEMESTER
Pre-Requisite: Nil
As computers are playing an ever increasing role in our world, it is essential for educated people, particularly teachers, to become conversant with the background, nature, uses and societal implications of these electronic machines. This introductory course unit will examine the historical background of computational devices and ways of processing information.

On completion of this unit students will: have an appreciation of the centuries of effort that led to the development of the computer and those that made a significant contribution to its creation; be aware of the nature of the silicon chip and its importance to man; understand some ways of coding and processing information.

**GS 1244: COMPUTER STUDIES II**
4 CREDIT POINTS
EXTERNAL
SPRING SEMESTER
Pre-Requisite: Nil
This course unit is designed to introduce students to computers, their capabilities, limitations and social implications. Interest in these areas of study has been stimulated by recent media exposure of controversial issues involving word processing, privacy and unemployment. On completion of this unit students will understand the nature of computers and programming, and be aware of the positive and negative impact of computers on society.

**GS 1334: MUSIC STUDIES I**
4 CREDIT POINTS
EXTERNAL
AUTUMN SEMESTER
Pre-Requisite: Nil
This course unit will be the first of a series and will establish students in the mode of research demanded by the discipline of musicology. An area of early Western European music will be the focus of the first major study. The elements of rhythm, melody and texture will be considered through their historical development.
GS 1344: MUSIC STUDIES II 4 CREDIT POINTS
EXTERNAL
SPRING SEMESTER
Pre-Requisite: Nil
This course unit is one of an ongoing series designed to give the student further opportunity to develop techniques of musicological research with particular attention to some aspect of ethnomusicology and to study the emergence of form in music and the media of performance.

Through this course unit students will: study the history of music from the conceptual view of form and media; study fundamental concepts and skills necessary to understand reading of pitch and rhythm notation, two and three part harmony, creating original rhythms and melodies, the dominant seventh chord and inversion of intervals and chords; complete the final draft of the first musicological essay and prepare the pilot study for the second essay on an ethnomusicological topic.

GS 1434: ENVIRONMENTAL GEOLOGY I 4 CREDIT POINTS
EXTERNAL
AUTUMN SEMESTER
Pre-Requisite: Nil
There exists within the Australian community a growing interest in, and concern for the deterioration of the environment. The rate of deterioration has been shown to have accelerated during the course of the current century. Recent changes in social attitudes have led to recognition of the need for an understanding of this deterioration and its implications.

Studies of the relationship between people and the geological environment given in this course unit will assist in satisfying this stated need.

Students undertaking this course will acquire a background knowledge of the fundamental concepts and principles of geology in general and environmental geology in particular.

GS 1444: ENVIRONMENTAL GEOLOGY II 4 CREDIT POINTS
EXTERNAL
SPRING SEMESTER
Pre-Requisite: Nil
Students taking this course unit will gain an understanding of those natural processes which make a dramatic impact on the environment. Through this unit students will demonstrate: a knowledge of those earth processes which result in natural disasters; an understanding of the limited nature of water resources and their management; an appreciation of the problems of waste disposal and of environmental health.

GS 1524: HUMAN MOVEMENT STUDIES I 4 CREDIT POINTS
EXTERNAL
AUTUMN SEMESTER
Pre-Requisite: Nil
Many influences act upon man in the determination of whether or not he participates in deliberate movement activities and, in return, man’s movement involvement has a significant effect upon the total being. This unit will introduce students to some of the factors which bear upon man in this interaction. Students will identify a group of factors specifically influencing man’s physical performance and will organise, supervise and/or participate in a planned series of activities to demonstrate the significance of these factors.
GS 1634: INTRODUCTION TO ASIA
4 CREDIT POINTS
EXTERNAL
AUTUMN SEMESTER

Pre-Requisite: Nil

This is an introductory course designed to provide a systematic and discipline-oriented approach to the study of Asian Studies. The unit is intended to develop necessary skills and to give a broad understanding of Asian developments. Designed specifically as an overview with a significant methodological component, the unit is a preparation for all subsequent work undertaken in Asian Studies.

GS 1644(c): ASIA’S GREAT RELIGIONS
4 CREDIT POINTS
EXTERNAL
SPRING SEMESTER

Pre-Requisite: Nil

This unit considers the nature of the more important religions of Asia in order to develop some knowledge and understanding of their doctrines, organization and development, on the premise that religion is a major social, economic and political factor in many parts of Asia, and, in consequence, must be understood before current developments can be fully appreciated. To this end the orientation of the course is toward provision of sufficient knowledge of the religions to understand their roles in society, rather than a detailed study of the religions themselves.

GS 2524: HUMAN MOVEMENT STUDIES II
4 CREDIT POINTS
EXTERNAL
SPRING SEMESTER

Pre-Requisite: GS 1524

An examination of factors influencing human movement leads to the identification of principles which may be applied in order to modify human movement capacities. Without recognition of such principles any attempt to modify movement capacities can only be by means of trial and error. The principles will be identified in order to be applied as understanding increases. Students will investigate the meaning of physical fitness, examine processes of skills learning and recognise cultural and historical determinants in the experience of movement.
7.1.4 DIPLOMA IN TEACHING (PRIMARY) — OLD COURSE

This Diploma in Teaching course will only be available to ongoing students from 1981. It is replaced by the new Bachelor of Education (Primary)/Diploma in Teaching (Primary) course detailed in 7.1.1.
### Table 6

#### Diploma in Teaching (Primary)

**Old Course**

**Normal Pattern Progression**

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<thead>
<tr>
<th>COURSE UNIT</th>
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**Practice Teaching, Demonstration Lessons, Fieldwork**

* Three course units to be taken from within Primary (Primary students) and from within Lower Primary (Lower Primary students)
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<tr>
<th>CSESSCE UNIT</th>
<th>UNIT NO</th>
<th>UNIT NO</th>
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<tbody>
<tr>
<td>ART</td>
<td>AC 2101</td>
<td>AC 3101</td>
</tr>
<tr>
<td>CONTEMPORARY CRAFT</td>
<td>AC 2131</td>
<td>AC 3131</td>
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<tr>
<td>TEXTILE CRAFT</td>
<td>AC 2121</td>
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<td>CREATIVE WRITING / MEDIA</td>
<td>EN 2111</td>
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<td>DRAMATIC ART</td>
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<td>ENVIRONMENTAL MATHEMATICS</td>
<td>MA 3101</td>
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<tr>
<td>AESTHETICS &amp; CHORAL KEYBOARD MUSIC</td>
<td>MU 2131</td>
<td>MU 3131</td>
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<td>INSTRUMENTAL MUSIC</td>
<td>MU 2101</td>
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<td>APPLIED SCIENCE</td>
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<td>PHYSICAL EDUCATION</td>
<td>PH 1102</td>
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<td>PHYSICAL EDUCATION FOUNDATIONS</td>
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<th>COURSE UNIT</th>
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<td>COMPARATIVE ART</td>
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<td>ADVANCED MATHEMATICS</td>
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<td>ASIAN RELIGIONS &amp; SOCIETY</td>
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<td>CONTEMPORARY INDONESIA: THE SHARIATO REGIME</td>
<td>SS 1105</td>
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<td>FIGHT AGAINST POVERTY: THE ASIAN EXPERIENCE</td>
<td>SS 1103</td>
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<td>GROMORPHOLOGY</td>
<td>SS 1115</td>
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<td>INTRODUCTION TO THE STUDY OF HISTORY</td>
<td>SS 1121</td>
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<td>MAPS &amp; MAN</td>
<td>SS 1117</td>
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<td>REGIONAL GEOGRAPHY</td>
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<tr>
<td>AFRICA IN THE NINETEENTH &amp; TWENTIETH CENTURIES</td>
<td>SS 2124</td>
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## DIPLOMA IN TEACHING (PRIMARY) — OLD COURSE

### CONTENT OF COURSE UNITS

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Duration</th>
<th>Pre-Requisite(s)</th>
<th>Co-Requisite(s)</th>
<th>Description</th>
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<tr>
<td>AC 2001</td>
<td>CS ART II (Primary)</td>
<td>1 HOUR PER WEEK</td>
<td></td>
<td>AC 1001</td>
<td>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.</td>
</tr>
<tr>
<td>AC 2002</td>
<td>CS ART II (Lower Primary)</td>
<td>1 HOUR PER WEEK</td>
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<td>AC 1001</td>
<td>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.</td>
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<tr>
<td>AC 2003</td>
<td>CS CRAFT II (Primary)</td>
<td>1 HOUR PER WEEK</td>
<td>Nil</td>
<td>AC 1003</td>
<td>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.</td>
</tr>
<tr>
<td>AC 2004</td>
<td>CS CRAFT II (Lower Primary)</td>
<td>1 HOUR PER WEEK</td>
<td>Nil</td>
<td>AC 1003</td>
<td>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.</td>
</tr>
</tbody>
</table>
AC 2101: SS ART II
3 HOURS PER WEEK
FULL YEAR
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
3 HOURS PER WEEK
FULL YEAR
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
3 HOURS PER WEEK
FULL YEAR
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
3 HOURS PER WEEK
FULL YEAR
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)  
Pre-Requisite: AC 1001  
Co-Requisite: AC 2002  
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)  
Pre-Requisite: AC 1001  
Co-Requisite: AC 2002  
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 instruc­
tion to free-choice studies in depth.

Knowledge and skills will broaden with studies in plastics, enamelling, wood­
work, 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 pro­

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 pro­
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: SS CONTEMPORARY CRAFT III
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 2091: EDUCATION II: SOCIOLOGICAL FOUNDATIONS
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 2111: SS SPECIAL EDUCATION II**
- **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 3091: EDUCATION III: CURRICULUM**
- **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 3111: SS SPECIAL EDUCATION III**
- **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.

**EN 2001: CS ENGLISH II (Primary)**
- **Co-Requisite:** EN 1001
- This course unit will include a study of the teaching of reading in the primary school. The topics treated will be: 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)**
- **Co-Requisite:** EN 1001
- The teaching of reading in the lower primary school will be included in this course unit. The topics treated will be: 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 2111: SS DRAMATIC ART II 3 HOURS PER WEEK
FULL YEAR
Co-Requisite: EN 1111
This unit will develop the work of EN 1111 and further explore drama as a process and as a product. Participants will be firmly guided through a rich fund of dramatic expression and fulfilment: improvisation; Feature Programme; Living Newspaper; polished improvisation; documentary; Children's Theatre; C.C. T.V. and the Ensemble approach to theatre workshop.

An exploration will be made of the many ways in which students may successfully guide drama in schools.

Overall personal growth will be assisted through development of: speech; spontaneity; emotional mastery; social awareness; sensitivity; imagination; intellect and absorption.

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 from different areas of Children's Literature together with the planning of activities suitable for classroom use. Works will be selected from the following areas: rhymes and counting books, picture books, traditional literature, modern fantasy and realistic fiction.

EN 3001: CS ENGLISH III (Primary) 2 HOURS PER WEEK
AUTUMN SEMESTER
1 HOUR PER WEEK
SPRING SEMESTER
Pre-Requisite: EN 1001
Co-Requisite: EN 2001
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  
AUTUMN SEMESTER  
1 HOUR PER WEEK  
SPRING SEMESTER  

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 3111: SS DRAMATIC ART III  
3 HOURS PER WEEK  
FULL YEAR  

Pre-Requisite: EN 1111  
Co-Requisite: EN 2111  

This course unit will provide for the continuation of drama as a developmental activity at a more advanced level with increasing emphasis on the elements of dramatic structure, voice, movement, characterisation, action, conflict, mood and climax, focusing on the individual and group response within the creative framework.

A variety of dramatic modes will form the structure for a major group project. The key will be originality with the participants involved in the whole process of dramatic realisation from research and writing through to improvisation, refinement, rehearsal & presentation.

EN 3121: SS CREATIVE WRITING/MEDIA III  
3 HOURS PER WEEK  
FULL YEAR  

Pre-Requisite: EN 1121  
Co-Requisite: EN 2121  

This course unit will provide for an intensive study of selected forms in verse, prose and drama, with practical application in the student’s own writing. In addition, each student will undertake an individual project requiring sustained work of substance involving either imaginative writing or media studies or both.

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.

MA 2001: CS MATHEMATICS II (Primary)  
1 HOUR PER WEEK  
FULL YEAR  

Co-Requisite: MA 1001  

The course unit will include a detailed treatment of the teaching of primary school mathematics with respect to algorisms, grading, programming, evaluation and remediation.
MA 2002: **CS MATHEMATICS II (Lower Primary)**

1 HOUR PER WEEK  
FULL YEAR

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.

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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.

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MA 3001: **CS MATHEMATICS III (Primary)**

1 HOUR PER WEEK  
AUTUMN SEMESTER

2 HOURS PER WEEK  
SPRING SEMESTER

Pre-Requisite: MA 1001  
Co-Requisite: MA 2001

In this course unit students will study teaching strategies applicable to mathematics, problem solving, commercial and teacher constructed aids, Cuisenaire material and programming.

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MA 3002: **CS MATHEMATICS III (Lower Primary)**

1 HOUR PER WEEK  
AUTUMN SEMESTER

2 HOURS PER WEEK  
SPRING SEMESTER

Pre-Requisite: MA 1001  
Co-Requisite: MA 2002

In this course unit students will study the development of measuring concepts, the introduction of the simple operations with sets, number lines, etc.; assessment, evaluation, remediation; and will investigate available commercial materials, for example, TRIAD.

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MA 3101: **SS ENVIRONMENTAL MATHEMATICS III**

3 HOURS PER WEEK  
FULL YEAR

Pre-Requisite: MA 1101  
Co-Requisite: MA 2101

This special studies course unit will include a study of the mathematics of finance and architecture, mathematical models in biology and an analysis of logic and switching circuits.
MA 3111: SS MATHEMATICS III
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
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.

MU 2001: CS MUSIC II (Primary)
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)
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
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 twentieth-century music as a development of previous trends and as an exploration 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.

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 observa­
tional 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 opportunites
for the growth of positive attitudes about science, as well as to encourage the
growth of confidence in the teaching of science.

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 III (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)  
3 HOURS PER WEEK  
FULL YEAR

Pre-Requisite: NS 2131
This course unit will extend students' knowledge and appreciation of the contributions made by plants to the enrichment of man's experience. Course activities will include a considerable amount of field studies. Students will choose specialist activities from a variety of landscape and plant propagation studies.

NS 3141: SS SCIENCE IN THE SECONDARY SCHOOL III  
4 HOURS PER WEEK  
FULL YEAR

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.

PH 1008: PERSONAL FITNESS II
1 HOUR PER WEEK
FULL YEAR
Pre-Requisite: Nil

Students will extend their range of practical personal skills with particular emphasis on the application of exercise physiology and biomechanics principles appropriate 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; 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; health and its relationship to physical fitness; physical fitness testing; processes involved in safeguarding against anatomical and physiological overstress; practical work-circuit and interval training, development of personal skills in those activities which most suit each individual.

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 dance and life saving. Furthermore, students will have examined officiating and teaching strategies for the areas treated.

PH 2001: CS PHYSICAL EDUCATION II (Primary)
1 HOUR PER WEEK
FULL YEAR
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 lectures relating to dance, games, gymnastics, as well as programming, sports organisation and safety procedures. Alternative methods of organisation including the Hindmarsh, Vanne's and Sherwood schemes will be investigated.
PH 2002: CS PHYSICAL EDUCATION II
(Lower Primary) 1 HOUR PER WEEK
Full Year
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; gross motor development 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) 1 HOUR PER WEEK AUTUMN SEMESTER
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) 1 HOUR PER WEEK AUTUMN SEMESTER
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 3 HOURS PER WEEK FULL YEAR
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 2121: SS HEALTH EDUCATION III 3 HOURS PER WEEK FULL YEAR
Pre-Requisite: PH 1122
The third year of this elective will concentrate on main areas; community health and mental health. Community health will be investigated through prac-
ticum and group involvement in areas of interest to students. Relationships will be drawn between individual and community health and common community health problems reviewed.

Students will also participate in, and process activities which can be used in the classroom to facilitate effective interpersonal relationships and the development of self-esteem.

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. Special attention will be given 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; learn to swim, swimming stroke analysis, water skills and elementary lifesaving; programming, lesson planning, 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  
(Lower Primary)  
2 HOURS PER WEEK  
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 in creative and concrete situations, water skills and water safety; 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 with reference to particular practical examples.

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.

SS 1102: SS ASIAN RELIGIONS AND SOCIETY
3 HOURS PER WEEK
AUTUMN SEMESTER
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
3 HOURS PER WEEK
AUTUMN SEMESTER
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
3 HOURS PER WEEK
AUTUMN SEMESTER
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 in­
clude: political foundations, leadership, decision-making, institutions, citizen­
ship and ideology.

SS 1105: SS CONTEMPORARY INDONESIA:
THE SUHARTO REGIME
3 HOURS PER WEEK
SPRING SEMESTER
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.

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SS 1112: SS REGIONAL GEOGRAPHY: MONSOON ASIA
3 HOURS PER WEEK
SPRING SEMESTER
Pre-Requisite: Nil
This course unit undertakes a regional analysis of the complex pattern of landscapes found in Monsoon Asia. Within a framework established by the broad physical characteristics of the area, the unit will examine the special features of human occupance which characterize the area's regional diversity. Special emphasis will be given to evolving patterns of economic change and development.

SS 1115: SS GEOMORPHOLOGY
3 HOURS PER WEEK
SPRING SEMESTER
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 1117: SS MAPS AND MAN
3 HOURS PER WEEK
AUTUMN SEMESTER
Pre-Requisite: Nil
In this unit students will examine maps as geographical tools, in particular emphasising their uses in modern society.

Man's growing knowledge of his world will be studied through the history of cartography. The processes of making maps will be studied in depth with particular emphasis being given to the production of large scale topographic sheets. Making of reconnaissance maps by means of compass traverse and/or plane table will provide a practical component for the unit.

SS 1121: SS INTRODUCTION TO THE STUDY OF HISTORY
3 HOURS PER WEEK
SPRING SEMESTER
Pre-Requisite: Nil
This unit aims at introducing the student to the methods of the historian. Through a study of a variety of discrete topics, e.g., the Norman Conquest of England, students will be given practice in the art of collecting, evaluating and writing up historical material.

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; skills development and small group organisation.

SS 2124: SS AFRICA IN THE NINETEENTH AND TWENTIETH CENTURIES  
Pre-Requisite: SS 1121  
This unit deals with the scramble for Africa in the late nineteenth century, the colonisation and decolonisation of Kenya, and the opening up of South Africa and the development of apartheid policies in that country.

SS 3001: CS SOCIAL STUDIES III  
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.
- 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.

TE 2093: STUDY OF MAN II  
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  
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, sociolinguistics, the sounds and structures in English. The difficulties posed by English for second language learners will be an important part of this unit.
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.
7.1.5 DIPLOMA IN TEACHING (PRIMARY) — OLD CONVERSION COURSE

This Diploma in Teaching course will only be available to ongoing students from 1981. It is replaced by the new course detailed in 7.1.3.
### TABLE 8

**DIPLOMA IN TEACHING (PRIMARY)**

**Old Conversion Course**

**Normal Pattern Progression**

<table>
<thead>
<tr>
<th>COURSE UNIT</th>
<th>SEMESTER</th>
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<td>UNIT NO</td>
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<td>CURRICULUM STUDIES</td>
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<tr>
<td>CORE EDUCATION</td>
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<td>ED 1081</td>
<td>ED 1081</td>
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<tr>
<td>ELECTIVE A</td>
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<td>ONE TO BE SELECTED</td>
<td>- SEE TABLE 9</td>
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<td>ELECTIVE B</td>
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<td>ONE SELECTED</td>
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### Table 9

**Diploma in Teaching (Primary)**  
Old Conversion Course

#### Elective A

<table>
<thead>
<tr>
<th>Course Unit</th>
<th>Unit No</th>
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<tbody>
<tr>
<td>Art/Painting</td>
<td>AC 1081</td>
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<tr>
<td>Textile Craft</td>
<td>AC 1083</td>
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<tr>
<td>Traditional Craft</td>
<td>AC 1084</td>
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<tr>
<td>Special Education</td>
<td>ED 1082</td>
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<tr>
<td>Controversial Issues in Reading</td>
<td>ED 1084</td>
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<tr>
<td>Contemporary Scene</td>
<td>EN 1083</td>
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<tr>
<td>Creative Writing</td>
<td>EN 1084</td>
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<tr>
<td>Perspectives on the Teaching of Reading</td>
<td>EN 1082</td>
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<tr>
<td>Mathematics</td>
<td>MA 1081</td>
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<tr>
<td>Computer Literacy for Primary Teachers</td>
<td>MA 1082</td>
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<tr>
<td>Music</td>
<td>MU 1081</td>
</tr>
<tr>
<td>Biology</td>
<td>NS 1081</td>
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<tr>
<td>Science in the Environment of Man</td>
<td>NS 1083</td>
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<tr>
<td>Physical Education I</td>
<td>PH 1082</td>
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<tr>
<td>Physical Education II</td>
<td>PH 1083</td>
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<tr>
<td>Asian Studies</td>
<td>SS 1081</td>
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<tr>
<td>Geography</td>
<td>SS 1082</td>
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<tr>
<td>Children's Literature</td>
<td>TE 1082</td>
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</tbody>
</table>
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 1083: 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.

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.

ED 1081: Core Education I  
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
FULL YEAR
EXTERNAL
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 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 of 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?

EN 1082: PERSPECTIVES ON THE TEACHING OF READING
FULL YEAR
EXTERNAL
Pre-Requisite: Nil
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  FULL YEAR  EXTERNAL
Pre-Requisite: Nil
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  FULL YEAR  EXTERNAL
Pre-Requisite: Nil
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. Some creative work from children in the student’s own class may also be required.

MA 1081: MATHEMATICS  FULL YEAR  EXTERNAL
Pre-Requisite: Nil
A. SET THEORY: In the Autumn Semester, students will study elementary logic, sets and subsets, basic set operations, functions and relations, cardinal and ordinal numbers.

B. PROBABILITY: In the Spring Semester, students will study elementary combinatorial analysis, probability spaces, random variables, binomial normal and Poisson distributions, and Markov chains.

MA 1082: COMPUTER LITERACY FOR PRIMARY TEACHERS  FULL YEAR  EXTERNAL
Pre-Requisite: Nil
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.

MU 1081: MUSIC  FULL YEAR  EXTERNAL
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 Aleatoric music.

NS 1081: BIOLOGY
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 1083: SCIENCE IN THE ENVIRONMENT OF MAN
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?

PH 1082: PHYSICAL EDUCATION: PRACTICAL I
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
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.
SS 1082: GEOGRAPHY
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.

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.
7.2
SECONDARY COURSES
ENGLISH/HISTORY
MATHEMATICS
7.2.1 DIPLOMA IN TEACHING (SECONDARY) — ENGLISH/HISTORY

This three-year course prepares secondary teachers, giving them particular expertise in English and History. While the course is designed to provide professional development through understanding and skill in secondary education, it offers specialisation in Australian literature and history, and American literature and history. Practical and fieldwork components give opportunity for the acquisition of ideas, techniques and strategies, and complement the studies in academic units.

There are three strands in the course: Foundation Studies, Discipline Studies and General Studies. The emphasis of the Foundation Studies and Discipline Studies strands is on the application of theory to classroom situations. The General Studies strand is aimed at contributing to personal development so that knowledge and expertise will extend beyond teaching. Students will be asked to choose one of several areas offered in this strand.
TABLE 10

DIPLOMA IN TEACHING (SECONDARY)  
ENGLISH/HISTORY

Normal Pattern Progression

<table>
<thead>
<tr>
<th>COURSE UNIT</th>
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116
DIPLOMA IN TEACHING (SECONDARY)  
—ENGLISH/HISTORY  
CONTENT OF COURSE UNITS

AC 2101: SS ART II  
Details of this course unit are stated on page 87.

AC 2121: SS TEXTILE CRAFT II  
Details of this course unit are stated on page 87.

AC 2131: SS CONTEMPORARY CRAFT II  
Details of this course unit are stated on page 87.

AC 3101: SS ART III  
Details of this course unit are stated on page 89.

AC 3121: SS TEXTILE CRAFT III  
Details of this course unit are stated on page 89.

AC 3131: SS CONTEMPORARY CRAFT III  
Details of this course unit are stated on page 89.

ED 1014: LEARNING AND THE LEARNER  
Details of this course unit are stated on page 66.

ED 1024: THE LEARNER: EDUCATION AND INSTITUTIONS  
Details of this course unit are stated on page 66.

ED 1032: TEACHING THEORY AND PRACTICE  
Details of this course unit are stated on page 66.

ED 1042: TEACHING THEORY AND PRACTICE  
Details of this course unit are stated on page 66.

ED 2091: EDUCATION II  
Details of this course unit are stated on page 89.

ED 3091: EDUCATION III  
Details of this course unit are stated on page 90.

EN 1091: COMMUNICATION I  
2 HOURS PER WEEK  
AUTUMN SEMESTER  
1 HOUR PER WEEK  
SPRING SEMESTER

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 1201: CS ENGLISH I  
4 HOURS PER WEEK  
FULL YEAR

Pre-Requisite: Nil  
This course unit will include introductory work in the following areas: speaking, writing and appreciation of verse, prose and drama; learning to read, reading in
the primary and secondary school; an integrated approach to the teaching of English based on "a single centre of interest" (NSW Syllabus in English for Years 7-10); study of selected works of prose, verse and drama from Australian literature of the nineteenth and twentieth centuries.

EN 2091: COMMUNICATION II
Details of this course unit are stated on page 91.

EN 2111: SS DRAMATIC ART II
Details of this course unit are stated on page 91.

EN 2202: CS ENGLISH IIA
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
Co-Requisite: EN 1201
American literature and a selection of nineteenth and twentieth century literature will be studied.

EN 3111: SS DRAMATIC ART III
Details of this course unit are stated on page 92.

EN 3121: SS CREATIVE WRITING/MEDIA III
Details of this course unit are stated on page 92.

EN 3202: CS ENGLISH IIIA
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
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.
GS 1016: VISUAL ARTS I
Details of this course unit are stated on page 67.

GS 1026: VISUAL ARTS II
Details of this course unit are stated on page 67.

GS 1116: LITERATURE AND SOCIETY I
Details of this course unit are stated on page 67.

GS 1126: LITERATURE AND SOCIETY II
Details of this course unit are stated on page 67.

GS 1216: MATHEMATICS IN SOCIETY I
Details of this course unit are stated on page 68.

GS 1226: MATHEMATICS IN SOCIETY II
Details of this course unit are stated on page 68.

GS 1316: MUSIC STUDIES I
Details of this course unit are stated on page 68.

GS 1326: MUSIC STUDIES II
Details of this course unit are stated on page 68.

GS 1416: ENVIRONMENTAL STUDIES I
Details of this course unit are stated on page 68.

GS 1426: ENVIRONMENTAL STUDIES II
Details of this course unit are stated on page 69.

GS 1516: HUMAN MOVEMENT STUDIES I
Details of this course unit are stated on page 69.

GS 1616: ASIAN STUDIES I
Details of this course unit are stated on page 69.

GS 1626(a): ASIAN STUDIES II
Details of this course unit are stated on page 69.

GS 2516: HUMAN MOVEMENT STUDIES II
Details of this course unit are stated on page 69.

MA 3101: SS ENVIRONMENTAL MATHEMATICS III
Details of this course unit are stated on page 93.

MU 2101: SS INSTRUMENTAL MUSIC II
Details of this course unit are stated on page 94.

MU 2131: SS AESTHETICS AND CHORAL KEYBOARD MUSIC II
Details of this course unit are stated on page 95.

MU 3101: SS INSTRUMENTAL MUSIC III
Details of this course unit are stated on page 95.

MU 3131: SS AESTHETICS AND CHORAL KEYBOARD MUSIC III
Details of this course unit are stated on page 96.

NS 3131: SS APPLIED SCIENCE III
Details of this course unit are stated on page 97.
PH 1003: HEALTH EDUCATION I
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 1008: PERSONAL FITNESS II
Details of this course unit are stated on page 98.

PH 1009: PERSONAL FITNESS III
Details of this course unit are stated on page 98.

PH 1102: SS PHYSICAL EDUCATION II
Details of this course unit are stated on page 98.

PH 2101: SS PHYSICAL EDUCATION PRACTICAL III
Details of this course unit are stated on page 99.

PH 3131: SS PHYSICAL EDUCATION FOUNDATIONS III
Details of this course unit are stated on page 101.

SS 2201: CS HISTORY I: AUSTRALIAN DEVELOPMENT
Pre-Requisite: SS 1121
The content of this course unit will cover the beginning of White Settlement in Australia and trace the growth and development of the people through to the post-World War II period.

SS 2202: CS HISTORY II
Pre-Requisite: SS 1121
There will be three strands to this course 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. In 1981 the following strands will be taught:

Aspects of British History for the Eleventh to the Nineteenth Century (3 hours per week), where emphasis will be placed on the emergence of Parliament, the struggle between Crown and Parliament, and the evolution of democratic government in Britain. Africa in the Nineteenth & Twentieth Centuries (2 hours per week), which will deal with the scramble for Africa, decolonisation in Kenya, and the development of apartheid in the Republic of South Africa. Methods of Teaching History (1 hour per week): which will introduce students to the aims of teaching History, the problems likely to be encountered in schools, and the ways in which History might be taught to High School pupils.

SS 2203: CS HISTORY III
Pre-Requisite: SS 1121
There will be two strands in this unit, each running for three hours per week over the whole year.
Aspects of British History, where emphasis will be placed on the emergence of Parliament, the struggle between Crown and Parliament and the evolution of democratic government in Britain.

Aspects of European History, a survey of the emergence of the French Monarchy, the development of absolutism. The French Revolution, Napoleon, and the growth of nationalism and its effects on Nineteenth Century Europe.

**TE 2093: STUDY OF MAN II**

**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.
7.2.2 DIPLOMA IN TEACHING (SECONDARY) — MATHEMATICS

The Mathematics course is designed to produce a secondary teacher with expertise in both mathematics and educational theory and practice. An extensive range of mathematical areas is covered to ensure a thorough understanding of mathematical concepts as well as an appreciation of how to teach mathematics in accordance with the requirements of the modern high school programme.

The strands of the course include Foundation Studies, Discipline Studies and General Studies. The emphasis of the Foundation Studies and Discipline Studies strands is on the application of theory to classroom situations. The General Studies strand is aimed at contributing to personal development so that knowledge and expertise will extend beyond teaching. Students will be asked to choose one of the several areas offered in this strand.
### TABLE 11

**DIPLOMA IN TEACHING (SECONDARY)\**

**MATHEMATICS**

Normal Pattern Progression

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<td>PH 1003 2</td>
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<td>SERIES</td>
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<td>PROBABILITY &amp; STATISTICS</td>
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**SCHOOL EXPERIENCES**

PRACTICE TEACHING, DEMONSTRATION LESSONS, FIELDWORK

124
DIPLOMA IN TEACHING (SECONDARY)  
—MATHEMATICS  
CONTENT OF COURSE UNITS

AC 2101: SS ART II  
Details of this course unit are stated on page 87.

AC 2121: SS TEXTILE CRAFT II  
Details of this course unit are stated on page 87.

AC 2131: SS CONTEMPORARY CRAFT II  
Details of this course unit are stated on page 87.

AC 3101: SS ART II  
Details of this course unit are stated on page 89.

AC 3121: SS TEXTILE CRAFT III  
Details of this course unit are stated on page 89.

AC 3131: SS CONTEMPORARY CRAFT III  
Details of this course unit are stated on page 89.

ED 1014: LEARNING AND THE LEARNER  
Details of this course unit are stated on page 66.

ED 1024: THE LEARNER: EDUCATION AND INSTITUTIONS  
Details of this course unit are stated on page 66.

ED 1032: TEACHING THEORY AND PRACTICE  
Details of this course unit are stated on page 66.

ED 1042: TEACHING THEORY AND PRACTICE  
Details of this course unit are stated on page 66.

ED 2091: EDUCATION II  
Details of this course unit are stated on page 89.

ED 3091: EDUCATION III  
Details of this course unit are stated on page 90.

EN 1091: COMMUNICATION I  
Details of this course unit are stated on page 117.

EN 2091: COMMUNICATION II  
Details of this course unit are stated on page 91.

EN 2111: SS DRAMATIC ART II  
Details of this course unit are stated on page 91.

EN 3111: SS DRAMATIC ART III  
Details of this course unit are stated on page 92.

EN 3121: SS CREATIVE WRITING/MEDIA III  
Details of this course unit are stated on page 92.
GS 1016: VISUAL ARTS I
Details of this course unit are stated on page 67.

GS 1026: VISUAL ARTS II
Details of this course unit are stated on page 67.

GS 1116: LITERATURE AND SOCIETY I
Details of this course unit are stated on page 67.

GS 1126: LITERATURE AND SOCIETY II
Details of this course unit are stated on page 67.

GS 1216: MATHEMATICS IN SOCIETY I
Details of this course unit are stated on page 68.

GS 1226: MATHEMATICS IN SOCIETY II
Details of this course unit are stated on page 68.

GS 1316: MUSIC STUDIES I
Details of this course unit are stated on page 68.

GS 1326: MUSIC STUDIES II
Details of this course unit are stated on page 68.

GS 1416: ENVIRONMENTAL STUDIES I
Details of this course unit are stated on page 68.

GS 1426: ENVIRONMENTAL STUDIES II
Details of this course unit are stated on page 69.

GS 1516: HUMAN MOVEMENT STUDIES I
Details of this course unit are stated on page 69.

GS 1616: ASIAN STUDIES I
Details of this course unit are stated on page 69.

GS 1628(a): ASIAN STUDIES II
Details of this course unit are stated on page 69.

GS 2516: HUMAN MOVEMENT STUDIES II
Details of this course unit are stated on page 69.

MA 1201: MATHEMATICS METHOD I
2 HOURS PER WEEK
FULL YEAR
Pre-Requisite: Nil
Students will undertake an examination of primary school mathematics; an overview of secondary curricula in mathematics and the place of mathematics in the total secondary course; a detailed study of the content of the Year 7 Syllabus in mathematics and methods of presentation of this content.

MA 1211: CALCULUS I
2 HOURS PER WEEK
FULL YEAR
Pre-Requisite: Nil
The major elements of the course unit will be differentiation, integration; circular, logarithmic, exponential and hyperbolic functions; partial differentiation and polar co-ordinates.
MA 1212:  ALGEBRA I
Pre-Requisite:  Nil
Complex numbers, determinants, elementary vector algebra and polynomial theory and elementary matrix algebra will constitute the main topics of this course unit.

MA 1213:  COMPUTING
Pre-Requisite:  Nil
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 2201:  MATHEMATICS METHODS II
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
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
Pre-Requisite:  MA 1212
The course unit content will include vector algebra, matrix algebra, quaternion algebra, and boolean algebra.

MA 2214:  SERIES
Co-Requisite:  MA 1211
The topics treated in this course unit will be infinite sequences and series, convergence theorems, power series, and Fourier series.

MA 2215:  PROBABILITY AND STATISTICS
Co-Requisite:  MA 1213
Probability theory, important distributions, sampling theory, regression and correlation, use of statistical computer packages will form the main topics of this course unit.
MA 3101: SS ENVIRONMENTAL MATHEMATICS III
Details of this course unit are stated on page 93.

MA 3201: MATHEMATICS METHOD III  
4 HOURS PER WEEK  
FULL YEAR
Pre-Requisite: MA 1201
Pre-Requisite: TE 1091
Co-Requisite: MA 2201
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
Pre-Requisite: MA 1211
Co-Requisite: MA 2211
Co-Requisite: MA 2215
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
Pre-Requisite: MA 1211
Co-Requisite: MA 2211
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
Pre-Requisite: MA 1212
Co-Requisite: MA 2212
This course unit will provide a review of basic geometry and a study of transformations and their algebra and the use of matrices.

MU 2101: SS INSTRUMENTAL MUSIC II
Details of this course unit are stated on page 94.
MU 2131: SS AESTHETICS AND CHORAL KEYBOARD MUSIC II
Details of this course unit are stated on page 95.

MU 3101: SS INSTRUMENTAL MUSIC III
Details of this course unit are stated on page 95.

MU 3131: SS AESTHETICS AND CHORAL KEYBOARD MUSIC III
Details of this course unit are stated on page 96.

NS 3131: SS APPLIED SCIENCE III
Details of this course unit are stated on page 97.

PH 1003: HEALTH EDUCATION I
Details of this course unit are stated on page 119.

PH 1008: PERSONAL FITNESS II
Details of this course unit are stated on page 98.

PH 1009: PERSONAL FITNESS III
Details of this course unit are stated on page 98.

PH 1102: SS PHYSICAL EDUCATION II
Details of this course unit are stated on page 98.

PH 2101: SS PHYSICAL EDUCATION PRACTICAL III
Details of this course unit are stated on page 99.

PH 3131: SS PHYSICAL EDUCATION FOUNDATIONS III
Details of this course unit are stated on page 101.

TE 2093: STUDY OF MAN II
Details of this course unit are stated on page 121.
7.3
PHYSICAL AND HEALTH EDUCATION
UNDERGRADUATE COURSES
7.3.1 BACHELOR OF EDUCATION (PHYSICAL AND HEALTH EDUCATION)

This is a four year full-time course offering specialist studies in the physical and behavioural sciences of human movement and their application to physical education in schools. Extensive studies in health education are also offered in the course. The specialist studies in the programme are complemented by studies in dance, games and gymnastics, together with fieldwork and practice teaching experiences.
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<tr>
<th>COURSE UNIT</th>
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<tr>
<td>PROFESSIONAL PREPARATION</td>
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<td>COMMUNICATION</td>
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<td>Child Growth &amp; Development</td>
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<td>Theory &amp; Practice in Education</td>
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<td>Foundations in Physical Education</td>
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<td>Foundations in Health Education</td>
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<td>Principles &amp; Practices in Health Education</td>
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<td>Psycho-Social Issues in Modern Society</td>
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<td>Educational Perspectives Within Societal Organizations</td>
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<td>Curriculum Processes</td>
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<td>Advanced Studies in Physical &amp; Health Education</td>
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**BACHELOR OF EDUCATION (PHYSICAL & HEALTH EDUCATION)**

### ELECTIVES

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CONTENT OF Course UNITS

ED 1491: CHILD GROWTH AND DEVELOPMENT 3 HOURS PER WEEK AUTUMN SEMESTER
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 3 HOURS PER WEEK AUTUMN SEMESTER
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 2491: THEORY AND PRACTICE IN EDUCATION 3 HOURS PER WEEK SPRING SEMESTER
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

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 3491: EDUCATIONAL PERSPECTIVES WITHIN SOCIETAL ORGANISATIONS

Pre-Requisite: ED 1491, ED 1492 and ED 2491

The following topics will be examined within this course unit:

- An examination of societal organisation based on an examination of the five basic institutions of organisation: kinship, government, economics, religion and education.

- A more concentrated examination of the institution of education using the education institution within some other societies as comparative studies.

- 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.

ED 3494: COMMUNITY EDUCATION PROCESSES

Pre-Requisite: ED 2494

In this unit students will examine practical solutions to the problems outlined in the course unit ED 2494: 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.

EN 1491: COMMUNICATION I

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.
NS 1411: SCIENCE I
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 2411: SCIENCE II
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 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 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.

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 3 HOURS PER WEEK AUTUMN SEMESTER

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 7 HOURS PER WEEK AUTUMN SEMESTER

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 5 HOURS PER WEEK SPRING SEMESTER

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 2411: ANATOMY AND PHYSIOLOGY II 3 HOURS PER WEEK SPRING SEMESTER

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

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

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

Pre-Requisite: PH 1441, PH 1442

As 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

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

Pre-Requisite: PH 1441, PH 1442

This course unit concludes the basic practical studies sequence with a study of dance making and choreography, Olympic gymnastics, archery and techniques of survival.

PH 3411: ANATOMY AND PHYSIOLOGY III

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
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
Pre-Requisites: 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
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
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
Pre-Requisite: ED 2494
Students will undertake a study of the following topics: concepts of leisure and recreation; historical development and growth in leisure time patterns; sociology of leisure; recreation and human values; recreation and social functions; the economics of leisure; the study of recreational environments and the valuation of the possible effects of participation.

PH 3491: FOUNDATIONS IN PHYSICAL EDUCATION
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 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
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 AUTUMN SEMESTER

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 SPRING SEMESTER

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; circulorespiratory 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 AUTUMN SEMESTER

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  3 HOURS PER WEEK AUTUMN SEMESTER

Pre-Requisite: Nil
Co-Requisite: PH 4422

At the completion of this course unit students will understand the following concepts in relation to sport and physical activity—role, socialisation, institutionalisation, conflict, power and authority, stratification, and social change. The functions of sport as a social institution will have been identified and the
role of sport as a reflection and transmitter of social values will have been ex­
amined in the context of sport in Australia and in other societies. Students will
have discussed social issues from areas such as politics and sport, sex-
socialisation and the role of women in sport, the effects of technology on sport
and physical activity and the role of the mass media.

PH 4431: INTRODUCTION TO DRUGS
3 HOURS PER WEEK
SPRING SEMESTER

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
3 HOURS PER WEEK
SPRING SEMESTER

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
3 HOURS PER WEEK
SPRING SEMESTER

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 educa-
tion. 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
3 HOURS PER WEEK
SPRING SEMESTER

Pre-Requisite: PH 3451

Students will build on concepts established in Recreation I and undertake a
study of the following topics: barriers to recreational behaviour; purpose goals
and objectives of diverse recreational environments; program planning and im-
plementation; program evaluation skills; leadership responsibilities.
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  
AUTUMN SEMESTER

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 cognizant 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  
SPRING SEMESTER

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  
SPRING SEMESTER

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 5413: RESEARCH METHODS IN HEALTH AND PHYSICAL EDUCATION  
3 HOURS PER WEEK  
SPRING SEMESTER

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.

PH 5423: SCIENCE APPLIED I  
2 HOURS PER WEEK  
AUTUMN SEMESTER

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 3 HOURS PER WEEK AUTUMN SEMESTER
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 3 HOURS PER WEEK AUTUMN SEMESTER and SPRING SEMESTER
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 organisational and administrative techniques used to conduct such programmes will be investigated.

PH 5452: SPECIAL PHYSICAL EDUCATION 3 HOURS PER WEEK SPRING SEMESTER
Pre-Requisites: PH 3422, 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 3 HOURS PER WEEK AUTUMN SEMESTER
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 3 HOURS PER WEEK AUTUMN SEMESTER
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**  
3 HOURS PER WEEK  
AUTUMN SEMESTER

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**  
3 HOURS PER WEEK  
SPRING SEMESTER

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**  
3 HOURS PER WEEK  
SPRING SEMESTER

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**  
3 HOURS PER WEEK  
AUTUMN SEMESTER

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 programmes; demographic data and vital statistics; epidemiological 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  
AUTUMN SEMESTER

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

**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 or sport.

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

**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

**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

**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 or sport.

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
SPRING SEMESTER

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
AUTUMN SEMESTER

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
AUTUMN SEMESTER

Pre-Requisites: PH 4492 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 will be involved in the process of curriculum construction.

PH 6423: SCIENCE APPLIED II
2 HOURS PER WEEK
SPRING SEMESTER

Pre-Requisites: PH 5424 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  
**3 HOURS PER WEEK**  
**AUTUMN SEMESTER and**  
**SPRING SEMESTER**

**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  
**3 HOURS PER WEEK**  
**AUTUMN SEMESTER and**  
**SPRING SEMESTER**

**Pre-Requisites:** Either two of PH 5221, PH 5222 and PH 4223, or  
**Co-Requisite:** 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  
**3 HOURS PER WEEK**  
**AUTUMN SEMESTER**

**Pre-Requisites:** PH 4421 and PH 5413  
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  
**3 HOURS PER WEEK**  
**SPRING SEMESTER**

**Pre-Requisite:** PH 5492  
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.
DIPLOMA IN TEACHING (PHYSICAL EDUCATION)

This three year full-time course offers specialised studies in the physical and behavioural sciences of human movement at the diploma level and prepares students for specialist teaching in physical education. The theoretical components of the course are complemented by studies in dance, games and gymnastics, together with fieldwork and practice teaching experiences.
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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.
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<tr>
<th>COURSE UNIT</th>
<th>UNIT NO</th>
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<td>APPLIED BIOMECHANICS</td>
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<td>APPLIED EXERCISE PHYSIOLOGY</td>
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<td>PHYSICAL EDUCATION FOR THE EXCEPTIONAL CHILD</td>
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<td>RECREATION</td>
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DIPLOMA IN TEACHING (PHYSICAL EDUCATION)
CONTENT OF COURSE UNITS

ED 1491: CHILD GROWTH AND DEVELOPMENT
Details of this course unit are stated on page 137.

ED 1492: EDUCATIONAL PSYCHOLOGY
Details of this course unit are stated on page 137.

ED 2491: THEORY AND PRACTICE IN EDUCATION
Details of this course unit are stated on page 137.

EN 1291: COMMUNICATION II
1 HOUR PER WEEK
FULL YEAR
Co-Requisite: EN 1491
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.

EN 1491: COMMUNICATION I
Details of this course unit are stated on page 138.

NS 1411: SCIENCE I
Details of this course unit are stated on page 139.

NS 2411: SCIENCE II
Details of this course unit are stated on page 139.

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

PH 1411: ANATOMY AND PHYSIOLOGY I
Details of this course unit are stated on page 139.

PH 1421: MAN IN ACTION
Details of this course unit are stated on page 140.

PH 1441: PRACTICAL STUDIES IN PHYSICAL EDUCATION I
Details of this course unit are stated on page 140.
PH 1442: PRACTICAL STUDIES IN PHYSICAL EDUCATION II
Details of this course unit are stated on page 140.

PH 2241: PRACTICAL STUDIES IN PHYSICAL EDUCATION III
4 HOURS PER WEEK
AUTUMN SEMESTER
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
6 HOURS PER WEEK
SPRING SEMESTER
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
4 HOURS PER WEEK
AUTUMN SEMESTER
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.

PH 2244: PRACTICAL STUDIES IN PHYSICAL EDUCATION VI
4 HOURS PER WEEK
SPRING SEMESTER
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
Details of this course unit are stated on page 140.

PH 2431: PERSONAL HEALTH I
Details of this course unit are stated on page 141.

PH 3221: ANATOMY AND PHYSIOLOGY III
2 HOURS PER WEEK
AUTUMN SEMESTER
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
AUTUMN SEMESTER

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 techniques; 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
AUTUMN SEMESTER

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 investigation 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 situation.

PH 3231: PERSONAL HEALTH II
2 HOURS PER WEEK
AUTUMN SEMESTER

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
SPRING SEMESTER
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
AUTUMN SEMESTER
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
SPRING SEMESTER
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
AUTUMN SEMESTER
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 4221: EXERCISE PHYSIOLOGY I
3 HOURS PER WEEK
SPRING SEMESTER
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
SPRING SEMESTER

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
2 HOURS PER WEEK
SPRING SEMESTER

Pre-Requisite: PH 3223

As a continuation of PH 3223 this unit will continue theoretical and practical investigation on 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
2 HOURS PER WEEK
SPRING SEMESTER

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 everyday 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: PH 3291
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 5221: EXERCISE PHYSIOLOGY II
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
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
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 and role of teachers involved in special physical education; gain experience with exceptional children in a practical situation.
PH 5224: HUMAN PERFORMANCE
LABORATORY III
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
Co-Requisite: One of PH 4221, PH 4222, PH 4223
Students will examine concepts of leisure and recreation; studies of recreation patterns within the community—Government, Private and Individual; practical experience in recreational settings other than schools.

PH 5291: CURRICULUM CONSTRUCTION AND EVALUATION
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
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
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 6221: PSYCHO-SOCIOLOGY OF PHYSICAL EDUCATION AND SPORT**  
2 HOURS PER WEEK  
SPRING SEMESTER  
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  
SPRING SEMESTER  
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  
SPRING SEMESTER  
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; continued review of theoretical concepts basic to the understanding of recreational behaviour; recreational program planning and implementation; program evaluation skills; leadership responsibilities.

**PH 6272: APPLIED BIOMECHANICS**  
2 HOURS PER WEEK  
SPRING SEMESTER  
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 SPRING SEMESTER

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 3 HOURS PER WEEK SPRING SEMESTER

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 2 HOURS PER WEEK SPRING SEMESTER

Pre-Requisites: Two of PH 5222, PH 5221 and PH 5223

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.
7.4

GRADUATE DIPLOMA COURSES
7.4.1 GRADUATE DIPLOMA IN EDUCATION (PRIMARY)

The Graduate Diploma in Education (Dip.Ed) is available to graduates, and diplomates who hold a diploma outside teacher education (including course units appropriate to teaching), who wish to enter the primary teaching profession.

Unlike some traditional Graduate Diplomas in Education, this course uses a curriculum-based approach with weekly school experiences which orient students to the practicalities of teaching. The course provides experiences in the curriculum areas of Art, Craft, English, Mathematics, Music, Natural Science, Social Science, and Physical and Health Education. Problems related to the teaching of exceptional children are given a special focus.

The course involves one year of full-time study and will be offered in the Autumn Semester of 1981.
TABLE 16

GRADUATE DIPLOMA IN EDUCATION (PRIMARY)

Normal Pattern Progression

<table>
<thead>
<tr>
<th>COURSE UNIT</th>
<th>SEMESTER</th>
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<tr>
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<td>FOUNDAtion STUDIES</td>
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<tr>
<td>Communication</td>
<td>EN 1391</td>
<td>2</td>
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<td>Child Development</td>
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<td>3</td>
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<tr>
<td>Early Childhood Education</td>
<td>ED 1395</td>
<td>2</td>
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<tr>
<td>the Child &amp; Society</td>
<td>ED 1394</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>the Child &amp; the School</td>
<td>ED 1393</td>
<td>3</td>
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</tr>
<tr>
<td>Psychology of Teaching</td>
<td>ED 1392</td>
<td>3</td>
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</tr>
<tr>
<td>Curriculum Studies</td>
<td>AC 1301</td>
<td>2</td>
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<td>EN 1301</td>
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<tr>
<td>Mathematics</td>
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<td>Natural Science</td>
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<td>Physical &amp; Health Education</td>
<td>PH 1301</td>
<td>2</td>
<td>PH 1301</td>
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<td>Social Studies</td>
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<td>School Experiences</td>
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<tr>
<td>Practice Teaching, Demonstration Lessons, Fieldwork</td>
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## GRADUATE DIPLOMA IN EDUCATION (PRIMARY)

### CONTENT OF COURSE UNITS

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Contact Hours</th>
<th>Semester</th>
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<tbody>
<tr>
<td>AC 1301</td>
<td>ART/CRAFT</td>
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<tr>
<td>Pre-Requisite:</td>
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</table>

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.

<table>
<thead>
<tr>
<th>Course Code</th>
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<th>Contact Hours</th>
<th>Semester</th>
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<tbody>
<tr>
<td>ED 1391</td>
<td>CHILD DEVELOPMENT</td>
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<td>AUTUMN SEMESTER</td>
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<td></td>
<td></td>
<td>per week</td>
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</tr>
<tr>
<td>Pre-Requisite:</td>
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</table>

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.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Contact Hours</th>
<th>Semester</th>
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</thead>
<tbody>
<tr>
<td>ED 1392</td>
<td>PSYCHOLOGY OF TEACHING</td>
<td>3 hours</td>
<td>AUTUMN SEMESTER</td>
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<tr>
<td></td>
<td></td>
<td>per week</td>
<td></td>
</tr>
<tr>
<td>Pre-Requisite:</td>
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</tbody>
</table>

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, judgment.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Contact Hours</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 1393</td>
<td>THE CHILD AND SCHOOL</td>
<td>3 hours</td>
<td>SPRING SEMESTER</td>
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<td></td>
<td></td>
<td>per week</td>
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<tr>
<td>Pre-Requisite:</td>
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</tbody>
</table>

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
SPRING SEMESTER
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
SPRING SEMESTER
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.

EN 1301: CS ENGLISH (Primary) 3 HOURS PER WEEK
FULL YEAR
Pre-Requisite: Nil
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.

EN 1391: COMMUNICATION 2 HOURS PER WEEK
FULL YEAR
Pre-Requisite: Nil
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.

MA 1301: CS MATHEMATICS 2 HOURS PER WEEK
FULL YEAR
Pre-Requisite: Nil
The content of this course unit will include the development of number concepts, Cuisenaire material; set theory; algorithms; rational number; measurement, shapes and graphs; enrichment; grading; programming; teaching techniques; problem solving; evaluation; and remediation.

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.

NS 1301: CS NATURAL SCIENCE
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.

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.

SS 1301: CS SOCIAL STUDIES
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 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.
7.4.2 GRADUATE DIPLOMA IN EDUCATIONAL STUDIES
—ENVIRONMENTAL EDUCATION

This graduate diploma course will provide teachers with the opportunity to examine the contribution of science and technology to environmental management and to relate this knowledge to the curriculum of the school. The course includes theoretical studies in Resource and the Environment, and Society and the Environment. These theoretical studies will be complemented by a practical strand incorporating field studies.

The course will be conducted on a part-time basis over four semesters and will be offered in the Autumn Semester of 1981.
### TABLE 17

**GRADUATE DIPLOMA IN EDUCATIONAL STUDIES**  
*(ENVIRONMENTAL EDUCATION)*

**Normal Pattern Progression**

<table>
<thead>
<tr>
<th>COURSE UNIT</th>
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<tbody>
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</tr>
<tr>
<td></td>
<td>UNIT HRS</td>
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<td>NO /WK</td>
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<tr>
<td>ECOLOGY</td>
<td>NS 1611</td>
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<tr>
<td>EARTH STUDIES</td>
<td>NS 1612</td>
</tr>
<tr>
<td>FIELD STUDIES</td>
<td>TE 1600</td>
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<tr>
<td>FIELDS STUDIES</td>
<td>NS 2600</td>
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<tr>
<td>BIOLOGICAL MANAGEMENT</td>
<td>NS 2611</td>
</tr>
<tr>
<td>LEARNING THEORY &amp; TEACHING STRATEGIES</td>
<td>TE 2612</td>
</tr>
<tr>
<td>CURRICULUM ORGANISATION &amp; DEVELOPMENT</td>
<td>TE 2621</td>
</tr>
<tr>
<td>SOCIAL &amp; PHILOSOPHICAL FOUNDATIONS</td>
<td>TE 2622</td>
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<td>CURRENT ISSUES</td>
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<td>TE 2624</td>
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<tr>
<td>TOTAL LECTURE HOURS PER WEEK</td>
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</table>
GRADUATE DIPLOMA IN EDUCATIONAL STUDIES
(ENVIRONMENTAL EDUCATION)
CONTENT OF COURSE UNITS

NS 1611: ECOLOGY
2 HOURS PER WEEK
AUTUMN SEMESTER
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
AUTUMN SEMESTER
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 2600: FIELD STUDIES II
3 HOURS PER WEEK
SPRING SEMESTER
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
SPRING SEMESTER
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 management and conservation; ecosystem response to exploitation; the
ecosystem approach to biological resource management; conservation management; and the ecological impact of resource use.

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 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.

TE 1600: FIELD STUDIES I
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 2612: NON-LIVING RESOURCE MANAGEMENT
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
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*  
*AUTUMN SEMESTER*

**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.

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**TE 2623: SOCIAL AND PHILOSOPHICAL FOUNDATIONS**

*2 HOURS PER WEEK*  
*SPRING SEMESTER*

**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.

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**TE 2624: CURRENT ISSUES**

*3 HOURS PER WEEK*  
*SPRING SEMESTER*

**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.
7.4.3 GRADUATE DIPLOMA IN EDUCATIONAL STUDIES
—HEALTH EDUCATION

This course, offered by external study, is designed to enable primary and secondary school teachers to develop their expertise in health education. The course will be offered in the Autumn Semester of 1981 and will be conducted over four semesters.

The course will provide health educators with the opportunity to gain specialist knowledge in this discipline and to examine, critically, attitudes associated with health concepts at both individual and community levels. Students will acquire skills in selecting, developing and implementing appropriate teaching programmes and programme material and will be able to integrate effectively this knowledge, these concepts and skills into a functional teaching programme designed for particular school settings.
### TABLE 18

**GRADUATE DIPLOMA IN EDUCATIONAL STUDIES (HEALTH EDUCATION)**

Normal Pattern Progression

<table>
<thead>
<tr>
<th>COURSE UNIT</th>
<th>1</th>
<th>2</th>
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<tr>
<td><strong>HEALTH : THE INDIVIDUAL &amp; COMMUNITY</strong></td>
<td>PH 1651</td>
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<td><strong>FOUNDATIONS &amp; PRINCIPLES OF HEALTH EDUCATION</strong></td>
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<td><strong>ELECTIVE B : HEALTH &amp; THE COMMUNITY</strong></td>
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<td>PH 2653</td>
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<tr>
<td><strong>HEALTH INSTRUCTION &amp; CLASSROOM COMMUNICATION</strong></td>
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GRADUATE DIPLOMA IN EDUCATIONAL STUDIES
(HEALTH EDUCATION)

CONTENT OF COURSE UNITS

**PH 1651: HEALTH: THE INDIVIDUAL AND COMMUNITY**
*3 HOURS PER WEEK*  
*AUTUMN SEMESTER*

Pre-Requisite: Nil  
This unit will allow students to examine the quality of life in our society in terms of physical, social and mental well-being. The student will acquire appropriate knowledge, attitudes and skills necessary for positive decision making regarding one's personal health.

**PH 1652: FOUNDATIONS AND PRINCIPLES OF HEALTH EDUCATION**
*3 HOURS PER WEEK*  
*AUTUMN SEMESTER*

Pre-Requisite: Nil  
This unit has been designed to consolidate the students' understanding of the fundamental concepts and principles of health education. By the end of the unit, the student will have examined the nature of school health education and a rationale for its being. The student will have clarified the role of the school health education and identified those professional and personal competencies needed in the implementation of the total school health education program. As well, the student will have examined programming approaches and components, with emphasis on objectives, concepts and scope and sequencing.

**PH 2651(a): ELECTIVE A: NUTRITION**
*2 HOURS PER WEEK*  
*SPRING SEMESTER*

Pre-Requisite: PH 1651  
This course unit will focus on the relationship between diet and health on an individual and community level. Course work will include the following topics: food nutrients; dietary-related health problems; food selection, processing and preparation; contemporary issues in nutrition; and international perspectives on food problems.

**PH 2651(b): ELECTIVE A: HUMAN RELATIONS**
*2 HOURS PER WEEK*  
*SPRING SEMESTER*

Pre-Requisite: PH 1651  
This unit has been designed to assist students to develop, through research and personal exploration, understanding of the following: psychological growth; the Independent Communication process, group processes with particular reference to classroom practices. Students will have opportunities to acquire the skills necessary to plan activities, to foster personal growth and develop self-esteem through group interactions.

**PH 2652: HEALTH INSTRUCTION AND CLASSROOM COMMUNICATION**
*4 HOURS PER WEEK*  
*SPRING SEMESTER*

Pre-Requisite: PH 1652  
Co-Requisite: PH 1651  
This unit has been designed to acquaint the student with the health instruction process, with a special emphasis on the selection, development and
application of appropriate teaching methods and materials. The student will examine the relationship between classroom communication, creativity and health instruction. Techniques which will enhance this relationship will be discussed and practised.

By the end of the unit, the student will have analysed a variety of learning activities which are utilised in health education. Each learning activity will be appraised in terms of its development, utilisation and potential advantages and disadvantages in the teaching situation.

**PH 2653(a): ELECTIVE B: CONSUMER HEALTH**
2 HOURS PER WEEK
SPRING SEMESTER

Pre-Requisite: PH 1651

Consumer health education will assist individuals in acting intelligently in regard to the selection and utilisation of consumer health products and services. Consumer health is related to all health areas and this elective unit will give students the opportunity to evaluate general health knowledge in terms of practical application in human behaviour.

Students will evaluate the validity and reliability of health information and resources and differentiate between positive and negative consumer health education. The role of organisations and agencies in protecting the consumer of health services and products will be explored in terms of the factors involved in selecting such services and products. The implications behind advertising and the dangers that exist in self-diagnosis and self-medication will be investigated.

**PH 2653(b): ELECTIVE B: ENVIRONMENTAL QUALITY**
2 HOURS PER WEEK
SPRING SEMESTER

Pre-Requisite: PH 1651

Environmental health studies will clarify the relationship of the individual to the environment and explain the physical dependency on the environment. Identification of the psychological needs which are related to environmental quality will lead to the promotion and maintenance of good health.

The need for individual and societal responsibility in the promotion and maintenance of environmental quality will be examined in the light of current scientific data. Students will clarify the cause and effects of those environmental factors affecting the health of individuals and investigate the ecological implications of human behaviours.

**PH 3652: CORE AREAS IN HEALTH EDUCATION PROGRAMS**
4 HOURS PER WEEK
AUTUMN SEMESTER

Pre-Requisite: PH 2652

Students having already reviewed curriculum programming approaches available in school health education, will in this course unit review that core of topic areas which is deemed essential, albeit the programming approach utilized. Each of these core areas will be reviewed so that its peculiarities may be examined. Methodologies and learning opportunities will be reviewed for their suitability for each of these areas and any special difficulties associated with the presentation of a specific core area will be investigated.
PH 3653: PHILOSOPHY AND CURRICULUM DESIGN
Pre-Requisites: PH 1651, PH 2652
Through this unit of study, the student will develop a comprehensive understanding of the curriculum process in health education from both a theoretical and practical perspective. The student will examine the components of curriculum development with special attention being given to trends, philosophical statements; determination of goals and objectives, assessment of needs and interests; selection of content and teaching methods; and appraisal of implementation and administration procedures.

By the end of this unit, the student will have participated in a variety of practical tasks, designed to consolidate fundamental skills in this area.

PH 3654: STUDY PROPOSAL
Pre-Requisites: PH 2651, PH 2653, PH 2654
In this course unit students will identify units in health education and formulate a procedure for the systematic analysis of investigation of this issue. The issue selected will be followed through in the subsequent unit individuals study. The study will be able to be categorized according to the major areas of research.

PH 4653: EVALUATION OF THE TOTAL SCHOOL HEALTH EDUCATION PROGRAM
Pre-Requisite: PH 3653
In this final unit the student will concentrate on evaluation as it relates to the components of the Total School Health Education Program, with particular emphasis on the health instruction program. The student will examine, in-depth the underlying principles and concepts of the evaluation process. Considerable time will be devoted to skill acquisition that will assist in meaningful and efficient evaluation.

During the unit, the student will be given opportunity to appraise a variety of instruments; techniques and procedures that have application in health education.

PH 4654: INDIVIDUAL STUDY
Pre-Requisite: PH 3654
At the conclusion of this unit the student will have developed expertise for participation in the development, improvement and co-ordination of school & community health education programmes. In this course unit students will implement their personal project, enunciated in PH 3654, and present a substantial report.
7.4.4 GRADUATE DIPLOMA IN EDUCATIONAL STUDIES
—SCHOOL ADMINISTRATION

This part-time course may be offered in the Autumn Semester of 1981 and will be conducted over four semesters.

The course has been designed to provide, through a variety of course units, exposure to the body of knowledge and skills relevant to the effective practice of school administration and to provide for the development of interpersonal skills and personal value systems. Students will have the opportunity to critically analyse and evaluate existing school management systems and defend a personal philosophy of school organisation and management.
## GRADUATE DIPLOMA IN EDUCATIONAL STUDIES
### (SCHOOL ADMINISTRATION)

#### Normal Pattern Progression

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GRADUATE DIPLOMA IN EDUCATIONAL STUDIES
(SCHOOL ADMINISTRATION)

CONTENT OF COURSE UNITS

ED 1631: ORGANIZATIONS; THEORY AND STRUCTURE
Pre-Requisite: Nil
Through this course unit students will examine the sociological antecedents of organizational theory, develop an understanding of the nature and structure of organizations as static entities, examine and develop an appreciation of the advantages and disadvantages of the classical and modern approaches to organizations and utilize the understandings gained to more effectively interpret the administrative role in school.

ED 1632: ADMINISTRATION: HISTORICAL AND PHILOSOPHICAL PERSPECTIVES
Pre-Requisite: Nil
Through study in this course unit students will develop an understanding of administrative approaches and their attachment to the ethos of the larger society, will gain knowledge of basic philosophies and their relationship to education, and will develop from this knowledge a personal educational philosophy.

ED 1633: THE ORGANIZATIONAL ENVIRONMENT: CONTENTS AND CONSTRAINTS
Pre-Requisite: Nil
Through this course unit students will examine the role of government and evaluate the criteria employed in the determination of government spending in education; demonstrate an understanding of economic constraints operative at the national, state, regional and local levels; gain a knowledge of and a sensitivity to the welfare and local issues associated with school administration: examine and evaluate industrial implications in the organization of a school; and demonstrate an awareness of societal constraints on policy and planning within a school.

ED 2631: THE DYNAMICS OF AN ORGANIZATION
Pre-Requisite: ED 1631
Co-Requisites: ED 1632, ED 2632
Through studies in this course students will acquire knowledge of basic organizational processes, develop an understanding of the inter-relationships that exist within and between these organizational processes, demonstrate an awareness of the interactive effects between these processes and the administrative role, utilize understandings gained to increase the effectiveness of these processes within the school.
ED 2632: COMPARATIVE APPROACHES TO ADMINISTRATION: A CONCEPTUAL OVERVIEW

Pre-Requisite: ED 1632
Co-Requisite: ED 1633

Through studies in this area students will acquire an understanding of the administrative role and its variations and combinations; demonstrate an awareness of the relationships generated between the organizational structure and the administrative perspective and their relevance to organizational problems, and will utilize understandings gained to increase the effectiveness of the administrative process in the school setting.

ED 2633: DYNAMICS OF ADMINISTRATION 2 HOURS PER WEEK

Pre-Requisites: All 1000 level course units.

Through studies in this course unit students will demonstrate an awareness of the interdependence of the various areas of administration, see their relevance to the effective administration of the school, and utilize the understandings gained to increase the effectiveness of the school’s relationships with community associations and groups which infringe on the administrative role.

ED 2634: CURRICULUM AND SCHOOL MANAGEMENT 3 HOURS PER WEEK

Pre-Requisites: Any two 1000 level course units.
Co-Requisite: ED 2633

The continuing emphasis on the school-based curriculum places demands on administrators and teachers to understand theoretical concerns of curriculum planning, and activities and procedures that carry theory into practice. Through this course unit students will demonstrate knowledge of, and skills relating to, curriculum perspectives and theory and curriculum procedures.

ED 2635: SEMINAR IN SPECIAL PROJECT 2 HOURS PER WEEK

Pre-Requisites: All 1000 level course units

The ability to identify and analyse problem issues in school administration is essential if the administrator wishes to cope with a dynamic, changing educational environment and/or if the administrator wishes to introduce change or innovation in a controlled and systematic fashion. Through this course unit, students will acquire the specific knowledge necessary to examine a selected problem issue in school administration, relate that issue to organizational and administrative theory and formulate a procedure for the systematic analysis of the problem.
ED 3631: THE MANAGEMENT OF HUMAN RESOURCES
Pre-Requisites: ED 2631, ED 2633
Co-Requisite: ED 3632
Through this course unit, students will examine general principles of personnel management and relate them to planning objectives; evaluate models of the selection process in the context of school needs; design and evaluate staff development programs within the framework of an enunciated philosophy of staff development; examine the supervisory role of the administrator; and demonstrate an awareness and sensitivity to potential affective problems in personnel management.

ED 3632: THE MANAGEMENT OF PHYSICAL AND FINANCIAL RESOURCES
Pre-Requisites: ED 1631, ED 1633
Co-Requisite: ED 2634
Through studies in this course unit students will demonstrate an understanding of office administration procedures and devise soundly based principles by which the administrative unit will function; gain a functional knowledge of accounting procedures; develop procedures for the ordering, subsequent purchase and control of stock and equipment; and demonstrate an ability to plan expenditure within realistic constraints and anticipate significant aspects of the budgetary process as it applies to schools.

ED 3633: INDIVIDUAL SPECIAL PROJECT—IMPLEMENTATION
Pre-Requisites: All 2000 level courses
Through this course unit, students will demonstrate their ability to implement a project significantly related to an aspect of school administration; analyse the results of the project within the framework of organizational and administrative theory; and present a substantial written report in which findings are documented.
7.4.5 GRADUATE DIPLOMA IN EDUCATIONAL STUDIES
READING/ENGLISH AS A SECOND LANGUAGE EDUCATION

The first five units in this graduate diploma course are designed to develop a clear understanding of language in its developmental, psychological, linguistic and social aspects. This knowledge will provide a common basis for the studies of reading education and the teaching of English as a second language which form elective strands in the second part of the course. In general, this course will provide training for teachers which will aid them in their efforts to assist children who are experiencing difficulty in any aspect of language development.

The course will commence in the Autumn Semester of 1981 and will be offered on a part-time basis over four semesters.
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GRADUATE DIPLOMA IN EDUCATIONAL STUDIES (READING/ENGLISH AS A SECOND LANGUAGE EDUCATION)

CONTENT OF COURSE UNITS

EN 1641: LANGUAGE DEVELOPMENT AND LINGUISTICS I
Pre-Requisite: Nil
3 HOURS PER WEEK
AUTUMN SEMESTER
This course unit is designed to introduce students to some basic concepts in language development and linguistics. The principles of learning underlying first language acquisition and development will be studied, especially those which can be applied to other language learning experience. An introduction to linguistics will also form part of this unit since an understanding of the systems of language is essential to later units in both strands of the course.

EN 1642: THE SOCIAL AND CULTURAL CONTEXT OF LEARNING
Pre-Requisite: Nil
3 HOURS PER WEEK
AUTUMN SEMESTER
Students need to be sensitive to the social and cultural context of learning as a basis for effective classroom management and practice in language development programmes in a multicultural society. This course unit aims at developing these essential attitudes and skills through a study of cultural difference and its educational consequences.

EN 1643: THE COMPREHENSION OF LANGUAGE
Pre-Requisite: Nil
2 HOURS PER WEEK
SPRING SEMESTER
In order to be properly prepared for studies of reading and second language acquisition students need not only a background of information about language development and linguistics, but also a clear understanding of the nature of comprehension. This course unit is designed to develop that understanding through a consideration of the relationships between language, experience, memory and learning.

EN 2641: LANGUAGE DEVELOPMENT AND LINGUISTICS II
Pre-Requisite: Nil
2 HOURS PER WEEK
SPRING SEMESTER
This course unit will consider aspects of language development and linguistics which were not discussed in the first semester. The particular focus of this unit will be on language development in a multicultural society. Through studies of basic socio-linguistics and the nature of bilingualism students will acquire knowledge which will be important to them in their later course units on the teaching of reading and the teaching of English as a second language.

EN 2642: THE EVALUATION OF LANGUAGE: ISSUES AND PRINCIPLES
Pre-Requisite: EN 1641
Co-Requisites: EN 2641 & EN 1643
2 HOURS PER WEEK
SPRING SEMESTER
In this course unit principles underlying the appraisal of language development will be introduced to students. Formal and informal evaluation procedures for
both oral and written language, will be subjected to critical scrutiny.

The concepts developed will be important as background to the subsequent studies undertaken in both the reading and E.S.L. course units.

**EN 3641: FOUNDATIONS OF ENGLISH AS A SECOND LANGUAGE EDUCATION**

**Pre-Requisites:** EN 1641 & EN 1642  
**Co-Requisites:** EN 1643, EN 2641 & EN 2642

In order to apply the general principles covered in the core course units about language, language development, and the social context of language to E.S.L. education in Australia, students must first understand the nature of Australian society, and the factors affecting learning English as a second language. This course unit is designed to assist students develop those understandings.

**EN 3642: ASSESSMENT OF NEEDS OF SECOND LANGUAGE LEARNERS**

**Pre-Requisites:** EN 1642 & EN 1643  
**Co-Requisite:** EN 3641

This course unit is designed to develop skills in gathering background information about children, identifying language demands of situations, and assessing English Language proficiency. Students will learn to relate proficiency assessments to perceived language demands and relevant background information, in order to identify learners' needs and allocate priorities for programme design.

**EN 3643: THE READING PROCESS**

**Pre-Requisite:** EN 1641  
**Co-Requisite:** EN 1643, EN 2641 & EN 2642

This course unit is designed to develop a thorough understanding of the reading process through a detailed analysis of samples of children's reading, together with a critical examination of relevant research into the nature of the reading process. It is assumed that students will have gained a basic knowledge of linguistics and an understanding of the process of language acquisition in earlier course units.

**EN 3644: EVALUATION OF READING**

**Pre-Requisites:** EN 1643 & EN 2641  
**Co-Requisite:** EN 2642

This course unit is designed to develop skills in the evaluation of reading performance. Students will be introduced to a wide range of formal and informal evaluation instruments and procedures which they will be expected to use and assess. The knowledge and skills acquired in this unit will be of critical importance in the successful completion of the practical work required in the final semester.
EN 4641: PROGRAMME DESIGN AND ORGANISATION 2 HOURS PER WEEK IN ENGLISH AS A SECOND LANGUAGE SPRING SEMESTER EDUCATION

Pre-Requisites: EN 2641, EN 2642 & EN 3641
Co-Requisites: EN 3642 & EN 4642
This course unit will develop an understanding of the relationship between E.S.L. education, the whole school curriculum, the community and the range of organisational models for E.S.L. education as a basis for planning and implementing effective E.S.L. programmes.

EN 4642: APPROACHES, METHODS AND TECHNIQUES 2 HOURS PER WEEK IN ENGLISH AS A SECOND LANGUAGE SPRING SEMESTER EDUCATION

Pre-Requisites: EN 2641, EN 3641 & EN 3642
Co-Requisite: EN 4641
This course unit is designed to develop an understanding of a range of approaches to the teaching of English as a second language. Students will become aware of the variety of techniques which can be used in teaching different aspects of language. They will be expected to develop skills in selecting, evaluating adapting and developing materials for use in E.S.L. education. In this course unit it is expected that students will be able to draw together the knowledge, attitudes and skills acquired in all course units and to show that they have developed a coherent philosophy of E.S.L. education which can be demonstrated in a practical way.

EN 4643: THE READING ENVIRONMENT: RESOURCES 2 HOURS PER WEEK SPRING SEMESTER

Pre-Requisite: EN 2642
Co-Requisites: EN 3643, EN 3644 & EN 4644
This course unit will concentrate on making students familiar with the range of materials available for the teaching of reading. The importance of using literature in the classroom will be stressed. Students will be asked to consider children’s reading interests and the criteria necessary to select suitable materials for classroom use.

EN 4644: THE READING ENVIRONMENT: ORGANISATION AND PRACTICE 2 HOURS PER WEEK SPRING SEMESTER

Pre-Requisites: EN 3643 & EN 3644
Co-Require: EN 2643
This course unit is designed to make students aware of a range of approaches to the teaching of reading and to develop an understanding of the theoretical bases for these approaches. Students will be made familiar with a variety of techniques which can be used in teaching reading, with special emphasis being placed on techniques designed to overcome the problems of children experiencing difficulties in learning to read.

Students will be expected to develop skills in selecting, evaluating, adapting and developing materials for use in reading instruction, and to apply them in their independent study.
7.4.6 GRADUATE DIPLOMA IN EDUCATIONAL STUDIES
—SECONDARY MATHEMATICS EDUCATION

This graduate diploma course has been designed to enable secondary mathematics teachers to improve their mathematical knowledge and their understanding of curriculum design and evaluation.

While primarily designed for teachers who have a Diploma in Teaching (Secondary), the course would also 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.

The course will be offered in the Autumn Semester of 1981 and is taken by external study over four semesters.
## TABLE 21

**GRADUATE DIPLOMA IN EDUCATIONAL STUDIES (SECONDARY MATHEMATICS EDUCATION)**

Normal Pattern Progression

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GRADUATE DIPLOMA IN EDUCATIONAL STUDIES
(SECONDARY MATHEMATICS EDUCATION)

CONTENT OF COURSE UNITS

ED 1601: MATHEMATICS EDUCATION I
FULL YEAR
EXTERNAL
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.

MA 1611: ADVANCED CALCULUS
FULL YEAR
EXTERNAL
Pre-Requisite: Nil

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
FULL YEAR
EXTERNAL
Pre-Requisite: Nil

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

MA 1613: COMPLEX VARIABLES
FULL YEAR
EXTERNAL
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 2601: MATHEMATICS EDUCATION II
Pre-Requisite: ED 1601
In this course unit students will be involved in an analysis of recent research; the design of an investigation and the implementation of that investigation.
INFORMATION FOR STUDENTS
The Audio-Visual Centre provides a number of services to staff and students including assistance in the design, implementation and evaluation of media materials related to teaching programmes, for example, television, tape-slide audio-cine materials; provision of a central pool of audio-visual equipment for use in course units; production of video-tapes, audio-tapes, tape-slide presentations and slides.

The centre is located adjacent to the main lecture block.

**8.2 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.

**8.3 BOOKSHOP FACILITIES**
A branch of the University Co-operative Bookshop is situated in the University Union Building.

**8.4 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 Administration Officer or Gymnasium Attendant for safe keeping.

**8.5 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 Administration Office.

**8.6 COMPUTER CENTRE**
The Computer Centre services the computing needs of students, staff and the administration. The Centre's facilities consist of a Perkin-Elmer APAC 7/32 mini-computer, Apple II microcomputers, line printers, visual display terminals and a digitiser. The mini-computer is connected by a dedicated landline to the University of Wollongong's Univac computer. This connection enables the Institute to use the University's specialist computing equipment, large range of compilers and various programmes and application packages.

The Centre offers a graded facility whereby students can commence computing with the off-line interactive use of a micro-computer and progress to the on-line use of the mini-computer.

The Centre is located on the ground floor of the Library building and is serviced by a computer operator who maintains the system and equipment.

**8.7 EXAMINATIONS**
Students are advised to consult the examination timetable very carefully, noting day, hour and place of each paper. Appeals based on the misreading of the timetable will not be entertained.

No student who is more than thirty minutes late for an examination will be admitted, nor will anyone be permitted to leave until thirty minutes after the commencement of a paper.

Any student who is absent from any examination should report the matter to the Student Administration Office at the earliest opportunity. Pleas of illness need to be supported by medical certificates.

**8.8 FEES**
**GENERAL**
The Students' Association Fee is compulsory and is payable on enrolment. Students are also required to lodge a security deposit which is refundable less any outstanding indebtedness.

It is anticipated that the fees for 1981 will be

Students' Association Fee:
- $50 for full-time students
- $40 for part-time students
- $15 for external students

Security Deposit: $10 for all students.
MISCELLANEOUS STUDENTS

Subject to there being vacancies, application for enrolment in individual course units may be accepted. In such cases, a fee of $15 per hour per semester will apply.

8.9 FINANCIAL ASSISTANCE
TERTIARY EDUCATION ASSISTANCE SCHEME

The Commonwealth Government, through the Tertiary Education Assistance Scheme (TEAS) provides means-tested financial aid to full-time students who are not bonded, are permanent residents in Australia and are studying in an approved Tertiary course. There is no age limit.

An incidental allowance is also paid to all who qualify for benefits. Students may also qualify for other allowances for travel, a dependent spouse and dependent children.

Students must lodge applications with the TEAS office by 31st March 1981 to qualify for a full year's benefits.

Application forms will be available from the Institute's Student Administration Office.

Further information is available from:
The Director,
NSW State Office,
Commonwealth Department of Education,
P.O. Box 596,
Haymarket NSW 2000
Telephone No (02)

N.S.W. DEPARTMENT OF EDUCATION SCHOLARSHIPS

The N.S.W. Department of Education offers a number of scholarships to Institute students seeking a teaching career. The scholarships are not subject to a means test, nor are students bonded.

The Department has established a Teacher Education Advisory Office in the grounds of the neighbouring University of Wollongong. All enquiries concerning scholarships, the payment of allowances, etc., should be directed to the Advisory Office and not the Student Administration Office.

8.10 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.

8.11 THE LIBRARY

The Library's collection of books, periodicals and audio-visual materials support and supplement the formal courses of instruction at the Institute. Both study-related and recreational materials are available for the use of Library members. Membership of the Library is open to all Institute staff and students. A postal service is available to external students not living in the Wollongong area. Reciprocal borrowing privileges are available to the staff and students of Wollongong Technical College, Wollongong University and all N.S.W. Colleges of Advanced Education. To join the Library, all students must pay a refundable Security Deposit. Teachers in the Wollongong area may become borrowers by paying an annual fee plus the Security Deposit. The general community is welcome to make reference use of the collection.

Library staff are willing to assist with any problems in the location of information on the use of Library materials. The Library guide provides information on opening hours, facilities, organisation of resources and borrowing conditions. Copies are available at the Library.
8.12 PRESENTATION OF ASSIGNED WORK

Assigned work should be submitted by the specified time on the due date. A student having a legitimate reason for the inability to complete an assignment by the due date should submit a written application for an extension of time to the lecturer to whom the assignment is directed.

Assigned work submitted after the due date will incur a penalty unless an extension of time has been granted. Penalties are as follows:

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

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

8.13 STUDENT ACCOMMODATION

The Institute’s Student Administration Office endeavours to help by providing information on accommodation available at the residential college (International House), the Y.W.C.A. and private homes.

8.14 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 and aims 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.

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.

8.15 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 Administration Office.

Students who withdraw from the Institute are required to return the identity card to the Student Administration Office.

8.16 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.

8.17 STUDENT ADMINISTRATION OFFICE

The Student Administration Office is located on the ground floor of the Library 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 Administration Office will be open from 8.30 a.m. to 4.30 p.m., Monday to Friday.

8.18 TRAVEL CONCESSIONS

Students entitled to concession fares on trains should obtain the appropriate certificate obtainable from the Student Administration Office.
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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
10 — Parking
11 — Audio-Visual
12 — Main Store
12 — Computer Room
12 — School of Nursing
12 — Student Administration
12 — Student Printery